



**Uganda's Education Service System's response to Inclusive
Education for Refugee Children with Disabilities**

A case of Pagirinya Refugee Settlement - Adjumani District - Uganda

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2017-M202-20001

Uganda Martyrs University

August, 2021

**Uganda's Education Service System's response to Inclusive
Education for Refugee Children with Disabilities**

A case of Pagirinya Refugee Settlement - Adjumani District - Uganda

**A postgraduate dissertation presented
to Department of Governance, Peace and International Studies
School of Arts and Social Studies
in partial fulfilment of the requirements for the
award of the degree
Master of Refugee and Migration Studies (MRMS)**

Uganda Martyrs University

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2017-M202-20001

August, 2021

Declaration

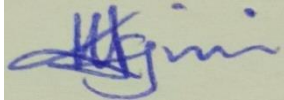
I, Lony Williams, student number 2017-M202-20001, hereby declare that this research report, entitled “Uganda’s Education Service System’s response to Inclusive Education for Refugee Children with Disabilities”, is submitted in accordance with the requirements for the award of the degree of Master of Refugee and Migration Studies (MRMS) at Uganda Martyrs University is my own original work, and has not previously been submitted for a degree to any other institution of higher learning.

Signature  Date

Lony Williams

Approval

This Master dissertation has been written under my supervision and has been submitted for the award of the degree of Master of Refugee and Migration Studies (MRMS) with my approval as University Supervisor.



.....

Dr. Komujuni Sophie

Date.....

Dedication

I dedicate this work to my wife Jennifer Alal, my sons: Oola Jerome Jefferson, Rubangangeyo Herbert Gordon, Lony Harry Hopkins, Lony Hans Jotham and daughter Daker Elisha Naarah, my aunt Juliet Aloyo, my mother Aber Ketty, and Father Mzee Oto Ali, who devoted all round support to ensure my success in the study.

Acknowledgements

Achieving this milestone of Master qualification would not have been possible without the commitment, dedication, and unwavering support of my family, friends, colleagues and supervisors. In the process of studying my masters, conducting research and writing this report, I had all round support from a number of persons, and some of whom cannot escape being mentioned by name, and these include: God the Almighty Father for allowing it all happened, I also want to express my heartfelt gratitude to my supervisor Dr.Komujuni Sophie for the restless support accorded in ensuring my works is of quality, and Esibo for mentoring me to become a better researcher, I also acknowledge the commendable contributions of My wife Alal Jennifer who stood by me at all time, my Mother Ketty Aber, father Oto Ali, my brothers: Ochola Peter, Ouma Isaac, Otim Emmanuel, and sisters Laker Susan and Grace Lamara. I am, therefore, taking this opportunity to thank all of you from the bottom of my heart, for being part of such a daunting, yet worthwhile journey until achievement of this milestone. Thank you very much.

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List of Abbreviations

CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CRRF	Comprehensive refugee response framework
CWD	Children with Disabilities
CSBAG	Civil Society Budget and Advocacy Group
CRPD	Convention on the Rights of Persons with Disabilities
DRC	Democratic Republic of Congo
ECD	Early Childhood Development
EFA	Education for All
EU	European Union
FY	Financial Year
IE	Inclusive Education
ICESCR	International Covenant on Economic, Social and Cultural Rights
IDP	Internally Displaced Persons
JRS	Jesuit Refugee Services
LG	Local Government
LWF	Lutheran World Federation
MoES	Ministry of education and sports
NDP	National Development Plan
NGO	Non-Governmental Organization
OPM	Office of Prime Minister
ReHoPE	Refugee and Host Population Empowerment
SDGs	Sustainable Development Goals
STA	Settlement Transformation Agenda
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
WCC	War Child Canada
WHO	World Health Organization
WIU	Windle Trust International Uganda

Abstract

The study was about Uganda's Education Service System's response to Inclusive Education for Refugee Children with Disabilities, and the following were the objectives: (i) to identify and assess Uganda's Education Service System policy response to inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement, (ii) to assess Uganda's Education Service Sector Plan and Budget in response to "Inclusive Education" for refugee children with disabilities at primary level in Pagirinya Refugee Settlement, (iii) to examine how Uganda's Education Service System implements Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement. The research was Qualitative in design in both data collection and analysis of non-numerical data, with interpretive and descriptive approach of reporting. The study Population included: District Education Officers, staff of Non-Governmental Organizations providing education services in the settlement, Head Teachers and teachers of 6 primary schools in the settlements, settlement leaders, refugee Children with disability and their parents. The sampling procedures applied were: Purposive sampling and Snow ball sampling technique, and up to 110 Respondents were reached. The data collection methods used were Focus Groups Discussion, Face-to-face interview, Key informants interview, observation and review of Document record. Data Analysis was done using phenomenological analysis. Findings were as follows: under objective (i): It was concluded that Uganda has very good policies responding to Inclusive Education for refugee children with disability at National level, while in Adjumani District, the national refugee policies are not translated into part of the District Development Policies. On objective (ii) It was concluded that Uganda has very good Plans and Budget Responding to Inclusive Education for refugee children with disability at National level, yet in Adjumani District, Inclusive Education for refugee children with disability is not in the District Development Plan and budget. On objective (iii) It was concluded that the implementation of real Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement is not taking place apart from teachers trying to create some good learning environment so that children with disability try to cope up with learning processes in the six primary schools studied in the settlement.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research report presents a study of Uganda's Education Service System response to Inclusive Education (IE) for Refugee Children with Disabilities (CWD). The study was underpinned by "Rights-Based Approach" to Inclusive Education for Children with Disabilities as explained in Article 24 of the UN Convention on the Rights of Persons with Disabilities (CRPD), and Article 23 and 28 of Convention on the Rights of the Child (CRC).

The plan to carry the study originated from the view that for at least two decades, Uganda has been hosting considerably high number of refugees from South Sudan, Democratic Republic of Congo (DRC), Ethiopia, Rwanda and Burundi amongst others, and these refugees are caught up in protracted situation, and therefore require social services beyond emergency response services in order to promote, uphold, and protect their rights.

However, in terms of scope, the study particularly looked at Uganda's Education Service System response to Inclusive Education (IE) for Refugee Children with Disabilities (CWD) only. "Uganda's Education Service System response" in the study was conceived as the Independent Variable, while "Inclusive Education for Refugee Children with Disabilities" was the Dependent Variable. Uganda's Education Service System has been measured in terms of the institutional set up for Inclusive Education in respect to refugees, well defined policy framework and guiding principles on inclusive education in the country in respect to refugee, Local Government (LG) plans and budget frame work for Inclusive Education for refugees, availability of Inclusive Education schools or Inclusive Education set up in primary schools, including inclusive class rooms, availability of qualified Inclusive Education Teachers in the primary schools, school based factors such as designs and classroom sizes,

friendly spaces, flexible and adjustable curriculum for inclusive schooling, Inclusive Education instruction materials and many others. On the other hand, Inclusive Education (IE) for Refugee Children with Disabilities (CWD) was measured in terms of key indicators such as: enrolment rate in primary schools, access to inclusive primary schools, retention at school, participation at school, and some levels of achievements at school amongst other as explained in the conceptual framework in figure 1.1.

In the study, the background to Inclusive Education (IE) for Refugee Children with Disabilities (CWD) concisely looked at the scenario from global, regional and national (Uganda's) perspective. Other key parts of the report are also the Problem Statement, Purpose, Objectives, Research Questions, Scope, Significance, Justification, Operational Definition of terms and concepts as applied in the study, and Conceptual Frame Work.

1.2 Background to the study

It was found imperative to present in this report, that Uganda is the third largest refugee-hosting country in the world after Turkey and Pakistan (UNHCR, 2018a, p. 6; MoES, 2018, p. 2; IFRC, 2019, p. 1; UNICEF, 2020). As of May 2020, there were more than 1.4 million refugees in Uganda. South Sudanese make up the largest refugee population in Uganda (882,058) as of August 2020, followed by refugees from the DRC (418,369) and Burundi (48,404). More than 80,000 refugees from Somalia, Rwanda, Eritrea, Sudan, and Ethiopia have lived in protracted exile in Uganda for the past three decades. 59 % of Uganda's refugees are under the age of 18 and thus being children, one of the most visible consequences of conflicts in neighboring countries - and with clear implications for the provision of protection services (Inter-Agency (2020).

More than 50% of the refugee population in Uganda is located in refugee settlements in the West Nile region. In the 5 districts in the West Nile, there are almost a million refugees

making up 32% of the population, while in the Districts of Adjumani and Moyo, refugees now make up over half of the total population. Further still, more than 400,000 refugees live in the central and southern districts of Hoima, Kyegegwa, Kamwenge, Isingiro, and in Kampala (MoES, 2018, p. 9). Among the settlements in 8 refugee hosting districts, BidiBidi, Adjumani, Imvepi and Rhino settlements, located in the West Nile region, and mainly hosting the South Sudanese refugees, and have the largest number of out of school children (UNICEF, 2019, P. 2; Save the Children, 2019, p. 45; UNICEF, 2018, Steering Group for CRRF, 2018, P. 1; UNHCR, 2017, P. 4; MoES, 2018, p. 9).

On the issue of refugee education, around 88% of refugee children live in refugee settlements. They attend school alongside children from the host community, both within and outside the settlements (CRRF, 2017, p. 6). On the issue of refugee children with disability, according to Ministry of Education and Sports (MoES) in Uganda, the exact percentage of refugee learners with disabilities was not yet known. However, the recent Uganda household survey in refugee settlements shows that having a disability was listed as one of the main reasons many refugee children were not attending school, with overcrowding in classrooms, and a lack of specialized teaching staff which made it very difficult for teachers to cater for the individual needs of all learners, and there was lack of materials available to make learning accessible to all (MoES, 2018, p. 20).

Although Uganda is a signatory to a number of treaties indicated in next paragraph below, and ratifies a number of the international and regional conventions and treaties regarding refugee protection, including the particular ones relating to education of refugee persons with disabilities, Education Service System response to Inclusive Education for Refugee Children with Disabilities was still facing some notable challenges, and the most recent literatures reviewed at the time of the research were presenting very insufficient data about Uganda's Education Service System's responses to Inclusive Education for refugee children with

disability. Therefore, it was these appalling gaps that warranted an in-depth study by the researcher, to learn more about Education Service System's response to Inclusive Education for refugee children with disability in Uganda.

In the study, it was found worthwhile to bring forth the key international and regional conventions and treaties relating to refugee persons with disabilities, to which Uganda assents, to provide rich background justifications to state responsibilities to refugees. Accordingly, Uganda is signatory to the following treaties and conventions relating to education service delivery to refugees, and they are the basis upon which we reflect its responsibility to provide education services to refugee children with disability.

The Universal Declaration of Human Rights (UDHR) was the first international human rights document adopted at a universal level, article 26(1) of the document states that, "everyone has the right to education. Elementary education shall be free and compulsory (Universal Declaration of Human Rights, 1948). The 1951 Convention relating to the Status of Refugees is one key document also, article 22 (1) of the documents on Public Education states that "the contracting states shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education" (The Refugee Convention, 1951). Another key document is the 1989 Convention on the Rights of the Child (CRC). Article 28 of the document presents that, "States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) make primary education compulsory and available free to all" (Convention on the Rights of the Child 1989). According to Article 13 of the International Covenant on Economic, Social and Cultural Right (ICESCR) (1966), states parties to the present Covenant have to recognize the right of everyone to education, and Primary education shall be compulsory and available free to all (International Covenant on Economic, Social and

Cultural Right (1966). Furthermore, the International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families, Article 30, states that, “Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned (International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families, 1990). Still indispensable to mention is the International Convention on the Elimination of All Forms of Racial Discrimination (1965). Article 2 of the document provides that States Parties shall, when the circumstances warrant, take, in the social, economic, cultural and other fields, special and concrete measures to ensure the adequate development and protection of certain racial groups or individuals belonging to them, for the purpose of guaranteeing them the full and equal enjoyment of human rights and fundamental freedoms. While Article 5, part e (v), indicates the right to education and training (International Convention on the Elimination of All Forms of Racial Discrimination, 1965). Refugee Education 2030’s vision emphasizes inclusion in equitable quality education in national systems because it contributes to resilience, prepares children and youth for participation in cohesive societies and is the best policy option for refugees, displaced and stateless children and youth and their hosting communities (UNHCR, 2019, p. 6). Finally, The Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006, reaffirms that persons with disabilities should enjoy the same basic rights as persons without disabilities on an equal basis (CRPD, 2006). However, Uganda also has the above rights reflected in the 1995 constitution of the country. According to the Constitution of Uganda (1995), Article 35 (1) states that persons with disabilities have a right to respect and human dignity and the state and society shall take appropriate measures to ensure that they realize their full mental and physical potential. While Article 30 states that all persons have a right to education, and Article 34 (2), spells the entitlement of a child to basic education, and that are the responsibility of the state and the

parents of the child (The Constitution of Uganda, 1995). The above documents are some principle Gold Standards against which states responsibility to Inclusive Education for Refugee Children with Disabilities are justified.

Having looked at the principle documents, we can now look at the situations of “Inclusive Education of refugee children with disabilities” in a funnel shape perspective as presented below.

1.2.1 A global outlook of Inclusive Education for Refugee Children with Disabilities

In 2011, WHO assumed that between 2.5 and 3.5 million of the world’s 35 million displaced persons were persons with disabilities, yet they remain among the most hidden, neglected, socially excluded, and not identified or counted in refugee registration, and data collections exercises, and were often literally and programmatically invisible in refugee assistance programs. They were either excluded from or unable to access mainstream assistance programs as a result of attitudinal, physical and social barriers, and were forgotten in the establishment of specialized and targeted services (UNICEF, 2007, p.14; WHO, 2011; UNESCO, 2013).

As far as education for refugees is concerned, UNHCR presents that half of all refugees were school-aged children, and globally it was estimated that only 50 per cent of refugee children of primary-school age were in school, and refugee children and adolescents were five times more likely to be out of school than their non-refugee peers, particularly the marginalized groups which include children and young people with physical and cognitive disabilities (UNHCR, 2012, p.7; UNHCR, 2016, p.1; UNESCO, 2017, p.6). Yet according to UNHCR and UNESCO, the average length of displacement is 20 years due to the ongoing and protracted nature of the conflicts (UNHCR, 2016; UNESCO, 2017, p. 6). UNESCO particularly presents that children with disabilities are among the most disadvantaged in terms

of missing out on education, and too often denied an education because education systems are simply not adapted or equipped to meet their basic needs, lacking everything from accessible school buildings to teachers who have been trained to teach in inclusive settings (UNESCO, 2013).

1.2.2 A comparative look at Inclusive Education for Refugee Children with Disabilities in Europe, the USA, Middle East and Sub-Saharan Africa vis-à-vis Uganda

It was also found important to make a comparative look at cases of Inclusive Education for refugee children with disabilities in Europe, the USA, the Middle East and Sub-Saharan Africa, including East Africa and Horn of Africa vis-à-vis Uganda's case, as presented below:

In Europe, migrant children were facing limited access to education (UNESCO, 2017, p.6). The challenges in accessing education for refugee children with disability were: legal and administrative barriers, including lack of clear provisions on education for children in reception centers, insufficient human and financial resources and limited places in schools (UNHCR, UNICEF, IOM, 2019, p.8). In the United States of America (USA), Schools were confronted with growing pressures of addressing refugee students with limited English language and cultural differences (Howard, S. & Linda, T., 2015, p. 325). In the Middle East, the quality of teaching and ability to accommodate more severe disabilities was limited, Turkey for example had no teachers trained in providing appropriate reading and writing support and the services were not a priority (AFPRD, 2016). In Syria, 46% of the Jordan refugee children with disabilities were not attending formal education (UNICEF 2015, p. 3). In Sub-Saharan Africa, Refugee Response Plans were not accurately reflecting some core education priorities in countries such as Burkina Faso, Senegal, Somalia and Ethiopia (UNESCO, 2018, pp. 1-3). In East Africa and Horn of Africa, in Kenya for example, the

schools in the two largest refugee camps were registered with the Ministry of Education, Rwanda included refugee children in primary schools, Chad deploy more Chadian and refugee teachers to refugee camps to teach French, civics and geography to help pupils move over into the national system (UNESCO, 2018 p. 3). In Tanzania, refugees experienced disruption at all levels of education, and there was limited capacity to support schools and teachers (Warue, K. & Angoye, J., 2018, P. 7).

In conclusion, the comparative looks at Inclusive Education for Refugee Children with Disabilities in the above regions vis-à-vis Uganda's case as presented by MoES (2018, p. 20), showed more or less similar challenges to Inclusive Education for refugee children with disability, and we realize that many states have not focused particular attention on Inclusive Education for refugee children with disability across the regions presented, and all of which indicate intervention gaps in delivery of Inclusive Education for Refugee Children with disability.

1.3 Problem Statement

Despite being signatory to a number of treaties that support refugee protection and education of refugee persons with disabilities, Uganda's Education Service System response to Inclusive Education for Refugee Children with Disabilities seemed to be very minimal.

As of May 2020, there were more than 1.4 million refugees in Uganda. South Sudanese make up the largest refugee population in Uganda, and 59 % of Uganda's refugees are (Inter-Agency (2020). Around 88% of refugee children live in refugee settlements, including refugee children with disability. According to MoES in Uganda, the exact percentage of refugee learners with disabilities was not yet known by 2018 (MoES, 2018). In addition, still in 2018, a Uganda's household survey in refugee settlement showed that having a disability was one of the main reasons Refugee Children with Disability did not attend schools, and

there was overcrowding in classrooms, lack of specialized teaching staff and lack of materials to make learning accessible to all (MoES, 2018, p. 20).

With all the above challenges prevailing, it triggered the question of “How is the Education Service System responding to Inclusive Education for refugee children with disability in terms of Policy, Plan and Budget implementation without clear data on refugee children with disability?” This presented a gap which informed the decision that led to the study.

The underlying assumption in the study was that, “effective Education Service System response to inclusive Education for Refugee Children with Disabilities can significantly improve enrolment of refugee children with disability in primary schools and then ensures better quality education”. Reflecting the challenges mentioned above against this assumption, the study aimed at thorough investigation of how Uganda’s Education Service System responds to inclusive Education for Refugee Children with Disabilities in terms of policy, budget, plan and the practical applications in refugee settlements. It was deemed by the researcher that; a comprehensively objective study of Uganda’s Education Service System responds to Inclusive Education for Refugee Children with Disabilities would close the knowledge gap surrounding Education for Refugee Children with Disabilities.

1.4 Objectives of the study

1.4.1 General Objective

The General Objective of the research was to critically investigate Uganda’s Education Service System responses to “Inclusive Education” for Refugee Children with Disabilities at primary level.

1.4.2 Specific objectives

- (i) To identify and assess Uganda's Education Service System policy response to "Inclusive Education" for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District.
- (ii) To assess Uganda's Education Service Sector Plan and Budget in response to "Inclusive Education" for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District.
- (iii) To examine how Uganda's Education Service System implements "Inclusive Education" for refugee children with disabilities in Pagirinya Refugee Settlement - Adjumani District.

1.5 Research questions

1.5.1 General research questions

How does Uganda's Education Service System respond to "Inclusive Education" for Refugee Children with Disabilities at primary level in Refugee Settlements?

1.5.2 Specific research questions

- (i) How does Uganda's Education Service System policy address "Inclusive Education" for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?
- (ii) Does Uganda's Education Service Sector Plans and Budgets address "Inclusive Education" for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?
- (iii) How does Uganda's Education Service System implements "Inclusive Education" services for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement - Adjumani District?

1.6 Scope of the study

The previous study covered a frame work of thematic boundary, well defined geographical location and temporal scope as detailed under respective category below.

1.6.1 Content scope

The content scope in the study was focused on the investigation of current Uganda's Education Service System responses to "Inclusive Education" for Refugee Children with Disabilities, however, it paid particular attention to: studying the policies/guiding principles, plans, budgets, and their implementations at field level in primary schools in refugee settlements.

1.6.2 Geographical scope

The geographical location of the study of Uganda's Education Service System responses to "Inclusive Education" for refugee children with disabilities at primary level was Pagirinya Refugee Settlement in Adjumani District.

1.6.3 Time scope

The process of the study took a duration of about 24 months from the process of synopsis development, proposal development, data collection, analysis and development of research report, and was conducted from October 2019-March 2021.

1.7 Significance of the study

The findings of the study detailed in chapter four and five of this report, can be of paramount importance to policy makers and planners in the Ministry of Education and Sports, science and technology, and practitioners in operation of humanitarian interventions with refugee and forced migrants, because it has enlightened gaps to fill in regards to Inclusive Education policies, plans, budget and implementations in schools serving refugee children with disability. Building on right based approach, filling the gaps regarding Inclusive Education for Refugee Children with Disability at Primary level shall ensure that the education rights

are accorded and Universal Primary Education, Education for All, and leaving no-one behind in line with the 2030 Agenda for Sustainable Development goals are accorded for refugee children with disability (Steering Group for CRRF, 2018, p. 4).

1.8 Justification of the study

As we have already seen in the Background to the study, and the findings presented in chapter four, consideration for refugee children with disability is skewed. According to MoES, the percentage of refugee children with disability in settlements was not yet known by 2018 (MoES, 2018, p. 20). This indicated gaps in regards to their general care, including education and other basic services. It is against this background that the research became inevitable, and was carried out, to delve deeper on the policies, Plan and Budget, and how they are being implemented. The study unveiled the gaps regarding Education Service System Response to Inclusive Education for Refugee Children with Disability as presented in chapter 4 and five in detail.

1.9 Definition of key terms used in the study

(i) Refugee Children with disability: In the context of this research it means refugee children aged 6-17 years, who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

(ii) Inclusive education: Describes the integration or incorporation of children with disability in the mainstream education system, regardless of their physical, intellectual, social, emotional, linguistic or other needs (The Salamanca Statement and Frame for Action on Special Needs Education UNESCO, 1994)

(iii) Refugee: Refugee means someone who has been forced to flee his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.

(iv) Education Service System: refers to government sector concerned with providing education services in Uganda, in this case is “Ministry of Education and Sports, science and technology”.

(v) Mainstreaming: Refers to “placing students with disabilities in general education settings only when they can meet traditional academic expectations with minimal assistance. A student placed in mainstream setting is usually assumed to ‘earn’ his or her opportunity to be placed in the regular setting by demonstrating ability to keep up with work in the classroom (Friend & Bursuck, 2002, p. 3).

(vi) Integration: The process of moving students from special education settings into regular classrooms where they undertake most, if not all, of their schooling (Ashman & Elkins, 2005).

(vii) Disability: The UN Convention on the Rights of Persons with Disabilities (CRPD) does not explicitly define the word “disability.” Instead, the Convention treats disability as an evolving concept that Adopting the “rights-based model” of disability promoted in the UN Convention, this project focuses on the physical, social, attitudinal and environmental barriers that prevent displaced persons with disabilities from participating in their society fully and on an equal basis with others in their community.

(viii) Persons with disabilities: Accordingly, UNHCR understands persons with disabilities to include those who have long-term physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, hinder their participation in society on an equal basis with others (UNHCR, 2019, p. 5).

(ix) Inclusion: Rather than organizing “special” or segregated activities for persons with disabilities, inclusive policies promote the incorporation and equal participation of persons with disabilities in all mainstream activities. Promoting inclusion involves the removal of all physical, institutional, social, attitudinal and environmental barriers that prevent the full and equal inclusion of persons with disabilities in the activities enjoyed by other members of the society (Women’s Commission for Refugee Women and Children, June 2008).

1.10 Conceptual Framework

In the study, “Education service system response” was taken as the Independent Variables (IV), while “Inclusive education for refugee children with disability” was the Dependent Variable (DV). The independent variable was conceptualized and measured in terms of: education service system policies, plans, budget, availability of inclusive class rooms, inclusive teachers, learning materials, and their implementations for inclusive education for refugee children with disability in refugee settlements, while the Dependent Variable was measured in terms of: enrolment level, access to education , retention at school, completion of primary school, and involvement of parents/guardians in education of their children. Hence, the researcher adopts two models explained below to support the study.

1.10.1 Models of disability

In the previous study, the researcher combined and adopted the use of two models, which suitably directed and enhanced work with persons with disability, and these were: Social Model and Rights-based Model of disability.

1.10.2 Social Model: Accordingly, the Social Model looks at the barriers in the community and removes them so that persons with disabilities can participate like others (Women’s Refugee Commission, 2018, p. 8).

1.10.3 Rights-based Model: In this model, persons with disabilities have the right to equal opportunities and participation in society. It also emphasizes that we all have a responsibility to promote, protect and ensure this right, and that persons with disabilities should have capacity to claim these rights (Women's Refugee Commission, 2018, p. 8).

1.10.4 How the models relate to variables in the Conceptual Frame work

Taking the Rights-based Model to explain the Dependent Variable (Inclusive education for refugee children with disability), everyone has the right to education directed towards the full development of the human personality, the sense of dignity, and respecting human rights and fundamental freedoms, and education on all levels should be available to all without discrimination, accessible, acceptable and adaptable (Lisa, W. & Carly. T., 2014, p. 14).

On one hand, Independent Variable (Education Service System Response) based on the Rights-based Model relates to creating and maintaining functional educational facilities, which include all the materials and resources needed for the education of the learners, physically and economically accessible to all in terms of the form, content, curricula, and overall substance of education (Lisa, W. & Carly. T., 2014, p. 14).

In Planning and Budgeting for Inclusive Education, a rights-based approach to budgetary analysis in respect of education will require consideration of the following principles: maximum extent of available resources to implement the right to education, the obligation to ensure that the best interests of children, non-discrimination in the allocation of funding, cost analyses that take account of the differing needs of children with Disabilities and opportunities for participation (UNICEF/UNESCO, 2007, p. 45).

The researcher has also blended the Social Model with Rights-based Model in the Conceptual Frame work, and the Social Model relate closely with obligations of removal of barriers that the Education Service System has to take, to ensure Inclusive Education for Refugees

children with disability (Dependent Variables) are realized. Accordingly, the Social Model looks at removal of barriers in the community so that persons with disabilities can participate like others (Women’s Refugee Commission, 2018, p. 8).

However, there are also Intervening Variables acting beside Uganda’s Education Service System to ensure the Inclusive Educations for refugee children with disability are met, and these include initiatives of; INICEF, UNESCO, UNHCR, Save the Children, Windle Trust and many others. However, in the context of the previous research, it was only how Uganda’s Education Service System relates with Intervening Variables in regards to providing Inclusive Education that was taken in consideration.

Figure 1.1 Conceptual Frame Work

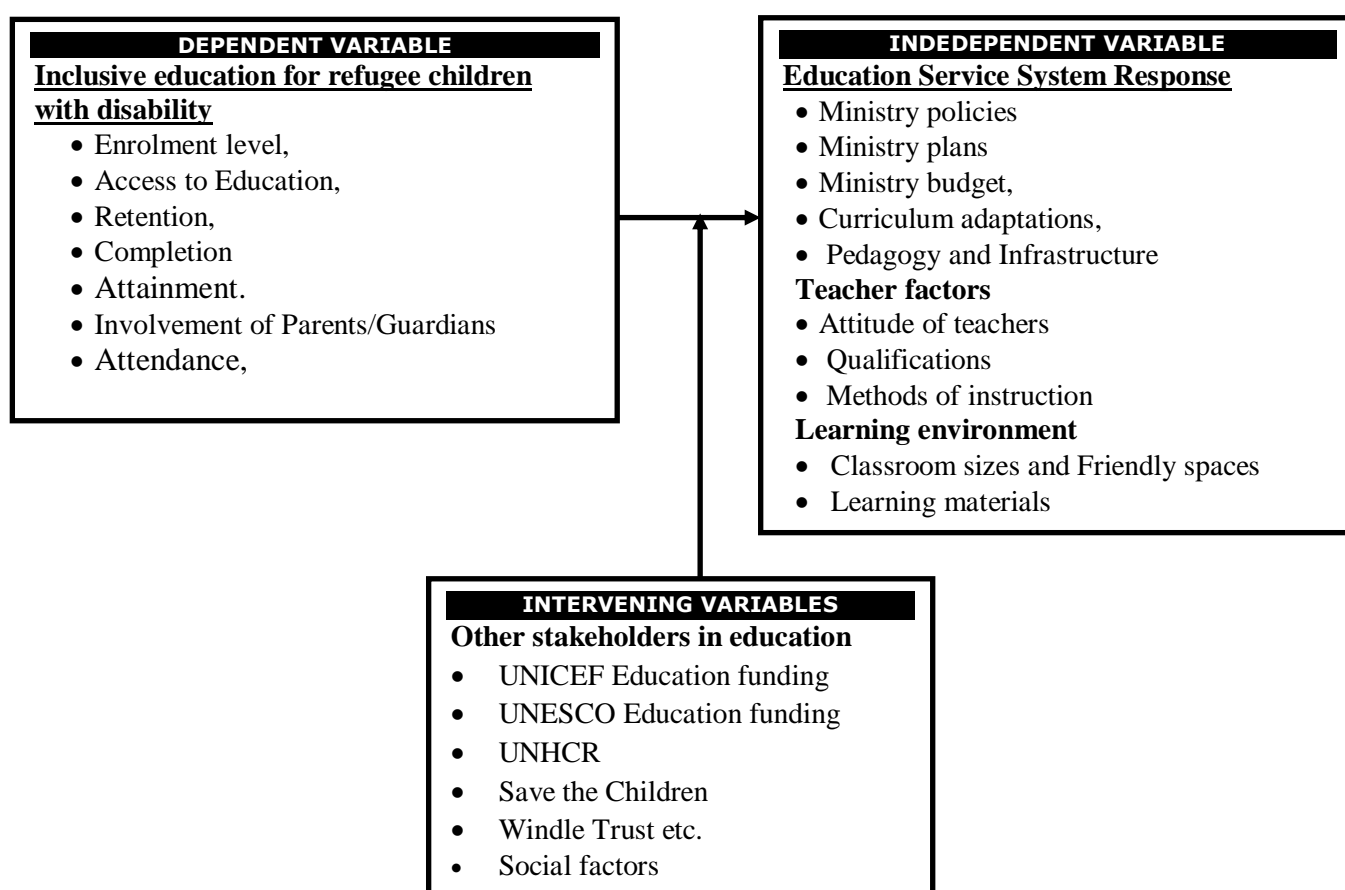


Figure 1.1 Conceptual Frameworks

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents the literatures reviewed during the study, and they relate to global and regional status of Inclusive Education for refugee children with disability. The case of Europe, the US, Syria and Africa have been presented. The concepts of education as right, state obligations to accord education rights of refugee children with disability, the Social Model of Disability and Rights-Based approach to education of refugee children with disability have been presented below as well. For the case of Uganda, particular attention has been paid to guiding principles, Education Sector Plan and Budget, and the implementation of the policies/guiding principles, plans and budgets relating to inclusive Education for refugee children with disabilities at primary level in refugee settlements. The data were objectively presented; narrowing from the world view, regional view as well as specific cases of Uganda and Adjumani District, and particularly Pagirinya Refugee settlement, and a synthesis conclusion was made at the end of the review.

2.1 Global Overview of Disability among refugees

According to UNHCR in 2016, there were more than 16.1 million refugees worldwide under UNHCR's mandate. More than half were children, and six million were of primary and secondary school-going age. The average length of time a refugee spends in exile is about 20 years (UNHCR, 2016, p. 4). Based on global estimates by the World Health Organization (WHO) in 2011, between 7 and 10 percent of the world's population live with disabilities. As such, it can be assumed that between 2.5 and 3.5 million of the world's 35 million displaced persons comprising of Internally Displaced Persons (IDPs) and refugees also live with disabilities. Yet persons with disabilities remain amongst the most hidden, neglected and

socially excluded of all displaced people today. They are often literally and programmatically “invisible” in refugee assistance programs. They are not identified or counted in refugee registration and data collection exercises; they are excluded from or unable to access mainstream assistance programs as a result of attitudinal, physical and social barriers; they are forgotten in the establishment of specialized and targeted services; and they are ignored in the appointment of camp leadership and community management structures (WHO/World Bank, 2011; UNICEF, 2007, p. 14).

Further still, according to UNHCR, globally on average, it was estimated that only 50 per cent of refugee children of primary-school age are actually in school and eighty-six per cent of all refugees were hosted in developing countries, some of which were confronting institutional challenges in their education systems and had limited capacity to support new populations (UNHCR, 2016, p. 1).

With high increase of global refugees, the number of refugee persons with disability might have greatly increased by 2020. As we can see from the view that the average length of time a refugee spends in exile is about 20 years as presented by UNHCR. With the definition of a child being a person below 18 years, twenty years is more than an entire childhood and primary school period, and represents a significant portion of a person’s productive working years.

According to UNHCR, as of 2012, many refugees had no access to quality education that provides physical protection and personal capacity development. This was particularly true for marginalized groups, including children and young people with physical and cognitive disabilities (UNHCR, 2012, p. 7).

Given this appalling picture, it is critical that we think beyond a refugees’ basic survival, but ensure that refugee persons with disability are identified and included to access Inclusive and

mainstream assistance programs to have their rights promoted, protected and upheld, and this can be done through the Right Based Approach to refugee interventions.

2.2 Education as a Right

2.2.1 Rights-Based Approach to Inclusive Education for Children with Disabilities

As mentioned in the prelude in Chapter one, the study was underpinned by “Rights-Based Approach to Inclusive Education for Children with Disabilities”. A number of documents and treaties have been developed to ensure education is provided to every child as a right. Some of the key documents relating to Inclusive Education for refugee children with disability include the following: The UN Convention on the Rights of Persons with Disabilities (CRPD) is one of such documents. According to CRPD, “persons with disabilities include: those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (art. 1). Whereas in the past, the focus was on the impairments of persons (medical model of disability), today, the understanding is widened and comprises of removal of barriers persons with disabilities encounter (GIZ, 2012). The child’s right to education is also enshrined in articles 28 and 29 of the CRC. A critical implication is the requirement for primary education to be compulsory and available free to all; with the provision of financial assistance when needed (UNICEF, 2007, p. 18). See more in the background of chapter one on pages 2-6 above.

2.2.2 How Social Model of Disability underpins Rights-Based Approach

The researcher also found it so worthwhile in the previous study, the fact that, the Social model highlights the interaction between persons with impairments and their social environment. According to Social Model of disability, it is not so much the impairment that disables an individual, but the social, physical, environmental and attitudinal barriers that

society erects that prevent his or her full and equal participation. Rehabilitation strategies are directed toward making the social environment more accessible for persons with disabilities, rather than solely toward medical rehabilitation of the individual. In other words, the perception is that the problem lies with the society, rather than with the individual. This model emphasizes the capacities of persons with disabilities and looks for strategies to make services, facilities, policies and practices more inclusive and accessible (Women's Commission for Refugee Women and Children, 2008).

The Human Rights-Based Approach expands the scope of the existing human rights system: first the concept of accessibility is further developed as a wide variety of impairments and societal barriers are taken into account. In addition, the principle of "Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity" CRPD (art. 3) marks a generally positive approach towards persons with disabilities. The Rights-Based Approach to disability implies that all people are active subjects with legal claims, and that persons with disabilities need to participate in all spheres of society on an equal basis with their non-disabled peers (GIZ, 2012, p. 3).

2.2.3 State/government obligations for human rights

According to the human rights-based approach to development as defined by the UN, states hold the primary responsibilities and are accountable to the holders of those rights for their implementation. To ensure the realization of the right to education for all children, states have three levels of obligations: To fulfill the right to education by ensuring that education is available for all children and that positive measures are taken to enable children to benefit from it, to respect the right to education by avoiding any action that would serve to prevent children accessing education, and protect the right to education by taking the necessary

measures to remove the barriers to education posed by individuals or communities (UNICEF/UNESCO, 2007. P. 39).

In accordance to the previous research, Uganda's Education Service System in response to Inclusive Education for Refugee Children with Disabilities built on the right based approach and social model of disability, whereas mentioned above, Uganda being a signatory to many human right treaties, have to meet the obligations of Refugee Children with Disabilities, and refugee children with disabilities have obligation to claim their rights. This happens when multiple barriers to the inclusion of persons with disabilities, including: physical, attitudinal and communication barriers are addressed and this can be through adherence to and promoting the core human rights principles that underpin International Human Rights Law, and if this is not happening, it means there is gap in providing Inclusive Education to refugee children with disability.

2.3 Education service system response to Inclusive Education for refugee children with disabilities

2.3.1 A global outlook at response to Inclusive Education for refugee children with disabilities

Focusing from the global perspective, according to CSBAG, International Legal and Policy Frameworks for Special Needs Education are drawn from the fundamental right of every child to education that is proclaimed in a number of international instruments. These instruments include; the Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), the Salamanca Statement and Framework for Action on Special Needs Education (1994); United Nations Convention on the Rights of Persons with Disabilities (2006) and the African (Banjul) Charter on Human Rights and People' Rights (1986) amongst others (CSBAG, 2013, p. 23). Furthermore, the World Declaration on

Education for All adopted in Jomtien Thailand (1990), set out universalization of access to education for all children, youth, adults and promoting equality (Mercy, M., 2017, p. 93).

According to UNICEF, many countries include in their constitution specific provisions referring to non-discrimination, but while gender, ethnicity, race and religious beliefs are often cited as grounds for protection, specific references to disability are less common. Since the 1980s, constitutional and legislative changes in favor of persons with disabilities have been enacted in a number of countries, including Austria, Brazil, China, Finland, Germany, Malawi, the Philippines, South Africa, Uganda, the United Kingdom and the United States. UNICEF further indicates that, across regions, 39 states have adopted non-discrimination or equal opportunity legislation in the context of disability. These reforms have been based upon international human rights instruments, including the Convention on the Rights of the Child. They were also influenced by the 1993 UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the work of the Special Rapporteur on Disability. The new Convention on the Rights of Persons with Disabilities also requires a re-examination of legislation and policies in all member states. A commitment to inclusive planning ensures that a disability dimension is clearly present in all policy development, implementation and monitoring (UNICEF, 2007, p. 32).

2.3.2 Government response to Inclusive Education for refugee children with disabilities in the USA

In just under three decades, the immigrant population has tripled in the United States. Estimates indicate that the immigrant population in the United States of America (USA) is about 41 million. Legally: “All children in the USA are entitled to equal access to a public elementary and secondary education without regard to their or their parents’ actual or perceived national origin, citizenship, or immigration status. Schools are confronted with

growing pressures to focus on many concerns. Among the most obvious is addressing students with limited English language and cultural differences, both of which may generate behaviors among peers and staff that are associated with prejudice and discrimination (Howard, S. & Linda, T., 2015, p. 325).

However, the concern of inclusive education for refugee children with disability has not been mentioned as a significant concern, meaning what happens in the US may only be integration of refugee children with disability in schools, but not delivery of inclusive education services.

2.3.3 Government response to Inclusive Education for refugee children with disabilities in European Union

The legislative framework relating to access to mainstream education for refugee and asylum-seeker children is formulated in a unique manner in each country in Europe. Within the national legislations contain stipulations to ensure that refugees and asylum-seekers enjoy the same rights relating to education as nationals and this right is extended to students with disabilities. All of the countries included in this project, with the exception of Bulgaria, recognize the right to education for refugees and asylum-seekers in their National Education Acts (UNHCR, 2011, p. 20). Most of the foreign-born school-age children and adolescents, born outside the European Union (EU), were hosted by Germany, the United Kingdom, France, Spain, Italy and Sweden, and foreign-born children made up 4-5% across UE countries. Access to education based on legal status in terms of practice, the type, quality and duration of schooling offered to asylum-seeking, refugee and migrant children depends more on where they are in the migrant/asylum process than on their educational needs. Children of EU-born migrants generally have the right to be admitted to their host State's educational, apprenticeship and vocational training courses under the same conditions as nationals, including access to education related Social benefits. Reflection on challenges to education

for refugee children presents unaccompanied children and adolescents, with challenges like: stereotypes and judgment, language barrier, inadequate psychosocial support, insufficient human and financial resources, and administrative and legal barriers (UNHCR, UNICEF, IOM, 2019).

As we have seen above, data on challenges of refugee and migrant children with disability in primary is completely missing, meaning inclusive education for refugee children with disability is not given due attention, and this presents a very challenging gap to refugee children with disability in Europe.

2.3.4 Response to Inclusive Education for Syrian refugee children with disabilities in Jordan

The conflict in Syria continues to drive the largest refugee crisis in the world, with over 5.6 million Syrian registered refugees in the region. Jordan is the third largest refugee host country after Turkey and Lebanon, with over 666,000 refugees registered with UNHCR in the country (ibid). As of June 2018, more than 80% of Syrian refugees reside in Jordanian host communities, while the remaining population is living in refugee camps. Disability Prevalence rate was at 2.7% (Humanity and Inclusion & iMMAP, 2018, p. 25). The Government of Jordan in partnership with stakeholders has been making tremendous efforts or refugee status. Public schools are open to refugee children free of charge, both inside and outside camps. Some specific challenges faced by children with disabilities in the realization of their rights to education include: lack of comprehensive data on refugee children with disability, physical inaccessibility as well as a lack of available specialist education services, teachers' limited training and practices in inclusive education and their fear of taking their children with disabilities into school (AFPRD, 2016, Humanity and Inclusion & iMMAP, 2018, p. 25; Save the children, 2019, P. 28).

According to AFPRD, inclusive education for refugee children with disabilities in Jordan was provided by UNICEF, but only for children with mild and moderate disabilities. Reflecting on challenges, overcrowded schools, often with over 80 children in one class, are cited as the reason why more resources cannot be devoted to children with severe disabilities, even though the need is recognized. Teachers also lack the experience and tools to integrate children with complete visual and hearing impairments. For children under six, there are no early intervention services for children with disabilities, even though these could help ease their integration when they reach school age (AFPRD, 2016).

2.3.5 Response to Inclusive Education for Rohingya refugee children with disabilities in Bangladesh

An estimated 625,000 children and youth from both Rohingya and host communities need education services. Three out of every four Rohingya refugee children and youth are unable to access learning opportunities. Despite tremendous needs, the Joint Response Plan as of August 2018 has been massively underfunded, with education only financed at 25% of what was requested. Bangladesh does not currently consider education for refugees to be a humanitarian priority intervention, which together with limited funding from donors, has resulted in limited education opportunities for refugee children (Save the children, 2019, p. 45).

2.3.6 Response to Inclusive Education for refugee children with disabilities in Sub-Saharan Africa

Education systems in Sub-Saharan Africa are faced with a lot of strain in providing education for refugees. The new 2019 Global Education Monitoring (GEM) Report by UNESCO on migration and displacement documents the progress and challenges in educating refugees around the world. Sub-Saharan Africa houses almost a third of all refugees in the world,

along with millions of internally displaced people, both of which the Report shows are putting huge strains on already struggling education systems (UNESCO, 2018 p. 1).

2.3.7 Response to Inclusive Education for refugee children with disabilities in Horn of Africa

Political will for change as outlined in the Horn of Africa's Djibouti Declaration highlights numerous pioneering initiatives in some countries which include: Chad, Ethiopia, Kenya, Rwanda and Uganda. These countries are altogether housing over half of the region's refugees and 12% of the world's refugees, and are championed in particular for their positive approach to support the education of forcibly displaced children and youth (UNESCO, 2018, p. 1). Chad is praised in the 2019 GEM Report for being the first country to include refugees in a Temporary Education Plan, refugee schools use a Chadian curriculum; and also deploy more Chadian teachers to refugee camps to teach French, civics and geography to help pupils move over into the national system. Ethiopia runs parallel refugee schools, which follow the national curriculum from grade 5 and up, and legally refugees can access national schools and host children to access refugee schools. Rwanda also pledged in 2016 to include 18,000 refugee children in primary schools and that would increase refugee enrolment rate from 54% to 80% in primary over just a year (UNESCO, 2018, p. 2).

However, as we see through literatures, humanitarian and refugee response plans are not accurately reflecting some core education priorities for refugee children with disabilities, education plans in Burkina Faso, Senegal, Somalia and Ethiopia had no mention of education priorities for refugee children with disability.

2.9.8 Response to Inclusive Education for refugee children with disabilities in east

Africa

Let us have a look at inclusive education for refugee children with disabilities in east Africa, with particular focus on Kenya and Tanzania as case studies for east African countries because they also host significant number of refugees in the region.

2.3.9 Response to Inclusive Education for refugee children with disabilities in Kenya

Despite the fact that education for refugee children with disability was very admirable by 2008 as according to Women's Commission for Refugee Women and Children (2008), the situation has changed some years later. Although the Kenyan Constitution legally recognizes its responsibility to abide by the international conventions to which it is a signatory, national insecurity in the country has prompted policies limiting the rights of refugees, following a string of terrorist attacks in 2012 and 2014. The Ministry of Education along with UN and civil society partners developed new Guidelines on Admissions of Non-Citizens to Institutions of Basic Education and Training in Kenya that aim to provide clarity and support for refugee and other learners striving to access schooling opportunities in Kenya (Mary, M. & Susan, 2017). However, by then, nothing was made clear about Inclusive Education for refugee children with disability in Kenya, this means it is at stake most likely.

2.3.10 Response to Inclusive Education for refugee children with disabilities in Tanzania

On one hand in Tanzania, policy guiding education for refugees in the Kigoma camps is guided by International policy and host government legal and policy framework. Tanzania's Refugee Policy supports the principle of using Country of Origin Curriculum, so that refugees should be prepared to continue education in their home countries following return. However, there is little data on disability in the refugee camps. Close to 81% of the students surveyed reported that there was at least one child with disabilities in their school. There are

limited opportunities for children with disabilities for learning within the context where there are few trained teachers, inadequate teaching/learning materials and facilities that are disability friendly (Warue, K. & Angoye., J, 2018, p. 46).

2.4 Education service system response to Inclusive Education for refugee children with disabilities in Uganda

In this section, particular attention was paid to structures and institutions for inclusive education, education policies/guiding principles, education sector Plan and Budget, and the implementation of the policies or guiding principles, plans and budgets relating to inclusive Education for refugee children with disabilities at primary level, and the respective implementation of education services for refugee children with disabilities in the refugee settlement.

2.4.1 Structures and Institutions for Special Needs education in Uganda

(a)The Department of Special Needs: The Uganda Ministry of Education, Science, Technology and Sports in 1999 established a department of Special Needs. Formerly known as Department of Special Needs Education, Guidance and Counseling, this department is mandated to provide leadership, policy direction and guidance in mitigating barriers to children's participation in learning and development. The department has three sections namely; Special Education, Inclusive Education and Non-Formal Education. It also follows Uganda's commitment to Education for All (EFA) and achievement of the Sustainable Development Goals (Finn Church Aid, 2015).

(b) District Inspector of Schools in charge of Special Needs Education: During Public service restructuring 1999, a post of an Inspector of Schools in charge of Special Needs Education at district level was established. The roles of this officer are to ensure that all

children with disabilities are identified, assessed and appropriately placed. Early identification and early intervention was emphasized (Finn Church Aid, 2015).

2.4.2 Education Service System policy response to Inclusive Education for refugee children with disabilities in Uganda.

As already mentioned in the background in chapter one, Konrad-Adenauer-Stiftung in 2017 presents that Uganda is party to international and regional conventions including the 1951 Refugee Convention and its 1976 Protocol and the 1969 African Union Convention on Refugees, and the Refugees Act of 2006 provided for the set-up of legal frameworks and infrastructure to cater for refugee management (Konrad-Adenauer-Stiftung, 2017 p. 9). Uganda is party to international and regional conventions on which education policies are built. According to the Constitution of Uganda (1995), Article 30 states that all persons have a right to education, and Article 34 (2), spells the entitlement of a child to basic education. On one hand, the Refugees Act of 2006, under section 29(e): (iii) spells the right to education.

In line with the above, in Uganda, the Ministry Education and Sports Sector has the country's mandate to offer education as a basic human right. The core goal is to equip learners/students/trainees with relevant knowledge and skills necessary for socio-economic transformation and development. This is in line with the fourth Sustainable Development Goal (SDG) which emphasizes inclusive and quality education for all as well as the promotion of lifelong learning (Ministry of Finance, Planning and Economic Development, 2018, p. 1; MoES, 2018, p. 21). The Comprehensive Refugee Response Framework (CRRF) for Uganda is part of a rich policy environment, which states that refugees have access to the same public services as nationals, including education services (MoES, 2018, p. 21).

On Inclusive Education for refugee children with disability, Windle Trust Uganda presents that the Uganda national education policy promotes inclusive education that fully supports

the successful education of students with special needs, and some of the primary schools in the refugee settlements practice inclusive education for all children. Teachers in these schools are trained in special needs education with skills such as sign language (Windle Trust Uganda, 2016. P. 23). Furthermore, the National Development Plan (NDP II) for Uganda requires the government to enhance National response capacity to refugee emergency management, and the interventions proposed include; formulate and implement a national refugee policy and Develop, and implement a Refugee Settlement Transformative Agenda (Konrad-Adenauer-Stiftung, 2017, p. 14).

In line with the Government of Uganda's policy towards refugees, the Comprehensive Refugee Response Framework and the Sustainable Development Goals, a core principle of the Education Response Plan is to ensure that all refugee children and adolescents as well as children within host communities have access to good quality education at all levels, irrespective of the country of origin of refugees and their location within Uganda (MoES, 2018, p. 7).

2.4.3 Education Service Sector Plan and Budget for Inclusive Education for Refugee

Children with Disabilities in Uganda

In order to fulfill Inclusive Education, budget allocations and priorities are indispensable parts of inclusive policies for refugee children with disability. Accordingly, the UN General Assembly Special Session on Children in 2002 called for the establishment of national goals for children incorporating targets for reducing disparities, including those between children with and without disabilities. Such a commitment requires clear budget allocations that permit these policies to be implemented effectively and promote equity at all levels (UNICEF, 2007, p. 34).

2.4.4 The Rolling Plan and Budget in Uganda

In Uganda, refugee children have the same access to education as their Ugandan counterparts, including free universal primary education, UNHCR works closely with the Ministry of Education and Sport (MoES), to ensure all refugees and host community children access education (Steering Group for CRRF, 2018, p. 1). The current plan and budget frame is a three-year plan that runs from January 2018 to June 2021. The overall objective of the Plan is to ensure the children, adolescents and youth from the refugee and host communities to access sustained quality learning opportunities.

The Plan will support Uganda to meet its long term commitment to the SDGs to ensure all school-age children to have access to quality education program by 2030. This Plan calls for the international community to provide financing towards this goal and clearly shows the results which can be achieved if the financing becomes available, and one activity area under Output 1: improved equitable and inclusive access to relevant learning opportunities is: “expand Access to Education for Children with Disabilities”. The gaps which can be achieved if the financing becomes available include: improved delivery of quality education and training (MoES, 2018, pp. 28-29). Looking at the plan, particular concerns have also been accorded to Inclusive Education of refugee children with disability.

According to Uganda’s Second National Development Plan (NDP II), the Ministry of Education and Sports has developed a new strategic plan which includes the provision of education to children in refugee and host communities. Under objective one, the education and sports sector strategic plan 2017-2020 clearly states “the need to develop and implement response programs for the provision of quality education to refugees and the host communities”. This Plan is designed to provide an implementable plan to deliver this strategic intention to achieve: equitable access to relevant and quality education and training,

relevant and quality education and training and enhance efficiency and effectiveness of education and sports service delivery at all levels (MoES, 2018, p. 21).

In line with the Government of Uganda's policy towards refugees, the Comprehensive Refugee Response Framework and the Sustainable Development Goals, a core principle of the Education Response Plan is to ensure that all refugee children and adolescents as well as children within host communities have access to good quality education at all levels, irrespective of the country of origin of refugees and their location within Uganda (MoES, 2018, p. 7).

2.5 Implementations of Inclusive Education for refugee children with disabilities by education service system

Refugee-hosting districts are now recognized under the vulnerability criteria of Uganda's National Development Plan 2015/16-2019/20 (NDP II), making them a priority for development interventions and providing an opportunity to engage various actors to comprehensively respond to the humanitarian and development needs of refugee-hosting districts and the entirety of their population - both refugees and host communities (Steering Group for CRRF, 2018, p. 4).

In alignment with National and International Frameworks of leaving no-one behind in line with the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), and in recognition of Uganda's firm commitment to peace and security in the region, due to the protracted nature of displacement, the Government of Uganda took a bold decision to include refugee management and protection within its own domestic planning framework. The National Development Plan (NDP) II 2015/16 -2019/20 integrates refugees into national development planning through a Government strategy called the Settlement Transformation Agenda (STA). The Kampala Declaration reaffirms Uganda's continued commitment to

protection and solutions, and to promote refugee self-reliance and their inclusion in the country's development planning through a comprehensive approach (Steering Group for CRRF, 2018, p. 4).

2.5.1 Access to Inclusive Education for refugee children with disability in Uganda

In Uganda, refugee children and youth have the right to attend government schools; however, there are many challenges to education access for both refugees with disabilities and refugees more generally. While Uganda has a policy of universal primary education, there are many obstacles for children with disabilities. Some students with disabilities attend specialized schools, while others attend mainstream schools, with varying levels of accommodation (Crock, et al., 2013, pp. 54-55). Furthermore, the increasing number of new refugees entering Uganda has put significant strain on an already strained national education system. The school age children represent at least 50 per cent of the refugee population, only 46 % of them have access to formal and informal education, with a significant gender gap in enrolment (Steering Group for CRRF, 2018, p. 29).

According to Ministry of Education and Sports, within the settlements, the exact percentage of refugee learners with disabilities was not yet known. However, in the recent Uganda household survey for refugees, having a disability was listed as one of the main reasons children did not attend school. With large overcrowding in classrooms and a lack of specialized teaching staff, and it is very difficult for teachers to cater for the individual needs of all learners. There is a lack of materials available to make learning accessible to all. Many of the temporary shelters and some semi-permanent schools are not fully accessible, and more accessible latrines need to be provided. In addition, better links can be made between schools and the various support groups for people with disabilities (MoES, 2018, p. 20).

2.5.2 Local Governments Plans and Budgets for Inclusive education for refugee children with disability

In 2017 Uganda adopted a Comprehensive Refugee Response Framework (CRRF) to allow Local Governments (LGs) to cope with the stress imposed by the presence of refugees. The framework is anchored on three pillars: Humanitarian Refugee Response, the Refugee and Host Population Empowerment (ReHoPE) Framework, and the Settlement Transformative Agenda (STA). Implementation of the STA is still predominantly undertaken by Government. Consequently, in partnership with UNDP and the World Bank, the National Planning Authority has been tasked to build capacity of Chief Administrative Officers and District Planners to recognize both humanitarian and development aspects of refugee management in district planning. Therefore, from onset of Financial Year (FY) 2017/18 and onwards, Local governments will be expected to revisit their budgets and incorporate refugee management within their priorities (CSBAG, 2018).

2.6 Inclusive Education for refugee children with disabilities in Adjumani District

2.6.1 Profile of Adjumani District

Adjumani District is bordered by Moyo District to the north, South Sudan to the northeast, Amuru District to the east and south, Arua District to the southwest and Yumbe District to the northwest. Adjumani is located approximately 125 kilometers (78 miles), by road, northeast of Arua. This location lies approximately 436 kilometers (271 miles), by road, northwest of Kampala, the capital of Uganda (Finn Church Aid, 2015, p. 6).

2.6.2 Education Profile of Adjumani District with the influx of refugees

There are 96 primary schools in the district of which 66 are government grant aided, 19 privately owned primary and 11 are community owned. The influx of large numbers of refugees into the district and the enrolment of refugee children in schools caused enormous

strain on existing education facilities and infrastructure. The Pupil: Classroom ratio in Adjumani District is estimated 80:1 compared to national at 55:1. Owing to the refugee influx, it is estimated that education facilities including teachers' housing, classrooms, desks, text books, and so on, would need to be at least doubled to keep pace with refugee education (Finn Church Aid, 2015, p.7).

2.6.3 Inclusive Education for Refugee Children with Disability in Adjumani District

The Inter Agency Assessment Mission of Education in Emergencies conducted jointly by the MoES, UNHCR and other partners in 2014, confirmed that children with disabilities or special education needs lacked teachers with capacity to adequately include CWD in the regular classrooms. The study established inequity in curriculum design and implementation; where CWD were found not benefitting in terms of methodology, learning/ teaching aids, teaching learning activities and timing, staffing; where the relevant personnel were not considered and recruited such as sign language interpreters, assessment; where the design, content and the language used does not benefit learners, budgeting; where no considerations for resources for CWD are not budgeted for such as procurement of sign language dictionaries, large print materials and, and considerations for specialized support services like counseling and guidance and occupational therapy, among others. On the other hand, findings indicated that there was no indication of special treatment for children with disabilities, and this was one of the reasons why most of these children dropped out of school (Finn Church Aid, 2015, pp.28-29).

2.7 Inclusive Education for refugee children with disabilities in Pagirinya Refugee Settlement

2.7.1 Overview of education in Pagirinya Refugee Settlement

Pagirinya Refugee Settlement is located in Dzaipi Sub County in Adjumani District (CSBAG, 2018, p. 29). The Settlement was opened in July 2016, the settlement hosts more than 32,000 refugees displaced from South Sudan. The humanitarian response across all sectors has now stabilized and is beginning to shift beyond emergency operations. The Government of Uganda through the Office of the Prime Minister and UNHCR are coordinating the overall response of the South Sudanese refugees in Adjumani, with support from other partners like UNICEF. Reports from the UNICEF Gulu zonal office indicate that 4,721 refugees are registered in Pagirinya Settlement in three primary schools; Pagirinya government primary school, Pagirinya 1&2 feeder primary schools (Ntabadde, M, 2020).

Pagirinya Primary School provides a good example of how Adjumani District has fostered integration of refugees. Before the arrival of refugees in 2015, the school had a total enrolment of 200 pupils with the least number of pupils in the upper classes. However, with the refugee influx, the school population grew to 706 in 2017 and the 2018 enrolment was 1,086. The number of teachers also increased from 7 to 15 over the same period, yet only 4 are on government payroll, and Windle International remunerates the remaining 9. Apart from Windle International, other development agencies have also partnered with the school in various aspects of educational needs. For example, right to play provides porridge as a feeding intervention for the whole school. UNHCR and Fin Church Aid support the provision of instructional materials, capacity building for Parent Teachers Association (PTA), School Management Committee (SMC) members and teachers (CSBAG, 2018, p.29).

According to the literature, we can see that, the settlement is organized and physical designed with important facilities, including health centers and schools. However, education of

Refugees children with disability is not captured, but mention is made of general enrolment of pupils and adding teachers amongst others.

2.6 Synthesis of the literature review

In the synthesis conclusion of the literature review, the researcher realized that, at global perspective, refugee persons with disabilities are among the most neglected and socially excluded of all displaced people today. However, education is a Right, and International Legal and Policy Frameworks for Special Needs Education are drawn from the fundamental right of every child to education, that is proclaimed in a number of international instruments. According to the human rights-based approach to inclusive education, states hold the primary responsibilities to implement the rights, and are accountable to the holders of those rights.

However, literatures about inclusive education in the US, EU, Middle East and Bangladesh, reflect mostly integration of refugee children with disability in mainstream schools, but not proper delivery of Inclusive Education services. Inclusive Education faces a number of challenges which include: limited funding and inadequate teachers on special needs education. Response to inclusive education for refugee children with disabilities in Sub-Saharan Africa, including Horn of Africa and east Africa is challenged by overwhelming number of refugee, and refugee response plans are not accurately reflecting some core education priorities for refugee children with disabilities.

Reflecting on education policies in Uganda, review shows that Uganda is party to international and regional conventions on which education policies are built. According to the Constitution of Uganda (1995), Article 30 states that all persons have a right to education, and Article 34 (2), spells the entitlement of a child to basic education. On one hand, the Refugees Act of 2006, under section 29(e): (iii) spells the right to education.

Reflecting on education plan and budget, the rolling Plan and Budget in Uganda in the Second National Development Plan (NDP II), a three-year plan that runs from January 2018 to June 2021. The overall objective is to ensure the children from the refugee and host communities access sustained quality learning opportunities. However, the budget for providing a better education in the Plan reflects a funding gap, and calls for the international community to provide financing towards this goal.

On Implementations of education for refugee children, refugee-hosting districts are now recognized under the vulnerability criteria of Uganda's National Development Plan 2015/16-2019/20 (NDP II), making them a priority for development interventions and providing an opportunity to engage various actors to comprehensively respond to the humanitarian and development needs of refugee-hosting districts.

However, only few refugees have access to formal and informal education, with a significant gender gap in enrolment, and the data about percentage of refugee children with disability was not known, and very little was known about how Uganda's Education Service System is responding towards Inclusive Education for refugee children with disability in Refugee settlements, especially Pagirinya Refugee settlement in Adjumani. This was what warranted the research to be done, to study and have better understanding, to enhance planning, budgeting and implementation of inclusive education for refugees' children with disability in the future.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents and explains the methods applied to carry out the study. It focuses on: Research Design, Area of the Study, Study Population, Sampling Procedures, Data Collection Methods and Instruments, Quality Control Methods, Data Management and Processing, Data Analysis, Ethical Considerations and Limitations met in the previous study.

3.1 Research Design

3.1.1 Qualitative research design

In the previous research, the researcher applied Qualitative Research Design in sampling, data collection and analysis of the qualitative data, such as experience of refugee children with disability at school, the researcher's observations and views of what the Education Service System is doing for Refugee Children with Disability, the views and observation of district education officers, teachers, settlement leaders, and staff of NGOs implementing education, regarding inclusive education for refugee children with disability.

In the application of Qualitative Research Design, the researcher adopted Interpretive and Descriptive approach. This was because the study aimed at giving an accurate description and interpretation of respondents' perception of the relationship between "Education Service System and Inclusive Education for Refugee's Children with Disability".

3.2 Area of the Study

The study was carried out in Adjumani District, taking Pagirinya Refugee Settlement as a case study, for the study of Education Service System response to Inclusive Education for refugee Children with disability.

3.3 Study Population

The study population included: District Education Officers, managers of UNHCR in the settlement, managers of Non-Governmental Organizations providing education services in the settlement, Head Teachers and teachers of schools in the settlements, Block Leaders and Cluster Leaders, refugee children with disability and their parents/guardians.

The key informants in the study were: settlement Leaders, members from NGO/partners which included: manager of UNHCR, Windle Trust International Uganda (WIU), World Vision, Plan International, Jesuit refugee services (JRS) and War Child Canada (WCC). While those on the government side included: Adjumani District Local Government education staff, the Office of Prime Minister (OPM) staff, and District Councilor representing persons with disability in the council.

3.4 Sampling Procedures

The sampling techniques applied by the researcher during the study were based on their relevance to the issues of the study, and relevance of the samples to the issues of the study, and the appropriateness with Qualitative Research Design. Hence, all the categories mentioned in 3.3 above were chosen based on the assumption that: they had typical experience, or had better knowledge of the education policies, plans, budgets, and the state of Inclusive Education for refugee children with disability in Pagirinya Refugee Settlement.

3.4.1 Purposive sampling

During the former study, the researcher applied Purposive sampling to select Key Informant which included: education Officers in the District, Head teachers and teachers of primary schools in the refugee settlement, education managers from Windle Trust International Uganda (WIU), Save the children, UNHCR, World Vision, Plan International, Jesuit Refugee Services (JRS) and War Child Canada (WCC). Purposive sampling was applied for the

category above, because the researcher believed they were better positioned to answer questions relating to Inclusive Education policies, plans and budget, and state of inclusive education in the refugee settlement in details.

3.4.2 Snow ball

The researcher also applied Snow ball sampling technique to select Block and Cluster leaders, and refugee children with disability and their parents to participate in the study. This technique was chosen because locating refugee Block/Cluster leaders, and refugee children with disability and their parents would not have been easy, but using Snow ball technique worked well in locating refugee children with disability and their parents, because people in community were able to identify and refer the researcher to where person with disability were in the community, and where another block or cluster leader could be found in the settlement.

3.5 Data Collection Methods and Instruments

During the study, the researcher used: Focus Groups Discussion [FGD], face-to-face interview, key informants interview, observation and review of document data, to gather the required information, and they were used as explained bellow.

3.5.1 Focus Groups Discussion [FGD]

The researcher deemed it as very practical and relevant to have Focus Group Discussion method with teachers and Block Leaders because they were many, and could easily be brought together. However, during the group discussions, due considerations were accorded to the COVID 19 Standard Operating Procedures (SOP). Hence, a maximum number of 10 members were allowed to sit in a focus group, while social distance and use of Face Mask were observed. The researcher set the discussions going, and key points were objectively noted from the discussions.

3.5.2 Face-to-face interview

During the study, the investigator applied Face-to-face interview with Head teachers of primary schools, Block Leaders and Cluster Leaders, refugee children with disability, and parents of refugee children with disability. In the use of Face-to-face interview with the above respondents, the researcher applied semi-structured interview techniques, with series of open ended questions on “Education Service System and Response to Inclusive Education for Refugees Children with Disability”. Face to face Interview was used because the researcher felt it would give avenue to probe further, paraphrase questions when necessary, and judge the mood and the environment, and adjust accordingly, to suit the situation.

The use of open ended questions in the interview provided opportunity for both researcher and interviewee to engage in enhanced discussions on issues of the study in detail, and allowed probing and use of prompts to encourage the interviewee to have adequate elaboration on the questions.

3.5.3 Key informants interview

It was also noted that one best method to adopt in the study was ‘Key informants interview’. Hence, during the study, the researcher applied Key informant interview with Adjumani district Education Officers, education managers from Windle Trust International Uganda (WIU), Save the children, UNHCR, World Vision, Plan International, Jesuit Refugee Services (JRS), War Child Canada (WCC), OPM staff in Pagirinya, and Focal person of persons with disability in the settlement. The researcher used Semi structured “Key Informants’ Interview Guide”, with series of open ended questions on “Education Service System and Response to Inclusive Education for Refugees Children with Disability”, and delved deeper by probing and use of prompts, which encouraged the respondents to have elaborate discussions of the phenomena.

3.5.4 Observation

To have adequately reliable results, the researcher also applied unstructured observation to note tangible elements of the study, which included the nature of school infrastructures such as availability of disability friendly building structures, disability learning aids and so on, which could be as a result of Education Service System response to Inclusive Education for refugee children with disability in the school at the settlement area.

3.5.5 Document record

The researcher applied use of document data to study and analyze the national and district education policies, plans, budget, and reports, to capture the issues and state of Inclusive Education services for refugee children with disability in Adjumani District. Use of document records was chosen because some document such as the Adjumani District development plan and National development plans had very key data required to arrive at conclusive study of how Education Service System implements Inclusive Education for refugee children with disability.

3.6 Quality Control Methods

To ensure reliability and validity of instruments, the researcher considered piloting the tools, where the interview guides (Key Informant Interview Guide and the general Interview Guide), and Focus Group Discussion Guide were tried out in field, and this prompted some necessary correction that improved the data collection instruments.

3.7 Data Management and Processing

During the study, the researcher considered editing the collected data from the field immediately with support of the respondent so that key important points were clear and original. Furthermore, the investigator also did central editing after leaving the field, then the

data were sorted, grouped and coded according to objective themes for easy management, processing and analysis.

3.8 Data Analysis

In the analysis of the organized data, the researcher mainly used phenomenological Analysis as a qualitative method to analyze the data. He applied narrative analysis to describe personal experiences, where the coded data were analyzed using qualitative technique to describe non-numerical data such as experiences of refugee children with disability at school, and views of parents, block leaders and other respondents, of what the Education Service System is doing for refugee children with disability in Pagirinya refugee settlement.

3.8.1 Coding

To ensure the above was done, the researcher coded the data according to major themes and sub themes to enable summarizing by pulling out themes and by identifying patterns. The researcher also applied Memoing, by making a write up of the ideas about codes and their relationship as they make sense according to interpretation, in order to apprehend the meaning of words and expressions. To produce reliable and unbiased analysis, the researcher portrayed significant neutrality, objectivity and critical thinking to apprehend the meaning of words and expressions.

3.9 Ethical Considerations.

The researcher portrayed utmost ethical considerations in the previous research in Pagirinya refugee settlement by considering the following:

3.9.1 Obtaining authorization from the relevant authorities

To conduct the study in Pagirinya refugee settlement, the researcher sought permission from Office of the Prime Minister (OPM) in Kampala, then it was considered by Zonal the

Commandant based in Adjumani, and the Settlement Commandant in Pagirinya refugee settlement before beginning the study. Because of the authorization and approval by OPM headquarter and Zonal Commandant, the OPM staff in Pagirinya which included: the officers in charge of Refugee Complaint Committee desk (RCC) 1 and 2 in the settlement accorded substantial support to the researcher.

3.9.2 Security of participants

While gathering information, the researcher guaranteed the security of participants by assuring participants of confidentiality and anonymity, and clearly stating the purpose of the study, in order to do no harm or endanger the respondents for their involvement. This made the participants to participate with ease.

3.9.3 Ensuring a person/community-centered approach

Still in the bid to observe Ethical Considerations, the investigator had to ensure a person/community-centered approach, by respecting the cultural environment which included the traditional values, social practices and beliefs, and representations of the target population by adopting to the practices and existing norms.

3.9.4 Obtaining participants' free and informed consent

The researcher ensured respect for every respondent, and participants received clear and transparent information about the study objectives, and were allowed to freely and actively express their consent prior to participating in the study, hence no one was forced to participate.

3.9.5 Sharing of information

As a requirement by OPM, and in accordance with significance of the study in 1.7, the researcher shall upload this report to the website of OPM, Ministry of education and Uganda

Martyrs University, to ensure that the information generated fulfill clear objectives by enlightening gaps to effectively be used for operational purposes and advocacy where need be.

3.10 Limitations of the Study

3.10.1 The prevalence of Covid-19

(i) The prevalence of Covid-19 in Uganda may hampered and delayed the research process. The research took place in Adjumani where Covid-19 cases had also been prevalent. However, the researcher had to strictly comply with all measures to guard against Covid-19 while at field.

3.10.2 Financial Constraints

The research was also limited by finance, because the study took place in Adjumani District where researcher had to transport, feed and rent lodge for some days. To solve the problem, the researcher mobilized some little money and used it sparingly.

3.10.3 Settlement and economic pattern of Activities

There was interference by refugee economic pattern of activities during the research which at times made it difficult to meet some respondents, and at times the researcher had to reschedule time and appointment to meet them. Besides, the blocks are also wide and far apart, making it hectic to traverse across. However, the researcher had to spend the whole week in order to cover the relevant respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

In this chapter, the researcher presents the qualitative data from the previous research, and gives the descriptive analysis, interpretations and discussions of the study findings obtained in the study of “Uganda’s Education Service System’s response to Inclusive Education for Refugee Children with Disabilities”. It is presented systematically in respect to the objectives of the study to enable a logical flow of the findings. The themes include: Education Service System policy response to inclusive Education for refugee children with disabilities at primary level, Education Service Sector Plan and Budget in response to Inclusive Education, and implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement.

4.1. Participants of the study

During the study, the researcher interacted with: District Education Officers, Secretary for education in Council, District Planner, NGO Partner representatives, staff from Office of Prime Minister (OPM) based in Pagirinya refugee settlement, refugee children with disability and their parents, District Councilor representing PWDs, Block Leaders/Cluster leaders, Secretary for Persons with Disability, Focal person for Persons with Disability in Pagirinya, Head Teachers and Class Teachers.

Table 4.1 A table showing category of participants who participated in the previous study.

S/No	Category
1	Head Teachers
2	Class Teachers
3	District education Officers
4	Secretary for education in Council
5	District Planner
6	NGO Partner representatives

7	OPM staff
8	Refugee Children with disability
9	Parents/guardians Refugee Children with disability
10	District Councilor representing PWDs
11	Block/Cluster leaders
12	Focal person for persons with disability in the settlement

4.2. Assessment of Inclusive Education policy response to Inclusive Education for refugee children with disabilities in Uganda

Objective (i) of the study was ‘to identify and assess Uganda’s Education Service System policy response to inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District’, and the corresponding research question was, ‘how does Uganda’s Education Service System policy address Inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?’. The researcher assessed Education Service System policy response to Inclusive Education for refugee children with disabilities systematically as explained below:

The researcher reviewed the ‘Constitution of Uganda (1995), and findings indicate that, it provides fundamental foundation to Uganda’s Education Service System policy response to Inclusive Education for refugee children with disabilities. Article 30 of the constitution indicates that all persons have a right to education, and article 34 (2), spells the entitlement of a child to basic education.

Furthermore, the researcher also perused through the ‘Refugees Act of 2006’, findings show that, it provides for the set-up of legal frameworks and infrastructure to cater for refugee, and section 29 (e): (iii) spells the right to education. These findings are consistent with (Konrad-Adenauer-Stiftung, 2017 p. 9), which explained about the same. (Refer to sub section 2.4.2 on page 21 of this report for details).

In addition to the Constitution of Uganda (1995) and the Refugees Act of 2006, the researcher also keenly scrutinized the Comprehensive Refugee Response Framework (CRRF) for Uganda, and findings show that, it provides a very inclusive policy environment for refugees, and it presents that refugees have access to the same public services as nationals, this is also in conformity with (MoES, 2018, p. 21), which explains the reflection of Inclusive Education for refugees in the Comprehensive Refugee Response Framework Uganda.

4.2.1 Assessment of Inclusive Education policy implementation for refugee children with disabilities at primary level in Pagirinya Refugee Settlement

During the field study in Pagirinya Refugee Settlement, the researcher interviewed District Education Officers, held Focus Group Discussions with teachers in schools, interviewed official from Office of the Prime Minister (OPM), and officials from Windle International Uganda (WIU), Lutheran World Federation (LWF), Plan international Uganda, UNHCR and World Vision to gather data on Inclusive Education policy implementation for refugee children with disabilities at primary level in Pagirinya Refugee Settlement, and the findings presents that Inclusive Education implementation are reflected in the following aspects:

(i) Training of teachers in basic Psychosocial support

According to interview with education officials in Adjumani District, and Focus Group Discussions with teachers in primary schools, ‘training of teachers in basic Psychosocial support’ was presented as being a key aspect of Inclusive Education policy implementation across Pagirinya I Primary School, Pagirinya II Primary School, Pagirinya Integrated Primary School, Rei Valley Primary School, Tandala Primary School and Pagirinya Early Childhood Development Centre. According to education officials at the district and teachers in the primary schools, a number of teachers were trained in basic psychosocial support to enhance

working with pupils with disability at school, and offer psychosocial support to refugee children in general.

It is worthwhile to note that training of teachers in Psychosocial support conforms with Development Plan (NDP) II 2015/16 -2019/20, and the Comprehensive Refugee Response Framework (CRRF) for Uganda which states that refugees have access to the same public services as nationals, including education services as detailed in chapter two section 2.4.2. It is also in line with the International Frameworks of leaving no-one behind in the 2030 Agenda for Sustainable Development as reflected in Chapter two, section 2.5, it can be realized that training of teachers to provide Psychosocial support becomes a key element of Inclusive Education policy implementation for refugee children with disabilities.

(ii) Buildings and infrastructures in schools

Regarding infrastructures of schools, the researcher had opportunity to visit the primary schools situated within, and around Pagirinya refugee settlement. Findings from interview with the Head Teachers, and observation of the structures, showed that all the classrooms and other door entrances, including latrines observed have Access Ramp. According to the Head teachers of the primary schools, these classroom buildings are constructed in line with Ministry of Education policy, to ensure easy movement of persons with physical disability in and outside buildings.

Further still, during the study of the primary schools in Pagirinya refugee settlement, the researcher also observed the toilet systems in each school to find out how disability friendly they were for pupils with disability. Findings across the schools showed that, at least there is a latrine structures with double handrails on the walls inside, and are disability friendly.

Looking at the above aspects of building infrastructures across schools, it can be noticed that schools structures in Pagirinya refugee settlement are in conformity with the Uganda government policy in terms of building structures which are disability friendly.

(iii) Availability of Inclusive Education policy documents in the District Education

Office and schools in refugee settlements

In interview with the District Education Officer, District Special Needs Education Officer and Head Teachers of the primary schools, the researcher also investigated about the availability of Inclusive Education policy documents in the District Education Office, and schools in refugee settlements, to guide how to implement Inclusive Education for refugee children with disabilities.

According to all these respondents, there is a general education policy document in every school and district education offices. However, on availability of Inclusive Education policy documents, findings from District Education Officers of Adjumani district show that they have the policy document for guiding the education of persons with disability in their office, while every Head Teacher of the primary schools expressed having no Inclusive Education policy document to enhance their work in schools.

Based on assumption that Inclusive Education policy document is one key tool to guide implementation of Inclusive Education for refugee children with disability in primary schools, then its absence in the primary schools in Pagirinya refugee settlement reflects that Inclusive Education implementation for refugee children with disabilities at primary level is not significantly observed, while having the general education policy documents in all the schools largely imply there is general education for all, hence, specially organized Inclusive Education is not prominent in primary schools in Pagirinya refugee settlement.

4.2.2 Education Service Sector Plan and Budget in response to “Inclusive Education” for refugee children with disabilities

Under objective (ii), based on the research question ‘Does Uganda’s Education Service Sector Plans and Budgets address Inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?’, the researcher assessed Education Service Sector Plan and Budget in response to “Inclusive Education” for refugee children with disabilities to assess if there were some considerations.

In the investigation, the researcher perused through the National Development Plan 2015/16-2019/20 (NDP II), which through the Settlement Transformation Agenda (STA), integrates refugees into national development planning, and provides for comprehensive response to the humanitarian and development needs of refugee-hosting districts. (see subsection 2.5 of chapter 2 for details). In the same way, the researcher also looked through Adjumani District FY 2019/20 approved Work Plan for Special Needs Education, and interviewed the District Education Officer and District Special Needs Education Officer on the issues of Plan and Budget for inclusive education for refugees, and findings are presented under each respective category below.

(i) National Education Sector Plan for Inclusive Education for refugee children with disabilities

In the review of document record at national level, the researcher keenly examined the National Development Plan 2015/16-2019/20 (NDP II), and also interviewed the District Education Officer and District Special Needs Education Officer of Adjumani on the same National Education Sector Plan. Finding the document shows that output 1: of the document presents ‘improved equitable access and inclusive relevant learning opportunities’, and the planned items and activities are as detailed in table 4.2 below.

Table 4.2: A table showing National Education Service Sector Plan for inclusive Education for refugee children with disabilities

Output 1: Improved Equitable Access and Inclusive Relevant Learning Opportunities		
	Activity Description	Coverage Target
1.4	Expand Access to Education for Children with Disabilities	
1.4.1	Support distribution of assistive devices (such as hearing aid, crutches, braille, large prints, eye glasses etc.) to children with disabilities	
1.4.1.1	Early Childhood Development (ECD)	A
1.4.1.2	Primary School	A
1.4.1.3	Secondary School	A
1.4.2	Improve accessibility to school environment for children with disabilities	
1.4.2.1	Early Childhood Development (ECD)	A
1.4.2.2	Primary School	A
1.4.2.3	Secondary School	A

Data Source: Extract from Ministry of Education and Sports Education Response Plan for Refugees and Host Communities in Uganda, Annex B: page 47

A keen examination of table 4.2 above reveals that, the Uganda's Education Service System has great concern about Inclusive Education for refugee children with disabilities in terms of planning.

Indeed, during interaction with the District Education Officer and District Special Needs Education Officer in their offices, testimony by each of them affirm that the National Education Service Sector Plan richly presents great consideration for inclusive Education for refugee children with disabilities.

(ii) Adjumani District Education Service Sector Plan in response to “Inclusive Education” for refugee children with disabilities at primary level

The researcher interviewed the District Education Officer, District Special Needs Education Officer and District Planner about consideration of Inclusive Education for refugee children with disability in the District Development Plan, and also made assessment of the Adjumani District Five-Year Development Plan (2015/2016-2019/2020). However, the responses coming from the respondents, together with assessment of Adjumani District Five-Year

Development Plan (2015/2016-2019/2020), show that Inclusive Education for refugee children with disability has not been significantly considered in the rolling District Development Plan 2015/2016 2019/2020, as can be seen in table 4.3 below.

Table 4.3: A table showing Adjumani District FY 2019/20 approved Work Plan Special Needs Education

Approved Budget and Outputs for FY 2018/19 Expenditure and Outputs by end March for FY 2018/19 (N.B Budget is in UGS thousands)	Annual Planned Spending and Outputs FY 2019/20	Quarter 1 Planned Spending and Outputs	Quarter 2 Planned Spending and Outputs	Quarter 3 Planned Spending and Outputs	Quarter 4 Planned Spending and Outputs
<ul style="list-style-type: none"> • Special Needs Education Services provision in all schools in the district. • Data collection in order to identify SNE cases in the communities and schools in the district, • Training and purchase of Specialized equipment and equipping the institutions 					
17,000	12,750	0	0	0	0

Data Source: An extract from LG Approved Work plan, Vote: 501 Adjumani District FY 2019/20, Programme: 07 85 Special Needs Education

Furthermore, during the field study in Pagirinya Refugee Settlement in Adjumani District, the researcher interacted with officers from Office of the Prime Minister (OPM) and Non-Governmental Organizations which include: Windle International Uganda (WIU), Lutheran World Federation (LWF), Plan international Uganda, UNHCR and World Vision. Findings from them generally conforms with the findings from interview with the District Education Officer, District Special Needs Education Officer and District Planner. The findings just confirmed that there is no substantial consideration for inclusive education for refugee children with disability in Adjumani District Development plan.

In conclusion, the obvious indication based on careful examination of the Adjumani District Five-Year Development Plan (2015/2016-2019/2020), and the respective interviews held with various stakeholders in education, it is evidently clear that Adjumani District Local Government has not adopted the National Development Plan 2015/16-2019/20 (NDP II) that richly presents great consideration for inclusive Education for refugee children with disabilities, and this partly explains that Inclusive Education is not being adequately practiced in primary schools in Pagirinya refugee settlement.

(iii) National Education Service Sector budget for Inclusive Education for refugee

Learners with Disabilities

During the research, interview with Officers from Office of the Prime Minister and UNHCR on the National Education Service Sector budget for Inclusive Education for refugee Learners with disabilities shows that there was a budget vote for it. This was confirmed by a keen review of the four year rolling Ministry of Education and Sports, Education Response Plan for Refugees and Host Communities in Uganda developed in May 2018. According to Output 1: Improved equitable access and inclusive relevant learning opportunities, the budget Items and activities with corresponding budget votes in US Dollars had been done covering the period from January 2018 to June 2021, see table 4.4 below.

Table 4.4: A table showing National Education Service Sector budget for Inclusive Education for refugee Learners with Disabilities

1.4 Expand Access to Education for Learners with Disabilities						
		Total cost in US Dollars (USD)				
		YEAR 0 January to June 2018	YEAR 1 July 2018 – June 2019	YEAR 2 July 2019 – June 2020	YEAR 3 July 2020 – June 2021	TOTAL
1.4.1	Support distribution of assistive devices (such as hearing aid, crutches, braille, large prints, eye glasses etc.) to Learners	3,148,637 USD	3,590,246 USD	3,768,595 USD	3,961,267 USD	14,468,746 USD

	with disabilities					
1.4.2	Improve accessibility to school environment for Learners with disabilities	132,888 USD	180,552 USD	236,640 USD	337,368 USD	887,448 USD

Data Source: Extract from Ministry of Education and Sports Education Response Plan for refugees and host communities in Uganda, Annex D: Page 55

(iv) Adjumani District Education Service Sector budget in response to Inclusive

Education for refugee children with disabilities at primary level

The researcher perused through the Local Government (LG) Budget Framework Paper Vote: 501 Adjumani District FY 2020/21. The document shows general budget for Pre-Primary and Primary Education, Secondary Education, Skills Development, Education and Sports Management and inspection. However, no particular attention had been focused on inclusive education for refugee children with disability. This was also confirmed by District Education Officer, District Education Officer in charge Inclusive Education, official from Office of the Prime Minister (OPM), and officials Windle International Uganda (WIU) and Lutheran World Federation amongst others. According to all the respondents, this is impacting negatively on Inclusive Education for Refugee Children with Disability in Pagirinya Refugee Settlement.

Further still, it is noticeably clear that the obvious implication based on careful examination of the Adjumani District Five-Year Development Plan, Vote:501 Adjumani District FY 2019/20, Programme: 07 85 Special Needs Education, unlike the National Education Sector budget, Adjumani District budget frame work does not present any significant budget for inclusive education for refugees. Yet according to review of document, in 2017, Uganda adopted a Comprehensive Refugee Response Framework (CRRF) which is anchored on three pillars: Humanitarian Refugee Response, the Refugee and Host Population Empowerment (ReHoPE) Framework, and the Settlement Transformative Agenda (STA), to allow Local Governments (LGs) cope with the stress imposed by the presence of refugees, and the

framework Implementation of the STA was still predominantly to be undertaken by Government.

To effect this, the National Planning Authority, UNDP and the World Bank were tasked to build capacity of Chief Administrative Officers and District Planners to recognize both humanitarian and development aspects of refugee management in district planning from onset of Financial Year (FY) 2017/18 and onwards. This aspect of enhancing capacity of Local governments incorporates refugee management within their priorities their budget and plan was also presented by (CSBAG, 2018). This again partly explains that Inclusive Education is not being significantly practiced in primary schools in Pagirinya refugee settlement.

4.2.3 Implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement - Adjumani District

Objective (iii) of the study was ‘to examine how Uganda’s Education Service System implements Inclusive Education for refugee children with disabilities’ and the corresponding question was ‘how does Uganda’s Education Service System implements inclusive Education services for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement - Adjumani District?’

The researcher assessed situations surrounding implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement, and significant findings were as highlighted and discussed below:

(i) Provision of Psychosocial support to refugee children with disability at school

In the Focus Group Discussion with teachers, they revealed that, they provide psychosocial support to refugee children with disability at school, mainly in terms of counselling. This was found to be across Pagirinya I Primary School, Pagirinya II Primary School, Pagirinya

Integrated Primary School, Rei Valley Primary School, Tandala Primary School and Pagirinya Early Childhood Development Centre.

(ii) Disability friendly Buildings infrastructures in schools

According to the researcher, findings from interview with the Head Teachers, and observation of the structures, showed that implementation of Inclusive Education have also been reflected on building structures which are disability friendly, where all school blocks have access ramps at the door entrances, and latrines have handrails as well to provide convenience to refugee children with disability.

Looking at Provision of Psychosocial support and presence of Disability Friendly Buildings infrastructures in schools, it stern clear that the two factors cannot be adequate enough to present a fully-fledged Inclusive Education for refugee children with disability in Primary Schools in Pagirinya Refugee settlement. It is also realizable that to this extent, the inadequacy in the Adjumani District Development Plan is conspicuous in the absence of a number of factors, to reflect typical Inclusive Education in primary schools in Pagirinya refugee settlement. Hence, the factors affecting implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement are as well presented below.

4.3 The primary factors affecting Implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement

During the research, the investigator realized that there a number of factors affecting the implementation of Inclusive Education in Pagirinya refugee settlement, and the primary presenting factors were as explained below:

(i) Lack of Specialized Special Needs education facilities in Pagirinya refugee settlement

During the study, the researcher interviewed the District Education Officer and the District Special Needs Education Officer of Adjumani District, and on the same issue, interacted with officers from Office of the Prime Minister (OPM), Windle International Uganda (WIU), Lutheran World Federation (LWF), Plan International Uganda, UNHCR and World Vision. The findings from all the respondents unanimously showed that there are no Special Needs schools in Pagirinya refugee settlement. This is accompanied by lack of special needs learning aids such as Braille, hearing aids, visual instruction materials for those with poor sight and many others.

(ii) Lack of Special Needs teachers in schools in Pagirinya refugee settlement

Further still, the inquiry about the availability of Special Needs School in the refugee settlements was studied together with the availability of Special Needs teachers in the settlement. The response from the District Education Officer and the District Special Needs Education Officer of Adjumani District, backed up by information from officer from Office of the Prime Minister, Windle International Uganda, Lutheran World Federation, Plan International Uganda, UNHCR and World Vision as well show that there are no specific Special Needs teachers in primary schools in Pagirinya refugee settlement.

4.4 Other factors affecting education of refugee children with disability in Pagirinya refugee settlement

Let alone the typically primary factors affecting Inclusive Education, the researcher also investigated, and found other factors which are hindering education of refugee children with disability in Pagirinya refugee settlement, and some could present formidable threat to Inclusive Education for refugee children with disability, even if there were fully-fledged Inclusive Education factors in place, and these factors include the following below:

(i) Poor community attitude towards Inclusive education of children with disability

According to the Block and Cluster Leaders interacted with, many refugee community members have a belief that associate children with disabilities and special needs as a curse, or bad omen. This belief has led to parental neglect of children with disability, and the parents are unwilling to take them to school, one leader revealed that those parents don't equally provide the life necessities such as clothing, love and so on to children with disability. While one leader in block D in great sorrow narrated how a mother in the block hides her daughter with disability, and almost made her to miss Wheel Chair one day, because she keeps on hiding her every time.

In the perspective of the Block Leader, most refugee children with disability in Pagirinya refugee settlement were not seen outside on compound, because they were hidden inside, while in some cases, the wheel chairs were abandoned outside.

Remember that this barrier is conforming with the Social Model of disability already explained in subsection 1.10.2, enlightening the barriers rooted within a community. Also see conforming presentation with Women's Refugee Commission (2018, p. 8).

(ii) Fear of bullying and stigmatization

During Focus group discussion, fear of bullying and stigmatization of children with disability in Pagirinya refugee children with disability was noted as one baring factor to education of refugee children with disability. A teacher from Pagirinya Integrated Primary school narrated the ordeal of one child with disability who left the school because fellow pupils were bullying and stigmatizing him, while responses from refugee children with disability interacted with show that bullying is one of the most critical barriers facing Children with special needs. The violence was found to be manifested in form of ridicule, physical beatings and mockery.

(iii) Lack of play materials

According to teachers in all the five schools studied in Pagirinya Refugee Settlement, generally, there was concern that Children with special needs lack play materials as part of their learning requirements. In most cases they compete with able-bodied children for play materials in a way not disability friendly. Yet having disability friendly play materials is perceived as being more realistic and motivating factor for being in school, but the children with disabilities don't have materials to use for playing. This is also one other factor discouraging them from interestingly going to school.

(iv) Challenges of effective transport means and distance to school

According refugee children with disability, their parents, Block/Cluster leaders, and teachers reached, transport challenges and distance to school was found to be one major factor hindering schooling for refugee children with disability. Pagirinya refugee settlement have six primary schools which are scattered apart, and the settlement is extensively wide with 8 Blocks and over 40 Clusters, hence making movement to school a challenging factor for many children with disability.

(v) Inability to pay School fees by parents

According to Block leaders, parents and teachers interacted with, some schools in Pagirinya refugee settlements are mainly community schools founded, and these include: Tandala PS and Rey Valley PS. Hence, parents have to pay in order to run. However, Pagirinya I PS, Pagirinya II PS and Pagirinya Integrated PS which receive support from Lutheran world federation and Windle International also charge some school fees. Therefore, lack of school fees was found to be one other factor preventing refugee children with disability from attending schools in Pagirinya refugee settlement.

(viii) Inadequate health support

According to leaders in block A, B, C and D, and the Focal Person in Charge of Persons with disability in Pagirinya refugee settlement, there is no particular health support aimed at supporting refugee children with disability. Hence, in spite of their disability, their health is also poor. This is one factor that inhibits their education.

(ix) Food challenges at school

Furthermore, the block leaders from block A, B, C and D, and the Focal Person in Charge of Persons with disability in Pagirinya refugee settlement also brought in the problem of food or feeding at school as one factor. According to them, the food cooked and served at school is not adequate enough to support all, hence, many children with disability can't struggle for it, and this was found to be discouraging their education in Pagirinya refugee settlement.

4.5 How teachers are coping up with implementation of Inclusive Education for Refugee

Children with Disabilities despite the challenges

Further still under objective (iii), the researcher presents on the implementation of Inclusive Education for Refugee Children with Disabilities by teachers, and how they are paving through challenges, and supporting learning for refugee children with disability, and key findings were as follows:

(i) Positioning children with visual impairment and hearing challenges in front

In Focus Group Discussion held with teachers in all the primary schools visited, according to the teachers interfacing with pupils who have minor visual impairment and hearing challenges, they support them by positioning them in front in the classroom so that, for those ones with visual impairment can see, and the one with hearing challenges can listen to teacher. This is done in attempt to enhance their learning processes in classroom.

(ii) Large clear font size on chalkboard and audibility

Besides positioning children with visual impairment and hearing challenges in front, the teachers also mentioned about clear writing, with big font size on chalkboard, and presentation with clarity and audibility, while pictures are also hanged up on walls to enhance learning for those who can see, in what they described as ‘incidental learning’.

(iii) Teaching pupils with disability together with the rest

In the Focus Group Discussions with the teachers in the various schools, teachers also expressed that refugee children with disability are also put in the same class with the counterparts without disability to reduce stigma and discrimination. According to teachers, this is to clear the tendency of difference and unequal treatment which can be devastating to learning of the refugee children with disability.

(iv) Offering them special time to support

During the interaction with teachers in the Focused Group Discussion across Pagirinya I Primary School, Pagirinya II Primary School, Pagirinya Integrated Primary School, Rei Valley Primary School, Tandala Primary School and Pagirinya Early Childhood Development Centre, some teachers interfacing with refugee children with disability in their class revealed that they arrange and offer special time to support some of them to cope up with the rest in the learning processes.

(v) Closely attending to children with disability in classroom

Furthermore, despite teaching the refugee pupils with disability together with the rest, the teachers in their discussions highlighted focused attention to them in classroom and outside classroom as they interact with other pupils. This is to ensure they are not left behind, and also have healthy relationship with the rest of pupils in the learning process.

(vii) Paying home visits

According to some teachers interfacing with refugee children with disability in their classes, in the attempts to support the education of the children with disability in Pagirinya refugee settlement, they pay support home visits once in a while to discuss support to the children at both school and home.

(vi) Pupils sensitized in Psychosocial support (PSS)

Findings from some settlement leader, who is also a member of the school management committee, supported by submission from Head teachers and Teachers of the schools studied indicate that pupils were also sensitized on issues of psychosocial support amongst themselves, with the aim of reducing stigma and discrimination of children with disability as well.

(ix) Counselling

Teacher in all the above schools in Pagirinya refugee settlement also mentioned that they have some counselling sessions with the refugee children with disability at school to enhance their ability to support them cope up with challenges they could be meeting at school, in order to enhance their learning processes.

(x) Engaging children with disability in a different activity during physical education

In all the six schools studied, teachers indicated that they creatively engage the children with disability in different sets of activities which are physically, psychologically and emotionally friendly, so that they are as well engaged during physical education exercises at school, while other pupils are also doing physical exercise.

In a brief reflection on the primary challenges to Inclusive Education presented above, namely; lack of Specialized Special Needs education facilities and lack of Special Needs teachers in schools in Pagirinya refugee settlement, it stands clearly that the factors themselves, are not the root causes, but are merely symptoms of problems emanating from

the systems charged with refugee welfare in Uganda. Remember in the section 4.2 above on policies, Plans and budget, the national policies, plan and budget were found to be very considerate on issue of Inclusive Education for refugee children with disability, while that of Adjumani District had not considered Inclusive Education. The question is, ‘why the disparity, if national plans and budget are very supportive?’ This question shall be the subject of the future research, and has been reflected as an area for further investigation in section 5.5 below.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher precisely, and objectively, presents a look back at the main areas covered in the previous study section by section. The indispensable elements covered here include: the summary of key findings, conclusively final judgements, and comments on the study of “Uganda’s Education Service System response to inclusive Education for refugee children with disabilities at primary level”. Being the case study, the particular cases of Pagirinya Refugee Settlement in Adjumani District are also covered. Further still, contribution to knowledge of Inclusive Education for refugee children with disability, recommendations based on the conclusions of the study, and suggested areas for further research, based on the gaps realized and issues discovered during the study are also presented.

5.1 Summary of key findings by objectives/research questions

5.1.1 Summary of findings under objective (i)

The objective (i) of the previous study was: “to identify and assess Uganda’s Education Service System policy response to Inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District”, while the corresponding research question was: “How does Uganda’s Education Service System policy address inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?”

Summary of key findings from the assessment of Uganda’s education service system, that answers the research question: “How does Uganda’s Education Service System policy

address inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement - Adjumani District?”, are as presented below:

Based on review of document records, and interview with key Informants, the paramount findings in the previous study, that provide fundamental background to Uganda’s Education Service System policy response to Inclusive Education for refugee children with disabilities, was found to be the ‘Constitution of Uganda (1995)’, of which article 30, indicates that all persons have a right to education, and article 34 (2), spells the entitlement of a child to basic education.

Based on the statutory backing of the Constitution of Uganda (1995), the ‘Refugees Act of 2006’ provides for the set-up of legal frameworks and infrastructure to cater for refugee, and section 29 (e): (iii) spells the right to education. These findings are consistent with (Konrad-Adenauer-Stiftung, 2017 p. 9), which explained about the same. (refer to sub section 2.4.2 on page 21 of this report for details).

In the review of the Comprehensive Refugee Response Framework (CRRF) for Uganda, the researcher also found that, it provides a very refugee inclusive policy environment, according to which, refugees have access to the same public services as nationals, this is also in conformity with (MoES, 2018, p. 21), which explains the reflection of education for refugees in the Comprehensive Refugee Response Framework Uganda.

In addition to the CRRF above, another policy backing of greatest importance was found to be: “the National Development Plan (NDP) II 2015/16 -2019/20”, according to which, government should enhance national response capacity to refugee emergency management, and the interventions, including formulation and implementation of national refugee policy.

In the case of Pagirinya refugee settlement in Adjumani District, disability inclusive policy implementations have been evidenced in the primary schools building infrastructures which

have access ramps at door entrances, latrines with hand rails to support persons with disability; and training of primary school teachers to provide basic psychosocial support for refugee children with disabilities, all of which are very imperative for inclusive education.

However, a lot of gap still remain to be filled about implementation of Inclusive Education in Pagirinya refugee settlement, and these include: availability of special needs education facilities or schools, and availability of special needs teachers, which are typical components of inclusive education.

The limitation of the study is the fact that, the study was done only in Pagirinya refugee settlement which just started in 2016, and perhaps, a number of things are yet in Plan, including special needs education. It would add more value to the findings if other refugee settlements which have been for more than ten years in Adjumani were studied as well.

The evidence based implications accruing from the above findings are that, Uganda government has extensive constitutional backing for refugees, and Uganda's Education Service System has creditably good policies, that uphold Inclusive Education for refugee children with disabilities. The policy considerations for refugees conforms with the "Rights-based Model of disability", which points that persons with disabilities have the right to equal opportunities and participation in society. It also conforms with the Social Model of disability, which looks at the barriers in the community and removes them so that persons with disabilities can participate like others.

In the final conclusion on objective (i), it is noteworthy to know that, the most significant contributions of the study, were the fact that, it clearly demonstrated how the policy frame works on Inclusive Education for refugee children with disability are comprehensively rich. While on one hand, the study has also exposed the gaps in the practical application of the

policies in developing Inclusive Education for refugee children with disability, especially in the case of Pagirinya refugee settlement, despite the rich policy statements.

5.1.2 Summary of findings under objective (ii):

The objective (ii) of the previous study was: “to assess Uganda’s Education Service Sector Plan and Budget in response to Inclusive Education for refugee children with disabilities at primary level”, and the subsequent research question was: “does Uganda’s Education Service Sector Plans and Budgets address inclusive Education for refugee children with disabilities at primary level?”

In the conclusive summary of key findings that provide answers to the research questions under objective (ii) above, it is noted that: the rolling National Education Sector Plan 2015/16-2019/20 (NDP II) indicates great concern, and comprehensively covers Inclusive Education for refugee children with disabilities, with the corresponding budget that presents adequate coverage for Inclusive Education for refugee children with disabilities.

However, it is also clearly noted that, the Adjumani District Education Service Sector Plan/budget (2015/2016-2019/2020), has not considered anything significant in response to “Inclusive Education” for refugee children with disabilities at primary level.

The most prominent implications of the above findings are that, the national education sector planning system, has not been adopted in the district planning and budgeting system of Adjumani District. Again this partly explains why Inclusive Education for refugee children with disability is not developed in Pagirinya Refugee settlement.

The limitation that has to be noted here is that, the study was confined only to government plans and budget, while leaving those of non-governmental organizations (the implementing and operating partners), that could as well be presenting Inclusive Education. However, what

remains undisputed is the fact that Inclusive Education is not developed in Pagirinya refugee settlement.

The most significant contribution to note under this objective (ii) is that, the study has expressively discovered the government commitment to support Inclusive Education for refugee children with disability as expressed in the budget and plan, and how the government of Uganda conforms with the right based, and the social model of disability underpinning the study. On one hand, it has also unveiled the fact that Adjumani District has not yet adopted the national system of planning in the district planning and budgeting system.

However, according to review of CRRF, the National Planning Authority, UNDP and the World Bank were tasked to build capacity of Chief Administrative Officers and District Planners to recognize both humanitarian and development aspects of refugee management in district planning from onset of Financial Year (FY) 2017/18 and onwards, (see subsection 4.2.2 (iii) above for details). Hence, the question, ‘why?’ eventually has come up. The next research may have to address this question.

5.1.3 Summary of findings under objective (iii):

The objective (iii) of the aforementioned study was: “to examine how Uganda’s Education Service System implements inclusive Education for refugee children with disabilities”, while the coordinating research question was: “how does Uganda’s Education Service System implements Inclusive Education services for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement - Adjumani District?”

In the summary of principal findings that provide answers to the research questions corresponding to research objective (iii) above, the researcher integrated the factors surrounding implementation of Inclusive Education for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement, and findings were as below:

In the attempts to make practical implementations of Inclusive Education for refugee children with disability in Pagirinya Refugee settlement, the teachers who participated in the study mentioned the following as part of their endeavors:

The teachers revealed that, they position children with disability in front in the class room, especially children with visual impairment and hearing challenges, as they try to write clearly on chalkboard, and express themselves with considerable clarity and audibility respectively. This has been discovered across all the primary schools studied.

Teachers further mentioned teaching pupils with disability together with the rest, to reduce stigma and discrimination, and to express inclusiveness of the social group, without doing any psychosocial harm.

Teachers also mentioned that, they give special attention to refugee children with disability to support them at school, and sometimes, making support home visits to discuss issues surrounding the education welfare of the pupil.

However, it is worth noting that, the primary factors that could present actual and effective Inclusive Education for refugee children with disability in Pagirinya refugee settlement would be: availability of Special Needs school, or Instruction materials, and specialized Special Needs teachers, nevertheless, these components of Inclusive Education are completely missing.

Furthermore, the above primary factors have also been aggravated by other factors emanating from within the refugee settlement, such as: Poor community attitude which associate children with disabilities with bad omen and worthlessness, hence the parental neglect of their education. Note that this is a social barrier explained by the Social Model in section 1.10.2 of chapter one, page 11 of this report. Another set of barriers were transport and

distance factor, inadequate health support and food challenges were also found to be hindering factor to education for refugee children with disability.

Based on the amalgamation of the above primary and secondary barriers to Inclusive Education, it is conspicuously notable that they have combined force, and put education for refugee children with disability in Pagirinya refugee settlement in appalling state, which demand for a lot to be done. See the recommendation on section 5.3.

Hence, the most implicit implications of the above finding is that, actual Inclusive Education for refugee children with disability is not being effected, what are being done by teachers are just attempts to create better learning environment for refugee children with disability in the mainstream primary schools in Pagirinya refugee settlement.

The most significant contribution to note under this objective (iii) is that, looking at national backing on policy and planning, the study has expressively discovered the government commitment to support Inclusive Education for refugee children with disability, and how the government of Uganda conforms to the right based, and the social model of disability underpinning the study.

The national policy backing and planning is also in conformity with the UN notion on human rights, according to which states hold the primary responsibilities and are accountable to the holders of those rights for their implementation by fulfilling the right to education, by ensuring that education is available for all children, and that positive measures are taken to enable children to benefit from it, to respect the right to education by avoiding any action that would serve to prevent children accessing education, and protect the right to education by taking the necessary measures to remove the barriers to education posed by individuals or communities (UNICEF/UNESCO, 2007. P. 39). See details in section 2.2.3 on page 15, and section 2.3.1 on page 16 of this report, on compliance with international conventions. These

have set very good foundation for implementation of Inclusive education for refugee children with disability in Uganda.

Relating these barriers to the Right Based Approach underpinning the study (see sub section 1.10.3 of chapter one, and sub section 2.2.1 of chapter two of this report for details), the obvious ramification of the above primary and secondary barriers combining force have caused significant disparity from right based approach enshrined in articles 28 and 29 of the Convention on the Right of the Child (CRC), according to which, primary education is to be compulsory and available free to all; with the provision of financial assistance when needed (UNICEF, 2007, p. 18).

One limitation relating to these barriers is that, the study has not considered the challenges facing the Ministry of Education, and Adjumani District Education services, the Office of the Prime Minister being the coordinating point, challenges being faced by Operating Partners and Implementing partners, hence it would be worthwhile to study them as well, to delve deeper in understanding the root causes, as to why Inclusive Education is not developed in Pagirinya refugee settlement.

However, the most substantial contribution to note under objective (iii) is the fact that a lot of barriers and gaps regarding implementation of Inclusive Education have been exposed, and they can be used to inform the subsequent studies, and the remedial project planning evidences, to close the gaps discovered such as lack of Inclusive education teaching/learning aids, and many others.

5.2 Conclusion

This section conclusively presents the final judgements based on findings in relation to the general research objective, “to critically investigate Uganda’s Education Service System

responses to Inclusive Education for Refugee Children with Disabilities at primary level”.

The conclusions are precisely presented under each specific research objectives as follows:

5.2.1 Conclusions under objective (i) of the study

Objective (i) of the previous study was: “to identify and assess Uganda’s Education Service System policy response to Inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement in Adjumani District”, whereas the corresponding research question was: “how does Uganda’s Education Service System policy address Inclusive Education for refugee children with disabilities at primary level in Pagirinya Refugee Settlement in Adjumani District?”

The final standpoint on how Uganda’s Education Service System policy addresses Inclusive Education for refugee children with disabilities at primary level, is the fact that, Uganda’s Education Service System accords comprehensively rich policy backings to inclusive education for refugee children with disability. This is clearly notable in the following:

The ‘Constitution of Uganda (1995)’, of which article 30, indicates that all persons have a right to education, and article 34 (2), spells the entitlement of a child to basic education. This has been reflected in the ‘Refugees Act of 2006’ provides for the set-up of legal frameworks and infrastructure to cater for refugee, and section 29 (e): (iii) spells the right to education. The Comprehensive Refugee Response Framework (CRRF) for Uganda is quite another complementing document that provides for refugees to have access to the same public services as nationals, while “the National Development Plan (NDP) II 2015/16 -2019/20”, provides that, government should enhance national response capacity to refugee emergency management, and the interventions, including formulation and implementation of national refugee policy.

In the case of Pagirinya refugee settlement in Adjumani District, policy implementations have been evidenced in the primary schools building infrastructures and training of primary school teachers to provide basic psychosocial support for refugee children with disabilities.

Nevertheless, Inclusive Education implementation presents with a lot of gaps to be filled in Pagirinya Refugee settlement, especially availability of special needs education facilities or schools, and availability of special needs teachers to implement typically Inclusive Education in the settlement. It is also notable that; the national refugee policies are not translated into parts of the District Development Policies.

In the limelight of the disparity between rich national policy backing and inadequate implementation of Inclusive Education for refugee children with disability in Pagirinya refugee settlement, there must be certain implementation gaps, but the scope of the previous research had limitations, hence, the future research shall have to widen scope to cover the factors for the disparity between extensively rich national policies and inadequate implementation of Inclusive Education in Pagirinya refugee settlement.

5.2.2 Conclusions under objective (ii) of the study

The objective (ii) of the previous study was: “to assess Uganda’s Education Service Sector Plan and Budget in response to Inclusive Education for refugee children with disabilities at primary level”, while the conforming research question was: “does Uganda’s Education Service Sector Plans and Budgets address inclusive Education for refugee children with disabilities at primary level?”

The final position that provide conclusive reply to the research question under objective (ii) above, is the notably rich National Education Sector Plan 2015/16-2019/20 integrated in the National Development Plan (NDP II), which accords comprehensive considerations in the national plan for Inclusive Education for refugee children with disabilities. There is also a

correspondingly very rich budget frame work that presents adequate coverage for Inclusive Education for refugee children with disabilities.

Conversely, it is also clearly noted that, the Adjumani District Education Service Sector Plan/budget (2015/2016-2019/2020), has not presented any substantial plan and budget in response to “Inclusive Education” for refugee children with disabilities at primary level, and that is evidenced in the state of Inclusive Education for refugee children with disability in Pagirinya Refugee settlement as well.

Furthermore, it again stands clearly that there is shocking disparity between the considerate national budget in the National Education Sector Plan 2015/16-2019/20, and the Adjumani Plan/budget (2015/2016-2019/2020) that more or less present no substantial plan and budget for Inclusive Education for refugee children with disability in the district. Again there must be some significant gaps such as the coordination system, financing and many other, that need to be researched, but the scope of the previous study was so limited to explore that far.

Based on the above conclusive facts on planning and budgeting, the most significant contribution of the study has been the discovery of the effective national planning and budgeting, and the inadequate considerations in planning and budgeting for inclusive education for refugee children with disability at national and Adjumani district levels respectively, which points to the gaps that attracts further research in the field of refugee operation in Uganda.

5.2.3 Conclusions under objective (iii) of the study

The objective (iii) of the recent study was: “to examine how Uganda’s Education Service System implements inclusive Education for refugee children with disabilities”, whereas the complementary research question was: “how does Uganda’s Education Service System

implements Inclusive Education services for refugee children with disabilities in primary schools in Pagirinya Refugee Settlement - Adjumani District?”

In the conclusive reply to the research question under objective (iii) above, it is evidently clear that typical Inclusive Education is not being implemented in Pagirinya refugee settlement. In the previous report, ‘typical Inclusive Education’ meant the physical availability of effective Special Needs Education facilities, irrespective of being within or outside the mainstream schools, and availability of Special Needs Education Teachers to facilitate the learning processes for refugee children with disability. However, this was none existent in Pagirinya refugee settlement.

Nevertheless, the fact that teachers are endeavoring to create good learning environment for refugee children with disability by trying to accord some special attention, so that children with disability try to cope up with learning process in school cannot be denied. But still, lack of Special Needs education facilities and lack of Special Needs Teachers clearly present the indisputable fact that typical Inclusive Education is not being implemented for refugee children with disability in Pagirinya refugee settlement.

5.2.4 Summative conclusion on objective (i), (ii) and (iii), and reflection on Problem

Statement, Significance, Justification and conceptual frame work of the study

In the recent study, the prime presenting challenges to Inclusive Education for refugee children with disability in Pagirinya refugee settlement were found to be: lack of Special Needs Education facilities and lack of Special Needs Teachers. In the researcher’s view, there is significant disparity between the rich national education policies, plan and budget when reflected against Adjumani District education plan/budget, the obvious ramification was the lack of typical Inclusive Education for refugee children with disability in Pagirinya refugee settlement. The question arising from this conclusion was, ‘why the disparity?’, the answers

to this question can only be found in the future research, see subsection 5.5 of this report for the suggested areas for further research.

Looking at the question in the ‘Problem Statement’ in subsection 1.3, and reflecting on the question “how is the Education Service System responding to Inclusive Education for refugee children with disability in terms of Policy, Plan and Budget implementation without clear data on refugee children with disability?”, the reply has been found that, typical Inclusive Education is not being implemented in Pagirinya refugee settlement. (See subsection 5.2.1-5.2.3 above for details).

Reflecting against justification of the study (see subsection 1.8 of chapter 1 for details), the previous research delved deeper into the policies, Plan and Budget, and demonstrated the disparity between the considerate policies, plan and budget, and implementation of Inclusive Education for Refugee Children with Disability in Pagirinya refugee settlement.

While on Significance of the study in subsection 1.7, which looked at the study in terms of paramount importance to policy makers and planners in the education service system, and other relevant ministries, and practitioners in humanitarian interventions, the study has unveiled the disparity between Inclusive Education policies, plans and budget, and the implementations of inclusive education for refugee children with disability, this has clearly revealed the significant recommendations directed to the Education Service system, policy makers, planners, and other relevant ministries and practitioners in humanitarian interventions, see sub section 5.3 below for details of recommendations.

Finally, reflection on the ‘Conceptual Frame Work of the study’ (see subsection 1.10 for details), the Independent Variables were conceptualized and measured in terms of: education service system policies, plans, budget, inclusive education facilities and teachers, while Dependent Variables were measured in terms of: access to Inclusive Education, retention at

school, completion of primary school, and involvement of parents/guardians in education of their children.

However, the factors of Independent Variables were found to be directly affecting the Dependent Variables, and the researcher contends that, the disparity between the policies, plan and budget, and implementation of Inclusive Education for Refugee Children with Disability in Pagirinya refugee settlement directly emanates from coordination gaps between the education service system policies, plans, budget, and the Adjumani district service planning and budgeting systems, consequently the lack of Inclusive Education facilities and Special Needs teachers for refugee children with disability in Pagirinya refugee settlement.

5.3.1 Recommendation to Office of the Prime Minister and the Ministry of Local

Government

The researcher views that, the disparity between the national education policies, plan and budget, and Adjumani District education plan/budget emanates from gaps in coordination mechanisms within the Comprehensive Refugee Response Frame Work (CRRF) Steering Group system, and between the CRRF Steering Group and Adjumani District, and other refugee hosting district perhaps.

The researcher hence proposes that, the Office of the Prime Minister and the Ministry of Local Government, which are co-chairing the CRRF Steering Group, which comprise of the; Ministry of Education and Sports, Ministry of Finance, Planning and Economic Development and National Planning Authority, should ensure effective coordination within the CRRF Steering Group system, and between the CRRF Steering Group and Adjumani District, and other refugee hosting districts, to effect coordination in planning, budgeting and financing system, to ensure the disparity is closed, and effect Inclusive Education for refugee children

with disability in Pagirinya refugee settlement, amongst others (see subsection 2.5.2 on page 25 for details).

5.3.2 Recommendation to the Education Service system (Ministry of Education and Sports)

The researcher contends that there is coordination gap between the District Education Service of Adjumani, and the National Education Response Plan for Refugee and Host Community. Hence, the researcher recommends that, Ministry of Education and Sports should ensure very effective coordination with Adjumani District, and other refugee hosting district during planning period, to ensure Inclusive Education for refugee children with disability is captured in the district plans and budget, this shall ensure access to Inclusive Education in Pagirinya refugee settlement and other settlements with similar challenges.

5.3.3 Recommendation to the Ministry of Finance, Planning and Economic Development, and National Planning Authority

The researcher recommends that, the Ministry of Finance, Planning and Economic Development, and National Planning Authority should provide strategic guidance to Adjumani District planning department and Education Service Department, as well as other refugee hosting district perhaps, in planning and budgeting, and supporting resource mobilization, and improvement in coordination of all actors involved in the refugee response, to ensure Inclusive Education is provided to refugee children with disability.

5.3.4 Recommendation to Adjumani District Education Service, Planning Department and District Council

According to the researchers view, based on analysis of the gaps identified in the Adjumani District planning and budgeting system, the researcher proposes that, the Adjumani District Education Service, Planning Department and District Council have to adopt refugee Inclusive

Education in the planning and budgeting system, and advocate to the operating partners to consider Inclusive Education in their planning and budgeting as well, this perhaps shall contribute to reducing the gaps involved in providing Inclusive Education for refugee children with disability in Pagirinya refugee settlement amongst others as well.

5.4 Contribution to knowledge in the refugee operation in Uganda

According to the researcher, the significant contribution the previous research has made to knowledge in the refugee operation in Uganda is that, it has exposed the existence of significant gaps that need to be closed between CRRF steering group and refugee hosting districts, that is why Adjumani District has not included Inclusive education for refugee children with disability in district plan and budget. However, the details of the gaps was beyond the scope of the previous research, but these could be coordination, financing and so on, but the researcher recommends that the subsequent research should delve deeper into that.

5.5 Suggestions for further research in the field of refugee operation in Uganda

During the study, the researcher in his observation and experience noted that much work remains to be done before a full understanding of why Inclusive Education is not being implemented in Pagirinya refugee settlement, and these areas include:

- (i) The previous study suggests that, there is a need for a research that explores the root causes for factors hindering Inclusive Education for refugee Children with disability in Adjumani District.
- (ii) The researcher also recommends that, it would be useful to extend the current findings by examining “the effectiveness of Comprehensive Refugee Response Framework (CRRF) Steering Group in enhancing Local Govern compliance with education planning and budgeting in refugee hosting districts”

(iii) According to the researcher, there is need to study, “the effects of culture and beliefs on education and welfare of refugee children with Disability among Sudanese community in Pagirinya Refugee Settlement in Adjumani District”, this is because cultural beliefs were apparently found to be barrier to Inclusive Education for refugee Children with disability.

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Appendix (I) Focus Group Discussion Guide

WELCOME

Thanks for agreeing to be part of the Focus Group. We appreciate your willingness to Participate in the discussion.

INTRODUCTIONS

We have been permitted by the Office of the Prime Minister [OPM] to conduct a research in the settlement, and can apply focus groups discussion where necessary. However, for purpose of ensuring social distance, we shall be in groups of not more than six members, to ensure Covid-19 Standard Operating procedures are adhered to.

PURPOSE OF FOCUS GROUPS

The reason we are having these focus groups discussion is to find out how education for Refugee Children with Disabilities in primary schools are being conducted in this settlement. We therefore need your input and want you to share your honest and open thoughts with us.

GROUND RULES

- We would like everyone to participate. I may call on you if I haven't heard from you in a while.
- Every person's experiences and opinions are important. Speak up whether you agree or disagree, and we want to hear a wide range of opinions.
- What is said in this room stays here, and feel comfortable sharing anything.
- We will be tape recording the discussion to capture everything, you have to say, and will not identify anyone by name in our report.

Focus Group Discussion [FGD] questions

- What do we have to say about availability of children with disability among in this settlement?
- What can we say about their enrolments in primary schools in the settlement?
- What is your view of the availability of special needs education teachers?
- What is your observation of how education for refugee children with disability is conducted in the primary schools in the settlement?
- In your observation, what can you say about school set up in terms of disability friendly structures and class room arrangement to support learning for children with disability?
- In your observation, do refugee children with disability attend classes regularly?
- What is your observation of the completion of primary schools by the refugee children with disability?

Thank you very much for participating

Appendix (II): Key Informant Interview Guide

Introduction

- My name is Lony Williams; I am a student of Uganda Martyrs University.
- I am pursuing Master of Refugee and Migration Studies (MRMS) and I am in my final year.
- I am kindly requesting you to participate by answering the following questions might take 20-30 minutes.
- All about this are academic and don't compromise your security in any way. I shall be so grateful for your positive participation.

Section (I): Education Service System Response to inclusive education for refugee children with disability

(A) Assessment of Inclusive Education policies

- (1) What is your observation of Inclusive Education policy implementation for refugee children with disability in Uganda?

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.....

- (2) What can you say about availability of Inclusive Education policy documents in the District Education Office to guide service delivery?

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.....

- (3) What can you say about availability of Inclusive Education policy documents in the schools in the refugee settlement?

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.....
.....

- (3) In your observation, how do the schools apply the policies in practice to offer education services?

.....
.....

(B) Assessment of Inclusive Education Plans and Budget

(1) Assessment of Inclusive Education Plans

- (1) In your view, can you explain how the current National Education Plans reflect Inclusive education for refugee children with disability?

- (a) Enrolment of refugee children with disability in schools ☐
- (b) Construction of disability friendly structures ☐
- (c) Provision of Special Needs Education teachers ☐
- (d) Provision of inclusive education instruction materials ☐
- (e) Training of Special Needs Education teachers ☐
- (f) Paying salary of special needs education teachers ☐
- (g) Others, if any (outline in the space provided below

.....

.....

(2) Assessment of Inclusive education Budget

- (1) In your view, how does the current National Education Budget addresses Inclusive education for refugee children with disability?

- (a) Enrolment of refugee children with disability in schools ☐
- (b) Construction of disability friendly structures ☐
- (c) Provision of Special Needs Education teachers ☐
- (d) Provision of inclusive education instruction materials ☐
- (e) Training of Special Needs Education teachers ☐
- (f) Paying salary of special needs education teachers ☐
- (g) Others, if any (outline in the space provided below)

.....

.....

.....

- (3) Which are the bodies funding the inclusive education budget?

- (i) Government of Uganda ☐ (ii) NGOs ☐ (iii) UNHCR ☐
- (iv) UNICEF ☐

.....

.....

Section (II): Inclusive Education for Refugee Children with Disability

- 1 (a) what can you say about availability of Specialized Special Needs schools in refugee the settlements?

.....

- (4) In your view, what can you say about access to Inclusive Education for refugee children with disability?

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.....
(6) In your observation, how are the teachers providing special needs education to refugee children with disability in schools?
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.....
(7) In your observation, can you explain the attendance of classes by refugee children with disability?
.....
.....

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.....
(8) In your observation, what can you say about completion of primary education by refugee children with disability?
.....
.....

(9) In your observation, how disability friendly are the school's arrangements?

(i) Teachers have good attitude ☐

(ii) Teachers are qualified ☐

(iii) Classroom sizes and spaces are big enough ☐

(iv) Structures are disability friendly ☐

(v) Learning materials are adequate ☐

(v) Others
.....
.....
.....

Thank you very much for participating!

Appendix (III): Interview Guide

(For Non key informant such as: Block leaders, children with disability and their parents etc.)

Introduction

- My name is Lony Williams; I am a student of Uganda Martyrs University.
- I am pursuing Master of Refugee and Migration Studies (MRMS) and I am in my final year.
- I am kindly requesting you to participate by answering the following questions might take 20-30 minutes.
- All about this are academic and don't compromise your security in any way. I shall be so grateful for your positive participation.

Section (I): Education Service System Response to inclusive education for refugee children with disability

- (3) In your observation, what have been done in schools to enhance Inclusive Education for refugee children with disabilities in primary schools?

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.....
.....

Section (II): Inclusive Education for Refugee Children with Disability

- 1 (a) In your view, what can you say about availability of Specialized Special Needs schools in refugee the settlements?

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- (2) In your view, what can you say about access to Inclusive Education for refugee children with disability have?

.....
.....

- (3) What can you say about availability of qualified Especial Needs Teachers to provide inclusive education for refugee children with disability in schools?

.....
.....

- (4) In your view, can you explain how teachers are providing special needs education to refugee children with disability at schools?

.....

(5) In your view, what can you say about class attendance of refugee children with disability in schools?

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.....

(6) In your view, what do you say about the completion of primary school by refugee children with disability?

.....
.....

(7) In your observation, how disability friendly are the schools arrangements?

(i) Teachers have good attitude ☐

(ii) Teachers are qualified ☐

(iii) Classroom sizes and spaces are big enough ☐

(iv) Structures are disability friendly ☐

(v) Learning materials are adequate ☐

(vi) Others.....

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

Thank you very much for participating!

Appendix (IV): Observation Guide

Some key Factors to note include, but not restricted to the following:

(1) Availability of disability friendly building structures

- The height of floor.....
- Type of step/elevation.....
- Classroom sizes.....

(2) Availability of Inclusive education learning aids for persons with disability

- Availability of list of pupils with disability.....
- Types of learning aids (audiovisual, etc.)
- Quantity and quality of learning aids.....
- Relevance and use of learning aids.....
- Work plans and schemes of work.....

Observation of:

- Ministry of education and Inclusive education policies
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- Ministry plans
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- Ministry budget at the district
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Appendix (V): Document Records Review tool

Review of document data and their consideration of Inclusive Education for Refugee Children with Disability

- Education policies and their contents

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- Education Plans and their contents

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- Education budget and their contents

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Review of reports:

- Education department reports in the district

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- General reports in schools

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- Reports about special needs education

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.....

- Reports from NGOs providing education services

Appendix (VI): Work Plan

Activity	Duration	Completion Date
Proposal development	5 month	20/7/2020
Testing validity	1 week	25/7/2020
Ethical clearance	1 week	20/1/2021
Data collection	2 weeks	5 th -10 th /2/2021
Data analysis and reporting	3 months	10 th /2/2021-30 th /7/2021
Submission to institute		30 th /7/2021

Appendix (VII): Research budget

Item	Quantity	Unit Cost	Total Cost
Hire of lodge	7 days	20,000	150,000
Feeding		200,000	200,000
Transport		300,000	300,000
Data analysis		50,000	50,000
Secretarial services		50,000	50,000
Photo copying	150 pages	50,000	50,000
Report production	3 copies	50,000	150,000
Grand Total			950,000

Appendix (VIII) Introductory Letter from Uganda Martyrs University



making a difference

Department of Governance, Peace and International Studies
School of Arts and Social Sciences
Email: sassadmin@umu.ac.ug

Nkozi, 28th July, 2020

Your ref:

Our ref: *ma pt introduction letter 19-20*

Dear Sir / Madam,

Ref: Letter of Introduction.

This is to introduce to you **LONY Williams Reg. No. 2017-M202-20001** who is a postgraduate student in the Department of Governance, Peace and International Studies at Uganda Martyrs University – Nkozi. He is required to carry out research on the topic: *"Uganda's Education Service System and response to Inclusive Education for Refugee Children with Disabilities: A case study of Pagirinya Refugee Settlement in Adjumani District in Uganda"*

This is a requirement for the award of a Masters Degree in Refugee and Migration Studies.

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

Thanking you in advance for your assistance.


Yours Sincerely,



Mr. Ddumba Pius
Associate Dean



Appendix (IX) Introductory Letter from Office of the Prime Minister

11


THE REPUBLIC OF UGANDA
OFFICE OF THE PRIME MINISTER
PLOT 9-11 APOLLO KAGERWA ROAD, P.O. BOX 342, KAMPALA, UGANDA
TELEPHONES: General Line 0417 770500, Web: www.opm.go.ug, E-mail: ps@opm.go.ug


Uganda
Vision 2040

In any correspondence on this subject, please quote Ref: OPM/R/107

8th February 2021

Mr. Lony Williams
Uganda Martyrs University

RECEIVED
04 Feb 2021
Sign:.....

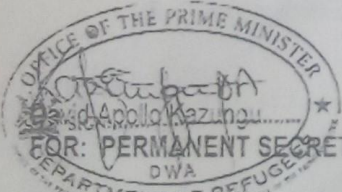
RE: PERMISSION TO CONDUCT RESEARCH IN PAGIRINYA REFUGEE SETTLEMENT

Reference is made to your letter, in regard to the above subject matter.

This is to authorize you conduct research on "Uganda's Education Service System's Response to Inclusive Education for Refugee Children with Disabilities," in Pagirinya Refugee Settlement Adjumani District, in February 2021.

You are requested to observe the rules and regulations governing the settlement. Office of the Prime Minister authorities in the settlement are hereby requested to accord you the necessary assistance as you observe the Ministry of Health COVID 19 guidelines.

You are required to share findings to OPM by uploading the report onto the Uganda Refugee Response Monitoring System. Access the system from the OPM Website (www.opm.go.ug) by clicking Refugees Department; Refugee Partner Engagement; Publication/Studies.


FOR: PERMANENT SECRETARY
DWA
C.C. Refugee Desk Officer, Adjumani
C.C. Settlement Commandant, Pagirinya RS

Sc
Introduce to the team to the ASC Pagirinya
Allow the student to conduct his research should be mindful of settlement rules & regulations
07/02/2021

**OFFICE OF THE PRIME MINISTER
SETTLEMENT COMMANDANT
P.O. BOX 14, ADJUMANI**

OPM Vision: A Public Sector that is responsible and accountable, driving Uganda towards rapid economic growth and development.

Appendix (X) Map of Pagirinya Refugee Settlement

FACILITIES MAP - Pagirinya Settlement - Adjumani District - Uganda

For Humanitarian Purposes Only
Production date: 24 October 2018

