

**YOUTH WITH PHYSICAL DISABILITIES  
DEVELOPMENT FORUM (YPDDF)**

# **Participation Of Children With Disabilities In Education In Wakiso District**

**A Baseline Survey**

**2011**



with support from

**Open Society Institute  
(OSI)**

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## LIST OF ACRONYMS AND ABBREVIATIONS

CBO	Community Based Organization
CDO	Community Development Officer
CPA	Core Programme Areas
CRB	Community Based Rehabilitation
CWDs	Children with Disabilities
EFA	Education For All
FGD	Focus Group Discussion
IE	Inclusive Education
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender, Labour and Social Development
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organization
NOP	National OVC Policy
NSPPI	National Strategic Programme Plan of Interventions
OSI	Open Society Institute
OVC	Orphans and other Vulnerable Children
SNE	Special Needs Education
UPE	Universal Primary Education
PwDs	Persons With Disabilities
YPDDF	Youth with Physical Disabilities Development Forum

## FOREWORD

Youth with Physical Disability Development Forum (YPDDF) is a community based youth organization established in 2004 to advocate for the rights of youth with physical disabilities. Our Vision is "to develop a dignified youth with disabilities in Wakiso district"; and our mission is empowerment, full social integration and development of a good youth citizen with disability.

YPDDF, with financial support from Open Society Institute (OSI), is implementing a one year project aimed at promoting inclusive education in eight selected sub-counties of Wakiso District in Uganda, including Masuliita, Entebe, Nansana, Nabweru, Nangabo, Kira, Nsanji and Katabi sub-counties.

One of the activities of this project includes carrying out a baseline survey in all the targeted sub-counties. The chief objective of this survey is to assess and establish formal and non formal educational needs, challenges and opportunities including resource allocation, access to information, communication and infrastructure for female and male children with disabilities in the selected sub-counties of Wakiso.

The findings of the survey are intended to kick start and inform a number of interventions under the project including awareness creation on the tenets of inclusive education; and lobbying and advocating for inclusive education in Uganda.



Henry Nyombi  
Executive Director  
YPDDF

## ACKNOWLEDGEMENT

In special way, YPDDF acknowledges Open Society Institute (OSI) for the financial support in carrying out the baseline study on the participation of CWDs in the education sector in the selected sub-counties of Wakiso District.

We also express our sincere gratitude to institutions and individuals for their effort in the study; namely; Sub-county leaders through CDOs and PwDs' councilors for having allowed and participated in the study to be undertaken in their constituencies; Wakiso District Union of PwDs for the guidance and provision of interpreters; Wakiso District education department personnel concerned with SNE; the Community Based Rehabilitation Officer, Mr. Wamala; PwDs; Parents of CWDs and CWDs who participated in the study; Mr. Kiyangi George William of Sky Group Consultants whose effort as the study co-principal investigator was very instrumental in the study findings and recommendations; Mr. Kutosi George William, acting head of department Special Needs Studies, Kyambogo University; Ms. Hajara Dembe, Senior education officer, dept. of physical education and sports, MoES and in-charge of disabilities; Mr. Hebert Balyayebwa, Commissioner Disability and Elderly, MGLSD; Ms. Esther Kyoziira, Human Rights programme Manager, NUDIPU; Executive Director, UNAB; and Ms. Resty Muzibiri, Ass. Commissioner in-charge of pre-primary education, MoES.

Credit goes to Uganda Parents of Children with Intellectual Disabilities and to those who permitted their photographs to be published in this study report and all those individuals whose names are not mentioned here but whose names are mentioned in the Appendix of Key Informants and made the study exercise a success.



Henry Nyombi  
Executive Director  
YPDDF



Christopher Kiwanuka  
Study Team Leader

## EXECUTIVE SUMMARY

The baseline study was done as a cross sectional descriptive study in all the eight target sub-counties of Wakiso for the project namely; Masuliita, Entebe, Nansana, Nabweru, Nangabo, Kira, Nsanji and Katabi.

Households and schools with children with disabilities, children with disabilities below 18 years old formed the primary study population; young people 18 – 24 years as well as parents of CWDs. Focus Group Discussions (FDGs) were done with civic and opinion leaders, head teachers and teachers in all the sub-counties. Key informants at district, regional and national levels were interviewed as well.

The survey findings indicate that the legal arena is conducive and guarantees the rights of PWDs; there are a number of policies the government has put in place to ensure the participation of CWDs in education. The serious gap in this regard is to do with enforcement; most of these policies remain on paper. The 1995 constitution guarantees that all persons have a right to education and bars any forms of discrimination on any ground including disability.

The Ugandan Government also published its National Policy on Disability in February, 2006, and in September 2008, it ratified the UN Convention on the Rights of Persons with Disabilities. The human rights of all people with disabilities living in Uganda are enshrined in national legislation and internationally legally binding instruments. The case for education of Children with Disabilities remains strong and because it is the foundation of socio-economic development and is enshrined in the National Policy on Disability and the PWDs act 2006. The government of Uganda embraced the EFA goals which emphasize education for all human kind. The UPE policy also guarantees participation of CWDs in education, the education pre-primary, primary and post-primary Act 2008, basic requirements and minimum standards indicators for education, the education sector work place have all guaranteed participation of PWDs in education.

The special needs department has ensured the training of Special needs teachers and special needs has been included in the curriculum of PTCs. For example according to Kyambogo University SNE since 1988 the Special needs department has trained 1500 Special Needs Teachers at Diploma level and 800 at Bachelors level. However findings of this study established that some schools lacked special needs teachers and school which have ever had special needs teachers revealed that some of them divert to other specialties other than offering special needs education to CWDs like working with NGOs, administration at district levels and sign language interpreters with NGOs and courts of law. Some of the interviewed Special needs teachers who left the job of teaching revealed that they were not well motivated yet they carried out a more taxing job than their counterparts. Besides, several primary school teachers have continued to exhibit a very poor attitude towards CWDs despite their training on special needs; this partly accounts for the high drop out rates and low completion rates of CWDs. Teaching and learning materials for specialized equipment is very expensive and inadequate, while the teaching environment needs to be improved. Most schools lack facilities like ramps, brails and resource centers/ rooms. Special needs training offered to the special needs teachers is generic yet some of the disabilities require more specific and specialized skills to be able to support CWDs of such forms of disabilities adequately.



## CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.0. Introduction

This report presents the findings of the baseline study on the participation of children with disabilities in the education sector in eight selected sub-counties of Wakiso District; namely, Kakiri, Katabi, Entebbe municipality, Nansana, Nangabo, Nsangi, Kira and Wakiso. This report is issued by Youth with Physical Disabilities Development Forum (YPDDF) as part of the organization's wider efforts to create awareness and to aid interpersonal discussions with policy makers, implementers and other key stakeholders in the cause for inclusive education system in Uganda.

The report is also intended to contribute to enthusiastic campaigns for development and adoption of inclusive education related policies and approaches which are favourable to effective participation of children with various disabilities in the education sector.

The study was undertaken by Youth with Physical Disabilities (YPDDF) with technical support of Mr. Kiwanuka Christopher, Director of Center for Human Rights and Legal Support (CHRLS) as the study principal investigator and in conjunction with Mr. Kiyangi George William of Sky Group consultants as the Co-study principal investigator. The report includes both qualitative and quantitative indicators as the benchmarks for the recommendations given herein for the necessary actions for which this study was undertaken.

### 1.1. About Youth with Disabilities Development Forum (YPDDF)

Youth with Physical Disabilities Development Forum (YPDDF) is a non-government organization that strives to enable the youth with physical disabilities to enjoy equal rights in society. Its Mission is to contribute to an environment that empowers the youth with physical disabilities to realize full social integration and development. In the past 8 years, YPDDF has advocated and sensitized the public on mainstreaming of the health needs for youth with physical disabilities and inclusion of youth with disabilities in the district health budgets in Wakiso district. YPDDF recognizes that such work has given it credibility and understanding of the issues and challenges which limit inclusion of physically disabled young persons in development programmes. It is against the lessons and best practices learned in its past interventions that YPDDF with financial support from Open Society (OSI) commissioned this study to acquire factual evidence to inform its strategic interventions of promoting inclusive education in Uganda.

### 1.2. Study Rationale and Objectives

The purpose of the study was to assess and establish formal and non formal educational needs, challenges and opportunities including resource allocation, access to information, communication and infrastructure for female and male children with disabilities in selected sub-counties of Wakiso.

Specifically, the study sought to:

- Examine the extent to which young people with disabilities are included in national and local policies on education, taking into consideration the formal (i.e, in primary, secondary, tertiary, technical) and the non- formal education.
- Assess the human and material resources that exist for formal and non-formal educa-



tion of children with disabilities in the selected learning institutions in the eight sub-counties in terms of the following: Teachers and school managers with special needs qualifications and knowledge, Resource centers and units, Teaching/Learning materials, Sports and games facilities.

- Analyze the initiatives in place to promote accessibility to CWDs in schools and other learning centers in terms of: Quality education, Information accessibility, Communication accessibility, Infrastructural accessibility.
- Examine the causes of the dropout rate for male and female CWDs taking into account: Gender, Type of disability, Age groups.
- Find out the roles parents, guardians, caretakers, school management and community leaders play in promoting education of CWDs.
- Examine Barriers for education for CWDs in regard to Physical environment (roads, ramps, rails, toilets, walkways, size of doors, classrooms), Social attitudes, Compensatory aids (i.e. hearing devices, Braille, white cane, wheel chairs, calipers, etc).
- Find out what support is necessary for and would enable inclusion of children with disabilities in the existing mainstream schools.

## 2.0. BACKGROUND AND CONCEPTUAL BASIS FOR THE STUDY

This section reviews the background information and the conceptual framework that was relevant to the study and on which the key findings were drawn.

### 2.1. BACKGROUND TO THE STUDY

#### 2.1.1. Education and Children with Disabilities (CWDs)

Education is recognized as a fundamental human right by both the Universal Declaration of Human Rights (UDHR) of 1948 and the Convention on the Rights of the Child (CRC) of 1989 (Art. 7; 1&2) to which Uganda is a state party. The Convention on the Rights of Persons with Disabilities (CRPD) of 2006 which Uganda signed in 2007, the World Conference on Education for All (1990) and the United Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, all re-stated that education is a basic right for all people and recognized that particular groups were excluded. The Millennium Development Goals endorsed at the UN Millennium Development Summit (September 2000) targeted the eradication of extreme poverty and hunger and the achievement of Universal Primary Education as its first two goals; and the Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in 2000.

The government of Uganda's commitment to the attainment of the Millennium Development Goals (MDGs) and the overall aim of Education for All (EFA) led to the introduction of the Universal Primary Education (UPE) programme. This resulted into an upsurge in school enrolment figures, from 2.7 million in 1996 to 7.3 millions in 2002 (EMIS Data 2001). This trend has been increasing year by year.

#### 2.1.2. Inclusive Education

Inclusive Education (IE) is defined as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and of reducing exclusion within education.

The Dakar Framework for Action adopted a World Declaration on Education for All (EFA) in

2000, which established the goal to provide every girl and boy with primary school education by 2015. It also clearly identified Inclusive Education (IE) as a key strategy for the development of EFA. The Salamanca Statement and Framework for Action endorsed by 92 governments and 25 international organizations at the World Conference on Special Needs Education, June 1994 in Salamanca, Spain proclaims that every child has unique characteristics, interests, abilities, and learning needs and that “those with special education needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs.” It also asserts that educational systems that take into account the wide diversity of children’s characteristics and needs “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.”

Inclusive Education offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing countries and are usually excluded. Inclusive Education is about both getting children into and through school by developing schools that are responsive to the actual, diverse needs of children and communities. Inclusive Education is therefore about both access and quality and is a means for achieving these fundamental aspirations as highlighted in the EFA and MDG action frameworks.

Uganda has ratified the aforementioned international treaties on inclusive education and such treaties have informed the country’s direction on special educational laws and policies as enshrined in the national laws and policies described in the legal framework below.

### 2.1.3. The Legal framework

Uganda’s development programmes that promote participation of youth and children with disabilities in education are governed by the international treaties, some of which are mentioned above, and a number of national policies and legislation which have remained fragmented and not comprehensive to address the unique education needs of children with various disabilities that require exclusive interventions. The following matrix presents the Key treaties, policies, legislation, and programmes that promote participation of youth and children with disabilities in education in Uganda:

Table 1: Legal Provisions on education from Key Treaties, Policies, Laws &amp; Education Programmes

Year	Key Treaties, Policies, Laws & Programmes	Provisions on education
1995	Constitution of the Republic of Uganda	<p>The Constitution of Uganda, 1995. Article 21 prohibits discrimination against people with disabilities. Uganda is one of the few countries in the world to recognize sign language in its Constitution.</p> <p>Art. 30. Right to education: All persons have a right to education</p> <p>Art. 32. Affirmative action in favour of marginalized groups.</p> <ul style="list-style-type: none"> <li>• Notwithstanding anything in this Constitution, the State shall take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them.</li> <li>• Parliament shall make relevant laws, including laws for the establishment of an equal opportunities commission, for the purpose of giving full effect to clause (1) of this article.</li> </ul> <p>Persons with disabilities have a right to respect and human dignity, and the State and society shall take appropriate measures to ensure that they realize their full mental and physical potential.</p> <p>(2) Parliament shall enact laws appropriate for the protection of persons with disabilities.</p>
1997	Children Act (Cap. 57)	<p>The parents of children with disabilities and the State shall take appropriate steps to see that those children are</p> <p>(a) assessed as early as possible as to the extent and nature of their disabilities;</p> <p>(b) offered appropriate treatment; and</p> <p>(c) Afforded facilities for their rehabilitation and equal opportunities to education.</p>
2006	National Policy on Disability	<p>This policy provides a human rights-based framework for responding to the needs of persons with disabilities and full participation of PwDs and their caregivers in planning, implementation and monitoring of their programmes at all levels including Educational development programmes.</p>

2006	Persons with Disabilities Act	<p>The Persons with Disabilities Act, 2006, makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities. Art. 5 provides for promotion of education development of PwDs through: encouraging inclusive education; formulation and design of educational policies and programs that promote the special needs and requirements of PwDs; formulation of policies that give CWDs access to relevant education at all levels, paying particular requirements of the girl child and children in rural areas; establishment of special schools and units where inclusive education is not possible, with curricula designed for different disability conditions; inclusion of a module on teaching children with special needs in the curricula of teacher training courses; provision of adequate training for special teachers and in service training for current teachers in mainstream schools to cater for the educational development of PwDs; provision of learning instructional materials and assistive devices suitable for learners with special needs; enforcement of recruitment and retention of special educational teachers in all schools and institutions; structural and other adaptations of all educational institutions to the needs of PwDs and promotion of specialized institutions that facilitate research and development of their education; commitment of not less than 10% of all educational expenditure to the educational needs of PwDs at all levels; and provision of assistive services during exams including giving extra time suitable for students with special disability need.</p> <p>Art. 6 of the Act also provides for non-discrimination of PwDs to deny him/her educational services on the grounds of his/her disability.</p>
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2004	National OVC Policy	<p>According to the National Orphans and Other Vulnerable Child Policy (NOP), an orphan is defined as a child below the age of 18 years who has lost one or both parents. A vulnerable child is defined as one who based on a set of criteria when compared to other children bears a substantive risk of suffering significant physical, emotional or mental harm that may result in their human rights not being fulfilled. According to the NOP, CWDs are among the categories of vulnerable children. The Uganda Government, through the MGLSD formulated the National Strategic Programme Plan of Interventions for Orphans and other Vulnerable Children (NSPPI) to address the plight of OVC. The NSPPI presents the Core Programme Areas with interventions to meet the concerns of OVC. Education is one of the 10 CPAs of the NSPPI.</p> <p>However, in a capacity mapping exercise carried out in Wakiso District as a precursor to the planning process, it was established that majority of OVC were not receiving adequate care and support, and if they do then at times this support is short lived and lacking in quality due to inadequate capacity of the service providers. Service providers who deliver services for OVC also lack capacity to meet the concerns of OVC. (Wakiso District OVC Strategic Plan 2007-2012)</p>
1997	Universal Primary Education (UPE)	<p>The policy states that children and adults with severe disabilities, including those who are profoundly deaf, are better assisted in education in special classes or special schools (MoES, 2005).</p> <p>The Universal Primary Education Programme makes it financially possible for families to send their disabled children to school by providing free primary education to four children in every family, including disabled children.</p> <p>Under the UPE programme, government provides government provides free education for all children in primary schools. By 2002, there were 150,559 CWDs under this programme, of whom 82,537 were male and 68,022 were female (MoES, Government of Uganda, 2002). It was estimated by 2002 that 4500 PwDs had been trained in Vocational skills in the vocational Rehabilitation Institutions since 1967.</p>
2008	Business, Technical, Vocational Education and Training (BTVET) Act	<p>The Business, Technical, Vocational Education and Training (BTVET) Act, No. 12, 2008, promotes equitable access to education and training for all disadvantaged groups, including disabled people.</p>

2008	Education Act 2008	<p>In this act, it points out two important statements</p> <ul style="list-style-type: none"> <li>• Basic education shall be provided and enjoyed as a right by all persons.</li> </ul> <p>Make the school pupil friendly and especially to the girl-child and pupils with disabilities;</p>
2006	Equal Opportunities Act	<p>The Equal Opportunities Act, 2006, prohibits discrimination of persons based on disability.</p> <p>According to the EQUAL OPPORTUNITIES COMMISSION ACT, 2007</p> <p>“equal opportunities” means having the same treatment or consideration in the enjoyment of rights and freedoms, attainment of access to social services, education, employment and physical environment or the participation in social, cultural and political activities regardless of sex, age, race, colour, ethnic origin, tribe, birth, creed, religion, health status, social or economic standing, political opinion or disability;</p>
	Millennium development Goals (MDGs)	<p>The 1990 Conference on Education for All pledged to achieve universal primary education by 2000. But in 2000, 104 million school-age children were still not in school, 57 percent of them girls and 94 percent were in developing countries – mostly in South Asia and Sub-Saharan Africa. The Millennium Development Goals set a more realistic, but still difficult, deadline of 2015 when all children everywhere should be able to complete a full course of primary schooling.</p>
	Jomtien Declaration on special needs education	<p>Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.</p>
	Dakar declaration	<p>This framework among others stated that by 2015, all children particularly girls, children in difficult circumstances and those belonging to minorities would have access to completely free and compulsory primary education of good quality.</p>

2006	UN Convention on the Rights of PWDs (CRPD)	<p>Uganda is a state party to this convention. Art. 24 Part 2, section (a) &amp; (b), respectively, state that states parties shall ensure that PwDs are not excluded from the general education system on the basis of disability and that CWDs are not excluded from free and compulsory primary education of secondary education on basis of disability; and in section (b) states parties shall ensure that PwDs can access an inclusive, quality and free primary and secondary education on equal basis with others in the communities in which they live.</p> <p>The same Art, Part 3 &amp; 4, commit states parties to ensure appropriate measures to the learning needs and equal participation in the education systems including facilitating: Braille, alternative script, communication and mobility skills, sign language learning, peer support and mentoring, employ teachers with disabilities and those qualified in special learning needs such as sign language, train professionals and staff who work at all levels of education, and incorporate disability awareness in trainings of professionals and staff who work at all levels of education.</p>
	Special Needs Education (SNE)	The SNE programme under the MoES addresses issues of children with learning difficulties. The SNE programmes under Kyambogo University play a key role in training teachers and other professionals in special needs education.
2006	Basic Education Policy for Educationally Disadvantaged Children	This policy focuses on interventions to reduce risk and vulnerability of generally educationally disadvantaged children and does not specifically focus on the most vulnerable groups of children, the disabled. Thus, leaving out the unique characteristics of the most vulnerable children which require exclusive interventions. Implicit in this, is that the impact of having large groups of the vulnerable children un-reached/un-served jeopardizes efforts to realize the MDGs.

The laws, policies and programmes mentioned in the matrix above, attest to Uganda's significant strides in use of legal resources on disability to protect and promote, in principle, the participation of PwDs in the right to education. Sincerely, disability is now part and parcel of the national policy agenda manifested in the current draft on the SNE policy under the MoES and the review of the Disability Act, 2006.

However, despite such programmes, laws and policies, there are still increased rates of children dropping out of schools and not attending/enrolling in school in Wakiso district as indicated in the table below.



Table 2: School Attendance by age and sex for the population (6 yrs +) in Wakiso District

	Attended School in 2002			Left School			Never Attended		
Age Group	Male	Female	Total	Male	Female	Total	Male	Female	Total
6 to 9	46,905	48,923	95,828	1,806	1,937	3,743			
10 to 12	38,081	39,505	77,586	1,998	2,356	4,354	826	824	1,650
13 to 15	29,503	32,429	61,932	4,295	6,294		669	804	1,473
16 to 19	24,775	25,218	49,993	15,500	23,904		1,187	1,484	2,671

Source: Wakiso District Planning Unit

Generally, the dropout rate of CWDs has in the past mostly been attributed to major factors which hinder PwDs education and skills training, including: scarcity of appropriate educational, scholastic and institutional materials; inadequate training staff to handle issues of CWDs, outdated and limited skills in vocational rehabilitation centers, inaccessible infrastructures at schools, high costs of assistive devices and assistive services such as guides, helpers as well as interpreters. However, these are factors which were identified way back before the ratification of most of the international treaties and before introduction of some of the programmes mentioned earlier. Further, these factors are external and leave out other key personal factors such as attitudes, students' characteristics and family and community characteristics including economic and cultural conditions.

The current literature on educational statistical and qualitative information on the current dropout rates of children and the reasons for their dropping out remain inadequate and non-representative of children with disabilities' conditions, demands and desired actions. Such literature tends to be generalized in nature, focusing on what generally is known about disability and vulnerable persons. Thus, this study is of help in order to understand the causes for the dropouts of the children with various disabilities who are the most vulnerable and avail such empirical data for future analyses and planning processes for participation of disabled children in education like their counterparts the non-disabled children.

## 2.2. CONCEPTUAL BASIS FOR THE STUDY

The study was conceived out of the Input-Process-Outcome-Context Model, which is a conceptual guide that provides a clear understanding to the thinking about the network of relationships and factors inherent to Inclusive Education (IE) development. This conceptual guide builds on the framework for assessing quality in the Education for All (EFA) 2002 Monitoring Report (UNESCO), and was developed for all countries—North and South. Figure 1 below depicts a graphic representation of the components in the Input-Process-Outcome-Context Model but contains value-added factors and insights from the literature on IE in the South.<sup>1</sup>

<sup>1</sup> Susan J. Peters; Inclusive Education: An EFA Strategy For All Children Report 2004, Michigan State University, East Lansing, Michigan, USA, p.15.

**Figure 1: Input-Process-Outcome-Context Model for Inclusive Education\***

INPUTS		PROCESS		OUTCOMES	
<b>School</b> <ul style="list-style-type: none"><li>• Curriculum content</li><li>• Textbook &amp; learning materials</li><li>• Teacher qualifications, training</li><li>• Morale &amp; commitment</li><li>• Accessible facilities</li><li>• Parent/community support</li><li>• Braille/Sign Language support</li><li>• Action Plans &amp; Needs Assessments</li><li>• Evaluation Plan</li></ul>		<b>School Climate</b> <ul style="list-style-type: none"><li>• High expectations/respect</li><li>• Guiding Philosophy/Mission</li><li>• Participation/choice</li><li>• Positive teacher attitude</li><li>• Safe and supportive environment</li><li>• Flexible curriculum</li><li>• Incentives for participation</li><li>• Integrated whole-school system</li><li>• Collaborative support teams</li></ul>		<b>Achievement</b> <ul style="list-style-type: none"><li>• Literacy, Numeracy</li><li>• Good citizenship</li><li>• Personal development</li><li>• Positive attitude towards learning</li><li>• Self determination/advocacy</li><li>• Self-esteem</li><li>• Social &amp; Independent Living Skills</li></ul>	
<b>Student Characteristics</b> <ul style="list-style-type: none"><li>• Diverse characteristics valued and supported</li><li>• Disability, gender, at-risk, refugee children, minorities, low-income</li></ul>		<b>Teaching/Learning</b> <ul style="list-style-type: none"><li>• Sufficient learning Time</li><li>• Active teaching methods</li><li>• Integrated systems for assessment &amp; feedback</li><li>• Appropriate class size</li><li>• Adapted curriculum to meet individual needs</li><li>• Active student participation</li><li>• Appropriate supports</li><li>• Clear roles &amp; responsibilities</li></ul>		<b>Attainment</b> <ul style="list-style-type: none"><li>• Formal completion</li><li>• Diplomas/qualification</li><li>• Preparation for Adult Life</li></ul>	
<b>Family/Community Characteristics</b> <ul style="list-style-type: none"><li>• Parental Attitudes/Training</li><li>• Household Income</li><li>• Economic conditions</li><li>• Cultural/religious factors</li><li>• Multi-sector coordination &amp; collaboration</li></ul>				<b>Standards</b> <ul style="list-style-type: none"><li>• Official learning objectives [desired outcomes]</li><li>• School-level objectives</li><li>• Impact on family &amp; Community</li><li>• Supportive Govt. Policy</li></ul>	
<b>Contextual Factors</b>					
<ul style="list-style-type: none"><li>• Macro-economic and fiscal policies</li><li>• Political stability, decentralization,</li><li>• International coordination</li><li>• Data collection &amp; analysis</li></ul>		<ul style="list-style-type: none"><li>• National goals &amp; standards for inclusive education,</li><li>• Sources of funding &amp; allocation</li><li>• Systematic knowledge transfer</li></ul>		<ul style="list-style-type: none"><li>• Education System Management</li><li>• Parental &amp; Community Participation</li><li>• Community sensitization &amp; awareness</li></ul>	

\*According to Susan J. Peters of World bank, Specific literature used to develop this proposed framework included: Save The Children School for All Report 2002, p. 15; documents and articles from Enabling Education Network, Inclusion International, Report of the Expert Group on International Norms and Standards Relating to Disability (1998); the Disability Rights Charter of South Africa; and UNICEF's five pillars of quality education.

The above Input-Process-Outcome-Contextual Model includes four domains of inputs, processes, outcomes, and contextual factors in an open-system. As applied to this study, the model holds that an open-system does not only account for external factors influencing IE (e.g., policy, legislation, cultural

and socio-economic conditions), but considers these 'external' factors as integral components of IE development as a whole. Therefore, much as the policies and laws are in place, it is not suffice to guarantee inclusive education. Other factors in regard to inputs, processes and context must be considered for effective IE development. Agitators of IE assert that this open-system is a particular strength of IE in countries of the South. This study therefore considers establishing such factors in order to inform the development of inclusive education in Uganda.

According to this model, the domain on Inputs to Inclusive Education arguably provides the predominant challenges to IE to meet the demand for SNE, access, retention, and drop-out rates. The framework indicates that access issues are affected by factors at all levels of inputs: student, school, family/community and national.

The domain on Processes of Inclusive Education indicates School Climate and Teaching/Learning as two broad fields concerned with this process domain. Within this domain, a whole-school approach to IE is emerging as critical to effective implementation, as it is in the North. Basic principles of whole-school approaches include participation and collaboration. Participation means more than just professionals and communities. A famous example which is usually given by agitators for IE is in Nicaragua, where a rural primary school was one of the first schools to establish a student council under which students took an active part in school-decision making.<sup>2</sup> A basic principle of Child-to-child programs also emphasizes student responsibility for learning and participation in whole-school initiatives. Agitators of IE also state that personal change process is important for changing attitudes as part of the process of teaching and learning.

The domain on Outcomes of Inclusive Education emphasizes continuous evaluations/process assessments as inputs (e.g., assessments of needs and feasibility studies), process (both formative and summative evaluations of the implementation activities) and outcomes/impacts of IE programs. As an example of input assessment, prior to implementing an IE project in Nicaragua, a situation analysis was undertaken in schools. Thus, the input assessments were successful in promoting sustainability. Another example of successful sustainability in the literature comes from Guyana. Their CBR project actively involved parents, who established a Village Health Committee and conducted a needs assessment. As a result of the needs assessment, they set up a Resource Centre in the village near the elder leaders' compound. From this, they converted the Centre into a Regional School, and now conduct a regional CBR program.<sup>3</sup>

2 UNESCO (2001). *Inclusive Schools and Community Support Programmes. Phase Two*. Paris: UNESCO

3 UNESCO (2001) *Inclusive Schools & Community Support Programmes: Phase II*

## CHAPTER TWO: METHODOLOGICAL APPROACH

### 2.1. Description of the Study Area

While the basic principle governing the selection of a representative sample in any scientific study/research is that the process must be random so as to minimize sampling errors, YPDDF selected 8 sub-counties of Wakiso District as the study area purposively because YPDDF wanted to operate in those sub-counties in relation to execution of its project on promotion of inclusive education in Uganda. The 8 sub-counties included: Wakiso, Entebbe, Nasana, Kakiri, Nangabo, Kira, Nsangi and Katabi.

### 2.2. Respondents Determination/Sampling

The list of Enumeration Areas (EA) – parishes obtained from the 2002 Population and Housing Census - were used as the sampling frame within the selected sub-counties. The procedure for selecting the EAs involved the following:

- At the first stage, 2 EAs were selected by systematic random sampling from each sub-county (i.e., 16 parishes)
- Using purposive selection criteria, respondents were selected from each parish in relation to: disability, gender and age while balancing to avoid bias in results.
- For purposes of the study, key respondents were purposively selected to include: School going female and male Children with all types of disabilities; Female and male Children with all types of disabilities who have dropped out of school; Primary schools, secondary schools, tertiary education institutions and vocational training centers; District community development service office; District education offices and Ministry of Education, Ministry of Gender; Youth based organizations; Education based NGOs; Parents guardians and caretakers, and their associations; Community leaders; Disabled People's Organizations, Branches and YPDDF sub-counties Associations.

#### 2.2.1. Sample Size Determination

The minimal representative sample size was 384. This sample size was arrived at based on the following scientific formula allowing an error of 5%:

$$\text{Sample size} = \{Z^2 * (p) * (1-p)\} / e^2$$

Where:

Z = Value of 1.96 for the 95% confidence level of performance we are willing to commit;

P = the proportion of variable of interest in the study population (to maximize the expression of 95% confidence level, then p must be 0.5).

e = the acceptance error we are willing to commit (since the Z value is 1.96, we then commit an error of 0.05)

Basing on the above formula, the determined sample size was 384. However, 356 respondents of the desired sample category were reached with the questionnaire for individual interviews.

### 2.3. Study Methods

Both qualitative and quantitative methods were employed to generate the benchmarks for the

interventions and necessary actions for which this study was undertaken.

### 2.3.1. Quantitative method

Quantitative research methodology was used to generate data on the status of CWDs regarding inclusion in education policies and laws and institutions. The selected respondents were thus probed through quantitative research instruments known as questionnaires. This design aimed at investigating the following:

- Human and material resources that exist for formal and non-formal education of children with disabilities in the selected learning institutions in the eight sub-counties in terms of: Teachers and school managers with special needs qualifications and knowledge; Resource centers and units; Teaching/Learning materials; Sports and games facilities.
- Number of female and male CWDs with different disabilities enrolled and regularly attend classes
- The causes of the dropout rate for male and female CWDs with different ages and disabilities
- How young people with different disabilities are included in national and local policies on education and in the formal, i.e., in primary, secondary, tertiary, technical and the non- formal education.
- Different roles played by parents, guardians, caretakers, school management and community leaders in promoting education of CWD.

#### 2.3.1.1. Individual interviews and conversations

Using the questionnaires, individual interviews and conversations were held with: School going female and male Children with all types of disabilities; Female and male Children with all types of disabilities who had dropped out of school; Parents, guardians and caretakers of CWDs. Some of the questions were open ended and allowed open responses from the respondents. A total of 356 respondents/individuals were interviewed.



One of the study interviewers capturing notes during an individual interview/conversation with a child-respondent

### 2.3.2. Qualitative Method

This methodology guided the study team to gain a deeper understanding of the views on a number of aspects governing the promotion of inclusive education for CWDs, for better understanding of perceptions, knowledge, belief, environment and entire context within which CWDs right to education is considered.

Under this design, Focus Group Discussions (FGDs) and in-depth Key Informant Interviews (KIIs) as well as document/literature reviews were the research instruments used.

#### 2.3.2.1. Focus Group Discussions (FGDs)

Participants in the FGDs were purposively selected basing on their work in relation to CWDs and education and their roles in animating the rights of CWDs in the implementation of community development services. They were selected from among School going female and male Children with all types of disabilities; Female and male Children with all types of disabilities who had dropped out of school; Primary schools, secondary schools, tertiary education institutions and vocational training centers; District community development service office; District education offices and Ministry of Education and Ministry of Gender; Youth based organizations; Education based NGOs; Parents guardians and caretakers, and their associations; Community leaders; Disabled People's Organizations, Branches and YPDDF sub-counties Associations within the selected study area.

Through the FGDs 59 respondents were reached. 36 of these were male while the 23 were female. Uniform Study questions were pre-set for the FGDs as appended herewith.

#### 2.3.2.2. Key Informant Interviews (KIIs)

These were held with a cross section of persons who have sufficient and exceptional knowledge on the subject and management of education related services in the study areas. Persons interviewed included stakeholders at national, district, sub-county and community levels. Accordingly, interviews were held with officials from the MGLSD, officials from the MoE, and officials from the National Union of Disabled Persons of Uganda (NUDIPU), staff concerned with disability and rehabilitation from the district education office, staff of the Special Needs education Schools, local council representatives of PwDs, literate members of the study area, parents of CWDs and CWDs themselves.



The lady with spectacles, Ms Mazzi Deborah, was the Wakiso district Councilor for PwDs responding to the interview questions



### 2.3. Literature Review

The literature review information guided the study team in contextualizing and focusing the study, developing study instruments and making recommendations for action/interventions desired to address the study findings. The literature review covered national surveys, census and demographic reports, dissertations, national and Wakiso district strategic development plans, other related studies, legal and international convention texts including relevant draft policy documents.

### 2.4. STUDY ADMINISTRATION DATA ANALYSIS AND MANAGEMENT

#### 2.4.1. Supervisors

8 Sub-county supervisors (1 per sub-county) were recruited to administer the study operations in the sub-counties. These were mainly recruited from YPDDF's disabled persons Associations at the sub-county level. These were the persons with long-standing experience with the dynamics in their respective communities. They were primarily charged with: making initial contact with the sub-county authorities; selection of the study sites as per the laid down criteria/design with help of local council representatives of PwDs at sub-county, parish and village levels. They liaised with data collectors to ensure proper respondent selection.

#### 2.4.2. Research Assistants

4 Research Assistants were recruited and trained to facilitate FDG and KIIs data collection. These were persons with expertise in conducting qualitative surveys through semi-structured dialogue. They were conversant with the local language of the study sites. The Research Assistants translated and transcribed the FDG data.

#### 2.4.3. Enumerators

8 Enumerators were recruited and trained to facilitate data collection through administering individual questionnaires to the selected respondents. Respondents consented to the interviews by signing a consent form and were given chance to select whether to be interviewed by a female or male interviewer.

#### 2.4.4. Involvement of Persons with Disabilities (PwDs)

PwDs, particularly members of YPDDF Associations and PwDs councilors at the sub-county level were involved in various stages of the study for purposes of capacity building and ownership of the findings of the study. In addition, efforts were made to involve PwDs in data collection exercise, especially FDGs and KIIs.

#### 2.4.5. Data analysis

Quantitative field data was coded and analyzed using the computer Statistical Package for Social Sciences (SPSS) programme. The quantitative data is presented in this report in form of descriptions, tables, percentages, pie charts and bar graphs.

Qualitative field data was transcribed and thematically analyzed using codes developed



from what the study sought to examine or the objectives of the study. The qualitative data is presented in this report as supplementary descriptions alongside the quantitative findings. Some qualitative data is also presented in this report as case studies and direct quotations.

#### 2.4.6. Quality control

The entire field team was oriented for standardization and quality assurance purposes. After the orientation, field trials of pre-testing of study instruments were done to allow the team to be acquainted with the actual experience on the study tools. During the pre-tests, the suggestions regarding suitability and refining of the research questions were incorporated. Also during this orientation, the data collectors were acquainted with fieldwork techniques and interviewing/research skills.

The study team met at the end of each day of fieldwork to discuss the findings, edit and modify the questionnaires and share experience and challenges and solve the problems encountered in the field and proffer solutions. The questionnaires were reviewed with the data collectors, supervisors and the team leaders to check for response misallocations and other technical errors.

#### 2.4.7. Ethical considerations

In line with the requirements of the National Council for Science and Technology, care was taken to explain the purpose and objectives of the study to all the respondents before their participation. Participation of respondents was on a voluntary basis and the data collection tools were designed in a way that guaranteed confidentiality.

As a procedural issue, the data collectors sought permission from adult respondents and consent from the guardians and parents of respondents who were under 18 years before conducting interviews. The consent form for this purpose is attached herewith.

#### 2.4.8. Problems encountered during the study

Although the study team managed to interview a good number of respondents, efforts to secure interviews with top school management and some parents of CWDs were not successful. Some parents of CWDs said that a number of studies had in the past been undertaken on their children by various organizations but nothing had come out of them. The top school management personnel were busy as the school term had just begun.

## CHAPTER THREE: FINDINGS AND INTERPRETATIONS

### 3.1. INTRODUCTION

This chapter presents an analysis of the findings of the baseline study. The analysis aligns with the study rationale and objectives as well as the conceptual framework. 356 respondents participated in the individual interviews and conversations and 59 respondents participated in the Focus Group discussions in addition to key informants whose names are appended on this report. All the respondents hailed from Wakiso District in the sub-counties of Kakiri, Wakiso, Kira, Nsangi, Katabi and Entebbe municipality and Nansana Town Council. The parishes within the sub-counties where the respondents were drawn included Kireka, Entebbe Division B, Katabi, Nansana East 1, Nansana East 2, Kakiri, Wakiso, Nanziga, Maya and Nsangi.

Figure 2: %ge distribution of respondents by Sub-county

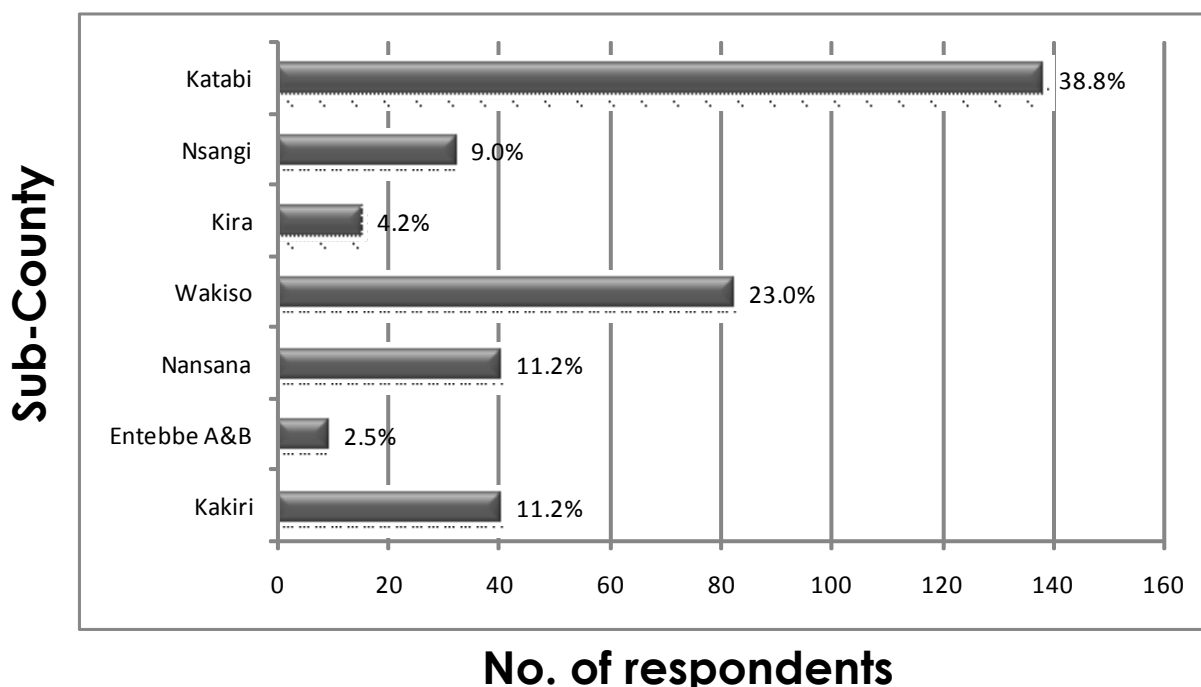


Figure 2 shows that there were more respondents in Katabi sub-county at 38% followed by Wakiso at 23%, Nansana and Kakiri at 11.2%, Nsangi at 9%, Kira at 4.2% and Entebbe at 2.5%. This was a result of the sampling method used but care was taken to minimize the degree of omission.

### 3.2. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The socio-demographic characteristics of respondents which were considered important to the study included sex, age, marital status, form of disability, level of education, religious background and occupation of respondent. These characteristics were relevant to the study because they helped in drawing gender-based analysis on the education status and living conditions of PwDs in the study area.

Table 3: Socio-demographic characteristics of respondents

CHARACTERISTICS	FREQUENCY	PERCENTAGES
<b>Gender</b>		
Male	106	29.8
Female	250	70.2
<b>Total</b>	<b>356</b>	<b>100.0</b>
<b>Religious affiliation</b>		
Christian	290	81.5
Muslim	63	17.7
Traditionalist	3	0.8
<b>Total</b>	<b>356</b>	<b>100.0</b>
<b>Age group</b>		
10-20 Years	124	34.8
21-30 Years	74	20.8
31-40 Years	66	18.5
41-50 Years	45	12.6
51-60 Years	24	6.7
60 Years and above	23	6.5
<b>Total</b>	<b>356</b>	<b>100.0</b>
<b>Marital Status</b>		
A child	105	29.5
Married with children	101	28.4
Single	57	16.0
Widowed	36	10.1
Single Parent	36	10.1
Married without children	14	3.9
Divorced	7	2.0
<b>Total</b>	<b>356</b>	<b>100.0</b>
<b>Category/Occupation of Informants</b>		
Family Members	134	37.6
Child with disabilities	61	17.1
Literate member	50	14.0
Persons with Disabilities	39	11.0
Councilor for PWDs	31	8.7
DCSP	3	.8
Others	27	7.6
Non Response	11	3.1
<b>Total</b>	<b>356</b>	<b>100</b>
<b>Form of Disability</b>		
Physical impairment	78	39.6
Mentally handicapped	31	15.7
Visually Impaired	28	14.2

### 3.2.1. Sex and Religious background

Findings in table 3 above reveal that majority of respondents were female at 70.2% compared to the men at 29.8%. This was a result of un-proportional gender selection but not that there were more female respondents with the desired selection characteristics. Further the data in the table indicate that the religious affiliation of the majority of the respondents was Christianity at 81.5%, followed by Islam at 17.7% and Traditionalists at 0.8%.

### 3.2.2. Age

According to the data on socio-demographic characteristics of respondents obtained in table 3, majority of the respondents (34.8%) were in the age group of 10-20 years, followed by respondents in the age group 21-30 years (20.8%). The age groups 31-40 years constituted 18.5%, 41-50 years 12.6%, 51-60 years 6.7%, and 60 years and above were 6.5%. Implicit in these percentages is that majority of the respondents were in the primary and secondary school going age where the UPE and USE programmes are implemented. Data obtained therefore is informed by the key players in the field of the study findings. These percentage distributions also reveal that the participants in the baseline included various categories of stakeholders such as parents of CWDs who were in the age group of 31 years and above.

### 3.2.3. Marital status

Data obtained in table 3 further indicates that 29.5% of the respondents were the majority who were school going children, followed by 28.4% who were married with children, 10.1% who were single parents, 10.1% widowed, 16% single, 3.9% married without children and 2% divorced. Implied in this finding is that CWDs who were the majority of the respondents were followed by parents of CWDs who were equally key players in the provision of information desired in achieving the purpose of the study.

### 3.2.4. Occupation

The categorization of respondents by occupation revealed that 17.1% of respondents were CWDs, 8.7% councilors for PwDs, 11% PwDs, 0.8% District Community Development Service Personnel, 37.6% Family members of CWDs, 14% literate member of the community, 7.6% dealt in other things, while 3.1% never responded.

### 3.2.5. Form of Disability

According to the study findings as shown in table 3, 44.7% of the respondents were not disabled but participated in the study as parents of CWDs, literate members of the community, family members of households for CWDs, attend school with CWDs and development workers. The findings further reveal that 39.6% of the respondents were physically disabled, 15.7% mentally handicapped, 14.2% visually impaired, 8.6% epileptic, 5.6% intellectually disabled, 3.6% deaf, 2% hearing impairment, 1.5% deaf-blind and 9.1% gave no response. The implication of this finding is that more physically disabled persons participated in the study compared to other forms of disabilities. It also implies that there are more physically impaired PwDs in Wakiso district than other forms of disability.

## 3.3. EDUCATION

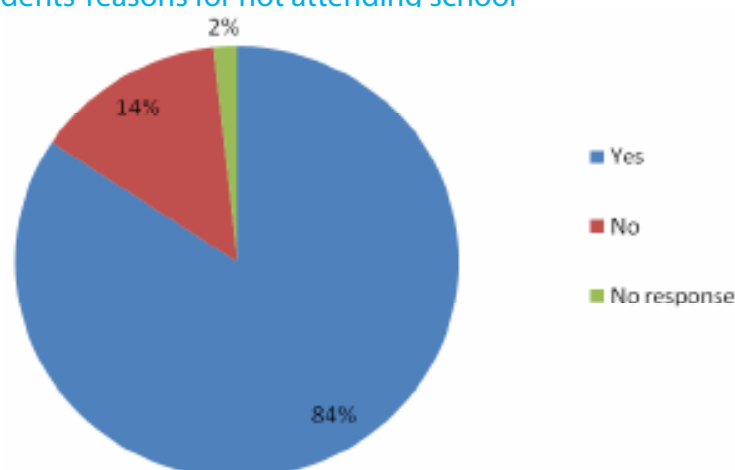
Similar to other countries in the South, Uganda has a large number of PwDs with limited

access to educational services and opportunities despite the existence of a legal framework to promote and protect the rights of PwDs to education. Although Uganda is implementing UPE programmes as a commitment to EFA and IE, participation of some CWDs has remained very low, while others access the educational services with difficulties. This section highlights the findings of the study in relation to access and utilization of educational services by CWDs. Specific case studies of institutions and CWDs' services in the academic setting are also given in this section.

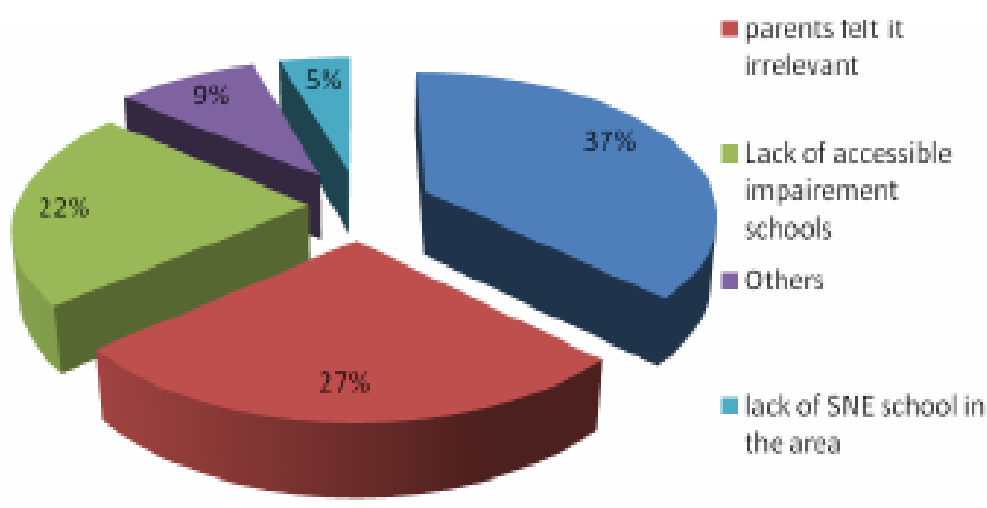
The study revealed that 84 % of the respondents have EVER attended school while 14% had NEVER attended school at all and 2% never responded as shown in Figure 3 below. Majority of the respondents who NEVER attended or DROPPED out of school (37 %, 27% and 22%) mention lack of school fees, parents' feeling that it was irrelevant to educate them and lack of accessible schools for the impaired as the major reasons for not attending school, respectively, compared to respondents who give reasons such as lack of appropriate SNE school in the area (5%) and others (9%) as indicated in figure 4 below. This data implies that there are major factors hindering CWDs to attend school including inaccessible schools to CWDs, parents' attitudes to CWDs and poverty/economic factors which hinder incomes to meet school requirements.

Figure 3: Responses of respondents whether they have ever attended school

Figure 4: Respondents' reasons for not attending school



### 3.3.1. Highest level of education attended by respondents



Majority of the respondents (51.3%) attended Primary school level compared to 25.8% and 6.5% who attended secondary and tertiary institutional level as indicated in the table 4 below. This finding reveals that in correlation with the age and occupation categories of respondents, many of the respondents attained primary education level or dropped out of school at primary education level for reasons given in table 6 below.

**Table 4: Education level of Respondents**

**Case Study: Nalukwago Ida:** *Ida, female CWDs, has multiple disabilities (visual, physical and intellectual impairments). She attended a SNE school called Entebbe School for the Disabled Children. After her rehabilitation, Ida was admitted at a conventional school known as Namate Chadwick where she dropped out in 2009. Ida says she had no interest of attending school because fellow pupils abused her of the eye disability and challenged her intelligence. Ida also said she could not read properly from the blackboard and she resorted to sleeping while her friends were writing because she could not write what she can't read. The deputy Head teacher of Namate Chadwick revealed that Ida was allowed to sit Primary Leaving Examinations (PLE) on request of hers parents but the school knew she would not pass because she was a slow learner, tires easily and attention span was short yet the school had no arrangements for learning needs. Ida thus could not fit in the general school teaching arrangement. Although Ida sat for PLE she failed and not graded.*

**Case Study: Andrew Kato:** *On the contrary to Ida's case above, Andrew attended the same school for SNE as Ida. Andrew was deformed/crippled and could not write. The SNE was for rehabilitating and the curriculum different from the conventional schools. After rehabilitation at SNE, Andrew was admitted at Kawafu Moslem Primary School where he was taught using radio communication and sat his PLE in 2009 and passed with 24 points. Andrew was facilitated with SNE examiner who read the questions to Andrew and marked him. It was his mother who facilitated the private arrangements of teaching Andrew using radio communication because the school had initially advised that they had no arrangements for Andrew's learning needs.*

level of education	frequency	percent
primary	182	51.1
secondary	92	25.8
tertiary	23	6.5
others	59	16.6
total	365	100.0

### 3.3.2. Dropout rate

Despite the fact that majority of the respondents were in the category of school going age as described by the socio-demographic characteristics of respondents, data in table 5 below reveal that 71.3% of the respondents were not in school compared to 22.2% who were in school and 6.5% who never disclosed their status. Further, implied in this finding is that if 84.3% of the respondents attended school as shown on figure 3, and 71.3% were not in school as shown in table 5, yet majority of the respondents were in school going age as indicated in table 3 on age of respondents, then majority of the respondents were school dropouts and the rate is inexcusable.

Table 5: Table showing whether the respondents were in school or out of school.

Response	Frequency	Percent
Yes	79	22.2
No	254	71.3
Non Response	23	6.5
Total	356	100.0

Table 6: Tabular presentation of reasons why the respondents dropped out of school

Response	Frequency	Percent
Got Married	72	26.6
Dropped Out	55	20.3
No school fees	34	12.5
Neglected by partents	30	11.1
Completed	27	10.0
Got Pregnant	19	7.0
Have no interest	3	1.1
Others	31	11.4
Total	271	100.0

Data presented by table 6 above reveals that majority of the respondents (26.6%) who were not in school dropped out of school to get married. This was followed by 20.6%, 12.5%, and 11.1% who were not in school due to dropout caused by personal factors, lack of fees and neglected by parents, respectively. The data in the table also reveals that only 10% of the respondents completed education and 1.1% had no interest. Implicit in the foregoing finding is that majority of CWDs do not complete education and the reasons are diverse, including contextual, input, process and outcome factors as stated in the Input-process-outcome-contextual model on IE. For example; Lack of fees is an economic factor (contextual domain), neglect by parents is a factor to do with family characteristics (input domain), lack of interest of the child is a factor to do with student characteristics (input domain), and getting married is also community/family characteristics (input domain). Therefore, all these factors in their respective domains should be integral components in addressing inclusive education and not only focus on external factors in isolation which are at the national level and school level such as legislation and physical access.

### **Case Study: Brian Bukwirwa**

*Brian, a male child aged 17 years is disabled (Cerebral palsy) sat for his Primary 7 (P.7) Primary Leaving Examinations (PLE) in 2010 at Kyambogo Primary School. He attained a 2<sup>nd</sup> grade with 23 points. He had learning needs as a slow learner. He never had a special needs teacher throughout his primary level education. However, during his PLE, he was treated as desired by his disability by allocating him extra time. Brian was admitted at Kyambogo College School to enroll for Secondary level education and the school requirements were paid by the parents. Unfortunately, when Brian turned up at Kyambogo College School at the beginning of the term, the Deputy Head teacher asked Brian to try his luck elsewhere and the admission letter was withdrawn arguing that the school had no special needs teacher to handle his learning needs.*



### 3.4. KNOWLEDGE LEVELS, ATTITUDE AND EXPOSURE TO RESPONSE PROGRAMMES, POLICIES AND LAWS ON INCLUSIVE EDUCATION

#### 3.4.1. Level of knowledge on laws and programmes on IE for CWDs

Data availed in table 7 below reveals that majority of the respondents (58.4%) expressed that they never heard of laws and programmes on inclusive education for children with disabilities compared to 39.0%.

**Table 7: Level of knowledge on laws and programmes on IE for CWDs**

Response	Frequency	Percent
Yes	139	39.0
No	208	58.4
Non Response	9	2.5
Total	356	100.0

42.9% of the respondents who knew about the laws and programmes on inclusive education for children with disabilities mentioned about children's rights enshrined in the Constitution and others mentioned about Equal Opportunities Act (23.0%), Universal Primary Education (9.0%), Action on Disability and Development (ADD) Programmes (12.0%), Universal Primary Education (9.0%), Provision of Special needs (7.1%), Sponsorship in Education (3.0%), and Provision of technical and vocational education (2.0%). Implicit in this finding is that few respondents knew that UPE and SNE were response programmes for IE for the excluded or vulnerable children including CWDs. (see table 8 below).

**Table 8: % knowledge levels of respondents on programmes and laws on IE for CWDs**

Programme	Frequency	Percent
1. children's rights in onstitution	60	42.9
2. Equal opportunities act	32	23.0
3. ADD Programme	18	13.0
4. Universal Primary Education	13	9.0
5. Provision of Special needs	10	7.1
6. Sponsorship in Education	4	3.0
7. Provision of technical and vocational education	3	2.0
Total	139	100

#### 3.4.2. Common sources of information on IE programmes for CWDs

The common sources of information for the respondents concerning the laws and programmes were identified and these, in their order of frequency, included; Radio (25.5%), School/college/ teachers (22.8%), Friends/ peers (21.7%), Disability organization (11.4%), Ministry of gender (10.9%), television (10.3%), Disability councilors (9.2%), Community leaders (8.2%), YPDDF staff/ volunteers (7.1%), publicity meeting (5.4%) and News papers/ magazines (1.6%). (See table 9 below.)

Table 9: Common sources of information on IE programmes for CWDs

Programme	Frequency	Percent of response	Percent of #cases
Radio	47	17.5%	25.5%
school/college/Teachers	42	15.6%	22.8%
Friends/peers	40	14.9%	21.7%
Disability organization	21	7.8%	11.4%
Ministry of gender	20	7.4%	10.9%
Television	19	7.1%	10.3%
Disability councilors	17	6.3%	9.2%
Community leaders	15	5.6%	8.2%
YPDDF staff/volunteers	13	4.8%	7.1%
publicity meeting	10	3.7%	5.4%
Newspapers/ Magazines	3	1.1%	1.6%
Others	22	8.2%	12.0%
Total	269	100%	146.2%

# Multiple responses

### 3.4.3. Actors in supporting/promoting IE of CWDs in Wakiso district

Data availed by table 10 below reveals that the common actors in supporting/promoting inclusive education of CWDs in wakiso district include: International NGOs (26.4%), Central Government (25.6%), others (25.2%), Local CBOs (21.5%), and Local Government (20.3%).



A photo that gives a picture of interview exercises with parents/guardians of CWDs

Table 10: Actors in supporting/promoting IE of CWDs in Wakiso district

Programme	Frequency	Percent of response	Percent of #cases
Radio	47	17.5%	25.5%
school/college/Teachers	42	15.6%	22.8%
Friends/peers	40	14.9%	21.7%
Response	Frequency	Percent of response	Percent of cases
International NGOs	65	22.2%	26.4%
Central Government	63	21.5%	25.6%
Others	62	21.2%	25.2%
Local CBOs	53	18.1%	21.5%
Local Government	50	17.1%	20.3%
Total	293	100%	

# Multiple responses

#### 3.4.4. Is the education system in Uganda sensitive to the needs of CWD's?

Data analyzed in table 11 below revealed that majority of the respondents (44.5%) agree that the education system in Uganda is not sensitive to the needs of CWD's compared to 25.8% who disagree with the view, while 24.7% revealed that they didn't know.

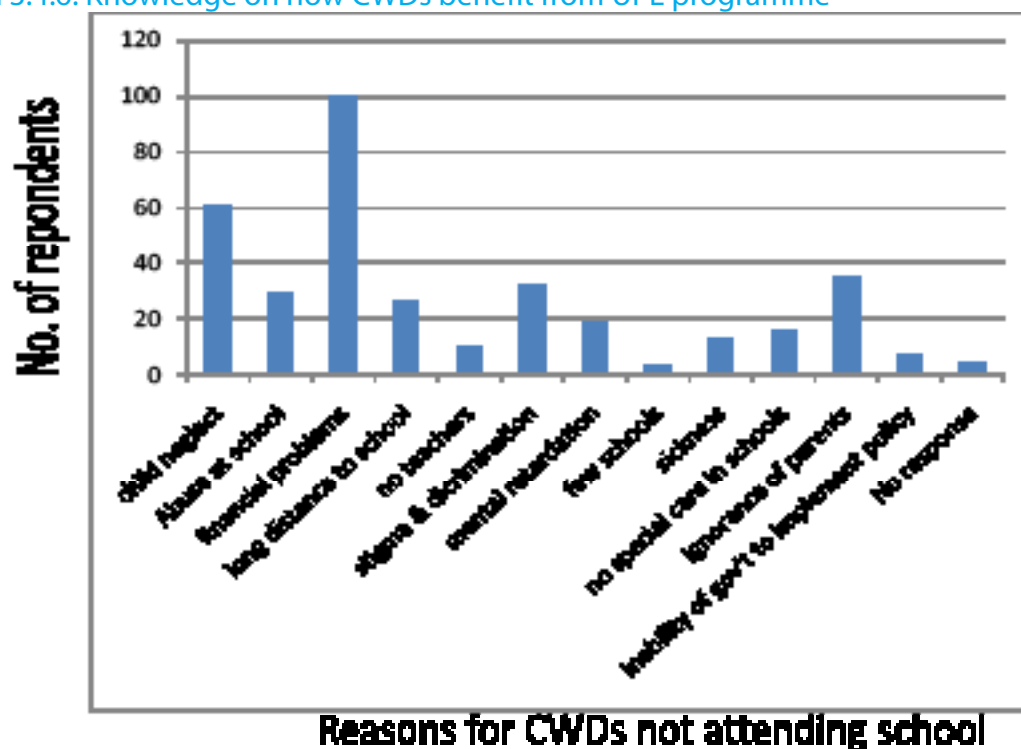
Table 11: Sensitiveness of the Education system in Uganda to the needs of CWDs

Response	Frequency	Percent	Cumulative Percent
Strongly agree	21	5.9	6.1
Agree	132	37.1	44.5
Disagree	92	25.8	71.2
Strongly disagree	11	3.1	74.4
Don't know	88	24.7	100.0
Non response	12	3.4	
Total	356	100.0	

#### 3.4.5. Reasons why children with disabilities have not benefited from Uganda's education system

Findings exhibited in figure 6 below reveal that a number of reasons explaining why many disabled children are not taken to school or drop out of school were identified and they include; Financial problems (28.0), Child neglect (17.2%), Ignorance of parents (10.0%), Stigma and discrimination (9.0%), Abuse at school (8.1%), Long distance to school (7.2%), Intellectual disability (5.4%), No special care in schools (4.5%), Sickness (3.6%), No teachers (2.7%) and Inability of governments to implement activities (2.0%)

Figure 5: Reasons why children with disabilities have not benefited from Uganda's education system 3.4.6. Knowledge on how CWDs benefit from UPE programme



The grandmother in this photo says that she misses her grand children, especially the youthful girl you see laughing in the picture, to go to school due to poverty and non-inclusive educational institutions. She emphasized that the work her grand daughter does portray that she could benefit from various vocational trades

Some of the CWDs who have not attended basic or vocational education due to the non-inclusive education systems of Uganda.

Majority of the respondents (66.9%) revealed that CWDs have NOT benefited from Universal Primary Education (UPE) programme as indicated in the table below.

**Table 12: Do CWDs benefit from UPE programme?**

Response	Frequency	Percent
Yes	86	24.2
No	238	66.9
Non Response	32	9.0
Total	356	100.0

Respondents who knew that the CWDs benefit from UPE revealed that Many Children Have gone to school (UPE) (32.7%) while others have benefited in one way or the other as indicated in table 13 below.

**Table 13: How CWDs have benefited in UPE programme**

Response	Frequency	Percent
I have gone to UPE school personally	7	7.1
Many children have gone to school (UPE)	32	32.7
Others	59	60.2
Total	356	100.0

The above findings in Table 13 above reveal that respondents knew about CWDs going to school but how they are helped for retention in schools and the assistance for quality education among such CWDs is not known.

**Table 14: Responses of respondents as to whether they have ever heard of bursaries in the district**

Response	Frequency	Percent
Yes	184	51.7
No	139	39.0
Non Response	323	90.7
Total	356	100.0

51.7% of respondents revealed that they have ever heard of bursaries in the district compared to 39.0% who are not aware.

Table 15: Responses on whether CWDs have benefited from bursaries

Response	Frequency	Percent
1. Personally benefited	4	5.8
2. A son/daughter/relative benefited	31	44.9
3. Others	34	49.3
Total	69	100.0

The study revealed that the respondents have benefited in the district bursaries personally (5.8%) or through their relatives (44.9%) and in other ways (49.3%).

### 3.7. Affirmative actions for CWDs in implementing Education Programs

Data in table 17 below reveal that majority of the respondents (73.0%) believe that there is no affirmative actions for CWDs When Implementing Education Programs.

Table 17: Respondents' Belief as to whether there are exclusive interventions when implementing Education Programs to enable CWDs access education.

Response	Frequency	Percent
Yes	36	10.1
No	260	73.0
Non response	60	20.2
Total	296	100.0

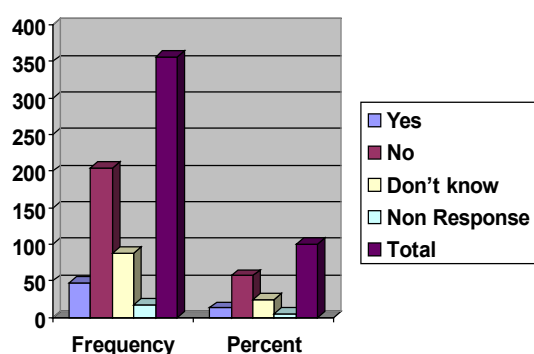
### 3.5. STRATEGIC BARRIERS TO INCLUSIVE EDUCATION SYSTEM FOR CWDs

The study examined strategic barriers for education of CWDs in regard to the Physical environment (roads, ramps, rails, toilets, walkways, size of doors, classrooms), Social attitudes, compensatory aids (hearing devices, Braille, white cane, wheel chairs, calipers and lack of support in the classroom).

#### 3.5.1 Accessibility of school structures by CWDs

Data provided by figure 7 below indicate that 57.3% of the respondents revealed that school structures are not accessible for CWDs compared to 13.2% of respondents while 24.7% don't know.

Figure 6: Respondents responses as to whether school structures are accessible for CWDs



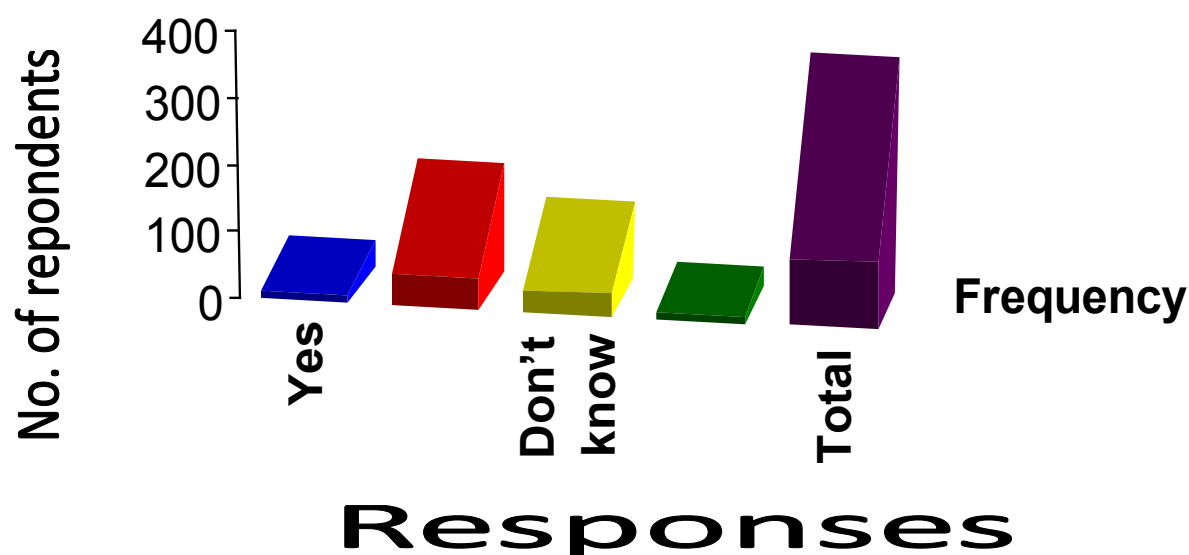
Findings in figure 7 below further revealed despite the existence of school building guidelines issued by Ministry of Education and Sports for constructions to cater for provisions of access to the disabled children, the newly constructed school structures under the UPE facilitation grant are not accessible to disabled children (46.9%) while 33.4% don't know whether they are accessible. Only 11.2% of the respondents believe that they are accessible.



The steps at the entrance of classroom and the toilets above are some of the structures of a primary school which are not favourable for accessibility of pupils with visual impairments and physically disabled. Incidentally during the study visits, this school was found to have such

Figure 7: Responses as to whether newly constructed school structures under the UPE facilitation grant are accessible to disabled children

### 3.5.2. Reasons why constructed school structures do not cater for accessibility of disabled children





Findings in table 18 below reveal that a number of reasons were identified in relation to why constructed school structures do not cater for accessibility of disabled children. These include; Structures don't fit needs of CWD's (36.6%), Planners do care for CWD's (31.7%), limited funds (17.1%), it is expensive (9.8%) and corruption (4.9%).

**Table 18: Respondents' reasons why constructed school structures do not cater for accessibility of disabled children.**

Reason	Frequency	Percent
1. Structures	61	36.6
2. Planners do care for CWD's	53	31.7
3. Limited funds	29	17.1
4. It is expensive	16	9.8
5. Corruption	8	4.9
Total	167	100

### 3.5.3. Special Needs Education (SNE)

The study also sought to analyze the initiatives in place to promote accessibility of CWDs to education. One of these initiatives includes SNE. The findings indicated in table 19 below reveal that majority of the respondents (52.5%) have never heard of special needs education compared to 37.9% who have ever heard.

**Table 19: Responses of respondents whether they have ever heard of special needs education**

Response	Frequency	Percent
Yes	135	37.9
No	187	52.5
Non Response	34	9.6
Total	356	100.0

Majority of the respondents (70.6%) who have ever had of SNE revealed that CWDs have not benefited from that program compared to 29.4% as indicated in table 20 below.

**Table 20: Responses as to whether CWDs have benefited from SNE program**

Response	Frequency	Percent	Percent
Yes	83	23.3	29.4
No	199	55.9	70.6
Non Response	74	20.8	9.6
Total	356	100.0	

### 3.5.4. How CWD's have benefited from IE programmes

The study also sought to analyze how CWDs have benefited in the initiatives put in place to promote their accessibility to education. Findings in table 21 below indicate a number of ways were given by respondents in relation to how CWD's have benefited from IE programmes and these include; Through universal education (41.2%), Affordable school fees (14.0%), Created vocational jobs for them (11.8%), Attained equality (9.3%), Rehabilitation of schools (7.0%), Given wheel chairs (5.9%), CWD's are represented in the programme (5.9%) and Attained basic needs (4.7%).

**Table 21: Responses on how CWD's have benefited from IE programmes**

Reason	Frequency	Percent
1. Through universal education	18	41.2
2. Affordable school fees	6	14.0
3. Created vocational jobs for them	5	11.8
4. Attained equality	4	9.3
5. Rehabilitation of schools	3	7.0
6. Given wheel chairs	3	5.9
7. CWD's are represented in the programme	3	5.9
8. Attained basic needs	2	4.7
Total	43	100

### 3.6. Human and material resources that exist for formal and non-formal education of children with disabilities

The study was also sought to assess the human and material resources that exist for formal and non-formal education of children with disabilities in the study area as the data below reveals.

#### 3.6.1. Special needs Education teachers in schools

Majority (54.5%) of respondents revealed that there are no special needs education teachers in schools compared to 17.1% who believe contrary to the same view as shown in table 22 below.

**Table 22: Responses as to whether there are Special Needs Education teachers in schools**

Response	Frequency	Percent	Percent
Yes	61	17.1	18.8
No	194	54.5	59.9
Don't know	69	19.4	21.3
Non Response	32	9.0	
Total	356	100.0	

#### 3.6.2. SNE Schools

Majority (46.1%) believe that there are no Schools with special needs arrangements for CWDs compared to 25.6% of the respondents who believe that they are there. Others (16.3%) do not know as indicated in table 23 below.

Table 23: Responses to whether there are Schools with special needs arrangements for CWDs

Response	Frequency	Percent
Yes	91	25.6
No	164	46.1
Don't know	58	16.3
Non Response	43	12.1
Total	356	100.0

### 3.7. General parameter for inclusive education for children with disabilities

In regard to other general limitation for CWDs in accessing education, this section gives the following findings:

#### 3.7.1. Access to utilities

Majority of the respondents (57.0%) believe that CWD's do not have access to utilities in schools as illustrated in the table 24 below.

Table 24: Responses of respondents on whether CWDs have access to utilities schools

Response	Frequency	Percent
Yes	96	27.0
No	203	57.0
Non Response	57	16.0
Total	356	100.0

#### 3.7.2. Friendliness of utilities at school for CWDs

Findings in table 25 below reveal that majority (65.4%) of the respondents believe that utilities are not friendly to CWDs.

Table 25: Responses to whether the utilities in schools are accessible to CWDs

Response	Frequency	Percent
Yes	66	18.5
No	233	65.4
Non Response	57	16.0
Total	356	100.0

#### 3.7.3. Effectiveness of SNE programme in addressing inclusive education in Uganda

Findings presented in table 26 below portray that majority (75.0%) of the respondents believe that special needs education (SNE) programme is not effective in addressing inclusive education in Uganda.

Table 26: Responses to whether SNE programme is effective in addressing inclusive education in Uganda

Response	Frequency	Percent
Yes	41	16.0
No	192	75.0
I don't know	14	5.5
Non Response	9	3.5
Total	256	100.0

#### 3.7.4. Reasons why disabled children face the injustices against IE

Respondents' reasons why disabled children face all the injustices against IE are presented in the table 27 below.

Table 27: Respondents' reasons why disabled children face all the injustices against IE

Response	Frequency	Percent
1. People look at them as outcasts	36	14.1
2. Defenseless	31	12.1
3. Are easily differentiated from others	31	12.1
4. are few	26	10.1
5. Some disabilities do not comply with existing physical structures	21	8.1
6. Lack of skills	16	6.1
7. Traditional belief that disability is a curse	16	6.1
8. ignorance by the public	16	6.1
9. Don't know their rights	10	4.0
10. No serious laws protecting CWD's	10	4.0
11. are usually isolated	5	2.0
Non response	39	15.2
Total	257	100



## CHAPTER FOUR: CONCLUSION AND RECOMMENDATIONS

### 4.1. Introduction

This Chapter presents the major conclusions and recommendations drawn from the findings of the study. The conclusions are drawn in line with the objectives of the study.

### 4.2. Conclusions

- Recognizing that 71.3% of the respondents were school dropouts and were still in school going age, it can be concluded that although Uganda is implementing UPE programmes as a commitment to EFA and IE, participation of some CWDs has remained very low, while other CWDs are accessing the educational services with difficulties.
- Findings imply low levels of awareness and ignorance on the rights of PwDs, specifically the right to education. Majority of the respondents (58.4%) expressed that they never heard of laws and programmes on inclusive education for children with disabilities compared to 39.0%. The officials from the district departments for disability and rehabilitation are ill-facilitated to do their duties and responsibilities.
- According to the study findings, majority of the respondents (44.5%) agree to the view that the current education system in Uganda is not sensitive to the needs of CWD's compared to 25.8% who disagree with the view, while 24.7% revealed that they didn't know.
- Findings exhibited in this report reveal that the major reasons explaining why many disabled children are not taken to school or drop out of school include; Financial problems, Child neglect, Ignorance of parents, Stigma and discrimination, Abuse at school, Long distance to school, Intellectual disability, No special care in schools, Sickness, No teachers and inability of government to enforce legislation. These reasons are diverse and there is need to make them integral part of the strategies in interventions geared towards the promotion of inclusive education.
- According to the specific data provided in the study findings, school structures are not accessible for CWDs.
- It was revealed that there are on human and material resources in conventional schools to cater for the educational needs of CWDs and where such resources are put, they are inadequate.
- Further, according to the findings, there was a general consensus from key informants and other respondents that SNE is not effective in addressing quality Education for all CWDs and ensuring the goal for EFA.
- There are glaring challenges of retention of CWDs in schools in Wakiso district. CWDs have a range of unique educational needs that merit special consideration. Most of the CWDs in conventional schools need health, sanitation and environment related interventions, rehabilitation and assistive devices.
- There are no specific arrangements in conventional schools to address the learning needs of CWDs such as extra time for slow learners, loud speaking for hearing impairments or Braille. Instead, a mistake is made by treating CWDs as any other category of persons.
- PWDs who are primary school dropouts and are still in school going age, need to be re-integrated in mainstream schools like any other child after breaking all the barriers that hinder their access to education.
- NGOs such as ADD, NUDIPU and YPDDF are critical actors in promotion of educational needs of CWDs in Wakiso district.
- District disability and Rehabilitation officers are hardly doing their assignments because they are no budget allocations to facilitate them

- The psychological torture, humiliation and stress associated with abusive pupils and poor sanitation in school toilets affect CWDs academic performance and retention in conventional schools.

### 4.3. Recommendations

In view of the major findings and conclusions, the following recommendations are proposed:

#### 4.3.1. General recommendations:

- There is need for conducting an assessment to determine the levels, categories and severity of various disabilities in order to prescribe the right interventions. Prescription of interventions should be done on an individual basis, not based on broad categories. That said, one can get a general sense of this by surveying the school age population, although this will change as the population changes.
- YPDDF should work in collaboration with district local governments to strengthen district and sub-county level systems to register all CWDs as the appropriate basis for planning support programs.
- Whereas respondents during the KIIs expressed that full inclusive education works best with some forms of disabilities like physical, visual and can be managed, and that severe disabilities like intellectual disabilities, hearing impairment, special schools may be prescribed, this should always be a choice. Segregated schooling for children with intellectual disabilities is unacceptable, except in the very rarest of cases when it is determined that the child would not benefit from an inclusive environment.
- We recommend that the full inclusive education model should be piloted first in selected schools before it is rolled out fully to the other parts of the country.
- More awareness campaigns are still needed in order to change the negative attitudes of teachers, children, parents and CWDs themselves regarding disability and inclusive education.
- Advocate for the formulation and completion of policy on special needs. The Basic Education Policy for Educationally Disadvantaged children has a wide focus and may lose attention to some of the detailed and specific concerns of disability.
- Advocate for dissemination and enforcement of government policies on education of CWDs.
- Lobby government to increase funding for special needs education.
- Lobby local governments to allocate funds to the District Disability Rehabilitation department for implementation of the tasks for which it was established.
- There is need for a concerted effort by all the DPOs and other actors in lobbying for inclusive education and other disability related issues.

#### 4.3.2. Recommendations on policies and the legal environment:

- The ministry should come up with a specific policy on inclusive education.
- Policies and laws should be enforced and disseminated to all stakeholders.
- The ministry should precipitate / expedite the development of policy on Inclusive Education.
- The government should amend the policy on ICT so that it is applicable to the blind.

#### 4.3.3. Recommendations for special needs teachers:

- The ministry should train and deploy more special needs teachers in conventional schools.
- Special needs teachers should be given more incentives in order to motivate them to do the work and at the same time as a strategy towards retaining them on teaching jobs.

- Special needs education should be mainstreamed in all teacher training colleges and Universities to equip teachers with skills of handling children with special needs.
- For inclusive education to be successful, in-service trainings and refresher trainings should be conducted for all teachers to equip them with the required skills as well as attitude change towards CWDs.
- Specialized teachers should be deployed in all schools so that the children with special needs also have an equal opportunity of attending good schools just like their counterparts. It was observed that special needs teachers are mostly deployed in poor rural schools and are inadequate.

#### 4.3.4. Recommendations on barriers to CWDs participation in education:

- There is need for reinforcing the multi-media approach to communication; and explore the need for (and added value from) specific scale-up of print materials and music, dance and drama (MDD) as channels for awareness creation, attitude change and advocacy on disability among all members of the communities.
- Advocate for the improvement of school physical environment for children with disabilities in regard to establishment of roads, ramps, rails, toilets, walkways, size of doors, classrooms.
- Advocate for the establishment and equipment of resource rooms/centers in all schools to facilitate education of children with severe disabilities. This will enable the CWDs to receive remedial classes to enable them keep pace with others, to train in sign language and Braille and to provide resources for teachers in the school and in the neighboring schools to learn about teaching aids and methods.
- Build capacities of parents of CWDs to be able to meet the education needs of CWDs. Including economic empowerment and change of cultural attitudes.
- Advocate for the provision of assistive devices to CWDs to enable them participate in education.



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## APPENDICES

## Appendix I: Questionnaire

## YOUTH WITH PHYSICAL DISABILITY DEVELOPMENT FORUM (YPDDF) BASE-LINE STUDY ON THE PARTICIPATION OF CHILDREN WITH DISABILITIES IN THE EDUCATION SECTOR IN SELECTED SUB-COUNTIES OF WAKISO DISTRICT

## SECTION 1: RESPONDENT IDENTIFICATION

1.1. Sub-county	1. Kakiri 2. Entebbe 3. Nansana 4. Wakiso	5. Nangabo 6. Kira 7. Nsangi 8. Katabi.
1.2. Parish	1. Kireka 2. Kirinya 3. Enebba G A 4. Entebbe G B 5. Katabi 6. Nkumba 7. Nansana East 1 8. Nansana East 2	9. Wampewo 10. Gayaza 11. Kakiri T/C 12. Kakiri S/C 13. Wakiso T/C 14. Wakiso S/C 15. Nanziga 16. Maya
1.3. Name of the village		
1.4. Name of respondent (OPTIONAL)		
Interviewer visits to the respondent		
	1 <sup>st</sup> visit	2 <sup>nd</sup> visit    3 <sup>rd</sup> visit
1.5. Date		
1.6. Interviewer's name		
1.7. Result code ***		
1.8. Time interview start		
1.9. Time interview end		
***Results code 1 = Completed 2 = Respondent not competent 3 = Postponed	4. Refused 5. Other (specify) ..... .....	
<b>Quality control (To be written in space provided)</b>		
<b>Q#</b>	<b>Comments</b>	<b>Corrected</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
		<b>No    Yes</b>
<b>Name of supervisor/Quality control</b>		
<b>Signature</b>		
<b>Date</b>		

## SECTION 2: SOCIO-DEMOGRAPHIC, DISABILITY AND EDUCATION STATUS OF RESPONDENT

District of origin .....

Gender (Tick only one) (a) Male..... (b) Female.....

Religious background (Tick only one)

Christian ..... (b) Muslim ..... (c) Traditionalist .....

Other (Specify) .....

2.4. Age (Tick one)

(a) 10-20years..... (b) 21-30years..... (c) 31-40years..... (d) 41-50years..... (e) 51-60 years..... (f) 60 years and above.....

2.5. Marital status (Tick one)

(a) Married with children..... (b) Married without children.....

(c) Single..... (d) Divorced..... (e) Widowed.....

(f) Single parent..... (g) A child.....

2.6. Category/ occupation of informant (Tick where applicable)

(a) Councilor for PWDs.....

(b) Person with Disability (PWD).....

(c) District community service personnel.....

(d) NGO/CBO personnel for PwDs .....

(e) Child with Disabilities.....

(f) Family member of a child with disabilities.....

(g) Literate member of the general public .....

(h) Other (Specify).....

2.7. If disabled, which form of disability? (Tick where applicable)

(a) Visually impaired..... (b) Hearing impairment..... (c) Deaf.....

(d) Deaf-blind..... (e) Epileptic..... (f) Intellectual disability.....

(g) Physical impairment..... (h) Mentally handicapped.....

(i) Other (specify) .....

2.8. Have you ever attended school?

Yes

No

2.9. If No, why do you think you never attended school at all?

Lack of school fees

Lack of transport due to disability

Parents never felt it relevant to educate a disabled

Lack of schools in our area

Lack of accessible school for my impairment in our area

Other (specify) .....

2.10. If yes, what is the highest level of school you attended?

Primary

Secondary

Tertiary

Other (specify).....

2.11. Are you currently at school?

Yes

No

2.12. If No, why aren't you in School?

Completed

Dropped out of school

Got married

Got pregnant

No fees

Have no interest

Neglected by parents

Others (specify).....

### SECTION 3: KNOWLEDGE, ATTITUDES AND EXPOSURE TO RESPONSE PROGRAMMES, POLICIES LAWS ON INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES (CWDs)

No.	Question	Response options	Skip to
3.1.	Have you ever heard of laws and programs on inclusive education for children with disabilities?	a) Yes b) No	
3.2.	If yes, which programs?	Explain..... .....	If No, skip to 3.4
3.3.	What was the source of your information? <b>(Multiple response &amp; tick/circle appropriate codes mentioned by the respondent)</b>	a) Disability organization b) Community leaders c) Disability councilors d) School/college/teacher e) Religious leader f) Radio g) Television h) News paper/magazines i) YPDDF staff/volunteers j) Public meeting k) Friends/peers l) Ministry of gender, labour & social Dev't m) Others (specify).....	

3.4.	What are the actors in supporting/promoting inclusive education of CWDs in your area? <b>(Multiple response &amp; tick/circle appropriate codes mentioned by the respondent)</b> <i>NB. If the answer is NGO/CBO, mention it.</i>	a) Central Government b) Local government c) International NGOs d) Local CBOs e) Any other (specify).....	
3.5.	The education systems in Uganda are not sensitive to the needs of CWDs?	a) Strongly agree b) Agree c) Disagree d) Strongly disagree e) Don't know	
3.6.	In your opinion, why do you think children with disabilities have not benefited from these education systems?	Explain	
3.7.	Are you aware of the content of the inclusive education programs?	a) Yes b) No	If No, skip to 3.9
3.8.	If yes, please explain		
3.9.	In your opinion, why are many disabled children not taken to school or drop out of school?		
3.10.	Have CWDs benefited from Universal Primary Education (UPE) program?	a) Yes b) No	If No, skip to 3.13
3.11.	If yes how have they benefited?	a) I have gone to school because of it b) My children have gone to school because of it c) Others (specify).....	
3.12.	What are disabled children provided with under the program? <b>(Multiple response &amp; tick/circle appropriate codes mentioned by the respondent)</b>	a) Uniforms b) Scholastic materials for children with specific impairments c) Fees d) Accessible buildings e) Others (Specify)	
3.13.	Have you ever heard of bursaries in your district?	a) Yes b) No	
3.14.	Have CWDs benefited from these bursaries?	a) Yes b) No	If No, skip to 3.16
3.15.	If Yes, how?	a) Personally benefited b) A son/daughter/relative benefited c) Others (specify).....	

3.16.	Is there affirmative action for disabled children when implementing education programs like giving bursaries, cut-off points for higher institutions, etc?	a) Yes b) No	
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#### SECTION 4: STRATEGIC BARRIERS TO INCLUSIVE EDUCATION SYSTEM FOR CWDs

No.	Question	Response options	Skip to
4.1.	Are structures in schools accessible for disabled children?	a) Yes b) No c) Do not know	
4.2.	Are newly constructed school structures under the UPE facilitation grant accessible to disabled children?	a) Yes b) No c) Do not know	
4.3.	If No, Why do you think constructed school structures do not cater for accessibility of disabled children?	Explain..... ..... ..... .....	
4.4.	Have you heard of special needs education?	a) Yes b) No	
4.5.	Have CWDs ever benefited from special needs education scheme?	a) Yes b) No	If no, skip to 4.7
4.6.	If yes, how?		
4.7.	Do you have special needs education teachers in schools?	a) Yes b) No c) Don't know	
4.8.	Do you have schools with special needs arrangements for disabled children?	a) Yes b) No c) Don't know	
4.9.	Are there secondary school arrangements for the same scheme?	a) Yes b) No	If No, answer 4.11
4.10.	In your opinion, is education affordable for disabled children in your district?		
4.11.	If No, what then can be done to make it better and more affordable?		

#### SECTION 5: GENERAL PARAMETERS FOR INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

5.1. Do you and other disabled persons in your households, workplace and school have access to all utilities such as toilets and urinals?

Yes..... b) No.....

5.2. Are these utilities friendly to children with disabilities?



Yes..... b) No.....

5.3. In your view, is Special Needs Education (SNE) program effective in addressing inclusive education in Uganda?

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5.4. In your opinion, how best can inclusive education be effectively implemented in Uganda?

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5.5. What injustices do disabled children face in schools and tertiary institutions in your district that you feel should be addressed by the powers that be?

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5.6. In your opinion, why do disabled children in your district face all the injustices mentioned above?

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THANKS FOR YOUR COOPERATION

END



## Appendix II: Focus Group Discussion (FGD) Guide

### A: Interview Schedule for Focus Group Discussions with relevant Ministry personnel, District Authorities and Councilors for Disabled Persons

- 1) Are disabled people and their district representatives respected in Wakiso district? Give reasons.
- 2) The national policies and laws on disability are clear on meeting the special needs of education for disabled persons in Uganda. However, it is urged that despite all these disability laws and policies, especially those on inclusive education, they have missed-out in the education sector interventions undertaken by the powers that be. If this is true, what are the possible reasons for the missing-out of disabled persons in the education interventions in your district? If not true, prove.
- 3) Suggest possible ways of effective implementation of inclusive education laws and policies in your district..
- 4) How many primary schools and tertiary institutions in Wakiso district with special needs education for disabled children?
- 5) How many teachers do you have in Wakiso district with skills for special needs education?
- 6) What problems are facing pupils with special needs in schools?
- 7) What are the root causes for these problems in 6?
- 8) Suggest ways of solving the problems mentioned above in 6 and their root causes mentioned in 7.
- 9) What human and material resources exist for formal and non-formal education of Children with Disabilities (CWDs) in Wakiso district in terms of: Teachers and school managers with special needs qualifications and knowledge; Resource centers and units; Teaching/Learning materials, Sports and games facilities.
- 10) What is the estimated number of female and male CWDs enrolled and regularly attend classes taking into account of the different disabilities?
- 11) What initiatives are in place to promote accessibility to CWDs in schools, centers in terms of : Quality education; Information accessibility; Communication accessibility; Infrastructural accessibility.
  - a) Is there a fixed procedure in the school or the district education offices for receiving support services in school? For example, is there a procedure for schools to request an additional budget or supports to support children with disabilities learning in their schools? Is there a procedure that parents can undergo for their child to receive support?

Are there procedures that exclude children with disabilities from registering to mainstream schools, limit their placement in mainstream schools or discriminate against them within the schools?

### B: Interview Schedule for Focus Group Discussions with NGO/CBO personnel of PwDs organizations, parents and the Literate members of the community such as teachers

- 1) Comment on the inclusive laws and policy implementation in Uganda and Wakiso district.
  - 2) Are you satisfied that the education needs of disabled children in Wakiso district are being met?
  - 3) How do you perceive the education status of CWDs in Wakiso district?
  - 4) How do you feel when you first find a disabled child dropped out of school?
  - 5) Do you do anything to help her/him in the cause for education?
- If yes, what kind of help?
- Suggest possible ways of inclusive education in Wakiso district.
- What roles have key stakeholders (parents, guardians, caretakers, school management and community leaders) to play in promoting education of CWDs?
- What type of information are parents provided with regarding inclusive education?

## Appendix III: Respondents' Consent Form

### YPDDF BASE-LINE STUDY ON THE PARTICIPATION OF CHILDREN WITH DISABILITIES IN THE EDUCATION SECTOR IN WAKISO DISTRICT

Informed Consent for Adult Respondents and Parents/Guardians of Children with Disabilities aged 10 – 17 years

#### Salutation

Lamusa oba buuza agenda okuddamu ebibuuzo. (Greet/salute the respondent)

#### Introduction

Erinya lyange nzenkola ne kitongole ekitumbula embeera n'eddembe ly'abaana n'abavubuka abalina obulemu kumibiri gy'abwe, kye bayita Youth with Physical Disability Development Forum (YPDDF). Tukola okunoonyeeza okuzuula obunyikkivu n'emiganyulwo ebyekuusa ku nteekateeka ezikwatagana n'okusomesa abaana abaliko obulemu mu distulikiti ye Wakiso. Ekitongole kya YPDDF kigya kweyambisa ebiddiddwamu okukola enteekateeka n'okwongeranga engeri ekitongole kino nebekikolagana nabo gyekiwabulamu gavumenti nebekikwatako okutumbula eby'engiriza mu baana abaliko obulemu.

#### Procedures & Discomforts

Ebibuuzo byengenda okukubuuza/byengenda okubuuza omwanawo, byekuusa ku mulamwa gwakulaba nti abaana abaliko obulemu baganyudwa batya munteekateeka ezekuusa ku byengiriza mu district ye Wakiso. Ebibuuzo omwana wo/oba gweby'owulira nga tosobola kubiddamu oliwaddembe/omwana wo waddembe okubireka. Era muli baddembe okubikomya. Nekirala oli waddembe okwebuuza ku kansala (Councilor) wo owabantu abaliko obulemu.

#### Risks & Compensation

Bwoba/omwanawo bwaba nga yenyigidde mu kunonyereza kuno taja kusalwa sente. Oliwaddembe/omwana wo waddembe obutadamu bibuuzo bino era wandembe okuva mu kunonyereza kuno essaawa yonna nga tewali kakkwalizo konna akeekuusa kumirimu egikolebwa YPDDF mukitundu kino.

#### Benefits

Bwoba/omwana wo byaba nga yenyigidde mu kunonyereza kuno, kigya kuyamba YPDDF okumanya bweyinza okutambuza ebyengiriza mu Wakiso/mukitundu kino nebekikwatako bonna.

#### Confidentiality

Okunoonyereza kuno kujja ku kuumibwa mu kyama. Obubaka obutuweebwa tubuwandiika ku mpapula zinno era buyingizibwe ku kompyuta naye amannya tegagya kuyinizibwa mu kompyuta era empapula zakuterekebwa butiribiri omukungu akulira okunonyereza kuno. Okubuuza ebibuuzo kugenda kubeera mu kyama era mu luganda. Buli ekinayogerwa kya ku kumibwa nga kya kyama. Bwobeera olinabibuuzo ebirala, tuukirira akulira okunoonyereza kuno Omw. Kiwanuka Christopher, essimu 0772-884249.

Kati olinayo ebibuuzo ebirala ebikwatagana n'okunonyereza kuno n'engeri gyon'okwetabamu oba omwanawo gyanakwetabamu?

Okkiriza okwetaba mu kunoonyereza kuno nga nakyewa?

Yee.....

Nedda.....

Elinnya Iya yanukula

Omukono (Sign)

Enaku zomwezi(Date)

Interviewer's statement

Nze omunonyereza, nyinyonyodde nakyewa mululimi lwategeera obulungi emitendera egigobererwa mu kunonyereza kuno, obuzibu nemigaso eqirimu, era:

Ampadde olukusa okumubuuza.....

Tampadde lukusa okumubuuza.....

Name of interviewer

Sign

Date

#### Appendix IV: List of Key Informants

Name of informant	Position/responsibility
Mr. Wamala	Wakiso District Community Based Rehabilitation Officer
Mr. Kutosi George William	Ag. Head of Department Special Needs Studies, Kyambogo University
Ms. Hajara Dembe	Senior education officer, dept. of physical education and sports, MoES and in-charge of disabilities
Mr. Hebert Balyayebwa	Commissioner Disability and Elderly, MGLSD
Ms. Esther Kyoziira	Human Rights programme Manager, NUDIPU
	Executive Director, UNAB
Ms. Resty Muzibiri	Ass. Commissioner in-charge of pre-primary education, MoES.
Ms. Logose	SNE Teacher, St. Gonzaga Primary School, Kireka-Kamuli
Hon. Muyanja Umar	PwDs Councilor, Katabi Sub-county
Ms. Nassanga Jenifer	SNE Teacher, Entebbe SNE School
Hon. Musanje Mike	PwDs Councilor, Entebbe Municipality
Hon. Wamanga Milly	Secretary for Gender, Entebbe Municipality
Mr. Muwonge	Community Development Officer (CDO), Entebbe Municipality
Mr. Nyombi Henry	Executive Director, YPDDF

