DISABILITY AND ACCESS TO EDUCATION IN PRIMARY SCHOOLS IN HAMARJAJAB DISTRICT, MOGADISHU - SOMALIA

BY

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REG: 1163-06246-07206

A THESIS PRESENTED TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS IN HUMAN RIGHTS AND DEVELOPMENT OF KAMPALA INTERNATIONAL UNIVERSITY

MAY-2018

DECLARATION

I, Mohamed Ali Farah declare that this thesis is my original work and has not been presented for any other academic award in any University or Institution of Learning

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APPROVAL

I confirm that the work in this thesis has been carried out by the candidate under my supervision.

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Date: 4/05/18

DEDICATION

I dedicate this work to the Mr. Hassan Shire, the director of East and Horn of Africa Human Rights Defenders for the unconditional support to my education. Last but not least, my dear parents; Mr. Ali Farah Jim'ale and Ms Habiba Jama Ali for their overwhelming moral and financial support. May ALLAH reward you all

ACKNOWLEDGEMENT

I would like to acknowledge my supervisor Dr. Richard Asaba whose help has been timely and unconditional. Your assistance has been instrumental.

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ACRONYMS

AVD	Audio and Visual Devices
DPOs	Disable People Organizations
EFA	Education for All
FGS	Federal Government of Somalia
IDEA	Individual Disability Education Act
KII	Key Informant Interview
SODEN	Somali Disability Empowerment Network
SWSEN	Students with Special Educational Needs
UDHR	Universal declaration of Human Rights UDHR
UDI	Universal Design
UK	United Kingdom
UNDP	Unite Nations Development Program
UNESCO	United Nations Education, Scientific and Cultural Organization
UPIAS	Union of the Physically Impaired against Segregation
US	United State of America
WBDG	World Bank Disability Group
WHO	World Health Organization

ABSTRACT

This study was carried out to assess disabled learners' access to primary education in Hamarjajab district, Mogadishu Somalia. Specifically the study sought to; determine the risks that disabled learners face while travelling to school in Mogadishu; establish how the school environment meet the needs of disabled learners in primary schools in Mogadishu; determine the challenges disabled learners face while studying in primary schools in Mogadishu.

This study adopted a mixed method design. It employed a cross section survey of 37 learners and 30 parents as well 37 key informants who included teachers, administrators, district education officers and disable people organizations. The findings show that disabled learners are prone to accidents in form of being knocked down by cars while moving to schools (64% of the respondents combined): learners also face an unfriendly climate which features as a major barrier (56% of the respondent): Disabled learners face abuses from members of the public in form discrimination (47% of the respondent): Secondly, schools have tried to enhance access of mobility devices in their environment, but more still needs to be done. In particular ramps have not been given priority in the design of learning facilities. Teaching methods and the human resource (staff) to specifically address the needs of disabled learners are to a large extent not satisfactory. The results further show that normal learning methods are utilized to a large extent (47% of the respondent): The problem is compounded by fact a large number of staff are normal teachers. (58% of the respondent): The study found out that most disabled learners trek to schools cover an average of 1.5km to access the closest school (56% of the respondent).

In conclusion, disabled learners face risks, un-conducive school environments and numerous challenges which hamper their access to education. The study recommends that government and development partners should mobilize resources aimed at improving roads, building of more inclusive schools, equipping of learning centers with facilities and human resources to enhance access to education for the disabled learners.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter is concerned with the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, research scope of the study, significance of the study, hypothesis of the study and operational definitions of key terms.

1.1 Back ground to the study

The background of the study is presented on four perspectives namely historical, theoretical, conceptual and contextual perspective.

1.1.1 Historical Perspective

At a 1994 conference held in Salamanca, Spain, and sponsored by UNESCO, representatives of 92 governments and 25 international organizations proclaimed that every child has a fundamental right to education and has unique characteristics, interests, abilities and learning needs which should be taken into account by child-centered education systems (UNESCO, 1994).More recently, the thrust of the Salamanca Declaration was reiterated and expanded at the meeting at the forty-eighth session of the UNESCO International Conference on Education. At the conclusion of their work, participants recalled Article 26 of the United Nations Declaration of Human Rights that states that everyone has a right to education and affirmed that inclusive quality education is fundamental to achieving human, social and economic development (UNESCO 2009).

The United Nations Education, scientific and cultural Organization (UNESCO) world conference on special education held in 1994 at Salamanca, Spain, emphasized that education was human right persons with disability should be put in schools. Similarly Universal declaration of Human Rights UDHR (1994) states that education is a fundamental right and every child must be given an opportunity to achieve and maintain an acceptable level of learning. UNESCO (2003) thus, education systems should be designed and educational programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. School is as social organization which has been set up purposively for the provision of learning

experiences for the attainment of national goals of education. However throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools (Degener, 2002).

It is estimated that more than one billion people around the world have some form of disability– with over four in five persons living in developing countries and 93 million of them are children under the age of 14 living with a 'moderate or severe disability'. Despite these rough numbers, there is a severe lack of concrete and accurate data showing the true scale of discrimination worldwide and on a national level. This is even more the case for education-related data, as there is only little information regarding persons with disabilities. Approximate figures show that the situation is worrying with about 62 million children at primary school age having a disability around the world and 186 million children with disabilities who have not completed primary school education (Becirevic, 2009).

UDI's foundation is universal design, which originated in the field of architecture. Universal design identifies features of products and environments that anticipate a variety of needs, ages, abilities, and disabilities. Many of those features benefit everyone (for example, curb cuts on sidewalks make navigation easier for people with strollers, luggage, loading carts, and bicycles, as well as wheelchairs). Like universal design, UDI starts with principles and then integrates them into the design of courses and interactions in the classroom (UNESCO, 2003).

A related influential document from the US is the report of the President's Commission on Excellence in Special Education (2002). In the preamble to its report, the Commission noted that young people with disabilities drop out of high school at twice the rate of their peers; that most public school educators do not feel well prepared to work with students with disabilities; that of the 6 million students in special education, half are identified as having a 'specific learning problem', mostly because they have not learned how to read; and students of minority status are over-represented in some categories of special education (UNESCO, 2009).

Mitchel (1997) reviewed some of the significant developments in the education of students with intellectual disabilities that had taken place in England since responsibility for their education passed from health to education authorities. These included the shift from a categorical to a non-categorical, needs-based approach to teaching; a greater emphasis on changing the environment

rather than the child; a shift from exclusion to inclusion (although the majority of children with intellectual disabilities remained in some form of segregated provisions, with considerable variations between local education authorities); and developments in making the National Curriculum and its assessment more accessible to student with special need education (Skidmore, 2004).

Over the past two and a half decades, the notion of "inclusion" has pushed the debate regarding the education of students with disabilities further. Inclusion seeks to completely remove the distinction between special and regular education, and to provide an appropriate education for all students, despite their level of disability, in their local school. It involves a complete restructuring of the educational system so that all schools would have the responsibility of providing the facilities, resources, and an appropriate curriculum for all students irrespective of disability. It is a philosophical move away from the accommodation of students with special needs into a "normal" system, towards a full inclusion model where everyone is considered normal, and where the needs of all can be met. This trend is situated within a broad social justice agenda, which argues that equality for all must include access for all students to their local school. This trend has been supported by United Nations policies which affirm the rights of children (the United Nations Convention on the rights of the Child, 1989; the United Nations Standard Rules for the Equalization of Opportunities for Persons with Disabilities (UNESCO Salamanca Statement 1994).

Educational policies in developed countries have responded to the social justice agenda in different ways. In the United States, the rights of children with disabilities are enshrined in legislation (Education for all Handicapped Children Act; 1975; the Individuals with Disabilities Education Act, 1990). In Great Britain, the Warnock Report (1978) led directly to the Education Act (1981), and the subsequent amendment to the Education Act (1993) and Special Educational Needs and Disability Act (2001) established the rights of students with disabilities to be included in regular schools. In Australia, the Disability Discrimination Act (1992) and the Disability Standards for Education (2005) support the enrolment and full participation of students with disabilities in mainstream schools. All state educational policies state a philosophical acceptance of inclusion and support inclusion "where possible" and "when in the best interests of the child".

1.1.2 Theoretical Perspective

The study is based on theory of social model of disability (1970). It was developed in the 1970s by activists in the Union of the Physically Impaired against Segregation (UPIAS), it was given academic credibility through the works of Vic Finkelstein (1980, 1981), Colin Barnes (1991) and particularly Mike Oliver (1990, 1996). The social model sees disability as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It carries the implication that, the physical, attitudinal, communication and social environment must change to enable people living with impairments to participate in society on an equal basis with others.

The principle of inclusive education is based on the social model which perceives the current education system and schools as discriminatory and inadequate. It requires schools to adapt to meet the individual needs of all learners whose exclusion from mainstream education may have been the results of disability. The social model of disability has greatly influenced the area of disability as well as educational perspectives on inclusion. Inclusive education document requires all nations who signed up to the convention to adapt to meet the needs of all learners of diverse needs in mainstream education system. Hence inclusive education is a process for increasing participation and reducing exclusion in a way that effectively responds to the diverse needs of individual learners, (Colin, 1991)

The Social model of disability sees the problems facing disabled people as a result of society's barriers rather than the person's medical conditions reference. It argues for the full inclusion of disabled people in educational institutions, the larger societal institutions and for their complete acceptance as citizens with equal rights, entitlements and responsibilities. The social model also regards disability as all the things that impose restrictions on disabled people ranging from individual prejudice to institutional discrimination, from inaccessible buildings to unusable transportation systems, from segregated education to exclusion from work and many more (Vic Finkelstein, 1980). The consequences of the failure to make the environment less restrictive do not simply and randomly fall on individuals but systematically upon disabled people as a group who experience these failures of discriminatory institutions throughout society. It recognizes the solution as to rid the society of these barriers, rather than relying on curing all people who have impairments, which is not possible (Mike Oliver, 1990)

1.1.3 Conceptual Perspective

According to Hattie (2009), education is one of the important means to empower the marginalized people. If offered accordingly it turns individuals from being dependents to independents by developing their consciousness, competence and confidence thus enabling the development of the respective individual.

Education for All means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programs in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child-friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools (Dyson, 2009).

EFA by definition cannot be achieved if these children are excluded. Both EFA and inclusion are both about access to education; however, inclusion is about access to education in a manner that there is no discrimination or exclusion for any individual or group within or outside the school system. Toward this end, inclusion needs to be the fundamental philosophy throughout programmes so that the goal of "Education for All" can be achieved. Inclusion, therefore, should be the guiding principle for UNESCO and other agencies' interface with Governments and other providers on Education for All (HSCR, 2000).

1.1.4 Contextual Perspective

According to Somali Disability empowerment network, Somalia is one of the few countries which have not signed and ratified the United Nation Convention on rights of Persons with disabilities, the country also lacks National disability act, this has limited the access to education by the disabled,. Among the United Nations human rights treaties, Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966) draws extensively on UNESCO's Convention against Discrimination in Education, and like the Convention, covers the right to education comprehensively. According to a recent report for the World Bank Disability Group, Education is widely seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and choices in order to enjoy freedoms of citizenship. Within this context, therefore, empowerment refers to "acquiring the awareness and

skills necessary to take charge of one's own life chances. It is about facilitating the ability of individuals (and groups) to make their own decisions and, to a greater extent than hitherto, to shape their own destinies (Groce, 2005). The lack of data on people with disabilities is severely constraining the ability of the international community to monitor the situation of children, youths and adults with disabilities. There has been insufficient attention to the need to collect data on disabilities and link them to education outcomes, and even when collected, the scale of disabilities is often un-reported. Societies' misperception of different forms and types of disability and the limited capacity of social actors to accommodate special needs often place these people on the margin. People with disabilities experience inequalities in their daily lives, and have fewer opportunities to access a quality education that takes place in a truly inclusive environment (Bernard, 2000). Individual differences should therefore become opportunities to enrich learning rather than problems to be fixed. In order to achieve this, the Convention requires States to employ teachers with the required skills to provide inclusive education and to ensure adequate and effective training of teachers so that they are able to teach persons from different backgrounds. The Convention also requires "reasonable accommodation" of the individual learners needs which means, amongst other things, that the school environment must be accessible – for example, through constructing ramp access rather than stairs, providing educational material in accessible formats, facilitating the learning of Braille and sign language and so on (Singal, 2004).

According to Skidmore (2004), children with disabilities remain marginalized across the region, with their right to education far from being fully realized. Although significant efforts have been made to overcome the historic discrimination and exclusion they experience, too often such measures are fragmented and un-coordinated both across and within ministries. Furthermore, they fail to address the necessity for tackling the institutionalized barriers impeding change: the continued reliance on the narrow pedagogy of defectology, rooted in a medicalised understanding of disability; the continued focus on segregation and institutional care, with insufficient investment in community-based services and supports; the deep-seated prejudices among those professionals charged with the responsibility for promoting inclusive education; and the lack of sufficient engagement with and respect for the expertise and potential contribution of families of children with disabilities, as well as the children themselves.

According to UNESCO (2011) Global monitoring report; Somalia remains to a country with low accessibility to education in Primary schools as compared to other countries, disabled learners do not have good access to education this is so despite the efforts by the Government and UNESCO to promote access.

1.2 Statement of the Problem

According to the UNESCO (2009) Policy Guidelines for access; Children with disabilities remain marginalized across Somalia, with their right to education far from being fully realized. Although significant efforts have been made to overcome the historic discrimination and exclusion they experience, too often such measures are fragmented and un-coordinated both across and within ministries.

Most of Schools and other public buildings has no a reasonable accommodation for the disabled people especially in the school environment there is no especially toilets and washrooms for the disabled learners also its lack of ramps and other facilities for the disabled learners this main problem.

Furthermore, they fail to address the necessity for tackling the institutionalized barriers impeding change. The continued reliance on the narrow pedagogy of defectology, rooted in a medicalised understanding of disability; the continued focus on segregation and institutional care, with insufficient investment in community-based services and supports; the deep-seated prejudices among those professionals charged with the responsibility for promoting inclusive education; and the lack of sufficient engagement with and respect for the expertise and potential contribution of families of children with disabilities, as well as the children themselves (Skidmore, 2004). According to Degener (2002), many initiatives have been taken to support the right to education of persons with disabilities, to raise awareness and to encourage the dissemination of good practices. All of these national measures demonstrate that countries have deployed efforts to make their education systems more inclusive of persons with disabilities and to remove discrimination based on the ground of disability. The aim of this campaign is to ensure that education services for children with disabilities are brought in the communities where they reside and to increase participation rates. According to UNESCO (2011) Global Monitoring Report; Somalia remains to a country with low accessibility to education in Primary schools as compared to other countries. Disabled learners do not have good access to education and this is

so despite the efforts by the Government and UNESCO to promote access. It is for this reason that the researcher sought to; determine the risks that disabled learners face while travelling to school, establish how the school environment meet the needs of disabled learners in primary schools and determine the challenges disabled learners face while studying in primary schools.

1.3 Overall objective

To assess disability and access to education in primary schools in Hamarjajab district, Mogadishu Somalia.

1.4 Research objectives

i. To determine the risks that disabled learners face while travelling to school in Hamarjajab district
ii. To establish how the school environment meet the needs of disabled learners in primary schools in Hamarjajab district.
iii. To determine the challenges disabled learners face while studying in primary schools in Hamarjajab district

1.5 Research Questions

i. What are the risks that disabled learners face while travelling to school in Hamarjajab district
ii. How does the school environment meet the needs of disabled learners in primary schools in Hamarjajab district?
iii. What are the challenges disabled learners faces while studying in primary schools in Hamarjajab district?

1.6 Scope of the study

1.6.1 Content Scope

Disability and access to education in primary schools in Hamarjajab district, Mogadishu Somalia

1.6.2 Geographical Scope

The study covered Hamarjajab district in Mogadishu, because this district has schools which have disabled learners and would provide valuable information for the study. The three schools involved in this study were Hamarjajab primary school, Rage Ugaas primary school and Mohamud Mire primary school. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for centuries.

1.6.3 Time Scope

It took the researcher 9 months period that is to say from April to December 2017 to carry out the research.

1.6.4 Theoretical Scope

The study is based on the theory of the social model of disability (1970). The social model sees disability as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers

1.7 Significance of the Study

This study will create knowledge about disability and access to education. The will be of importance to the policy maker in making decisions and choices. Theoretically, the study will also prompt more researches in the area having contributed to literature related to disability and accessibility to education and serves as a reference for private and public schools. Educational managers interested in improving accessibility to education for the disabled would use the findings of this study to evaluate possible/likely strategies that could adequately address the problem. The study could help Universities identify curriculum development geared towards improving transfer of knowledge to bolster efforts to enhance accessibility to education in primary schools for the disabled.

1.8 Operational definition of key terms

Accessibility:

This is the right or opportunity of obtaining and using a service (Dyson, 2008). The services must be within range for learners to access then and must be in a stated to be used, and for purposes of this study, accessibility means to go to school, attain education and make use of existing facilities.

Disability

According to World Health Organization, disability is any restriction or lack of ability to perform in a manner or within a range considered normal for a human being (WHO, 1996). Elsewhere it has been defined as a physical or mental condition, which makes it difficult or impossible for a person, concerned to adequately fulfill his or her role in society (National Disability Survey of Zimbabwe, 1982).

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher critically analyzes works of other people related to the themes of the study. The theoretical review constitutes the theory underlying the relationship between the disability and access to education, conceptual framework, related literature and related studies.

2.1 Theoretical Review

The study is based on theory of social model of disability (1970). It was developed in the 1970s by activists in the Union of the Physically Impaired against Segregation (UPIAS), it was given academic credibility through the works of Vic Finkelstein (1980, 1981), Colin Barnes (1991) and particularly Mike Oliver (1990, 1996)

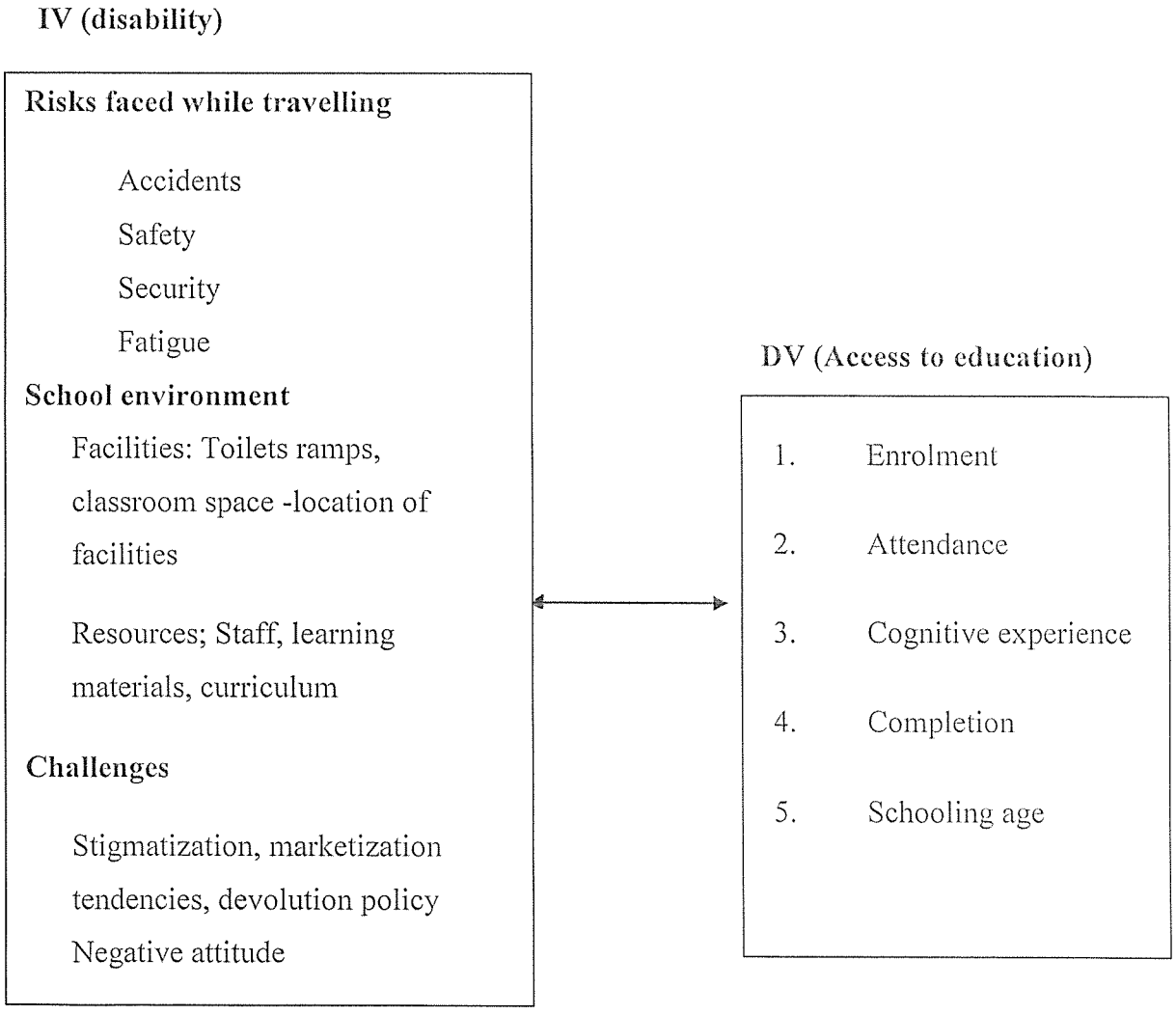
Mike Oliver (1999), argued that people with disabilities are viewed as "unfortunate'', "useless'', different, oppressed and sick". He further explained that persons with disabilities are viewed as unfortunate because they are unable to enjoy material and social benefits of modern society, and useless because they are unable to contribute to the economic good of the community. This analysis led to the view that disabled individuals encountered prejudice which expresses itself in discrimination and oppression. Thus the social model explains the cycle of impairment and poverty seen around the world that, once an individual becomes impaired, he becomes socially excluded from society.

Children with disabilities are often excluded from a country's education system because it lacks the ability to accommodate them or because they are actively discriminated against due to stigma attached to their disability. Again, he argued that the education system has failed disabled pupils/ students by not equipping them to exercise their rights and responsibilities as citizens. In a similar vein, the special education system has functioned to exclude them from both the education process and wider social life. Also to the social view, Ainscow (2004) recognizes that any child can experience difficulty in school, but that these difficulties can be a stimulus for improvement of the school learning environment.

The social model of disability theory argues that disabled persons are disadvantaged but one of its criticism is that it failed to recognize the importance of impairment. That is the model ignores or is unable to deal adequately with the subjective experiences of the pain of both of impairment and disability. According to Oliver (1996), this is based on a conceptual misunderstanding because the social model is not about the personal experience of impairment but the collective conceptual experience of disablement. The environment is portrayed as necessary cause, even if not sufficient, and as the predominant factor in all trait-related disadvantages. Thus it captured the social setting alone as sufficient cause of barrier to persons with disabilities.

2.2 Conceptual Framework

The conceptual framework illustrates how variables in the study are conceptualized and related:



The conceptual framework above illustrates an independent variable; factors influencing access to education; risks, school environment and challenges, and a dependent variable; access to education.

2.3 Related Literature

2.3.1 Risks Faced by Disabled Learners

People with disabilities were charged extra when taking taxis because they were deemed to take up more room, owners and drivers would in most cases by pass a passenger deemed to take longer getting into the vehicle and out of the vehicle; they are after making more money, and this entails saving time. These leaves disabled learners stranded on the way even if they had money to travel to schools. Even they are to be assisted to board and alight from the vehicle; it will attract more charges which make the access to education for the disabled expensive and unsustainable (Bernard, 2000).

The researcher Groce (2005) also identified that disabled learners are faced with a constant risk of insecurity on the way to school. Due to the indisposition nature where they cannot defend themselves fully when it comes to danger, criminal elements take advantage to extort, harass, kidnap and even kill as a way of eliminating then from certain areas; some criminal minds perceive them as bad omens and therefore will use all available means to carry out the activities. This risk becomes pronounced in areas where there is insecurity causes by war or sectarianism; they are easy targets for revenge attacked and are often used as objects to demonstrate how the group would destroy the other, by maiming and displaying their body parts in the public.

Dyson (2009) noted that countries which lack specific legislation on infrastructural designs, compound the risk of disabled learners suffering from accidents; in this countries, disabled learners are faced to share same road space with fast moving vehicles. Many are knocked down while crossing roads; cars move at high speeds and because crossing points lack footbridge, a person with disability may not manage to move at a high speed to escape from a fast moving car, therefore the inevitable is bound to happen. For Disable learners the situation is made worse if they are using mobility devises like wheelchairs, they are confined into same narrow jammed roads making their movement even risky; risks range from thieves who use the chance to steal

their valuable, danger of contracting lung diseases since they are locked within vehicles which produce pollutants that pose a health risk and the danger of accidents.

A disable leaner who uses crutches or wheelchair, is faced with multiple risks; moving on this mobility devises for longer distances requires quite a lot of force and stamina, a leaner will rely entirely on their strength to navigate through tricky terrain which can cause a fall which may result to more injuries, moving with force implies that the learner is using much strength for movement, this often created general body weakness at long last and fatigue in general. They would not be able to concentrated in class is the travel has already sucked their strength. Crucial body parts are used during movement with a crutch or wheelchair, the same hand to be used for writing in class is strained during movement to school, is more exposed to injuries, learners find it hard to right since their hands have developed blisters and other injuries (Sangal, 2004).

2.3.2 School Environment for Disabled Learners

Equipment

Mobility Equipment are devices used to enable a child with visual special need to move independently in his or her environment. The most common device is the use of canes; both locally made (out of stick) and the white cane, Mobility Devices; Mobility devices are equipment used to enable a child with physical special need to move independently in his or her environment. These are self-propelled wheelchairs, crutches, sticks, walkers, grab bars and hand rails (Becirevic, 2009).

Braille Materials. These are products and the necessary materials to facilitate the production of Braille. Braille is a system of touch reading developed by a blind Frenchman, Louis Braille in 1829. The system involves the use of embossed characters which are in a system of six dots. Thus by Braille materials the study refers to materials like Braille books and Braille course materials, Braille papers, Braille typewriters and slate and stylus. Braille is important in literacy for people with visual special needs as prints are to those with no visual special needs. It should not be forgotten that one is to encounter significant functional difficulties in his or her daily life if he or she remains illiterate (Dyson, 2009).

Audio and Visual Devices; According to, children with visual special needs principally learn through hearing and touch. Thus to enhance their learning audio and visual devices are

important. Visual devices are for those children with low vision. It includes devices like spectacles (glasses) and magnifiers. Audio devices include audio recording devices (for recording lessons etc), talking watches, talking computers (Groce, 2005).

Teaching Aids; these are items/tools used by teachers in the teaching-learning process to illustrate or reinforce a skill or idea. They are very important for children with visual special need since they help them to understand their environment by means of feeling and manipulating them. They include language tapes, friendly computers, books and other concrete objects that are used during lesson (Hattie, 2009).

Facilities

Holbrook (1996) describes facilities in form of building design which entails the general infrastructure of the school which includes buildings and pavements. Also classroom design as well as the physical arrangement of furniture (desks and tables for instance) in the classroom is included in under building design. Floors, cubicles, counters, doors etc are to be free from obstacles or any dangers to children with visual special need. They are to be friendly constructed so as to allow children with visual special needs to freely move in their environment.

Toilets; By toilets it refers to room or a cabin that contains a sanitation fixture where children basically use for bowel and bladder elimination while at school. Under this study, toilets are viewed in its holistic manner. Thus the room/lavatory/cabin with its accessories (sewerage system, the water pipes, sinks, toilet paper, brushes etc). Toilets for children with visual special needs are to be friendly constructed (Mitchel, 2010).

Building Design entails the general infrastructure of the school which includes buildings and pavements. As in visual special needs, building design in physical special needs also need to be free from obstacles and any dangers to children. In addition, areas of focus in building design under physical special needs are access ramps, doors (wide enough to accommodate wheelchairs and with reasonable locks height), classroom design as well as the physical arrangement of furniture in the classroom, (Skidmore, 2004).

Classroom experience

Blackmore (2000) identified that; marketization and the associated competitive relationships between schools and students have negative impacts on SWSEN. Such students, she argued, are

seen as non-marketable commodities. Since low-attaining students are likely to depress schools, performance scores, they are wary about accepting such students, or will place them in one of the multiple forms of segregated grouping, or seek to have them assessed as having special educational needs.

The main features of market-oriented reforms taking place in the UK and in many other countries include the pursuit of academic excellence, choice and competition. They claimed that in such a climate, SWSNE are particularly vulnerable and inclusive education is jeopardized, schools are most likely to favour pupils who contribute to higher outputs' and that 'pupils with special needs not only contribute to more variance within the class but also lower average achievements. The intensification of competition between schools, resulting from parents choosing schools based on student results, amplifies and reinforces social division. This is compounded when schools are given permission through a quasi-market to become selective of their student cohort (Degener, 2002).

Blackmore (2000) illustrates how the decentralized regime poses a challenge to disabled learners; the state leaves decisions on the allocation of additional resources to municipalities and schools. Consequently, there is no guarantee that SWSNE in a mainstream setting will attract additional funding; as a result some mainstream schools have become increasingly reluctant to accept some children with special educational needs. These reforms arose partly from political pressures, including the political dominance of right-wing parties during the 1990s, which promoted a neoliberal market-based agenda in education. However, towards the end of the decade, there was a return to more centralized controls in an attempt to secure greater social inclusion and equality of experience across what had become a much decentralized system.

Other researchers have identified that decentralization (or devolution) raises the question of how far can special education policies, as well as management decisions, be devolved to the local level? Among them is Mitchel (1997) who notes that there is a risk that unless there are strong safeguards at the center, individual schools could pursue their own idiosyncratic policies with respect to students with special education needs. This could very well result in marginalization of such students, a lack of equity and an incoherent pattern of service provision across the country. Such undesirable consequences can be avoided by requiring that schools continue to conform to 'hard-wired' central legislation and policy guidelines, with clear accountability procedures.

Accountability; How to measure the educational performance of SWSNE with validity and reliability is one of the major contemporary challenges facing educators around the world. The first challenge is to establish the principles that should underpin accountability for the learning outcomes of such students. They cited the National Center on Educational Outcomes (HSCR, 2000).

Productivity; One of the educational battle cries in the US since the 1990s has been for 'standards-based reform', with its goal of higher and more rigorous achievement standards for all students. This economics-driven quest for 'excellence' or 'high standards' is increasingly referred to in the educational literature and in international policies, Dyson outlined the standards-driven, highly accountable post-welfare society with its aim of developing individuals as a means of developing the economy. In this context, the emphasis is on excellence in education. Although the aim is to achieve excellence for the many, not the few, Dyson felt that the shift of focus to outputs in the education system is making 'unproductive' students less welcome in schools (Dyson, 2005).

Assessments; Students with disabilities are frequently excluded from national and state assessments at various points the setting of standards; participation in assessments; accommodations to enable their abilities, rather than their disabilities, to be assessed; and the reporting of assessment results. Students with disabilities are disadvantaged, too, by the narrowing of the curriculum that emerges as an unintended consequence of the standards-based reforms as teachers focus on the range of knowledge and skills included in assessments (Sangal, 2004).

2.3.3 Challenges disabled learners face while studying in schools

According to Blackmore (2000), many of the children with physical special need receive their education in the school mainstream system. They however need specific support in addressing their academic, life skills and counseling. Physically disabled, Children with physical special needs among other skills need to be equipped with skills that will enable them to become independent in their environment. Mobility and motor skills for instance are important as they help in maintaining postures like sitting and standing and functional movements like reaching and grasping.

Beveridge (1999) noted that there are very few mainstream schools that offer education for all or inclusive education for that matter, distance remains a factor affecting the access to education for the disabled. The nearest school is approximately a kilometer away posing a great challenge to access education for the disabled, disabled children find it had to cover long distance to and fro the school. They would spend more hours to access the earning centre as compared to normal learners; they suffer occasional delays and lateness which would hamper the learning process.

Public transportation system in Somalia is totally inaccessible to people with disabilities. Within Mogadishu none of the buses and taxi has been adapted to enable people with disabilities to freely move around the city. The sitting arrangement in the means of public transport is designed to accommodate the normal gait, and not any other posture, this disenfranchises disabled learners from using public transport to access education. The US has been a leader in legislations aimed at ensuring that all public transport comply with additions of special features to all school transport vehicles and public transport systems (UNESCO, 2011)

The findings by Skidmore (2004) show that the public roads infrastructure is virtually inaccessible with many streets not having lighting, sidewalks, In rural areas, transport via bus, mini-bus or other rural public transport systems are even less accessible. Due to poor road infrastructure; disabled learners who rely of wheelchairs find it challenging to move to schools, they have to struggle to move through the narrow foot paths, sometimes full of ditches and pothole, obstacles like stones and boulders among others.

Long distance also entails that a learners has to constantly rely on assistants to access education; navigation through poor roads will by no means require an assistant, who sometimes may not be readily available or engaged or in other cases indisposed; this implies that the disabled learner will be disadvantaged in many ways; they cannot move when the assistant is not available, thus left in desperation and to an extend exclusion from learning (UNESCO, 2003).

2.3.4 Accessibility to education by disabled learners

In order for learners with visual special needs to conveniently learn and have a meaningful learning, there should be a full utilization of their body senses like hearing, touch, vision, smell and even taste. Thus, adaptation is important and it should go hand in hand with the exact need of a child, proposed three general principles for adapting instruction to the educational needs of

children with visual special needs. These are the need for concrete experience, the need for learning by doing and the need for unifying experiences (HSCR, 2000).

The Need for Concrete Experiences; Children with visual special needs need to work with concrete objects to understand the surrounding world and develop meaningful concepts. Teachers should therefore use concrete or real objects from the natural and even outside the natural environment. The teachers should also allow ample time for children to have physical guidance like trips to museums (Holbrook, 1996).

Learning by doing is attained by letting the child with visual special need to accomplish tasks which are the focus of the instruction. Therefore lectures should always be accompanied by a practical experience to bring sense to visual special needs children. Teachers and other people around children with visual special need should avoid doing things for them. What is important is for teachers to continuously motivate their learners (Mitchel, 1997).

Curriculum; with particular reference to the unique needs of students with mental retardation in accessing the general curriculum, it involves three levels of action (planning, curriculum, and instruction), three levels relating to the scope of instruction (whole school, partial school, and individualized), and three levels of curriculum (adaptation, augmentation, and alteration). At one extreme, this model suggests that some students have extensive needs for support, significant alterations to the general curriculum, and individual teaching; at the other extreme, some have only intermittent needs for support (Singal, 2004).

Other writers who have examined ways in which students with special educational needs can access the general curriculum, teachers should augment the general curriculum rather than replace it for such students; designing curricular adaptations; outlined ways of creating responsive curricula for inclusive schools and curricular adaptations for students with moderate and severe disabilities in regular elementary classes (Skidmore, 2004).

The Need for Unifying Experiences; since visual special needs restrict holistic experience of one's environment, a unifying experience is education teachers should therefore strive to explain to visual special needs children the relationships among concrete experiences. A teacher can use field trips for example to make children establish a link between what was instructed in the classroom (Hattie, 2009)

Historically, funding arrangements for special education have often been kept administratively separate from the mechanisms that govern fiscal resources for general education. Special educational services have traditionally been reserved for students with identified disabilities. Because of their disabilities, these students were considered to have a clear and justifiable need for extra resources and specialized interventions over and above that provided to other students in the regular classroom. These specialized services are often viewed as entitlements that should be reserved for students meeting pre-determined eligibility requirements, with the funding for these entitlements directed only towards students identified as eligible and placed in special education (Dyson, 1998).

Research has found that particular types of expenditure do have a positive impact on student learning. For example, increased per student expenditure on professional learning for teachers and paying salaries to attract high quality and experienced teachers, have modest effects on student outcomes (Hattie, 2009). Further, there is evidence that the quality of the learning space affects learning. Learners who spend time in well-designed, well-maintained classrooms that are comfortable, well-lit, reasonably quiet and properly ventilated with healthy air learn more efficiently and enjoy their educational experiences (Mitchell, 2008).

Increase parental empowerment and school choice: Parents should be provided with meaningful information about their children's progress, based on objective assessment results, and with educational options. The majority of special education students will continue to be in the regular public school system. In that context, individual disability act (IDEA) should allow state use of federal special education funds to enable students with disabilities to attend schools or to access services of their family's choosing, provided states measure and report outcomes for all students benefiting from IDEA funds. IDEA should increase informed opportunities for parents to make choices about their children's education. Consistent with the No Child Left Behind Act, IDEA funds should be available for parents to choose services or schools, particularly for parents whose children are in schools that have not made adequate yearly progress under IDEA for three consecutive years (Mitchell, 2010).

However, should a parent choose not to send their child to a school designated by their municipality, then the authority is not obliged to cover transportation costs. Also, parental choice

is more limited when it comes to SWSNE, when local authorities may impose restrictions on the basis of a school's capacity to cater for the child's needs (Dyson, 2005).

Several countries have developed policies requiring SWSNE to have access to general education accountability systems. The arrangements in the US will suffice to illustrate these policies; until recently, in that country, accountability in special education was defined in terms of progress in meeting IEP goals. This all changed in IDEA, which required all students, including those with disabilities, to participate in their states' accountability systems. This was followed by a policy memorandum from the U.S. Department of Education (2000), to the effect that an exemption from a state's assessment programmes was no longer an option for students with disabilities (Mitchell, 2010).

One test of leadership is the extent it succeeds in achieving positive outcomes for the most disadvantaged, in this case for SWSNE. Leadership should be exercised throughout an education system: by legislators, policy-makers, school governing bodies, principals and teachers. Also, leadership should be evidence-driven, focused on student outcomes, and based on a recognition that success comes from individuals working together (Groce, 2005).

At the school level, developing a school culture for SWSNE requires the exercise of leadership, particularly by the principal, but also by others in a school,. This was recognized, for example, in the UK document, removing barriers to achievement, Department for Education and Skills, which stressed the leadership of head teachers in bringing about inclusion (Tsokova, 2009).

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This section details how the study was conducted and in that case it specifies the design, population, sample, research instruments, and data control techniques, data gathering procedures, data analysis, ethical considerations, and study limitations.

3.1 Research Design

This study adopted descriptive design. It employed the quantitative approach in that it was partly based on variables with numbers and analyzed with statistical procedures. In particular, a cross-sectional survey was conducted because it sought to gather data from disabled learners and their parents at a particular time and in so doing, pertinent data was collected from all respondents once and for all to reduce on time and costs involved. It also employed a qualitative approach because it aimed at obtaining data expressed in non-numerical terms from key informant.

3.2 Study Area

The study covered Hamarjajab district in Mogadishu, because these district has schools which have disabled learners and thus would provide valuable information on the accessibility. The three schools involved in this study were Hamarjajab primary school in Hamarjajab district-Mogadishu; Rage Ugaas primary school and Mohamud Mire primary school. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for centuries.

3.3 Study Population

As of 2015, it had a population of 2,120,000 resident's tradition and old records assert that southern Somalia, including the Mogadishu area, was historically inhabited by hunter-gatherers (UNDP 2016). The populations identified for the study was 130 These are the school fraternity and parents/ guardians and policy makers. In definite categories these respondents were grouped as administrators, teachers, learners, and parents/guardians. There are seven (7) schools in this district which are formal schools and informal schools. The three schools involved in this study

were Hamarjajab primary school in Hamarjajab District-Mogadishu; Rage Ugaas primary school and Mohamud Mire primary school. These schools were selected to be part of the study because they carry out inclusive education in Mogadishu according to the Ministry of Education (2015).

3.4 Quantitative sample size

Out of the 80 quantitative population size, 67 constituted the quantitative sample size for the study. This figure was arrived at after computation using the Slovene's formula. This procedure is illustrated below.

$$n = \frac{N}{1 + N(e)^2}$$

Equation 3. 1: Slovene's Formula for Sample Size Calculation

$$n = \frac{80}{1 + 80(0.05)^2}$$

$$n = \frac{80}{1.20} = 67 respondents$$

3.4.1 Quantitative population and sample size summary

A sample of 67 learners and parents were selected as a quantitative sample as shown in table 3.1

Table 3. 1: Quantitative population and sample size summary

Category	Population	Sample	Sampling Technique	Data Collection Instrument
Parents/ guardians	30	22	Simple Random	Questionnaires
Learners	50	45	Simple random	Questionnaires
Total	**80**	67		

Source: Primary data, 2017

Table 3. 2: Population and Sample Size per school

School	Population	Sample
Hamarjajab	30	23
Raage Ugaas	20	22
Mohamud Mire	30	22
Total	**80**	**67**

Source: Primary data, 2017

3.4.2 Qualitative sample

A sample of 37 teachers, administrators, district education officials and disable people organization were selected as quantitative sample.

Table 3. 2: Qualitative population and sample size summary

Category	Population	Sample	Sampling Technique	Data Collection Instrument
Teachers	25	22	Purposive	Key informant interview guide
Administrators	8	3	Purposive	Key informant interview guide
District education officials	5	3	Purposive	Key informant interview guide
Disabled People Organizations	12	9	Purposive	Key informant interview guide
Total	**50**	**37**		

Source: Primary data, 2017

3.5 Sampling Procedure

Three sampling procedures were used in this study. First, stratified sampling was used to first to identify the three schools as separate entities. After this the members in each stratum (school) were subjected to simple random sampling. Simple random sampling was mainly applied to the learners to establish which of them would take part in the study. The parents/ guardians were subjected to convenience sampling since their participation was expected. Whichever parent

guardian was available at the school premises was offered an opportunity to contribute to the study. Finally, the administrators, education officials and disabled people organizations representatives and teachers were subjected to purposive sampling procedure because they are believed to have ample information which was indispensable to the researcher.

3.6 Research Instruments

The study used two main research instruments namely the questionnaire and interview guides

3.6.1 Questionnaire for parents and learners

Data collection was carried out using questionnaires. The questionnaires had three parts; demographic characteristics of respondents, risks faced by disabled learners, school environment and challenges faced by disabled learners.

3.6.2 Interview Guide for Teachers, Administrators, Disabled Peoples Organization and District Education Officers.

A key informant interview was used mainly to collect qualitative data. The guide was only used to interview school administrators, teachers, disabled people organizations and district education officers.

3.7 Validity and Reliability

3.6.1 Validity of the research instruments

Validity refers to the degree to which evidence and theory support the interpretation of test scores entitled by use of tests. The validity of the instrument is the extent to which it does measure what is supposed to measure. Validity is the accuracy of meaningfulness of inferences, which are based on research results. To ensure validity and reliability, the questionnaires were subjected to a pre-test before going to the field. The researcher used triangulation methodology to collect data this increases the accuracy of the information elicited from the respondents. The test retest method was used to attain the valid research instrument.

3.6.2 Reliability of the instruments

Reliability is concerned with consistency, dependability or stability of a test. Reliability indicates the stability and consistency with which the data collection instrument measures the concept. Data was collected during the pilot study was analyzed to validate the instruments of data collection and ensure consistency and accuracy during the study. In this study, the reliability of the research instrument is improved through the use of the split-half reliability procedure where the researcher administered the entire instrument to a sample of respondents during the pilot testing and was calculated using the total score for each randomly divided half i.e. odd and eve numbered items of the questionnaire. The test re-test technique was used to estimate the reliability of the instrument. This involved administering the same test twice to the same group of respondents who have been identified for this purpose.

3.7 Data Gathering Procedures

3.7.1 Before the administration of the questionnaires and interview guide

An introduction letter was obtained from the College of Higher Degree and Research for the researcher to ask for approval to conduct the study from respective respondents. After approval, the researcher secured a list of the qualified respondents from the officials and select through simple random sampling from this list to arrive at the minimum sample size. The researcher selected research assistants who would assist in the data collection, brief and orient them in order to be consistent in administering the questionnaires.

3.7.2 During the administration of the questionnaires and interview guide.

Sufficient questionnaires were distributed and face to face interviews were conducted with the women in households. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants emphasized interviewing the women there and then.

3.7.3 After the administration of the questionnaires

After receiving the questionnaire back, they were checked and edited every day. The researcher encoded the data into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS) as detailed in the next section.

3.8 Data Analysis

Descriptive statistics was used to analyze the data. The study used quantitative data analysis; the researcher used frequencies and percentages to evaluate the profile of respondents. Similarly,

frequency and percentages were used to analyze the forms of physical disability and impoverishment among women. The quantitative data on the first and second objective was analyzed using frequency and percentages. For qualitative data, the researcher used manual content analysis seen in the transcripts to identify the significant statements across individual interviews. Subsequent readings of the significant statements helped in identifying sub-themes emerging within the patterns. For presentation of thematic findings, both textural and structural descriptions were used in the results section. Textural descriptions are significant statements used to write what the participants experienced. Structural descriptions are the interpretation of the context or setting that influenced participants' experiences. For textural descriptions, the quotes of participants were given in italics with the respondent to whom that quote belongs marked with type. The structural descriptions as interpreted by the researcher provided in plain text.

3.9 Ethical Considerations

Before the study, the researcher obtained an introduction letter from the College of Higher Degree and Research before confronting the staff, learners and parents/guardians. The respondent's permission was also sought before introducing the subject of the research study. The respondents were made to know that they are free to show up for or turn down the invitation if they wished so. At unit level, permission was sought and at all levels and assurances given for privacy and confidentiality. The purpose of the study was to explain to the concerned persons at all levels to keep them informed about the study.

3.10 Limitations delimitations of the Study

Some respondents were found to be suspicious as to why the researcher would want information related to the various schools. This was overcome by explaining that the study is purely for academic purposes. Logistical constraints in terms of money limited the researcher in reaching out to the unit of study which was in Mogadishu. This was however countered by adequately preparing both financially and psychologically. Follow up calls and visiting respondents in their offices was another challenge. This was overcome by advising the respondents on the urgency of the study. Language Barrier was another limitation to this study. This was especially so with the respondents who were not well versed with the English language. The researcher hired some research assistants who acted as interpreters whenever required. Also the questionnaire was designed with few elaborate questions to reduce the effect of this limitation.

CHAPTER FOUR:
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and analyses the findings of the study. The findings are presented according to the respective research questions that this study sought to answer; to determine the distance disabled learners travel to primary schools in Mogadishu, determine the risks that disabled learners face while travelling to school in Mogadishu and establish how the school environment meet the needs of disabled learners in primary schools in Mogadishu. Questionnaires encompassing twenty four (24) questions were distributed to sixty seven (67) respondents in Hamarjajab district. The data was collected from different categories of respondents with various characteristics representing different percentages as in the tables below.

4.2 Demographic Characteristics of Respondents

This section deals with the description of the background information of the respondents. The background information was concerned with issues like; gender, age and education level of respondents. The demographic information of the respondents is presented in Table 4.1

Table 4.1: Demographic characteristics of respondents

Category	Frequency	Percentage
Sex		
Female	47	70.15
Male	20	29.85
Age		
18-25	09	13.43
26-33	12	17.91
34-41	24	35.82
42-49	16	23.88
50+	06	08.96
Education level		
Primary	17	25.37
Secondary	16	23.88
University	06	08.96
Other tertiary	28	41.79
Period of stay in the area		

Below 2 years	13	19.40
2-4 years	22	32.84
5 and above years	32	47.76
Occupation		
Employed	19	28.36
Unemployed	48	71.64
Marital status		
Married	17	25.37
Single	16	23.88
Divorced	22	32.83
Unmarried	12	17.92
Disability type		
Intellectual impairment	03	04.48
Hearing impairment	14	20.90
Physical disability	37	55.22
Visual impairment	13	19.40

Source: primary data, 2017

Table 4.1 shows that out of 67 respondents; female respondents had the highest representation of about 70% and the male respondents had 30%. This was a balanced representation since all sex was factored in the responses. The study also investigated age group of respondents; there were more respondents in the age range of 34-41 years who represented 36%, the least group of respondents however were in the age of above 50 years who represented 9%, 26-33 had 18%, 42-49 had 24%. The findings indicate all respondents were adults and therefore able to make informed decisions and responses, making their responses in this research valuable and reliable. The study also investigated level of education of respondents. The results indicate that 42% of respondents were holders of other qualifications, 25% were primary level, and 9% were university level, 24% were having secondary qualifications. This indicates that majority of respondents had formal education and therefore could provide valuable information needed in this research. The study also investigated period of time the respondent has been in the school. The results show that a majority of disabled learners have been accessing education in their respective schools for more than 5 years 48%, 2-4 years were 33% and paltry 19% below 2 years. The result indicates that most respondents have adequate experience as far as access to education for the disabled learners in concerned; thus would provide vital information required

in this research. The study also investigated the marital status of respondents; respondents were fairly balanced as far as marital status is concerned, though divorced was slightly higher at 33%, single at 24%, married at 25% and unmarried at 18%, this uniform representation of respondents with different marital status is handy in this social research. The study also investigated the occupation of respondents; most respondents are unemployed at 72% and only 28% employed. The study also investigated the disability type in learners; majority of disabled learners had physical disability 55%, visual impairment 20%, 4% had intellectual impairment and 19% had hearing impairment.

4.3 The risks that disabled learners face while travelling to school

This study sought to determine risks that disabled learners face while travelling to school. The respondents were asked to rate how safe it is for disabled learners to travel to school. The majority of the respondents both learners and parents 69% noted that disabled learners face very high risks while accessing education in primary schools.

Table 4.2: The safety of disabled learners while travelling to schools

Safety level	**Learner's frequency**	**Parent's frequency**	**Total frequency**	**Percentage**
Highly safe	0	1	1	01.49
Safe	4	5	9	13.43
not sure	1	3	4	05.97
Highly risky	29	17	46	68.66
Risky	3	4	7	10.45
Totals	37	30	67	100.0

Source: Primary data, 2017

Table 4.2 shows that; 10% said it's risky. On the other hand, 6% were not sure, only 6% said it is safe and 13% noted that it's safe.

A leader of Somalia Disability Network (SODEN) interviewed on 9th/7/2017 had this to say;

"Largely, I am sorry to say that Hamarjajab district is not the safest for disabled learners, the condition is occasioned by insecurity in Mogadishu. When clashes occur, disabled learner bear the brunt of the problem, since there mobility is limited, they cannot run from danger as needed"

The researcher also asked respondents to identify nature of accidents that disabled learners are exposed to while travelling to primary schools in Mogadishu. The majority of the respondents both learners and parents 64% said disabled learners face risks of being knocked down by cars.

Table 4.3: Accidents that disabled learners are exposed to

Accidents	**Learner's frequency**	**Parent's frequency**	Total frequency	Percentage
Drowning	3	1	4	05.97
Being knocked down by cars	25	18	43	64.18
Knocking pedestrians	2	1	3	04.48
Falling over	5	8	13	19.40
Impact from falling objects	2	2	4	05.97
Totals	**37**	**30**	67	100.00

Source: Primary data, 2017

Table 4.3 shows that Learners are also exposed to falls 19%, drowning and impact from falling objects at 6% and they risk Knocking pedestrians at 4%

An interview response from the chair of Disability Road Safety Monitoring Unit (DRSMU) on 5th/7/2017 clearly revealed that disabled learners are constantly exposed to many dangers while moving on the roads to school.

"The common accidents on record are collision with cars especially disabled learners who use the wheelchair, they are often crushed or knocked over by speeding cars. Most of this cases often happen at night times partly due to most wheelchairs lacking reflector and indicators in addition to lights"

The researcher also asked respondents to identify the type of barriers disabled learners face while travelling to school. The majority of the respondents both learners and parents 57% face barriers in form of unfriendly climate.

Table 4.4: Barriers disabled learners face while travelling to schools.

Barriers	**Learner's frequency**	**Parent's frequency**	**Total Frequency**	**Percent**
Jam	2	3	5	07.46
Lack of wheelchair access	6	3	9	13.43
Poor condition of roads	1	1	2	02.99
Unfriendly climate	15	23	38	56.72
Lack of assistants/ guides	8	5	13	19.40
Totals	37	30	67	100.00

Source: Primary data, 2017

Table 4.4 shows that disabled learners lack assistants/ guides to take them to school 19%, roads lack wheelchair access lens 13%, roads have heavy traffic resulting into jam 7% and to a small scale, poor condition of roads is also a barrier 3%.

Qualitative data from an interview conducted on 8th/7/2017; a staff in Raage Ugaas primary school highlighted the unfriendly climate as a major barrier facing disabled learners

"Never before had we ever imagined that climate is a barrier, but from our classroom experience it occurred to us that almost 80% of absenteeism by disabled learners is occasioned by unfriendly climate of the day.. Disabled learners have little they can do due sudden changes to the climate, they would prefer to stay indoor for the period they feel the weather is unfriendly."

The researcher also asked respondents to identify the forms of abuses that disabled learners encounter while traveling to schools. The majority of the respondents both learners and parents said that disable learners face abuses in form of discrimination 48%.

Table 4.5: Abuses disabled learners are exposed to when travelling to school.

Abuse experienced	Learner's frequency	Parent's frequency	Frequency	Percent
Verbal abuses	9	5	14	20.90
Discrimination	15	17	32	47.76
Sexual harassment	1	0	1	01.49
Abandonment	7	5	12	17.91
Confrontations	5	3	8	11.94
	37	30	67	100.0

Source: Primary data, 2017

Table 4.5 also show that disabled learners encounter verbal abuses 21%, abandonment 18%, and confrontations with pedestrians 12% and to a smaller extend sexual harassment 1%

In an interview with Somalia Disability Network (SODEN) representative on 9th/7/2017 reveals that;

> *"Disabled learners generally are the most abused and this is unfortunate; the highest abuse is when members of the public take advantage of their incapacitation to discriminate against them, this is often the case when they use public means of transport, most drivers would prefer to leave them behind with excuse that they take much time to board and alight in addition to taking much space."*

Pearson correlation co-efficient between the index of risks and access to education were computed. The computed scores for risks were correlated with those of access to education.

The findings are summarized in Table 4.6

Table 4.6 Correlation between risks and access to education			
Correlations			
		RISKS	ACCESS TO EDUCATION
RISKS	Pearson Correlation	1	.238**
	Sig. (2-tailed)		.001
	N	67	67
ACCESS TO EDUCATION	Pearson Correlation	.238**	1
	Sig. (2-tailed)	.001	
	N	67	67
****. Correlation is significant at the 0.05 level (2-tailed).**			

Table 4.6 shows that the value of the co-efficient equals to .238.This value being positive, it means that risks have a positive relationship with access to education. The sig. value for the correlation was equal to .001 which was less than the level of significance (.05), the researcher concluded that there is a positive relationship between risks and access to education in primary schools.

4.5 School environment and needs of disabled learners

This objective sought to assess the school environment and access to primary education in primary schools in Hamarjajab primary schools in Mogadishu. The respondents were given a number of factors under school environment to respond to.

Respondents were asked to identify the facilities available in school that enhance access for disabled learners. The majority of the respondents both learners and parents identified that schools have no ramps 46%

Table 4.7: Mobility device access facilities available

Access facilities	Learner's frequency	Parent's frequency	Frequency	Percentage
Walking lanes	3	3	6	08.96
Lack of ramps	19	12	31	46.27
Level surface	4	2	6	08.96
Adequate space	8	12	20	29.85
Wide doors	3	1	4	05.96
Totals	**37**	**30**	67	100.0

Source: Primary data, 2017

Also, table 4.7 shows that schools have spaces to accommodate disability mobility devices 30%, to a minimal extend schools have walking lens and level surfaces 9% and wide doors to allow entry of mobility devices 6%.

> *"Access facilities are not adequate due to limited resources and high number of disabled learners enrolling in our schools, but as schools we have tried as much as we can to observe or incorporate the needs of disabled learners in structural design of buildings and all access facilities in schools. This is partly the reason as to why enrolment of disabled learners has soured up for the past 5 years"*
>
> KII with Head Teacher Hamarjajab primary school 9/7/2017

Respondents were ask to identify learning methods utilized in schools to enhance learning of disabled learners. The majority of the respondents both learners and parents 48% that a range of teaching methods are utilized to disseminate information in class rooms in Hamarjajab primary schools to enhance access to education by the disabled.

Table 4.8: Learning methods utilized

Method	Learner's frequency	Parent's frequency	Total frequency	Percentage
Unifying experience	3	4	7	10.45
Concrete experience	9	5	14	20.90
Audio visuals	2	3	5	07.46
Normal	17	15	32	47.76
Braille	6	3	9	13.43
Total	**37**	**30**	**67**	**100.0**

Source: primary data

The findings in table 4.8 also show utilize several learning methods to a minimal extend; concrete experience 21, Braille method 13%, use of unifying experience method 10% and audio visual 7%.

> *"Some teaching methods for the disabled learners are capital intensive and schools can only afford a countable number which may not be adequate. This forces many teachers to use the normal teaching methods to disseminated information"*
>
> KII with Special Needs Education HOD Mohamud Mire Primary school 9/7/2017

The researcher also asked respondents on human resource available to enhance access to education for the disabled. The majority of the respondents both learners and parents said that most teachers are normal teachers 58%.

Table 4.9: Human resource available for learning experience

Available human resource	Learner's frequency	Parent's frequency	Frequency	Percentage
Assistants for the disabled	4	3	7	10.45
Mental teachers	6	2	8	11.94
Braille teachers	2	3	5	07.46
Normal teachers	22	17	39	58.21
Sign language teachers	3	5	8	11.94
Totals	37	30	67	100.0

Source: primary data

Table 4.9 show that special needs teachers are few in schools as follows; sign and mental teachers 12% and Braille teachers 7%, apart from teachers, assistants 10% were also identified as contributing to the need of disabled learners to access education in primary schools.

> *"Even the normal schools are grappling with staffing; for schools offering education for all, the staffing challenge is compounded as these schools need quite a number of special needs educations. There are very few trained teachers in special needs education and it's the biggest letdown in our efforts to enhance access to education for the disabled"*
>
> KII with District Education Officer Co-coordinator Special Needs Education 7/7/2017

Pearson correlation co-efficient between the index of learning environment and access to education; the computed scores for environment were correlated with those of access to education in Hamarjajab district.

Table 4.10: Correlation between school environment and access to education in primary schools

Correlations			
		SCHOOL ENVIRONMENT	ACCESS
SCHOOL ENVIRONMENT	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	67	67
ACCESS	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	67	67
**. Correlation is significant at the 0.05 level (2-tailed).			

Table 4.10 shows that the value of the co-efficient equals to .403.This value being positive, it means that school environment has a positive relationship with access to education in primary schools in Hamarjajab district. The sig. value for the correlation was equal to 0.0403 which was less than the level of significance (.05). This means that the researcher rejected the null hypothesis and upheld the alternative and therefore concluded that there is a positive relationship between school environment and access to education in primary schools in Hamarjajab district.

4.6 Challenges disabled learners face while accessing education in primary schools

This objective sought to identify the challenges disabled learners face while studying in primary schools in Mogadishu.

Respondents were asked to give an average distance covered by a disabled learner to school. The majority of the respondents both learners and parents 56% said that disabled learners trek for an average of 1.5km to the nearest school.

Table 4.11: Average kilometres to school

Average distance (km)	Learner's frequency	Parent's frequency	Total Frequency	Percentage
0.5	7	8	15	22.90
1	8	5	13	20.00
1.5	21	17	38	56.10
2	1	0	1	01.00
Totals	37	30	67	100.00

Source: Primary data, 2017

Table 4.11 further shows that 23% cover average of 0.5km, 1% cover 2km, 20% cover 1km. Since majority of disabled learners have to cover a distance of 1.5 km to access their schools it poses a great challenge.

> *"the biggest challenge that the district faces is that schools that attend to the needs of disabled learners are very few in Hamarjajab district, this forces learners to travel long distances to access education in primary schools. The district is expansive yet schools offering education for all are less than five in the district- more needs to be done to build more all- inclusive schools at least one in each division. This will drastically reduce distance covered by disabled learners to access education since learning centers will be at the doorstep of learners.*
>
> Disability Road Safety Monitoring Unit (DRSMU) secretary 5/7/2017

Respondents were also asked to give transport means used by disabled learners to schools. The majority of the respondents both learners and parents showed that the common means of transport to school is trekking 52%.

Table 4.12: Transport means used by disabled learners to access schools

Means	Learner's frequency	Parent's frequency	Frequency	Percent
Animal ride	3	2	5	07.46
School bus/car	6	3	9	13.43
Trekking	16	19	35	52.24
Wheelchair	12	6	18	26.87
Totals	**37**	**30**	67	100.00

Source: Primary data, 2017

Table 4.12 also shows that 27% use wheelchairs to access schools. A small percentage of 13% are provided with school transport facility (bus or car) and a minimal 7% use animal transport, commonly camel ride.

"The means of transport will depend on the nature of disability; the blind would mostly use trekking to school like the other normal children except that they would need an assistant to guide them to school. Most parents prefer having their visually impaired children guided to school by fellow children in the family. Physically disabled children have special mobility devices like wheelchairs as means to get to schools, in extreme cases parents resort to animal transport in places with impassable roads"

District Education Officer Co-coordinator Special Needs Education 7/7/2017

The respondents were asked to identify the road conditions in the district. The majority of the respondents both learners and parents noted that most roads used by disabled learners to access schools are rough roads and in a bad state 57%.

Table 4.13: The state of roads

Road condition	Learner's frequency	Parent's frequency	Total Frequency	Percentage
Tarmac – good	3	1	4	05.97
Tarmac – bad	10	7	17	25.37
Rough road – bad	19	19	38	56.72
Rough road – good	5	3	8	11.94
Totals	**37**	**30**	67	100.0

Source: Primary data, 2017

Table 4.13 also shows that 25% roads are tarmacked but in bad condition, 6% roads are tarmacked and in good condition and 12% are rough roads in good condition.

On 9th/7/2017, a district officer in an interview noted that;

> *"I admit that roads, generally are not in a good state to facilitate easy movement of disabled learners to schools at the moment, this is so due to the fact that long period of political instability meant that infrastructural development came to a standstill, a paltry 20% of roads in Hamarjajab can be said to be in good condition. This is one area that the district planners are keen to address in the near future; already plans are underway to revamp our district roads in partnership with the central government and other development partners"*

Respondents were asked to confirm the availability of assistants to guide disabled learners to schools. The majority of the respondents both learners and parents noted that disabled learners do not have assistants to help them access schools 61%

Table 4.14: Availability of assistants to help disabled learners access schools

Availability of assistants	Learner's frequency	Parent's frequency	Total frequency	Percentage
Available	14	12	26	38.81
Not available	23	18	41	61.19
Totals	**37**	30	67	100.0

Source: Primary data, 2017

On the other hand table 4.14 shows that assistants are available 39%.

A teacher from Raage Ugaas primary school had this to say in an interview conducted by the researcher on 8th/7/2017;

> *"The issue of assistants in a big challenge for disabled learners; first they are expensive to maintain since they do need salary and upkeep which exposes the learner to double cost as compared to a normal learner. Most families would rather have one of the family member assist the disabled learner"*

Pearson correlation co-efficient between the index of challenges and access to education; the computed scores for challenges were correlated with those of access to education in Hamarjajab district.

Table 4.15: Shows Correlation Co. efficient between challenges and access to education

Correlations			
		CHALLENGES	ACCESS TO EDUCATION
CHALLENGES	Pearson Correlation	1	.356**
	Sig. (2-tailed)		.000
	N	67	67
ACCESS TO EDUCATION	Pearson Correlation	.356**	1
	Sig. (2-tailed)	.000	
	N	67	67
****. Correlation is significant at the 0.05 level (2-tailed).**			

Table 4.15 shows that the value of the co-efficient equals to .356. This value being moderate positive; challenges has a low positive relationship with access to education, the sig (2-tailed) value for the correlation was equal to .000 which was less than the level of significance (.05). There is a positive relationship between challenges and access to education by disabled in primary schools in Hamarjajab district.

4.7 Multiple regression analysis

A multiple regression analysis was also carried out to establish which among the independent variables affected most access to education in primary schools in Hamarjajab district. The results are presented in Table 4.16 below.

Table 4.16: Results of a Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.403[a]	.162	.158	.37661	.162	39.319	1	203	.000

a. Predictors: (Constant), school environment

The multiple regression analysis results presented in Table 4.24 show that school environment is the most significant predictor on access to education in primary schools in Hamarjajab district. Its effect on access to education by disabled in primary schools is 0.403; its effect on the total population is 0.158. Its p-value is also given as 0.000 which is less than 0.05.

Basing in the model summary therefore, the null hypothesis that there is no statistically significant relationship between school environment and access to education in primary schools by the disabled; that there is a statistically significant relationship between school environment and access to education in primary schools by the disabled in Hamarjajab primary schools in Mogadishu.

The other two constructs; risks and challenges were excluded by the model and the researcher therefore concludes that they do not have a significant effect on access to primary schools by the disabled.

CHAPTER FIVE:

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was carried out to assess access to education in primary schools by the disabled in Mogadishu. This chapter presents the conclusions and recommendations based on the objectives of the study and research questions. The summary of findings has been centered to the specific objectives of the study which are; to determine the challenges disabled learners face while studying in primary schools in Mogadishu, to determine the risks that disabled learners face while travelling to school in Mogadishu and to establish how the school environment meet the needs of disabled learners in primary schools in Mogadishu.

5.2 The discussion of findings

This section concerns the summary of findings relevant to each research question.

5.2.1 The risks that disabled learners face while travelling to school

This objective sought to determine risks that disabled learners face while travelling to school and their impact on access to education in primary schools. The study found out that disabled learners in Hamarjajab district face enormous risks in their quest to access education, they are prone to accidents in form of collisions with cars while accessing schools, there are many barriers and unfriendly climate stands out as a major barrier. Disabled learners face abuses from members of the public in form discrimination.

The findings are underscored by Groce (2005) who identified that disabled learners are faced with a constant risk of insecurity on the way to school. Further, Bernard (2000) noted that due to the indisposition nature where disabled learners cannot defend themselves fully when it comes to danger, criminal elements take advantage to extort, harass, kidnap and even kill as a way of eliminating then from certain areas; some criminal minds perceive them as bad omens and therefore will use all available means to carry out the activities.

The findings are further reinforced by Sangal (2004) who illustrated the magnitude of risks faced by disabled learners where he noted that the risk becomes pronounced in areas where there is

insecurity causes by war or sectarianism; they are easy targets for revenge attacked and are often used as objects to demonstrate how the group would destroy the other, by maiming and displaying their body parts in the public.

Further, Dyson (2009) noted that countries which lack specific legislation on infrastructural designs, compound the risk of disabled learners suffering from accidents; in this countries, disabled learners are forced to share same road space with fast moving vehicles. Many are knocked down while crossing roads; cars move at high speeds and because crossing points lack footbridge, a person with disability may not manage to move at a high speed to escape from a fast moving car, therefore the inevitable is bound to happen.

Sangal (2004) found out that disable learners situation is made worse if they are using mobility devises like wheelchairs, they are confined into same narrow jammed roads making their movement even risky; risks range from thieves who use the chance to steal their valuable, danger of contracting lung diseases since they are locked within vehicles which produce pollutants that pose a health risk and the danger of accidents.

5.2.2 How school environment meets needs of disabled learners

This objective sought to assess the school environment and access to primary education in primary schools in Hamarjajab primary schools in Mogadishu. The study found out that although schools have tried to enhance access of mobility devices in their environment, more still needs to be done; in particular rams, toilets and washrooms for the disabled learners have not been given priorities in new design of learning facilities. Teaching methods and the human resource (staff) to specifically address the needs of disabled learners is to a large extend not satisfactory.

The findings are supported by Holbrook (1996) who describes facilities in form of building design which entails the general infrastructure of the school which includes buildings and pavements. Also classroom design as well as the physical arrangement of furniture (desks and tables for instance) in the classroom is included in under building design. Floors, cubicles, counters, doors etc are to be free from obstacles or any dangers to children with visual special need. They are to be friendly constructed so as to allow children with visual special needs to freely move in their environment

Skidmore (2004) further identified the type of access facilities which must be factored in building design as identified in the research findings as follows; as in visual special needs, building design in physical special needs also need to be free from obstacles and any dangers to children. In addition, areas of focus in building design under physical special needs are access ramps, doors (wide enough to accommodate wheelchairs and with reasonable locks height), classroom design as well as the physical arrangement of furniture in the classroom.

The need of teaching aids to enhance learning of visual special needs was underscored by Hattie (2009) who noted that teaching aids are items/tools used by teachers in the teaching-learning process to illustrate or reinforce a skill or idea. They are very important for children with visual special need since they help them to understand their environment by means of feeling and manipulating them. They include language tapes, friendly computers, books and other concrete objects that are used during lesson, Groce (2009) findings also support the research findings in that the researcher identified language tapes, friendly computers, books and other concrete objects as aids which help visual impaired learners to understand their environment.

5.2.3 The challenges disabled learners face while studying in primary schools in Mogadishu

The study found out that most disabled learners trek to schools of which they cover an average of 1.5km to access the closest school. Only a handful use wheelchairs and other means, the challenge is further compounded by poor state of roads and lack of assistants to guide disabled learners/escort them to schools, Also they face a huge discrimination and segregation from the society including their peers in the class rooms and some parent they feel ashamed if they send their children to the schools because of their disability.

These findings are in tandem with Beveridge (1999) who noted that there are very few mainstream schools that offer education for all or inclusive education for that matter, distance remains a factor affecting the access to education for the disabled. The nearest school is approximately a kilometer away posing a great challenge to access education for the disabled, disabled children find it had to cover long distance to and fro the school. They would spend more hours to access the learning centre as compared to normal learners; they suffer occasional delays and lateness which would hamper the learning process.

The findings are further reinforced by UNESCO 2003 report which reads in part; Long distance also entails that a learners has to constantly rely on assistants to access education; navigation through poor roads will by no means require an assistant, who sometimes may not be readily available or engaged or in other cases indisposed; this implies that the disabled learner will be disadvantaged in many ways; they cannot move when the assistant is not available, thus left in desperation and to an extend exclusion from learning.

UNESCO (2011) report on the challenges facing disabled persons shows that public transportation system in Somalia is totally inaccessible to people with disabilities. Within Mogadishu none of the buses and taxi has been adapted to enable people with disabilities to freely move around the city. Michelle (2008) further noted that the sitting arrangement in the means of public transport is designed to accommodate the normal gait, and not any other posture, this disenfranchises disabled learners from using public transport to access education,

5.2 Conclusions

The study was carried out to assess access to education in primary schools by the disabled in Mogadishu. The findings show that disabled learners face enormous risks in their quest to access education; they face risks in form of travelling, mobility and infrastructure as well as social exclusion.

Furthermore, it's clear that there is numerous challenges in respect to school environment, though some schools have tried to create a conducive learning environment for the disabled, more still needs to be done.

It's evident that disabled learners in Hamarjajab district face challenges in form of distance to school, lack of assistants and they cover distance of 1.5 Km also face a huge discrimination against them because of their disability. .

5.3 Recommendations

The government should improve the road network in the district. This will ease access to schools by disabled learners and the design of roads should in- cooperate the input of disability also drivers must take care to knock down to the disabled learners when they are moving the roads.

The School environment has been identified as a major setback to access to education by the disabled learners; the government should enhance how to get a reasonable accommodation by the disabled learner in the schools such wheelchair ramps, elevators and wide doors in the school also government must give training of special needs education teachers and enhance access to learning materials and facilities for the disabled in terms of sign languages and Brile printer for the blind learners

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration also there is challenges in their way of going and coming to the school because they cover 1.5 Km to reach the school so that parents and district authorities must ensure the safety of the disable learner in that distance I recommended to the government to raise awareness to eradicate the disability stigma and discrimination against them.

5.4 Area for further study

- ✓ School environment and performance of disabled learners
- ✓ Social norms and disability

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APPENDIX II: CONSENT LETTER

Dear Respondent

I **Mohamed Ali Faraha** student at Kampala International University chasing a Master's Degree of Human Rights and Development is carrying out a study on the contribution of Disability and Access to education in Primary Schools in Mogadishu Somalia. The information acquired will be strictly used for academic purposes and it will be treated with highest confidentiality. I kindly request you to give me about 20 minutes of your time so as to answer this questionnaire. Thank you very much for your time and co-operation.

APPENDIXIII: QUESTIONNAIRE FOR PARENTS WHO HAVE DISABLED CHILDREN

SECTION A: DEMOGRAPHIC CHARACTERISTICSOF RESPONDENTS

A1. Gender

Male ☐

Female ☐

A2. Education background

Master ☐

Degree ☐

Diploma ☐

Others ☐

A3. Age (fill in the blank)

_____ Years

A4. How long has your child in this school?

Less than 2 years ☐

More than 2 years ☐

Above 5 years ☐

A5. Marital status

a. Married ☐
b. Single ☐
c. Divorced ☐
d. Unmarried ☐

A6. Occupation

Employed ☐

Unemployed ☐

A7. Religious affiliation

a) Muslim ☐

b) Christian ☐

c) Hindu ☐

d) Judaism ☐

e) Buddhism ☐

SECTION B: RISKS DISABLED LEARNERS FACE WHILE TRAVELLING TO SCHOOLS IN MOGADISHU

C.1 Does your child find it easy travelling to the school?

a) Yes ☐

b) No ☐

c) If no, why?.....

C.2 Has your child ever meet any accident while he/she travelling to the school?

a) Yes ☐

b) No ☐

B.4 If yes, why

.....

.....

C.3 Does your child with disability faces any barrier during his/her travelling to the school? ☐

a) Yes

b) No ☐

c) If yes please specify

.....

.....

C.4 Does your child face any form of risk while travelling to the school?

a) Yes ☐

b) No ☐

C.5 If you answer the above Question Yes What form of risk does your child face?

.....

.....

C.6 Who are the perpetrators abuse to your child while travelling to school?

a) Other students ☐

b) Adult people ☐

c) Entire the society ☐

d) None ☐

C.7 does your child with disability experience personal inflicted injuries while using mobility devices?

a) Yes ☐

b) No ☐

c) if yes (specify the injuries).....

.....

C.8 What precaution do you do to protect the risk that your disabled child faces while going to school?

.....

.....

SECTION C: SCHOOL ENVIRONMENT MEET THE NEEDS OF DISABLED LEARNERS IN PRIMARY SCHOOLS IN MOGADISHU

D.1 Does your child's school have a wheelchair accessibility like ramps to get indoors and outdoors?

a) Yes ☐

b) No ☐

D.2 Does your child's school have enough space for wheelchair access in the class rooms?

a) Yes ☐

b) No ☐

D.3 Does your child's school have trained teachers in special needs education?

a) Yes ☐

b) None ☐

c) If yes, give the number .....

D.4. What type of learning methods are used in your child's schools?

a) Braille ☐

b) Sign language ☐

c) Normal ☐

D.5 Does your child get special attention in respect to his/her need?

a) Yes ☐

b) No ☐

c) If yes, specify .....

SECTION D: CHALLANGES DISABLED LEARNERS FACE WHILESTUDYING IN PRIMARY SCHOOLS IN MOGADISHU

B. 1 What kind of disability does your child have?

a) Physical disability ☐

b) Hearing impairment ☐

c) Visual impairment ☐

d) Intellectual impairment ☐

B.2 How many kilometers does your child move to reach the school?

a) 1.5 Kilometer to reach to school ☐

b) 1 Kilometer to reach to school ☐

c) 500 matter to reach to school ☐

d) Less than 500 meters ☐

e) Others (Specify) _____

B.3 In what kind of transport does your child use to reach school?

a) Especial car ☐

B) School Bus ☐

c) Motorcycle ☐

d) Footing ☐

e) Wheelchair ☐

f) Others specify .....

.....

B.3 Does your child needs an assistance person to scot with him/her while travelling to the school?

a) Yes ☐

b) No ☐

Thank you very much for the cooperation

APPENDIX IV: QUESTIONNAIRE FOR DISABLED LEARNERS
SECTION A: DEMOGRAPHIC CHARACTERISTICS

(Tick in the appropriate box provided)

A1. Gender

a) Male ☐

b) Female ☐

A2. Class level

f) Kindergarten ☐

g) lower primary ☐

h) upper primary ☐

A3. Age (fill in the blank)

_____ Years

A4. How long have you been in this school

a) Less than 2 years ☐

b) more than 2 years ☐

c) Above 5 years ☐

A5. What kind of disability do you have?

a) Physical disability ☐

b) Hearing impairment ☐

c) Visual impairment ☐

d) Intellectual impairment ☐

A6. Mobility Access Device

a) Wheelchair user ☐

b) Crutches ☐

c) White Cane ☐

d) Normal ☐

e) Others (please specify)

.....

SECTION B: RISKS THAT DISABLED LEARNERS FACE WHILE THEY ARE TRAVELLING TO PRIMARY SCHOOLS IN MOGADISHU

C.1 Do you travel smoothly to the school?

a) Yes ☐

b) No ☐

c) If no, specify the problem.....

C.2 Have you ever meet any accident while travelling to the school?

a) Yes ☐

b) No ☐

B.4 If yes, why

.....

.....

C.3 Do you faces any barrier during travelling to the school?

a) Yes ☐

b) No ☐

c) If yes please specify the barrier

.....

.....

C.4 Do you face any form of risk while travelling to the school?

a) Yes ☐

b) No ☐

C.5 If you answer the above question Yes what form of risk do you face?

.....

.....

C.6 Who are the perpetrators abuse to you while travelling to school?

a) Other students ☐

b) Adult people ☐

c) Entire the society ☐

d) None ☐

C.7 do youexperience personal inflicted injuries while using mobility devices?

a) Yes ☐

b) No ☐

c) If yes (specify the injuries).....

.....

C.8 What precaution do you do to protect the risk that you faces while going to school?

.....

.....

SECTION C: SCHOOL ENVIRONMENT MEET THE NEEDS OF DISABLED LEARNERS IN PRIMARY SCHOOLS IN MOGADISHU

D.1 Does your school have wheelchair accessibility?

a) Yes ☐

b) No ☐

c) If no why? .....

D.2 Does your school have enough space for wheelchair access in the class rooms?

a) Yes ☐

b) No ☐

D.3 Are you attended to by teachers who are trained in special education?

a) Yes ☐

b) No ☐

c) If yes, specify the number.....

D.4 What methods of teaching are available in the school?

a) Braille ☐

b) Sign language ☐

c) Normal ☐

D.5 Do you get any special attention to your condition?

a) Yes ☐

b) No ☐

c) If yes, specify .....

SECTION D: CHALLENGES DISABLED LEARNERS FACE WHILE STUDYING TO PRIMARY SCHOOLS IN MOGADISHU

B.1 How many kilometers do you cover when travelling to the school?

a) 1.5 Kilometer to reach to school ☐

b) 1 Kilometer to reach to school ☐

c) 500 matter to reach to school ☐

d) Less than the above meters ☐

e) Others (Specify) .....

.....

B.2What kind of transportation do use to go to school?

a) Especial car ☐

b) School Bus ☐

c) Motorcycle ☐

d) Footing ☐

e) Wheelchair ☐

f) Crutches ☐

f) Others specify .....

.....

B.3 Do you want an assistance person to scot with you while travelling to the school?

a) Yes ☐

b) No ☐

Thank you very much for the cooperation

APPENDIX V: KEY INFORMANT INTERVIEW GUIDE FOR TEACHERS AND SCHOOL ADMINISTRATORS

1. Is there is increased enrolment of disabled learners in your school?

2. Do disabled children meet any risks while travelling to your school?

3. Disabled children have good cognitive experience at schools is that true or not?

4. Disabled learners register good attendance to classes

5. What resources have been put in place to carter for SWSNE learners in your school, and how effective are they?

6. How does the performance criteria utilized in your school contribute to access to education by the disabled in your school?

7. How is your school environment access meet the disabled children in terms of disability access?

APPENDIX VI: KEY INFORMANT INTERVIEW GUIDE FOR DISABLED PEOPLE ORGANIZATIONS AND DISTRICT EDUCATION OFFICERS

1. Do disabled children at school going age have access to schools?
2. Do disabled children face any risk while travelling to the school?
3. Do disabled children get accessibility environment when they are in school?
4. Do disabled children have good completion rate of study levels?
5. Which services are specifically provided to cater for SWSNE?
6. What are the policies designed to enhance access to education in primary schools by the disabled in Hamarjajab district?
7. In what ways have SWSNE learners been affected by the marketability tendency in regard to access to education in primary schools in Hamarjajab district?
8. How has devolution affected access to primary education for the disabled?

APPENDIX VII: TIME FRAME FOR RESEARCH

Table App. 1: Time Frame for Research

ACTIVITY	EARLY START	LATEST START	EARLY ENDING	LATEST ENDING
PROPOSAL	01.03.2017	15.03.2017	22.04.2017	05.05.2017
SUBMISSION AND ACCENT	06.08.2017	10.8. 2017	13.08.2017	17.8.2017
DATA COLLECTION	18.09.2017	21.09.2017	18.09.2017	21.09.2017
EDITING	22.10.2017	23.10.2017	29.10.2017	30.10.2017
DATA ANALYSIS	02.11.2017	05.11.2017	09.11.2017	12.11.2017
PRESENTATION	13.12.2017	15.12.2017	20.12.2017	22.12.2017
OVERALL TIME RUNS FROM 1ST MARCH 2017 TO 22ND DECEMBER 2017				

APPENDIX VIII: RESEARCH BUDGET

Table App. 2: Research Budget

ITEMS	COSTS (US $)
Data collection and coding	
Transport charges	250
Lunch	150
Internet	50
Photocopying	50
Communication	50
Report writing	
Typing	50
Printing	50
Binding	50
Other expenses	100
Total	900