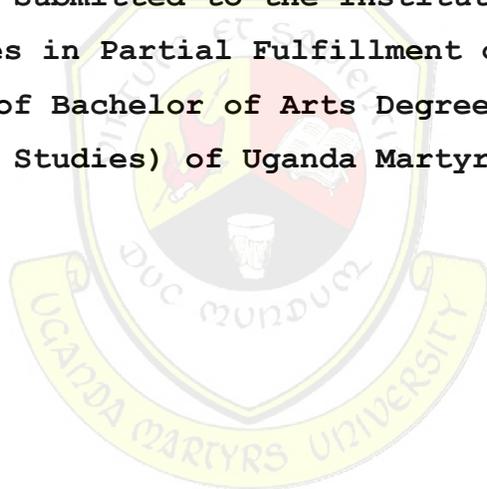


**ANALYSIS OF THE CHALLENGES HINDERING CHILDREN WITH DISABILITIES  
IN ACCESSING BETTER PRIMARY EDUCATION SERVICES:**

**A Case of Ngoleriet Sub-County, Napak District**

**A Dissertation Submitted to the Institute of Ethics and  
Development Studies in Partial Fulfillment of the Requirements  
for the Award of Bachelor of Arts Degree (Democracy and  
Development Studies) of Uganda Martyrs University**



**Kodet John Paul Ditecks**

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## **Dedication**

I wholly heartedly dedicate this dissertation to my Funder Mr. Mock Steve, CLIDE Education coordinator, Team Leader CLIDE Consultancy and all the entire family for the outstanding support, encouragement, inspiration and to enable me join the academic struggle as a fundamental basic right and without your generous support, I would not have had the mental audacity to produce the document. Reward in heaven waits.

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I sincerely appreciate my wife Naomi Kodet and all my brothers who dared my absence at the time they most needed me.

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## **Acronyms**

AAUW	American Association of University Women
BNR	Basic Needs Review
CAO	Chief Administrative Officer
CWDs	Children with Disabilities
DEO	District Education Officer
GOU	Government of Uganda
KR	Key Respondent
LC	Local council
MOES	Ministry of Education and Sports
MoGLSD	Ministry of Gender Labour and Social Development
NCC	National council for Children
NCD	National Council for Disability
NDP	National Development Plan
NGO	Non-Governmental Organization
PWDs	People with Disabilities
SNE	Special Needs Education
UBOS	Uganda Bureau of Statics
UHRC	Uganda Human Right Commission
UNAB	Uganda National Association for the Blind
UNESCO	United Nations Education Scientific Cultural Organization
UNICEF	United Nation International Children Emergency Fund
UNISE	Uganda National Institute of Special Education
UPE	Universal Primary Education
UPPAP	Uganda Poverty Participatory Assessment Project
USDC	Uganda Society of Disable Children

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## **Abstract**

This study was conducted on analysis of the challenges hindering children with disabilities in accessing better primary education services in Ngoleriet Sub County, Napak district. The objective of the study was to analyze the challenges hindering children with disability in accessing better primary education services in Ngoleriet Sub County, Napak district. The sample size of 58 respondents was used to obtain the data. An exploratory study design was used to analyze the respondents' views on the challenges. Other tools used include purposive and snowball sample techniques to capture information from knowledgeable group of respondents. Qualitative and quantitative methodology was also used in the study where by qualitative method used focus group discussions while quantitative method mainly relied on questionnaires.

The findings showed that 95% of Socio-cultural factors such as Negative teachers and peer attitudes, negative parental attitude and practices, Isolation affects educational needs of CWDs in accessing better education services, among other factors was the School related factors which stood at 85%-90% such as; curriculum and teaching style, lack of instructional materials, inadequate funding to schools, Long distances to schools, disability friendly facilities, inadequate appropriate teaching and learning materials and lack of skills in sign language and braille by teachers for communicating to children with disabilities especially those with hearing and visual impairment and More than 75% of parents/ caregivers and 90% of Children with Disabilities feigned ignorance over awareness of the existence of the policies, laws and bills of rights to address Children with Disabilities issues.

It can be concluded that school related factors and socio-economic factors have affected the Children with disabilities from accessing better primary education services in Ngoleriet Sub County and Napak district as a whole.

It is therefore recommended that the Ministry of Education should ensure that infrastructure provided per Sub County is modified so that it is accessible by children with disabilities and also teachers should be trained in sign language and braille, meanwhile all teachers training institutions should include sign language and braille in their curriculum. Lastly awareness raising to parents of Children with Disabilities should be conducted so as to enable them appreciate Education of their Children and take them to school rather than hiding them at home.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study was conducted on the analysis of the challenges hindering children with disabilities in accessing better primary education services in NgolerietSub County, Napak District and this chapter contains the general background on the study, statement of the problem, objectives of the study, variables, scope of the study, significance of the study and operational definitions.

#### **1.1 Background of the study**

Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a Nation (World Bank, 1993). This is because education positively affects socio-economic behavior such as productivity, living standards, health and demographic characteristics of any population. Likewise, it opens infinity of possibilities for society that would otherwise be denied namely; a better chance to lead healthy and productive lives, building strong and nurturing families, participating fully in civic affairs of their communities, molding morals and value creating culture and shaping history. It is a solid foundation for progress and sustainable development, an inherent human rights and critical step towards dismantling the gender discrimination that threatens all other rights catalyzing freedom and democracy within borders and extending its reach as an agent of international peace and security (UNICEF, 2000).

The Education for All Global Monitoring Report, 2007, Estimates that the majority of children with disabilities in Africa do not go to school. Of the 72 million primary aged children worldwide that are out of school, one third have disabilities (UNESCO, 2007)

The 2010 Millennium Development Goals (MDG) Report noted that a strong link between disability and marginalization in education. Despite over all increases in school, participation over the past decades, children with disabilities continues to be left. In Africa alone, fewer than 10%of disabled children are in school.

According to education world conference report (2003) reveals that there are approximately 2 billion children worldwide and of whom, it is conservatively estimated as many as 100 million have disabilities. And that the evidence of the dramatically restricted life opportunities of these children in many parts of the world makes grim reading. The report adds that thousands of children with disabilities are condemned to leave their life in institutions, often deprived not only of love and affection but also of the most basic physical care and intellectual stimulation. It adds that armed conflicts and political violence which have such devastating impacts on children's lives also continue heavily to the toll of disability which is the leading cause of injury, impairment and physical disability in children and only 3% of the children are disabled as a result of war.

Article 23(3) of CRC and article 13 of the African charter on the rights and welfare of the child require that children with disabilities needs to be accorded effective access to education such that they can achieve the fullest possible social integration and individual development . Whereas Article 35(1)

of the republic of Uganda recognizes this right and obliges the state to take appropriate measures to ensure that persons with disabilities realize their full mental and physical potential.

According to Uganda Bureau of Statistics (2005) reveals that, there are estimated to be approximately 800,000 children with various forms of physical or mental disabilities in Uganda, some from birth and others as a result of injury or illness. It says that attitudes of disabilities are relatively and socially acceptable, particularly those with great negatively. The reports shows that many children with disability are exploited ,discriminated and denied access to life opportunities such as education and some parents have a say that 'why should I spend on this child whom I know the able ones are the ones who will help him/her in future?''

According to UNICEF (2005) report on the situation of children and women in Uganda, states that children with disabilities especially are sometimes objects of fear, partly because they are perceived as different but though it's frequently believed that their condition is somehow contagious on the result of witchcraft, parents and relatives are often a shamed of a child with disability. Stigma extends to those associated with disabilities for example a family with a child with disability may find themselves shunned by friends and neighbors. By the same token, a child of parents with disabilities can also be objected to fear, discrimination, particularly powerless and undervalued children with disabilities are at risk of violence and sexual abuse. They may suffer extreme forms of social exclusion for example inaccessibility to health services, being hidden by family members indoors, chased away either by children or adults, being forced to eat alone and many others.

They may be subjected to ridicule, cruel intimidation and even deliberate harm and they are prevented to inherit land and property as they grow older. They find that they are not acceptable as marriage partners. There are high rates of poverty among disabled people and being poor greatly increase the chances of becoming disabled.

According to UNICEF (2005) it continues to say that, it is estimated that there are between 800,000 and 1.2 million children with one or more disabilities in Uganda. This particular vulnerable groups continues to be largely excluded from the formal education system with little or no recourse to non-formal education alternatives. Statistics indicate that less than a quarter of children with disabilities access primary school, with few girls more at risk on non-enrollment. In 1998 out of a total number of about 160,000 pupils with disabilities in primary schools were females. However this is still below the national gender ratio of 49% boys in primary.

According to UNICEF Report on the situation of children and Women in Uganda (2005), indicates that government policies have contributed to the increased enrollment with disabilities into primary schools, retention and completion of the primary cycle is problematic. This perhaps is attributed to the fact that policies are not backed up by budgetary allocation and investment in disability friendly infrastructure development at the school level. Physical structures including walkways and corridors remaining accessible to children with disabilities while special educational requirements like braille machines and hearing aides are rarely available in primary schools.

In survey conducted in 12 districts by Uganda society of disabled children (2003), indicated that 50% of girls as opposed

to 21% of boys said they experience various accessibility challenges. Sexual abuse was identified by almost 21% of the girls as most critical challenges that they face in and around the school, leading to irregular attendance and drop out. Other reasons identified by girls with disabilities for dropping out of school were household responsibilities average looking after young siblings, negative parental attitudes and pregnancies.

Available information from USDC (2003) indicates that out of 24.7 million people in Uganda, about 10 % (2.5) million are disabled. It's estimated that up to 1,300,000 are disabled children .while disability is recognized as both a cause of poverty and it's consequence, many disabled children come from poor families and most disabled people are poor. The report continue to say that more than 38.5% of Uganda population survives on less than 1 U.S dollars per day and a large population of those are people with disabilities.

According to the ministry of gender, labor, social development and international labor organizations (2000) reveals that children with disabilities have been indeed in many societies and still are denied access to education, family life, adequate health care, opportunities for play or training and right to participate in the normal activities of child hood. They experience a form of social exclusion which represents a denial of their basic rights. The report continues to say that these children are the most vulnerable of abuse and neglect by adults who are responsible for them and least able to assert their rights on their own behalf. Despite the scale of problems, the extent of discrimination on the rights of children with disabilities rarely figures high on the national and international agenda, which renders these children invisible.

## **1.2 Statement of the Problem**

The Uganda's National Development Plan (NDP), 2010/11-2014/15 indicates that 10% of school-going age children in Uganda have special needs thus requiring Special Needs Education. However, the UNICEF (2012) Annual Report indicated that only 5% of the children with disabilities are able to access education within an inclusive setting of the regular schools whereas 10% access education through special schools and annexes.

In the whole region of Karamoja and Napak district in particular, it is only Ngoleriet Sub-county that has got two Missionary founded primary schools which are partially trying to provide for the learning needs of Children with Disability. Enrolment statistics from Napak Education Department, 2015, indicates that only 168 children with disability enrolled had access to education services and Ngoleriet Sub-county specifically has a population of 136 Children with different forms of disabilities. Given a total of six (6) primary schools in Ngoleriet, only two schools provide for the learning needs of Children with Disabilities, majority of other disabled children have been left out of formal education system due to their distant locations in remote areas and inaccessibility. This clearly indicates and reliably informs the study that children with disability in NgolerietSub County have difficulties in accessing education services.

Despite all government pronouncements, commitments, policies such as UPE, USE and International Conventions on the right of children to education, little has been done in Napak and Ngoleriet Sub-county in particular. If the above challenges are not addressed, these will eventually affect the future of disabled children and the social welfare of their families. It

is for this reason that this research was conducted to analyze the challenges hindering children with disabilities in accessing better primary education services in Ngoleriet Sub County, Napak District.

### **1.3 Objectives of the study.**

#### **1.3.1 General objective**

To analyze the challenges hindering children with disabilities in accessing better primary education services in Ngoleriet Sub County, Napak District.

#### **1.3.2 Specific objectives**

- i. To identify the socio-cultural factors that hinder the accessibility of Children with Disability to better educational services.
- ii. To examine how poverty affects access to the educational needs of Children With disability.
- iii. To establish the extent to which school learning environment affects access to educational services by Children with Disability.
- iv. To examine how the policy environment affects access to educational services by Children with disability.

### **1.4 Research Questions**

- i. How can socio-cultural factors affect children with disability from accessing better education services?
- ii. How does poverty affect access to educational needs of Children with disability?
- iii. How do the school learning factors affect access to educational services by Children with disability?
- iv. How have the policies affected access to educational service by Children with disability in our country?

## **1.5 Scope of the study**

### **1.5.1 Content of scope**

This study was conducted to analyze the challenges hindering children with disabilities in accessing better primary education services. The study was limited within the scope of the challenges hindering CWDs in accessing education services in Ngoleriet Sub County, Napak district.

### **1.5.2 Geographical scope**

The study concentrated on sampled schools in Ngoleriet Sub County, Napak District. The area was chosen because there is a high drop out of disabled children in the sub county, in spite of many partners that promote inclusive education and government policy on inclusiveness. Ngoleriet Sub County as an area of study is bordered by Lopeei Sub County from the North, Lotome Sub County from the south and Nadunget Sub County in Moroto District from the east and Matany Sub County from the west. The research covered the following parishes which include: Koutaakou, Narengemoru, Lokoreeto, Naguleangolol, Nawaikorot and Naitakwei parishes within the boundaries of Ngoleriet Sub County.

### **1.5.3 Time scope**

The time period under study was 1997 to 2015 because this was the period under which there was a campaign for inclusive education for all children without discrimination.

## **1.6 Significance of the study**

This study is expected to add to the existing wealth of knowledge on the challenges of accessing all-inclusive education services by children with disabilities.

The study to a better understanding of the factors that negatively influence the effective access of all-inclusive education services. It is also expected that the study will help to raise awareness amongst all stakeholders, on matters concerning access to Children with disabilities.

Likewise, the study is expected to benefit educational planners as it will be one of the reference points to feed in to their developmental plans to address the gaps in educational provisioning, furthermore, it shall be of interest to all public and private educational providers that are involved in ensuring equal opportunities especially to children with disabilities in Uganda.

The study shall be significant in the generation of information that is to be fed in to current advocacy and lobbying activities taken by various stakeholders aimed at improving the study condition of children with disabilities under the acclaimed all-inclusive education services.

### **1.7 Justification of the study**

The study was carried out in a partial fulfilment of the requirements for the award of Bachelor degree of Democracy and Development Studies in Uganda Martyrs University.

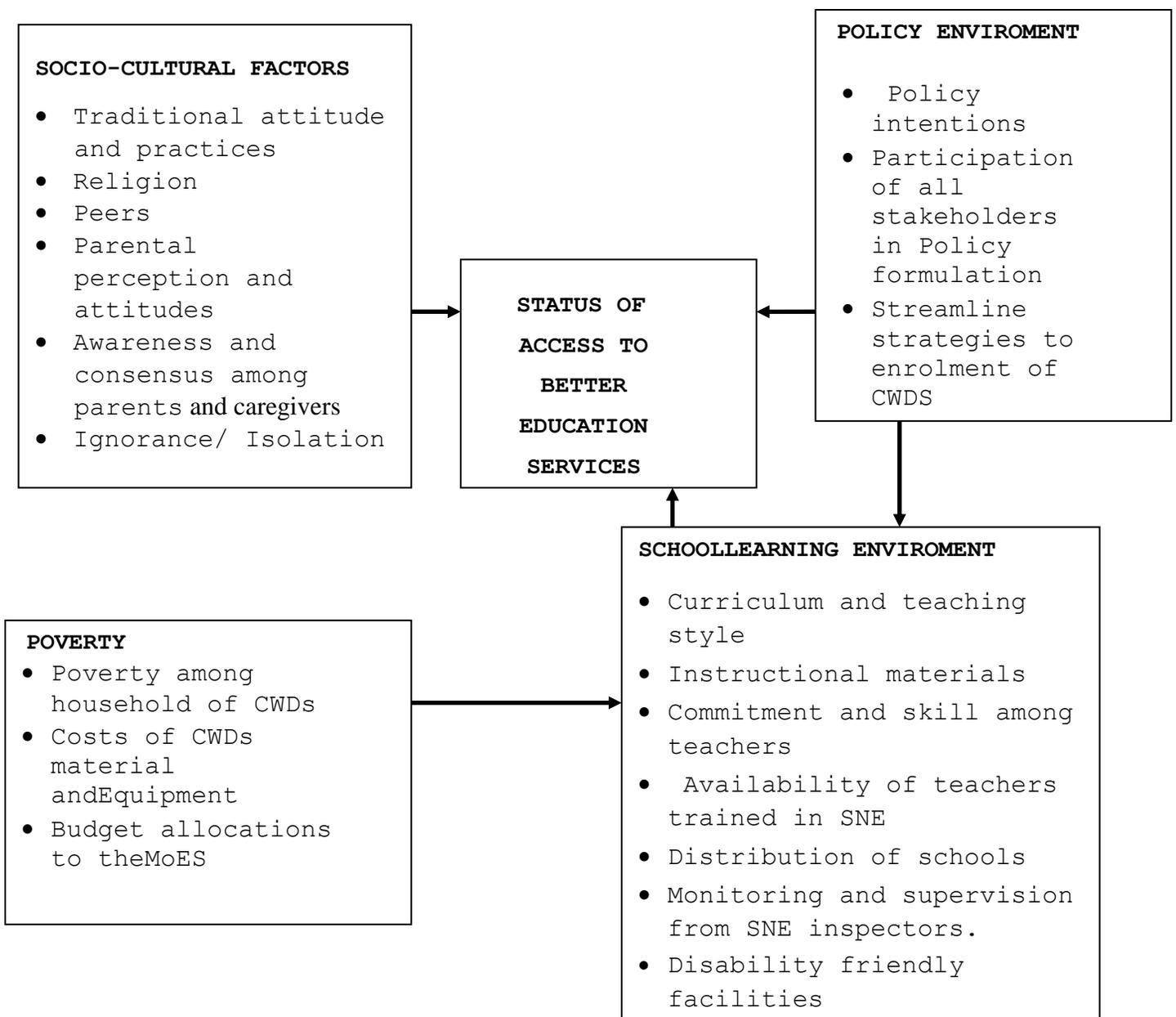
This study was undertaken at particularly time to have the researcher improve on his research skills and knowledge on inclusiveness in education of children with disabilities in Ngoleriet sub counties.

### **1.8 Conceptual Frame Work**

The conceptual frame work is a collection of interrelated concepts. A conceptual frame work will guide the researcher in determining what things will measure and also get statistical

relationships will be looked for. Here a number of variables will be reviewed and thereafter related to the study. A conceptual frame work will be used because it will enable the researcher to visit different places about the phenomenon under the study since they will give the views or assumption about the challenges hindering children with disabilities in accessing better education services in NgolerietSub County, NapakDistrict.

**Figure 1: Conceptual Frame work**



From the above conceptual framework, several factors are at play to the persisting challenges hindering children with disability in accessing better primary education services. They were tackled from independent variables namely; socio-cultural factors like parents' attitude, religion, parental interest and attitudes and the policy environment all can be explained as casual factors for the inadequate CWD access to better primary educational services

Some of these factors are interlinked and depend on each other in making access to better education services, a challenge on these included economic, school related, and policy. For instance, the ineffective policy environment results into unfavorable school based factors like non-committed teachers, inappropriate curriculum, and poor distribution of schools, absence of disability friendly facilities and establishment of day schools which subjects the CWDS to long distances and insecurity as they commute to and from school.

In addition to that, the economic factors interact with school based factors. For instance poverty among the households and ignorance result into parents not procuring the instructional materials for their children and absence of disability friendly facilities in school respectively thus makes access to better education services for CWDS a challenge. Similarly poverty at the macro levels affects the budgetary allocation to the education sector which in turn affects individual school or pupil allocations.

## **Definitions of Concepts**

### **Poverty**

In this study ,poverty is a denial of choices and opportunities, a violation of human dignity and it means not having enough to feed and clothe a family ,not having land on which to grow ones food on job to earn ones living not having access to credit ,it means insecurity ,powerless and exclusion of individuals, households and communities, it means susceptibility to violence and it often implies living in a marginal fragile environment without access to clean water or sanitation

UNICEF report (2004) defines child poverty as a complex phenomenon of severe deprivation that multiplies the vulnerabilities of a child and that poverty is an attribute of the environment in the children's lives a situation where families and communities are unable to nurture and protect children unable to develop their full potential

### **School learning environment**

In this study, learning environment refers to the place which is accessible to the children with disabilities and environment which has adequate infrastructure in terms of building and roads, an environment which has access to crutches while canes, wheel chairs and learning aids and many others and even a place which is near to the children with disabilities.

### **Better education**

The process of transmission and acquisition of quality knowledge, experience and norms which have long term effect on individuals.

**Disability**

It refers to substantial, functional limitation of daily life of activities of an individual caused by physical, sensory or mental impairment and environment barriers such as inaccessible learning center, long distance from home to center, poor infrastructure lack of assistive devices such as crutches, white canes, wheelchairs, learning aids, walking sticks ,corner seats, toilets chair slow among others.

**Socio-cultural factors**

In this study this are societal taboos and norms that hinder children with disability to access better education services

**Analysis**

This is where the study looks at the in-depth research about the study problem in terms of percentages and numbers

**Education needs**

This are needs which are inclusive for all children with disabilities to access without prejudices such as better education services, health needs, shelter ,infrastructural needs and other physical and emotional needs.

**Conclusion**

This chapter laid out the background and purpose of this study as being an analysis of the challenges hindering children with disabilities in accessing better primary education services. The study therefore seeks to analyze the challenges hindering children with disabilities in accessing better primary education services in Ngoleriet Sub County, Napak district

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature review will present the related reviews from researchers who have contributed widely to the issues related to disability. These include research reports, journals, texts, newspapers, magazines and other reports from organizations. The literature will be organized under each variable and sources of information as indicated below.

#### **2.1 How can socio cultural factors affect CWDs from accessing better education services**

These are variables /factors which are explained from culture, tradition, sex, ethnicity and religion; the disabled child is unable to access meaningful education because society is organized to meet the needs of non-disabled people as manifested by the negative attitude that hampers their efforts to lead ordinary lives. For instance the, stereotyping of mental health patients as "Mad Men" not only affects their emotional and self-esteem but keeps them away from mainstream society.

A case in point is of "Adam of Mtwara lived rough due to mental illness deprived of his family, he survived in the bush, foraging for food and putting up with the cruelty, he was subjected to yet his family lives in the same village" (Basic Needs Review, 2004) This stigmatization and lack of acceptance by his family and mainstream society cast him out of any possible educational opportunities.EDCO (2003) argue that attitudes fulfill various psychological functions. Among these are the instrumental function of helping punishments, the ego defensive function of protecting our self-esteem and helping us

avoid personality conflicts and anxiety. The social identity and fostering smooth relations with friends and peers among others.

According to the Ministry of Gender, Labor and Social Development (2004), it explains that disabilities affect boys and girls differently but the impact is more on girls due to social cultural roles and discriminated cultural practice on property inheritance and ownership affects the livelihood of girls with disabilities more adversely than boys with disabilities. It is compounded by inadequate programs that focus more on girls with disabilities during delivery which makes it livelihoods. Government puts in place affirmative action to benefit all people with disabilities particularly girls. Despite of the above, lack of public awareness, negative attitudes of community, cultural beliefs and lack of programs on specific concerns is still a challenge (Naker D 2005). Disabled people are segregated upon at all levels and they have been known by disabilities not by their individual's names. Most of the needs of disabled children limit their full involvement in community Based Rehabilitation activities (United Nations 2007).

In addition, the Religious influence among the Christian Community and its treatment of disability particularly in the Old Testament further stigmatize the disabled. A quotation from Leviticus 21:16 - 20 is perhaps the best distilled example of the thread of uncleanliness and inherited sin" that runs throughout the Bible in its segregation towards the disabled persons. The Old Testament believers and some non-Christians today still hold similar sentiments against the disabled. Traditionally and culturally, African society held negative attitudes and beliefs towards disability and the CWDs. Often disability is associated with witchcraft and promiscuity during pregnancy and punishment by ancestral spirits (Addison, 1986).

More still, the negative attitude to Children with Disabilities (CWDs) of both teachers and Peers has affected the retention of CWDs in schools. Amongst the most common attitudes are those of disabled people that they are incapable, aggressive, in need of charity, and of low intelligence. The use of offensive terminology and stereotypical views of disabled people such as "twisted bodies result into twisted minds" and representation of disability as monstrous and horrific, partly explains the low retention (Keynes, 1990). The use of abuse words like "rema" (Shona language of Zimbabwe) and Chirema (Shona) dehumanizes and reduces them to objectives. (Devlinger, 1998)

## **2.2 How does Poverty affect access to educational needs of CWDs**

According to Barton and Wamai (1990), general access to education in Uganda is affected by high educational costs and household poverty. High incidences of poverty (USDC 2004) limits CWDs from accessing services, even with the introduction of Universal Primary Education, household poverty competes directly with disability and the educational needs of CWDs as parents find it hard with low household incomes to buy books and other scholastic materials for their children.

This high cost of instructional materials of CWDs further makes the access to all inclusive education services a challenge as they compete unfavorably with those of normal children (Kimbugwe, 2002). For example on average educational and instructional materials for a child with visual impairment for primary school could include Perkins Braille, cubes for arithmetic cubartithm board games, thermos form machine, binding and spiral machine, and mobility cane.

UNICEF report (2004) defines child poverty as a complex phenomenon of severe deprivation that multiplies the

vulnerabilities of a child and that poverty is an attribute of the environment in the children's lives a situation where families and communities are unable to nurture and protect children unable to develop their full potential .the report adds that poverty is a child hood root cause of poverty in early childhood can prove to be a live long hand capped that can let a child below 18 to involve his/her hazardous work for example working in hotels, washing cars, working in bars, making bricks, and working I many forms of difficult work that can let the child be disabled.

According to UNICEF (2005) the report say that poverty is a factor to the risk for children increase about 5.7% million children live in poverty and this worsening trend. The nature and challenges of the three forms of poverty. Poverty can be a cause of changing family circumstance contributing family tensions, dysfunctions and separation. It can be also be an outcome of changes for the family for example death of parents especially father, increases risks of poverty not only because diseased man's immediate family may assert a claim to his land and property a head of his wife and children report child headed households are generally poorer than other households. A situation analysis of orphans and other vulnerable children reports that children within child headed households are more vulnerable to deprivation abuse and violence and risky sexual behavior.

The same report of UNICEF continues to say that the problem for children is both their lack of income and their low social status within the obvious risk resulting from poverty is that it increases pressure on children to work up to the level of laboring work in itself is not necessary a problem indeed can be an important part of a child learning responsibilities and

making a contribution to the family, however once work interferes with schooling or is harmful to health and development is exploitative or hazardous or beyond the capability of a child on the basis of his or her age, then it is child labor and is banned by international conventions and by the constitution of Uganda.

Poverty causes disability, particularly in women and girls .in the face of limited resources, they are more likely than their male counterparts to be deprived of basic necessities such as food and medicines (Groce 1997).disability in turn contributes to poverty because of the additional expenses that it can entail. Therefore girls who are disabled are more likely than their non disabled peers to grow up in poor families, the reality that itself places them at an educational disadvantage. From what is known girls with disability in rural areas are even less likely to have access to education than those living in cities. Some researches indicate girls with mobility disability have more access to education particularly if it is community based than do girls who are blind, deaf, or has other disabilities ,since mobility impaired students they can get in the building are less likely to need modified teaching techniques and devices. How gender interacts with other factors is not always obvious.

According to the Uganda society for disabled children (2008) report reveals that the problem for the poor children is both their lack of income and their low social status within the community and often with the family itself, many students demonstrates that poverty is experienced differently within the household with children who are already socially and culturally marginalized or subordinates for ample orphans and disabled children. The report continues to say that limits activities and

that the proportion of poor children under age 5 with a chronic condition of 3.6 %of non-poor children .the report adds that among children between the age of 5-17,10.5 % of those in poverty have chronic condition while 7.1 of those above have chronic condition.

### **2.3 How do the school related factors affect access to educational services by CWDs?**

In a survey conducted in 12 districts by the Uganda society of disabled children (2003) reveals that, 50% of girls as opposed to 21% boys had experienced various accessibility challenges and discrimination was identified by almost 21% of the girls as the most critical challenges that they face in and around schools, leading to irregular attendance and drop out. And other reasons identified by girls with disabilities by dropping out of school were house hold's responsibilities, average, looking after young sibling, negative parental attitude and pregnancies. The report adds that, other challenges to realizing the educational rights of children with disabilities include inadequate instructional materials, few trained special needs teachers, rehabilitation professionals and lack of assistive aids and appliances is recommended in Uganda ,untrained teachers in dealing with children of special needs finds it difficult, especially in overcrowded class rooms, to engage them in effective teaching, learning process alongside their peers. The reports concluded that, the curriculum is perceived to be too rigid to cater for specific needs of children with disabilities and post primary education for children with disabilities is almost non-existent,Mwandha J (2005) reveals that children with disabilities appears, however, to have

benefited under UPE, which gives children with special needs a priority over other children during enrollment.

The ministry of education and sports has two departments dealing with people with disabilities established a special program for children with disabilities that aims to facilitate their successful inclusion in mainstreaming education. He added that, in 1996 over 26000 children in primary school and by 2003, the figures had kept to 248000. However, the school dropout rate for children with disabilities was reported to be very high and children were still facing many challenges ranging from accessibility to buildings such as latrines, lack of Braille equipment for the visually impaired, too few trained teachers in sign language and above all, even negative attitude in school communities.

Einar Helander (1999) pointed out that disability is created when impairment is attempting to negotiate an environment that is fixed and rigid in its structure. He continues that the inflexibility of the environment then creates a barrier, the impairment is unable to pass. This barrier has disabled, even the environment is to be made flexible in a way that it negotiates the barriers found within the environment, then is able to move past and the barrier rendering the impairment is no longer disabled. He concluded that children with learning differences are disabled but instead, we might consider their educational environments are making them disabled and therefore is located within the child, and the environment.

Hastings, n.d (1990) also acknowledge sexual and disability harassment in school as a barrier to learning for girls with disabilities interacting with peers and similar disabilities. He continues to say challenges are also manifested in the

disparities that persist between various groups of children in terms of educational access, retention, progression, achievement and disparities are widest between children from remote rural areas and those from urban settings, between children from humble families and those from better off families and between children who are able bodied and those who live with disabilities.

The architectural inaccessibility of school buildings (including stairs, narrow corridors, inaccessible desks and equipment, inaccessible bathrooms) is often a major barrier for girls with disabilities. while getting to and from school, differences in male and female socialization in Latin America and elsewhere may enable boys to more readily ask for help from friends because they are male, may be better able to help boys who are disabled and more likely to "rough it" and take risks to get over barriers, such as flinging themselves up and down stairs (Alicia Contreras, personal communication, 4/24/03).

The MoGLSD (2007) reveals that, most medical rehabilitation services are urban based yet 98% of persons with disabilities live in rural areas and services of public health that was conducted by the UHRC in 2000 and 2001 indicated that, lack of access to appropriate and accessible medical care denied PWDs their right to health and that prejudice by health care personnel is an additional factor affecting the quality of care.

According to the Uganda Human Rights Commission UHRC (2006) report, explains that in Uganda, people with disabilities in accessing health education and sport facilities, places of employment, culture and other physical infrastructure they are denied access to most places such as schools, hospital and courts of laws. The report adds that, this is due to the fact

that many buildings do not have facilities such as ramps and lifts, wheel chairs, crutches, whites' canes and hearing aids.

The existing lifts do not have walking devices to enable the blind to access information. The report further explained that, roads do not have facilities for CWDs and this makes them not to access information provided by both electronic and print media hence government put in place mechanisms to improve and enhance access of services through policies, plans and programs. Unfortunately CWDs continue to experience physical barriers, inadequate information, rehabilitation and unfriendly service whereby limited accessibility to such services has contributed to social exclusion of CWDs.

MoGLSD(2007),the report argues that despite of numerous interventions to improve health services in Uganda, access to health services is still a serious challenge and health services are not equally accessible in many instances which are far away with 48% of household visit health center with a radius of 6km.

The report further explains that, infrastructure, drug personnel, equipment, utilities are inadequate and social economic status, low education levels and negative perception of quality limit the demands for health services and such problems are more pronounced for the vulnerable groups such as disabled children. The report explains that, communities perceive disabilities as a sickness and persons with disabilities may be seen as sick people and adds that, this may not be true for many persons with disabilities who are healthy. The report concluded that, one major blow to community based rehabilitation is the negative community perception and these attitudes towards the disabled people in some countries are not all that positive

and this in turn has affected the participation of the disabled people in community based rehabilitation (CBR)work.

According to Uganda Human Rights Commission (2006), report reveals that the situation of children with disabilities where there is very limited service provision of children with disability and few NGOs are in place, focus on disabled adults. The report adds that, government include medical rehabilitation among the priorities but information on specific activities are not clearly spelt out and services such as orthopedic surgery and ear, noise and throats(ENT) services may be accessed in Kampala which is beyond the reach of the poor children in rural areas. And resources are not provided for assistive devices and those who seek for them have to wait for months before getting them if they are lucky.

The report further explains that, this delay cannot address the needs of growing children in such situation and by the time they finally get the devices they have out grown them and fresh measurements need to be taken and more waiting. The same report concluded that, there is very limited awareness about disabilities, its causes and what can be done about them andbecause of lack of awareness, preventable factors have led to 80% of all cases of disability in Uganda and most community members do not know that with medical rehabilitation and early intervention, the lives of children with disabilities can be small problems and can easily be solved before getting out of hand.

Though children with disabilities are enrolled in primary schools, very few complete the primary cycle of education in Uganda. This is attributed to the present primary curriculum that does not serve the needs of the disabled. According to USDC

(2003) the current curriculum and examination system are not flexible and do not cater for SNE as the assessment of CWDs has not been standardized.

Penny (2000) and UNESCO (2000) argue that teachers training CWDs need special expertise in developing systematic ways that they can account for the special education they are giving their pupils and that good teaching practice will become more widely accepted. On the contrary, in Uganda out of 122,904 teachers on government payroll for primary education only 1,050 teachers have been trained to help children with disabilities. The low number of specialized teachers explains the current low enrolment of CWDs 218,286 (MoES, 2002) despite all-inclusive education services. This does not compare favorably with other African countries where preparation of SNE teachers dates far back as 1974 and 1983 in Nigeria and Zimbabwe respectively. Similarly, countries like Yemen, Jordan and Lao People's Democratic Republic training in inclusive education was incorporated in the training curriculum of all primary school teachers.

More still, the negative attitude to CWDs of both teachers and Peers has affected the retention of CWDs in schools. Amongst the most common attitudes are those of disabled people are incapable, aggressive, in need of charity, and of low intelligence. The use of offensive terminology and stereotypical views of disabled people such as "twisted bodies result into twisted minds" and representation of disability as monstrous and horrific, partly explains the low retention (Keynes, 1990). The use of abuse words like "rema" (Shona language of Zimbabwe) and Chirema (Shona) dehumanizes and reduces them to objectives.6 (Devlinger, 1998). A case in point is India where Delhi's up market

Vasant Viharin Tamaha School the residents Objected inclusion on the grounds that it would despoil the neighborhood.

Similarly Gregory et al (1998) also concurs, that children who find themselves unacceptable to their peers or in unsatisfactory relationship with their teachers, life in school becomes a punishing experience. As without friends many of the activities they undertake are meaningless. People without friends are an exceptionally vulnerable group, their health and welfare is constantly at risk. For example in India the National Resource Centre for Inclusion (NRCI) successfully developed a model of desegregation which enables able-bodied children to study happily with the physically and mentally challenged. This prompted the Spastics Society Centers of India (SSI) to throw open especially their doors to able-bodied children as well.

The absence of instructional, materials like, Braille equipment for the blind, text books, sports equipment and other teaching aids to suit the special learning needs of CWDs had affected the enrolment of such children. Despite the current distributions of school materials by the MOES, requirements of CWDs have not been supplied yet.

CWD inclusion in the mainstream schools is realistic if matching infrastructures are in place. Availability of structures and well prepared teachers to accommodate CWDs in their regular classroom activities is a must. For example Lesotho adopted a policy of an intensive three week training workshops for nearly all the teachers in schools. The teachers would then go to neighboring communities and work through local chiefs, and persuade parents to allow CWDs attend school. Furthermore, valued support was provided by trained itinerant special needs

inspectors (for example for sensory and intellectual disabilities) and by local district inspectors.

Although presently primary education targets CWDs as one of the priority groups, there is no matching infrastructure necessary for the inclusion of CWDs in schools. There is acute a shortage of teachers and they generally lack training on how to accommodate CWDs in their regular classroom activities. Moreover, the class sizes are too big. Current statistics from the Ministry of Education and Sports indicate that there are 3,275 primary level teachers country wide for special education implying a pupil teacher ratio of 49:1 compared to the recommended ideal of 3:1 Kristensen (1997) and Clark and Shore (1998) found that it is not realistic to integrate special needs students in huge class with more than fifty children as it reduces teacher - pupil contact and makes the selection of suitable teaching methods impossible. However, the situation is different Lesotho were the government produced a teacher curriculum and materials for teachers giving basic information on disability education for both pre and in service trainings (Khatleli et al, 1995).

According to Uganda society for disabled children (2003) report reveals that there are an estimated between 800,000 and 1.2 million children with one or more disabilities in Uganda and that it is particularly vulnerable group continues to be largely excluded from the formal education system with little or no recourse to non-formal education alternatives. In the same report the statistics indicate that, less than quarter of children with disabilities access primary schools, with girls more at risk on non-enrolment .it continues to say that in 1998 out of a total number of about 160,000 pupils with disabilities enrolled in

primary, approximately 41% were females and that by 2004, 46% of children with disabilities in primary schools were girls and it is still below the National gender ratio of 49% girls to 51% boys in primary schools.

Furthermore, in the development of the curriculum and examination system inadequate attention is paid to SNE. Assessment of CWDs has not yet been standardized where instructional materials are concerned, yet their capabilities differ from those of mainstream school children. The Ministry of education and Sports (2001), notes that, the assessment is often unfair, and does not assess these children according to their capabilities. Yet in order for SNE and inclusion to work well, it is necessary for flexibility. This concurs with the argument of (Skjorten, 1995) that teaching and learning process becomes a success if the equipment's help to understand abstraction, differentiate, motivate and repeat in many different ways. Moreover, much as the CWDs and their families would love to access educational services, it has generally been found out that schools were still not within the reach of the CWDs (Penny, 2000). Others believed that transport to the service point was still a challenge especially in rural areas. A similar challenge is echoed in India where the lack of disability transport services and accessible buildings is seen as greater problem than social prejudice and parental attitudes

This further complicated by the minority of CWDs having assistive aids and appliances to ease their movement, rough terrain, rugged and slippery roads during the rainy season (USDC, 2004). However, the situation is different in Ghana were residential institutions

The above-mentioned, add to problems of retention of CWDs to schools as the parents become overburdened with every day escort of CWDs to and from school. There would be helpers (Fellow peers) withdraw due to delays on the journey which is accompanied by punishments of late coming plus missing morning sessions. The community members who offer assistance to CWDs subject them to child labor and other forms of harassment during their course to school (USDC,2002) This isolates them in their small households and denies them any chances of participating and being full members of society.

However, the Community Based Rehabilitation (CBR) programmes in some Southern and East African countries like Tanzania, Swaziland, Lesotho, South Africa and Mozambique with support from save the children-UK mobility problems have been fairly addressed. Solutions have ranged from donkeys, wheel barrows, lifts on bicycles and being carried on another child's back to a whole community in Lesotho, which rebuilt a road for a child with brittle bone diseases (Kristensen 1997)

Education to children irrespective of ability is a right. Unfortunately, world over for the children with disabilities this has not been satisfied it is only a few luck ones who get this opportunity. Meantime Uganda, like many countries have risen to challenges to respond to the needs of CWDs by giving priority among the children to benefit from Universal Primary Education (UPE). It is imperative to carry out this research to fill in the gaps in the socio-cultural, economic like how the access of education to CWDs has changed and been tackled over time, the school based challenges like absence of instructional materials, limited numbers of trained teachers that are not clearly streamed lined.

#### **2.4 How have the policies affected access to educational service by CWDs in our community.**

Though the government of Uganda has embraced all-inclusive education services, there is general lack of knowledge on existing policies that could enforce CWDs inclusiveness in education (Kimbugwe, 2002). For instance the limited involvement of CWDs and their caregivers in policy formulation not only hinders the realization of their rights, and equal treatment but also denies them effective participation, as they cannot demand for services deemed fit for their education (Goodley,1997).

Though the economic policy exists, they are further failed by political factors. This was captured during World Conference on Education For all (WCEFA). Where the typical comment was "Unless the external debt problem is solved and /or as long local and civil wars and invasion continue, it is literally unrealistic to expect that the EFA target can be reached."" (Jacques Hallak, 1997 pg.3).

According to UNICEF (2005) indicated that, although there is some evidence to show that government policies have contributed to increased enrolment of children with disabilities into primary schools, retention and completion of the primary cycle is problematic and this can perhaps be attributed to the facts policies that are not backed up by budgetary allocations too and investments in disability friendly infrastructure development at the school level. And also, physical structures including walkways and corridors remain inaccessible to children with physical disabilities, while special educational equipment likes Braille machines and rarely available in primary schools. The report added that, the ministry of education services guidelines for the construction of water and sanitation facilities in

school stipulates the availability friendly toilets, but these guidelines are not always adhered too.

Available data, most focused on literacy; indicate that women and girls with disabilities fare less well in the educational arena than either males who are disabled or their non-disabled female counterparts .for example, UNESCO, the world Blind Union, and other international organizations estimate the literacy rate for women who are disabled as 1 percent, compared to an estimate of about 3 percent for people with disabilities (Groce, 1997). Statistics from individual countries and regions, while often reflecting a higher percentage, confirm that gender inequities exist (Nagata, 2003).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the steps that were followed to execute the study to the full. It explained the research design, area of study, study population and the sample size. It further described the methods of data collection, data management and analysis, and the research tools that were used to collect the data.

#### **3.1 Research design**

An exploratory study design was used to conduct the study, as it allowed the researcher to gain insight into the problem by analyzing Respondent's views on the challenges, how they interpreted it and how they could solve it since this was relatively a new area with limited research studies within the sub county. The researcher compared both CWDs in and out of school as well as normal children in school in order to analyze the variance amongst them. It further allowed systematic collection of data and comparisons from those deemed knowledgeable of the problem.

Both qualitative and quantitative methods were used. Qualitative data described the knowledge, perception and attitudes of people towards CWDs within their context. Whereas quantitative methods allowed the selection of a representative sample and cross tabulation of findings.

#### **3.2 Area of the Study**

The study was conducted in Napak District. The district was chosen because it few CWDs enrolled in Primary schools yet schools are almost build per a parish, and no evidence of any

research conducted on disabled Children in accessing education services. Napak District is one of the remote districts of Uganda in terms of social service development, as evident by lack of any hospital, teacher training facility as well as any school facility specifically for children with disability. Napak is located in the North eastern region. It is bordered by Abim and Kotido in the North, Moroto from the East, Nakapiripirit and Amudat from the south and Katakwi and Amuri districts from the West. The study was conducted in Ngoleriet sub-county which is about 12 (Twelve) Km from Napak district Headquarters. It is politically divided into six parishes of Naitakwae, Nawaikorot, Nagule Angolol, Narengemoru, Kautaakou and Lokoreto. The study focused on primary schools where an all-inclusive education services are being offered. The map of Napak district showing Ngoleriet Sub County was got to reflect on the study area.

### **3.3 Study population**

The study population was composed of the Children with disability, Teachers, Parents/Care givers, Civil servant especially Education department and Local Leaders from the sub county and the district.

According to UBOS (2015) Uganda National Population and House Census results, the population of Ngoleriet Sub County is at 17,807 with 8,311 males and 9,496 females respectively. Ngoleriet people are socially grouped according to cultural ethnicity settings of Clans which include; 'Ngimerimong', 'Ngikatapa' and 'Ngikilipa' and the age sets of 'Ngitukoi', (zebra's), being the superior class to 'Ngimoru' (The Mountain) and 'Ngidooi' (The Rats) in power of decision making besides the government structures at Sub County. This categorization is based on initiation patterns. The major economic activities

carried out in Ngoleriet Sub County include subsistence crop and Livestock Agriculture, Tree planting and charcoal burning as the major ones for survival. Napak district economy basically depends on agriculture and livestock products are the main economic items generating around 60% of the area's communities' earnings (UPPAP 2004).

The study covered six (6) primary schools. Two teachers were targeted per school, 1 from upper primary, one from lower primary, 16 children both CWD and able bodied were chosen for focus group discussions. The total number of respondents was 58.

### **3.4 Sampling techniques**

Pre-field consultations were made with various stakeholders and relevant departments at the district, schools, Non-Government Organizations, and caregivers of CWDs. These consultations aimed at drawing on the perceptions and experiences of service providers and users, policy makers and implementers prior to the research. It also helped to determine the availability of the study population, acceptability and willingness of the respondents to answer questions and collaborate with the study. In other words, this was a trial run which helped identify potential problems, and the subsequent revision of the methods and logistics of data collection before actual field work.

### **3.5 Sample size and selection**

Sampling was necessary because in a study of this nature, it was neither desirable nor possible to cover all the entire population. The sample size hence took into desirability and feasibility consideration; issues of time, manpower, transport and financial resources.

Non-probability sampling procedures were used through purposive and snow ball sampling techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed to be aware of the CWD situation to be interviewed. These included teachers, caregivers and other key informants in education like District Inspector of Schools and District Education Officer.

The snowball sampling technique allowed the respondents to direct the researcher to the next potential respondents like parents of CWDs as locating them was always difficult and the researcher anticipated sensitiveness of the study. In total 58 respondents were targeted of whom 20 were parents and caregivers, 16 CWDs themselves and their normal peers, 12 teachers, and 10 key respondents.

### 3.6 Categories of respondents

**Figure 2: Categories of Respondents**

<b>S/No</b>	<b>Categories of respondents</b>	<b>Number of respondents</b>
01	Children with disabilities	16
02	Parents or guardians of people with disabilities	20
03	Civil servants( Education department)	12
04	Local leaders /Key respondents	10
<b>Total</b>		<b>58</b>

### 3.7 Data collection method

The study used both qualitative and quantitative methods of data collection and these included personal in-depth interviews using questionnaire, extracting information from documents, focus group discussions and finally observations. The purpose was that

different views (triangulation) would enable a more accurate assessment of access to all-inclusive education for CWDs. This also helped in making reliable conclusions that can be generalized to the entire population.

### **3.7.1 Questionnaire**

The questionnaire contained both closed and open-ended questions in almost equal proportions. The closed questions were restrictive so as to facilitate the coding exercise while the open ended sought for considered answers and opinions and gave freedom to the respondents. This helped in obtaining honest answers because the respondents felt challenged to exercise their mind and participate freely in the exercise and this made them gain confidence. Answers to the open ended questions also acted as a check on those closed ones to ensure that there was consistency on the part of the respondent. It was used to gather data from parents and caregivers as well as teachers.

### **3.7.2 Documentary review**

A number of literature sources were consulted basing on the objectives of the study. These sources allowed extraction of data on the past trends on inclusive education, type of studies and data collection methods used, and how problem was viewed, answer some of the research questions, make necessary comparisons and handled in different cultural context. They include among others, MoES documents, National Policy Documents, reports from the district education offices especially District Inspectors of Schools in charge of Special Needs ,Education (EARS/SNE), UNISE, UNICEF, development partners like USDC, Uganda National ,Association for the Blind (UNAB), studies carried out by earlier researchers, and international policy documents as they permitted examination of past trends on the access to all

inclusiveness education services by CWDs and allowed comparisons.

### **3.7.3 Observation method**

This was carried out in schools for purposes of examining and gathering data on non-verbal behaviors such as body language, and teacher attitude .In this respect, an observation guide was constructed that explores elements like the class attendance to examine the extent of participation of CWDs in classroom situation, physical infrastructures (like toilets, corridors, ramps).This provided for a detailed and context-related information and reliability. It was used at the household level to understand the relationships with their caregivers as it facilitated gaining information on parental attitude, intra household relationships, and poverty levels. This data gathered from observations was compared to other data collection methods and then if inconsistencies were found such data sources revisited and in some cases data was discarded.

### **3.7.4 Focus group discussion**

Focus Group Discussions (FGD) were held with school children especially 8 CWDs and 8 able bodied children. The purpose was to solicit information on how peer relations and negative attitudes affect their stay in school. It is also envisaged that beneficiaries would be in position to provide information on what they perceived to be the constraints and opportunities of CWDs accessing school and how it infringes on their performance. A total of two focus group discussions were held, one in each of the selected schools. Participants were chosen on the premise that they were in regular contact with CWDs and at random, except for the CWDs.

The researcher was the moderator of the discussions, probing techniques were used to stimulate discussions and rapport was always taken care of.

### **3.7.5 Data processing and Analysis**

Both secondary and primary data was analyzed, processed with a plan developed prior to field visits. The data was processed so as to condense it in a convenient form to facilitate analysis. This involved going through the questionnaires while still in the field to ensure completeness and consistency. Next the answers to open ended questions were carefully studied and given respective codes 1, 2, 3, etc. This was made possible by grouping related answers into meaningful categories, which were in most cases not mutually exclusive. For example answers for question 6 and 7 on the number of trained teacher (SNE) and policies were coded like this: Yes, No, Don't Know, this then facilitated the analysis.

Finally, by use of a data master sheet tallies the answers were tabulated revealing the number of respondents who fell under a given category. For example it would be possible to tell how many respondents answered No by the number of tallies representing code 2 for closed questions.

### **3.7.6 Data Analysis**

Data analysis was both quantitative and qualitative. For quantitative the data was fed in the computer and analyzed using Statistical Package for Social Sciences (SPSS). Statistical table percentages and frequencies were produced. Statistics such as frequencies, means, standard deviations, and cross tabulations were run to investigate the relationships between the variables and how they affect CWD activities. Qualitative

data was analyzed manually by use of codes as well as tallies. Cross tabulations explored the relationships between variables, compared differences in responses from the study categories and also described the problem.

### **3.7.7 Organizing**

This method was used in data processing through labeling on data piece according to the targeted category of respondents to differentiate of data in accordance to editing, coding and tabulation. All these was used to promote accuracy of data that was collected which helped the researcher to check on the gaps in the data collection methods and easy classification of respondents according to the questions in a meaningful way to drive potential partners. Tables were used in the interpretation of the data where percentages were used in the data analysis

### **3.7.8 Editing**

The researcher after organizing data was able to edit the data collected in order to check the mistakes and errors of the questionnaires and this helped the researcher to ensure that, there is accuracy and conformity of data collected for good and best results. The researcher made a follow up questionnaires distributed to key respondents to ensure that data collected should not have no errors and omissions so that they are collected before coding takes place.

### **3.7.9 Coding**

The information needed by the researcher was got by making coding frames to tabulate the collected data in to simple table and other necessary percentages of the respondents against each particular related to the questions and therefore the researcher coded to assign, symbols for identification of similar response

to allow the researcher to come up with the quality data in a way of making it easier to analyze and prepare tables.

### **3.8 Tabulation**

The researcher used tables to present analyzed data. This simplified the understanding and interpretation of information, this data was presented in form of figures and percentages as per data collected according to the themes of research.

### **3.9 Study procedure /formality**

A letter of introduction was secured by the researcher from Uganda Martyrs University Department of Development studies School of Arts and Social Science, which was presented to the Senior Assistant Secretary (SAS) of Ngoleriet Sub County, in order to gain entry in toSub County and permission to interview the key informants identified.

### **3.10 Data Quality Control**

To ensure validity and reliability of the study, Non-probability sampling procedures were used through purposive and snow ball sampling techniques in order to capture information from a knowledgeable group of respondents. The purposive sampling allowed people assumed to be aware of the CWD situation to be interviewed. Methods of data collection were used like informal visits to the schools prior to formal data collection, and interaction with school children. The researcher sought professional advice with supervisor and peers to ensure that the research instruments are consistent to the topic under study and on spot -checking for the completeness, and accuracy of data gathered

### **3.11 Ethical consideration**

The researcher obtained informed consent from parents and school authorities to interview their children and also interviewed the children in presence of adult care takers. The researcher explained to the people in the study area the objectives of the study, introduced himself, explained why the particular respondents were chosen, the benefits, discomforts and harms of the study, and requested to also ask questions in relation to the study. The researcher designed the questions in such a manner that did not violate the rights of informants and avoid sensitive questions such as age, being a step child or by avoiding records that may contain personal data. They were also assured of confidentiality on information provided and personal names did not appear on research documents, instead numbers of identification were used.

## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATIONS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the findings of the study about the Analysis of the challenges hindering Children with disability in accessing better primary education services in Ngoleriet sub county, Napakdistrict, data collected was analyzed, interpreted and discussed. The presented data was based according to four main themes as highlighted in the objectives of this study that is socio-cultural factors, economic (poverty) factors, policyenvironment and school learningenvironment. Information was obtained from a cross section of respondents as indicated herein; 20 parents and caregivers of CWDs, of whom 12 were natural parents, 6(six) uncles/aunties and two (2) were grandparents, 16 CWDs themselves and their normal peers in school, 12 teachers, and 10 key respondents at the sub county. These included LCIII Chairperson, District Educational Officers, District probation Officers, LCI, and Social workers. The study covered 6 primary schools. Two teachers were targeted per school, one from upper primary, while the other wasgot from lower primary. The total number of respondents was 58.

#### **4.1 Understanding of disability**

Under this, the researcher sought to find out the respondents understanding/Perception of disability and knowledge of various types of disability. The following definition of disability emerged from various respondents

**Figure 3: Understanding of disability**

Category of Respondents	General understanding
Key respondents	Loss of function due to impairment Disability is not in ability
Parents/Care givers	Inability to support self Lack of ability to support self Someone who cannot see,hear,walk properly Failure to correspond in the normal way Disability is not inability Loss of function due to impairment
Teachers	It is where one is not capable because of impairment Someone is disable if they cannot use part or whole of the body due to illness or injury
Children	Definitions from the children were so limited to the disabilities they have either suffered or have seen others suffering from for instance physical disability was well known to all of them

It is evident from the above given responses that the respondents had a relatively fair understanding of the concept of disability. However the understanding was in some ways limited to the disabilities they have either suffered or have seen others suffering from in their communities/ families. This phenomenon became even more emphasized when the researcher asked the respondents to mention the various types of disabilities that they were aware of.

From the findings, all respondents (between 95-100%) of key respondents, Teachers, Parents, Caregivers and Children mentioned

Physical difficulty, hearing impairment, mental impairment, visual and speech difficulty. A much less percentage (50-65%) mentioned learning and multiple difficulties, very few respondents (1-5%) could mention other types of disability like autism, dyslexia and hyperactivity.

#### **4.2 Effect of socio-cultural factors**

Respondents were presented with an array of socio-cultural factors and asked to indicate their opinion whether the factors were hindrances to CWDs to access education. Below is the summary of responses and interpretations from the various groups' respondents'

##### **4.2.1 Negative teachers and peer attitude**

Almost all Key respondents 95% and 90% of parents agreed that negative peer and teacher attitude like calling names like, blind( Emuduk) ,the lame( Engualasi) and deaf (Ekingim) affects the CWDs access to better education. Only 40% of teachers agreed, while 45% disagreed and 15% either didn't know or did not respond.

<b>Category</b>	<b>Agree (%) (N)</b>	<b>Disagree (%) (N)</b>	<b>Don't Know (%) (N)</b>	<b>Total (%) (N)</b>
Key Respondents	95	0	0	95
Teachers	40	45	15	100
Parents/Caregivers	90	90	0	90

**Source:** Respondents

The fact that two of the respondent groups agree reaffirms that negative teachers and peers attitude indeed affects all CWDs meaningful access to better education services. The apparent

relatively stronger disagreement seems to be arising from a defensive point of view, because the question was asked as all-inclusive

#### 4.2.2 Negative parental attitude and practices

Here the teachers strongly agreed (90%) that negative parental attitudes characterized by lack of interest by parents of CWDs, as they regard them as a curse, useless is very pertinent to deterring access to education for CWDs.

Similar views were expressed by the key respondents and the defensive factor now shifted to the parents and caregivers who strongly disagreed (85%).

Category	Agree (%) (N)	Disagree (%) (N)	Don't Know (%) (N)	Total (%) (N)
Key Respondents	70	30	0	100
Teachers	90	0	0	90
Parents/Caregivers	15	85	0	100

**Source:** Respondents

Perceived together, the analysis of the two foregoing issues strongly reaffirms the validity and effect of negative attitudes, no matter from who towards CWDs access to education. This conforms to earlier researchers like Katz (1960), Perkins and Greenwald (1989) who argued that attitudes fulfilled various psychological functions. Likewise the Basic Needs Review (2004) argued that stigmatization and lack of acceptance by society casts CWDs out of any educational opportunities.

One CWD who is mentally retarded and currently goes to Kangole boys P.6 says that his father was hesitant to enroll him into school because he heard him say that "he would bite other

children" but the mother insisted and he was enrolled in school. The study interviewed at least five other CWDs who said that the impetus to enroll them into school was their mothers rather than their fathers. In one case the CWDs said that he had heard the father quarreling with his mother that in their clan they did not produce lame children that my mother was the one who knew who my father was. This negative attitude of the father is surprising but true.

A female pupil of Lokodiokodioi primary school had to do without uniform because whenever she asks the father for it, the father tells her to buy it herself. Her able bodied siblings have no such problem. Efforts to track down her father for his side of the story were futile.

The above situation concurs with (Kaguire, 2004) that the low demand for education could be associated with the perception of benefit of education by parents.

Not all fathers however, are negative remarked by one pupil of Kangole Girls primary school who confessed that her father buys for her all the necessary scholastic materials and he promptly pays all the school dues. He also made sure that I have this pair of crutches to ease my movement, because my feet swell in hot weather and the pain is too much. Another pupil whose mother also abandoned him and now it is another organization who cares for him and his siblings.

The former cases can be attributed to African cultural factors were lame children are associated with witchcraft and prostitution of the mothers during pregnancy hence punishment by ancestral sprits. Whereas the latter is explained by the massive awareness rising conducted USDC and also the presence of teacher trained in SNE in this school who speaks to parents about the

needs of CWDs. A similar experience is shared by Vietnam where success to inclusive education is owed Omulema literally meaning a child with disability in Luganda to series of strategically planned awareness workshops for national and local government officials ,community leaders ,social workers ,women's union and parents of CWDs.

Many parents of CWDs previously thought that paying school fees for them was a complete waste of time, but with UPE, CWDs got a golden chance to attend school. Generally the study established that UPE has increased the enrolment of CWDs in school that is to say in Napak District from 40 in 1996 to 300 in 2004 (Napak EARS department 2004). It is true that some CWDs are dropping out of school, the dropout rate is believed to be 60% according to the respondent. The District Education Officer estimates that a maximum of only 60% of CWDs dropout, because most of the CWDs Lack scholastic materials and they face discrimination by both their parents, peers and teachers, coupled up by school learning related factors.

Negative societal attitudes that are abound in society have limited CWDs from accessing better education services through stigmatization, isolation and the lack of prioritization of disability at different levels.

#### 4.2.3 Isolation

Category	Agree	Disagree	Don't Know	Total (%)
Key Respondents	100	0	0	100
Teachers	45	49	6	100
Parents/Caregivers	75.5	12	12.5	100
CWDs	77	20	3	100

**Source:** Respondents

100% of the key respondents and 75.5% parents and 77 % of the CWDs underlined isolation as a crucial factor. The teachers seemed to be relatively indecisive with 45% pointing at this factor while 49% disagreed. Some teachers, parents and CWDs who disagreed pointed out that it was no longer relevant for parents to isolate their children since education was universal. This could be explained by the dwindling role of teachers in mobilization and their failure to make the school environment more receptive to CWDs. However, earlier researcher findings like Basic Needs, Basic Rights (2004) and MoES (1999) seem to agree with the key respondents and parents that indeed isolation curtails CWD retention in schools.

#### 4.2.4 Religious influence

The majority of respondents in all four groups do not perceive religion to be of any influence to CWDs access to education, with Key Respondents in disfavor at 70%. Teachers at 80% and Parents and Caregivers at an emphatic 95%. These responses did not observe any relations between respondents of various religions sending their children to school. The patterns and trends are the same.

Category	Agree (%)	Disagree (%)	Don't Know (%)	Total (%)
Key Respondents	20	70	10	100
Teachers	10	80	10	100
Parents/Caregivers	5	95	0	100
CWDs	0	20	80	100

**Source:** Respondents

However one teacher of Lomerimong primary school said that in the Islam religion it is believed that being disabled is God's

plan to prevent that person from doing something wrong. This contrasts with Keynes (1999) quoting the Old Testament where the disabled are labeled as a thread of uncleanliness and inherited sin. This could be explained by the new testament where Jesus performed multitudes of healing on the crippled for instance (Mark 10:51), this was an indicator to the Christian Community that all the people whether normal or disabled were still a reflection of God's image thus should be treated the same.

### 4.3 Economic Factors

Respondents were also presented with cross section of economic factors and asked to indicate their opinion whether poverty affects access to educational needs of CWDs. Below is the summary of responses from the various groups" respondents under various sub-sections as below;

#### 4.3.1 Poverty among household of CWDs

Category	Agree (%)	Disagree (%)	Don't Know (%)	Total (%)
Key Respondents	92	8	0	100
Teachers	75	25	0	100
Parents/Caregivers	82	18	0	100
CWDs	72	18	10	100

**Source:** Respondents

All the four respondent groups are in agreement on this issue that poverty indeed is seriously deterring the CWDs from accessing education. Key Respondents come out strongly at 92%, Teachers 75%, Parents at 82% and CWDs at 72%. The researcher

notes that poverty does not only affect access to education for CWDs only but also for other children too. Maybe that is why concepts like the Education for All (EFA) and its offspring, UPE came into existence. But the researcher agrees with the respondents that because of the perceived added costs of health related problems, the problem is relatively deeper when the CWDs are involved. And there doesn't seem to be any poverty reduction strategies being mainstreamed in all development initiatives through affirmative action to the CWDs. 82% of the parents/caregivers that this study contacted emphatically said to that effect. This agrees with findings by (Kimbugwe, 2002) and Barton and Wamai(1990) who attested that general access to education in Uganda was impeded by high levels of household poverty.

Significant proportions of families live in destitution and deprivation. There are many women headed families, which is the direct consequence of the AIDS that has claimed the lives of many men. The women face various difficulties in their attempt to sustain their families and make ends meet. On average some 62% of the population lives below the absolute poverty line by 2014. Eighty five percent of the population lives in rural areas detached from much of the benefits and amenities such as communication, transportation, and certain advanced technological facilities could bring Poverty Reduction Development Program (PRDP). The Napak district economy basically depends on agriculture and livestock products are the main economic items generating around 60% of the area's communities' earnings (UPPAP 2004). The performance of the agricultural sector of the district's economy has been far from satisfactory, as it is characterized by a decline and stagnation. Various but intricate factors account for the ill performance of the

district's economy. The principal factors are the various political pronouncements like abolition of graduated taxes, the erratic weather condition, incessant livestock epidemics and the inefficient and ineffective economic governance and the drastic swing of agricultural prices

#### 4.3.2 High costs of CWD material and equipment

Category	Agree (%)	Disagree (%)	Don't Know (%)	Total (%)
Key Respondents	100	0	0	100
Teachers	100	0	0	100
Parents/Caregivers	100	0	0	100
CWDs	70	20	10	100

**Source:** Respondents

All the key respondents 100%, teachers, 100%, parents/caregivers 100%, and 70 % of CWDs agreed that prohibitively exorbitant nature of materials and equipment like crutches, wheelchairs, Braille's, Perkins cubes for arithmetic used by CWDs deterred access to all inclusive education services. This is in total agreement with (Kimbugwe, 2002) who explained that the high cost of instructional materials of CWDs further curtailed their access to all inclusive education services.

Indeed the high cost of equipment's, coupled with the rampant poverty predetermines the near or total absence of instructional materials. There does not seem to be a policy to ensure the massive distribution of these materials. The government ought to do something.

Indeed parents/ caregivers can hinder their children with disabilities from accessing better educational service by failure to provide materials aids and appliances to facilitate teaching and learning of CWDs and not treating them equally like their able-bodied peers.

This is in conformity with Christoffel Blind mission worldwide services to the Blind and other disabled persons, which quotes the average cost of instructional materials for visually impaired children at 3,632. 12 Euros which is quite a lot of money for both the government that is UPE allocation to school materials which is 35% of the total grant and over and above the capacities of parents of CWDs of Ngoleriet Sub-county.

#### **4.4 The Effect of school related factors**

Respondents were also presented with an array of school related factors and asked to indicate their opinion whether the factors were hindrances to CWDs in accessing better education services. Below is the summary of responses from the various groups" respondents".

##### **4.4.1 Curriculum and teaching style**

<b>Category</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Don't Know (%)</b>	<b>Total (%)</b>
Key Respondents	85	10	5	100
Teachers	5	90	5	100
Parents/Caregivers	0	2	98	100
CWDs	20	5	75	100

**Source:** Respondents

85% of key respondents cited the curriculum as incomprehensive and thus affecting the access of CWDs to all-inclusive education. However, teachers disagreed and most of the parents/caregivers (98%) had nothing to say. In other words they did not know either way.

When the respondents were asked to give their reasons for their answers the non-response was 90 percent. And the given responses were found to be irrelevant to issues like: how does the present curriculum take care of needs for visually impaired/hearing impaired children or those with learning difficulties. The reasons given for the above scenario of perceptions by the Key respondents who are in a supervisory position to the teachers, and are "in the know" seem to be critiquing the I "don't care attitude" of the UPE teachers; while the teachers seem to be defending themselves. Key respondents gave reasons like: the teachers do not care the less whether pupils pass or not. They are more interested in getting paid. The teachers blame the gaps in the teaching curriculum, the lack of SNE skills by most teachers, the lack of special instructional materials for CWDs and the heavy class-loads created by UPE.

Similarly Owing et al (as quoted in Kaguire 2004) agrees that Uganda uses a common core curriculum which is a mere transmission of knowledge rather than one framed in terms of developing understanding of the child and growth of critical awareness. Kelly (1999) also stresses the need of a comprehensive curriculum that is basic learning needs and a common curriculum. (Okech, 1993) and (USDC 2003) also noted that the current curriculum does not serve the needs of the disabled.

The researcher established that there is no special curriculum for CWDs in UPE School but there are some special measures that can be used to support the present curriculum to teach CWDs. These measures are in place in special schools for CWDs, which unfortunately for Napak children are mostly located in and around Kampala. SNE teachers are well trained in these special measures but in the absence of the special materials and equipment in all of the schools in Napak there is little they can do.

#### 4.4.2 Lack of instructional materials

Category	Agree (%)	Disagree (%)	Don't Know (%)	Total (%)
Key Respondents	75	15	10	100
Teachers	85	15	0	100
Parents/Caregivers	100	0	0	100
CWDs	80	0	20	100

**Source:** Respondents

All the respondents and teachers agreed that the lack of instructional materials affects the access to all inclusive education for CWDs. They are supported by parents at 100%. This phenomenon is directly related to poor macro policy on these materials and the high costs on the open market. The critical lack of instructional materials means that though inclusive education is in place. The CWDs are not meaning fully benefiting from it as similarly manifested by Kimbugwe (2002) of the high cost instructional materials.

No special instructional materials whatsoever were observed in any of the six (6) schools under the study. School administrators said they cannot afford them since the UPE grant

allocated to instructional materials is too small that is to say, 35% and competes with everyday school requirements. CWDs said that they don't know whether there were special gadgets that they could use "Where are they, maybe my mother can buy some for me" said a P 6 pupil of Kangole boys Primary School.

When CWDs lack learning aids and support appliances, their mobility is reduced and they feel inferior to their normal pupils. They have to continuously play catch up. All CWDs involved in the focus groups discussion agreed that their slow learning pace is due to not being able to hear properly, not seeing properly, not being able to express themselves properly, or writing slower than other children, and under unfriendly facilities results in many of them failing to pass exams.

"The teachers do not usually repeat things that we have not heard properly, when we ask them to" a pupil reported. "I can't hear and see properly while the teacher is teaching resulting in repeating classes 4 and 6" said one pupil respondent of P 6, Kangole boys Primary School. He also mentioned that this results into low self-esteem.

A P 6 male pupil of Lomerimong Primary school cannot learn at the same pace as his colleagues. "It takes me a lot of time grasp something, that seems so easy to other children. I am slow at writing and my handwriting is very untidy" he says.

There seems to be a strong agreement that teachers generally show understanding towards the visibly handicapped children and teachers will go out of their way to allow more time for these CWDs to finish their assignments. This however is not the case for those whose impairment is not easily visible for example the hearing impaired and the mentally retarded. Normally a teacher will ask the class generally whether they have understood the particular lesson without singling out the CWDs, and the chorus of yes we have understood will have the day. It is almost

unheard of for the teacher to single out the CWD and offer special help if needed.

In Lomerimong Primary School the teachers were not so positive. In fact they were hesitant to respond to the study on the first visit. The researcher established that most of the teachers in this facility are untrained personnel, as their trained colleagues had refused to be deployed in this remote place.

However it must be noted that half a loaf is better than none at all. Even if the CWDS do not go at the pace of their able bodied colleagues, at the end of the day they have grasped something from what has been taught. Even socializing with others is great, given the overprotection that they are normally subjected to at home.

#### 4.4.3 Unavailability of teachers trained in SNE

Category	Agree (%)	Disagree (%)	Don't Know (%)	Total (%)
Key Respondents	85	15	0	100
Teachers	91	9	0	100
Parents/Caregivers	33	43	24	100
CWDS	27	3	70	100

**Source:** Respondents

Key respondents 85% (LC.V officials, CAO, NGOs representatives, Probation Officers and 91% of teachers reaffirmed the phenomenon that the minimal numbers of teachers trained in SNE is affecting effective access of CWDS to education. The parents and

caregivers were more divided with 43% disagreeing, 24% in the don't know" category and only 33% pointing to this issue. The study established that of the 80 teachers in the Sub county of Ngoleriet, only seven had completed the Diploma in Special Needs of UNISE. Reasons provided by the District Educational Authorities for not recruiting SNE teachers were that there are no resources to pay the extra teachers as the quota system set by the Ministry of Education and Sports for the district is limiting. Even after training, some teachers go for other jobs. The politicians and disabled activists said that training of SNE teachers is not given the priority it deserves. They insist that very few SNE teachers have been trained. The lack of enough SNE teachers has predetermined that CWDs lack the specialized care they need.

This concurs with HegartyPucklington and Lucas (1990) in their study of pupils with special needs in ordinary schools, who reported that teachers working with ordinary schools lacked competence to educate pupils with special educational needs. Likewise Oliver (1996) found that teachers lacked special approaches and methods in order to facilitate the process of learning in integration.

#### **4.4.4 Disability friendly facilities**

<b>Category</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Don't Know</b>	<b>Total (%)</b>
Key Respondents	95	5	0	100
Teachers	90	10	0	100
Parents/Caregivers	51	0	49	100
CWDs	70	20	10	100

**Source:** Respondents

Almost all teachers and key respondents 95% and 90% respectively agreed that the Absence/presence of disability friendly facilities affect access to all inclusive education. Only 51% of parents/caregivers and 70% of CWDs supported this trend. The facilities in question included special latrine facilities, wide walkways, wide corridors and wide doors. Some of the parents who did not cite this as a pertinent issue reasoned that at home the children with disabilities normally use other facilities like everybody else. So they did not perceive any special need for these facilities.

This could be explained by lack of awareness and ignorance of disability friendly facilities like ramps, special toilet facilities, learning materials by the parents; while the teachers and key respondents by virtue of their education levels, roles and responsibilities being policy formulators and implementers have been exposed to the requirements of CWDs.

In two of the six schools (20%) observed for this study, the walkways were found to be very well kept ,demarcated and devoid of sharp instruments. Some few ramps had been erected in about 50% of the structures especially the new buildings constructed from the School Facilitation Grant (SFG). Generally the older buildings had no ramps, no wide paved corridors, nor wide doors but the disabled children were still expected to use them in Lomerimong Primary and Kautakou Primary Schools there was absolutely no safety measure in place. Walkways are nonexistent, no specifically designed corridors, and sharp logs and rocks were all over the school yard.

In almost all schools the disabled children sat in front of the classrooms. Nevertheless in Kalotom and Lokodiokodioi Primary School, there was no effort to identify and support the disabled

children in this regard. Those CWDs with hearing and visual impairment were found to be sitting at the back of the classroom, thus exacerbating their hearing problem. When the class teacher of the CWD in Lomerimong was asked about it, he said that the child had not told him about it.

In almost all the 6 schools that the researcher studied, boys and girls latrines were separate. In the two (2) schools where new latrines had been constructed as part of the SFG project, latrines had ramps and wide doors convenient for disabled children. In four (4) schools the latrines were notably not constructed as per the MoES guidelines convenient for disabled children. This however, contrasts greatly (MoES/EARS 1998) where the lack of matching infrastructure necessary for the integration was identified as key challenge to all-inclusive education services. This can be conclusively attributed to the ongoing Government of Uganda and Developmental Partners like UNICEF continuous thrust to improve school infrastructure

#### 4.4.5 Isolation and negative attitude by peers

Category	Agree (%)	Disagree	Don't Know	Total (%)
Key Respondents	76	0	24	100
Teachers	100	0	0	100
Parents/Caregivers	89	0	0	100
CWDs	75	20	5	100

**Source:** Respondents

All respondent groups strongly agree (76% key respondents, 100% teachers, and 89% parents and caregivers) that if peers have negative attitudes and isolate CWDs, then it can affect their access to education. Interestingly 24% of key respondents either didn't know or did not respond. This may be as result of limited

interaction of CWDs, or handling of such children at personal levels.

All schools were found to be enforcing strict rules regarding the CWDs. No insulting them, special support for them, no strenuous work for them. And although it was not written anywhere, being a CWDs seemed to ensure that a pupil is never caned. It must be noted that although it was outlawed years ago; caning pupils continues to be a very popular method of disciplining in primary schools in Kangole boys. The general trend observed was of a friendly relationship between CWDs and able bodied ones. The researchers observed the children playing together, sharing bites, and able bodied ones supporting and waiting for their colleagues on the way to school. This was especially provided by the siblings. This however, differs with some earlier research findings like (Keynes, 1990) and (Devlinger, 1998) where CWDs are isolated and dehumanized through abusive language. The researcher attributes this pattern to the massive awareness raising for SNE in charges in all primary schools by C&D in Napak district.

The study established that in some extreme cases, some able bodied children especially 8 to 15 years of age perceive some CWDs as contagious. Some fear them thinking that they can "transmit" their disability. In some extreme cases the superstitious parents of able bodied children have been known to deter their children from associating with CWDs. This is one factor that upsets one of CWD of P.3 in Lokodiokodioi He suffers from epilepsy. The level of insult between able bodied children and CWDs is not grotesquely beyond the normal insults between able bodied children. What makes it different is that sometimes children being children will use CWDs deformities in their

insults. The injury to CWDs doubles because they can't hit back in equal terms.

**4.4.6 Long distances and poor terrain to school**

Category	Agree (%)	Disagree	Don't Know	Total (%)
Key Respondents	86	24	0	100
Teachers	77	23	0	100
Parents/Caregivers	100	0	0	100
CWDs	90	10	0	100

**Source:** Respondents

All respondent groups strongly agree (86% key respondents, 77% teachers, and 100 % parents and caregivers) and 90 % of CWDs that long distances and poor terrains affects CWDs access to education. When asked to define what they meant by long distances, all respondents put it between more than 2 kilometers. The researcher observed that of all the 20 parents/Caregivers targeted in the study, there was no need to walk more than 1.5 kilometers to a primary school. The study established that schools are generally 3 to 1.5 km away from the home.

Focus Group Discussion: The finding of the focus group discussion shows the physical disability of one P.6 Girl of Lokodiokodoi who suffers from physical disability in the calf thigh joint. She says "the distance from home to school is too long and sometimes when the pain is too much I miss school, which severely affects my performance when the examination time comes".

In the focus group discussions, many CWDs underscored the key challenge they face to attend school being long distances to and from school and lack of scholastic materials. Many CWDs told the study that they always arrive late and are more susceptible to fast moving vehicles on the roads.

However it must be noted that this is a special case. Some people choose not take advantage of nearby schools and to access far away schools because of reasons like religion, school performance etc. Sometimes this may put the CWD in the line of child abuse, if she habitually arrives home after dark

On analysis, long distance problem as affirmed by all CWDs have affected access to better education services by CWDs. It is understandable for the physically disabled and visually impaired to blame it on long distances. A CWD pupil of Kangole boy's deaf unit forinstance suffers from hearing impairment. She could not explain very clearly to the research how the long distance affects her access to school more than her able bodied colleagues. She walks 1 km to school, and through a village path that has probably never been trade by a motorcar and Motorcycle yes occasionally. This conforms with (Penny, 2000) and (USDC, 2004) who argued that although CWDs love to access all-inclusive education services they could not easily reach them due to the distance, resulting into high dropout levels.

#### **4.5 The Effect of the Policy Environment on accessibility to education services by CWDs**

Respondents were also presented with an array of laws and bills of rights and asked to indicate their opinion whether they were aware that the given documents were promoting access for education CWDs. The papers, laws and bills of rights that were presented to the respondents included The Constitution of the Republic of Uganda 1995, The Government White Paper on Education 1992, The National Plan of Action for Children (NPAC) and The Child statute 1996. Others were The United Nations Convention on the Rights of Children 1989, the African Charter on the Rights and Welfare of the Child 1993, the Uganda National

Institute of Special Education (UNISE) Act 1998, The Universities and other Tertiary Institutions Act 2000 and The Universal Primary Education (UPE) policy 1997.

### **Conclusion**

Given the study findings and analysis of the information provided by the respondents and the various literatures reviewed, the most outstanding challenges hindering access of CWDs to attain better education services in Ngoleriet sub county remains as; inadequacy of learning materials especially for the blind and deaf categories and these learning materials include; brailers, perkins and hearing aids among others.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Conclusion**

Access to better education services by CWDs in an Inclusive setting implies that education is getting all the basic needs required for all CWDs which enhances learning opportunities with others equally without discrimination. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) provides the clearest and most unequivocal call in articles 2 and 7 towards the inclusive approach. However, basing on this research on the Analysis of the challenges hindering Children with Disability in accessing better Primary Education Services in Ngoleriet sub county, NapakDistrict a combination of school related, socio cultural, Poverty and policy related factors can be conclusively adduced as being at play in encumbering successive implementation of the services as follows:

#### **Socio -Cultural factors**

Indeed, there are some children with severe disabilities for whom it would be extremely difficult to create a truly all-inclusive educational environment; it would neither benefit the child nor others in the setting. However, this does not mean that the CWD should be segregated and isolated from all life in the community. There should be a range of inclusive settings whereby the CWD can feel included and be best served. Such settings could be arranged within the school premises, family

circles, at community gatherings, at sports events, religious services and other recreation centers which are likely to ensure the opportunities for social interaction.

The real challenge of accessible education is to meet the special needs of all Children with and without Disabilities. Inclusion is not a soft process. It requires a lot of struggle and commitment to overcome all types of barriers mainly social-cultural, economic, school related and policy. All-Inclusive education can only flourish in a system, which generates inclusive ideology. People have to change their established social-cultural beliefs, practices and modes of working and stop viewing CWDs as failures but as children who can learn as their able bodied counterparts.

Many determinant factors affect and regulate the development of all-inclusive education. Limited understandings of the concept of disability, negative attitude towards children with disabilities and a hardened resistance to change are the major barriers impeding inclusive education. Of particular concern is the fact that parents" and teachers" attitudes are seen as the decisive factors for successful inclusion.

Quite a significant number of children and families, if not most, live in destitution in Ngoleriet being one of the least developed sub counties. Lack of access to services in the communities as well as the unwell-coming social, cultural, economic and physical environments are the greatest challenges to families rearing Children with Disabilities. But the interest of the family was shown to be seriously affecting CWD access to school services in Ngoleriet. It has also been re-confirmed that interest of parents could be a consequence of lack of information. Sensitization and provision of information could

change that perception as USDC has shown for the empowerment of the education committees at 88% as reported by the key respondents is believed to impact on CWDs enrolment positively. There no significant influence (positive or negative) of religion on the perception of the public towards the disabled in Ngoleriet. This phenomenon also extends to peer relations between CWDs and able-bodied children. Although the study observed some pockets of cruelty (children will always be children), these were not excessive.

### **Economic Factors**

Poverty among household of CWDs is an impending factor towards CWDs access to better education services .This was well exemplified by an overwhelming 92% of key respondents, 75% teachers and 82% parents concurring to the issues of poverty and their lamentation of no special arrangements to benefit from ongoing government programmes. Moreover, with a CWD the financial demands in relation to educational requirements increase. This concurs with (Kimbugwe2002)

### **Policy environment**

Indeed the government policy can do a lot affect access to education for CWDs. For a long time the CWDs were excluded from school, but the government embracing of Education for All (UPE) in 1997 opened doors for many CWDs. Although things are not perfect yet, (a lot more could be done), this single act of legislation showed that is very instrumental.

Furthermore, policy has greatly improved the infrastructure to enable CWDs access education .All the new constructed structures in schools visited for example classroom blocks had rumps which eased the movement of CWDs, clean school compounds were maintained . This means that if government came up with

stringent measures to ensure that policies are implemented then better primary education serves would be a success.

### **School Related Factors**

Even though, "Education for All" was ratified by the Ugandan government, the practical implementation is far from desired. The effective participation rate of Children with Disabilities in schools is negligible when compared to the number of Children with Disabilities in school age bracket. While they are readily enrolled in UPE Schools, CWDs are not provided with those special materials and equipment necessary for their effective schooling. These materials , for example: Perkins, Braille, cubes for arithmetic cubartithm board games, thermos form machine, binding and spiral, machine, and mobility cane can be found in some private special schools for CWDs. nevertheless there are probably seven special CWD schools in Uganda, and six of them in or around Kampala, the other three are in Eastern and Northern Uganda. None whatsoever in the North Easternregion.

The advent of the Ugandan version of Education for All (UPE) was the sign of attempting to provide all-inclusive education. Nevertheless in UPE classrooms and the school environment are not conducive for inclusive education. Up to or even more than 100 children are enrolled in a single classroom. This makes the teaching-learning process more difficult even for the non-disabled children. The teacher finds it extremely difficult to attend individual problems and interests. In such circumstances the teachers are unable to provide special attention to educate, motivate and assist children with disability. These and other reasons block the involvement of children within the formal all-inclusive system.

As mentioned earlier, children attending special schools and classes include the deaf, the blind and the mentally retarded. Indeed, practical problems are encountered while including children with diverse educational needs. But often the practical difficulties have more to do with bringing social-cultural change and the reorganization of learning environments and school activities, with the change of policy, reallocation of money and resources than with the needs of children.

Inclusion has been based on the assumption that teachers have to admit children with disability into regular classes and be responsible for meeting their needs. However, most regular classroom teachers do not perceive themselves as having the appropriate training and skills to meet the instructional needs of children with disabilities. Most teachers have not yet been provided with the support they need to make inclusion successful for example only seven teachers out of 80 teachers in Ngoleriet had completed Certificate and Diploma's in Special Needs.

In some schools, regular teachers are asked to teach special needs children without receiving any form of training as well as administrative assistance. Without support, teachers who do not have sufficient background knowledge in special education are at a loss on what to do. An all-inclusive education demands the class teacher to be innovative, flexible, creative, ready to learn from the learners and capable of facilitating active learning for all children, with or without disabilities. The development of an all-inclusive educational policy, curriculum and teacher training programs are frontiers of challenges encountered in course of implementing inclusive education.

Special needs provisions and rehabilitation would be more effective in their immediate environment rather than in

institutions or special schools which are inaccessible and will continue to be so for a long time to come because of lack of resources.

Pockets of successful inclusive education attempts with CWDS are exemplified in UPE, which gives special consideration for CWDS. This is a good beginning of a positive indication towards inclusive schooling. However, shortage of special learning materials for CWDS, some inconvenient school infrastructure continues to be obstacles encountered in course of their education.

The researcher concludes that the objectives of the study/research questions have been answered. That is to say the socio-cultural, economic, school related and policy factors are at play, hence major hindrances for CWDS in accessing better primary education services in Ngoleriet sub-county.

### **5.1 Recommendations for addressing factors affecting access to education by CWDS**

From the discussion on the previous chapter regarding Challenges hindering CWDS in accessing better education services in Ngoleriet Sub County, the following recommendations are necessary for improving the factors hindering access to education services of children with disabilities:

Special needs school distribution. The ministry of education and sports should ensure that schools are constructed per Sub County to cater for the educational needs of children with disability so as to reduce on the distances from schools, while implementing the construction process at each respective sub county, the Ministry should ensure that infrastructure is modified so that it is accessible by children with disabilities.

Enforcement of existing government policies of children with disabilities, by Ministry of Education and sports, District education office, Head teachers of both primary and secondary schools and other key stakeholders like Politicians should ensure that the CWDs policies are executed rightfully at all levels ranging from national to district level, and this will result to meaningful inclusiveness as stated by the policies rather than observing them on the papers.

Allocation of the grants from Ministry of Education to district education office intended to cater for Children with Disabilities; should be directly and clearly allocated to schools providing for education of CWDs to facilitate the Procurement of Scholastic materials such as Braille paper, Perkins, Brailers and this will enhance their learning needs.

Data collection, data management system regarding CWDs both at district, sub county and school level are very scarce to be accessed. It is for this reason that data management system should be put in place by all stakeholders especially district Education Office, Head Teachers and Special Needs Teachers so as to ease the flow of information which will help ascertain the needs of special needs education per district so that all children with disability needs are catered for accordingly since their needs vary according to disability category, gender and family background.

Awareness raising to Parents of Children with Disabilities to appreciate Education of their Children and take them to school than hiding them at home should be regularly conducted and integrated through back to school campaigns and it should involve the community local leaders like LCI's, Opinion leaders and sub county leadership.

Train more Special Needs Teachers and deploy them to various schools. The deployed Special Needs Teachers need to be appointed to head the Budget Departments in their respective Schools in order to give priority to Special Needs and enable equality.

Government and Civil Society Organizations should collaborate to uplift the plight of Children with Disabilities through Special Needs Education, the collaboration will help to reduce duplication of services in terms of scholarship, planning and budgeting for the needs of Children with Disabilities.

## **5.2 Limitations to the study**

Conscious of their job security, some respondents like civil servants may have provided the research with inaccurate information as they are duty bound not to provide any negative information.

Being a rural setting, timing was a serious challenge especially for the household interviews. Most of the time people are in the field. The researcher ensured that most of the interviews and focus group discussions were held early afternoons when most people tend to relax at home and school after the learning and domestic chores.

Talking to some of the disable children especially visually impairment and hearing impairment was very difficult, the researcher had to involve the special needs teacher.

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**Appendix I: Questionnaire**

Questionnaire for the Research on the Analysis of the challenges hindering children with disability in accessing better primary education services: a case study of Ngoleriet sub county, Napak district.

**Introduction.**

IamKodet John Paul Ditecks Pursuing a Bachelor degree in Democracy and Development Studies at Uganda Martyrs University Nkozi, you have been selected to participate in this study that seeks your response on this particular Research Topic, "Analysis of the Challenges Hindering Children with Disability in accessing better Primary Education Services": a case study of Ngoleriet Sub County in Napak District.

The purpose of the study is purely for academics and the findings of the Research shall benefit both the researcher and Ngoleriet sub county authorities. Therefore you are kindly requested to answer the following questions and your responses shall be treated with highest degree of confidentiality.

**Section A: profile of the respondent**

**1. Background information (fill in the blank spaces provided)**

1 Name of the respondent. (Optional)

Surname:.....

Other Names:.....

2 Gender of the Respondent: [ ] Male [ ] Female

3 Age (Years): 18-22 [ ] 23-27 [ ] 28-32 [ ]  
33-37 [ ] 38-42 [ ] 43-47 [ ] 48+ [ ]

4 Marital Status: [ ] Single [ ] Married). [ ] Others specify.....

5 Occupation:.....

**2. SECTION B BASIC INFORMATION.**

2. a) What is your understanding by the word disability?

.....  
.....

b) Mention some of the types of disabilities that you are aware of.

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

3. a) What socio cultural factors affects Children with Disability in accessing better education Services in your community?

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

b) How do socio cultural factors mentioned above hinder children with disabilities in accessing better education services in your community?

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

c) Apart from the socio cultural factors mentioned above, what are other challenges do you think hinder children with disability (CWD's) in accessing better educational services.

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

d) What can be done to minimize these socio cultural factors?

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

4. a) What is your understanding by the term poverty?

.....  
.....

b) In your own view, how does poverty affects access to educational needs of children with disabilities?

.....  
.....

C) What would you suggest to reduce on the effects of poverty mentioned above?

.....  
.....

5. a) What are the school learning related factors that hinder access to better educational services by children with disability in your school?

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

b) On the above factors enumerated, give two most outstanding.

.....  
.....

c) How many schools cater for the learning needs of Children with disability in Napak District?

.....  
.....

d) In your view, do Children with Disability receive the same treatment as their normal counterparts from their Parents, Peers and Teachers?

Yes       No       Don't Know

e) How can the above mentioned factors be minimized in your school?

.....  
.....

6. a) How many trained special needs education Teachers (SNE) do you have in your district/school?.....

.....

b) Do you think the number of Special Needs Trained Teachers is sufficient enough?

Yes       No       Don't Know

c) If No, what should be done?

.....  
.....

d) As a concerned authority, what is the dropout rate of Children with Disabilities in your School/ District?

High       Moderate       Low

e) What measures can be put in place to improve on the following for CWDs

i) Enrolment .....

ii) Retention .....

iii) Completion.....

7. a) What policies could you be aware of regarding children with disabilities in Ugandan?

.....  
.....

b) In your view, do you think UPE policy is all inclusive?  
[ ] Yes [ ] No [ ] Don't Know

e) Do you think Children with Disabilities have embraced UPE programs in your School/District?

.....

f) In your point of View, do you think extra Policies should be put in place to enhance access of CWDs to better education services?

.....

Thank you for listening and giving me the required information. I promise that the information shall be treated with utmost confidentiality.

**Thank you.**

**Appendix II: Focus Group Discussion Guide**

**ANALYSIS OF THE CHALLENGES HINDERING CHILDREN WITH DISABILITIES IN ACCESSING BETTER PRIMARY EDUCATION SERVICES: A CASE STUDY OF NGOLERIET SUB COUNTY, NAPAK DISTRICT**

The focus group discussion guide hereunder, comprises of a sample of questions that will be answered by the children with disabilities in primary schools and non-disabled children.

**BACKGROUND INFORMATION**

A) Group number.....

**B. EDUCATION**

1. What is your understanding of the term disability?
2. Does the following challenges /problems affect you from schools (please say yes if you think so and no if you think does not affect you).

	<b>Yes</b>	<b>No</b>
a) Negative peer influence	( )	( )
b) Isolation	( )	( )
c) Lack of CWD specific instructional materials	( )	( )
d) Unavailability of teachers trained in SNE	( )	( )
e) Lack of disability structures	( )	( )
f) Lack of commitment and skill by teachers	( )	( )
g) Long distance to school	( )	( )
i) Others please specify .....		

3. Do you have any of the following provisions in your school?

	<b>Yes</b>	<b>No</b>	<b>Don' t know</b>
a) Ramps	( )	( )	( )
b) Special toilet facilities	( )	( )	( )
c) Sign posts	( )	( )	( )
d) Disability related information	( )	( )	( )

4. Do you hold any meetings with your teachers to discuss the problems above? If yes what are your views about the discussions?

.....  
.....

5. What attitude do able-bodied peers have towards you?

.....  
.....

6. How do teachers treat you at school?

.....  
.....

7. How does the relationship with your fellow peers affect your stay in school?

.....  
.....

8. How does the above attitude affect the following issues below? (Please tick either positive or negative)

	<b>Positive</b>	<b>Negative</b>
a) Concentration at school	( )	( )
b) Enrolment at school	( )	( )
c) Provision of instructional materials	( )	( )
d) Availability of appliances and assistive aids	( )	( )
e) Payment of your school dues	( )	( )
f) Isolation	( )	( )
g) Relationship with siblings and peers	( )	( )

9. What are some of the Challenges/ problems that you have while attending school?

.....  
.....



18. If you leave far from school how you do cope with the distance?

.....  
.....

19. How many CWDs do you have at school?

.....  
.....

20. a) Do you know any children with disabilities that have dropped out of school?

.....  
.....

b) If yes, why do you think they dropped out of school?

.....  
.....

21. Why did you drop out of school (for drop outs?)

.....  
.....

22. a) If offered another chance would you enroll in school?

.....  
.....

b) If no, why wouldn't you enroll?

.....  
.....

23. Were your parents ready to enroll you again?

.....  
.....

24. Are the physical structures here accessible?

.....  
.....

25. Can you easily access scholastic materials?

.....  
.....

26. What other challenges do you face as children with disabilities?

.....  
.....

## **Appendix III: Observation Guide**

### **For purposes of observations in selected schools /Home environment**

This observation guide schedule sets the observatory topics that were used in the study of non- verbal behavior in the field.

#### **1. SCHOOL RELATED FACTORS**

- Relations between children with disabilities and other children (in and out of school)
- Relations between children with disabilities and the teachers (in and out of school)
- Children with disabilities interaction with other children with disabilities
- Class structures (number of children, sitting arrangement number of teachers)
- Water and sanitation facilities (toilets, bathrooms and wash room facilities)
- Safety measures
- Physical structures (walkways, staircases, toilets, corridors, and classroom furniture)
- Special Needs Teachers
- Information accessibility (books, sign posts)
- Curriculum (specify the content, conduct or mode of delivery)
- How the training is carried out (inclusion, exclusion, annexes)
- Instructional /learning aids and materials (hearing aids, Braille)
- Teacher /pupil ratio

**Enrolment**

- Total enrolment
- Gender analysis (boys/girls, children with disabilities enrolled)

**2. SOCIO-CULTURAL FACTORS**

- The relationship between the child and the parent
- The relationship between the child and his/her siblings
- The attitude of the community members towards the school

## AppendixIV: The University Introduction Letter



making a difference

Department of Development Studies  
School of Arts and Social Sciences  
Email: ieds@umu.ac.ug

Your ref:  
Our ref: dds : field introduction letter 15-16

Nkozi, 22nd, June, 2016

Dear Sir/Madam,

**Re: Letter of Introduction**

This is to introduce to you **KODET John Paul Ditecks** Reg. No. **2012-B103-10001** who is an undergraduate student in the Department of Development Studies at Uganda Martyrs University - Nkozi. He is required to carry out research on a topic:

*"Analysis of the Challenges Hindering Children with Disability in Accessing better Primary Education Services. A Case Study of Ngoleriet Sub-county Napak District."*

This is as a requirement for the award of Bachelor of Arts in Democracy and Development Studies.

I would like to request you to render him assistance in collecting the necessary data for writing his Dissertation.

Thank you in advance for your assistance.

Yours Sincerely,

  
for  
Dr. LUSWATA Albert  
Head of Department



Appendix V: Map of Napak district showing Ngoleriet Sub County

