

**EXAMINING THE CHALLENGES FACED BY PUPILS WITH DISABILITIES IN  
ACCESSING INCLUSIVE EDUCATION SOUTH DIVISION KOBOKO  
MUNICIPALITY**

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DECLARATION

I Sonni Harriet, solemnly declare that the research report submitted in the partial fulfillment of a bachelors' degree in social work and social administration is the result of my own work. This information has not been submitted to any institution for award and all sources used in this work have been cited appropriately.


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## DEDICATION

I dedicate this research to my family for always supporting me in all aspects like financially, socially, spiritually and physically and seeing me through my academic journey and also to my friends who supported in this journey

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LIST OF ABBREVIATIONS.

<b>CWD</b>	Children with disabilities
<b>UPE</b>	Universal primary education
<b>SNE</b>	Special Needs Education
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UN</b>	United Nations
<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>WHO</b>	World Health Organization
<b>NGOs</b>	Non-Government organizations
<b>PWDs</b>	Persons with Disabilities
<b>UNAPD</b>	Uganda National Action for People with Disabilities
<b>UNICEF</b>	United Nations Children's Funds

## ABSTRACT.

Disability refers to any condition of the body or of the mind that makes it quite challenging for an individual to perform some activities and engage with the world around them. Disability can be in various forms such as visual, hearing, cognitive physical and many other impairments. Inclusive education aims to provide equal opportunities for every child to participate in learning regardless of their backgrounds

Persons with disabilities face many challenges as they access services and pupils with disabilities are not exceptional, therefore this study is to find out, the challenges that the pupils with disabilities face in accessing inclusive education. The aims of this study were to regulate: how poverty hinders the pupils with disabilities from accessing inclusive education, how the attitude of teachers hinders the pupils with disabilities from accessing inclusive education and how inaccessible environments hinders the children with disabilities from accessing inclusive education. This study was focused on one school from Koboko Municipality, South Division and there was a total number of 40 respondents. The study utilized a descriptive survey research design. Questionnaires were used to get data from the pupils with disabilities, teachers, parents of pupils with disabilities and some key informants. This data was analyzed by use of the descriptive statistics such as frequencies, categories, the qualitative data was summarized the themes derived from responses of respondents.

Findings from the study showed that pupils with disabilities continue to face significant challenges in accessing inclusive education in mainstream schools. The school environments hinder the access to education for the pupils with disabilities due to inadequate school facilities like the ramps, toilets and even the school compound hinders the mobility of those with physical impairments, poverty also plays a vital role in hindering the pupils with disabilities from accessing inclusive education, their families may fail to provide the basic needs, the pupils with disabilities also faced with inadequate from the teachers who have limited skills and knowledge on special needs education.

In regard to the findings, there is need to train more teachers in special needs education, so that they can adequately support the pupils with disabilities in learning. There is need to create more enabling environments for the pupils with disabilities so that they are able to enjoy learning just like the other able-bodied pupils and there is also the need for government to come up with strategies aimed at helping and uplifting the plight of the pupils with disabilities to guarantee that they are able to access education at an affordable price and also providing them assistive devices to ensure they enjoy learning.

## CHAPTER ONE.

### 1.0 Introduction.

The children with disabilities have the right to quality education, and the government of Uganda and other world organizations have therefore come up with inclusive education policies to give equal opportunities by children with disabilities to access education.

However, the children with disabilities face some challenges while accessing this inclusive education. This study will therefore give insight on the some of the challenges faced by the pupils with disabilities in accessing inclusive education. Thus, informing policy makers and other stakeholders.

### 1.1 Background.

The center for disease control, (2020) defines disability as any condition of the mind (impairment) or the physical, that makes it difficult for the persons with the condition to do certain activities and interact with the world around them.

However, the Uganda Persons with Disabilities Act (2006), defines disability as a substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environment barriers resulting in to limited participation. The two definitions underlie the limited participation of persons with disabilities in activities, the main types of disabilities include behavioral, sensory impaired disorders, physical and developmental CPD Online College 2022. Persons with disability often face stigma, discrimination, and the social determinates of health such as poverty, exclusion from education and employment and poor living conditions, WHO (2023)

One billion or 15% of the world's population experience some form of disability, persons with disabilities are more likely to experience adverse socioeconomic outcomes such as less education, poorer health outcomes, lower levels of employment and higher poverty rates. World Bank (2023).

More than 80 million Africans are disabled, including those with mental health conditions as well as defected and other physical impairment. Toesland (2019) United Nations. A report by UNICEF (2023), explains that, nearly 29million children with disabilities live in Eastern and southern Africa, and each of them like every child in the world has a right to be nurtured and supported through responsive care and education

The understanding and implications of disability in the world and in Uganda in particular is as old as humanity, responding to programs for persons with disability in Uganda predates the colonial times before (1962), where special services and units were created to take care of persons with disabilities. Disability report-Uganda, (2019).

In Uganda, basing on the report from Uganda Bureau of Statistics, (2016), indicated 12.4% of Uganda's population survives with some form of disability, resulting to approximately 4.5 million Ugandans. The populace of children with disabilities is projected at an occurrence of about 13%, which is nearly 2.5 million children living with a form of disability in Uganda. UNICEF, (2014). The disability prevalence among women is at 15% and 10% men, of which 15% of the disabilities were in town areas and 12% in the countryside areas, National population census, (2014).

Although education is a prerequisite for anyone worth living, because complete schooling aids to lessen poverty rates and stand-in the growth and similarly helps as the basis on which future is erected. Marlaine, E et al (1991). Which is also in line with the universal declaration of human rights article 26 states that, everybody is entitled to education. Education will be free at least in the basic and foundational stages. Basic education will be mandatory. (UN 1948).

In history, children with disabilities have remained omitted from the over-all teaching scheme then positioned in "special schools". Several of them are detached from their relatives also stationed in lasting residential institutes where they receive teaching in isolation away from the public, if they are to be educated. Both practices occur in numerous areas particularly Eastern Europe which has the uppermost number of institutionalized children in the world. (Right to Education Initiative,( 2023). This evidently displays that the children with disabilities fail to develop socially, since they are isolated from the rest of the other children without disabilities.

UNESCO, (2021) defines inclusive education as a strategy that ensures that all learners regardless of their physical, intellectual, social, emotional, linguistics or any other conditions is able to receive quality education. Despite all these efforts, at the globe, pupils with disabilities still face significant barriers in accessing inclusive education.

A report from world bank,(2019) also indicates that pupils with disabilities are disproportionately excluded from the educational opportunities. Some of the barriers that hinder the pupils with disabilities from accessing inclusive education range from physical

such as inaccessibility to negative attitude, lack of trained teachers and insufficient funding. (UNESCO, 2019).

In African setting, the plight of pupils with disabilities is not any different. The African Child Policy Forum (2011), highlights that Pupils with disabilities in Africa face many challenges in accessing inclusive education including, stigma, poverty and inadequate policy implementation. Report from UNESCO, 2018, shows that 10% of the children with disabilities in the sub-Saharan Africa attend school. This really confirms a vast percentage of children with disabilities are still left out from accessing quality and inclusive education.

In East African context, the obstacles encountered by pupils with infirmities in getting into inclusive education are mirrored although percentages are measured based on a progress of each country. The countries like Tanzania, Kenya and others have implemented the inclusive policy. In the year 2003, Kenya introduced the free primary education which included the provisions for the children with disabilities, yet there are still gaps in the due as a result of insufficient resources, and inadequate trained staff. (Gathoni, 2018). Reports from UNICEF, 2020 highlights the failure of inclusive education strategy in Tanzania.

Although there are many policies that have aimed at promoting inclusive education in Uganda for the pupils with disabilities like the enactment of the persons with disabilities act in 2006 and the national Inclusive Education Policy in 2011. The implementation of these policies has been inconsistent. Report by Uganda National Action on physical Disabilities (UNAPD, 2018), shows that pupils with disabilities face barriers in accessing inclusive education including negative societal attitudes, inaccessible school environments and lack of SNE teachers. A report from the National Council for Disability, Uganda 2019 remarks that, Whereas the quantity of children with disabilities in pre-primary, primary and secondary school is low-slung, about 9% of who join school, merely 6% can finish primary school and phase out to post primary education. Children with disabilities do not attend school frequently due to inadequate economic capitals given to accountable organizations at national and local levels, unsatisfactorily qualified staff at health centers, hospices and institutes to work with children with disabilities, absence of instructive amenities for children with disabilities.

Koboko municipality which is located in the west Nile region of Uganda reflects the broader national challenge in execution and access of comprehensive education by the pupils by means of disabilities, particularly in south division who struggle to access inclusive

education. A local study conducted by the koboko District Local Government, (2022) highlighted the primary barriers which included the inadequate school infrastructure such as the lack of ramps, and inaccessible toilets, limited teachers training SNE, and the socio-economic challenges on the region also exacerbate these challenges, as many of the pupils with disabilities are from low-income families and cannot afford the costs associated with schooling , transportation and the provision of the assistive devices.

## 1.2 Statement of the Problem.

Disability is worldwide problem affecting millions of people, 98% of the world are children with disability in developing countries do not go to school (UNESCO).

The right to education for children with disabilities is codified in the article 24 of United Nations Convention for the Rights of Persons with Disabilities (2006), and the sustainable development goal. Particularly goal 4, (to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), to recognize the importance of ensuring accessible education. (United Nations, 2015).

The government of Uganda introduced inclusive education in 1997, through the universal primary education and later universal secondary education, this made it easier for children to easily access education. However, the persons with disabilities Act 2006, is a legal protection for persons with disabilities and part 2, Article 5 of the Act provides for a right to quality education by persons with disabilities through inclusive education at all levels. Yet there is still a small percentage of children with disabilities who are able to access inclusive education in Uganda. The enrollment of children with disabilities in pre-primary and primary and secondary school is still very low. About 9% of children with disabilities attend school and only 6% of these children complete primary and go to secondary.

However, the world's 240 million children with disabilities face a range of barriers that limit their access and participation in education. Exclusion from educational environment and from educational attainment is still persistent, particularly in low- and middle-income countries.(Lena, 20220). Pupils with disabilities are hindered from accessing by numerous challenges that range from physical inaccessibility, societal attitudes and lack of trained teachers. These challenges are more seen in the less developed countries of mostly Africa, where the resources are limited which limits the implementation of the policies and exacerbate the problem.

In Uganda, despite the fact that policies like the Persons with Disabilities Act, and the National Inclusive Education Policy have been enacted, their implementation remains inconsistent. Koboko municipality is not exceptional, children with disabilities face multifaceted challenges in accessing inclusive education in the municipality such as deficiencies in school infrastructure, limited number of SNE teachers and prevalent social stigma.

Nongsi (2014). New vision. The children with disabilities face a challenge of low self-esteem, self-pity and they are not able to report violations of their human rights as they underestimate themselves plus the society too, similarly when it comes to enrollment in school is worse, the financial inability to manage requirements in schools, school infrastructure that are not friendly and the negative attitude towards them by the teachers and their fellow students demoralizes them and makes them to lose interest in school.

These barriers therefore impede the ability of the pupils with disabilities to access inclusive education and gain educational benefits, thus leading to low school enrollment and low rates school completion by the pupils with disabilities.

### 1.3 Objectives.

The objectives of the research are divided into general and specific objectives to help guide the study.

#### 1.3.1 General objective.

To investigate and understand the factors hampering pupils with disabilities from accessing inclusive education in South Division, Koboko Municipality.

#### 1.3.2 Specific objectives.

1. To examine the teacher's attitudes as a barrier to pupils with disabilities from accessing inclusive education.
2. To assess the impact of inaccessible environments for children with disabilities in accessing inclusive education.
3. To examine the role of poverty as a hindrance to accessing inclusive education for the children with disabilities.

### 1.4. Research questions.

1. How does an inaccessible environment hinder pupils with disabilities from accessing inclusive education?

2. How does the attitude of the teacher's act as a barrier to pupils with disabilities accessing inclusive education?
3. How does Poverty prevent pupils with disabilities from accessing quality education?

#### 1.5. Scope of the study.

The scope of the research focused on the geographical, content and period on challenges faced by the pupils with disabilities in accessing inclusive education in south division, koboko municipality.

##### 1.5.1. Geographical scope.

The study covered the area of south division in koboko municipality, West Nile sub region in Northern uganda, because the unity schools for the pupils with disabilities are located in these areas.

##### 1.5.2. Time scope.

The research zeroed on the time frame of three months from May to August 2024

##### 1.5.3. Content scope.

The content scope of the study focused on the challenge's pupils with disabilities face in accessing inclusive education. Examining the challenges like teachers' attitude, inaccessible environments and poverty as barriers to accessing inclusive education by the pupils with disabilities in koboko municipality, south division.

#### 1.6. Justifications.

Koboko municipality still is faced with the challenge of pupils with disabilities failing to access inclusive education despite the efforts by ministry of education and sports of Uganda and the efforts of other bodies in trying to implement inclusive education, pupils with disabilities still face significant challenges that hinders them from accessing education. Due to the technological advancements where children with disabilities can be provided with assistive devices, awareness and advocacy campaigns and with the current national and the international inclusive education techniques, for example the sustainable development goal (SDG) 4, which aims to provide inclusive and quality education for all. Thus, the need to break down the barriers to education for the pupils with disabilities and striving for the access of inclusive education.

### 1.7. Significance.

The findings from this study may help to inform policy and the development of programs aimed at increasing the access to inclusive education for the pupils with disabilities in south division, koboko municipality.

The study helps to understand how some of the challenges pupils with disabilities are facing can be mitigated, by understanding the specific needs of the pupils with disabilities and therefore coming up with tailored remedies to mitigate some of the challenges.

The findings from this study will also help to raise awareness about the importance of inclusive education and the importance of educating the children with disabilities. and by highlighting these challenges the government and the non-governmental organizations that are passionate about uplifting the plight of children with disabilities to act and develop initiatives that prioritize the needs of the CWDs.

### 1.8. Limitations.

The study was limited by resource, of which resource can be in terms of time, funding which would limit the depth of scope of the study. There was need to allocate more sufficient time and resources for the study.

This study was limited by the sample size of the respondents. The study only focused on two mainstream schools to make conclusions on the challenges faced by pupils with disabilities in koboko municipality and did not consider other schools.

The study only had a total number of 40 respondents to draw conclusions, this is also a limitation because this sample size of the respondents is not adequate to make conclusion.

1.9. Figure 1 Conceptual framework.

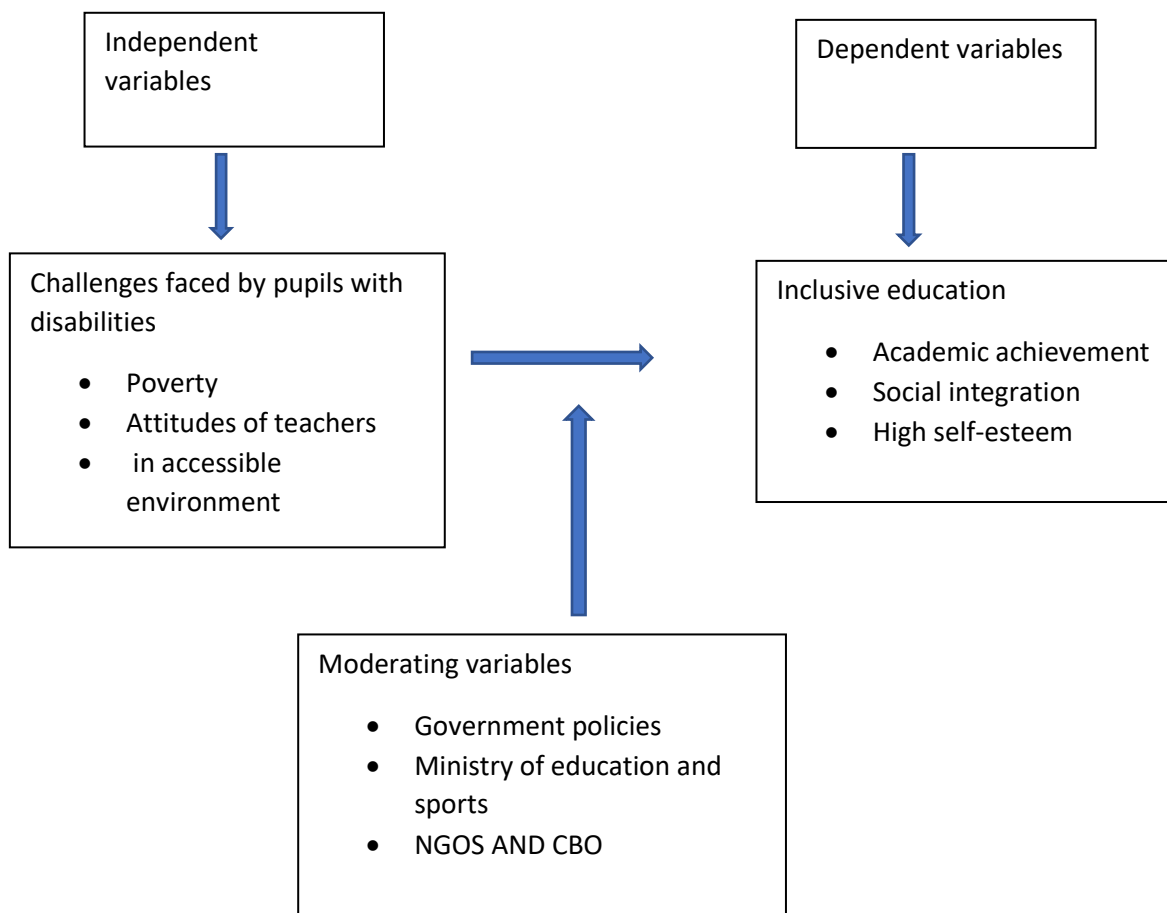


Figure 1 above shows the independent variable as the challenges that hinder the pupils with disabilities in accessing inclusive education. Poverty plays a crucial role in hindering the pupils with disabilities from accessing in education, in that their parents fail to pay the school fees required provide them with the necessary scholastic martials like books, uniforms and even providing them assistive devices, the attitude of instructors in the direction of the pupils with disabilities is also a hindrance where most teachers have not gained knowledge in special needs education and therefore fail to handle some of the pupils with disabilities and the inaccessible environments also pose as a challenge for the pupils with disabilities, some of the facilities do not have ramps in place to aid the pupils with disabilities to access some of the structures since these are mainstream schools, some of the toilets do not even accommodate the pupils with disabilities.

Access to inclusive education is the dependent variable with various components that are essential and contribute to the inclusivity of children with disabilities. including pupils with

disabilities in schools help them to attain knowledge and helps them to develop their own skills and be able to live dependent lives by getting jobs, promotes social integration, where there is unity and cohesion among pupils with disabilities and others within the schools and the community at large and lastly boosting a higher sense of self-esteem of the pupils with disabilities where they feel accepted and are confident and live freely with the other children without being judged and discriminated .

The moderating variable such as the government policies on persons with disabilities, ministry of education and sports coming up with policies that makes it compulsory for every practicing teacher to get special needs education (SNE), and the role of non-governmental organizations that are passionate about uplifting the plight of children with disabilities play a vital role in ensuring that the pupils with disabilities are in position to access inclusive education, through organizing awareness campaigns about disability and the importance of educating the children with disabilities, providing resources and materials to aid the learning process of the pupils with disabilities.

#### 1.10 Key definitions.

##### **Disability.**

Refers to a condition that affects a person's physical, sensory, cognitive functioning, that makes it difficult for the persons with the condition to do certain activities and interact with the world around them.

##### **Impairment.**

This refers to any loss or abnormality of psychological, physiological structure or function. It is a specific limitation within an individual

##### **Inclusive education.**

This refers to an approach that promotes equal opportunities for all students regardless of their background, abilities or the differences. Embracing this approach goes beyond physical accessibility, it embodies a mindset of acceptance understanding and respect for diversity.

##### **Special needs education.**

This refers to separate schools' classes or instruction specifically designed for students categorized as having special educational needs. This is designed to facilitate learning and providing tailored support to help the students to succeed academically

### **Mainstream schools**

These are regular educational institutions or schools that integrates students or children from special environments in to the general education classrooms. Fostering an environment where students with disabilities learn alongside their peers, where they are able to participate in regular school activities and receive education from general education teachers.

#### 1.11 Summary of the chapter.

In this chapter, we studied the background of the study, statement of the problem, objectives, general objectives, specific objectives, research questions, scope of the study, geographical, time, content scope, justification, significance, limitations, conceptual framework, in the chapter that follows we will look at the related Literature Review.

## CHAPTER TWO

### LITURECTURE REVIEW

#### 2.0 Introduction.

This chapter focused on the study of relevant literature to this research topic through reading the work of different authors and researchers who wrote in the same field of disability and inclusive education.

#### 2.1 General disability status.

According to the development pathways, 2018 15% Of the global population are persons with disability, approximately 10 million of the globally displaced population are persons with disabilities and 17% of the households in the settlements of Uganda are also persons with disabilities. National population housing and census report, (2014).

14% of Uganda's population have a disability according to the National population housing and census report, (2014), with most prevalence in north and eastern regions of Uganda The UN convention on the rights of persons with disabilities urges the establishment of inclusive education and expansion of educational opportunities to maximize access to education by children with disabilities. However, more 90% of 150 million children with disabilities do not have access to education, rather they are left without school participation especially in the low developing countries and low-income settings. Molalign, et al, (2022).

According to the ministry of Education and sport (2017), some 9,597 pupils enroll in pre-primary schools (1.6%) have impairments. The majority were children with mental impairment 28%, followed by hearing impairment 25%, visual impairment of 22%, physical impairment of 16%, autism of 5% and multiple handicaps-deaf and blind of 4%.

Only 5% of children with disabilities are able to access education within the inclusive setting in the regular schools while 10% access through special needs schools and annexes. Action aid Uganda, (2012).

Despite the efforts of inclusive learning, the children with disabilities are still left behind and only few of them complete primary compared to the non-disabled children. the gap between children with disabilities completing primary level compared to the non-disabled children stands at a percentage of 15% for girls and 18% for boys . World Bank,( 2018).

**Inaccessible environments as a barrier to inclusive education for pupils with disabilities.**

Mavuso(2015), Landbrook, (2009) and Mukhopadyay (2013), describe an inclusive education setting as one where there is reverence for all pupils regardless of gender, ethnicity, ability, socioeconomic backgrounds or special needs education. It is one where the schoolroom is physically well set up and offers a psychosocial learning environment, a dwelling where there is satisfactory delivery of a good classroom space, infrastructure and the prearrangement of equipment's

Inaccessible environments pose a significant barrier to quality education for all, affecting the rights of learners. Approximately 15% of the worldwide inhabitants, representative of one billion persons live with a disability. UNESCO, (2023).A big number of the Pupils with disabilities face this challenge as they try to access inclusive education.

The children with disabilities are faced with challenges in accessing inclusive education and, absence of convenience, both in relations to physically inaccessible school structures and inappropriate learning resources. Right to Education Initiative, (2023).

One of the challenges the children with disabilities face is the school environment, many schools have inaccessible buildings. Thulani, (2021). Poor accessibility is a barrier that is commonly experienced in rural areas, (Chataika et al 2012). Most of the schools that the pupils with disabilities attend, lack the facilities like the ramps especially for those with physical and visual impairment, inaccessible toilets and even the school compound itself

Physical barriers like buildings, transportation, play grounds that are not easily accessed by wheelchairs, communication as well as information blockades such as schoolbooks, unattainable braille's, and information delivered without sign language interpreters. UNICEF, (2022). Ahmed, 2018, remarks that, a scholar with a disability may fail to learn in an inclusive classroom, if he fails to enter the part of building, lease unaided school construction. Nearly schools are quite out-of-the-way for the persons with disabilities such as wheelchairs or else persons with other movement aids and need elevators, inclines, covered pathways and lifts to get in and around the building.

Children predominantly those with flexibility limits met complications autonomously touching about the school, for instance experienced trials to go in the classroom that were on the basement, moving to play grounds, toilets and heading to the head teacher's office. This poor physical accessibility restricts some of the children with disabilities preventing them from fully participating in all school events such as school assemblies and social time on the play grounds. (Aruldas, 2023).

Schools are occasionally far from the home-based and there is absence of transport and deficiency in accessibility of traveling specially in shantytown areas, in large cities, villages and isolated areas. Sandhya, (2016). Most of the pupils with disabilities are faced with a challenge of the schools being so far from the home and transportation to the schools therefore becomes a challenge.

### **Teachers' attitude towards disability as a blockade to inclusive education.**

Teachers' attitude towards pupils with infirmities plays a crucial role in effective implementation of inclusive school process (Critina, 2021). Mukhopadyay, et al (2013) who interpreted attitude from a psychological view asserts that negative or positive attitudes reflect how individuals behave towards other individuals. This means that a teacher attitude towards the pupils with disabilities will determine how they will treat and behave towards them, which therefore plays a central role in the enactment of the inclusive education.

Anwaar, 2021, identified two attitudes of even instructors in the direction of the children with disabilities and remarked that, consistent educators remarked the children with disabilities as an obligation of the reserve teachers, and they fingered children with disabilities to be a "disturbance" toward the class as triggering distractions which deferred course implementation. In most of the cases, due to resource constraints, there is a limited number of teachers trained in the SNE and some of the teachers who have not attained this education, feel that it is always duty of SNE tutors to aid the pupils with disabilities study. Thus, a barrier to the pupils with disabilities in getting into inclusive education.

Attitudinal barrier influence access and participation of children with disabilities in institutes, reports show that children with disabilities in numerous countries encounter humiliation from both the teachers and peers. Molalign A et al, (2022). Tecklemariam (2016), noted that some teachers in Ethiopia expressed aggressive attitude towards the deaf students, one interviewee from the study noted that some teachers consider students with hearing impairment to be cruel and aggressive and have mental problems. The attitudes of the teachers towards the pupils with disabilities will also determine their active participation in class, and some of the teachers have negative attitudes on the way to the pupils with disabilities because of the belief that they are aggressive, which is just a misconception.

Undesirable attitude of teachers and parents towards the children with disabilities frequently demonstrated in the system of abuse and inconsiderateness to the requests of the children. most of the teachers were in contradiction of educating the children with special needs in the ordinary schools for the reason that they believed such children can just be educated in the special schools. Mphra, et al, (2020). This misconception can however influence the negative attitude of teachers towards the pupils with disabilities are even limit their active participation and engagement in other activities of the school.

A lack of training on disability and inclusive education impacts the teacher's self-assurance and readiness to teach the children with disabilities, Banks and Zuurmond,(2015), emphasized that where in many cases that children are not in school, it is as a result of behavior complications, with school staffing requesting or suggesting that the child not to be sent to school. They state that teachers frequently believed that children with disabilities even those with minor disability, face difficulties in performance at above or anticipated levels, should be taught outside the mainstream system. Soni, et al, (2022). However, some of the teachers exhibit attitudes towards the pupils with disabilities because of the failure to attain SNE and therefore they do be without the skills to work with the pupils with disabilities and therefore fail to be inclusive in their teaching.

### **Poverty hindering pupils with disabilities from accessing inclusive education.**

Living in poverty frequently means partial access to health care, food and housing security and a greater risk of school dropout for children. Children's bureau, (2019). Poverty limits the access to social service for the pupils with disabilities and their families.

The World Bank has projected that persons with disabilities might account for as countless as one in five of the world's poorest population. Relatives raising children with disabilities are further vulnerable to poverty as a result of disability connected expenses and lost chances to take care of the disabled relative, children with disabilities experience multidimensional poverty compared with children without disabilities UNICEF, (2023). This shows that, the families of the pupils with disabilities are faced with economic challenges and this even makes the children with disabilities more vulnerable because disabilities come with costs and since their families are poor, they can easily fail to access the social services which includes inclusive education.

A research in India shows that due to the over population, in spite government efforts, it is tough to diminish poverty sections of families that live underneath the poverty line, a large

number of children with disabilities belong to families that are below the poverty line, and this leads to barriers to education and skill development. Because of the economic hardships, families may find it difficult to provide educational facilities, assistive devices and sending children to disability schools. Sandhya, (2016).

Families living in poverty have to choose between sending their children to school or providing other basic needs. Even if families do not need to pay tuition, school comes with added costs of uniforms, books and other requirements. Leah, (2020).

Disabilities makes it hard for children to attain academic ability. Disabled children need additional attention to grasp and the extra attention needs more resources that may not be obtainable in countries with restricted resources like uganda. Moyi, (2012).

### **Gaps in the study**

The road to inclusive education is congested with challenges, from weak governance to lack of resources, from privatization to the proliferation of separate education systems in the name of quality education, inclusive education is both educational goal and a methodology. UNESCO, (2020). Therefore, the pupils with disabilities still face challenges in accessing inclusive education, as most of the teachers in the mainstream schools have not attained SNE and the available ones are not adequate, which makes some of the pupils with disabilities to just sit I class and observe or listen, especially those with hearing and visual impairments.

The pupils with disabilities are already vulnerable and since most of them are born in to poor families, this similarly increases their vulnerability and makes it hard to them to access inclusive education because the parents and caregivers may not be in position to cater for the some of the scholastic materials like books, uniforms and others.

The literature from the other authors show that pupils with disabilities have still face challenges with the environment as they try to access inclusive education, the school environments are not so accommodating, some of the structure lack ramps, the school toilets not being inclusive, and the even the long distance to the school.

### **Strategies for enhancing access to education for the pupils with disabilities.**

The Ontario Human Rights Commission 2022 spelt out the main strategies on how to tackle the barriers to education for students with disabilities and they included the following. The need to increase funding for education of disabled students. This can help to tackle the problem of poverty which hinders children with disabilities from accessing inclusive education. This can be done through a special budget by governments to be drawn to tackle lack of inclusive education for the disabled pupils. The schools have to also negate funding of activities in schools with disabled pupils that contain suitability requirements and put limitations that raise human rights issues against the disabled.

The adverse attitudes and stereotypes against pupils with disabilities has to be tackled and according to the Ontario Humans Commission 2022, this can be done through educate and sensitize the general public about the need to give positive attitude towards pupils with disabilities because nonexistence of knowledge about and sensitivity to disability issues on the part of some educators, staff and students can make it difficult for pupils with disabilities to access educational services equally. Hobbs et al (1998) also argue that teachers who exhibit positive attitude towards the learners with disabilities and can be effective in supporting and help in the implementation of inclusive education, thus ensuring that the pupils with disabilities are able to access inclusive education

The education system in countries around the world according to the Ontario have to tackle physical inaccessibility to inclusive education by pupils with disabilities through installing elevators in the multi-level school buildings, have light doors which can easily be opened by the disabled, accessible washrooms and accessible transportation system to and from school.

As the environment must be accessible to pupils with disabilities, the curriculums must also enable inclusive education. Universal educationalists must be willing to work with inclusion experts to make amendments and accommodations in both teaching methods, classroom and homework assignments. Teachers should be flexible learn and demonstrate knowledge and understanding. (Ahmed, 2018).

However, above all there is need to develop an inclusive policy which can aid in the execution of inclusive education, a policy that will prevent the learners with disabilities and other special needs from exploitations, violation of their rights, discrimination and being deprived of the access to inclusive education. Motitswe (2012). This therefore helps to create a conducive environment that accommodates all categories of learners. Naidoo

Reddy and Dorasamy (2014) are also concur with view, they argue that from a philosophical point of view every human being has the right to quality education and everyone must be accorded equal opportunity to develop their potential.

#### 2.6 Summery of the chapter.

This chapter reviewed the related literature of other authors on the topic of challenges faced by the pupils with disabilities in accessing inclusive education and how it can be used to understand the topic at hand. The following chapter is the methodology that was used to in carrying out the research.

## CHAPTER THREE.

### METHODOLOGY

#### 3.0 Introduction

This chapter covered the Research design, research area, study population and sampling, sample size, data collection instruments, measurement of the variables, data analysis and processing, ethical considerations and the summary of the chapter.

#### 3.1 Research Design

A research design is a plan aimed at answering specific questions. Saunders, et al (2012). This study used the descriptive research design, where the researcher is interested in describing a case, situation or a phenomenon. This design helps the researcher to gain insights in to the problem. Imed, (2024). This was used capture quantitative data like the frequencies, and percentages and also used to capture non-numerical data like people's perceptions about a particular objective, observations and comments

#### 3.2 Research Area

This research was conducted at koboko municipality, south division in the mainstream schools of Nyarilo and teremunga

#### 3.3. Study Population and sampling

This looked at the population of a given area of study and the sampling technique used will be purposive, this helped the researcher to select individuals who had relevant information about the topic of study, thus gaining in-depth sights of the problem at hand.

##### 3.3.1 Study population / target population

The target population was pupils who are disabled in Koboko municipality, south division who face challenges in accessing education at the main stream school setting, teachers, parents and key informants

##### 3.3.2 Sample size and distribution

The researcher took a sample size of 40 respondents, 20 of the pupils with disabilities, 5 key informants, 10 teachers and 5 representatives of the parents with disabilities.

##### 3.4.1 Data collection instruments.

The researcher used a structured questionnaire, interview guide, observations and focused group discussions in order to obtain information from the respondents.

### 3.4.2. Interviews

The research conducted an oral interview with the respondents to get first-hand information on the challenges pupils with disabilities face in accessing inclusive education. This information was got from respondents who were believed to knowledgeable on the topic of study. This provided in-depth and detailed information

### 3.4.3. Questionnaire

A questionnaire was deigned carefully consisting of questions that re related to the objectives of the topic of study. This was to ensure confidentiality and to also get first-hand information from the respondents. Questionnaires are also cost and time effective and can be administered to respondents via emails.

### 3.5 Data analysis and processing

**Qualitative data.** After the collection of data, it was edited coded and analyzed by the researcher manually. This involved cross checking for errors and omissions, and later putting the qualitative information in to classes and categories of age, classes and also in relation to the themes and sub themes of the study.

**Quantitative data .** analyzing this involved the tabling of the work in order to find out the frequencies of the data collected

### 3.6 Measurement of variables

The variables were measured through looking at how challenges facing pupils with disabilities have affected their accesses to inclusive education through their responses in Koboko Municipality, south division, opinions and the response to each objective in the sub themes measured through the use of a yes and no scale.

### 3.7 Data management and analysis

The data was managed and analyzed through interpreting and explaining the responses of the respondents according to the objectives of the study that were divided in to sub themes

### 3.8 Ethical considerations

The ethical consideration of informed consent , this is where the researcher asks for permission from the respondent to participate willing in the exercise and if the respondent refuses the researcher is not supposed to force them

Confidentiality.

Voluntary participation.

### 3.9 Summary of the chapter

The chapter looks at the methodology designs that was used in data collection, the tools of data collection and how the data was analyzed, and how the data collected was managed

## CHAPTER FOUR.

### DATA PRESENTATION, ANALYSIS AND DISCUSSION.

#### 4.0 Introduction

This chapter entails the data analysis, results and discussions that are presented in line with the objectives of the study. With the focus on the challenges children with disabilities face in accessing inclusive education, how poverty, teacher's attitude and inaccessible environments hinder the children with disabilities from accessing inclusive education.

#### 4.1. Table 1, showing Demographic information of pupils with disabilities.

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	9	45%
	Female	11	55%
	<b>Total</b>	<b>20</b>	<b>100%</b>
<b>Age</b>	5-9	6	30%
	9-13	9	45%
	13-17	5	25%
	<b>Total</b>	<b>20</b>	<b>100%</b>
<b>Type of disability</b>	Hearing impairment	8	40%
	Visual impairment	7	35%
	Physical impairment	3	15%
	Others	2	10%
	<b>Total</b>	<b>20</b>	<b>100%</b>

According to the table 4.1 shows that, there was almost a gender balance in the population of the respondents where there was a difference of 10%. The females were more by a percentage of 55% and the males with a percentage of 45%. From the above table, we are also able to see that most of the respondents were in middle primary from the age bracket

of 9-13 which stands at a percentage of 45%, secondly from the age group of 5-9 at a percentage of 30% and lastly the age group of 13-17 representing 25%.

As per table 4.1, the respondents with hearing impairment were the highest, with a percentage of 40%, the respondents with visual impairment had a percentage of 35%, psychological impairment at a percentage of 15% and lastly those with other forms of disability at percentage of 15%.

#### 4.1.2 Table 2 showing the Demographic information of teachers.

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	6	60%
	Female	4	40%
	<b>Total</b>	<b>10</b>	<b>100%</b>
<b>Age</b>	20-35	3	30%
	35-45	5	50%
	45-60	2	20%
	<b>Total</b>	<b>10</b>	<b>100%</b>
<b>Years of Experience</b>	0-5	2	20%
	05-10	4	40%
	10-15	3	30%
	15+	1	10%
	<b>Total</b>	<b>10</b>	<b>100%</b>

Table 3 shows that a total of 60% of the respondents were teachers and the female teachers had a total of 40%. Most of the respondents were at the age bracket of 35-45, which stands at a percentage of 50%, followed by 30% of the teachers who are at the age bracket of 20-35, and lastly 20% of the teachers who were from the age bracket of 45-60.

As per the years of teaching experience, 40% of the teachers had a teaching experience of 05-10 years, between 10-15 years at a percentage of 30%, 0-5 years at a percentage of 20% and between 15years and above at the percentage of 10%. This therefore means that there were a higher number of teachers who had a long-time experience of teaching and interacted so much with the pupils with disabilities, and therefore were able to identify some of the challenges the pupils with disabilities face while accessing inclusive education.

#### 4.1.3 Table showing the demographic information of the key informants.

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	3	60%
	Female	2	40%
	<b>Total</b>	<b>5</b>	<b>100%</b>
<b>Age</b>	25-35	1	20%
	35-45	3	60%
	45-60	1	20%
	<b>Total</b>	<b>5</b>	<b>100%</b>
	<b>Years of experience</b>	0-2	00
	3-5	1	20%
	5-6	3	60%
	7+	1	20%
	<b>Total</b>	<b>5</b>	<b>100%</b>

The 4.1.3 shows the demographic features of the respondents who were the key informants, with a percentage of males at 60% and the female respondents at 40%, this showed some slight difference in the number of respondents between the male and the female. From the table, the age bracket of the respondents from 35-45 stands at a percentage of 60% and then the age bracket from 25-35 at a percentage of 20% and also from 45-60 at 20%.

As per the table, most of the respondents had an experience with inclusive education with the highest at the percentage of 60% from the year of 5-6 years, second being for the years of 3-5 at a percentage of 20% and the from 7 years and above at a percentage of 20%

4.1.4. table showing the demographic information of the parents of children with disabilities.

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	2	40%
	Female	3	60%
	<b>Total</b>	<b>5</b>	<b>100%</b>
<b>Age</b>	20-25	1	20%
	25-35	2	40%
	35-45	1	20%
	45+	1	20%
	<b>Total</b>	<b>5</b>	<b>100%</b>
<b>Level of education</b>	Primary	3	60%
	O level	1	20%
	A level	00	
	Tertiary	1	20%
	Graduate	00	
	<b>Total</b>	<b>5</b>	<b>100%</b>

As per the table above the female number of respondents were at 60% and then the male at a percentage of 40%. And from the table, most the respondents were of the age group of 25-35, standing at a percentage of 40%, and the rest of the respondents from the age bracket of 20-25, 35-45, 45 above all occupied a percentage of 20%.

As per table, the number of respondents with highest level education level were at the primary level, which has a percentage of 60%, O level with a percentage of 20% and then tertiary at a percentage of 20%, none of the respondents attained the A level and university level.

## KEY FINDINGS.

The findings of the study were presented as guided by each of the objectives.

Table 4.2.1. How teachers attitude hinders the pupils with disabilities from accessing inclusive education.

Statements	Response				
	Yes	Percentage	No	Percentage	Total
Do the teachers support you in class adequately	6	15%	34	85%	40
Do you think that being disabled is a curse	12	30%	28	70%	40
Are there policies in place to support inclusive education of pupils with disabilities	19	47%	21	53%	40
Do you think that children with disabilities are treated unfairly	33	83%	7	17%	40

Source: primary data

This objective was on how teacher's attitudes hinder the pupils with disabilities from accessing inclusive education.

As per the support the pupils with disabilities receive from the teachers, 85% of the respondents admitted that the support of the teachers was not adequate as 15% of the respondents admitted that the support they received from the teachers was adequate enough, which therefore means that indeed the pupils with disabilities do not receive adequate support the teachers. 70% of the respondents were in position to confirm that being disabled is not a curse as 30% of the respondents considered disability to be a curse.

As per the policies that have been put in place to support inclusive learning, 47% of the respondents were able to confirm this while 53% of the respondents did not concur with the statement. Meaning that the inclusive policies that have been put in place are not supporting the pupils with adequately. As per the pupils with disabilities being treated differently from the rest of the pupils, 83% of the respondents were able to concur with the statement while 13% of the respondents did not concur with the statement.

This concurs with a research done by Antonio, et al 2021 who remarked that, attitude determines the way in which teachers behave towards the pupils with disabilities. meaning the teachers attitudes play crucial role in pupils with disabilities from accessing inclusive education because their attitude will definitely influence their behavior towards the pupils with disabilities.

During an interview with the pupils with disabilities, one of them mentioned that.

*We do not really get adequate support from the teachers, since there are only a few of them who know sign language and we have to just sit in class and follow whatever the teacher is teaching and later go to the sign language interpreters to help us understand.*

One of the key informants was also in position to remark that

*There is less attention given to the pupils with disabilities in the schools, as they are learning from the mainstream schools and due to the big number of children in the UPE schools which are the mainstream schools, it is at times hard to identify the pupils with disabilities unless they are brought to school by their parents and of which the parents most times do not even bring them and we have to rely on information got from the peers and the number of our trained teachers in SNE is also less, thus children with disabilities not being supported adequately.*

Table 4.2.2 How school environments hinder pupils with disabilities from accessing inclusive education.

Statement	Response				
	Yes	Percentage	No	Percentage	Total
Are there sufficient facilities at your school like ramps, accessible restrooms etc.	<b>15</b>	<b>38%</b>	<b>25</b>	<b>62%</b>	<b>40</b>
Is the school curriculum favorable to the pupils with disabilities	<b>4</b>	<b>10%</b>	<b>36</b>	<b>90%</b>	<b>40</b>
Are the schools in the municipality accessible for pupils with disabilities	<b>14</b>	<b>35%</b>	<b>26</b>	<b>65%</b>	<b>40</b>
Are there adequate programs in the school intended to support the inclusion of pupils with disabilities	<b>12</b>	<b>30%</b>	<b>28</b>	<b>70%</b>	<b>40</b>

This objective was on how the environment hinders the pupils with disabilities from accessing inclusive education.

In regard to the sufficient facilities at schools that support the pupils with disabilities, 62% of the respondents said no while 38% of the respondents were able to concur with the

statement, which implies that the facilities that have been put in place do not support the pupils with disabilities adequately. This is in line with a research conducted by Ferdinand, (2020) in Zambia on challenges faced by pupils with disabilities in accessing primary education, where the school facilities like the ramps are not adequate enough to support the pupils with disabilities.

As per the school curriculum being favorable to the pupils with disabilities, 90% of the respondents did not concur with this statement while 10% of them agreed with the statement. This shows that, although there are school infrastructures that have put in place, they are not adequate enough to support the pupils with disabilities. This also concurs with a report by UNESCO, (2022) which remarks that, in many of the countries today, the pupils with disabilities still face a challenge of attending the mainstream schools and follow curriculum.

In regard to the schools in koboko municipality being accessible, 65% of the respondents did not concur with this statement while 35% of the respondents did, this implies that although the schools are accessible, the pupils with disabilities still continue to face significant challenges while accessing these schools. This is in line with research done by Turlubekova, et al (2023), who concluded that the environmental access plays a key role in the inclusive education of pupils with disabilities.

For the adequate inclusive programs in the school designed to support the pupils with disabilities, 70% of the respondents did not concur with this statement, while 30% of the respondents did not concur with this statement, implying that although there are inclusive adequate programs put in place, they are not adequate enough for the pupils with disabilities. This is in line with Carter, et al (2016), who reported that, when students with disabilities participate in peer to peer programs, they are more academically engaged and make more progress on social goal.

One of the pupils with disabilities was able to remark that,

*There is only toilet that has a provision for the pupils with disabilities and when you come and find it occupied, you will have to wait for the person to finish before you can use it and secondly our school compound does not really favor the pupils with disabilities especially those with the physical impairments, the school compound has a lot of stones which make it hard to penetrate using a wheelchair.*

One of the parents of the pupils with a disability also mentioned that

*My Childs school is very far yet she can't see, since we only have one school in the whole municipality for the blind pupils, I have to always take her to school and bring her back in the evening which is costly.*

Table 4.2.3. How poverty hinders pupils with disabilities from accessing inclusive education.

Statement	Response				
	Yes	Percentage	No	Percentage	Total
Do you feel that you do not have the same learning opportunities as other pupils because of financial problems	2	5%	38	95%	40
Does the financial situation of families affect access to education of pupils with disabilities	35	87%	5	13%	40
Are there any programs to support financially disadvantaged pupils in the school	8	20%	32	80%	40
Do you think that the families of pupils with disabilities are able to afford assistive devices	3	7%	37	93%	40

In regard to whether pupils with disabilities have the same learning opportunities as other pupils due to poverty, 95% were able to disagree with the statement and 5% of the respondents were able to concur with the statement. This implies that, the pupils with

disabilities do not actually Have the same opportunities as the able bodied. This concurs with report by UNICEF, (2023), Children from low-income families are faced with challenges of attending school and not having the necessary materials.

One of the pupils with disabilities was able to mention that.

*Sometimes I miss my examinations because my parents fail to pay my school fees and I sometimes do not go to school especially at the start of a new term because my mother struggles to buy for me books and other necessities to report back to school in time.*

As per whether financial situations of families hinder pupils with disabilities from accessing inclusive education, 87% of the respondents concurred with this statement and 13% of the respondents did not agree with the statement. This shows that, the financial situation of

families affect the access to education for the pupils with disabilities. This concurs with the findings of Banks and Zuurmond (2015), who found out that, poverty is a dominant theme and serves as a main reason as to why children with disabilities are not being in school.

For the programs that have been put in place to support the pupils with disabilities, 80% of the respondents disagreed with the statement while 20% of the respondents concurred with the statement. This shows that the programs that have been put in place to support the pupils with disabilities are there but limited showing that most of the pupils with disabilities do not benefit from them

In regard to the ability by pupils with disabilities to purchase assistive devices, 97% of the respondents were able to confirm that pupils with disabilities cannot be in position to purchase assistive devices and only 7% of the respondents were able to concur with statement. This implies that the pupils with disabilities cannot purchase assistive devices since most of them are from low-income families who cannot afford to buy them. this is in line with a report by UNICEF, 2022, Where they were able to report that many assistive devices are expensive, which makes in unfordable for the families living in poverty.

## CHAPTER FIVE.

### SUMMARY, CONCLUSION AND RECOMMENDATIONS.

#### 5.0. Introduction

This chapter presents the summary of the researcher finding earlier presented in chapter four. The conclusions and recommendations are made in light of the findings of the study, challenges of accessing education by pupils with disabilities in South Division, Koboko municipality

#### 5.1 Summary

The study was carried out in South Division, Koboko municipality to get the respondents from a sample of the pupils with disabilities themselves on the challenges that they face while accessing inclusive education in the mainstream schools and a sample of teachers on the challenges faced by pupils with disabilities in accessing education. The parents of children with disabilities were also interviewed including some key informants in the community. In the study, it was confirmed that the attitude of teachers, the inaccessible environments and poverty hinder the pupils with disabilities from accessing inclusive education in Koboko municipality, South Division

#### 5.2 Conclusion

This study has determined that school related challenges like inaccessible environments, poverty and teachers attitude towards the pupils with disabilities discrimination, where the main challenges faced by pupils in South Division, Koboko District in accessing inclusive education.

#### 5.3 Recommendations

In order to minimize challenges faced by pupils in accessing education in South Division, Koboko District, the following recommendations were made.

##### **To Government**

Equipping schools with teaching aids for children with special needs, training teachers as most teachers lack knowledge of the needs of disabled pupils, and the abilities. The ministry of education should modify infrastructure to suit the needs of pupils with disabilities.

All teachers training in colleges and universities should support and encourage in-service training in sign language and braille to all teachers already in service.

There is need to encourage massive investment in terms of resources and time into motivating teachers.

Education officers need to ensure that standards are maintained in schools to avoid over crowded classes so that children with special education have equal access to quality education. The curriculum needs to be flexibly designed to allow teachers manipulate it and apply various methodologies.

The above strategies are currently lacking in the education system and therefore disabled pupils fail to access inclusive education in South Division, Koboko District.

### **To the community/ parents**

The parents of pupils with disabilities should put in efforts to support their children through providing them with some of the scholastic materials and also being in position to always take their children to school and be able to check on their performance and how they are copying up in the schools.

The community must engage in massive sensitization to remove negative attitude towards the disabled. Leaders both political and religious as well as NGOs must take the center role in this drive and create enabling environment for the pupils with disabilities, not only in the schools but also in the community as the community has an impact on the pupils with disabilities

### **To schools**

Making the school environment enabling to disabled pupils and also through offering counseling services to isolated and discriminated pupils with disabilities

Teachers should be encouraged to adapt inclusive education practices

#### 5.4 Recommendations for further research.

A research should be undertaken to determine the extent at which attitudes of non-disabled pupils affects the class performance of pupils with disabilities in South Division, koboko municipality

A research on the levels of poverty exploitation should be done to assess economic exploitation on the families of children with disabilities.

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## Appendix

### QUESTIONNAIRE

**Dear respondent.**

My name is Sonni Harriet, a student of Uganda Christian University, pursuing a bachelor's of social work and social administration. I am conducting an academic research and you have been chosen as one of the people to participate in this academic research because I feel you have the knowledge which will be very useful in bringing to light the challenges of pupils with disabilities in accessing inclusive education in South Division, Koboko Municipality

#### **Part 1. Bio-data**

**(Tick the corresponding option)**

a. Age of respondent

5-20

20-35

35-45

45-60

b. Gender of respondent

Male

Female

c. Marital status.

Married

Divorced

single

d. Professional occupation

.....  
.....

e. Level of education

O- level   
A – level   
Tertiary institution   
Graduate

f. Religion

Protestant   
Catholic   
Muslim

Ethnicity

.....

Parish and zone

.....

Which form of disability do you have, if any

.....

**Part 2. How attitude of the teacher’s hinders pupils with disabilities from accessing inclusive education.**

Statement	Response	
	Yes	No
Do the teachers provide adequate support to pupils with disabilities in class		
Do you think that being disabled is a curse		
Are there policies in place that support inclusive education of the pupils with disabilities		
Do you think that pupils with disabilities are treated unfairly		

**Part 3. How accessible environments hinder the pupils with disabilities from accessing inclusive education.**

Statement	Response	
	Yes	No
Are there sufficient facilities at your school like ramps		
Is the school curriculum favorable to pupils with disabilities		
Are the schools in the municipality accessible for pupils with disabilities		
Are there adequate programs in school designed to enhance inclusion of pupils with disabilities		

**Part 4. How poverty hinders the pupils with disabilities from accessing inclusive education.**

Statement	Response	
	Yes	No
Do you think that pupils with disabilities get the same learning opportunities as others because of poverty		
Do you think that the financial situation of families affects access to education of pupils with disabilities		
Are there any programs to support the financially disadvantaged pupils with disabilities in the school		
Do you think that the families of children with disabilities can afford assistive devices?		

## INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION.

(For pupils with disabilities in schools)

Do you enjoy school?

How has disability affected your life?

Academically

Socially

Psychologically

Do you participate in class?

If yes, how?

If no, why?

What problems do you face in school as a result of your disability?

Do the teachers help you solve these problems?

How do teachers help you solve these problems?

How do your fellow pupils treat you in your condition?

How do you perform in class?

Do you get enough support from your parents in terms of school materials?

Do they encourage you to attend to school?

What do people in the community say about you attending school?

Do you find any challenges while attending school?

Does your family treat you equally with your siblings?

# UNIVERSITY LETTER



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

July 10<sup>th</sup>, 2024

TO WHOM IT MAY CONCERN

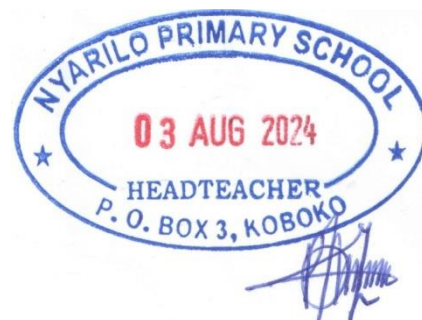
Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you SONNI Harriet Registration number J22B15/031, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above-mentioned award.

Topic: " Examining the Challenges Faced by Pupils with Disabilities in Accessing Inclusive Education: A Case Study of South Division, Koboko Municipality."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.



Programmes

Email: [dkukugiza@ucu.ac.ug](mailto:dkukugiza@ucu.ac.ug)

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# Harriet Sonni

## Examining the challenges faced by PWD in Accessing Inclusive Education

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