

**ACCESSIBILITY AND RELEVANCE OF UGANDAN EDUCATION SYSTEM TO
CHILDREN WITH DISABILITIES IN IBUJE SUB COUNTY APAC DISTRICT**

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION,
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DECLARATION

I Jaka Ronald declare that the work in this dissertation entitled “Accessibility and relevance of Ugandan education system to children with disabilities in Ibuje Sub County Apac district” has been conducted by me and is my original work and no work of this kind has been presented before for any examination purposes for the award of a diploma or degree in any institution.


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APPROVAL

This is to certify that this report titled “Accessibility and relevance of Ugandan education system to children with disabilities in Ibuje Sub County Apac district” was done under my supervision.

SIGNATURE.......... DATE.....08/10/2018.....

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DEDICATION

This work is dedicated to my father and my mother who have always been there for my studies since my childhood up to date with all the constraints met.

I also dedicate this work to my uncles whose support, financially, morally and socially has contributed much towards my academics up to the completion of this report.

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Finally, I thank the almighty God for the life, wisdom, knowledge and energy given to me during this time for not going astray and not falling sick during this research. Glory is to the highest God.

ABSTRACT

This study assessed the Accessibility and relevance of Ugandan education system to children with disabilities in Ibuje sub county Apac district. A sample of 70 students, 20 teacher and 10 Administrators was randomly selected from a population of 300 which included; teachers, school administrators and pupils. The instruments used for data collection were a self-design questionnaire and an interview guide and then Frequency distributions and percentages were used to present the data obtained from the respondents in a tabular form.

The findings revealed that majority of the respondents were males (51) taking the percentage of 72.9. According to age distribution, the biggest number of disabled primary students is between 7-10 years taking 70%, It is also evident that all the respondents had primary level as their highest level of education. The study also found out that majority of the respondents were single with a percentage of 80 and a few of them were married taking a percentage of 20 and that 83.4% of the respondents were students and that only 15.7% of the respondents engage in commercial farming particularly around their compounds. The study further revealed that children with disabilities are often segregated, isolated and not cared for by the teachers, government and fellow students as this has increased the challenges they face. The study also found out that students have a problem with reading and writing and it was also found out that the education system of Uganda is relevant to children with disabilities though they are still facing some challenges.

The study recommended that the government should improve on the facilities of the children with disabilities in their respective schools such that the process of learning can be smooth and relevant especially machines for reading and writing as it was found to be the most serious problem and also that it should put much emphasis on training staff in special needs education such that they can meet needs of the students with disabilities in Uganda. This was due to the high concerns found in this study that teachers don't get special training of teaching and handling children with disabilities

LIST ACRONYMS

CAFOD	Catholic Agency for Overseas Development
CRPD	Convention on the rights of persons with disabilities
CWDs	Children With Disabilities
DPI	Disabled People's International
DRPI	Disability Rights Promotion International
GPAS	Grade Point Averages
GPDD	Global Partnership on Disability and Development
ICFDH	International Classification of Functioning, Disability and Health
ILO	International Labor Organization
LD	Learning Disabilities
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
PWDs	People with disabilities
UNEB	Uganda National Examinations Board
UNICEF	Nations Children's Fund
UNICEF	United Nations international children's fund
UNISE	Uganda National Institute of Education
UPE	Universal Primary Education
UPIAS	Union of the Physically Impaired Against Segregation
USDC	Uganda Society for Disabled Children
WHO	World Health Organization

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CHAPTER ONE; INTRODUCTION

1.1 Background of the study

Since the introduction of Universal Primary Education (UPE) in 1997, eight million children have been able to access Primary education (educational journal 2013). Out of all these, however, a little over 200,000 are children with disabilities. In a system that advocates education for all by 2015, there has been little focus on children with disabilities (Oliver, 2009). This research paper investigates the accessibility and relevance of education for children with disabilities and the implications this has for Uganda's attainment of Universal Primary Education as stipulated by Millennium Development Goal (government white paper on 22 January 2013)

It is now estimated that over one billion people 15% of the world's population live with some form of disability, and of these, between 110 and 190 million have significant difficulties in functioning.(CRPD, 2018) Though there is a lack of accurate data in this field, the estimated number of children with disabilities between 0 and 18 years old ranges between 93 million and 150 million, with roughly 5.1% of all children aged 0-14 years (93 million) living with a moderate or severe disability and 0.7%, or 13 million children, living with a severe disability(Schiek D. & Bell M. (eds.), 2007)

According to UNICEF, more than 80% of children with disabilities live in developing countries and have little or no access to appropriate services (Terzi L, 2004 & UN, 2007). Gathering accurate data on disability, especially among children, has been challenging due to the lack of disability-focused questions in national surveys (such as census), but also cultural conceptions of what constitutes impairment and disabilities. Most of these children have little or no access to education, and if they do manage to go to school, they are often amongst the most marginalized and excluded of all groups, and this exclusion can be compounded by gender, age and ethnicity, as well as where the child lives.

Uganda has embraced inclusive education and evidently committed itself to bringing about disability inclusion at every level of education. Both legal and non-legal frameworks have been adopted and arguably are in line with the intent of the convention on the rights of persons with disabilities (CRPD) on education. The CRPD, in article 24, requires states to attain a right to

education for persons with disabilities without discrimination and on the basis of equal opportunities at all levels of education. (CRPD, 2014 & UN, 1993)

The International Classification of Functioning, Disability and Health (ICFDH) defines disability as a Complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives (World Health Organization [WHO] 2002:2). Based on the ICFDH definition of disability, over a billion people worldwide and 19% of the Ugandan population are estimated to have some form of disability (Uganda Bureau of Statistics & ICFDH International 2012:27; World Health Organization & World Bank 2011). The prevalence of disability is predicted to increase in the future due to ageing populations and an increase in chronic health conditions hence the need to urgently deal with global disability (World Health Organization World Bank 2011). Uganda has been praised as one of the champions in sub-Saharan Africa for advocating for the rights of persons with disabilities (Katsui & Kumpuvuori, 2008; Lang & Murangira, 2009:18–24), with their rights incorporated in the national legal framework. This includes the 1995 constitution which recognizes the rights of persons with disabilities to attain full mental and physical potentials well as development of the 2006 National Policy on Disability. Several laws have been established in the national legal framework to advocate for the rights of people with disabilities (PWDs) as highlighted below:

- The 1996 Children's Statute for early assessment of disabilities amongst children to achieve early treatment, rehabilitation and education.
- The Parliamentary Elections Statute of 1996 established five positions in parliament of which one of them must be a woman, and recognized the use of sign language for the deaf in parliament (International Labor Organization [ILO] 2004:6; Republic of Uganda 2006:12).
- The 1997 Local Government Act that established representation of PWDs at all local government levels for both males and females.
- The 1997 Uganda Communication Act for the development of techniques and technologies to ensure communication services for PWDs and the 1997 Universal Primary Education Act which demands families to give CWDs priority at enrolment.

- The 1998 UNISE Act, for the establishment of the Uganda National Institute of Education (UNISE) for special teacher training for children with disabilities (CWDs).
- Others include the special allocation of university scholarships for persons with disabilities through affirmative action and the right to assets including land (Hanass, 2008).

Internationally, Uganda is a signatory to several international pieces of legislation advocating for the rights of persons with disabilities including the 2008 United Nations Convention on the Rights of Persons with Disabilities and 1983 International Labour Organisation Convention on Vocational Rehabilitation and Employment of disabled persons (ILO 2004:8; Lang & Murangira 2009:5).

1.2 Problem statement

The Uganda Society for Disabled Children (USDC) estimates that one third of all children out of school in Uganda are children with disabilities. Despite the Government's emphasis on inclusion of all children, enrolment for children with disabilities in schools remains low. The United Nations Children's Fund (UNICEF) estimates that on average, only 201,190 pupils with disabilities were in primary school during 2009-2011. UNICEF says children with disabilities constitute the largest minority group that fail to complete primary school "even though about 60% of all children with disabilities could attend school with no special adaptations and 85% could benefit from education with minor adaptations." This means that with the right systems in place, the majority of children with disabilities should be able to fit and study in ordinary schools. Despite Uganda's robust disability legal and policy framework on education, there is evidence of exclusion and discrimination of students with disabilities in the lower (primary) education institutions. The main objective of this article is to explore the status of disability inclusion in primary schools and strategies for its realization, using evidence from Emong's study, workshop proceedings where the authors facilitated and additional individual interviews with four students with disabilities by the authors. Research shows that there are discrimination and exclusion tendencies in matters related to admissions, access to lessons, assessment and examinations, access to library services, halls of residence and other disability support services.

1.3 Purpose of the study

This study is aimed at investigating the accessibility and relevance of Ugandan education system to children with disabilities citing areas where this group of people needs public attention and

concern from the authorities, the research purposes to find out the problems faced by children with disability and solutions for the problems.

1.4 Objectives

- 1) To find out the challenges faced by children with disabilities in primary schools in Apac district
- 2) To find out the relevance of Uganda's education to children with disabilities in Ibugye Sub County Apac district.
- 3) To suggest the amicable solutions for the challenges of children with disability in primary schools in Apac district.

1.5 Research questions

1. What are the challenges that CWDs face in primary schools in Ibugye Sub County Apac district?
2. How relevant is Uganda's education system to CWDs?
3. Suggest amicable solutions to the challenges of CWDs in primary schools?

1.6 Significance of the study.

This study will help to unveil the pressing challenges faced by the children with disabilities in Uganda using the findings from the selected primary schools in Uganda

The study will enable school administrators and teachers to understand the challenges that children with disabilities go through such that they will offer relevant guidance and support to the victims

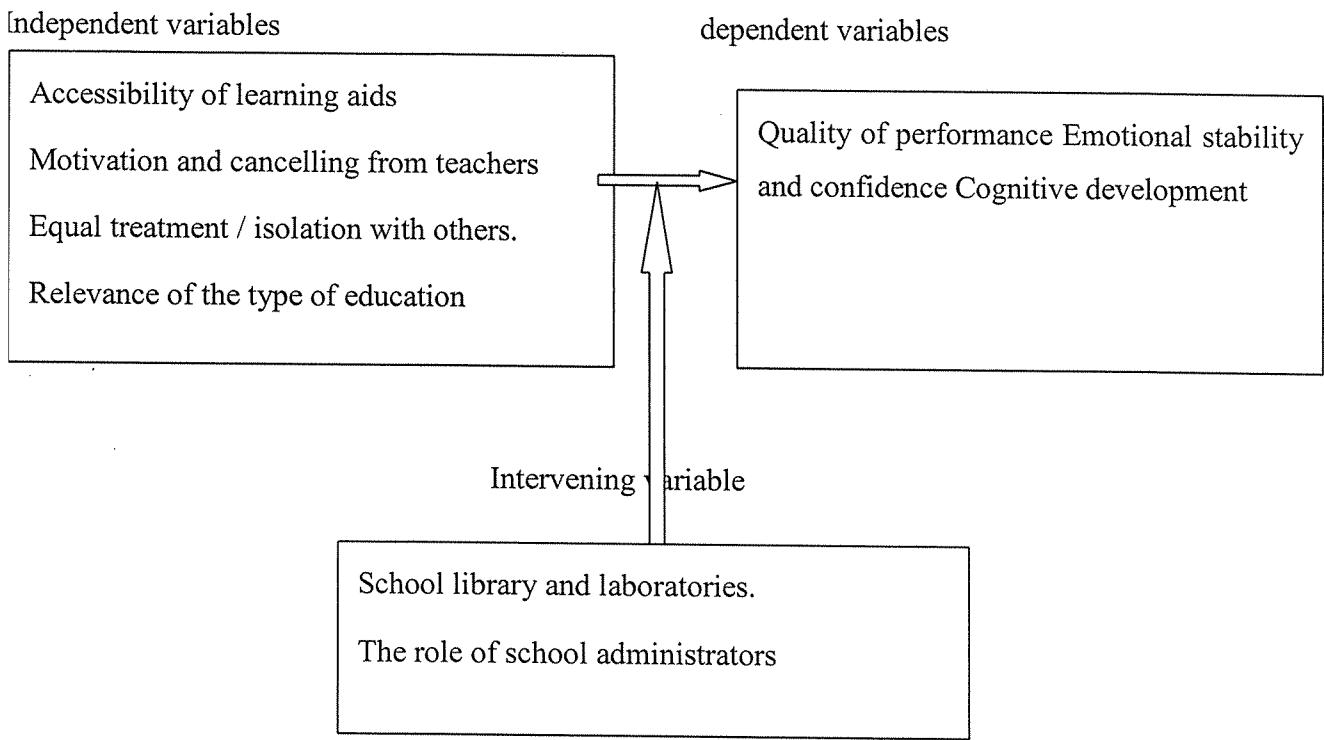
The study will be designed to educate the general public through making awareness about the need to protect the rights of children with disabilities in Ibugye sub county Apac district and elsewhere in the world such that they will not feel left out in the world which is relevant to their growth.

1.7 Scope of the study

Apac district is bordered by Oyam district to the north east, Kole district to the North, Lira district to the north east, Dokolo district to the east, Amolara district to the south, Nakasongola district to the south east and Kiryandongo district to the west. It is between longitudes 32°E and 34°E and latitudes 2°N and 3°N. Apac is located at approximately 62 km by the road west of Lira and is

about 230 km from Kampala and is said to be the largest city in Lango sub region. This study was limited to the investigation of accessibility and relevance of Uganda’s education system to children with dis abilities, citing the challenges children with disabilities face in schools and suggesting amicable solutions to these challenges. This study was conducted within a period of six months, from April 2018 to September 2018

1.8 Conceptual frame work



The accessibility and relevance of education system of Uganda concerning children with disabilities can be evaluated focusing on the attention given to these children in schools, given their differences with other children at schools, these children need special learning aids, all time motivation and cancelling where necessary by both teachers and parents, they need equal treatment with other students and more so they should be treated in the way that they will see education with some in their special lives. With these quality observations show that pupils’ stability in school both emotional and physical will either improve or decline depending on how they are handled. These factors also determine the quality of performance and greatly influence cognitive development of the child.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In a new vision article By Stephen Ssenkaaba Added 12th January 2017 UNICEF reported that children with disabilities constitute the largest minority group that fail to complete primary school. According to a report of the inclusive education series: part I Resentful attitudes, lack of essential scholastic materials, inadequate curriculum and absence of trained teachers have all conspired to frustrate access to education for children with disabilities. Since the introduction of Universal Primary Education (UPE) in 1997, eight million children have been able to access Primary education. Out of all these, however, a little over 200,000 are children with disabilities. In a system that preaches education for all by 2015, there has been little focus on children with disabilities. In these series, Ssenkaaba investigates the factors that are hindering access to education for children with disabilities and the implications this has for Uganda's attainment of universal primary education as stipulated by Millennium Development Goal.

Research by the State of the World's Children (2013); Children with Disabilities report, inclusive education entails providing meaningful learning opportunities to all students within the regular school system. "Ideally, it allows children with and without disabilities to attend the same age-appropriate classes at the local school, with additional, individually tailored support as needed.". Dr. Stackus Okwaput, the acting head of the community and disability studies department at Kyambogo University, reported effective inclusion revolves around "access, participation and achievement of pupils in the school environment."

Since the adoption of Universal Primary Education, the Government has encouraged inclusive education in primary schools. Today, eight million children are in school as a result of the inclusive education campaign, but children with disabilities are not yet to fully benefit from the campaign.

2.2 Worrying trends

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), 8% of children living with disabilities in low and middle income countries are not enrolled in school. The Uganda Society for Disabled Children (USDC) estimates that one third of all children

out of school in Uganda are children with disabilities. Despite the Government' emphasis on inclusion of all children, enrolment for children with disabilities in schools remains low. The United Nations Children's Fund (UNICEF) estimates that on average, only 201,190 pupils with disabilities were in primary school during 2009-2011.

Findings of UNICEF indicate that children with disabilities constitute the largest minority group that fail to complete primary school "even though about 60% of all children with disabilities could attend school with no special adaptations and 85% could benefit from education with minor adaptations." This means that with the right systems in place, the majority of children with disabilities should be able to fit and study in ordinary schools.

A New Vision investigation into education for children with disabilities in primary schools (January 2017) reveals that schools are yet to adapt to the needs of children with disabilities. Resentful attitudes, lack of essential scholastic materials, inadequate curriculum and absence of trained teachers have all conspired to frustrate access to education for children with disabilities.

2.3 Neglected by parents

Some parents neglect their children with disabilities, transferring the responsibility of caring for them to schools. However, taking care of all students without the necessary support from parents is quite expensive and most schools cannot afford it. (Credit: Godfrey Ojore 2017). This however entails that parent should be made aware of the importance of educating disabled children so that they provide the necessary requirements for their studies

Esther Nandase, the head teacher of Buckley High Primary School, reported: "Some parents 'dump' their children at school and forget them there, never to visit. Most do not pay school fees for them. A few pay only half of the fees and never complete the balance. Some even forget to collect them from school when the term ends." This has placed a huge financial burden on schools. The already cash strapped schools sometimes divert funds from some programs to cater for the needs of children with disabilities, while a few lucky ones are helped to get sponsors through non-government organizations. Parental neglect also traumatizes children with disabilities and affects their esteem and academic performance.

Uganda has embraced inclusive education and evidently committed itself to bringing about disability inclusion at every level of education. The commitment is demonstrated by the legal and non-legal frameworks on education and the establishment of educational infrastructure aimed at mainstreaming disability. The infrastructures include a department of special needs education at the ministry of education, science, technology and sports, a special needs education section at the Uganda national examinations board, a department at the National Curriculum Development Centre, a section at the education standards agency, representation of persons with disabilities at the national council for higher education board, public universities councils and training of teachers for special needs education. The bulk of these infrastructures are visible in promoting inclusive education at primary and secondary levels of education.

The impact of the above developments is the increasing enrolment of students with disabilities in higher education being experienced recently. However similar infrastructures are not evident in higher education. There is however, affirmative action on admission of students with disabilities and other marginalized groups to public universities. Although this affirmative action is seen to be widening opportunities for students with disabilities to higher education, the law providing for it appears not to compel private universities to comply.

The right to education for students with disabilities in Uganda is still suffering from discrimination. Disability rights are often honored in the breach (Lang et al, 2011), which leads to failure to achieve equal opportunities particularly in higher education. This article examines the status of disability inclusion in primary education and strategies for its realization in Uganda. Specifically, it explores experiences about disability inclusion in higher education, pointing out how discrimination and exclusion is demonstrated in admission, support services provided, access to libraries and halls of residence, lecture rooms, mode of delivery and mode of assessment.

1.4 The right to education

The UN human rights law framework recognizes education as a universal right and as enabling right to the attainment of other rights. Denying an individual a right to education is arguably condemning such an individual to a denial or limitation in the enjoyment of fundamental rights. In general terms, the UN human rights law framework outlaws discrimination in education at all levels and comprehensively requires states to make educational services available, accessible,

acceptable and adaptable, including to set minimum standards and to improve quality. These standards apply to people with disabilities as well by the principle of equality and non-discrimination, the cornerstone of the human rights law, based on the philosophy of inherent dignity and of the equal and inalienable rights of all human beings (Lauren, 2003). In examining the status and strategies for disability inclusion in higher education in Uganda, this article uses the foundation principles of inclusive education of equality, access and equal participation for all in every level of education (source). Government, internationals and the private sector should design policies and services at local and global levels which take in to account the need of disabled people (ADD & CAFOD, 2017).

The critical question is what does each of these principles mean in regards to disability inclusion in education? This article provides an exploration of that using the social model of disability, the notion of non-discrimination and the intent of article 24 of the Convention on The Rights of People with Disabilities (CRPD, 2006) as benchmarks informing inclusive education in regards to disability.

A social model of disability is a theoretical understanding of the concept of disablement from a socio-political perspective (Oliver, 2009). The argument is that disability is something imposed on people with disabilities on top of their impairment by an oppressive and discriminating social and institutional structure (UPIAS, 1976). The social model of disability mostly explains the relationship between people with impairments and their participation in society (Oliver, 1990). The model is premised on the principles that impairment and disability are distinctively different (UPIAS, 1976 & Oliver, 1996). The argument is that disability is a social oppression, not impairment, and that disability is a social construction, and to a large extent is culturally produced and culturally structured (Oliver, 1996). For equal participation for people with disabilities, the model demands for the removal of the society's economic, environmental, cultural and other barriers against people with disabilities (Barnes & Mercer, 2010). The understanding of the social model of disability, in this article, brings about the operationalization of the right to education for persons with disabilities without discrimination and on the basis of equal opportunities as enshrined in article 24 of the CRPD.

The aim of article 24 of the CRPD is to bring about an inclusive education system at all levels of education, with emphasis on understating the relationship between the learning environment and the impairment needs of a person with disability and the notion of non-discrimination. based on article 2 paragraph 3 of the CRPD the meaning of discrimination is wide enough to prohibit both intentional (direct) and non-intentional (indirect) discrimination or exclusion experienced by people with disabilities in society, including in education. Direct discrimination is discrimination which is intentional or overtly directed to particular individuals or groups. Direct discrimination is grounded on prejudices or stereotypes labeled on those group(s) of individuals. Indirect discrimination concerns non-intentional discrimination arising from practices which are neutral in nature but discriminatory in effect. Usually, these practices are embedded in institutional policies, norms and standards. In some jurisdictions, the concept indirect discrimination has since been developed to provide a broad scope of protection based on provision, criterion or practice (Monghan, 2007). Arguably, the concepts 'provisions, criterion or practice' provide wide interpretation in relation to how higher education provides all arrangements for the students with disabilities. Indirect discrimination acknowledges the fact that problems of inequality are both systemic and simply individual in nature and therefore provides a picture of how groups are affected. The development of protection under indirect discrimination is arguably the major milestone towards achieving substantive equality (Meenan, 2007). In the perspective of disability, providing reasonable accommodation is one of the fundamental requirements for achieving substantive equality and is now a legal requirement of the CRPD. Reasonable accommodation means an essential practice to alleviate the disadvantage that arises for people with disabilities in the application of conventional requirements or systems (Schiek & bell, 2007). The aim of reasonable accommodation is to bring about adaptation and change of the environment in order to remedy the detriment associated with the interaction between environment and impairment. In this article, the potential impact of reasonable accommodation is for institutions to adopt a proactive approach of avoiding discrimination against students with disabilities. Arguably, reasonable accommodation requires dismantling of systemic barriers in educational institutions arising from accessibility related challenges, ignorance of staff about specific disability needs, provisions and practices which is historically embedded in educational exclusion. It requires matching the needs to the appropriate support that brings about equal participation of students with disabilities in learning, participation and development.

The Ugandan legal frameworks are largely in line with the requirements of attaining the right to education provided by the United Nations human rights framework and fundamental principles of inclusive education. The constitution of the republic of Uganda (1995), art 30 guarantees that all persons have a right to education. The intent of the constitution on higher education is reflected in the universities and other tertiary institutions act (2001) (as amended) and the persons with disability act (2006).

The universities and other tertiary institutions act (2001) establishes the National Council for Higher Education (NCHE) of Uganda and details its mandates. The act confers upon NCHE the responsibilities / functions of monitoring, evaluating, regulating and guiding the establishment of institutions of higher learning. The function of guiding obligates NCHE with the responsibility to ensure disability inclusion in institutions of higher learning. It also requires that NCHE certify that an institution of higher education has adequate and accessible physical structures. This function mandates NCHE to ascertain the extent to which physical accessibility of the institution's facilities is ensured, in regards to disability. Indeed, the act empowers the NCHE to revoke a provisional license to an institution if it finds it not meeting the minimum requirements pertaining to physical infrastructure.

Unfortunately, in the act, section 110- revocation of a charter, there is no mention about universal design and accessible facilities among the set grounds for such revocation. Failure by an institution to provide universal design, accessible facilities, reasonable accommodation, appropriate instruction or teaching methods and qualified staff for special needs students is a path to the exclusion of students with disabilities in the institution's programs.

On the composition of national council for higher education (NCHE), the act in section 7(1) (i) provides for representation on the council by, among others, a person with disability appointed by, the minister. Similarly, on composition of a university council of a public university, the act provides that such a council must be comprised of, among others, 2 representatives of persons with disabilities, one elected by members of staff and another by national organizations of persons with disabilities. Definitely, such representation is aimed at creating awareness about disability inclusion to NCHE so that, in its regulatory role, NCHE ensures disability mainstream.

On admission to public universities, section 28 of the act provides for affirmative action for marginalized groups, including persons with disabilities. This is evidence that the act gives the opportunity of acquiring higher education to all people wishing to do so, including persons with disabilities. In addition, the act requires institutions to provide accessible physical facilities to the users of the public university. These are very noble objectives that expressly recognize persons with disabilities as among those who may wish to acquire higher education. However, the language in the act is specific to public universities. This implies that the act does not confer these obligations on private universities and other categories of institutions of higher learning. It is important to note, though, that some private universities admit students with disabilities based on their personal goodwill.

The persons with disability act (2006), part (ii) guarantees a right to quality education to all learners with disabilities and special needs. It does this by conferring an obligation on government to promote educational development of persons with disabilities and prohibits their discrimination by all categories of educational institutions. The act imposes duties on bodies including institutions of higher learning to eliminate barriers to accessibility and prohibits discrimination in the provisions of goods, services and facilities of which higher education is a provider. The act aims to develop an educational infrastructure that would guarantee an inclusive educational environment for all categories of people with disabilities through, among others, training of special needs teachers or personnel, formulation of and designing educational policies and programs on inclusive education, providing structural and other adaptations in all educational institutions appropriate for the needs of persons with disabilities, committing not less than 10% of all educational expenditure to the educational needs of persons with disabilities, providing assistive devices suitable for students with special needs during examinations, including giving extra time. The act explains discrimination against persons with disabilities in education as refusal or failure to accept an application for admission in an educational institution by a qualified person because of that person's disability; or setting terms or conditions that exclude persons with disabilities; or by denying or limiting access to any benefits or service provided by the educational institution to a student with a disability; or expelling a student because of his or her disability; or by subjecting a student with disability to any other unfair treatment relating to his or her disability. The meaning of discrimination provided for by the act prohibits either intentional or unintentional discrimination as

earlier discussed. However, the act's meaning of discrimination is short of requiring institutions to provide reasonable accommodation.

1.5 The state of disability in higher education

Ugandan higher education has undergone reforms accruing from the structural adjustments economic policies experienced around the mid-1980s. The reforms saw the liberalization and privatization of the economy, including education, in the 1990s. The detailed discussions about these reforms and their effects on education are outside the scope of this article. However, suffice to state here that these reforms were aimed at fulfilling the critical need to meet the growing demand for higher education. The number of applicants at that time was estimated to be three times more than the available places (Kasozi, 2003) and there was need to reform the higher education sector to be relevant to the development needs of Uganda (Kasozi, 2005). These reforms have brought significant changes to higher education (Mamdani, 2007, Musisi & Muwanga, 2003, Kasozi, 2003). quantitatively, there has been a rapid expansion of institutions of higher learning within two decades from less than 34 institutions to 164 institutions (32 universities and 132 tertiary institutions of education) by 2012 (Ubos, 2012) and increased number of students joining higher education (Bloom, Canning & Chan, 2006), including students with disabilities. At the time of the reform, government had insufficient resources to provide for both basic and higher education, yet higher education in Uganda was largely financed and managed by the state.

The government of Uganda then prioritized providing basic education and reduced its funding to higher education as a response to the global call for every state to ensure that every child's right to basic education is met (UN, 1993 & UN, 1999). This largely contributed towards achieving an inclusive education at primary and secondary levels of education. The training of teachers in special needs education at Kyambogo University, a special educational needs unit at the Uganda National Examinations Board (UNEBC), National Curriculum Development Centre (NCDC) and the inclusion of special needs education component in the primary teachers' college (PTC) curriculum were infrastructures put in place to ensure inclusive education. In higher education, similar infrastructures are lacking. Moreover, as a result of improved education environment for learners with disabilities at primary and secondary levels of education, over 1000 students with disabilities are joining higher education annually (Bloom, Canning, & Chank, 2006)

Although higher education opened its doors for students with disabilities, little was done to incorporate the aspect of disability inclusion and reasonable accommodation at the initial stages of the reforms. Other than admitting students with disabilities through affirmative action by public universities, there is limited evidence of applying equal opportunities measures in other institutions of higher learning. These actions contravene the CRP requirement which obliges states to ensure that institutions of higher learning adopt reasonable accommodation for persons with disabilities in all matters and arrangements an institution makes. For students with disabilities, reasonable accommodation implies arrangements necessary for their admissions, teaching, learning and assessment, library, accommodation, disability support provision, participation in sports and recreation. According to Emong (2014) it appears that the overall higher education environment is not changing in response to access requirements for admitted students with disabilities. He argues that institutions of higher learning lack disability policies, provide limited opportunities for admissions of candidates with disabilities, lack support services for students with disabilities and the libraries, accommodation, lectures, mode of delivery and mode of assessment are not easily accessible.

2.6 The effects of learning with disability

Learning Disabilities, including dyslexia and ADHD, are often associated with poor academic achievement (Capano, Minden, Chen, Schachar & Ickowicz, 2008). They observed ADHD as a common childhood onset neuropsychiatric disorder characterized by impairing levels of inattention, hyperactivity and impulsivity. Schuchardt et al, (2008) developed such ideas even further, suggesting that specific learning disabilities, including ADHD, are associated with impairments in working memory.

Students with specific language impairments appear to have problems with phonological memory, number recall, working memory and automatic retrieval of items stored in the long-term memory (Capano, et al, 2008). Schuchardt et al. (2008) also support the finding that children with learning disabilities tend to experience significant difficulties in acquiring the core skills of reading and writing and thus, struggle in their working memory and central executive functioning. Such impairments may interfere with the learning and recall of mathematical facts and the procedural knowledge to solve calculation problems (Capano, et al, 2008). Indeed, specific learning disabilities are associated with impairments in working memory (Schuchardt, et al, 2008). On the

other hand, Steele (2008) also suggests that memory disorders interfere with science instruction and testing performance.

Students with learning disabilities (LD) may exhibit certain behaviors that can interfere with their performance in many areas: science, as well as processing disorders in writing, reading and mathematical learning. Learning disabilities in mathematics are referred to as dyscalculia (Wadlington & Wadlington, 2008). Students with visual processing disorders have difficulty understanding presentations on the board, PowerPoint slides, overhead documents or textbook graphics, whereas students diagnosed with auditory processing disabilities have difficulty in solving problems, reading skills, understanding discussions and group work (Steele, 2008). In addition, LD students who lack prerequisite skills can be hindered in the learning of new information (Wadlington & Wadlington, 2008).

There exist solutions to facilitate LD students improving their academic achievement (Glomb, Buckley, Minskoff & Rogers, 2006). Wadlington (2008) proposes that in order for students with learning disabilities in mathematics to succeed, they have to overcome math anxiety through the teachers' assessment in non-threatening ways that encourage mathematical success. Like Wadlington (2008), Mcallister (2006) suggests pedagogical methods to help LD students succeed. Stigmas about learning disabilities should be fought with pedagogical methods, such as encouraging students to develop a new attitude regarding the representation of mental health in the media, so as to facilitate LD students' integration amongst their peers (Mcallister, 2006). LD students who look for academic help are more likely to increase the likelihood of their academic achievement.

Researcher Steele (2008) also proposes that focusing on lectures and class activities around the unification of science themes helps LD students who have learning and memory disabilities at school. For example, students with learning disabilities can be matched with adult mentors on the basis of similar traits (Glomb, et al, 2006). In doing so, LD students can thus improve their academic achievement by building a strong and especially supportive relationship that contributes to positive changes in their academic life (Glomb, et al, 2006).

.7 Further study in higher education

Approximately half of the students with disabilities who matriculate into a degree program withdraw before completing their program (American Youth policy forum and center on education policy, 2002). Comparatively, the national center for education statistics (2010) indicated that one-third of students without disabilities withdraw before commencement. This discrepancy in academic success between students with and without disabilities requires further examination. For catholic colleges and universities, addressing the academic needs of all learners is an integral part of the school's mission as a catholic institution of higher education (Carlson, 2014; Scanlan, 2009).

.8 Academic performance

Research findings conflict as to whether students with disabilities display equivalent academic performance to those without disabilities (Jorgensen et al., 2005) and (Witte, Philips, & Kakela, 1998) found that students with learning disabilities (LD) at Miami university, a liberal arts institution in Ohio, Graduated with Grade Point Averages (GPAS) significantly below the comparison group of students without disabilities. They also found that these students with LD, on average, took one semester longer to graduate.

However, in a similar study, Sparks, Javorsky, & Philips (2004) found that 68 college students with ADHD at a medium-sized university were competitive academically with their peer group and graduated with similar GPAS compared to the typical graduating senior at the same university. Over a 5-year period, all of the 68 students, with and without disabilities, had graduated from the university.

Conversely, Sachs and Schreuer (2011) compared academic success as measured by GPAS and participation in higher education of 170 students with disabilities and 156 students without disabilities throughout Israel. Their results indicated that students with disabilities had similar college experiences from social and athletic experiences to academic experiences. Furthermore, the academic achievements, as indicated by grade point averages, of students with disabilities were similar to those of students without disabilities (Sachs & Schreuer, 2011). More nuanced findings suggest that while the outcomes may be similar, rigor of programs may differ for students. For example, in Canada, Jorgensen et al. (2005) conducted a longitudinal study comparing GPAS of more than 40,000 students with and without disabilities. The results indicated statistically

nsignificant difference in GPAS but the rigor of college plan of studies and choices in course loads differed such that students with disabilities had lighter course loads and took longer to complete their studies (Jorgensen 138journal of catholic education/ October 2016et al., 2005; Lichtenberger, 2010).

Both Jorgensen (2005) and Lichtenberger (2010) pointed to the possibility that differences in GPAS may be skewed due to fewer courses taken at a time. The outcomes of these studies suggest that there are unclear academic performance outcomes for students with disabilities. Section 504 of the rehabilitation act of 1973 and the Americans with disabilities act amendments act (Ada-aa 2008), established that qualified students with disabilities are entitled to equal access to postsecondary education. Once qualified and approved for support services, students may request reasonable academic accommodations (Mcguire, 2000). Ideally, accommodations should provide students with equal access and non-discrimination, thus removing barriers to the postsecondary school environment (national joint committee on LD, 1999). Certainly access to accommodations is a critical component to academic success in college (Strasburger, turner, & walls, 1999; Adams & proctor, 2010). Because the burden of responsibility to seek out accommodations falls to the student with disabilities, it is critical that they possess strong self-advocacy skills. Catholic institutions of higher education are not only legally obligated to meet the needs of students with disabilities but morally as well.

Catholic social teaching compels educators to eliminate barriers that marginalize individuals from succeeding in education (Carlson, 2014; Scanlan, 2009).success in higher education may be dependent on variables such as self-advocacy. Lehmann, Davies, and Lauren (2000) interviewed 5 students with varying disabilities from 2-year and 4-year institutions. The students identified four barriers to academic success they had experienced during their educational careers. These barriers included a lack of understanding and acceptance by others, lack of adequate services, the need for financial services, and the need for self-advocacy skills. Students reported to the researchers that they were not able to communicate their abilities and inabilities.

Edmonton & Albert. (2002) summarized that students with disabilities associated the ability to self-advocate with an increased self-understanding and improved self-esteem. Related skills such as self-awareness and self-advocacy contribute to personal and academic success in postsecondary

education. Specifically, students with disabilities who have an awareness and acceptance of their disability are more likely to be accepted by others and have a greater sense of belonging

Furthermore, students with an awareness of their academic strengths and weaknesses are in a position to advocate on their own behalf (Skinner & Lindstrom, 2003). Self-advocacy is defined as the ability to speak up for oneself (Milsom & Hartley, 2005). An individual with disability-139 academic performance of students with disabilities who is a competent self-advocate knows his or her rights and responsibilities, articulates a problem, and works collaboratively with the appropriate persons to solve the problem. A self-advocate in higher education is an active participant in his or her education.

This study is grounded in the assumption that higher education institutions are making all reasonable efforts to comply with ADA and as such, if accommodations were in place, students would perform as well as students without disabilities. A Catholic college where this study took place, students with disabilities had access to academic support and accommodations. Accommodations offered on campus included the use of recording devices during lectures, audio textbooks, peer note takers, extended time to complete tests, and test taking outside the classroom. In addition, all students, with and without disabilities, had access to the academic resources center. The academic resources center provided peer writing and study tutors and offered a noncredit time management course to all students. This study examines the academic performance of students with disabilities compared to students without identified disabilities regardless of the type of disability at a small, private college. There is one research question addressed in the study: do students with disabilities perform equally as well as students without identified disabilities academically?

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology used to investigate the accessibility and relevance of Uganda's education to children with disabilities. It is comprised of research design, population sample and sampling technique, instruments, procedure for data collection, data analysis techniques and ethical consideration. The emphasis of this exploratory study is to gain insights (Denzin & Lincoln, 2000; Patton, 2002)

3.2 Research Design

The overall methodological design, a descriptive survey design was used. The focus of the design is on the scope, implementation and impact of disability legislations in primary schools in Ibuta Sub County Apac District. And document voices and subjective human experiences (Silverman, 2010) of Uganda disability law in the text, as well as on various ideological and policy factors in respect of disability inclusion in higher education.

The study was conducted in two selected primary schools in Ibuta Sub County Apac District; the investigations of this research by use of qualitative and quantitative ways of data collection in the selected areas. Analysis of education policies with a focus on primary school and statistical data on students with disabilities and other special needs at this level.

3.3 Target population

The target population of the research consisted of all the teachers and students in from both public and private primary schools in Apac District. The study was centered on the students and teachers plus the school administrators as primary source of information, the department of education commission at the district was involved if need arises as far as quality data collection is concerned.

3.4 Sampling method

The study used stratified random sampling method for selecting students. This approach is referred because it involves dividing the population into homogeneous subgroups and then taking simple random sample in each group as said by (Kombo & Tromp, 2006). Two primary schools have been selected and the respondents are to be chosen at random in form of stratus and have

een elected as sample size representing other schools in Apac district, the schools to be investigated are;

1. Apac Christian academy (private) and
2. Ikwera Nigree primary school (public school for special needs children)

.5 Instruments

The researcher employed self-administered questionnaires. These are to be used to obtain information from teachers and students. The researcher therefore constructed the questionnaires for the different respondents as included. Interview will also be conducted between administrators and educational officers at the district and from human rights office at the district level.

.6 Procedure for data collection

The procedure of drawing a stratified random sample included all students and teachers in Ibadan local government Apac district in primary schools and school inspectors and each group as uniquely identified according to the data given from administration system.

.7 Data Sources

The study obtained its data from two major sources of data namely primary and secondary sources.

.7.1 Primary Data

Primary data is information gathered directly from respondents through questionnaire, interview, focused group discussions, observation and experimental studies, (Kombo & Tromp, 2006). Consequently the primary sources of data will include students, teachers, administrator and educational officers

.7.2 Secondary Data

Secondary data are not data collected neither directly by the user nor specifically for the user. In this study, analysis of published material or information from internal sources that can be documented or electronically stored information will be used to supplement on the primary data. These were often referred to as desk research, (Kombo & Tromp, 2006).

3.8 Data Collection Instruments

There are two methods which are to be used to collect data namely questionnaire and in-depth interview.

3.8.1 Questionnaire

The first instrument to be used to collect primary data will be questionnaires; these consist of number of questions which will be printed or typed in definitive order on a form or set of forms. The questionnaire which is composed mostly multi choice closed questions is expected to be used, and are to be given to targeted sample population by the researcher. The questionnaire technique was chosen because it reduces cost, free from the bias, respondent has adequate time to give their feelings.

3.8.2 Interview method

The second primary data collection method is interview guide protocol designed and administered to key informants to capture qualitative information. The key informant for in- depth interview education officers and school administrators, and these will be purposely chosen to get more information about the effects of teaching methods on students' performance in comparisons with information given by teachers and students.

3.9 Data Analysis and presentation

Two different ways of analyzing data will be used. First quantitative and quantitative data will be analyzed using descriptive statistics, with the help of charts and tables and excel and presented as percentages and figures, the percentage number of respondents according to descriptive variables, qualitative data also involved explanation direct quotation from the interviewees and description of findings, content analysis techniques will be used and presented as themes and ethics.

3.10 Justification of the study

1. Validity; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

2. Reliability; The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

.11 Ethical considerations

The researcher will consider the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher will assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents are to be provided with feedback about the findings of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

1.0 Introduction

This chapter presents the research analysis, interpretations, findings and discussions of the study based from 70 responses from students, 20 responses from teachers and 10 responses from administrators from the selected schools resulting into 100% response rate.

Table 1: Description of the bio data of students

Characteristic of students		frequency	Percentage
Sex	male	51	72.9
	female	19	27.1
Age	7-10 years	49	70
	11-15 years	18	25.7
	16-24 years	3	4.3
Level of Education	primary	70	100
Marital status	single	56	80
	Married	14	20
Occupation	Student	59	84.3
	farmer	11	15.7

Table 1 shows that majority of the respondents were males (51) taking the percentage of 72.9. According to age distribution, the biggest number of disabled primary students is between 7-10 years taking 70%, followed by the age group of 11-15 years with a percentage of 25.7 and lastly with the age group of 16- 24 years taking the percentage of 4.3. It is also evident that all

the respondents had primary level as their highest level of education. The table further shows that majority of the respondents were single with a percentage of 80 and a few of them were married taking a percentage of 20 and that 83.4% of the respondents were students and that only 15.7% of the respondents engage in commercial farming particularly around their compounds.

4.1 Findings on the skills and sub skills of the respondents.

Table 2: Distribution of students' responses on their skills and sub skills

Item	N	Responses (%)				
		Most serious problem	Serious Problem	minor	Not a problem	
Reading	70	57.1	31.4	8.6	2.9	
Speaking	70	8.6	17.1	25.7	48.6	
Listening	70	7.1	11.4	60	21.4	
Writing	70	48.6	37.1	8.6	5.7	

Source: primary data 2018

From Table 2, it is revealed that 88.5% of the respondents have a problem in reading, 85.7% of the respondents also accepted that writing is a problem to them where as 74.3 % of the respondents accepted that speaking is not a problem to them as evidenced from the responses of minor and not a problem and also 81.4% of the respondents also agreed that they don't have a big problem in listening .So the major problems were found to be reading and writing.

1.2 Findings on the challenges faced by Children with disabilities

Table 3: Distribution of students’ responses on the challenges faced by Children with disabilities in Apac district.

Item	N	Responses (%)				
		SA	A	N	D	SD
There are necessary facilities for teaching and learning at school	70	8.6	8.6	21.4	28.6	2.9
The school administrators are cooperative in solving my problems	70	7.1	11.4	10.0	32.9	32.9
Teachers encourage me to take part in school activities	70	8.6	18.6	14.3	25.7	32.9
I am comfortable when I do activities in the group	70	5.7	8.6	11.4	32.9	41.4
I get enough time during exam and when I do activities	70	4.3	11.4	21.4	52.9	10.0

Note: SD-Strongly Disagree, D-Disagree-N-Neutral, SA-Strongly Agree, A-Agree. Source primary data 2018

Table 3 shows that children with disabilities in primary schools in Ibuta sub County, Apac district are faced with certain challenges in their course of study. This is from the fact that 61.5% of the students disagreed that there are necessary facilities for teaching and learning at school, 65.8% disagreed that the school administrators are cooperative in solving their problems, 58.6% of the respondents disagreed that teachers encourage them to take part in school activities, 74.3% rejected that they are comfortable when they do activities in the group and 62.9% of the respondents also rejected that they get enough time during exams and when doing activities thus signifying the challenges encountered by Children with disabilities In Apac district. Furthermore the Directors of the school pointed out that such students are faced with limited support from the government and non government organizations in terms of buying for them the necessary school materials and paying school fees. Teachers also confessed that they have limited knowledge of handling children with disabilities. All these contribute to the challenges faced by children with disabilities in Ibuta sub County, Apac district.

3 Findings on the relevance of Uganda’s education to children with disabilities in Ibuta Sub County Apac District.

Table 4:Distribution of students responses on the relevance of Uganda’s education system
WDS

Item	N	Responses (%)				
		SA	A	N	D	SD
I develop confidence when I learn with regular students	70	34.3	42.9	5.7	5.7	1.4
I can do work and my activities alone effectively in class	70	27.1	38.6	10.0	10.0	14.3
I get good marks as compared to others	70	30.0	44.3	10.0	11.4	4.3
I have regular contracts with our teachers to get	70	42.9	44.3	1.4	4.3	7.1
I get support from my family to improve my	70	40.0	41.4	7.1	8.6	2.9

Note: SD-Strongly Disagree, D-Disagree-N-Neutral, SA-Strongly Agree, A-Agree. Source primary data 2018

Table 4 shows that the education system of Uganda is relevant to children with disabilities. This is evidenced from the fact that 77.2% of the respondents accepted that they develop confidence when they learn with regular students, 65.7% of the students agreed that they can do work and activities alone in class, 74.3% accepted that they get good marks as compared to others, 87.2% of the students also accepted that they have regular contracts with their teachers to get support and also 81.4% of the students also agreed that they get support from their families to improve their academics. The administrators also accepted that children with disabilities get support from their homes and very little support from NGO’s and the government and teachers reported that children with disabilities perform well if well taught and facilitated.

1.4 Findings on the amicable solutions to the challenges

From the study the directors/ school administrators suggested that that the government should put in more funds in educating disabled students like buying for them typing machines and also equip all the teachers with the necessary knowledge of handling and treating disabled students nicely as most of the respondents and even the teachers themselves confessed that they have never got special trainings about handling and teaching disabled children in Apac district.

The government should call for external support from Nongovernmental organizations to facilitate children with disabilities in primary schools of Ikuje sub county, Apac district.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the summary of the findings, conclusions and recommendations for the study

5.1 Summary of the Findings.

It was found out that the accessibility of education and its relevance to CWDs in Ibutje Sub County was alarming as pupils were facing various challenges which were and are still not being taken seriously by the authorities in the region and the government.

Pupils in the selected schools reported serious challenges like lack of enough school materials and facilities to aid their learning in general, uncooperative school administrators, limited motivation from teachers upon practicing in different school activities, failure to work in groups with others and inadequate time during exams and while doing their work.

The study also revealed that the education system of Uganda is relevant to children with disabilities from the fact that 77.2% of the respondents accepted that they develop confidence they earn with regular students, 65.7% of the students agreed that they can do work and activities alone in class, 74.3% accepted that they get good marks as compared to others, 87.2% of the students also accepted that they have regular contacts with their teachers to get support and also 81.4% of the students also agreed that they get support from their families to improve their academics. The directors also accepted that children with disabilities get support from their homes and teachers reported that children with disabilities perform well if well taught and facilitated.

The study also revealed that the major problems regarding the skills and sub skills of children with disabilities are reading and writing.

5.3 Summary of the study

The study investigated the accessibility of Uganda's education by children with disabilities and how relevant the educational policies in Uganda are to the children with disabilities. The study investigates the lives of children with disabilities citing their problems. The literature review of this study highlighted the concept of disabilities among school children and cited different and relevant article and references concerning this topic.

This study found out that, children with disabilities are often segregated, isolated and not cared for by the teachers, government and fellow students as this has increased the challenges they face. The study also found out that students have a problem with reading and writing and it was also found out that the education system of Uganda is relevant to children with disabilities though they are still facing some challenges.

5.4 Recommendations of the study

The government should improve on the facilities of the children with disabilities in their respective schools such that the process of learning can be smooth and relevant especially machines for reading and writing as it was found to be the most serious problem.

The study recommends that the government puts much emphasis on training staff in special needs education such that they can meet needs of the students with disabilities in Uganda. This was due to the high concerns found in this study that teachers don't get special training of teaching and handling children with disabilities

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APPENDICES

APPENDIX I

QUESTIONNAIRE ON THE ACCESSIBILITIES AND RELEVANCE OF UGANDAN EDUCATION SYSTEM TO CHILDREN WITH DISABILITIES.

Dear respondent

I am Jaka Ronald and a student of Kampala International University pursuing a bachelor's of science with education. I am carrying out a study research entitled accessibility and relevance of Ugandan education system to children with disabilities in Ibutje Sub County Apac District. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

I kindly request you to spare sometime and fill this questionnaire.

Your cooperation will be kindly appreciated.

1. General information (place tick appropriately)

1) Gender: Male ☐ Female ☐

2) Age

Below 10 years ☐ 11-15 years ☐ 16-24 years ☐ 25-34 years ☐

35 and above ☐

3). Level of Education

University ☐ Secondary ☐ Primary ☐

4) Marital status

Single ☐ Married ☐ Divorced ☐ Widowed ☐

) Occupation

tudent ☐ Civil servant ☐ Farmer ☐

. If you are a student / Pupil; could you state for me the Subject you like most?

. QUESTIONNAIRE (PLEASE TICK APPROPRIATELY)

ote S.A (strongly agree), a Agree, N (neutral,) D (Disagree), S.D (Strongly Disagree)

/N	ITEM	OPINIONS				
		S.A	A	N	D	S.D
	Government policy support disabled child					
	I am comfortable when I do activities in a group					
	I develop confidence when I learn with regular students					
	I can work my activities alone effectively in class					
	I get good marks as compared to others					
	I have regular contracts with our teachers to get support					
	I get enough time during exam and when I do activities					
	The teachers encourage me to participate in school activities like sports					
	The school administrators are cooperative to solve my problems.					

	I get support from my family to improve					
0	There are necessary teaching facilities and resources for teaching and learning in this school.					

PART III:

Rank the following skills and sub skills based on their level of difficulty according to your personal experience of learning in the order of the seriousness of the problem related to the following scales; indicate your preferences by putting a tick mark across each item with number use the following scale when you rate.

1. Most seriously problem
2. Serious problem
3. Minor problem
4. Not a problem at all

/N	ITEM	Scale				
		S.A	A	N	D	S.D
	Skills and sub skills					
	Reading					
	Listening					
	Speaking					
	Writing					

1. Why do you think the item (s) you selected is (are) the /a(most) serious problems, for you? Please give your reasons.

.....
.....

2. Why do you think the items you selected is (are) “Not a problem for you? Please give your reasons.

.....
.....

3. In general what challenges are you facing in your school?

.....
.....

4. What do you suggest all concerned bodies should do to facilitate situations of disabilities in your school?

.....
.....

APPENDIX II

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you have any idea about special need education?
2. What do you think is the importance of teaching disabled pupils with regular pupils?
3. What kind of need do disabled pupils have in learning in your class
4. What kind of support do you give item?
5. What are the opportunities available in teaching your subjects inclusive classes in your school.
6. What are the challenges you face in teaching your subject to a disabled pupils in your class?
7. What kinds of support would you feel you would need to better practices inclusive teaching in your class?
8. How do you see your teaching of disabled pupils compared to other students?
9. Do you have any other comments?

APPENDIX III:
INTERVIEW QUESTIONS FOR SCHOOL DIRECTORS/ MANAGEMENT

1. Do parents take active role in supporting disabled students?
.....
.....
.....
2. Is there any organization (NGO) which supports inclusive education?
If yes; what kind of support does the school get? What about from government (DEO, zone, Region, MOE)
.....
.....
.....
3. Was there any kind training for teachers, school administrators, and disabled students about disabilities.
.....
.....
.....
4. How do you assign teachers to teach in inclusive classes? Is there anything to consider while placing disabled in class?
.....
.....
.....
5. How does the school administrators support disabled pupils to facilitate their learning.
.....
.....
.....

6. Is there any problem the school faces in teaching disabled students in general? For example attitude, funds, curriculum, training and coordination's?

.....
.....
.....

7. What do you suggest all concerned bodies should do to facilitate situations for disabled to cope with other regular pupils in academics?

.....
.....
.....

8. Do you have any other concerns or comments?

.....
.....
.....

Thank you for your valuable time

APPENDIX IV:
ACCOUNTABILITY AND EXPENDITURES (April 2018-September 2018)

ITEM	RATE	AMOUNT
stationary	10000	50000
secretarial service	20000	20000
internet	5000	5000
transport	100000	100000
calculator	20000	20000
air time	5000	5000
news papers	1000	5000
printing	20000	20000
pens	500	2000
editing	10000	10000
library fee	10000	10000
total		247,000

APPENDIX V: ACTION PLAN

April 2018-September 2018

Weeks	Week 1, April	April-May	May	May-June	June	July-August	August	PERSON RESPONSIBLE
Activities								
Formulation of research topic and approval								Researcher & supervisor
Proposal writing								Researcher
Approval of proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor
Presentation of the report								