THE CHALLENGES FACED BY DISABLED CHILDREN IN PERSUING FORMAL EDUCATION IN SOROTI DISTRICT:

A CASE STUDY OF ARAPAI SUB-COUNTY.

A DISSERTATION SUBMITTED TO THE SCHOOL OF ARTS AND SOCIALSCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR DEGREEOF ARTS AND SOCIAL SCIENCES OF UGANDA MARTYRS UNIVERSITY

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OLIBA GODFREY

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Dedication

This work dedicated to my lovely parents, Mr. and Mrs. William and Elizabeth, my sister Lillian, my brother Hudson for your love and encouragement that has made me to attain this academic award. I love you all and I will always be there for you

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Without God's love and mercy, this works couldn't have come to a completion so all glory and honor to God. In the production of this work I wish to acknowledge the service of my supervisor Mr. Ivaibi Charles who mentored me until the final production this work I wish to acknowledge the encouragement and support of my parents Mr. and Mrs. William and Elizabeth, my sister and my brother, Rev sister Florence, Jetty, St. Francis Catholic community, all staff of UMU –Mbale for shaping me to a quality professional. Lastly I acknowledge the support of my respondents from Arapai sub-county for your co-operation for without your support I couldn't have got the information needed for the research.

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LIST OF ABBREVIATIONS AND ACRONYMS

CWDs: Children With Disabilities

CRC: Convention on the Rights of Children

CBR: Community Based Rehabilitation

EPRC: Education Policy Review Commission

EFA: Education For All

FHRI: Foundation of Human Rights Initiative

GWPE: Government White Paper on Education

MoESTS: Ministry of Education, Science, Technology and Sports

NDP: National Development Plan

PWDs: People With Disabilities

SNE: Special Needs Education

UNCRP: United Nations convention on the Rights of Persons with disabilities

UBOS: Uganda Bureau of Statistics

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Education Fund

UPE: Universal Primary Education

USDC: United States District Court

USE: Universal Secondary Education

WCEFA: World Conference on Education For All

ABSTRACT

The general objective of this research was to establish the challenges faced by the disabled children in pursuing formal education in Arapai sub-county in Soroti district. The specific objectives were to show the different disabilities that exist among the children, to establish the level of enrolment of the disabled children in the formal education and to find out the various challenges faced by the disabled children in pursuing formal education in Arapai sub-county Soroti district.

The study generally employed the qualitative and quantitative approach which involved the use of instruments such as questionnaires, interviewguides and focus group discussion guides for the collection of the data in the field.

Research findings revealed that the common disabilities that exist are loss and limited use of limbs (lame), difficulty in hearing (deaf) and difficulty in seeing (blind).the research also found out that there is a low level of enrolment of CWDs which has been attributed to the challenges which are socio-cultural, economic, school related and policy environment which exists within the district.

The study concludes that the high level of illiteracy among the CWDs has been facilitated by the challenges that they face in an attempt to pursue formal education which has left them unable to exploit their inner most potential.

CHAPTER ONE
GENERAL INTRODUCTION

1.1 Introduction

This research sought to establish the challenges faced by the disabled children in pursuing formal education in Soroti district, a case study of Arapai sub-county. Chapter one contains the background of study, statement of the problem, objectives of study, significance of study, research questions, the scope of study, conceptual framework and definition of key terms.

1.2 Background ofStudy

The children are vital part of society yet most marginalized and vulnerable group of persons in World. They are abused, exploited and excluded by the societies they live in by denying them their inalienable and recognized rights. The children with disabilities in Africa are among the most neglected groups in the most neglected groups in the policy domain as well as in the private sphere. The majority of these children face enormous economic, political and social barriers that have adverse impact on their physical, social and intellectual development and wellbeing.

According to the disabled persons of Uganda (2003) in the early 80's,the CWDs were regarded as a problem in the society and the families at large.Uganda has broadly domesticated the rights of disabled children as enshrined in both the Convention on the Rights of the Children(CRC) which was ratified by Uganda in 1990 and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) with its optional protocol ratified by Uganda on 25th September 2008 without reservations by so doing, Uganda committed herself to accord all rights stated in the UN

human rights instrument of People With Disabilities (PWDs) like other citizens.

The enrolment rate of Children with Disabilities (CWDs) in pre-primary, primary and secondary schools is very low. About 9% of CWDs attend school and only 6% of these children complete primary school and go to study in secondary schools according to the study conducted by UNICEF(2009). The Uganda Bureau ofStatistics (UBOS) statistical abstract of 2010 survey states that disability is one of the major factors for children not going to school. The 2002 national census estimated that about 2.5million Ugandans were people with disabilities with only 2.2% of these having gone beyond primary school. The 2009 Foundation of Human Rights Initiative (FHRI) report cited rampant dropout rates of PWDs. It noted that many disabled children fall behind and are discouraged by repeated failure anddropout of school. Denying disabled children their education is interpreted as denying their livelihood. Most disabled children in Uganda are exposed to various challenges in pursuing formal education most especially in Arapai sub-county in Soroti district which has limited the level of enrolment of the disabled children in primary and secondary school in Soroti district hence leaving high levels of illiteracy among the disabled children. The government pledged to pay tuition fees for children per family, pay for instructional materials, build basic physical facilities in schools and pay for teachers (MoES, 1999). If a household had a child with disabilities, the child was to be given first priority. This was in line with the constitution that guarantees affirmative action in favor of people with disabilities.

In recent years the government has made attempts to increase education participation for all especially those with disabilities. The education sector strategic plan 2004-2015

recognizes the obstacles facing disabled children in implementing a community based rehabilitation programme and commits it to working with the disabled children, their families and communities to find a solution to their inequality.Their initiatives involve projects like the inclusive education campaign where advocacy for quality inclusive education is emphasizedfor examples supporting individual children to access education. It's up on this background that this proposal aims at assessing the challenges faced by the disabled in persuing formal education.

1.3 Statement of the problem

A high number of disabled children in Arapai sub-county in Soroti district find a lot of difficulties in pursuing formal education. These children are facing different types of, difficulty in hearing, difficulty in seeing, difficulty in speech and conveying messages. These disabilities have left children with several challenges in pursuing formal education. In spite of the fact the rights of children disabilities are acknowledged, some of the provision to realize them do not meet the standards expected by the CRC and the UNCRPD and as a result, CWDs are suffering disproportionately and the data relating to children are scarce and to some level unreliable. There are a number of policies in place to enable CWDs to access education services in Arapai sub-county, Soroti district; they are still vulnerable to deficiencies in education services.

About 120 CWDs who live in Arapai sub- county, Soroti district need to be helped and more who are unrecognized ought to be identified. Children with disabilities are recognized as being the most disadvantaged category. They experience exclusion on account of their gender and disability. On top of that,

educational facilities are outdated and equipments are minimal in number. The number of teachers and schools for the disabled is almost minimal and little attention is given to the disabled.

The researcher therefore wants to assess the challenges facing the disabled children in pursuing formal education in Arapai sub-county.

1.4 Objectives Of the Study

1.4.1 General objectives

To establish the challenges faced by the disabled children in pursuing formal education in Soroti district.

1.4.2 Specific Objectives

- To establish the level of enrolment of disabled children in the formal education in Arapai sub-county.
- To examinethe various challenges faced by the disabled children in pursuing formal education in Arapai sub-county.
- To examine the different forms of disabilities that exists a among the children in Arapai sub-county

1.5 Research questions

- What are the different forms of disabilities that exist among the children in Soroti district?
- What is the enrolment level of Children withDisabilities in schools?
- What are the various challenges faced by the disabled children in Soroti district?

1.6 Scope of the Study

The study's general concernswere the challenges faced by the disabled childrenin pursuing formal education.

1.6.1 Conceptual scope

Specifically it focused on the disabled children ranging from the age of 5-18years and it was to focus on disabilities like loss and limited use of limbs, difficulty in hearing, difficulty in seeing and difficulty in speech and conveying of messages which has made the children vulnerable in society.

1.6.2 Geographical scope

The study was carried out in Arapai sub-county in Soroti district, making it the case study.

1.6.3 Time scope

The study covered a period of 6 years between 2009 and 2015 because this is the period when the Foundation for Human Rights Initiative (FHRI) report cited rampant dropout rates of children with disabilities from schools.

1.7 Significance of Study

The study provided information to the central government and the district representatives to address issues of people with disabilities and find alternative approach to handle the challenges faced by disabled children in pursuing formal education. The study report also helped the Ministry of Education and Sports to find possible measures of dealing with the challenges that the disabled face in pursuing formal education. Furthermore, the research helped the Non-Government Organizations and other organizations dealing with PWDs in

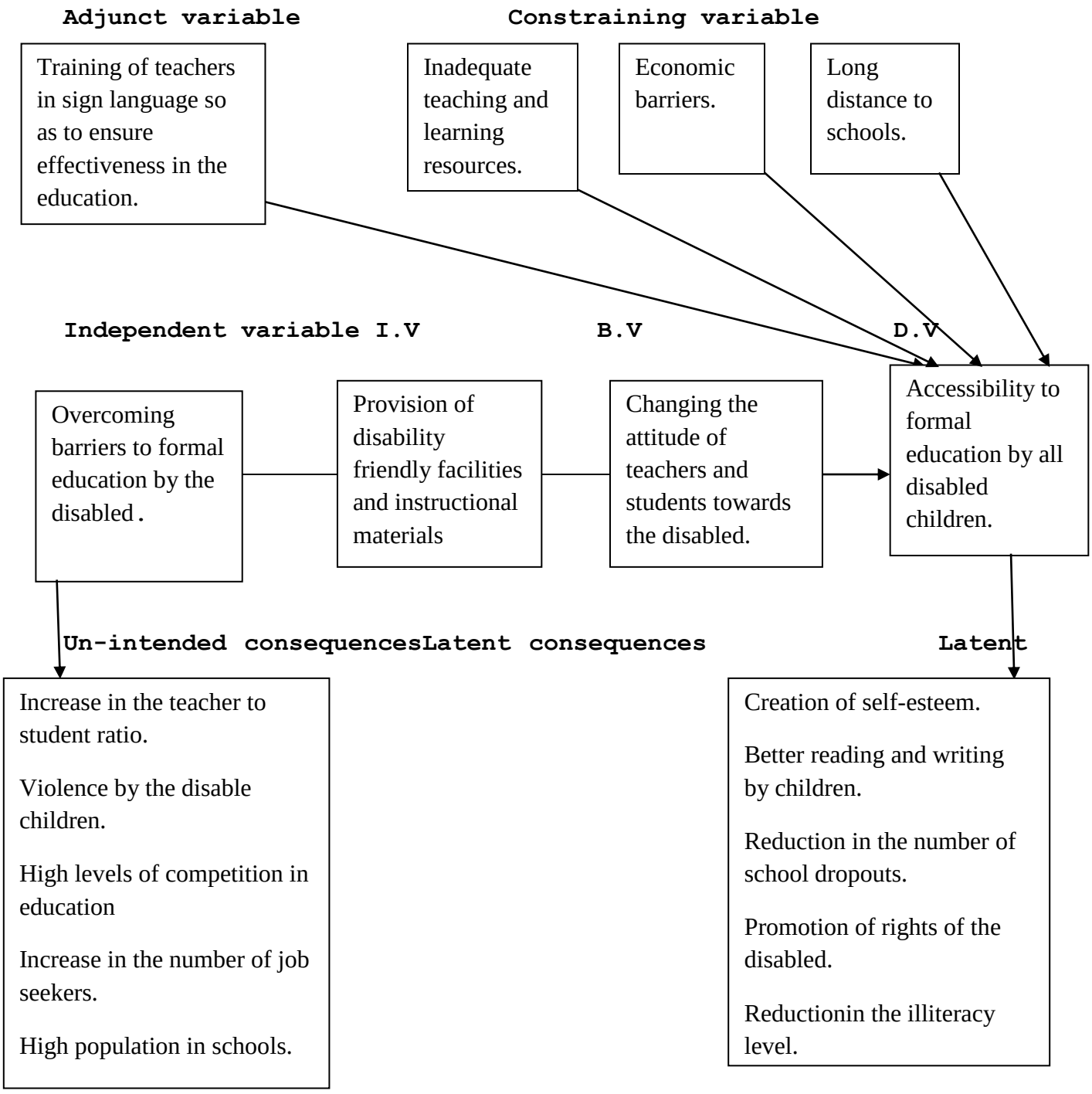
Soroti district to discover the best strategy in approaching the challenges faced by the disabled children in pursuing formal education.

1.8 Justification of study

The study was conducted in Arapai sub-county in Soroti district. The major purpose of this study other than for an academic purpose wasto address the challenges faced by the disabled children in pursuing formal education. It was of use knowing the various challenges that hinder the disabled from attaining formal education that had led to low levels of enrolment of the disabled in schools and low education which hascreated low self-esteem among the children.Ifthese challenges are discovered and addressed early the disabled childrencan be able to attain formal education given the fact that disability is not inability.

1.9 Conceptual framework

Illustration of the conceptual framework on the challenges faced by the disabled children in perusing formal education in Arapai sub-County.



Source: primary data

Basing on the frame work above, it is postulated that the accessibility to formal education by all disabled children will be achieved by overcoming the barriers to formal education by the disabled. However, that alone will not yield the desired results; provision of disability friendly facilities and instructional materials is what will help overcome the barriers and changing the attitude of teachers and fellow pupils towards the disabled, accessibility to formal education by all disabled children will not be maintained.

The concurrent strategy to overcome the barriers to formal education is training of teachers in sign language so as to ensure effectiveness in education. It can also be seen that from the resultant accessibility to formal education by all disabled children, there will accrue such phenomena as reduction in the number of school dropouts, promotion of the rights of the rights of the disabled, reduction in the illiteracy level, creation of self-esteem and better reading and writing by all disabled children among others.

On the other hand overcoming the barriers to formal education by the disabled will unintentionally lead to violence by the disabled, high levels of competition in education, increase in the number of job seekers, high population in schools, and increase in the teacher-children ratio. The positive effects confirm the usefulness of the argument being advanced in the general objective. Unfortunately there are factors that will always stand in the way to attaining the desired goal. These may be such as inadequate teaching and learning resources, economic barriers and long distance to schools.

1.10 Definition of key terms.

Braille: This is a form of written language for blind people in which characters are represented by patterns of raised dots that are felt with the finger tips.

Challenges: These are objections or queries as to the truth of something often with an implicit demand for proof.

Children: These are human beings between the ages of birth and puberty (1-17years).

Disability: This is a physical or mental condition that limits a person's movement's senses or activities.

Discrimination: is a way of treating a person/groups of persons better than others or different treatments of people.

Enrolment: This is the total number of pupils/students who have registered in class/school.

Formal education: This is a type of class roomed based education provided by trained teachers.

Self-esteem: This means confidence in one's worth or abilities.

Respondent: A person who proves information to the investigator or researcher.

Researcher: is a person who undertakes/goes to the field and collects the information from people.

Illiteracy: This is a state of being unable to read write.

Impairment: Is a state of having a physical or mental condition which involves the improper functioning of the body.

School dropouts: These are children who leave the institution of learning before completing their education.

Barriers: this refers to the fence or other obstacles that prevents movement or access.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher analyzes existing literature related to the study. This was done with particular interest in creating an understanding of the study. All viewspresented by the researcher in this chapter were topresent a guide to the study in attaining its objectives.

2.2 Disabilities in The world

Disability in Uganda is wide spread. It cuts across all social settings. Ittherefore requires a combined effort to meet the needs of all persons with Disabilities.

General observations indicate more mental disabilities being associated with urban areas while physical disabilities are more associated with the rural settings (Moiza, 2008). The living standards in both settings and activities could partly explain the differences.

Using the World Health Organization's world-wide estimate of 10% of population as a benchmark, there are 3.2 million people with a disability in the country (Navin, 2010). This is perhaps an underestimate.

2.3 Causes of disabilities

According to the 1991 census conducted, the disability rates showa general tendency to rise with age. This is expected since disabilities are acquired over time apart from being born with some .The rate at age up to 14 years and again at age beyond 30 years increase rapidly where as those at intermediate age remain at approximately the same. The age specific proportion for males and females show similar patterns with proportion among the

males population consistently higher than among females expected for the age group 80 years and the above resulting from diseases 8.7% for the blindness resulting fromdisease. It was one of the major causes of disabilities in Uganda. Among other disabilities inflicted at birth, cripple lame is 7.9, deaf, dumb is 5.3% and mental disability is 4.8%.

Table i: Shows the causes of disabilities

NAME OF DISBILITY	BORN	DISEASE	ACCIDENT	WAR INJURY	OTHER	TOTAL
Blind	1.57	8.65	0.70	0.25	0.76	11.96
Death-dumb	5.28	7.05	0.35	0.08	0.41	13.14
Amputee	00.36	1.18	1.02	0.14	0.27	2.97
Leper	0.36	3.27	0.04	0.08	0.08	3.81
Epileptic	1.12	2.82	0.27	0.04	o.21	4.46
Cripple-lame	7.91	19.60	4.24	0.89	1.54	34.19
Metal disability	4.81	10.08	0.57	0.23	0.72	15.44
Others	1.64	9.42	0.9	0.16	0.91	13.06
Total	23.07	62.10	8.10	1.81	4.91	100.00

Source: 1991 population census report.

According to the New vision (Monday June 11th 2007) ,accidents and other physical conditions like falling ,burning, poisoning and mishaps involving bicycles, motorcycles ,are some of the ways children and the youth acquire disabilities and this can give a challenge to them physically, psychological and even educationally since its significant to profound and hardly be over rated. There are also a number of factors that have led to large-scale disabilities.

Ibid these author said that even abusing children and neglecting them is another cause of disability in that the research of (1960s) where there was national interest among children health

specialists declare that abuse and neglect causes battered child syndrome which leads to illness and eventually immediate threat to life.Following independence from Britain in 1962, Uganda was torn apart by ethnic and tribal conflicts. Then came Idi Amin's reign of terror from 1970 to 79 during which thousands of people were killed or severely injured. Another civil war broke out in 1982 under the banner of National Alliance for Liberation of Uganda (NALU). That uprising was squashed in 1986 by the National Resistance Movement (NRM) which has been the ruling party since then. However, violent agitation occurred again between 1996 and 2002, led by the Alliance for DemocraticFront (ADF).
These civil wars have left thousands of Ugandans remained, homeless and orphans. In addition, 57 areas, many in Kasese ,Gulu,Padel,Lira and part of Teso districts, have been affected by injuries from gun bullets land mines planted during the conflicts adding large numbers of people to the ranks of PWDs. Many children are born with a disability: hydro cephalous (a big head), club feet (twisted feet), deafness, blindness, speech impediments, cerebral palsy, polio, etc. When a woman gives birth to a disabled baby, chances are that her husband/partner will leave her or react violently towards her accusing her of bringing such a baby in the family as if he may have had absolutely nothing do with the disability.

Chronic disease like malaria, its spread by the bite of an infected Anopheles mosquito and causes symptoms such as fever, aches and nausea, cholera is an infectious disease that causes severe watery diarrhea, which lead to dehydration and even death if untreated, It is caused by eating food or drinking water contaminated with a bacterium called vibrio cholera. Polio is a disease caused by infection with the polio virus. The virus

spreads by; direct person contact with infected mucus etc. Meningitis is caused by bacteria and viruses that often live in our bodies, usually these germs in the intestines or in the nose and throat, where they may or may not make as sick; but if they spread to the tissues, meaning that surround the brain and spinal cord, they cause inflammation .This inflammation is called Meningitis. Poor diet, women's difficult labor at child, birth and poor health care are also other contributing factors (Navin, 2010).

2.4 The level of enrolment of disabled children.

The Uganda's National Development Plan (UNDP), 2010/11-2014/15 indicates that 10% of school-going age children in Uganda have special needs thus requiring Special Needs Education.Of these, 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. Currently, the Government of Uganda (GOU, promotes a twin track approach to provision of education for people with disabilities, that is, promoting both inclusive education and special needs education where it is needed. Furthermore, the draft Special Needs and Inclusive Education Policy (2011) provides for a number of approaches for delivering special needs education. These will include home based care programs, special schools where children with severe and often multiple impairments will receive specialized support in methodology, instructional materials and assistive devices. Others will include Units/Annexes where children will integrate within regular schools but also targeting learners with particular disabilities and inclusive schools. In Uganda, emphasis will be put on promotion of inclusive education. For that matter, according to the Ministry

of Education Science ,technology and Sports official records, all the 21,000 schools in Uganda practice inclusive Education by admitting learners with special education needs(MoES, 2010). In addition, there are 138 special education units in the country (49 for those with Hearing Impairments, 38 for those with Mental/intellectual impairments, 8 for those with physical impairments and 43 for learners with visual impairments) (National Policy on Disabilities in Uganda, 2006). In addition, the government has constructed four regional special needs education schools: one in Gulu for children with physical disabilities, Mukono for children with visual impairments and two secondary schools for the Deaf in Wakiso and Mbale Districts respectively. (Moiza,2008),also there are some schools which are private for children with disabilities., St. Francis Soroti school for the blinds found in Soroti district in Arapai sub county, Eastern division.

The 2013 Uganda Bureau of Statistics illustrates the enrolment of children with disabilities in Primary and Secondary school for the period 2009-2010 respectively as below:

Table ii: Showing the of enrolment of Primary schools pupils withSpecial Needs (2009-2010)

CLASS	2009	2010
P1	40,023	40,895
P2	30,430	31,263
P3	36,528	34,847
P4	33,796	35,128
P5	28,287	27,781
P6	21,986	22,233
P7	13,302	12,871
TOTAL	204,352	205,018

Source: UBOS Statistical abstract, 2013

From the table above we will discover that there will be a slight increase in the enrolments of primary school pupils with special needs from the total of 204,352 in the year 2009 to 205,018 in the year 2010. This is due to the different initiatives that will be undertaken by the government with support from other NGOs. However there will be an increase for primary one in 2008while in 2009 there will be a decline in the enrolment in primary two (P2) from 38,169 to 30,430 in 2009 and an increase was noted in primary three (P3) from 30,430 to 34,847 in 2010.

Table iii; showing the enrollment in Secondary school of studentswith Special Needs (2008-2010)

CLASS YEAR	S1	S2	S3	S4	S5	S6	TOTAL	% OF ENROLMENT
2008	2830	2689	2128	1831	862	805	11145	1
2009	3275	3052	2897	2083	1172	939	13418	1.1
2010	3298	3011	2632	2246	1053	843	12993	1.1

Source: UBOS Statistical abstract, 2013

From the table above, the enrolment level of CWDs in secondary school was highest in S1 and went on declining steadily making S6 to lag behind with the lowest number thus few disabled are able to complete the secondary cycle of education as seen in the table above. There was also a decline in the enrolment of S1 students from 2,990 in 2007 to 2689 in 2008 in S2 and increase from 2,689 to 2,897 in 2009 in S3 followed by a decrease in the

enrolment in 2010 of S4 students from 2,897 in S3 in 2009 to 2,246 in 2010.

2.5 Common disabilities in Uganda

National Policy on Disability in Uganda (2006) indicates the following disabilities/impairments:

Tableiv: showing the common disabilities that exist in Uganda.

No.	Disability type.	%population.
1.	Loss and limited use of limbs-CP, club foot, polio, spinal bifida, hydrocephalus, clef plate.	35.3
2.	Difficulty in hearing-deaf, hard of hearing.	15.1
3.	Difficulty in seeing-blind, partial sightedness.	6.7
4.	Difficulty in speech and conveying messages.	3.9
5.	Mental retardation and illness	3.6
6.	Others-covering intellectual disabilities.	9.6

Source: National Policy on Disability in Uganda (2006)

The table above points out six different types of disabilities that are common among the children in Uganda namely; loss and limited use of limbs, difficulty in hearing, difficulty in

seeing, difficulty in speech and conveying of messages, mental retardation and illness and others among which include intellectual disabilities. Loss and limited use of limbs is the high ranking type of disability that takes the percent of 35.3% of the population followed by difficulty in hearing at 15.1% and mental retardation and illness is the lowest covering 3.6% of the total population as seen in the table above.

2.6**Regional disability prevalence in Uganda.**

According to the Uganda Population and Housing Census Report (2002) at least 4 out of every 25 persons in Uganda is with a disability (Current estimate of about 4.8m PWDs). It was also indicated that the prevalence rate was higher than 1.1% obtained in the 1991 Census. The prevalence rate increase with age where among children below 18 years was 2% and 18% among the older persons.

The Northern region experiences the highest disability prevalence rate at 4.4% followed by the East at 3.6%. Central region experiences 3.1% while the Western Region experiences the least rate of prevalence at 2.9% (Moiza, 2008)

2.7 The Challenges Faced by the Disabled Children in PursuingEducation

The challenges that are faced by CWDs in Primary and secondary Schools despite the inclusive education services can be explained from the Socio-cultural, Economic, School related and the Policy environment point of view.

2.7.1 Socio-cultural Factors

These are variables /factors which come 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 Christian Community and its treatment of disability particularly in the Old Testament further stigmatize the disabled, (Leviticus21:16 –20). This is perhaps the best distilled example of the thread of unclean lines 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).

Intra-house relations may also affect access to all inclusive education services by CWDs. Parents with low education levels tend to have less interest in education and maybe reluctant to invest in the education of their children. Yet CWDs even at family level are neglected and rejected by their families whereby the disabled are rarely sent to school. In the uncaring society with a notorious global reputation for hypocritical piety and institutionalized neglect of the poor and disadvantaged .For example there is a believe that across the Sub continent of India’s 40 million children aged four -16years with mental and physical disabilities are out of School. (Nine-tenths of them). The overwhelming majority of them are vagabonds, not out of volition but because of callous communities and parents (Chatterjee, 2003). The above information is in line with what the CWDs are facing in Arapai sub-county, the researcher tries to establish how the socio-economic factors are causing the difficulties in perusing formal

education, for example the parents do not want to invest in education of their children but instead they leave them the way they are because they think that there is no use for educating the disabled.

2.7.3 Economic Factors

Though all-inclusive education is salient in Ugandan policy, it is incapacitated further by economic and political factors as was captured during World Conference on Education for All (WCEFA) where the typical comment was "Unless the external debt is solved or as long as local and civil wars and invasions continued, it is totally unrealistic to expect that the Education For All (EFA) target can be reached (Hallak, 1997). This is well manifested by the external debt burden which stood at 4.5 billion before the debt relief initiative (Weekly Observer, May 10-16, 2007). This critical lack of resources available for allocation to education for all in Uganda is an encumbrance to all inclusive education services but also makes "donor driven initiatives rather than the term recipients" initiative which represents the activities as they are planned by all stakeholders to be of effect.

To that effect globally for low and lower income countries, the additional recurrent costs on education by the year 2000 were estimated to be between eleven and sixteen billion US Dollars over and above the expenditure in 1990. i.e., An increase from 40 to 60% (Hallak, 1997). In Uganda out of the total sector budget of Uganda Shillings 505.17 billion, the primary education sector was allocated Shillings 336.18 billion representing 66.5% of the total budget for recurrent expenditure (MoES, 1998). In view of these precedents and in light of the economic and financial prospects of Uganda, there will be need to improve

onthe feasibility for all-inclusive education through funding more intelligent approaches.

This argument concedes with (UNESCO, 2001 b); that for inclusive education to take root governments must provide schools with additional resources to enable them accept disabled children. 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 fromaccessing services, even with the introduction of Universal Primary Education, household poverty competes directly with disability and the educational needs of CWDs as parents finds 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, thermo form machine, binding and spiral machine, and mobility cane (USDC, 2004). The Lesotho government however, differs from Uganda where the minimal additional resources have been identified for CWDs specific needs in order to promote sustainability. (Mittler, 2002).

Farrant, (1989) advises that teaching or learning materials should be selected according to the specific needs of the learners. Failure to get such materials, teachers will resort to using only blackboards which are not effective for all pupils in inclusive classes for example learners with Autism. Education is not only about good quality teachers and materials. It is also

about quality learners; children need to be healthy and well nourished (the society for Disability Studies, 2005). Under the roles and responsibilities of UPE the school shall cater for teaching and other aspects like meals at school andreserve the parents (MoES, 1998). However, the high levels of poverty among the parents of CWDs have left so many children without a mid-daybite; whole day without a meal is a big challenge to survival of and completion rates of CWDs. What is mentioned above is in line with what exactly the CWDs are facing at differently levels, from households up to school levels in Arapai sub-county, i.e. the learning materials are not enough in the schools and so the CWDs in Arapai sub-county are having the same challenges in perusing formal education.

2.7.4 Policy Environment

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 will 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 it was stated that, unless the external debt problem is solved and /or as long as 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).This is as well exemplified by Uganda's external debt burden which stood at $4.5 billion before the debt relief initiative (Weekly observer May 10 –16, 2007). This critical

lack of public resources available for allocation to Education for all in Uganda is an encumbrance to all inclusive Education services.

This is further complicated by the inability of policy implementers to fully execute these policies. This is exemplified by the policy of increasing physical accessibility to public buildings where an overwhelming 63.7% of the study by Kimbugwe, (2002) concurred that most Ugandan schools did not have ramps, rails and stare cases that made mobility impossible for CWDs (Okech, 1993).A similar situation is observed in India where most public buildings are neither friendly nor accessible to disabled people and serve to exclude them from participating in the public discourse.

Though the Salamanca Statement and Framework for Action (UNESCO, 1994) re-affirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All regardless of individual differences, the policies have largely remained on paper, with minimal actual implementation. A case in point is "Articles 35 of the constitution of the Republic of Uganda (1995) which gives persons with disabilities, rights to respect and human dignity and provide that the state is responsible for ensuring that they realize their full mental and physical potentials", the policies have not been implemented (USDC, 2002). According to the draft vision 2035 the current enrolment or CWDs stands at three percent, also its aspiration for the year 2035 stands at three percent. This falls short of article 30, which states that, "All persons have the right to education" (Constitution of the Republic of Uganda 1995:29).

Although policy framework and programme in regard to education of CWDs exist in Uganda today, they do not significantly address the needs of CWDs for instance; the programming of the academic, extra and co-curriculum activities are not favorable to CWDs (Kato, 2000 and Frierre, 1990). According to UPE guidelines, a child is supposed to progress to the next class the next year;unfortunately a mentally retarded child may need five years or more to learn what it takes an average child to learn in one year. It will therefore be imperative to review the extent to which policy statements are meeting the access needs to educational services by CWDs through this research. This is in line with what the CWDs in Arapai sub-county are facing when pursuing formal education because these policies are put across but they are not implemented and imposed.

2.7.5 School-related Factors

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) and (Okech, 1993) the current curriculum and examination system are not flexible and do not cater for SNE as the assessment of CWDs has not been standardized. According to (Scrimshaw, 1983 and (Kelly, 1999) a curriculum is intended to provide a relevant education and should usually be based on the ideology of the developers on the beneficiaries unfortunately, this scenario is not true in Uganda.

Raymond,(1984)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 despite all inclusive education services (MoES, 2002). 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 of disabled people are 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 abusive words like "rema" (Shona language of Zimbabwe) and Chirema (Shona) dehumanizes and reduces them to objects (Devlinger, 1998). Ainscow (1988) says that the use of labels to describe individual pupils and summarize the nature of their disability makes learning with their peers in inclusive classes a nightmare.

Acase in point is India where Delhi's up market VasantVihar in 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.

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 (Mittler, 2002). 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 science technology and Sports indicate that there are 3,275 primary level teachers country wide for special education implying a teacher pupil ratio of 1:49

compared to the recommended ideal of 1:3 (Kristensen, 1997 and Clark and Shore, 1998). This 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 in Lesotho where the government produced a teacher's curriculum and materials for teachers giving basic information on disability education for both pre and in service trainings (Khatleli et al, 1995). 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, science, technologyand Sports (2001), notes that, the assessment is often unfair, and does not asses 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 who said that teaching and learning process becomes a success if the equipment helps to understand abstraction, differentiate, motivate and repeat in many different ways (Skjorten, 1995).

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 will still be 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 (Chatterjee, 2003).

This is further complicated by the minority of CWDs having assistive aids and appliances to ease their movement on rough terrain, rugged and slippery roads during the rainy season (USDC, 2004). However, the situation is different in Ghana where residential institutions are still upheld for the CWDs (Corbert, 1996). Such provisions make it easy for the CWDs to reach their services points. The above-mentioned, add to the 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) to give up 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 lucky 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 setting like how the access of education to CWDs will be changed and tackled over time. The school based challenges like absence of instructional materials, limited numbers of trained teachers that are not clearly streamed lined among others. Most schools in Arapai sub-county are truly facing this problem that's why the CWDs are facing a challenge in pursuing formal education because of limited access to instructional materials that could help them to achieve their demands and needs.

2.8. Initiatives that have been Undertaken

The government of Uganda has taken several initiatives to ensure that all the disabled children are able to attain formal education as seen below:

2.8.1 The Constitution of the Republic of Uganda (1995)

Human rights are acentral element of the constitution of the Republic of Uganda (1995) which emphasizes protection of human life, and dignity. Objective XVI, under the national objectives and directive principles of state policy, states that society and the state shall recognize the right of Persons with Disabilities to respect and human dignity. Under objective V the state pledges to guarantee and respect Institutions which are charged by the state with the responsibility for protecting and promoting human rights by providing them with adequate resources to function effectively.

Objective xviii (ii) emphasizes the commitment by the state to afford every citizen equal opportunity to attain the highest educational standard possible. Individuals, religious bodies and other non-governmental organizations are accorded the freedom to found and operate educational institutions if they comply with

the general educational policy of the country and maintain national standards.

Article 30 provides for the right to education for all and states that 'All persons have aright to education'. Article 32 further provides for affirmative action in favor of marginalized groups, including those with disabilities and clause(1)states '…the state shall take affirmative action in favor of groups marginalized on the basis of gender, age , disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them. Finally article 35 provides for the rights of persons with disabilities and states in clause(1) that 'PWDs have aright to respect and human dignity, and the state and society shall take appropriate measures to ensure that they realize their full mental and physical potential.

2.8.3 National Education Policy (1992)

The overall policy of the education and sports sector derives from the recommendations of the Education Policy Review Commission (EPRC 1989), that was subsequently refined into the Government White Paper on Education(GWPE 1992). The policy is under pinned by the current vision and mission of the sector. The vision of the Ministry of Education and Sports is, "Quality Education and Sports for All" and the mission is, "to guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for National integration, individual and national development". The GWPE states that PWDs have the right to join a school at level commensurate with their qualification, interests and abilities; choose any subject they are able to do including science and be availed equal opportunities for education, training and employment. Hence, the MoES, as the main provider of educational services, recognizes that the special

Needs of CWDs for learning must be met to enable them to participate equally in attaining full education at all levels. The above is put in place, but in Arapai sub-county it never practiced and that why the CWDs are facing the challenges of pursuing formal education.

2.8.4 The Persons with Disabilities Act(2006)

The Act in accordance with Article 23 and 35 of the constitutiontomake provisions for the elimination of all forms of discrimination against persons with disabilities towards equalization of opportunities. Part 2, article 5 of the Act provides for a right to quality education by PWDs through inclusive education at all levels. It further provides for formulation and design of educational policies and programs that promote the special needs and requirements of PWDs and give PWDs access to relevant education at all levels, paying particular attention to the requirements of the disabled children. The article also provides for the provision of learning and instructional materials and assistive devices suitable for learners with special needs. There is provision for structural and other adaptations of all educational institutions to the needs of CWDs, commitment of not less than 10% of all educational expenditure to the needs of PWDs at all levels and provision of assistive services during examinations.

2.8.5 The Universal Primary Education policy and Universal SecondaryEducation policy

This provides that the parents should give priority to Children with Disabilities (CWDs) and the girl-child, while enrolling their children in primary and secondary schools.

2.9 Conclusion

This chapter presented summary of the previous studies and literature that the researcher found to be relevant to the challenges faced by the disabled children in attaining education. It goes into details to explain the challenges that are faced by the disabled in various aspects of life like; the social cultural, economic, policy environment and school related factors. It also looks at the causes of the disabilities, the level of enrolment of the disabled children, common disabilities, and regional prevalence of disabilities. The research therefore, gives an insight that a lot remains to be done to avert the challenges that are faced by the disabled children so as to attain inclusive education for all the disabled children.

Assessing existing policies and services, I identify priorities to improve on Educational inequalities and plan improvement for access and inclusion, make changes to comply with convention on the right of person with disability, establish Education standards related to care of persons with disabilities enforcement mechanism.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter coversthe methodology used to generate knowledge in respect to the challenges faced by the disabled children in perusing formal education. It included; research design, area of study, population of study, sample size and selection, data collection methods and instruments, data quality control and data analysis.

3.2 Research Design

The study used both qualitative and quantitative approaches in collecting data from the different areas of study. The qualitative aspect was also manifested in the analysis of data. However the quality of education is quantifiable. In this case, the quantitative paradigm came in as well. This was cleared especially in the phase of data analysis and presentation where by figures and diagrams were also used. A case study was particularly chosen because it permitted the in-depth investigation into the case, later allowed application to the rest of the population.

3.3 Area of Study

The study was conducted in Soroti district in ArapaiSub County. Arapai is located approximately 8 kilometers (5.0 mi), by road, north of the central business district of the town of Soroti on the road between Soroti, in Soroti District and AmuriaDistrict. This location is approximately 245 kilometers (152 mi), by road, northeast of Kampala, Uganda's capital city and largest metropolitan area. The coordinates of Arapai are: 1° 46' 48.00"N, 33° 37' 30.00"E (Latitude: 1.7800; Longitude: 33.6250). Soroti is bordered by Amuria in the north, Katakwi in the east, Ngora in the southeast, Serere in the south, Kaberamaido in

west. Soroti is both a lowland and highland as a result of Soroti rock that is situated within the town area. Soroti as a district has 26 parishes,293villages and the sub-counties which are all 10 in number as shown below; Soroti Municipality, Arapai, Gweri, Asuret, Kamuda,Eastern Division, Katine, Northern Division, Western Division,Tubur. Arapai sub-county is made up of four parishes which include the following; Odudui, Dakabele, Arapai, Aloet and they are all under Soroti district.

3.4 Population Study of the Disabled

The population of Soroti is predominantly the Iteso people; however, there is a mixture of Bantu and Nilotic-speakers from the nearby district like Dokolo, Gulu, kaberemaido and Mbale. The main economic activities are trade and subsistence agriculture. The area of study (Arapai sub-county) is made up of four parishes namely; Odudui, Dakabele, Agirigiroi and Arapai. According to the Uganda Bureau of Statistics, Sub-national Projections (2008-2012), Arapai sub-county is made up of 3,304 households with apopulation of 4,662 males and 12,442 females makes the total population 17104. In 2012, the mid-year population of the district was estimated at about 58930 people of the Iteso and the kumam people. There is a good mix of ethnicities in the district including the Jopadhola, Baganda, Bamasaba,Acholi among others .The Languages spoken correlate to the ethnicities of the population including Ateso, Lugwere, and Lumasaba. In urban centers, English, Swahili and Luganda are spoken and understood.

3.5 Sample Size and Sampling Techniques

According to Mugenda (1999) and peter (1996), a sample enables the researcher to gain information about the population.

Table v: showing the sample size of the respondents

Respondents	Frequency	Percentage (%)
Teachers	**26**	**52**
Parents and caregivers	**15**	**30**
Children(CWDs)	**5**	**10**
Politicians/leaders	**4**	**8**
Total	**50**	**100**

Source; primary data

In total 50 respondents weretargeted of whom 15wereparents and caregivers, 5 CWDs themselves and their normal peers, 26teachers, politicians 4.

Sampling wasnecessary because in a study of this nature, it was neitherdesirable nor possible to cover all the entire population. The sample size wastakeninto desirability and feasibility consideration; issues of time, manpower, transport and financial resources.

3.5.1 Sampling Techniques

Purposive sampling technique was used in order to capture information from a knowledgeable group of respondents. The purposive samplingallowed people who were 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 isalwaysdifficult and the researcheranticipated sensitiveness of the study.

3.6 Data collection methods and instruments

Both primary and secondary data were used in collection of data to enrich the study. In primary data, qualitative method of data collection was used where in-depth interview was used .For example parents, caregivers, Representatives of CWDs. In secondary data, documentary review was applied and the main sources included; MoES reports, publications on inclusive education, PWDs reports and the internet. Thesehelped in getting more information on the challenges faced by the disabled children in pursuing formal education. Quantitative method of data collection was also used because it gave more information as it was more investigative and explanatory. It alsoallowed room for probing and getting adeeper insight of the respondents' views by making reliable conclusions that can be generalized to the entire population.

3.7 Data Quality Control

This aspect wasachieved by focusing on the ways of achieving research validity and reliability. The researcher achieved this by making repeated interviews with the disabled children, their parents and the teachers. Views from the disabledcorroborated with those of the parents and teachers to establish consistence and accuracy in results. In turn these was triangulate with other reviewed literature and the researcher's observations.

3.8 Data Analysis Techniques

The data collected wasanalyzed manually using techniques of coding and sorting. From the study objectives, the researcher develops coded along major themes. The information wasenteredin the computer. The researcher also entered all the fieldwork data into the computer.

3.9 Ethical Considerations

There weremany ethical issues in relation to research activity. During collection of data, seeking consent, maintaining confidentiality among others wasenforced. Therefore, the researchercarried out interviews in time and in venues where participants wereinformed about the research intentions and how long the studywas to take placeamong others. The privacy of respondents wasn't to be invaded and the anonymity of participants especially those who thoughtanonymity were protected. This was not disclosing their names and appearances during the research.

3.10 limitations of the Study

The process of research was straining as it involved a lot of activities which were very costly in terms of money and time. Therefore the followinganticipated constraints that were faced during research; the research was carried out in an area where the researcher is not residing in and originates from. This meant that the service of the interpreter wasinvolved, led to omission of some information. Some respondents were also skeptical about the purpose of the study. Therefore, some information wasconcealed. This is because of the several experiences of several individuals and organizations thatusedinformation on related studies for selfish reasons.

3.11 Conclusion

This chapter covered the methodology that wasused in the research process among which include; research design, area of study, population of the study, sample size and sampling techniques, data collection methods and instruments, quality control measures, data analysis techniques, ethical considerations and finally the anticipated limitations of the

study. These helped the researcher in getting the required information for the research.

CHATER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the major findings of the study obtained from data collection where primary data was collected. This chapter includes presentation and discussion of the data that was obtained from the field.

4.2. Socio-demographic Characteristics of Respondents

4.2.1 Gender of the Respondents

Table vi: showing Sex of the respondents

Sex	Frequency	Percentage
Male	22	44
Female	28	56
Total	50	100

Source: primary data(2017)

The gender of the respondent was balanced at 22(44%) male and 28(56%) female respondents which led to balanced views during the research.

4.2.2 Occupation of the Respondents

Table vii: showing Occupation of the Respondents

Occupation	Frequency	Percentage (100%)
Teachers	26	52
Peasants	15	30
Children	5	10
Politicians	4	8
Total	50	100

Source; primary data

The occupation of the respondents comprised of teachers (52%), peasants (30%), Children (10%)and politicians (08%) as seen in the table above.

4.3 Common disabilities in Arapai Sub-County

The study sought to find out the common disabilities that exist among the children.

Table Viii: The Common Disabilities that exist in Arapai sub-county

Disability type	**Frequency**	**%population**
Loss and Limited use of limbs-CP,	**26**	**52**
Difficulty in hearing-deaf, hard to hearing.	**9**	**18**
Difficulty in seeing-blind, partial sightedness.	**5**	**10**
Difficulty in speech and conveying messages.	**3**	**6**
Mental retardation and illness	**7**	**14**
Total	**50**	**100**

Source: primary data

The table abovePoints out five different types of disabilities that are common among children in Arapai namely; loss and limited use of limbs this has made it hard for the children to move to school also it limits the children from accessing some buildings like the raised buildings without ramps, difficulty in hearing this makes children slow in grasping in class which calls for the need of sign language of which there are no teachers trained in sign language usage it is also hard to use sign language in an all-inclusive class, difficulty in seeing

this makes hard for the children to understand the illustrations in class because they are incapable of seeing directly, difficulty in speech and conveying of messages with such disability communication is difficult between the pupil and the teachers and also the peers, and mental retardation and illness this leads to loss of time because with mental illness cannot be in class until it has normalized this results in to poor performance in school.

4.4 Level of enrolment of CWDs in Schools

During the research, it was established that the level of enrolment of the disabled in schools is low and the respondents further gave the factors that have led to that level of enrolment as explain below;

Table ix: Showing the level of Enrolment of CWDs

Respondents	Frequency	%Population
Teachers	20	40
CWDs	5	10
Parents	15	30
Politicians/leaders	10	20
Total	50	100

The table above shows the frequency and the percentage of the population of the respondents, and these included the Teachers who were (40%), Children with Disabilities were (10%), Parents were (30%) and politicians/leaders were (20%).

4.5 Various Factors that have led to the low Enrolment levels of CWDs in Schools

Respondents were presented with an array of socio-cultural factors and asked to indicate their opinion whether the factors were hindrance to CWDs to access education or not. Below is the summary of responses and interpretation from the various groups of respondents.

4.5.1 Negative Teachers and Peer Attitude

During the study most of the responds suggested that negative teachers and peer attitude has led to the low level of enrolment since most of the CWDs are looked as useless people and there is less attention offered to them academically.

Almost all representatives of CWDs and parents agreed that negative peer and teacher's attitudes of calling the disabled nick-names like ''Egwalasi''affects the CWDs access to education. Only one teacher agreed, while the remaining four teachers disagreed. The fact that two of the respondent groups agree reaffirms that negative teachers and the peer's attitude indeed affects all CWDs meaningful access to education. The apparent relatively stronger disagreement seems to be arising from a defensive point of view, because the question was asked all-inclusive .It was not specific

4.5.2 Negative Parental Attitude and Practice

Here the teachers strongly agreed that negative parental attitudes characterized by lack of interest by parents of CWDs is very pertinent to deterring access to formal education for CWDs. Similar views were expressed by the key respondents and the defensive factor now shifted to the parents and caregivers who strongly .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

formal 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 is mentally retarded and currently in Soroti School for the blinds senior one, which is found in school District, said that his parents were hesitant to enroll him in school but the other close relatives insisted and so he was give also a chance to pursue formal education.Other children with disabilities said that the impetus to enroll them in school was their mothers not 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 could be true.

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

Not all fathers however, are negative minded for instance one Child of Madera primary school confessed that her mother abandoned her and now it is her'' father who 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''.

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.

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 Soroti District from 123 in 1996 to 534 in 2004 (Soroti EARS department 2004). It is true that some CWDs are dropping out of school but although there are no official figures8 yet, the dropout rate is believed to be low.

Some community sensitization has been done by Uganda Society for Disabled Children (USDC). The gist of the sensitization campaign is that Disability is not inability and Disability is not a curse. However, the sensitization campaign has not yet covered the whole of Arapai sub -county in the district of Soroti.
Negative societal attitudes that are abound in society have limited CWDs from accessing formal education through stigmatization, isolation and the lack of prioritization of disability at the different levels.

4.6 Challenges Faced by Disabled Children in Perusing FormalEducation

The study sought to establish the various challenges that the CWDs face in pursing formal education within Arapai Sub County. Among the various challenges include the ones below.

Table x: Shows the Challenges Faced by the CWDs in Perusing Formal Education in Arapai sub-county.

Challenges	Frequency	Percentage (%)
High cost of instructional materials	26	52
Curriculum and teaching style	3	9
Limited instructional materials	5	10
Unavailability of teachers with trained in special needs education	3	9
Disability unfriendly facilities	7	14
Effects of policy environment	3	9
Total	50	100

4.6.1 High cost of instructional materials equipment

All the key respondents CWDs, teachers and parents/caregivers agreed that prohibitively exorbitant nature of materials and equipment like crutches, wheelchairs, Brailles, Perkins cubes for arithmetic used by CWDs deterred access to all inclusive education services which was seen at 52%. This is in total agreement with (Skjorten, 1995), 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, 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.

Indeed parents/ caregivers can hinder their children with disabilities from accessing all-inclusive 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 Arapai Sub-county. This is in line with what I have in the photo which I took from one of the homes in Arapai sub-county in Madera village and it gives clear evidence that instructional materials equipment is very costly to be acquired by the CWDs.

4.6.2 Curriculum and Teaching Style

The key respondents of CWDs cited the curriculum as incomprehensive and thus affecting the access of CWDs to all-inclusive education which was at 9%. 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 of the CWDs 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 of CWDs 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 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 Madera children are mostly located in and around Arapai sub-county. 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 Arapai sub-county in Soroti district, there is little they can do.

4.6.3 Limited Instructional Materials

All the key respondents and teachers agreed that the limited instructionalmaterial affects the access to all formaleducation

for CWDs which was at 10%. 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 formal education is in place, the CWDs are not meaningfully 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 ten 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 primary seven pupil of Madera primary school for the blinds in Soroti District.

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 , 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 too" a pupil retorted.

"I can't hear and see properly while the teacher is teaching resulting in repeating classes 5 and 6" said one pupil respondent of P 6,madera primary school for the blind, from the school of the blind in Soroti district. He also mentioned that this results into low self-esteem.

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 Madera Primary School and Madera secondary school, the schools for the blinds. The teachers were not so positive. In fact they were hesitant to respond to the study on the first visit.

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.

4.6.4 Unavailability of Teachers Trained in Special Needs Education

The absence of teachers trained in special needs education to cater for the needs of the CWDs which are at the 9%. The study established that of 189 teachers in the sub-county of Arapai. Only four have completed 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 Science technology and Sports for the district is limiting. Even after training, some teachers go for other jobs.

The representatives of the disabled said that training of SNE teachers is not given the priority deserves. Very few SNE teachers have been trained. The lack of enough SNE teachers has predetermined that CWDs lack the specialized care they need.
Oliver (1996), finds that teachers lacked special approaches and methods in order to facilitate the process of learning in integration

4.6.5 Disability Unfriendly Facilities

Almost all teachers and key respondents respectively agreed that the absence/presence of disability friendly facilities affect access to formal education is at 14%. 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 rumps, 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

4.6.6 The Effect of the Policy Environment

Basing on the above effect,9% was seen,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 of 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.

The general trend of responses on all the above mentioned was that the majority of teachers and key respondents (between 65-90%) told the research that they were aware that all the above instruments promoted all formal education for CWDs the majority of parents/caregivers (invariably above 70%) were not aware. Exceptions to this trend were only observed in the analysis of responses to The United Nations Convention on the Rights of Children 1989, The African charter on the Rights and Welfare of the Child 1993. This could be explained due to the fact that the two documents though ratified by Uganda have generally neither been customized to the Ugandan context nor been popularized to the masses. This is in agreement with Kimbugwe, (2002) research that indicated the general lack of knowledge on existing laws, policies on CWDs.

Furthermore, the study asked the representative that had responded that they are aware to cite relevant sections or quotations of the above instruments that promote all formal education. Only one representative from the district technocrats mentioned that Article 30 of the Constitution augurs for education for all. This respondent is also quoted "Children's Act Cap 59". This is a revelation.

Some of the responses were absolutely irrelevant.

Existing legal and international human rights framework; this is probably a result of limited participation of all stakeholders

in policy formulation, and a weakness on the part of government to disseminate as well as raise awareness on the existing laws. USDC re-emphasized that the policies have largely remained on paper, with minimal actual implementation.

4.7 Suggested Solutions to Formal Education Suggested By Respondents

The following suggestions were put across in order to analyze priorities of increasing enrollment, ensure sustenance and completion of schools for CWDs.

Government should train more SNE teachers, and give them some special motivation, these will enable them meet the learning needs of the CWDs with the formal schools in Soroti district.

Government should construct special schools/resource centers/rooms for CWDs and put children with same disability together. Establish special school, one per district. This is to ensure that every child with disability get the access to formal education.

Government should provide instructional materials like hearing aids, spectacles, elevated shoes, crutches, wheel chairs etc.These will enable the CWDs to access formal education facilities at all levels.

Community mobilization and advocacy; Government should sensitize parents/caregivers and normal peers as well as teachers. Through creating awareness among the peers who are normal, teachers and even the parents/caregivers of CWDs, these will help them overcome the challenges they ever face when pursuing formal education.

Government should bring schools nearer to communities to be accessed by CWDs. The government should ensure that the schools

for the CWDs are available to all districts because every district in Uganda has CWDs, at least one school per district.

Government should specially help parents of CWDs to start Income Generating Activities to afford fees through provision of special grantor percentage allocation of existing credit facilities/programsof government.

The government should make sure that there are special latrine facility for CWDs for example reduce the size of the toilet hole for those who are visually impaired and those who are physically impaired to avoid them falling into the pit. Also the toilets should be kept clean.

UPE should be made compulsory with penalties for erring parents. These will help the government to fight parents who don't want the CWDs to access formal education at all level. Hence the CWDs will also be in schools like others.

Parents escort CWDs to school. This will help the children to overcome barriers that discourage them from accessing formal education. This is because most CWDs are discouraged of the distance and even lack love from their parents.

Government should treat the CWDs defects through the provision of instructional materials like hearing aids, spectacles, elevated shoes, crutches, wheel chairs etc. These will help them also to overcome challenges in some levels for example the problem of hearing, seeing, walking among others.

4.8 Conclusion

This chapter covered data presentation and discussion which was collected by the use of interview guide, questionnaires and Focus Group Discussion guide.

The information that is presented and discussed indicates the common disabilities that exist among the children, the negative effects of socio-cultural factors on the enrolment levels of CWDs in schools which shown negative teachers , peers attitude and parental attitude and practices which most respondent agreed to be the major cause of the low levels of enrolment of CWDs in school.

This chapter also presented the challenges faced by the CWDs in pursuing formal education which include; limited instructional materials, high costs of CWDs materials and equipment's, school related factors such as curriculum and teaching style, unavailability of teachers trained in Special Needs Education to cater for the respondents also provided solutions the challenges faced by the CWDs in pursuing formal education in Arapai sub-county.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 introductions

The general objectives of the study were to establish the challenges faced by the disabled children in pursuing formal education in Soroti district. This chapter presents the summary of the key finding reached in the previous chapter and provides conclusion and the recommendations based on study findings.

5.2 Summary of the Findings

Objective one: The level of Enrolment of children with disability in schools

Based on the research conducted in Arapai Sub County, it was discovered that the level of enrolment of the children with disabilities is low. According to the respondents this low enrolment level is as a result of the negative teachers and peer attitude, a factor that most of the respondents agreed on it being the cause of the low level of enrolment. The low level also was attributed to the negative parental attitude and practices of which the CWDs testified in regard to it with personal experiences.

Objective two:Various challenges faced by disabled children in pursuing formal education

From the research conducted in Arapai sub-county, the research established various challenges that the CWDs face in accessing formal education and they were in four based categories as follows; social cultural factors, economicfactors, policy environment and school related factors. The socio-cultural factors include the negative attitude of teachers and peers and the negative parental attitude and practices. The economic factor is poverty that makes it difficult for the CWDs to have all that they need like school fees, scholastic materials among

others. Policy environment is a challenge in a way that most of the government policies in regard to formal education have not catered for the needs of the children with disabilities for example the introduction of the UPE by the government has not met the needs of the CWDs because there are no teachers trained in SNE.There are schools related challenges that the CWDs face which include the following; unfriendly facilities, lack of teachers who are trained in SNE, limited instructional and learning materials, curriculum and teaching style all these challenges have made it difficult for the CWDs to peruse formal education.

Objectives three: The different of disabilities that exist among children

According to the research findings the researcher found out that various disabilities exist among the children. The disabilities that exist included the following ;difficulty in hearing, difficulty in seeing mental retardation and illness, difficulty in speech and conveying information and intellectual disability. These have affected the children making them vulnerable in society, loss and limited use of limbs which is also a common disability.

5.3 conclusions

Through the research conducted the following conclusions were drawn;

The level of enrolment of the disabled children in schools is low despite the different initiatives that have been undertaken by government to ensure that all the children get education like the UPE program, the CWDs still lag behind in their enrolment in school due to the unfavorable conditions that they face in an attempt to acquire formal education.

Many of the people are not informed of the different acts that protect the rights of the CWDs and also others still regard them

as useless people in society which has promoted the negative attitude towards the CWDs in society and low self-esteem among the CWDs hence there is need form sensitization of the people on the different disability act and the value of the disabled children so as to change the attitude the people.

Pursuing formal education by the CWDs is still hindered by several challenges mainly the school related factors. The few schools that have the facilities and materials that favour the needs of the CWDs are very costly of which it has left most children in UPE schools which are designed to meet the needs of the able bodied children thus a hindrance to their academic needs.

5.4 Recommendations

The government has to improve on the number of SNE teachers, by training the and including on the number of modules on Special needs in the training of all teachers so that they all know what to do. The teachers need to be equipped with the concept of all-inclusive education in order to understand the differences between children with and without disabilities. Such opportunities would help teachers understand that all children can learn if they are given the chance.

Provision of Instructional Materials for CWDs in schoolsnext to teacher competence, the availability of appropriate support ranks high in the list of factors affecting teacher's ability to educate CWDs in regular schools. The requisite support can be provided from within the school. If regular schools are not resourced accordingly, teachers find it extremely difficult to discharge their responsibilities and build up positive attitudes toward such children. Though the socio-economic conditions of the district deter, greater efforts must be thought to this end using different strategies with the available local resources.

The MOES should through its programs of providing instructional materials particularly text books and teachers‟ guides specifically include teaching guides for teaching CWDs. This can also be a policy issue.

Organizing Special Classes within the Regular UPE schools. Although many parents and teachers have called for it, in general, earlier studies have suggested that the effects of special classes in regular schools do not look very promising. CWDS stick together and do not play and talk with other children because both groups follow instructions together for only a limited number of hours even; teachers stay apart. Establishing special classes in regular schools is not always an all-inclusive measure; it may even lead to an increase of segregation. It has been suggested (Meijer et al., 1995), and this researcher concurs, that special classes should be given for a limited time and should not exceed 60 percent of the school time .It should be focused on special skills training (for the blind such as Braille reading and writing and those special mobility drills) as well as providing tutorials for those who need it. The SNE teacher can use the special class as a resource and consultation center for the class teacher, parents as well as CWDs.

Provision of Disability Friendly, facilities;there is a need to improve physical structures through construction of ramps, wider classroom doors, and adopted toilet so as make education accessible. The District Education Department should prioritize its role of supervision and monitoring all inclusive schools during and after construction as provided for under SFG guidelines.

Change of parent attitude. The involvement of parents is very essential. Earlier studies showed that for desirable partnership to prevail between teachers, parents and guardians, a mutual sharing of knowledge, skills, experiences and decision-making is required (Semakula, 1999). Therefore there is need to involve parents/guardians in deciding the long-term and short-term objectives of the educational programs to be based on not only on the CWDs interest and abilities, but also the families' abilities and priorities. Although many parents look forward to enrolling their children with disabilities in a regular UPE school program, the child's inclusion may participate in certain concerns. For the mothers in Soroti district, they are in great need to see their children receive great support in order to become better people in future.

Creating awareness on disability: Parents as well as other family members can be sensitized and trained to use special strategies to facilitate and promote the overall development of Children with Disabilities during their day-to-day encounters at home. In a district like Soroti, where the magnitude of the problem is broad and the number of trained SNE teachers is negligible, the involvement of parents is of utmost importance. Obviously, positive parental attitude to schooling will provide a sound foundation for improving children's learning.

It is also important to note that parents need to be encouraged to promote the participation of their Children With Disabilities with peers at school based formal groups, in play activities with individual children in the schools, or in organized group-programs in their communities.

There should be continuous awareness-raising not only for parents/caregivers but also other members of society. CWDs could

be very instrumental in this drive. They can be used as role models to share their experience. Parents escort CWDs to school.

Policy factors; The government should put in place legislation that makes schooling CWDs compulsory so that all the children in communities are catered There should also be legislation that ensures continuous provision of scholastic materials, aids and appliances in all schools as well as legislation that ensures that the physical school infrastructures are disability friendly e.g. special latrine facilities, building equipped with ramps and wide corridors for CWDs at all schools and information signs on disability friendly facilities put up all over the school environment. The ultimate goal should be the construction of both CWDs focused schools and resource centers, but with the meager resources at hand that will continue to be a long term shot. The government should do something in its macro-financial policy to ensure that the special tools and equipment necessary for the learning of CWDs become cheaper and accessible to the masses. For instance CWDs should be able to buy Braille sets in normal stationers and school supplies shops and at good prices. Finally, undertaking a pilot study on all-inclusive education in selected schools is envisaged to be helpful to know the practical problems and make the necessary adjustments before embarking on all-inclusive programs at once all over the district. Furthermore, such sites could also be used as demonstration centers for experience sharing among teachers, professionals as well as parents.

Enactmentof bye laws; It is recommended that the legislature and local councils enact laws and ordinances and bye laws respectively that can stipulate the minimum standards on construction of all public buildings, teaching strategy. As well

as the civil Society Organizations should increase their role of lobbying and advocacy if CWDs are to meaningfully benefit all inclusive education.

Participation of Stakeholders in Policy Formulation, Dissemination andImplementation .The various stakeholders need to be empowered in regard to existing laws, policies and bills. Majorly the education committees at the various levels should be facilitated so that there is effective and efficient monitoring for the implementation of UPE in order to allow for effective implementation at all levels, government, civil society and all stakeholders should endeavor to raise awareness about the different policies and how they should be implemented.

5.5Future Research Suggestions

The following are some of the research suggestions to future researchers as shown below;

It's also important to identify individual CWD challenges to basic educational needs under all inclusive education services since they have greatly differing needs from their normal counterparts and the environment where each person with the disability comes from.

There need for the government to play its role in improving the standard of living of the CWDs so that they can be motivated to go to school.

There is also need to put clear definition of ''disability is not inability ''.

There is need to explore the in-depth relevancy of the curriculum subjected to CWDs under all inclusive education

services, because this research was unable to fully investigate into this. Yet it appears what is being taught may not be so relevant to make them more effective and productive in whatever environment they are in.

There is also need for the government to create clear a weariness of the rights of the CWDs in Uganda this can enable them know different variation in the needs of able and the disabled.

Future researchers need to investigate the extent of the sensitization/refresher courses for all teachers in SNE versus the integration of a module on SNE during teacher trainings as most teachers seem not be aware of how to handle the unique of CWDs in an everyday class environment.

There is need for future researchers to investigate the efficacy of integration of children with multiple disabilities in normal school life, because it has attracted almost no research in Soroti district since the learning needs of such children are diverse and may not be handled in normal classroom situation.

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APPENDICES

Appendix A: QUESTIONNAIRES FOR TEACHERS

Dear respondent,

I am Oliba Godfrey, a student of Uganda Martyrs University pursuing a bachelor degree in the school of Arts and Social sciences. I am carrying out a research on the topic, the challenges faced by the disabled children in pursuing Formal Education in Soroti District in Arapai sub-county, as one of the requirements leading to the award of a bachelor degree in Arts and social sciences studies. The information given will be purposely for academic purposes and to help the stakeholders guide the children. I, therefore request for your time as you provide this information.

1.0 Demographic information of the respondents

1.1 Age category

1	18-25	
2	26-35	
3	36-45	
4	46-55	
5	56-65	

1.2 Sex

1	Male	
2	Female	

1.3 Marital Status

1	Single	
2	Married	
3	Divorced	
4	Widow/widower	

1.4 Education background

1	Certificate	
2	Diploma	
3	Bachelor's Degree	
4	Master's Degree	

1.5 Occupation

1	Peasant	
2	Farmers	
3	Civil Servants	
4	Others, justify	

1.6 what is your own understanding of the term disability?.....
.....
.....
.....
.....
.....
.....
.....

1.7 The table below shows the different types of disabilities that CWDs suffer from .Put a tick on those that you are well informed of.

Types of disabilities	Tick
Speech difficulty	
Physical difficulty	
Multiple difficulty	
Hearing problem	
Learning difficulty	
Visual problem	
Others(add them)	

1.8. Show if you agree, disagree or you're not well informed if the factors mentioned below are limiting or hindering the CWDs in accessing formal education.

Factors	Agree	Don't agree	Don't know
Negative attitude for peers			
Medical problems			
Poverty among the family members of the CWDs			
Isolation			
Parental attitude(negative)			
Negative religious influence			
Limited streamed strategies			
Lack of knowledge of existing CWDs policies present			
Lack of teachers trained in SNE			
Expensive materials and equipment of CWDs			
Poor attitude and practices against CWDs			
Mention others			

4. Did you try to provide some solutions to the above problems that you agreed with?

Yes ☐ No ☐

If its yes, how? Give the results.

Factors	**Strategies**	**Results**

Below are some of the measures that can enable the CWDs to access formal education. Try to show if any of the measures are applied in your area by indicating a tick on each.

Yes if you do think so, no if it's not and I do not know if you are not so sure;

Measures	**Yes**	**No**	**I don't know**
Sensitization and awareness on existing policies			
Provision of instructional materials programs which are being undertaken by the special representatives of CWDs			
Consideration for CWDs with multiple disabilities			
Revision of the curriculum			
Availability of poverty reduction strategies implemented in all initiatives			
Empowerment of education committees at the parish level for proper monitoring and evaluation			
Improvement of structures like construction of resources to ensure that there is proper learning free from destruction			
Making sure that UPE funds are easily accessed by the CWDs			
Parents involvements in groups of income generating activities			
Involvements of laws and bi-laws that work with programs in line with UPE			
Information about the responsibilities of the stakeholders in the system			
Others (mention)			

Appendix B: INTERVIEW GUIDE FOR PARENTS /CAREGIVER OF CWDS

1. What is the relationship between you and the child?
2. How many children are you looking after?
3. Are those children that you are taking care of enrolled at school?
4. Give some of the challenges the children encounter in trying to access formal education?
5. Since you are the parent/guardian, give some of the possible measures of solving challenges faced by the CWDs in pursuing formal education.
6. There are a number of documents of policies that have been put in place to improve the accessibility of formal education by PWDs, what are some of the gaps cited in the policies?
7. Give some of the school practices that are affecting the accessibility of formal education?
8. Is there any law that encourages the accessibility of formal education by CWDs that you are familiar with; but is that particular law followed? According to your own understanding what law would you wish to be better if put in place to work in order to improve on the formal education?

Appendix C: INTERVIEW GUIDE FOR REPRESENTATIVE OF CWDS.

1. What is your own understanding of the term disability
2. Give some of the common disabilities that you know in Arapai sub-county
3. What are some of the challenges the CWDs face in Arapai sub-county when pursuing formal education
4. What are some of the measures undertaken to address the challenges faced by the CWDs in pursuing formal education.
5. What are some of the laws put in place to protect the interests of the CWDs
6. How many schools are you having in Arapai sub-county
7. How has UPE benefited the CWDs
8. How many teachers with skills in SNE do you have in your sub-county?
9. What are the results of environmental policies on the education of CWDs

Appendix D: FOCUS GROUP DISCUSSION GUIDE FOR CWDS

TOPIC: The challenges faced by the disabled Children in Pursuing Formal Education in Soroti District case study: Arapai sub-county.

1. The challenges facing the CWDs in different schools.
2. The relationships between the able- bodies and the CWDs
3. Able-bodies character towards the CWDs
4. Different forms of the disabled issues are discussed in schools.
5. What are some of the challenges that you are facing at school?
6. Are the teachers of your school able to provide you with the enough information?
7. What are some of the resources you have in your school in looking after the CWDs?
8. What is the rate of the CWDs drop-out at your school?
9. According to your view, are the teachers enough in addressing your learning, mainly those who are trained in SNE?