

An Investigation of the Implementation of Inclusive Education Policy in Central Uganda

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ABSTRACT

This study investigated the implementation of the Inclusive Education Policy in Central Uganda using a mixed methods approach. The research was guided by three objectives: to identify factors affecting inclusive education, assess school management practices regarding Special Needs Students (SNS), and examine teaching methods employed in inclusive settings. Data was collected from a sample of 250 respondents, including special needs students (SNS), their peers (SNP), teachers, parents, administrators, and education officials and analysed using SPSS software.

Quantitative findings revealed generally low mean scores across key variables: education policy awareness (Mean = 2.77), school management (2.67), teaching methods (2.39), and implementation of inclusive education (2.91), suggesting weak policy implementation. A statistically significant negative correlation was found between school management and teaching methods ($r = -0.218$, $p = .001$), indicating a misalignment between leadership and instructional practices. Regression analysis showed teaching methods as the only significant predictor of school management ($B = -0.225$, $p < .001$) though the model had low explanatory power ($R^2 = 0.064$). Qualitative data supported these findings. Approximately 75% of schools lacked inclusive infrastructure, including interconnecting pathways, special toilets, assistive devices, and trained special needs teachers. While some government-aided schools had facilities but lacked SNS, many private schools had enrolled SNS but lacked the essential resources and support personnel. Teachers often preferred working with physically impaired learners due to fewer resource demands, and primary school management was found to be more inclusive than secondary. Parental awareness and engagement remained limited, further impeding effective policy implementation. The study concluded that inclusive education in Central Uganda remains fragmented and under-resourced. It recommends the deployment of trained special needs teachers, infrastructure development, intensive stakeholder sensitization, and strengthened policy enforcement. A coordinated effort from schools, communities, parents, government, and donors is essential for meaningful inclusion.

Keywords: Inclusive Education Policy, Special Needs Students (SNS), Central Uganda, School Management, Teaching Methods, Policy Implementation

INTRODUCTION

This chapter has the following sections:- The background to the study, statement to the problem, objectives of the study, research questions, scope, significance of the study, conceptual framework, definition of key terms, limitations and delimitation.

Background to the study:

Education is a universally recognized right to which all individuals are entitled and are duty bound to fulfill and protect. The Universal Declaration of Human Rights (UDHR, 1948) Article 26-29 established that every person has a right to education and should be free and compulsory and made accessible to all. Article 29 emphasized that education should contribute to children's development of personality and their respect to human rights. Most international documents emphasize the right to education to all children. The Dakar Framework for Action (UNESCO, 2000) emphasized the expansion and improvement of early childhood care and education especially for the disadvantaged children.

However, throughout history, people with development disabilities, have been viewed as incapable, cursed, possessed, incompetent and sick, Martin, (2011). The Salamanca statement (UNESCO, 1994) – a statement on a conference which took place in Spain and attracted over 300 participants and 25 heads of state called for a Global Agenda to include children with learning disabilities into the main stream school system. The statement later was famously known as the inclusive educational policy. This policy (article 18 of the Salamanca statement) considered including children with disabilities (CWDs) in the main stream school system. It further, stipulated that children with learning disabilities should attend their neighboring schools with the belief that this was the most effective means of combating their discrimination.

Another world convention that was against discrimination of students with disabilities (SNS/SNP) was the United Nations Organization Convention of 1960 and 1989. Both emphasized much against discrimination in education, party states from different countries were urged to offer free compulsory education to CWDs.

In Africa, the Organization of African Union Charter, Article 2 Section one on education states that every child has the right to education. Article 13 which deal with handicapped children states that special measures of protection are to be taken for handicapped children and children should enjoy physical, mental and spiritual health. (OAU, 1963)

Other countries like Botswana, Indonesia, and Kenya have embarked on the implementation of Inclusive Education policy. In Botswana, researchers found that school heads were concerned but they lacked special trained educators in their schools for special needs students. The teachers complained about teaching large classes yet specialization is needed for specific impairment and that the Ministry of Education has not adequately supported teachers with resource, materials and infrastructure to cater for the specific impairment (Mul Chopadhyay et al., 2012).

In Indonesia a group of scholars carried out research on the implementation of Inclusive Education for SNS and their research revealed that there exist several international policies pertaining to disability and education (Sunardi et al., 2011). On the other hand, Friend and Dursuck (2006) identified types of activities that schools undertook to become inclusive: for example; include all class teachers, administrators, parents and students in planning for SNS as well as sharing and providing adequate professional developmental skills.

Responding to the Salamanca Statement, many countries initiated inclusive education as a new trend in the provision of education for SNS/SNP. The constitution of the Republic of Uganda (Article 30 and 34, 1995) postulated that all persons have a right to education. The Education Act (2008) also considers facilities for special needs like the ramps. The Act also considered the Basic Requirement for Minimum Standards (BRMS) which demanded that all structures being constructed for universal primary and secondary schools must have facilities for SNS/SNP (M.O.E.S, 2010). In Uganda Special schools were constructed by several Non-Government Organizations (NGOs) to cater for the different categories of SNS. There is politics of segregation where the SNS/SNP is isolated from their main stream schools.

Historically, Special Needs Education (SNE) started in Uganda in 1954 with Special School for the Blind followed by Special School for the Deaf in 1958 then vocational rehabilitation centers were constructed in 1965. The education for persons with physical impairments started in 1969 (Special Needs Education, 2011)

In response to the Kajubi report (Kajubi, 1989) which, recommended that government start to give adequate support to all institutions offering SNE, the government of Uganda in its White Paper (MEO, 1992) recognized the contribution of voluntary organizations in supporting SNE and agreed to assume greater responsibilities for providing SNE for all children with disabilities. By 1992, CWDs were estimated to be at 10% of the total population of the country.

The government established 14 SNE schools located in 14 districts scattered all over the country. Moreover, out of the 14 schools there was only one secondary school for SNS. This isolation and exclusion from the main stream school system, this posed problem to parents with SNS who had to travel long distances searching for schools for their children.

Therefore, there is a gap that exists between the provision of education for CWDs in primary and secondary

schools. According to Ministry of Education and Sports (2007) inclusive education means that all learners in a school regardless of their strength or weakness in any area become an active part of community where children learn together and live together.

Uganda government before putting up the inclusive education policy had carried out gradual process of implementing inclusive education by adapting and fulfilling several international policies for example the standard rules on the equalization of opportunities of persons with disabilities (UN, 1993). The three important objectives of the standard rules were to achieve full participation an equal opportunity; to identify and remove remaining obstacles and the governments are responsible for the necessary measures. Since Uganda is a member of the UN it had to put in place measures to implement inclusive education. The UN Convention on the rights of the persons with disabilities (2006) urged states to ensure equal access to primary and secondary education, vocational training, adult education and life-long learning education is to employ the appropriate materials and forms of communication. Pupils with support needs are to receive support measures for example the blind and the deaf, the blind have to use the Braille whereas the deaf have to use sign language. Education with persons with disabilities must foster their participation in society, their sense of dignity and self-worth and development of the personality abilities and creativity (Article 24 UN Convention on the Rights with disabilities, 2006).

In 2007, Uganda held a conference sponsored by UNICEF as embarked on inclusive education as a public policy. Education for all being a government priority a number of associations for inclusive education have been put in place for example the universal secondary education has to recruit the SNS in the main USE schools just like the UPE. There is the parliamentary representation for persons with disabilities, the local counsel representatives with PWDs. The SNE has been mainstreamed into the educational system, construction of regular schools is now sensitive to the children with disabilities, the procurement of construction materials is done with SNE in mind, review of the curricular for both primary and secondary, involvement of child participatory method of teaching or learning, appropriate instructional materials, conducive learning environment (UNICEF, 2007). The government noted that by 2018, all the main source of exclusion including inadequacy of resources in terms of human, financial, instructional materials, and the continued existence of negative attitudes about CWDs among others will be tales of the past.

The constitution of the republic of Uganda provides for enactment of laws and development of policies that address the concerns of PWDs; therefore, the government put in place the PWDs Act, 2006 to promote the dignity and equal opportunity for PWDs. Basing on the ministry of gender, labour and social development on disability 2012, Section 2.11 on education states that several international instruments in every country should make education free and compulsory for all children without discrimination. However, this is not happening in many of the countries as shown by the UNESCO below; 90% of the children with disabilities in low-income countries do not attended school and the 30% of the world's street children live with disabilities. There is a gap to establish the percentage of those in secondary who are not at school. Section 2.12 states that children with disability should be identified comprehensively, assessed and prepared by relevant professionals as part of early childhood relevant professionals. As far as attendance is concerned all children including those with disabilities should attend primary and secondary education as stipulated in the educational strategic investment plan and the government white paper of 1992 through the inclusive educational strategy. However, these were ideal plans on paper but not put in actual paper. All institutions offering education services should be empowered to handle all learners including those with disabilities. This should include establishment and equipping resource rooms to meet the all the needs of learners with disabilities.

All schools and institutions of learning should have functional special needs departments headed by qualified special needs personnel who will help learners acquire special needs education skills. All children with disabilities should be provided with relevant materials, standardization of Braille examinations and extra times to enable them have equal opportunity to compete with their peers. Passing mathematics for the blind O-Level students is not part of qualification to join teacher training colleges and this should so until the quality training in mathematics is achieved.

Secondary and higher educational systems should collaborate with community-based rehabilitation personal and other stakeholders to make the education environment conducive for increase, accessibility, participation and achievement for students with disabilities.

Article 24.1 on conventions on the rights of persons with disabilities, 2008 portray that state parties recognize the right of persons with disabilities to education. Still the same article states that in realizing this right, state parties shall ensure that persons with disabilities are not excluded from the general educational system on the basis of disability and that children with disability are not excluded from free and compulsory primary and secondary education.

According Alupo (2011) the policy on special needs and inclusive education is therefore intended to access quality and equity in education. Specific aspects that the policy will address include but not limited to the following; Instructional materials, equipment, support services, curriculum, adaptations, assistance devices, capacity building, assessment, infrastructure and funding.

The principles of the inclusive education policy include the following (Article 1 Section 2 principles of policy) states that; Respect and care for all learners with special needs, access and equal opportunities for all learners to experience and participate in ordinary school and community activities, Self-reliance and good quality of life for all, Partnership with stakeholders, and Maintenance of confidentiality. Before 2011, there was no specific policy on special needs and inclusive education, the document produced was the first of its kind. This explains the reasons why the concepts and briefs regarding best approaches in providing education for SNS and inclusive education and varying considerably countrywide.

The government of Uganda has also put in place affirmative action as a matter of policy to address the concern of the SNS/SNP. Affirmative action is therefore a clear indicator of a deliberate intention of government to enforce policy provisions for benefits of the PWDs and generally those who face barriers in learning. Policy position Sec.5.2 (Special needs and Inclusive Educational policy manual, 2011). This policy aspect ensures that all learners are accepted in their own rights as human beings in the schools and are given the opportunity to participate to their optimum. However, many schools seem not be opened to learners with special learning needs (disabilities). The policy recognizes that some special learning needs may require some specific settings in such cases guidelines would be sought from SNS and IE experts. The decision to shift to another school would be the choice of the parent or guardian of the learner whose consent would be documented to ensure that inclusion is enhanced. This policy would be implemented in inter play with the ministry of education and other relevant polices and strategies through the PWDs Act, 2006. The policy would also ensure that respective organs (heads of institutions, parliament, relevant line ministries and various local governments) allocate appropriate resources to the SNS as per the PWDs which requires that 10% of the expenditure on education be spent on special needs education. This was backed up by equal opportunity policy 2007, which emphasizes access, quality and equity in education.

Byamugisha (2011) cited that inclusive education means that all children have the right to attend the school that is close to their home and become part of the school community. Omagor (2013) added that there is need to identify the candidate, under inclusive education system, early enough and assess them so that they are given proper guidance in the subjects they are capable of doing. Basing on the background, the researcher realized there is need to (a) investigate the implementation of government policy on inclusive education which was designed to solve the problem of exclusion of SNS/SNP from main stream school system, (b) establish possible factors that facilitate the implementation of inclusive education policy, (c) investigate how school head-teachers, board/management committees, parents, religious leaders, teachers and the student handle the new policy in their respective institutions, (d) investigate the various teaching methods used by the teachers who handle the SNS/SNP in the selected schools with SNS/SNP, and (e) investigate the problems faced by the selected schools in handling the SNS/SNP.

Statement of the Problem

Socially, the students with special needs are segregated from studying with their peers in the main stream school system. In Uganda, the SNS are educated in special schools referred to as special needs education schools. This is labeling and isolating them. (Government White Paper, (1992). According to MIS of central Uganda 2013, asserted that about 80 percent of schools have not fully opened their door for inclusive education. The SNS leave the schools near their locality and travel long distances to study in their Special needs schools. There is psychological torture on the side of the SNS/SNP since they are not interacting with their peers. This affects

their self-esteem and eventually self-actualization. The SNS are seen as incapable and incompetent. There is separation of children from their parents yet they would feel better if they were left to study in a day school close to their homes with their peers. (Esiodare, 2011).

Since the SNS are separated from the main stream school system, they are denied their rights to select a school of their own choice. The nature of impairment determines where the SNS are taken. "We have been created equal though different no matter gender, looks and health of function. It is important to acknowledge that a normal society is characterized by its multiplicity and diversity, not by sameness" (MOES, 2007). There is need to find out if the SNS have really been included but not segregated in the main stream school system in central Uganda. With all the above social segregation and politics of discrimination, the researcher picked interest in investigating the implementation of inclusive education in central Uganda.

Objectives of the study.

This was approached into two broad categories namely general and specific.

General Objective.

To examine the implementation of inclusive education policy in Central Uganda.

Specific Objectives.

1. To identify the factors affecting the implementation of inclusive education in Central Uganda.
2. To examine how school management handles students with special needs (SNS) in mainstream schools in Central Uganda.
3. To explore the various teaching methods used in inclusive schools across Central Uganda.

Research Questions

1. What factors affect the implementation of inclusive education in selected schools in Central Uganda?
2. How does schools management in the selected schools in Central Uganda handle special needs students?
3. What methods of teaching do the selected schools use in teaching the SNS in Central Uganda?

The scope of the study

The scope of the study was divided into geographical, content and time scope.

Geographical Scope:

The study was conducted in Central Uganda, a region comprising several districts including Wakiso, Kampala, Mukono, Mpigi, and others. Central Uganda is selected because it hosts a diverse mix of urban, peri-urban, and rural schools, offering a balanced representation of different educational environments. The region also includes districts with some of the highest school enrollment rates in the country, thus making it a critical area for evaluating the effectiveness of inclusive education policy.

Content Scope:

The research study centered on implementation the of inclusive education policy in the selected schools in central Uganda. This entailed the inclusion of SNS with their peers in the main stream school system. The study particularly focused on the factors affecting the implementation of inclusive education whereby the following were put in consideration; caring, open mindedness, flexibility, creativity, respect for SNS/SNP, positive communication, interactions between the parents and the teachers. Equity and equality, active participation, democracy as dependent variables in objective one, while the independent variable in objective one. While the independent variable in objective one included things like friendly structures for SNS, for example; ramps, toilet facilities, instructional materials, physical structures for games and sports grants from government/NGO in form of funds/resources government representatives in central Uganda, DEO, MIS, LCS, the Board of Governors and head teachers.

The study also focused on how school management handles SNS and this was derived from objective two of the study. Independent variable in this study included administration of the school curriculum the workshops and seminars carried out, for example board/PTA and school stakeholder's sensitization and collection of funds for SNS/SNP; admitting students with SNS/SNP. Identification of the students, assessment of the students (UNEB) involvement, obtaining SNS special teachers from Kyambogo, head teachers supporting and facilitating the teachers, DEO, MIS and LCs follow up on the implementation process. The dependent variables included the role of head teachers, school management and boards in supporting SNS, school meetings where implementation of government policies should be discussed and reflected upon. Use of financial resources, orientation and upgrading through workshops/meetings for all involved, teachers, parents, learners and board/management. Develop good partnership with parents and practice dialogue with parents through meetings, meet individual parents, involve PTA through PTA meetings.

Thirdly the study also focused on the various methods of teaching SNS in inclusive selected schools in central Uganda. This was derived from objective number three whereby the various methods of teaching the SNS/SNP were analyzed for instance in objective three, the independent variable included child centered education, group work, social relation, hearing impairment for deaf, visual and physical impairment caring, open mindedness (flexibility), sensitization of parents, involvement, participation of all learners' transparency without labeling group work and respecting the SNS/SNP.

Time Scope.

The research covered a period between 2007 and 2013. This is because this period was the time when inclusive education policy in Uganda was initiated.

Significance of the study.

1. This study added more knowledge to the existing knowledge of inclusive education policy in some primary and secondary schools it might also enlighten the members of the public who do not differentiate between inclusive education and special needs education.
2. The study contributed to better understanding of inclusive education policy to teachers, administrators and parents.
3. The study exposed the weakness and strength of inclusive education policy in schools.
4. The study enabled the government to increase both financial and human resource to support special needs in secondary schools; both in private and government aided.
5. The study also enabled the government to train more teachers to handle SNS/SNP and also moderate the curriculum of special needs students hence UNEB might also have to consider the grading of special needs students. Therefore, there is need to revisit the way their grading is done.
6. The study portrayed the best methods to be used in the schools implementing inclusive education.
7. The study helped in preventing the discrimination of SNS/SNP from studying together with their peers.
8. The study gave more information to the government on the successes and failures of the implementation of inclusive education policy.

Limitation of the study:

It was anticipated that the study may experience the following: -

The researcher might have covered more schools, but the study was limited to few selected schools in central Uganda with inclusive education.

The geographical scope was limited to only central Uganda. The other parts of Uganda which practice inclusive education were not considered.

Theoretical framework of the study

Piji and Meijer, 2010 in their theoretical review showed that the separate system used to be seen as a core for peoples with special needs has gradually changed, knowledge expertise and facilities are still of importance of

pupils with special needs but the segregation of these pupils is now perceived as unacceptable. The prevailing view is that they should be educated together with their peers. The consequence is that regular and special education as a separate system disappear and are replaced by a single system that include a wide range of people in such an inclusive system all pupils in the same school.

In reality the SNS/SNP are segregated from studying with their peers, they have their own specials schools known as special needs schools, which special schools are further segregated according to the level of impairment and the income level of the parents. Yet education is process of acquiring knowledge, skills, attitude and acceptable behavior for the development of an individual, it includes learning to know, to do, to leave together and to able. Hence SNS/SNP cannot realize the above under isolation tendencies.

Bronfenbrenner's theory and inclusive education policy: Bronfenbrenne is one of the worlds leading scholars in the field of developmental psychology is not unfamiliar with the discourses of inclusive education. He claims that there are five environmental factors that impact on individual's growth and development. The Micro-system including Meso system, the Eco-system, the Macro system, Chrono-system. What is particular to note is that each system depends on the contextual nature of the person's life and offers an ever-growing diversity of options and sources of growth. Bronfenbrenne's ecosystem theory as a conceptual tool is the most commonly used theory in inclusive education.

According to Bronfenbrenne, an ecological systems model views the learners as existing with a complex ecological context that consists of numerous intra familiar and extra familiar system that influence the learner's development. Thus, to ensure success of inclusive education programming, it is critical to integrate individual and contextual processes and to examine interrelations among these systems. An ecological system view of inclusive education suggests that with or without disabilities develop in a complex social world that is necessary to observe interaction at multilevel contexts and examine changes over time at all levels (XU and Filler 2008). With this background in mind, there is adiacilectocal relationship between Bronfenbrenne and inclusive education.

Bronfenbrenne's theory has significance to qualify to be used as a conceptual tool to understand issues around the inclusive education policy in selected schools in central Uganda. Hence the current education thinking underpinning inclusive education reflects a move away from a pathological theoretical approach to one that values the understanding of learning difficulties. This study used the theory of ecological systems which is based on the work of Bronfenbrenne (2010) who affirms a vision for inclusive education.

Ecology of human development: This involves a scientific study of the progressive mutual accommodation between an active growing human being and the changing properties of the immediate setting in which the developing person lives, as this process is affected by relations between the settings and by the large context in which the setting is embedded.

In summary the ecological perspective demonstrates how a micro-system e.g. (the home) is interwoven with the meso-system e.g. (the school) and the wider society in determining the level of comfort and commitment of human beings experience as they grow about their life courses. The theory also explains the difference in the individuals knowledge, skills and abilities and the role of the support system in guiding and structuring the individual.

The system of education could be a representative of various micro-system that form the Meso system in these studies for example teachers, SNS/SNP administrators, parents, peers, central Uganda, school environment support resources and many others which may be significant in explaining the experience, attitudes, frustration and motivation for successful implementation of inclusive education policy.

Relating to this ecological theory of Bronfenbrenne, the ecological perspective portrays the various systems in place. These systems are in continuous interaction with each other and this in itself can influence the learner's response in class both the SNS/SNP and their peers.

If the learners is struggling with a number of serious social and emotional problems, he or she will certainly be learning SNS/SNP difficult thus resulting in a learner with learning difficulties and a learner who is developing

more slowly than his or her peers group.

It will be difficult to help the SNS/SNP if the teachers do not interact. All the various members comprising the study population in the study have to interact and play their roles in order to make the implementation of inclusive education policy a success.

The DEO and the ministry provide guidelines required for the implementation of the inclusive education policy in central Uganda. They also monitor and evaluate the SNS/SNP, they also monitor the performance of their children.

The ministry of education train special needs teacher modifies the curriculum constructs new structures with the ramp and pathways for the SNS/SNP. The teachers use different methods of teaching to suit the educational needs of the SNS, while the SNS/SNP and the peers learn in the same environment using the same curriculum in order to fulfill the objective of inclusive education policy.

The community provides the comfort, spiritual and resources to SNS/SNP and creates an ideal climate for the SNS/SNP to live in. The success or failure of inclusive education policy is therefore a product of the interaction between and among the above-mentioned stake holders. Success or failure of inclusive education policy depends on mechanisms that need to be in place to promote the development of inclusive practices in central Uganda. There are significant number of factors that influence the implementation of inclusive education policy (these are included in the three objectives of the study)

Factors affecting the implementation of inclusive education policy, how managers handle SNS/SNP and the various methods of teaching used by the teacher.

Inclusive education is about providing opportunities to ensure that all learners develop to their full potential whilst acknowledging that they can learn and succeed within the main stream education but need support if they are to do this. Inclusive education promotes equal participation of non-discrimination for all learners in learning process (irrespective of their abilities) within a single education and training system and with continuum of learning contexts and resource according to learner's need South Africa (2007)

Prior to inclusive education policy the belief was that assistance to learners with barriers was so specialized that only individuals with special training were capable of providing such assistance. This led to such learners being taught in special schools by specially trained teachers. In the new view, inclusive education policy assistance be handled by the class and subject teachers themselves, thus giving both the responsibility for solving these learners' problem before further steps are taken.

Obviously, teachers who are responsible for such learners should have the knowledge, skills and the right attitude to be able to teach and guide these learners to reach their highest potential, Ladbrook (2009).

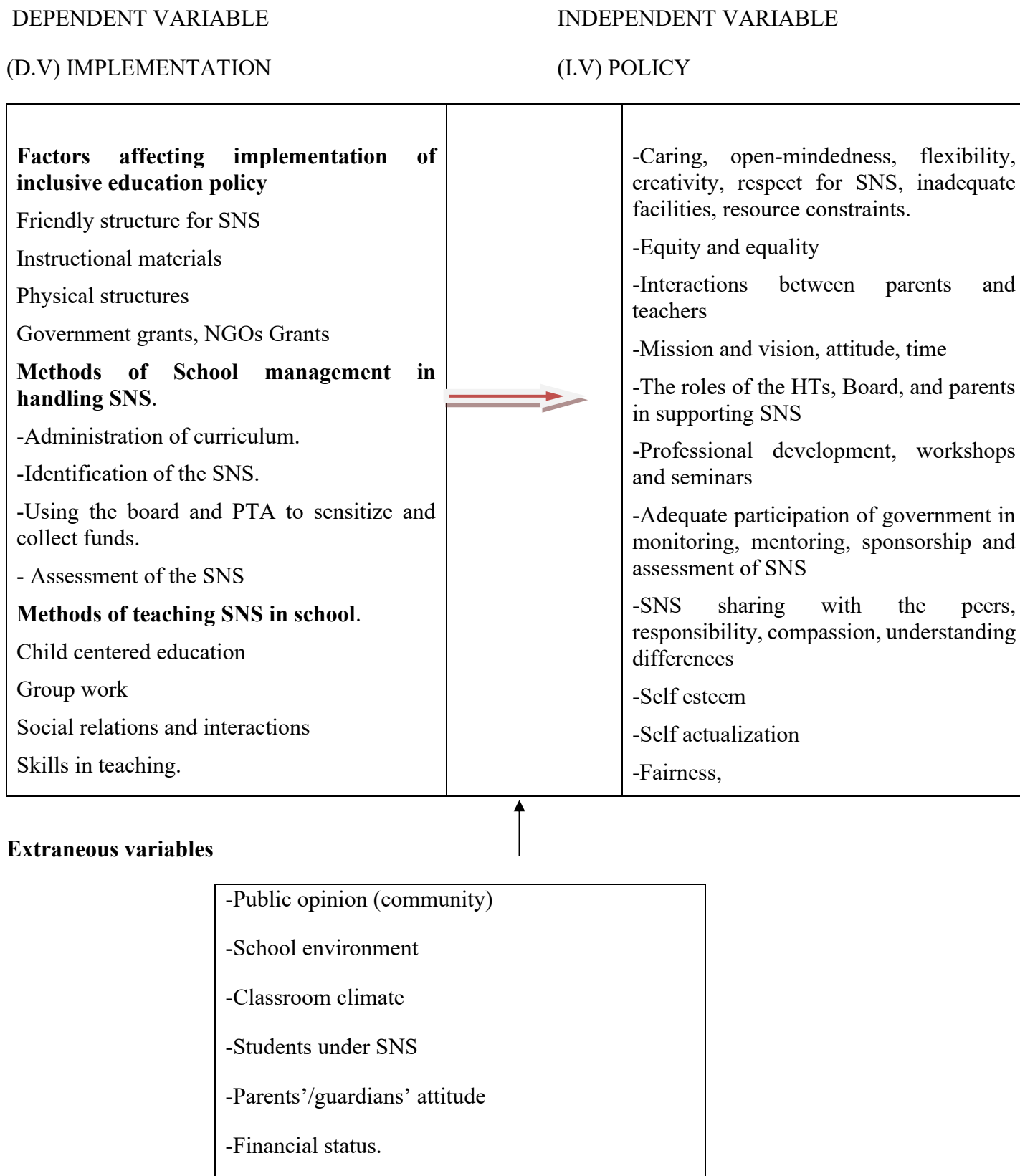
A theory and practice divide exists in the implementation of inclusive education policy. Given that education context, central Uganda is characterized by a diverse learner population. In every classroom it is paramount that the specific support strategies needed are cornerstones for the success of inclusive education. The barriers of learning may include; the environment, home upbringing, teaching methods, poverty, the attitude of SNS/SNP physically, sensory, physiological and the type of impairment.

Ideally the SNS/SNP are supposed to study together with their peers in the schools next to their homes, (Special needs and inclusive education policy, 2011). The various institutions are supposed to leave their doors open to SNS/SNP. The SNP have to select a school of their own choice and have to be taught by special needs trained teachers using individual education programme. The SNP have to be assessed and evaluated according to their educational needs and the ministry has to provide them with instructional materials.

The position on the ground is still not yet leveled, that is why the researcher embarked on the implementation of inclusive educational policy basing on three indicators. Factors affecting the implementation of inclusive educational policy in the selected schools, methods of teaching SNS/SNP and various methods used by the management in handling SNS/SNP in the selected schools in central Uganda.

Conceptual framework

Figure 1: Conceptual framework.



Conceptually, the independent variable (I.V) was the Inclusive Education Policy which affected the implementers and the community in the process of effecting and appreciating it. The I.V included factors affecting the implementation of Inclusive Education policy, how school management handles SNS and the methods teaching SNS each with its various indicators. While the dependent variable (implementation) pointed out the indicators how the policy is put in practice. Finally, the I.V and D.V were intervened by the extraneous

variables whereby lack of conducive classroom environment prevented the SNS from smooth learning processes.

Definition of key terms

SNS means Students with learning disabilities, for example physically, visually, audio, motor and muscle impairment.

CWDs mean Children with Disabilities. This can be in school or out of school.

Inclusive means that all children have the right to attend the school that is close to their home and become part of the school community.

Inclusive Education means that all learners regardless of their strength or weakness in any area become an active part of the school community and the community at large.

Implementation is the act of carrying out a decision. A designed person or group must perform an action or of set of action with a given set of material.

Policy is the process whereby the government takes a decision or chooses a course of action in order to solve a social problem and adapts a specific strategy for its planning and implementation.

Investigation is an official examination about a situation or academic examination of the facts of a subject or problem. Here it applies to examining facts about implementing inclusive Education in central Uganda.

LITERATURE REVIEW

Introduction

This chapter reviews related literature of different scholars, about implementation of inclusive education policy. In this chapter the researcher presents related literature texts that authoritative writers have published for public access and the unpublished materials. They include magazines, journals, text books, Newspapers, uploaded research reports, government policy papers, statutory and Acts.

Inclusive education policy

The theoretical review related to the inclusive education policy is derived from Seamum, Piji and Meijer (2010). The separate system used to be seen as an expression of the core for pupils with special Needs, has gradually changed. Knowledge expertise and facilities are still of importance to the education of pupils with special needs, but the segregation of these pupils is now perceived as unacceptable. The prevailing view is that they should be educated together with their peers. The consequence is that regular and special education as a separate system disappear and are replaced by a single system that includes a wide range of pupils. In such an inclusive all pupils attend in principle the same school. The term inclusive education refers to an educational system that includes a large diversity of pupils and differentiates education for this diversity.

In many countries the effort to achieve a more inclusive system has resulted in the education of special needs pupils in regular schools and in a declining number of pupils placed in separate special schools (Piji and Meijer 2010). In other countries such as the Netherland, Belgium and Germany this development has been considerably slow or even absent. In the last three countries for instance over 3% of all pupils aged 6 to 17 are placed full time in a separate, special school.

OECD (1995) postulated that half of the countries in the OECD educate less than 1% of their pupils in special schools; the attempts to realize more inclusive education have resulted in very different educational arrangements in different countries. In the last few years quite a number of comparative studies have been conducted in which various aspects of inclusive education have been described.

According to Meijer, the effect for teaching in the mainstream class is being addressed with special focus on effective approaches in inclusive setting. It is argued that at the end the success and failure of inclusive education

depends on the strategies and practices that teachers in ordinary classrooms use in order to deal with a heterogeneous class with a variety of learners.

Ibid, Inclusion generally progresses well at the primary education level, but at secondary level serious problems emerge. It is well known that an increasing topic specialization and the different organization of secondary schools result in serious difficulties for inclusion at the secondary level. Generally, the gap between pupils with special needs and their peers increases with age. It should be stressed that the topic of inclusion at the secondary level should be one of the main areas of concern. Specific problem areas are insufficient teacher training and less positive teacher attitudes. The researcher basing on meijer's findings realized that there is a gap in investigating the implementation of inclusive education in secondary education.

According to the M.O.E.S Manual (2007), the inclusive Education policy in Uganda has its root from relevant National and International Policies. The Government white paper on Education (1992), found out that government's commitment to provide primary school Education to all irrespective of origin social group or gender, it also emphasizes among others things like integration of persons with disabilities into ordinary schools. The constitution of the republic of Uganda (1995) Article 30 and 34 respectively postulated that all persons have a right to education. The children's statute 1996 outlines the role of government and other stakeholders in supporting all children including those with special needs, it also emphasizes that children with special needs should get opportunities to develop their full potentials. The researcher basing on the government white paper recommendations for SNS realize that nothing much was stated about secondary education for the SNS.

World Declaration on Education for All and Framework for Action to meet Basic Learning needs (UNESCO, 1990). Every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. The Salamanca statement (UNESO, 1994), called for increased inclusion of learners with disabilities and special needs in local mainstream schools believing that this was the most effective means of combating discrimination. Article 18 of the Salamanca statement educational policies, further stipulated that children with disabilities should attend their neighboring school.

The Dakar Framework (UNESCO 2000) emphasized the expansion, improvement of comprehensive early childhood care and education especially for the children with learning disabilities. According to Dr. Locur Victor (2011), some schools are already implementing inclusive policy in Uganda, for example the Entebbe Parents' S.S.S and Entebbe welfare Primary school.

Factors affecting the implementation of inclusive Education.

According to M.O.E.S manual (2007), inclusion of all learners is the goal which Uganda is aiming at, but the resources to include all learners into ordinary classes are also limited and laws are not enough. Many children, parents, and teachers must change their attitude, show flexibility, develop insight, and understanding. Politicians should allocate more resources so that classes can become smaller. Teachers colleges, Universities, as well as practicing teachers in the field should be trained and upgraded. Such factors affect inclusive education.

The ways in which teachers realize inclusion in the classroom largely depend on their attitude towards SNS and on the resources available to them. In quite a number of studies the attitude of teachers towards educating SNS has been put forward as a decisive factor in making schools more inclusive (Hegarty 2010), if regular teachers do not accept to educate these pupils as an integral part of their job. Hence the teachers' attitudes have a great impact on the success of inclusive education.

According to Brown and Sacks, (2010), Gerbe and Semmel, (2010), in their theories the term resources does not only refer to teaching methods and materials, but also to the time available for instruction and the knowledge and skills of teachers acquired through training and experience. Teaching SNS in the regular classroom deviates from regular programme and teachers are confronted with the question of how to instruct these SNS. SNS may require more instruction time or other learning methods and professional knowledge. In which case, teachers will find the need to expand their, more time materials and knowledge. The problem is that teachers may have limited access to inclusive education policy additional resources.

Gerber and Semmel (2010) cited that the success of inclusive education will depends on appropriate

organization, legislation, regulation, and availability of resources in the regular classroom, and school factors includes, regular class no support, regular class in class support for teachers and students, regular class pull out support, regular class as basis, part time special class, special class as basis, part time regular class, full time special class, part time special school, part time regular school, and full-time special school. Each point on this continuum can be elaborated in various ways and each has its own pros and cons for different groups of SNS, since the organization structure can determine the resources. This has impact on the special need students and inclusive education.

In the survey reported by Katende (2013) in the New vision (26 June) observed all children, including those with disabilities, have the same rights. But just like other children, a child with disabilities needs a family that loves him or her, food and medical help when sick. A child with disabilities also deserves to play and have friends, just like you and I, such a child may also go to the same school as other children without disabilities. ElsHeijnen and Maathuis (2013), (19 June), Technical advisor, education, Save the Children also found out that children with disabilities have the same rights as other children. She further postulated that in schools were she used to teach even SNS/ SNP with physical disability, participated in Olympics race in all 10 runners assembled at the start for the 100-meter race.

Ibid, schools are most likely to favour pupils who contribute to higher outputs. Pupils with special needs not only contribute to more variance within the class but also to lower average achievements. These two factors are a direct threat for pupils with special needs. This is especially the case within the context of a free school choice and the absence of an obligation for schools to admit all pupils within the catchment area. In this sense, the wish to achieve higher outputs and to include pupils with special needs can become antithetical. This dilemma needs serious attention. A few countries have pointed out this dilemma and it can be expected that others will follow in the near future. It is a clear area of tension that has to be addressed in order to protect the position of vulnerable pupils.

Inclusion generally progresses well at the primary education level, but at secondary level serious problems emerge. It is well known that an increasing topic specialization and the different organization of secondary schools result in serious difficulties for inclusion at the secondary level. Generally the gap between pupils with special needs and their peers increases with age. It should be stressed that the topic of inclusion at the secondary level should be one of the main areas of concern. Specific problem areas are insufficient teacher training and less positive teacher attitudes. The researcher, basing on this literature review will investigate the gap that exists in implementation of inclusive education in primary and secondary in central Uganda.

A research study carried out in 2013 in Botswana and Indonesia showed that majority of teachers in Botswana did not have support or positive attitudes towards inclusive education. Reason given was that they had limited training to teach the SNS and also had inadequate equipment for the SNS. Prof. Tabulawa. R (2013)

Various authors have carried out research in primary concerning inclusive education but not in secondary, Sunardi, Mukawir, Usuf, Gunerhaladi, etl (2011) in Indonesia with their aim to describe the process of the implementation of the educational policy by focusing on students' admission, identification, assessment, instruction management and external support. The sample consisted 180 schools where by only 50% of the schools had modified their curriculum. Only a few schools had provided special equipment for SNS.

In Uganda, Najjingo, (2009), carried out research on challenges of accessing inclusive education in primary schools in Mayuge district. No one has so far carried out research on implementation of inclusive education in both primary and secondary in central Uganda.

A number of factors outside schools and outside Education affect daily school practice. Legislation, regulations and funding provide the framework within which school can operate. Rules and regulations do not reconcile with public opinions and government legislations following developments in society.

Elmore (2010) cited that the prevailing public opinion on the position of Special Needs Education and their peers attending, determines the laws and financial regulations in which SNS in regular education has been realized. Okech (2013) observed that teaching SNS/SNP requires a careful planning and a close match between the

teaching approach and learning needs. Although the ministry of Education and Sports introduced special education in the curriculum of PTC, this has not been implemented in many colleges because of constraints such as lack of trained tutors and inadequate facilitation in terms of instructional material. He further stated that implementation of inclusive education policy needs psychological, social, and community workers. If the teachers are left out of the whole exercise it appears as if the policy is just being imposed on them. This has contributed to poor assessment of SNS/SNP and high dropout rates such children who cannot favorably complete with the normal children.

The inclusive educational strategies are analyzed to target all stakeholders in education especially those handling SNS/SNP to improve their access to education. It should be noted however that there are many categories of learners with SNS needs to be addressed by the inclusive Education policy and strategies. Inclusive Education demands retention of the general perspective on education service delivery at both community and school level.

Hon. Geraldine. N. Bitamazire (2007) cited that innovation changes must be made in the teaching and learning processes to achieve the goals and objectives of education for all learners.

School Management and Inclusive Education

Meijer (2010) cited that the Head teachers should be supporters, facilitators organize of practical working terms, general programmers, and government policies in their schools but with consultation with their teachers. They must welcome teachers' initiatives and suggestion but preferably leave the details to the teachers establish better partnership with Ministry of Education and Sports in collaboration with parents.

The teacher in charge of SNS should sensitize all involved partners about the rights for all learners to be taught in an ordinary school. He/she should help to develop a clear understanding about the rights and responsibilities of learners, parents and teachers. He/she must be a member of the management board / management committee including finance committee and should guide often teachers on how they can help learners with barriers to learning development and participation. Its assist teachers in acquiring skills required for teaching children with impairments such as visual or hearing skills. He/she should get professional assistance from Special Needs Education Coordination's (SNECOS) CCTS or the district SNE/EARS staff if needed, also he/she should get assistance from staff and the MOES. School Boards and Management committees should develop a clear understanding about all learners' right to education in an inclusive school and in their home communities. The Board should develop an understanding that in today's school, the role of teachers is changing from purely deliverers of information to become facilitators, promoting the learners and over all development. The board has to promote respectful attitude among office staff and all other staff at the school through information meetings about barriers to learning development and participation (including disability, UPE, USE and inclusion).

Ministry of Education and Sports on inclusive policy P27 (2007) cited that schools should have at least one teacher in charge of Special Needs Education to assist them pursue their studies and academic excellence. They should regularly participate in training programs for Inclusive Education in Uganda. More to that BRMS (2010) reveals the indicators of Education Institution as an important tool and big step towards facilitating and guiding institution in both government and private in creating a conducive environment for SNS/ SNP by building structures with designs which must address their needs.

Methods of Teaching and Inclusive Education SNS

Gordan & Harely (2011) postulated that in order to create an environment in which all learners are equally valued, emphasis should be on social relations in the class including group work and other activities that promote interaction and give positive feedback to children's work and behavior. Lessons are created with different assignment and activities in order to meet all learners' diversity; Teachers should create a child centered education which will benefit all learners in the class.

EPPAD (2013), further postulated in section C student information where by a category of SNS by class and gender are included were by this SNS are categorized into mental impaired, visually impaired, physically impaired, multiple hand caps like the deaf and blind. The research noted that EPPAD includes the SNS in the main stream school system; therefore, the information in EPPAD will be vital for the research study.

Omugur (2013) cited that many students celebrate you see them in newspapers but how many students with multi-sensory impairments or visual and hearing difficulties in any newspapers. There should be some adjustments in policy guidelines during curriculum planning, implementation and adoption. This will enable training of special needs education teachers to support the student while setting Examination as well as marking their papers and identifying gaps which may have been over looked in different subject areas.

It should be noted that special needs learners are not only found in schools for children with disabilities but also in regular schools. This means that UNEB and the Ministry of Education still have a lot to do in terms of identifying special needs education examiners. This will help in identifying the conditions and approaches to examination questions.

Grace Tibukuza in Sunday Vision march (10th 2013) cited that a big heart for children with special needs has created a brighter future for over 1030 disabled children since 1995. As George Bit writers Tibukuza always treats his pupils as his secondary family and tries to handle them at individual level and as a group so that even slow learners can couple up with others.

According to Tibukuza, six pioneer pupils were taken on from P1-P7 and relocated to nearby Iganga secondary school that boasts of SNE, In 1995 Wabwire a student at Iganga s.s.s went on to study Civil engineering at Kyambogo. Jude Minista, a deaf boy who obtained aggregate 15 becoming one of the best 2011 PLE candidates in Iganga district is pursuing future education at Mbale secondary school. In the addition strategic investment plan 1998-2003, government of Uganda allocated us dollars 40m to the disadvantaged and special needs education/ school expansion. There is need to sensitize the educationalist on ways of handling Special Needs Students.

Meijer (2010) in his studies emphasized the following methods to be used in effective teaching of inclusive education together with Co-operative teaching. Teachers need support from, and to be able to co-operate with, a range of colleagues within the school and professionals outside the school.

Co-operative learning/ Peer tutoring is effective in cognitive and affective (social-emotional) areas of pupils learning and development. Pupils who help each other, especially within a system of flexible and well-considered pupil grouping, profit from learning together. Collaborative problem-solving. Particularly for teachers who need help in including pupils with social/behavioral problems, a systematic way of approaching undesired behavior in the classroom is an effective tool for decreasing the amount and intensity of disturbances during the lessons. Clear class rules and a set of borders, agreed with all the pupils (alongside appropriate incentives) have proven to be effective.

Heterogeneous grouping and a more differentiated approach in education are necessary and effective when dealing with a diversity of pupils in the classroom. Targeted goals, alternative routes for learning, flexible instruction and the abundance of homogenous ways of grouping enhance inclusive education.

Effective-teaching. Finally, the arrangements mentioned above should take place within an overall effective school/teaching approach where education is based on assessment and evaluation, high expectations, direct instruction and feedback. All pupils, and thus also pupils with SNS, improve with systematic monitoring, assessment, planning and evaluation of the work. The curriculum can be geared to individual needs and additional support can be introduced adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum.

From all the above citations, the researcher has observed a big gap in the implementation of inclusive education in Secondary education as well as primary with special reference in Uganda.

RESEARCH METHODOLOGY

Introduction

This chapter presents the techniques, the research design, study population, sampling strategies, data collection methods and how the researcher managed to establish the validity and reliability of the research instruments. It

also focuses on the method of data analysis.

The research design

In the current study, the researcher adopted a mixed methods research design, specifically integrating both quantitative and qualitative approaches to gain a comprehensive understanding of the implementation of inclusive education policy in Central Uganda. This approach enabled the researcher to collect and analyze both statistical data and in-depth qualitative insights, thereby enriching the study findings through methodological triangulation.

According to Amin (2005) and Megenda (2003) descriptive research design is a type of research method that is used when one wants to get information on the current status of a person or an object. It is used to describe what is in existence in respect to conditions or variables found in a given situation.

The descriptive method of research design helped the researcher to analyses the different level of impairment in selected study schools, this method helped them to make critical observation and note taking. The researcher took on a methodological triangulation of mainly qualitative approach where research instruments were integrated to obtain the desired data for the study.

Study population

In this study, the target population was 4,410 including SNS/SNP, peers, the teachers, administrators, and school inspectors. According to the Morgan table where the population is 4,410 the appropriate sample size of 354 was considered (Krejcie and Morgan 1970). However due to constrained resources, the researcher further reduced the sample size to 250.

Table 1: Size, Category of respondents and Sampling techniques.

No.	Category of respondents	Target population	Sample Size	Sampling techniques
1.	SNS & SNP	3000+	130	Stratified Random
2	Peers	500+	65	Simple Random
3	Administrators	100+	10	Purposive
4	Teachers	500+	20	Purposive
5	DEO & MIS	10+	05	Purposive
6	Parents of SNS	500+	20	Purposive
	Total	4,410	250	

Source: Self developed, 2013

Sampling

This study employed both probabilistic and non-probabilistic sampling techniques, as recommended by Mbabazi (2007), in order to ensure representativeness and relevance across different categories of respondents in Central Uganda.

Under probabilistic sampling, the study utilized both stratified random sampling and simple random sampling:

Stratified Random Sampling was used for selecting students with special needs (SNS). Since the population of SNS in Central Uganda exceeds 3,000 and includes diverse categories of disabilities (e.g., visual, hearing, physical, intellectual impairments), stratification allowed the researcher to divide them into sub-groups based on type of impairment or district. This ensured that all sub-groups were proportionately represented in the sample, improving the reliability and generalizability of the findings.

Simple Random Sampling was applied to select peers (students without special needs) and parents of SNS. This technique ensured that every individual in the target population had an equal chance of being selected, which minimized bias and enhanced the objectivity of the data collected.

Under non-probabilistic sampling, the study employed purposive sampling:

Purposive Sampling was used to select teachers, school administrators (head teachers or deputies), District Education Officers (DEOs), and Management Information System (MIS) officers. These respondents were chosen deliberately based on their roles and expertise in inclusive education policy implementation. This technique allowed the researcher to collect in-depth and relevant information from individuals who possess specialized knowledge and decision-making authority related to inclusive education.

The combination of these sampling techniques provided both breadth and depth to the study. Stratified and simple random sampling contributed to the representativeness of the quantitative data, while purposive sampling ensured that key informants provided rich qualitative insights. This methodological blend is consistent with the mixed methods design adopted for the study.

Data Collection Methods

Four instruments used for data collection in the study were documentary sources, questionnaires, interviews, observations and discussion.

Documentary sources

The document included both published and non-published and academic records, admission records and statistical records. Published documents included the constitution of Uganda, the education Act (2008), the Government white paper, the Kajubi report, the basic minimum standard manual, ministry of education manual on education, Government of Uganda policy on special needs and inclusive education, manual from Special needs faculty in Kyambogo on inclusive education, newspapers, documents concerning human rights, children statute and UNESCO. On the other hand, unpublished material include dissertation on various researches on inclusive education, some seminars papers, minutes of meetings and discussions with relevant authorities like the commissioner special needs department, DEO, Inspectors and Local Council three that is DIV. A & B and Katabi sub-county. A number of literature sources were consulted basing on the objectives of the study and allowed extraction of data on the past trends on implementation, handling, government support, and factor to the success of SNS/SNP. These were accessed from archives of different schools and Municipal council education officer records

Interview

This included personal in-depth interview using an interview guide which was open ended and semi-structured and unstructured to prompt the interviewee, this gave room for the respondents to express themselves freely and minimize non-responses. During the course of interviews different issues and questions were asked in sequence development.

Tape recording was also used to record and supplement interviews from those SNS/ SNP who cannot write and read but can listen and talk. In this study, the questionnaire will be employed as a key data collection instrument, particularly for gathering quantitative data from teachers, school administrators, and support staff in inclusive education settings across Central Uganda.

Questionnaire

The questionnaire was self-administered, allowing respondents ample time to read, reflect, and respond accurately to the questions without external pressure. It will consist of both closed-ended questions (such as Likert scale items and multiple-choice questions) and a few open-ended items to capture additional insights that may not be covered by the structured format.

The questionnaire will be divided into several sections corresponding to the study's specific objectives. These sections will include:

1. Demographic information of respondents (e.g., role, teaching experience, qualifications).
2. Perceptions and awareness of inclusive education policy.
3. Factors affecting implementation, such as training, infrastructure, and availability of learning materials.
4. Management practices related to the handling of students with special needs (SNS).
5. Teaching strategies and methodologies used in inclusive classrooms.

Before full deployment, the questionnaire was pre-tested in a small sample of schools outside the selected study area to ensure clarity, reliability, and validity. Necessary adjustments will be made based on the feedback received during the pilot phase.

Observation

This was carried out in schools for purposes of examining and gathering data on non-verbal behavior, through this method the researcher formulated an observation guide in order to analysis the following basing on the objectives of the study including walkways, staircases, toilets, corridors, and classroom furniture amongst others made direct field incursions to see with her own eyes what aspires among the different impairments in the field of study depending on the dynamics of the SNS/SNP in the study. The researcher recorded whatever observation was relevant to the study and was done at an agreed date with the selected respondents.

DISCUSSION

Discussion was also used to collect data from the Peers and SNS/SNP to solicit information on their attitude towards the SNS/SNP in the school. A total of 5 discussions of 6 participants were held within the selected schools. In this method the researcher integrated peers and SNS/SNP to emphasize the inclusiveness in the schools. The researcher was the moderators of the discussion.

Validity of instrument

To ensure content validity of the instruments, the researcher ensured that research questions were in conformity with the study objectives. As described by Amin (2005), validity is a degree to which a test measures what it is supposed to measure. To ensure validity of research instruments, pilot testing of interview copies of interview guides were carried out in two schools within the scope of study. In order to ascertain the validity of instruments, expert's opinion was extracted from the supervisor, lecturers, and colleagues on face, content and format of the interview guide and group organization.

Reliability of the Instruments

Much as the study took a qualitative approach, concern was taken to ensure that instruments yield consistent results. The four instruments thus interviews, observation checklist, discussion and documentary were used.

Data Collection Procedure

Permission and an introduction letter was obtained from the Dean, School of Education which was presented to each respondent requesting for their cooperation. Permission was also sought from school administrators where respondents were allowed to engage in the study.

Data Analysis techniques

Qualitative data analysis was involved making sense out of an enormous amount of narrative data that is looking for categories, patterns and common themes which facilitate a coherent analysis of the data (Meadow 2003). Coding involving critically analyzing the data and identifying themes and topics which represented categories into which numerous pieces of data were classified (Gay 1996). Data collected from interviews were entered into the SPSS computer software for analysis and presented inform of frequencies and percentages. However,

observation, discussion and documentary complemented to the data analysis (triangulation).

Ethical issues

The researcher obtained permission from the selected schools visited and collected data. The researcher wrote introductory letters sighting the major purpose of carrying out the research and designed the instrument in the manner that did not violet the rights of the SNS/SNP and also acquired an introductory letter from the university on that effect. The respondents were assured of confidentiality and priority on information provided and personal names did not appear on the research document.

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FIELD FINDINGS

Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged by the three research objectives; (factors affecting the implementation of inclusive education; methods of school management in handling SNS; methods of teachings SNS) that the study sought to answer. The researcher used descriptive method of data control to test the reliability and validity of the data collected, and the instruments used in data collection were observation, interview, documentaries and discussion. The researcher edited the field findings and got the relevant data, created a database and files, organized the data, interpreted it, presented it in all viable forms and discussed it in line with the research topic, statement of the problem, research objectives and research questions. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information of about the 60 (sixty) respondents and the research questions that the study sought to answer. The category of respondents included; 30 SNS/SNP, 10 Peers, 07 administrators, 07 teachers, 04 parents, 1 DEO and 1 MIS.

Background Information About the Respondents

Relevant background information about the respondents that participated in the study related to their age, gender, religious affiliation and level of education. Since the respondents were knowledgeable about the variables, they influenced the research findings through their direct and proportionate opinions.

Table 4.1 Show the Demographic data from the different categories of respondents

categories	Variables										
	Age group	F	%	Gender	%	Religious	F	%	Level of education	F	%
Students SNS / SNP / Peers	8–23	167	66.7	F	96	Catholics	62	24.6	Diploma	00	00
				M	71	Anglicans	54	21.7	Bachelor's degree	00	00
						Muslims	29	11.6	Master's degree	00	00
						Others	10	05.0	Others	100	16.7
School Administrators & Teachers	20–59	58	23.4	F	46	Catholics	20	7.9	Diploma	10	05.0
				M	12	Anglicans	12	5.0	Bachelor's degree	23	12.9

						Muslims	12	5.0	Master's degree	04	1.7
						Others	08	3.4	Others	00	00
DEO & MIS	30–59	08	3.3	F	08	Catholics	04	1.7	Diploma	00	00
				M	00	Anglicans	04	1.7	Bachelor's degree	08	3.3
						Muslims	00	1.7	Master's degree	00	00
						Others	00	00	Others	00	00
Parents of SNS / SNP	20+	17	4.6	F	00	Catholics	04	1.7	Diploma	04	1.7
				M	13	Anglicans	04	1.7	Bachelor's degree	00	00
						Muslims	04	1.7	Master's degree	00	00
						Others	04	1.7	Others	12	5.0
Total		250	100.0		250		250	100.0		250	100.0

Source: Primary data

Table 4.1 comprises of the demographic information from the area studied, the sample population termed as respondents comprised the 30 SNS/SNP, 10 peers, 7 administrators, 7 teachers, 1 DEO, 1 MIS, and 4 parents of the Special needs. Each of the respondents had an impact in the study basing of different variables in the above table.

Variable 1 Age group of respondents

Why was the age group of the respondents considered?

As table 4.1 revealed that 66.7% of the respondents were aged between 8 to 23 years representing the SNS/SNP and Peers while the other respondents had their ages ranged between 24 years and above include; administrators (11.7%), teachers (11.7%), parents (4.6%), DEO & MIS (3.3%) . This means majority of respondents (50%) were SNS and SNP which portrayed that the study had emphasizes on children with disabilities who were the beneficiaries of inclusive Education policy. The peers (16.7%) were also considered as shown on the table, the 66.7 % of respondent were the main informants to avail information on implementation of inclusive education. It was paramount to consider age factor because the SNS/SNP together with their peers were the indicators of the basis of the research. However, the elites were also represented together with the parents because there are the implementations, and their age has lime with skill and management styles of handling SNS/SNP.

Gender distribution, it was revealed that SNS/SNP female were 30 percent and male were 20 percent, peers were 8.3 percent female and 8.3 percent male, administrators were 8.3 female and 3.3 percent male, Teachers were 10 percent female and 3.3 percent male, DEO and MIS were 3.3 percent both male, parents were 3.3 percent female and 3.3 percent male. The researcher considered the gender distribution of respondents in order to ascertain the popular gender in the handling of SNS/SNP. Majority of teachers and administrators who were handling the SNS/SNP were female, even the SNS/SNP themselves were female. This is due to the perspective of parents' attitude to educate female disabled children than male ones. Also, in the preliminary pre field studies, majority of the males whom the researcher hoped to include in the study declined to cooperate and the females easily cooperated. Males had fear that they could be held accountable for the outcomes of the research study fearing that it probably targeted to investigate schools' obedience towards the implementation of inclusive education as cited with in the national policy. For male peers, some seemed unbothered and uninterested with

the researcher's purpose. One SNS parent in one of the selected inclusive schools stated that even in parents' meetings the female parents always attend in larger numbers compared to the male counterparts.

Religious affiliation. Religion was chosen as a variable by the researcher to know the spiritual being and attitude of people towards the SNS/SNP. This was because the SNS/SNP, Peers, Parents, administrators and the DEO/MIS seem to belong to different denomination. Table 4.1 portrays that majority of respondents were Christians mainly Catholics and Anglicans representing 56.8 percent of the total number of respondents. A considerable number of Muslims were also contained in the sample represented by 13.4 percent, while others were a small percentage of 10.1 percent. Religion also influenced the respondents' perceptions on community values and gave their opinions and understanding on policy of implementing inclusive education and other educational aspects as evidenced with the Christians. A case in point was the items the researcher found at Entebbe welfare school denoted by the Christian Brothers of Kisubi and Sisters of Gogonya. In another incidence, it was observed that one of the SNS was given a bursar In Entebbe parents secondary school by the foundation body.

Level of education, it was paramount to consider level of education of teachers, administration, DEO & MIS, Parents, Peers, SNS and SNP. The table above revealed that 16.7 percent were Diploma holders, 33.3 percent were Bachelors' Degree holders, 3.3 percent were Masters' Degree holders and 46.7 percent were others. The study noted that the evenly representation was very important that schools should employ and retain competent and qualified staff because most of their tasks are technical in nature and requires the use of knowledge, skills and abilities. According to M.O.E.S manual 2011, it was stated that, the school should have at least one competent teacher in charge of Special Needs Education to assist them pursue their studies and academic excellence. However, this does not mean that they are all trained special needs teachers. Majority of qualified teachers have no knowledge of handling SNS/SNP. This is supported by Special Needs and inclusive education policy manual Article 5 Sec 6 which starts clearly that secondary teachers have not been trained in special education in larger numbers due to lack of fund 2007. Even in one of the governments aided primary schools, one head teacher lamented that they do not lack Special needs teachers but they are not enough (Nasanga. 2013 Entebbe welfare Primary school). In one of the government secondary schools one of teachers in Kitale S.S.S asserted that they have not implemented the policy because they lack teachers.

Factors affecting the Implementation of Inclusive Education

The study identified the factors affecting the Implementation of Inclusive Education in the selected schools of central Uganda; this was answered by research question one; "What factors affect the implementation of inclusive education in selected schools in central Uganda?" This was gathered by use of the following instruments including interview guides, observation, and discussion. The findings pertaining to this effect are shown below.

Table 4.2; Respondents on understanding of the term Inclusive education

Categories	Yes	No	Total
Administrators	9 (85.7%)	1 (14.3%)	10 (100%)
Teachers	14 (71.4%)	6 (28.6%)	20 (100%)
DEO & MIS	5 (100%)	0 (0%)	5 (100%)
Total	28 (80.0%)	7 (20.0%)	35 (100%)

Source: Primary data

Table 4.2 revealed that 18.7 percent of the total respondents didn't understand the term inclusive education and they confirmed not being aware of inclusive education policy while 81.3 percent of the respondents understood the term inclusive education. This meant that the majority of the respondents were aware of the full understanding of the term inclusive education. The ways in which teachers realize inclusive education in classroom largely depend on their attitude towards SNS and on the resources available to them (Hegarty, 2010).

Hence the D.E.O and MIS, administrators and teacher's attitudes have a great impact on the success of inclusive education. The findings after the study revealed that 81.3 percent of the respondents knew the term inclusive education as indicated on table 4.6 above. This implies that many administrators deliberately refuse to include SNS/SNP in their schools due to lack of funds and Special Needs trained teacher. This aspect portrayed the denial of the rights of the SNS/SNP to join schools. A case in point is that at one academic meeting attended by the researcher in one of the selected schools, one parent reacted on poor performance as being attributed to the inclusion of SNS studying in regular schools. This is in line with Hegarty, 2010 if regular teacher does not accept to educate these pupils as an integral part of their job, then it will be difficult for the SNS learn. The ways in which teachers realize inclusion in the classroom largely depends on the attitude of teachers and the resources available to them. The parents' reactions may discourage the teachers from teaching the SNS effectively since parents contribute to PTA funds in the schools. The involvement of parents in their children's education is generally accepted as essential to effective learning. On understanding the term inclusive education Bronfenbrenner (2011) Stofile (2008) also noted that the philosophy of inclusive education emphasizes the importance of parental involvement in children's education. However, it is not a reality that all children SNS/SNP and peers have parents. Some of the SNS/SNP have been neglected by their parents. Some of them live with caretakers since their parents have died, hence the SNS/SNP and some peers live with a number of serious social emotional problems that make their learning difficult.

The researcher interviewed some teachers, the educators and the administrators about their attitude towards inclusive education especially on the categories to SNS/SNP. One teacher responded, "Inclusive education in schools is not holistic and its implementation is difficult. Most of us are not trained to handle SNS. On the variables of the type of impairment, most of the teachers stated that how can they teach visually impaired child when they themselves do not know how to handle Braille. One teacher stated, "How can I teach a child with language problem? The result from the interview portrayed that most teachers prefer to handle the physically impaired students as shown in table 4.3.

Teachers were more negative to include students with speech disorder and students who need professional skills to read and write in this regard this study confirms the works of Kayiu and Desan (2008)

Interviews were conducted three classroom observations were undertaken in the selected inclusive schools in central Uganda. 30 students were interviewed, 07 teachers and 7 administrators. The results showed differences of attitude of the respondents depending on the category of SNS/SNP. There are challenges in the implementation of inclusive education in central Uganda. This in line with studies carried out by Agbenyega and Delan (2011).

Table 4.3; Respondents on the admitted categories of SNS & SNP

Respondents	Frequency	Percentage (%)
Audio impaired	11	8.3
Visual impaired	15	11.7
Physically impaired	76	58.3
Motor impaired	17	13.3
Others	11	8.4
Total	130	100

Source: Primary data

Table 4.3 revealed that 8.3 percent of the respondents were audio impaired, 11.7 percent were visual impaired, 58.3 percent were physically impaired, 13.3 percent were motor impaired, and 8.4 percent followed under others. This meant the majority of the respondents indicated that schools admit mainly physical impaired SNS and SNP in Entebbe municipality. Some school administrators and teachers asserted that admission of mainly physically impaired students and pupils is largely contributed by parents. This was because the physically impaired students

were relatively cheaper to handle and maintain compared to other types of impairment. A case in point, a visually impaired student needs brails and a special teacher. From the findings in the selected schools in central Uganda the major of the students were physically impaired and attributed to the point that they are easy to teach compared to other types of impairments which needed technical skills, a lot of funds and special teaching materials. It was discovered that the physically impaired students were not very slow at learning according the lessons attended to by the researcher some of them could answer questions in class. However, the cost of transport and purchasing wheel chairs and other necessities for the SNS were seen to be high. A case in point was a student in one of the secondary schools who always asked the headmaster to provide her with transport since she could not move back home on foot. Since this student was bright in class, the head teacher asked the bursar to provide her with two thousand shilling for her transport. This is in line with Tibukuza Sunday Vision, March 10th, 2013. This was further evidenced by photograph A.



Photograph A; showing the physically impaired CWD

Table 4.4: Respondents on assistance from the government

Respondents	Frequency	Percentage (%)
Textbooks	11	8.3
Salary	11	8.3
Workshops	22	16.7
Not yet	86	66.7
Total	130	100

Source: Primary data

Table 4.4 revealed that 8.3 percent of the respondents agreed to have access to text books, 8.3 percent of respondents received salary, 16.7 percent agreed to have attended to work shop, and 66.7 percent have not yet received at all any assistance from the government concerning the implementation of inclusive education and majority of respondents confirmed that there are waiting for the assistance from the government to implementing inclusive education policy in their schools (Special Needs and Inclusive Education, 2011 and People with Disability Act, 2006). From the findings in the field, it was observed that the some of the government aided schools had games equipment's, text books and path ways but did not have the SNS while the some of the private schools have the SNS but did not have the pathways, the lamps, textbooks and the special needs teachers. This calls for government intervention to help to do partnership with private schools as it did the universal secondary schools. The government can as well take initiative to provide materials, resources to the private secondary schools (Guidelines on disability, 2007). All institutions offering educational services should be empowered to handle all learners including those with disabilities. These should include establishing and equipping resource rooms to meet the needs of all learners with disabilities. All schools and institutions of learning should have

functional special needs departments headed by special needs educational personnel who would help learners acquire special needs education skills. The government through the special needs and inclusive education policy 2011, is supposed to provide the equipment's to the SNS, however private institutions do not receive them. As revealed by the table 4.8 and the photos B (ii) many schools are still waiting for assistance from the government, (DEO, 2013). The welfare school gets grant from the government but the head teacher stated that the funds are not enough, they get supplementary budget from donor contribution. The block where the head teacher's office was built was donated by the Netherlands as seen in photo B below;



This was further evidenced by photograph field B.

Photograph B; showing the available facilities for implementation of Inclusive education



Photo B (i) Conducive for inclusive education.



Photo B (ii) Not conducive for inclusive education

Table 4.5: Respondents on parents' contribution to SNS & SNP

Respondents	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Administrators	1 (14.3%)	1 (14.3%)	1 (14.3%)	7 (57.1%)	10 (100%)
Teachers	3 (14.3%)	0 (0.0%)	6 (28.6%)	11 (57.1%)	20 (100%)
Parents	5 (25.0%)	15 (75.0%)	0 (0.0%)	0 (0.0%)	20 (100%)
SNS / SNP	22 (16.7%)	52 (40.0%)	56 (43.3%)	0 (0.0%)	130 (100%)
Total	31 (16.7%)	69 (33.3%)	63 (30.4%)	18 (19.6%)	207

Source: Primary

From table 4.5, 16.7 percent strongly agree with parents care and contribution towards SNS & SNP, 33.3 percent agree, 33.3 percent disagree, and 16.7 percent strongly disagree. This means on average 50 percent of the respondents agree that parents contribute something towards academic success of SNS & SNP and others disagree on that effect, financial support from parents in form of school fees and other targets are intervened to achieve implementation of inclusive education. A case in point is Byamugisha a parent to Kato Andrew an SNS in one of the selected schools who put in place a toilet facility suitable for SNS as evidenced by photograph field C.

Photograph c (i) was constructed by one of the SNS parents in the selected schools in central Uganda, the student being physically handicapped could not squat but only sit while helping himself. From the field findings financial resources was a very crucial issue in the education and maintenance of the SNS and SNP. A case in point is one of the parents Byamugisha who narrates that he contributes the toilet to the school where his son is and at the same time he had to part with four hundred thousand every term for couching/extra effort put towards his son who was a candidate. He paid five hundred thirty thousand shilling yet it is a day school furthermore he had to meet transport costs for his son to and from school. Therefore, parents contributed much towards the education of their children with disabilities.

Photograph C; Showing gadgets used by SNS & SNP





Photo C (i) Toilet seat contributed by a parent Photo C (ii) Walking gadget

The above photo shows a toilet seater which was donated by one of the parents for Special Needs at Entebbe S.S.S. It was established to easier his son's life in the toilet as a way of Improving the health of entire community



Photo C (iii) Wheel chairs and firewood contributed by parents

Table 4.6; Respondents on participation of SNS & SNP in co-curriculum activities

Categories	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Administrators	3 (28.6%)	4 (42.9%)	1 (14.3%)	1 (14.3%)	10 (100%)
Teachers	9 (42.9%)	3 (14.3%)	3 (14.3%)	6 (28.6%)	20 (100%)
DEO & MIS	3 (50.0%)	0 (0.0%)	2 (50.0%)	0 (0.0%)	5 (100%)
SNS / SNP	9 (6.7%)	74 (56.7%)	30 (23.3%)	17 (13.3%)	130 (100%)
Peers	13 (20.0%)	13 (20.0%)	20 (30.0%)	19 (30.0%)	65 (100%)
Parents	0 (0.0%)	10 (50.0%)	10 (50.0%)	0 (0.0%)	20 (100%)
Total	37 (16.7%)	104 (41.7%)	66 (25.0%)	43 (16.7%)	250

Source: Primary data

Table 4.6 revealed that 16.7 percent of the respondents strongly agree on the full participation of SNS & SNP in co-curriculum activities at school, 41.7 percent only agree, 25.0 percent disagree, and 16.7 percent strongly disagree on special needs participation. 58.4 percent accepted that special needs students and pupils like so much to involve in the co- curriculum activities, which is in line with (Mathias, 2013). However, the proper arrangement of doing it in schools is not yet right amongst the selected inclusive schools in Entebbe municipality. This was evidenced by photograph field D. from the findings from the field the primary section had more facilities for games compared to the secondary section. In one of the selected co-curricular activities the SNS acted as morale boosters, they shouted to give morale to both the football and netball teams. However, the SNS enjoy participating in co-curricular activities as shown in table 4.6. This concurs with Mathias 2013, Technical Advisor Save the Children found out that children with disabilities have the same rights as the other children. She postulated that the school where she used to teach the SNS and SNP participated in Olympics race in all ten runners assembled at the start for the 100 meters race including the SNS. Below are some of facilities used by SNS/SNP in Co-curricular activities.



Photo D show facilities for Games to special needs children

Table 4.7: Respondents on guidance and counseling of SNS & SNP

Categories	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Administrators	3 (28.6%)	7 (71.4%)	0 (0.0%)	0 (0.0%)	10 (100%)
Teachers	9 (42.9%)	11 (57.1%)	0 (0.0%)	0 (0.0%)	20 (100%)
DEO & MIS	0 (0.0%)	3 (50.0%)	2 (50.0%)	0 (0.0%)	5 (100%)
SNS / SNP	35 (26.7%)	35 (26.7%)	60 (46.7%)	0 (0.0%)	130 (100%)
Parents	0 (0.0%)	10 (50.0%)	10 (50.0%)	0 (0.0%)	20 (100%)
Total	47 (25.4%)	66 (35.7%)	72 (38.9%)	0 (0.0%)	185

Source: Primary data

Table 4.7 revealed that 68.0 percent of the respondents regularly participate in the guidance and counseling of SNS & SNP where as 32.0 percent of the respondents don't participate at all in the guidance and counseling of the SNS & SNP. This meant majority of the respondents were caring towards the academic progress of the special needs students and special needs pupils much as some were not aware of the right approach to guide and

council the SNS & SNP. This was evidenced by photograph field E. This is in line with Omagor (2013) cited that there is a need to identify the candidate under inclusive education early enough so that they are given proper guidance in the subjects they are capable of doing early enough.

The researcher administered interview among 7 administrators, 7 teachers, 2 municipal ministry representative, 4 parents and 30 SNS/SNP. Questions asked:

How do you counsel and guide SNS/SNP in your classroom?

One teacher responded that it is the method he used to attract the attention of SNS in picking interest in his subject,” I have to start teaching my student by counseling and guiding him, otherwise he may feel bored.”

One of the deputy head teachers in the selected school states: Kato and Apofia always come for consultation and advice in case they were annoyed by either parents at home or fellow peers.

Some of the SNS/SNP benefit both from the general counseling session which are put on school programme every term and also benefit from their subject teachers and administrators. Statement by one of the special needs teachers.

Photograph E: Showing guidance and counseling of SNS & SNP



Photo E Show Counseling and guidance Of SNS

Pho E shows one of the SNS being attended to by his teacher at school on the theme of guidance and counseling.

Table 4.8: Respondents on attitude of SNS & SNP towards studies

Categories	Negative	Positive	Percentage (%)
SNS/SNP	13 (10%)	117 (90%)	130 (100%)
Peers	13 (20%)	52 (80%)	65 (100%)
Teachers	0 (0%)	20 (100%)	20 (100%)
Administrators	0 (0%)	10 (100%)	10 (100%)
DEO & MIS	0 (0%)	5 (100%)	5 (100%)
Parents	0 (0%)	20 (100%)	20 (100%)
Total	26 (10.4%)	224 (89.6%)	250 (100%)

Source: Primary Source

From table 4.8, 8.3 percent of the respondents accepted that SNS & SNP have negative attitude towards studies where as 91.7 percent of the respondents accepted that they have a positive attitude towards studies. This meant majority of the respondents confirmed a strong desire of SNS & SNP towards their studies and a group interview with different students, they were asked about the subjects they like and those they hate and the teachers they like most and those hated. one student stated that he likes C.R.E as a subject that console him. The SNS also said that he likes the CRE teacher because he is friendly to him. One of the SNS also stated that she sits next to a friend who explains everything to her that the teacher teaches in classroom. When the researcher asked about playing and learning activities, one of the SNS said they feel good during playtime with their peers as well. some call us names which we do not like said the SNS, Sometimes I don't feel like playing because some students tease me and the teachers do not do anything to stop the bullies. Other students stated that they socialize with their peers. Pettigrew (2011) sees the school as a socialization system and teaching and learning as a socialization process without which learning may be hampered. A number of students interviewed reported that teachers get disappointed when they do not get the work done and teachers do nothing to help them. This is evidenced by photograph field F.

Photograph F: Showing SNS attending a lesson



This is evidenced by photograph field F.

Table 4.9: Respondents on attitude of educators towards SNS & SNP

Categories	Negative	Positive	Percentage (%)
SNS/SNP	22 (16.7%)	108 (83.3%)	130 (100%)
Peers	20 (30.0%)	45 (70.0%)	65 (100%)
Teachers	3 (14.3%)	17 (85.7%)	20 (100%)
Administrators	0 (0.0%)	10 (100%)	10 (100%)
DEO & MIS	0 (0.0%)	5 (100%)	5 (100%)
Parents	5 (25.0%)	15 (75.0%)	20 (100%)
Total	50 (20.0%)	200 (80.0%)	250 (100%)

Source: Primary data

From table 4.9, 16.7 percent of respondents have negative attitude towards SNS & SNP while 83.3 percent have positive attitude toward SNS & SNP. This meant majority of the respondents were welcoming and calm with

special needs students and special needs pupils in Entebbe Municipality. This was in line an interview which was carried out with one of the SNS teachers who stated that his student benefit from both the normal and the remedial lessons. He further stated that he has teach extra lessons and other teachers as well because some of the SNS are slow learners, they do not remember what they are taught easily the teachers have to repeat frequently the themes and topics taught. One of the SNS observed in one of the lessons can neither write nor read but uses tape recorder as one of keeping notes for further. However, the challenge of using this method of teaching was that it is expensive needs many new tapes and buying of new cells and it is bulky for the SNS who can't carry.

Table 4.10: Respondents on interaction of SNS & SNP with peers

Categories	Good	Bad	Percentage (%)
SNS/SNP	95 (73.3%)	35 (26.7%)	130 (100%)
Peers	26 (40.0%)	39 (60.0%)	65 (100%)
Teachers	11 (57.1%)	9 (42.9%)	20 (100%)
Administrators	7 (71.4%)	3 (28.6%)	10 (100%)
DEO & MIS	5 (100.0%)	0 (0.0%)	5 (100%)
Parents	15 (75.0%)	5 (25.0%)	20 (100%)
Total	159 (63.6%)	91 (36.4%)	250 (100%)

Source: Primary data

Table 4.10 revealed that 66.7 percent of the respondents showed a good interaction of SNS & SNP with peers, 33.3 percent of respondents showed a bad interaction of SNS & SNP with peers. This meant SNS & SNP interaction with peers in Entebbe municipality was not good enough and this influence positive SNS & SNP relationship with their peers.

Table 4.11: Respondents on Community attitude towards SNS & SNP

Categories	Positive	Negative	Percentage (%)
SNS/SNP	117 (90.0%)	13 (10.0%)	130 (100%)
Peers	52 (80.0%)	13 (20.0%)	65 (100%)
Teachers	17 (85.7%)	3 (14.3%)	20 (100%)
Administrators	7 (71.4%)	3 (28.6%)	10 (100%)
DEO & MIS	3 (50.0%)	2 (50.0%)	5 (100%)
Parents	15 (75.0%)	5 (25.0%)	20 (100%)
Total	211 (84.4%)	39 (15.6%)	250 (100%)

Source: Primary Data

From table 4.11, 16.7 percent of respondents have negative attitude towards SNS & SNP while 83.3 percent have positive attitude toward SNS & SNP. This meant majority of the respondents agreed that the community attitude towards the SNS & SNP in Entebbe Municipality was conducive for them to associate freely with community members. This is in line with Elmore, 2010 who cited that the prevailing public opinion on the position of special needs education and their peers determines the laws and financial regulations in which

SNS/SNP in regular education has been realized.

How the school management handles the SNS & SNP in the main stream school system

The study sought to find out how the school management handles the SNS in the main stream school system in central Uganda. This was answered by research question two: “How do schools management in the selected schools in central Uganda handle special needs students/ Pupils?” These findings were obtained using the interview guide administered to School administrators, teachers, DEO and MIS, Parents, SNS/SNP, and peers.

Table 4.12: Respondents on Trained special needs teachers

Categories	Available	Unavailable	Percentage (%)
Teachers	0 (0.0%)	20 (100.0%)	20 (100)
Administrators	1 (14.3%)	9 (85.7%)	10 (100)
DEO & MIS	0 (0.0%)	5 (100.0%)	5 (100)
Total	1 (2.9%)		

Source: Primary data

Table 4.12 revealed that 93.7 percent of respondents agreed that trained special needs teachers are still in dream in schools of central Uganda, while 06.7 percent of respondents agree that trained teachers are available in schools only that they neglect their work. This meant that there is a poor staffing system for effective implementation of inclusive education. Where there are no trained teachers to handle the SNS and SNP, their academic progress would be strained (Special Needs and Inclusive Education Policy, 2011). This is in line with Brown and sacks, (2010), Gerbe and Semmel, (2010) in their theories the term resources does not refer to teaching methods and materials, but also to the time table available for instruction and the knowledge and skills of teaching acquired through training of teachers and experience, therefore if Trained teacher are available, it enhances implementation of inclusive education.

Table 4.13: Respondents on the school environment on implementation of inclusive education

Categories	Not Conducive	Conducive	Percentage (%)
SNS/SNP	126 (96.7%)	4 (3.3%)	130 (100%)
Peers	52 (80.0%)	13 (20.0%)	65 (100%)
Teachers	14 (71.4%)	6 (28.6%)	20 (100%)
Administrators	6 (57.1%)	4 (42.9%)	10 (100%)
DEO & MIS	3 (50.0%)	2 (50.0%)	5 (100%)
Parents	15 (75.0%)	5 (25.0%)	20 (100%)
Total	216 (86.4%)	34 (13.6%)	250 (100%)

Source: Primary data

Table 4.13 revealed that 83.3 percent of respondents agreed that nature of school environment is not conducive, while 16.7 percent of respondents agree that the nature of school environment is conducive. This meant majority of respondents agreed that the school environment is not conducive for the implementation of inclusive education and schools are waiting for government intervention into the matter through provision of facilities. This is evidenced by class room block in photograph G.

Photograph G; Showing a classroom block for the school



Photo G Classroom block for the school with CWDs

Table 4.14: Respondents on the school management style on SNS & SNP

Categories	Considerable	Not Considerate	Percentage (%)
Teachers	17 (85.7%)	3 (14.3%)	20 (100%)
Administrators	10 (100.0%)	0 (0.0%)	10 (100%)
DEO & MIS	5 (100.0%)	0 (0.0%)	5 (100%)
Total	32 (91.4%)	3 (8.6%)	35 (100%)

Source: Primary data

From the table 4.14 above, 93.7 percent of the respondents agreed that the school management style was a very influential factor in implementation of inclusive education while a small percentage of 6.25 percent was not influential and cooperative towards the implementation of inclusive education. The school management style is reflected in terms of the set rules and regulations and character of administrators. Meijer, 2010 cited that the head teacher should be supporters, facilitates, organizes of practical working terms gernal programs and government policies in their schools but with consultation with their teachers. This is in line with contingency style (X and Y management style) which enhance implementation of inclusive education.

The system and contingency approaches to management theory enables theorists to study key elements of an organization in term of their interaction with one another and with their external environment. Contingency approaches is similar to open systems in open systems there is the environment, inputs, conversion and outputs (Cole 2004). Interaction between the SNS/SNP peers, teachers and the heads of institution in the selected schools and lead to lack of support from principles from schools.

Kuyini and Descri (2009) draws attention to the type of attitudes these principles had towards inclusion of students with special needs into regular schools. The general lack of knowledge of inclusion on the part of school authorities (principals) and the lack of regular in-service training sessions for teachers Agbenyega and Deku (2011) Schools need to be restructured, re-oriented and re-organized to create school norms and climate conducive for inclusive education.

Rigidity and curriculum inflexibility is a result of teachers' attitude and poor teacher knowledge Kuyini and Descri (2009) Ocloo and Subbey 2008.Schools in central Uganda need to restructure, re-orient, re organize their objectives to include SNS.This picture of Ghana's inclusive education program is in line with the need for an

investigation of the implementation of inclusive education policy in the selected schools in central Uganda. The management systems of the principle / Head teachers and their attitudes towards the implementation of inclusive education policy and their knowledge of inclusive education will lead to success or failure of the implementation of the policy.

Table 4.15: Respondents on including of CWD

Categories	Bad	Good	Percentage (%)
SNS/SNP	74 (56.7%)	56 (43.3%)	130 (100%)
Peers	33 (50.0%)	32 (50.0%)	65 (100%)
Teachers	14 (71.4%)	6 (28.6%)	20 (100%)
Administrators	6 (57.1%)	4 (42.9%)	10 (100%)
DEO & MIS	3 (50.0%)	2 (50.0%)	5 (100%)
Parents	15 (75.0%)	5 (25.0%)	20 (100%)
Total	145 (58.0%)	105 (42.0%)	250 (100%)

Source: Primary data

Table 4.15 revealed that out of the total number of respondents sampled for this study that 41.7 percent agreed that, it's good to engage the SNS & SNP into the main stream school system where as 58.3 percent of the respondents agreed that SNS & SNP should be taught differently from other peers and was accompanied by the argument that SNS & SNP are slow learners and may affect the performance of their peers which concurs with the research findings of Matthau's, 2013. A case in point was the various academic committee meetings attended by the researcher in which the parent's responses were negative towards inclusion.

Methods of teaching SNS/ SNP in inclusive schools

The study sought to find out the various methods of teaching used in those inclusive schools in central Uganda. This was answered by the research question three; "What methods of teaching do the selected schools use in teaching the SNS in central Uganda?". These findings were obtained using the interview guides section C, observation, discussion and documentation.

Table 4.16: Respondents on methods used to teach SNS & SNP

Categories	Individual education programme	Group work	Child-centred learning	Teacher-centred learning	Percentage
SNS/SNP (130)	22 (16.9)	22 (16.9)	78 (60.0)	9 (6.9)	130 (100)
Peers (65)	7 (10.8)	7 (10.8)	52 (80.0)	0 (0.0)	65 (100)
Teachers (20)	3 (15.0)	3 (15.0)	11 (55.0)	3 (15.0)	20 (100)
Administrators (10)	3 (30.0)	3 (30.0)	1 (10.0)	3 (30.0)	10 (100)
DEO & MIS (5)	0 (0.0)	3 (50.0)	2 (50.0)	0 (0.0)	5 (100)
Parents (20)	5 (25.0)	0 (0.0)	15 (75.0)	0 (0.0)	20 (100)
Total (250)	40 (16.0)	38 (15.2)	159 (63.6)	15 (6.0)	250 (100)

Source: Primary data

Table 4.16 revealed that 16.7 percent of the respondents agreed to have applied individual education program, 16.7 percent of respondents applied group discussion, 53.3 percent used child-centered learning, and 08.3

percent used teacher-centered learning. This means majority of the respondents agreed to have applied child – centered learning method to teach the SNS and SNP in their schools. This research concurs with Gordan and Harley, 2011 who postulated that in order to create an environment in which all learners are equally valued, emphasize should be on social relations in class including group work and other activities. This enhances the harmonious co-existence between the SNS/SNP and their peers in an inclusive system. It was further observed by Okech that teaching SNS/SNP together with their peers within an inclusive environment requires careful planning and a close much between the teaching approach and learning needs. Teachers should create opportunities for learners to succeed to raise their self-esteem and engage in a quest to become the best they can be and enjoy lifelong learning to achieve self-actualization. This can be achieved when teach chooses the most suitable method which attracts the attention of the SNS/SNP and their peers in an inclusive environment.

Table 4.17: Respondents on methods of examination of SNS & SNP

Categories	Written	Oral	Percentage
SNS/SNP	04 (3.1)	125 (96.9)	129 (100)
Teachers	03 (15.0)	17 (85.0)	20 (100)
Administrators	00 (0.0)	10 (100.0)	10 (100)
DEO & MIS	03 (50.0)	03 (50.0)	06 (100)
Total	10 (6.1)	155 (93.9)	165 (100)

Source: Primary data

From table 4.17 above, 6.5 percent of respondents agreed to have administered written examination to SNS & SNP during assessment whereas 93.5 percent of respondents agreed to administer oral examinations. This meant majority of the respondents confirmed that SNS & SNP love to do oral examination than written one and this is cited by the massive enrollment of physically impaired CWD. This doesn't comply with UNEB rules and regulations in case for SNS to do only oral examinations; they have to be assessed by the department of special needs under UNEB to ascertain the level of impairment. This was in line with Omugur, 2013, cited those Special needs learners are not found in schools with CWD but also in regular schools. This mean that UNEB and M.E.O.S should adjust the curriculum to accommodate the SNS/SNP in an inclusive system and also identifying Special Needs Education Examiners to help in identifying the condition and approaches to the Special need examination question. A case in point was Kato Andrew a candidate, 2104 in one of the selected schools who used to study only six subjects but on UNEB registration, he was asked to sit for eight subjects which is the UNEB minimum requirement. Hence, he was forced to study two (2) new subjects in only two terms.

Table 4. 18: Respondents on availability of appropriate teaching aids.

Categories	Very adequate	Adequate	Average	Inadequate	Very inadequate	Percentage
Teachers (20)	03 (15.0)	03 (15.0)	11 (55.0)	00 (0.0)	03 (15.0)	20 (100)
Administrators (10)	00 (0.0)	01 (10.0)	00 (0.0)	09 (90.0)	00 (0.0)	10 (100)
DEO & MIS (5)	00 (0.0)	00 (0.0)	00 (0.0)	03 (60.0)	02 (40.0)	05 (100)
Total (35)	03 (8.6)	04 (11.4)	11 (31.4)	12 (34.3)	05 (14.3)	35 (100)

Source: Primary data

Table 4.18 revealed that, 06.25 percent of respondents had very adequate teachings aids, 12.4 percent of respondents had adequate teaching aids, 25.0 percent of respondents had average teaching aids, 43.8 percent respondents had inadequate teaching aids, and 12.5 percent respondents had very inadequate teaching aids.

Relying on few or no teaching aids which make the teaching and learning process of SNS & SNP challenging, as concepts which seem difficult to learners and may not be easily translated into what they understood easily. The situation may be easily saved if aids are used. Chances are high that learners taught without teaching aids find the subject very difficult and less interesting which consequently results into loss of morale for learning and poor academic performance of SNS & SNP. In an interview, and open-ended questions in the questionnaires, some teachers reported lack of some key crucial teaching aids for CWD made work difficult, especially those which required money to be accessed. Some of these aids mentioned included audio visual aids and charts for example computerized charts showing movements of certain learning information and some brails which they cannot have access to, yet they would enrich the teaching and learning process. Most lessons observed also revealed that most teachers relied on chalkboard, chalk, tape information and textbooks as aids to facilitate their teaching, yet a number of aids are required to quicken the learning process of CWD.

Quantitative findings

Table 4.19: Shows descriptive statistics about Inclusive Education policy, School management, teaching methods and policy implementation.

Descriptive Statistics			
	Mean	Std. Deviation	N
Education policy awareness	2.77	.417	250
School Management	2.67	.384	250
Teaching Methods	2.39	.386	250
Implentation of Inclusive Education Policy	2.91	.450	249

This table summarizes perceptions of four key variables education policy awareness, school management, teaching methods, and the implementation of inclusive education. The relatively low mean scores (ranging from 2.39 to 2.91) indicate general disagreement with the positive statements about these variables since the used Likert scale used was; 1-strongly agree, 2- agree, 3- disagree and 4- strongly disagree.

Education Policy Awareness (Mean = 2.77): The low score suggests that most stakeholders are not well-informed about the inclusive education policy. This is triangulated with Table 4.2 (qualitative), where 18.7% of administrators and teachers lacked understanding of the term “inclusive education.” Interview data confirmed that many schools lacked training or materials to promote policy understanding, echoing Hegarty (2010) and Bronfenbrenner (2011) on the crucial role of awareness in shaping implementation.

School Management (Mean = 2.67): This low score aligns with Table 4.12, where only 1 out of 35 respondents reported having access to a trained special needs teacher. Interviewed teachers repeatedly cited the lack of administrative support, and some administrators admitted deliberately refusing to admit SNS/SNP due to lack of resources, confirming the findings of Kuyini & Descri (2009).

Teaching Methods (Mean = 2.39): Slightly more positive, this score supports findings in Table 4.16 where child-centered methods (60%) were widely reported. Qualitative data from observations showed some teachers using flexible teaching techniques, but often without institutional support, resulting in inconsistency and overburden.

Implementation of Inclusive Education Policy (Mean = 2.91): This is the most negative perception, suggesting the policy is largely unimplemented in practice. This aligns with qualitative data showing inadequate infrastructure, few assistive devices, and limited government support (see Tables 4.4, 4.13 and interview quotes), which confirms UNESCO (1994) and Elmore (2010) who argue that implementation failure often stems from weak systemic support.

Table 4.20: Shows Pearson correlation between Inclusive Education policy, school management, teaching methods, and policy implementation

Correlations					
		Education policy awareness	School Management	Teaching Methods	Implentation of Inclusive Education Policy
Education policy awareness	Pearson Correlation	1	.073	.069	-.026
	Sig. (2-tailed)		.252	.278	.685
	N	250	250	250	249
School Management	Pearson Correlation	.073	1	-.218**	.080
	Sig. (2-tailed)	.252		.001	.210
	N	250	250	250	249
Teaching Methods	Pearson Correlation	.069	-.218**	1	.045
	Sig. (2-tailed)	.278	.001		.477
	N	250	250	250	249
Implentation of Inclusive Education Policy	Pearson Correlation	-.026	.080	.045	1
	Sig. (2-tailed)	.685	.210	.477	
	N	249	249	249	249
**. Correlation is significant at the 0.01 level (2-tailed).					

This table shows weak and mostly insignificant correlations among the four variables, except for a significant negative correlation between school management and teaching methods ($r = -0.218$, $p = .001$).

Education Policy Awareness: Correlates weakly with other variables. This triangulates with field interviews where knowledge of the policy was limited and fragmented, as noted in observations of missing policy documents and statements such as *"We have never been trained in inclusive education."* This disconnect confirms Brown & Sacks (2010), who caution that awareness alone doesn't drive change.

School Management and Teaching Methods (Negative Correlation): The negative and significant correlation suggests a disconnect between administrative actions and classroom practices. Teachers reported independently implementing IEPs or child-centered strategies without management support, which reflects a top-down style misaligned with inclusive pedagogy. As per Meijer (2010) and Agbenyega & Deku (2011), inclusive education needs leadership that empowers and supports classroom innovation.

Implementation of Inclusive Education Policy: Correlated very weakly with all variables, reinforcing the notion that policy presence does not equate to practice also supported by Table 4.15, where 58% of respondents believed SNS/SNP should be taught separately. This discrepancy reflects curriculum rigidity and leadership resistance, especially in high-performing schools, which prioritize academic rankings.

Table 4.21: Shows Multiple linear Regression with Inclusive Education policy, school management, teaching methods, and policy implementation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.744	.259		10.594	.000
	Education policy awareness	.086	.057	.093	1.501	.135
	Implentation of Inclusive Education Policy	.079	.053	.092	1.493	.137
	Teaching Methods	-.225	.062	-.227	-3.663	.000
a. Dependent Variable: School Management						

This regression model shows how well three predictors, education policy awareness, teaching methods, and policy implementation explain school management quality. Only teaching methods had a statistically significant impact ($B = -0.225$, $p < .001$), and negatively so.

Teaching Methods (Significant Negative Beta): This result, though counterintuitive, reflects a qualitative reality: as teachers strive to use inclusive methods like group work or IEPs, they often feel unsupported by management. One teacher remarked, *"We do extra coaching, but it's not recognized nor supported by school heads."* This finding illustrates internal friction, confirming the argument by Gordon & Harley (2011) that school leadership must institutionalize inclusive pedagogy, not leave it to individual initiative.

Policy Awareness and Policy Implementation (Insignificant Predictors): Despite their conceptual importance, these variables did not significantly predict school management quality. This aligns with findings in Table 4.4 and 4.12, where most schools lacked facilities or policy support, even when awareness was reported. This underscores the "implementation gap" described by UNESCO (1994) and Special Needs Education Policy (2011) where policies exist but are not enforced or resourced.

Table 4.22: Shows the regression Model fit

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.252 ^a	.064	.052	.374	.064	5.548	3	245	.001
a. Predictors: (Constant), Teaching Methods, Implentation of Inclusive Education Policy, Education policy awareness									

This table reveals that the model explains only 6.4% of the variance in school management ($R^2 = .064$), indicating a limited influence of the three predictors on school leadership.

This is consistent with qualitative insights: school management styles are influenced by broader systemic and cultural factors such as funding, policy enforcement, parental pressure, and examination results obsession which are not captured in these three variables. For instance, some administrators resisted inclusion, fearing it would lower school performance metrics, as reported in academic meetings (Table 4.15 and interviews).

The low explanatory power supports Bronfenbrenner's ecological systems theory, which suggests that school management decisions are shaped by multi-layered external systems, not just internal knowledge or practices. Thus, macro-level influences (e.g., funding policies, UNEB regulations, societal attitudes) may account for much of the variance unaccounted for in the regression model.

SUMMARY FINDING, CONCLUSION AND RECOMMENDATIONS

Introduction

In this chapter the researcher cites the summary of finding, conclusion, recommendations and areas for further research to the study. All these are embedded in the three objectives of the study the factors affecting the implementation of inclusive education, methods of teaching SNS/SNP and the management styles used by the administrators to handle SNS/SNPs.

Summary Finding

Factors affecting the implementation of inclusive education

The findings of the study revealed that most secondary schools in central Uganda do not have the interconnecting pathways or the ramps as evidenced by photographs in one of the classroom block in chapter four. One of the class room blocks in one secondary school with SNS was not conducive because it had stairs as evidenced by a photograph G in chapter four.

Teaching-learning materials, a UNEB specialist guide (2014) made some observation and recommendations that the board and ministry of education in secondary schools should provide teaching and learning materials in secondary schools for SNS that were lacking. He further stated that teachers for special needs should be deployed to secondary schools to help in the teaching of SNS. The teachers handling the SNS have no great feeling for them since they are not trained. These teachers saw it as a burden in teaching SNS so they would charge a special fee per subject as an individual education program.

Financial distress, parent to one of the SNS had to pay seven teachers extra 350,000/= (Three hundred fifty thousand shillings) per term yet the usual school fees for a day scholar was 140,000 (One hundred forty thousand shillings only). The researcher realized that it was very costly to educate SNS.

Lack of the required equipment for the implementation of inclusive education was also seen as a challenge, most government aided secondary schools in central Uganda had not yet started the implementation of inclusive education policy because they are waiting for the government to facilitate them with the structures, the Braille's, books and even the special trained teachers for the SNS. They also need extra and specific toilet facilities for the SNS and specific computers for visual impaired. However, some few private schools have embarked on the implementation of inclusive education policy but they need help from the government in form of trained specialists for the SNS, facilities like toilets, interlocking pathways or ramps are still of great needs from the government.

The methods of teaching

The SNS/SNP struggles with a number of serious social and emotional problems hence the teachers have to adopt different methods of teaching to enable them learn together with their peers. The slow learners in some schools are catered for by the use of individual programs whereby extra fees is charged. Hence there is need for trained special teachers to handle those SNS with multiple impairment. In some schools the lecture method is used but is not conclusive to the SNS/SNP the SNS especially are slow learners.

The level of disability call for group method and shaped the attitudes of teachers to the inclusion of special needs. Most secondary schools that implement inclusive education prefer handling the physically impaired students with extreme disabilities pose problems to effective teaching because they take a lot of time and that is unfair for non-disable students. Teachers in central Uganda had positive attitude towards SNS but lacked knowledge in teacher's implementation of inclusive education policy and government policy document in

inclusive education. Individual programs involve remedial teaching of SNP and SNS, this was emphasized by Nasanga 2014. Some schools had the special needs teachers but they were not enough thus they want more teachers to help them handle the SNS.

Management styles Vs SNS and SNP

The limited support from head teachers in the schools draws attention to the type of attitude attached to the inclusion of students with special needs into regular schools. The limited knowledge of inclusion in the part of school management and irregular in service training sessions for the teachers have a setback in the implementation of inclusive education in secondary schools in central Uganda. The nature of school head teachers and the attitude of the teachers tend to affect the level of implementation of inclusive education in central Uganda.

The parents and the community in central Uganda are after obtaining many first grades hence they felt that the practice of inclusive education policy in the zone would lower the academic general performance of their schools in central Uganda. This is in line with the perceptive of some teachers and head teachers who are after academic excellence thus the inclusion of SNS/SNP will mean lowering of the academic standards. This is supported by result oriented management style. Autocratic management style which some administrators in secondary schools understood the term inclusive education policy but the administrators deliberately refuse to admit SNS/SNP in the schools due to lack of funds and special needs trained teachers.

The attitude of the teachers towards the teaching and handling of the SNSs largely depends on their motivation and the resources available for the SNS. It was discovered that the physically impaired students were easy to handle compared to the multiple impaired students. Text books for the special needs were also lacking especially those with multiple impairment. Other SNS would neither read nor write but they could speak English and would learn using recording methods.

In secondary schools there was a general lack of games equipment for the SNS/SNP while in primary schools the games and sports equipment were available. Parents in central Uganda lack information and sensitization of inclusive education this was proved by the smallest percentage of number of SNP joining secondary schools. Some local council authorities still know about special needs having their own schools but not inclusive education. It was also observed that some SNS who put choices in government aided schools are not selected reason given by management as lack of the basic necessities for the SNS.

Transport was also observed to be a challenge to the SNS because some of the physically impaired students need transport from home to school or from school to home. Most of the low-income earners cannot afford to educate their children in inclusive schools due to the amount of fees asked by the school authorities and the teachers. Poverty among the parents with the SNS was seen as a challenge to the implementation of inclusive education in central Uganda. This was revealed by the 50% respondents who stated that parents contribute a lot to the provision of facilities needed by SNS

In some schools regular teachers are asked to teach special needs children without receiving any form of training as well as administrative assistance without support. Teachers who do not have sufficient background knowledge in special education are at a loss on what to do.

Inclusive education policy in central Uganda demands the class teacher to be innovative flexible, creative ready to learn from the learners and capable facilitating active learning for all children with or without disabilities. The development of the special needs and inclusive education policy curriculum and teachers training programs should be revived to cater for effective implementation of inclusive education. However some pockets of success in some areas in some schools in central Uganda through interactions between the SNS and their peers it was realized that the peers helped the SNS in pushing their wheel chairs, feeding them and helping them to write notes and read their work.

The teachers were seen to have positive attitude towards the SNS because they develop various methods of teaching as shown by the highest percentage of the method used was child centered (60%). This is also referred

to as individual education program (IEP). There were some successful SNS who studied in some of the selected private schools central Uganda and one was found as a teacher in the Komo centre. One student was found as a counselor at the sub county representing the female CWDS. And one of the successful SNS was a member of the special needs organization.

Summary of quantitative findings

The quantitative analysis of the study, which focused on education policy awareness, school management, teaching methods, and the implementation of inclusive education policy, revealed several key insights:

The descriptive statistics showed low mean scores across all variables, indicating that respondents generally disagreed with statements suggesting effective implementation of inclusive education. Specifically, education policy awareness (Mean = 2.77) and implementation of inclusive education policy (Mean = 2.91) scored low, suggesting limited knowledge and inadequate application of inclusive practices in schools.

Teaching methods received the relatively most favorable score (Mean = 2.39), reflecting some effort by teachers to employ inclusive practices such as child-centered learning and individualized programs. However, this was not consistently supported by school leadership.

The correlation analysis indicated that relationships among the key variables were weak and statistically insignificant, except for a significant negative correlation between school management and teaching methods ($r = -0.218$, $p = .001$). This suggests a disconnect between administrative leadership and classroom instructional practices, which may hinder cohesive implementation of inclusive education.

The regression analysis further revealed that teaching methods were the only statistically significant predictor of school management perceptions ($B = -0.225$, $p < .001$), but the relationship was negative. This implies that where teachers adopted more inclusive teaching methods, they perceived less support from school management, or vice versa.

The overall regression model had limited explanatory power ($R^2 = 0.064$), indicating that only 6.4% of the variation in school management could be explained by the three predictors: education policy awareness, teaching methods, and policy implementation. This suggests that other external or systemic factors may be influencing school leadership's role in inclusive education.

The quantitative findings confirmed that inclusive education in Central Uganda is not being effectively implemented, largely due to low policy awareness, inadequate administrative support, and fragmented teaching practices. These results align with the qualitative findings and highlight the need for coordinated, multi-level interventions to bridge gaps between policy and practice.

CONCLUSION

The implementation of inclusive education in schools require not only accepting learners with different learning needs in main street classrooms but also determining whether those learner's are being provided with appropriate support. There is need for a social justice discourse in inclusive education policy and its practices necessitate changing systems that perpetuate power and exclusion. Inclusive education is not an end in itself but a means to an end. It is about contributing to the realization of an inclusive society with a demand for a right approach as a central component of policy making thus the question is fundamentally about issues of human rights, equality, social justice and struggle for a non-discriminating society. The research is embedded in the Bronfenbrenne theory of ecological system which categorizes five environmental factors for successful implementation of inclusive education.

The micro system which was seen as the home where we find a father, mother, sisters and brothers, Caring and supporting parents can enhance implementation of inclusive compared to negligent parents. The second environmental factor was the meso- system which is the school and its components that is to say the staff both the teachers and the support staff the prefectural body and the school committees like clubs. Most schools culture

was not conducive for implementation of inclusive education. The third environmental factor seen to influence the implementation of inclusive education was the eco system which included the community, the local councils and the religious leaders amongst others. The general community attitudes towards inclusive education are still negative and this affects the progress of this system.

The fourth environmental factor was the macro system which comprised of services including the statutory for example Special needs and Inclusive Education Policy, 2011. the constitution of the republic of Uganda 1995, amended 2006, the education Act, basic minimum requirement, the human rights charter, children rights statute, the Salamanca statement of UNESCO to mention but a few. These policy instruments encourage implementation of inclusive education. For instance the salamanca state of 1994 declared that all heads of state start education the SNS together with their peers in the regular schools. This was the foundation of the implementation of inclusive education in the whole world.

The chrono system. This included the inter-state organizations like European Union, African union, World Bank, United Nations to mention but a few. All these international bodies have a contribution technically and financially in the implementation of inclusive education in central Uganda. Inclusive education as an ideological apparatus has changed the teaching and learning environment. A teacher has to select the appropriate method of teaching which would associate for the slow learners and the disabled.

Most Parents in central Uganda lack information on inclusive education policy; this was revealed by the smallest percentage number of SNP joining Inclusive secondary education. Most local council authorities are not aware about inclusive education. They only know about special needs school and has led to high rate drop-out of SNP after primary education.

In the whole of central Uganda the implementation of inclusive education has dominated debates in education and as such different opinions have evolved on how best to make a school as sites of justice or injustice more inclusive. The 1994 salamanca statement reaffirmed the international trend towards inclusive education for all. Incorporating regular education as with inclusive orientation as the most effective means for combating discriminatory attitudes, creating welcoming attitudes and building of an inclusive society. If the majority of children are given an effective education, this will improve the efficiency and ultimately the cost effectiveness of the entire education system (UNESCO, 1994)

The quantitative findings of this study provide a critical perspective on the status of inclusive education implementation in selected schools in Central Uganda. The results revealed a general lack of awareness and understanding of inclusive education policy, coupled with limited administrative support and inconsistent application of inclusive teaching methods.

While some teachers demonstrated efforts toward inclusive teaching particularly through child-centered approaches their efforts were not sufficiently backed by school management structures. The statistically significant negative correlation between school management and teaching methods highlights a misalignment between classroom practices and administrative leadership, suggesting systemic inefficiencies that undermine implementation.

Moreover, the weak and mostly insignificant correlations between key variables, and the low predictive power ($R^2 = 0.064$) of the regression model, indicate that internal school-level factors alone cannot adequately explain the challenges facing inclusive education. This points to the influence of external and systemic barriers, including insufficient government support, inadequate training, and lack of inclusive infrastructure.

In conclusion, the quantitative data reinforces the broader findings of the study: the implementation of inclusive education remains fragmented and under-resourced, requiring not only improved awareness and training but also strong leadership, coordinated policy enforcement, and community engagement to ensure meaningful and sustainable inclusion for learners with special needs.

RECOMMENDATIONS

There is need to provide all schools with the special needs books for inclusive education Policy to enable

secondary schools teachers to teach and head teachers to acquire more knowledge about inclusive education policy.

The government of the republic of Uganda should carry out workshops concerning inclusive education policy among the secondary education teachers, head teachers and parents to create awareness about the new policy of inclusive education.

The UNEB department of special needs should provide UNEB materials so that the parents do not incur high costs in buying those items like empty tapes radio cassettes to meet the UNEB standards. UNEB should sensitize teachers in secondary schools about special needs and support the invigilators for SNS

There is need for schools to recruit school nurses with some knowledge of special needs so that they can help those students with problems concerning their health and government aided schools should receive financial support from the government to help them implement the policy successfully

Secondary schools should solicit for donors to help them acquire materials like the wheel chairs, games equipment and others, Parents should cooperate with the management of the schools where their children are to help them put up the facilities needed by the SNS to learn effectively

UNEB should carryout assessment of the would be candidate in S3 but not S4 and should reduce on the number of subjects done by some of the SNS who could neither right nor read. The ministry of education should implement the scheme of employing a senior teacher with the knowledge of special needs in secondary schools.

The government should provide instructional materials like hearing aids, spectacles, elevated shoes, clutches, wheel chairs etc. Government should train more SNS secondary school teachers. The SNE teacher should be motivated so that they can handle many students in an inclusive environment. The universal secondary education should be sensitized to admit and handle SNS since higher school certificate also now offer free education. Ministries of education together with other ministries like gender, labour, finance have to organize workshops for stakeholders implement the inclusive education policy and sensitization is needed all the time in schools

The government should involve stake holders in the formation of policies and there should be creation of public awareness about the new policy. Government should ensure facilitation of policy implementation and should post each of the secondary special needs education teachers per school to help in proper teaching of SNE and training fellow teachers on how to handle SNS in an inclusive system.

Government should support private schools in terms of facilitation of special facilities for SNS for example toilets and ramps, and in-service courses should be put in place for teachers concerning SNE. Books should be written concerning the implementation of inclusive education policy so that more people may be aware of the new policy. The special needs and inclusive education policy 2011 policy book written by M.O.E and other relevant books and materials should be availed in bookshops and school so that teachers and other educators can have access.

The researchers can conclude that the implementations of inclusive education policy in central Uganda are affected by the three objectives of the study and the research questions have been answered. These were the factors affecting the implementation of inclusive education policy in central Uganda the methods of teaching the SNS/SNP and the management styles in handling the SNS/SNP in central Uganda.

The ministry of Education and sports together with school administrators should also;

Increase Awareness and Training on Inclusive Education Policy: The low mean score for policy awareness (2.77) and weak correlation with implementation suggest limited stakeholder knowledge. The Ministry of Education should organize regular workshops and in-service training to ensure that teachers, administrators, and support staff understand inclusive education policies and their practical application.

Strengthen School Management Support for Inclusion: The significant negative relationship between school management and teaching methods indicates a disconnect between leadership and classroom practice. School

leaders should receive leadership development programs focusing on inclusive education, enabling them to support and align with classroom-based inclusive strategies.

Enhance Alignment Between Policy and Practice: The regression results showed that education policy awareness and implementation had no significant influence on school management. This suggests a need to bridge the gap between policy formulation and on-the-ground execution by developing monitoring mechanisms and accountability frameworks.

Invest in Inclusive Teaching Resources: Although teaching methods were relatively better rated, the lack of supporting resources remains a barrier. The government and schools should invest in teaching aids, adapted curriculum materials, and assistive technologies to strengthen inclusive practices.

Integrate Inclusive Education into Performance Metrics:

Since low R^2 values suggest other variables influence school management, policymakers should consider incorporating inclusive education indicators into school performance assessments, encouraging management to prioritize inclusion alongside academic performance.

Areas for further research.

Further areas for research should be;

1. **Examine External Factors Influencing Inclusive Education:**

The low predictive power of the model ($R^2 = 0.064$) suggests that external factors such as funding, community attitudes, and policy enforcement may significantly affect implementation. Future research could explore the role of government funding, political will, and NGO involvement in supporting inclusive education.

2. **Investigate the Role of Leadership Styles in Inclusive Policy Implementation:**

Given the tension between school management and teaching methods, studies could examine how different leadership approaches (e.g., participative vs. autocratic) affect the support and sustainability of inclusive practices.

3. **Explore the Impact of Teacher Motivation and Job Satisfaction:**

Further studies should investigate how teacher morale, workload, and motivation influence the adoption of inclusive methods, especially where administrative support is lacking.

4. **Assess the Effectiveness of Current Training Programs:**

Since awareness and training were insufficient predictors of school management behavior, future research should evaluate the quality and impact of existing inclusive education training programs, identifying areas for improvement.

5. **Conduct Longitudinal Studies on Policy Implementation:**

A longitudinal approach could track how awareness, leadership practices, and teaching methods evolve over time and how they impact the actual learning outcomes of special needs students in inclusive settings.

6. **The basic methods of teaching the SNS in one of the regions of Uganda.**

The investigation of the percentage of government secondary schools implementing the inclusive education policy in regions of Uganda.

7. The methods the government is taking to accelerate the implementation of inclusive education in central region.
8. Implementation of inclusive education in private schools Vs government aided schools in central Uganda.
9. Inclusive education system and performance in secondary school.

DECLARATION

I MUHAMADAISA, hereby declare that this is my original work and has not been presented for any award in this or any university or institution of higher learning.

APPROVAL

This is to certify that this research Report “**An investigation of the implementation of Inclusive Education policy in central Uganda**” has been written under my supervision for the award of degree of Masters of Education management and planning of the Islamic University in Uganda.

Supervisor

Signed-----

Date-----

Dr. Wardah Rajab-Gyagenda

ABBREVIATIONS AND ACRONYMS

BRMS:	Basic Requirements and Minimum Standards
CWDS:	Children with Disabilities
DEO:	District Education Officer
EPPAD:	Education Planning and Policy Analysis Department
MIS:	Municipal Inspector of Schools
MOES :	Ministry of Education & Sports
OECD :	Organization for Economic Corporation Development
SNE:	Special Needs Education
SNECOS:	Special Needs Education Co-ordinations
SNS:	Special Needs Students
UNEB :	Uganda National Examination Board
UNESCO:	United Nations Education Scientific and Cultural Organizations
USDC:	Uganda Society for Disabled Children

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APPENDIX I

ORAL INTERVIEW GUIDE FOR THE M.E.O, M.I.S, AND LOCAL COUNCIL LEADERS IN ENTEBBE MUNICIPALITY

Dear Respondent,

I am Muhammad Aisa, a student of I.U.I.U pursuing a Master's Degree in Education Management and Planning. Research paper is one of the most important requirements for the course. The research study is about "**Implementation of inclusive education policy in central Uganda**".

I kindly request you to spare some time and respond to the asked questions that I would kindly put to you. The information given will be used for academic purposes and will be treated with utmost confidentiality. Your cooperation will be highly appreciated,

SECTION A: PERSON INFORMATION

1. What is your gender?
2. Could you please state your age.
3. What is your marital status?
4. What is your level of education?
5. What is your religious affiliation?

SECTION B: Factors affecting the implementation of inclusive education.

- B1. What do you understand by the term inclusive education policy?
- B2. Do you have any document concerning inclusive education?
- B3. Have you already implemented Inclusive education?
- B4. What is your perception on excluding the CWDs from the main stream system?
- B5. Have the government done something to embark on implementation of Inclusive Education.
- B6. Have you provided facilities to school in order to implement Inclusive Education.
- B7. What is a parent/ teachers attitude towards educating SNS/SNP?

SECTION C: How does School management handle the SNS in the main stream school system.

C1. As stakeholders in education, what have you done to encourage school management on handling of the SNS in school system.

C2. How many school in your area have embarked on inclusive Education?

C3. How have you helped that school?

C4. What resources does the government/ NGOs Give to schools implementing inclusive Education in central Uganda?

C5. What strategy do you have for the implementation of Inclusive Education.

C6. What advise do you give to the government for effective implementation of Inclusive Education in schools in central Uganda?

SECTION D: Methods of teaching in inclusive schools.

D1. What methods of teaching should teachers use in effective implementation of Inclusive Education?

D2. How often do you inspect schools to check on the teaching of SNS/SNP

Thank you for your valuable time.

APPENDIX II

FORMAL INTERVIEW FOR TEACHERS

Dear Respondent,

I am **MUHAMMAD AISA**, a student of I.U.I.U pursuing pursuing a Master's Degree in Education Management and Planning. Research paper is one of the most important requirements for the course. The research study is about **"Implementation of inclusive education policy in central Uganda"**.

I kindly request you to spare some time and provide genuine information about the research topic. The information you provide will be treated with confidentiality and entirely used for the purpose of this study. Your cooperation will be highly appreciated.

SECTIONA: PERSONAL INFORMATION (tick ✓)

1. Gender of the respondents.

Male Female ☐

2. Marital status.

Married Single ☐ Divorced ☐ windowed

3. Age bracket

(18-25) ☐ (26-35) ☐ (36 and above) ☐

4. Education level

Secondary ☐ Certificate ☐ Diploma ☐ Degree ☐ Post graduate

Other, Specify.....

5. Religious affiliation of respondents

Moslem ☐ Anglican ☐ Protestants ☐ Others specify.....

SECTION B: Response on the following research questions from these objectives including factors affecting the implementation of inclusive education, school management view on inclusive education and the methods used to teach SNS/SNP.

B1. What do understand by the term Inclusive Education?.....

B2. (a) How many Special Needs Students (SNS) / Special Needs Pupils (SNP) do you have in your Class?

.....

(b) Does SNS/SNP interact with the peers.....

B3. What category of Special Needs Students do you teach?.....

B4. How do you examine the Special Needs Students/ Special Needs Pupils?.....

B5. How has the government helped you in the implementation of Inclusive Education.....

B6. Have you received any training concerning the teaching of Inclusive education.....if yes, where exactly.....

B7. In this table, kindly respond to the given statements concerning the implementation of Inclusive Education (Inclusion of Special Needs Students, (SNS), Special Needs Pupil, (SNP), in schools) (**tick** ✓)

Items	Positive	Negative
Teachers attitude towards SNS/ SNP		
SNS/SNP attitude towards Studies		
SNS/SNP attitude towards co-curriculum activities		
Parents attitude towards SNS/ SNP		
SNS/SNP attitude towards exams		

B8. In the following table, Kindly express how much you agree or disagree with the given statement concerning the implementation of inclusive education by the school management. Tick (✓) in the appropriate box according to the following response choice.

Response options: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

Items	SD	D	A	SA
Motivation and supervision by Ministry of Education and Sports				
Availability of funds for Inclusive policy				

Financial problem affecting Special Needs Students/Special Needs Pupils				
Access to seminars and workshop				
Guidance and Counseling of Special Needs Special /Students Needs Pupils				
Availability of teaching methods for SNS/SNP				
Neglect of Special Needs Special /Special Needs Pupils by teachers				
A lot of time is spent on Special Needs Special /Special Needs Pupils				
Including needs of SNS/SNP in scheme of work				
The SNS/SNP are slow learners				
Availability of Special needs teachers				
Availability of teaching aids				

B 9. In the following table, kindly respond on the methods you use to teach SNS/ SNP. (tick ✓)

Methods	SA	A	SD	D
Lecture method				
Chalk & talk				
Discussion				
Examination				
Written				
Oral				

Thanks you for your valuable time

APPENDIX III

AN ORAL INTERVIEW GUIDE FOR THE PARENTS OF SPECIAL NEEDS STUDENTS / SPECIAL NEEDS PUPILS IN CENTRAL UGANDA

Dear Respondent,

I am **MUHAMMAD AISA**, a student of I.U.I.U pursuing pursuing a Master’s Degree in Education Management and Planning. Research paper is one of the most important requirements for the course. The research study is about “ **Implementation of inclusive education policy in central Uganda** ”.

I kindly request you to spare some time and respond to the asked questions that I would kindly put to you. The information given will be used for academic purposes and will be treated with uttermost confidentiality. Your cooperation will be highly appreciated.

SECTIONA: PERSONAL INFORMATION

1.What is your Age?

2. What is your Level of Education?

3. What is your religious affiliation?

SECTION B: Response on the following;

FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

3. Why do you choose to educate you child?

4. (a) Is there any organisation sponsoring your child?

(b) If Yes mention it.....

5. What materials do you obtain from government?

6. What comment do you have on the way UNEB grades and examines Special Needs Students/ Special Needs Pupils?

7. What advise do you give to the government's monitoring and supervision board of the Special Needs Students / Special Needs Pupils?

8. Which kind of problems do you experience in a journey to educate the special needs students/ Special Needs Pupils?

SCHOOL MANAGEMENT VIEW ON INCLUSIVE EDUCATION

9. What is the attitude of the following category towards SNS/ SNP

(i) Teachers (ii) School administrators (iii) Community

10. What is the SNS/SNP attitude towards the following;

(i) Exams (ii) Studies/Academics (iii) Co-curriculum activities

11. What kind of relationship do your impaired child has with peers?

METHODS OF TEACHING SNS/SNP

12. In your own view which method of teaching do you think is appropriate to you child?

Thank you for sparing your precious time to respond to the interview

APPENDIX IV

AN ORAL INTERVIEW GUIDE FOR THE SPECIAL NEEDS STUDENTS / SPECIAL NEEDS PUPILS & PEERS IN CENTRAL UGANDA

Dear Respondent,

I am **MUHAMMAD AISA**, a student of I.U.I.U pursuing pursuing a Master's Degree in Education Management and Planning. Research paper is one of the most important requirements for the course. The research study is about "**Implementation of inclusive education policy in central Uganda**".

I kindly request you to spare some time and respond to the asked questions that I would kindly put to you. The information given will be used for academic purposes and will be treated with uttermost confidentiality. Your cooperation will be highly appreciated.

SECTION A: PERSONAL INFORMATION

1. What is your Age?

2. In which class are you?

3. What is your religious affiliation?

SECTION B: Response on the following;

B1. (a) What subject do you like most and why?

(b) which subject do you hate and why?

B2. Show me your friend in the whole schools?

B2. What is your relationship with the peers?

B3. Who sponsors your education?

B4. What physical facilities do you like in the school?

B5. Do you have all what you need to study very well? If No why?....

B6. Is the school curriculum favorable to you? If No why?

B7. What is your interest towards- studies -Curriculum activities

SCHOOL MANAGEMENT VIEW ON INCLUSIVE EDUCATION

B8. Who is your best teacher in the school? Why have you chosen this teacher?

B9. What problem do you face in the classroom?

B10. Do school administrators pay attention to you?

B11. What advise pertaining learning do you want to give the head teachers and their deputies?

B12. What attitude do you able-bodied peers have towards you?

B13. How does the relationship with your fellow peers affect your stay in school?

B14. How does the above attitude affect the following issues below?

METHODS OF TEACHING SNS/SNP

B15. What teaching method do you love most and why?

B16. Do exams and tests favorable for you? If No why?

B17. What message do you have for U.N.E.B?

Thank you for sparing time to respond to the guide

APPENDIX V

OBSERVATION GUIDE

For purposes of observations in selected schools in central Uganda

This observation guide schedule sets the observatory topics that will be used in the study of non-verbal behavior on the implementation of inclusive education in central Uganda.

1. FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION

- Relations between children with disabilities and other children with in the selected school
- Relations between SNS/SNP and the teachers
- The SNS/SNP interaction with peers
- Class structures (number of children, sitting arrangement, number of teachers)
- Water and sanitation facilities (toilets and Urinals)
- The level of physical impairments
- Physical structures (walkways, staircases, toilets, corridors, and classroom furniture)
- Special Needs Teachers
- Information accessibility (books & other Special needs gadgets)
- Curriculum (specify the content, number of subjects taken, conduct or mode of delivery)
- Teacher /pupil ratio and teaching styles

2. Handling of SNS/SNP by school management

- Total enrolment by Gender on analysis (boys/girls, SNS/SNP enrolled)
- The contribution of the community members towards the SNS/SNP (Physical like building)
- Legal books concerning SNS/SNP (Policy on special needs and inclusive education, 2011)

APPENDIX VI

DISCUSSION FOR STUDENTS (PEERS).

Dear students,

You have been selected to participate in this discussion. You are requested to participate actively by giving views to these questions on the topic: Investigation on the implementation of inclusive education policy.

APPENDIX VII

Table 2: Time Schedule

Activity	Timeframe
Identification of a problem	Feb-May (2013)
Proposal writing	May-October (2013)

Min Defense	October-November (2013)
Data collection	December-Feb(2013)
Data Analysis	March-April (2014)
Report writing	May-June (2014)
Compile the report findings	June-July (2014)
Viva	Pending

APPENDIX VIII

Table 3: BUDGET PROPOSAL

Items	Unit costs in UGX
Pencils	500
Pens	10,000
Rubber	2,000
Reams of papers	45,000
Typing	100,000
Flash	40,000
Transport cost	300,000
Calculator	50,000
Tape Recorder	130,000
C.D	30,000
A Radio and Caskets	150,000
Laptop	2,000,000
Total	2,857,500