

**EXPLORING EDUCATION SUPPORT SERVICES AND SYSTEMS TO
PROMOTE DISABILITY INCLUSION IN ONE SELECTED PUBLIC
UNIVERSITY IN UGANDA**

BY

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DECLARATION

I, ACHIENG CHRISTINE, am the author of this thesis: *Exploring Disability Support Services and systems to promote Disability Inclusion in one selected public University in Uganda*. I created it on my own and it has never been submitted to any institution of higher learning for any award.


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APPROVAL

This thesis titled: *Exploring Disability Support Services and systems to promote Disability Inclusion in one selected Public University in Uganda* has been written under our guidance.

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Dr. EMONG PAUL

DEDICATION

This thesis is dedicated to my parents and my children.

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ABBREVIATIONS AND ACRONYMS

AfDB HEST	:	African Development Bank titled ‘Support to Higher Education,
CBM	:	Curriculum Based Measurement.
CP	:	Cerebral Palsy
CWPT	:	Classroom with Peer Tutoring.
HI	:	Hearing Impairment.
ICT	:	Information Communication and Technology
IDEA	:	Individuals with Disabilities Education Improvement Act
KISSE	:	Kenya Institute of Special Education.
NCLB	:	No Child Left Behind
PI	:	Physical Impairment.
PWDs	:	People with Disabilities Science and Technology’
SNE	:	Special Needs Education
SRSA	:	Sports and Recreation South Africa
SS	:	Support Services
SWDs	:	Students with Disabilities
UDHR	:	Universal Declaration of Human Rights
UWC	:	University of the Western Cape
VI	:	Visual Impairment

DEFINITION OF KEY TERMS

Affirmative action

Any action conducted on behalf of marginalized groups for reasons such as gender, age, handicap, or any other factors based on history, tradition, or custom with the goal of resolving differences with others.

Disability

In accordance with the Persons with Disabilities Act of 2019, a "disability" is defined as a significant functional limitation of a person's daily living activities brought on by a physical, mental, or sensory impairment as well as environmental barriers, limiting that person's ability to participate fully in society on an equal footing with others.

Education support services in inclusive education

Education support services in inclusive education, according to Lacey and Lomas (2010), refer to teams of experts who provide guidance and expertise to support the inclusion and general education of students with disabilities and special needs in their learning and development.

Equity

Is described in terms of two fundamental ideas. The first is equal opportunity, which states that a person's life accomplishments should primarily be determined by his or her talents and efforts rather than by external factors like race, gender, social background, and family background. The second fundamental idea is to prevent outcomes from becoming deprived, especially in terms of health, education, and consumption levels (World Bank, 2006).

Inclusion

Is described as the process of enhancing disadvantaged individuals' capacity, opportunity, and dignity to participate in society (World Bank, 2013).

Inclusive education

Is a pedagogical concept and method intended to increase all students' active involvement and learning through the use of resources in a common setting (UNICEF, 2016).

Mainstreaming

Is a strategy for ensuring that people with disabilities can engage in all services or activities meant for the general public, such as education, health, employment, social services, and the complete spectrum of interventions, on an equal basis.

Persons with Disabilities

A person with a disability, as defined by the Persons with Disabilities Act (2019), is someone who has a physical, intellectual, sensory, or mental impairment that significantly restricts one or more of their major life activities.

Realization

The term realization is used to refer to the achievement of, fulfillment of, accomplishment of attainment of something desired or anticipated (Ainscow, Booth, & Dyson, 2006).

Reasonable accommodation;

Is a change made to a system to make it more accommodating or equitable for all users, based on a legitimate necessity. This necessity may change. Religious, physical, mental, emotional, intellectual, or employment-related accommodations are all possible, and they are frequently required by law.

Rehabilitation

A combination of actions that help people reach and keep their optimal functioning when interacting with their surroundings.

ABSTRACT

The major aim of the study was to look at how support services and systems for students with disabilities affect their learning and involvement at a selected public university. The study had four objectives: to examine the Support Services provided to Students with Disabilities during the teaching and learning process, to assess the inclusion of students with Disabilities in sports and recreational activities, to determine the involvement of Students with Disabilities in leadership and governance, and to analyze the challenges encountered in the provision of support services to students with disabilities in one selected public university. A case study design was chosen considering qualitative research approach. The study used both stratified random sampling and purposive sampling. In this study, interviews method was adopted for data collection. The study involved 17 participants that comprised of; Academics Registrar, Dean of students, Sports Officer, representative of Persons with Disabilities in the University Council, representative of SWDs in the Guild Council, 4 lecturers, (one from each of the 4 sampled faculties) and 8 SWDs, (2 from each category of disability of CP, HI, VI and PI) from the 4 sampled faculties. All participants were clustered thematically covering support services provided, inclusion and involvement of students and associated challenges. The study found that there was limited support services provided to Students with Disabilities critically contributing to low levels of participation of students in both academic and non-academic programs at the University. Results indicate that recreation facilities were not fully adapted. Similarly teaching and non-teaching staff had insufficient knowledge and skills to support Students with Disabilities during teaching learning s process. It was recommended that students would enjoy the benefits of schooling at the university if government increased funds to tap sports and recreation facets, other education opportunities and increase staff knowledge and skills for engagement with different categories of Students with Disabilities. The study concludes that fully engaging and empowering students to manage their affairs can be a good strategic pathway for promoting inclusion of students in both academic and non-academic programs of Public Universities and to promote greater staff accountability.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The concentration of the study was on Education Support Services and procedures to promote Disability Inclusion for Students with Disabilities at one Public University in Uganda. This Chapter contains information elaborating the following: the study's background, the problem statement, the goal of the investigation, the study objectives, scope, importance, and the theoretical framework.

1.2 Background to the Study

The quest for disability inclusion is an agenda among global communities, as countries seek to provide equal educational services and welfare opportunities to groups that have historically been excluded, marginalized, or deprived of accessing and benefiting from education (Aniscom, 2015). After the first EFA World Conference in Jomtien, Thailand, in 1990, international efforts to advance EFA became more concentrated (Miles & Signal, 2010). During this summit, the world's most disadvantaged and disenfranchised children were recognized. It also portrayed education as a far broader idea than simply schooling. This was a watershed moment in the development of inclusive education and eventually the broader concept of Disability Inclusion.

The EFA statement, which started with early childhood care and emphasized girls and children living in difficult circumstances having access to adequate learning and life skills, was a turning point in the evolution of inclusive

education. Inclusive education was backed by the historic World Conference on Special Needs Education (SNE), which took place in Salamanca, Spain in 1994 (UNESCO, 1994). In light of international efforts to guarantee that all children have access to basic reading, the conference discussed the future direction of inclusive education. It primarily looked at how the field of Special Needs fits within the EFA movement (Aniscow, 2015).

The concept Support Services (SS) and systems become key on agenda and was interpreted in many ways from one country to another. Generally, support services is viewed as care that various professionals provide to Students with Disabilities (SWDs) Mosia (2011). Support systems on the other hand are policies , procedures, guideines and laws that are needed to implement the services Guzu (2008). According to Lacey and Lomas (2010), support services in inclusive education refer to various groups of professionals offering advice and skills to aid the inclusion and General Education of SWDs in their learning and development. They recognized in-institutional assistance, support where lecturers assist students, support among students, and support to lecturers and students from both within and beyond the institution. While the description may represent common procedures, the emphasis in inclusive education is on the integration and incorporation of SS (Lazarus and Donald, 2000). Gugu (2008) evidenced that SS differs according to function, development and personnel. Thus in this study, the SS that differs, was investigated in the context of public University.

On the other side, inclusive education is a philosophy and approach to education that aims to improve learning and include all students in the regular

classroom environment (Morina, 2017). It mainly concerns with all individuals having a right to education, equal opportunities and social justice (UNICEF, 2017). Haug (2017) referred to inclusive education as a system where all students who are in vulnerability have a right to participation in a usual setting. In order to define Inclusive Education, it is critical to regard how cultures build and respond to disability, gender, ethnicity, and cultural diversity (Armstrong, & Barton, 2008). This study accepted both Huag's and Morina's perspectives on inclusive education since they both respond to Article 26 of the Universal Declaration of Human Rights (UDHR) on education.

Both the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 advocated for mainstreaming all children in general education classes to the greatest extent practical (Hossain, 2012). Several legislative measures and changes to address Inclusive Education have been adopted in Australia. Secondary education changes, for example, were designed in 2012 to encourage varied abilities in heterogeneous classrooms, and to handle varying levels of task and goal complexity, internal diversity, and the development of team-teaching in schools. This inclusive educational reform in Austria attempted to combat discrimination by adding anti-racism awareness initiatives, among other things (Imaniah, Ikhfi, Fitria, & Nurul, 2018).

In the African context, the provision of education to the vulnerable and marginalized groups in Zambia was initiated by the missionaries in 1955 (Musankuleni, Kaputa & Charema, 2017). Later, the Ministry of General

Education in 1977 started administering Special Education with a number of Special units and Special classrooms naturalised within universal education schools. The Persons with Disabilities Act, which will go into effect in 2020, would guarantee that people with disabilities can enroll in secondary and higher education programs that offer inclusive education. The Act also ensures physical access to education institution materials and individualized support services as well as access to blanket surplus costs ascribed to learning. Zimbabwe also embraced inclusive education as a strategy of moving away from integration to a wholesome education. The Zimbabwean government sanctioned the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which marked the beginning of this shift in 2013 (Musankuleni et al, 2017).

Efforts to realize Inclusive education in the East African region East African region have not been different from those of other countries in the world. Kenya, for instance, is a signatory to numerous international agreements that mandate that countries adopt Global Educational Agendas in regional settings (Sifuna & Sawamura, 2008). These include, among others, Vision 2030, the Sustainable Development Goals (SDGs), the Convention on the Rights of the Child (CRC), and Education for All (EFA). Kenya accepted the international educational frameworks. The organic law of Kenya (2010), Chapter 4 (Bill of Rights), Article 55 (a), obligates the state to take measures, including through affirmative action, to ensure that people have access to suitable education and are groomed for marginalized groups. Other policy papers, including the Kenya Institute of Special Education (KISE), Attainment of Paper No. 1 of 2005 on Education, Grooming, and Inquiry, the Non-Conventional Education

Sub-Sector Policy (2008), and Special Needs Education Policy (2009), all concentrate on the inclusion of people with disabilities (Mwoma, 2017). Accordingly, the quantity of people with disabilities (PWDs) enrolled in schools is drastically growing in Kenya (Adoyo & Odeny, 2015). Similarly, most searches conducted by different writers in Tanzania, all point towards positive disability inclusion.

The Sustainable Development Goal (SDG) 4 and the Dakar Framework for Action (2000) are both aligned with Uganda's education policy guidelines and laws, as are those of other East African countries, with a focus on promoting quality and inclusive education as well as lifelong learning (UN,2015). In terms of inclusive education in the deliberately chosen development goals, the SDGs represent a significant advance, and Article 24 of the CRPD on education requires governments to realize a right to education for PWDs at all levels of schooling without discrimination (UN, 2006; UN, 2010; Imaniah, Ikhfi, Fitria, & Nurul, 2018).

In addition to adhering to international treaties, Uganda also has legal policies that meet the standards of the UN fundamental principles of education. Article 30 of the Republic of Uganda's organic law (GoU,1995) guarantees everyone the right to education. In addition, the National Policy on Disability in Uganda of 2006 (MoGLSD, 2006), SNE policy, and Physical Education and Sports (PES) policy, among others, all have clearly stated the objectives. As an illustration, the Government White Paper on Education (GoU 1992), in which the government committed to supporting institutions that provide Special Needs Education (SNE), and the organic law of the Republic of Uganda. After

high school, higher education is the final stage of formal education that is pursued (UNESCO, 2014). According to the 2012 World Conference on Higher Education definition, higher education includes all post-secondary instruction, preparation, and inquiry-based leadership in institutions of higher learning, such as universities. As a matter of fact in Uganda, higher education is divided into two categories: degree-granting universities and other tertiary institutions that provide shorter-term education and training courses.

According to UBOS (2016) and UNICEF, (2017), institutions of higher education were adding up to 214 (119 public and 95 private). It was identified that only about 6% of SWDs continue to Secondary education compared with a National average of 25% while the percentage of other SNs in institutions of higher education was not identified. The study's main objective was to investigate how to provide high-quality education for everyone and how to help all students in participating fully and achieving the highest learning outcomes at a chosen public university, one of the institutions of higher learning.

At the Uganda National Institute of Special Education (UNISE), the Ugandan government collaborated with the Danish government between 1991 and 2001 to create an inclusive education environment by grooming teachers and other professionals in SNE and Rehabilitation at the diploma, degree, and postgraduate levels through in-service and distance education programs (Ministry of Education Strategic Plan 2013-2017). Other key areas of focus included research, innovation and dissemination based on diversity and Special Needs. The Ministry of Education and Sports' integrated Special

Needs Education (SNE)/Education Assessment and Resource Services (EARS) program placed a strong emphasis on early identification, referral, and intervention.

In order to further operationalize it, the university implemented a disability policy in 2014 that ensures SWD inclusion and equitable opportunities (Kyambogo University, 2014). The University and Other Tertiary Institutions Act (2001) (as amended) is in compliance with this policy (Uganda Government, 2001). According to Nuwagaba and Orech (2019), the University implements AfDB HEST project to cater and focus on making the University accessible to and supportive of learning for SWDs and other SNs. Studies conducted by, Abimanyi – Ochom and Mananan (2014); Emong (2014); Emong and Eron (2016) show a steady increase of SWDs and other SNs in higher institutions of learning especially at this particular selected Public University; Emong and Eron (2016) asserted that these students are mainly admitted on merit and affirmative action. The rising enrollment rates reported by the University Disability and Special Needs Support Center Records for 2017–2019 show that this is a significant problem. The records indicate that for the previous three years, there has been unfluctuating addition in the enrollment of SWDs and other SNs as shown in the table below:

Table 1: Enrollment of students with disabilities and other special needs at one selected Public University

Year of entry	Total	Type of disability and other Special Needs								
		visual impairment	hearing impairment	physical impairment	Deaf blind	Asthmatic	Albinism	Intellectual Epilepsy	Deaf C.P	Cerebral Palsy
2017	31	6	10	10		1	1	2		1
2018	35	4	14	12	1	2	1		1	
2019	39	18	5	15		1				
Total	105	28	29	37	1	4	2	2	1	1

Source: The selected public University Disability and Special Needs Support Center records of 2017-2019

While the statistics could be increasing, Students with Disability remain a small proportion of the 30,000 student population in Kyambogo university making it difficult to realize inclusion. This suggests that, access to education in higher institutions of learning to PWDs still remain a big impediment. In addition, it's important to resolve the shortcomings in the application of numerous inclusion-related policies. The relevant systems and organs must structure approaches to promote inclusive education with attention to regional needs and global demands in order to accomplish inclusive education. These trends of issues presented powerful interest by the researcher for this study especially in respect to the extent in which the SS is utilized in the promotion of disability inclusion.

1.3 Statement of the Problem

The basic goal of inclusive education is to increase all students' active participation and learning in a traditional classroom. Effort has been made to admit students with disabilities through affirmative action and on merit. The University provides these students with scholastic materials and assistive devices. However, students with disabilities still experience challenges that negatively affect both their academic and non-academic programmes (Abimanyi – Ochom & Mananan, 2014; Emong & Eronend, 2016). Besides, it appears that the support services are insufficient to help students with disabilities and other special needs manage inclusive learning and engagement. Therefore this study explored how students were being supported during the teaching /learning process, sports and recreation activities, leadership and governance, and the challenges associated with the provision of assistance to students with special needs and disabilities.

1.4 Purpose of the Study

The purpose of the study was to explore the inclusion of Students with Disabilities and other special needs in both academic and non-academic programs in one selected public university.

1.5 Study Objectives

- i. To examine the support services and systems provided to students with disabilities during the teaching and learning process in one selected public university in Uganda.

- ii. To investigate the inclusion process of students with disabilities in the sports and recreational activities in one selected public university in Uganda.
- iii. To ascertain the involvement of students with disabilities in leadership and governance in one selected Public University in Uganda.
- iv. To analyse the challenges encountered in the provision of support services to students with disabilities support services in one selected public university in Uganda.

1.6 Research Questions

The study answered the following questions;

- i. How are students with disabilities supported during the teaching and learning process in the University?
- ii. How are students with disabilities included in sports and recreational activities in the University?
- iii. How are students with disabilities involved in leadership and governance in the University?
- iv. What are the challenges encountered in the provision of support services to students with disabilities in the University?

1.7 Scope of the Study

Geographical scope: In the Central region of Uganda, a single public university was chosen to undertake this study.

Content scope: This study focused on Support Service and Disability Inclusion. Mainly the Support Services provided to SWDs during the teaching/learning process, sports and recreation activities, leadership and governance, and the challenges associated with the provision of support services to students with disabilities in public universities.

Time scope: This study used data from the University Disability and Special Needs support center from 2017 up to 2019. The period of three years gave opportunity to the researcher to interface with new and continuing students with Disability and the staff that had gained experience.

1.8 Significance of the Study

1. The study may add to the expanding body of research on how Ugandan higher education institutions with inclusive settings support students with disabilities.
2. Researchers and professionals may use this information for reference.
3. It might assist in guiding policies that encourage the inclusion of people with disabilities at Ugandan institutions of higher learning.
4. It might provide information on how to enhance the processes and services provided to students with disabilities in inclusive settings in Uganda's higher education institutions.

1.9 Theoretical Framework

Social model of disability

The social model of disability provided theoretical foundation for this investigation. This model focuses on social and environmental impediments which aim at excluding the disabled people with impairment (Watson, 2012). The model calls for withdraw of the society's economic, environment, cultural and other forms of huddles Students with Disabilities to ensure equal and meaningful inclusion (Barnes & Mercer, 2010). The social model theory, according to Oliver and Barnes (2010), indicates that while impairment may impose personal confinement, disability is brought on by unwelcoming racial, social, and environmental limitations. Thus, The social model is crucial to this study because it examines how support services have been used to get around various obstacles to students with disabilities and other special needs being included in the classroom. Oliver (1996) asserts that in a broader sense, the social model of disability focuses on the use of Support Services and systems against the economic, societal, environmental, and cultural barriers encountered in the learning and development processes of students who are perceived by others as experiencing some forms of impairment, whether physical, sensory, or intellectual.

Similarly, Donald, Lazarus and Lolwana, (2007) investigated an extensive purpose of Support Services and systems and their impact for successful disability inclusion. Their study reaveled that successful diability inclusion entails a switch from concentrating on the difficulty in the person and embracing therapeutic measures to a systems change approach. They

recommended practice would encompass attending to academic and social problems bothering students. Considering Balshaw's (2007) view of inclusion, Support Services therefore, would facilitate learning, at learning centers and within community. This stems the rationale of this study.

1.10 Limitations of the Study

There were constraints in the process of conducting this study, which are described below;

It was challenging to generalize the research findings due to the small sample size and non-random selection of research participants since it did not apply conventional procedures because the researcher chose qualitative research as the method used to obtain information for the study.

Restricting the study to a particular group of participants in one selected public University in Uganda led to fewer participant taking part in the study yet there were many participants in various public Universities in the country which severely limited the study results because of having no comparison of information from other institutions.

The method segregated participants on grounds of the type of individuals involved based on their characteristics.

The researcher's presence during data collection which is often ineluctable in qualitative research, could have stirred participants taking part in the study.

Data inflexibility was more hard to assess and exhibit because individual views are often the basis of the data that is collected.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature in relation to the study objectives. The literature about support offered to SWDs during the teaching and learning process is presented in the immediate sub-section and it is followed by literature review about inclusion of SWDs in sports and recreational activities. The third section is literature review about the involvement of SWDs in leadership and governance in a University. The fourth section looks at the challenges to education support services provided to SWDs during teaching and learning process, coursework and examination process. The last section concludes the chapter and points to the research gap.

2.2 Support services and systems offered to students with disabilities during the teaching and learning process

Individual variations in educational institutions are seen not as a problem but as an opportunity for enhancing learning and development, according to the literature that is currently available. Inclusion is identified as a dynamic strategy to positively responding to students' diverse requirements (UNESCO, 2005). Nel, Müller, and Rheeders, (2011) opine that professionals who provide guidance and expertise to promote inclusive education make up inclusive education support services that facilitate effective learning and development. Other scholars such as Lacey and Lomas, (2010) contend that support services assist all learners who are having difficulty in learning,

allowing them to reach their full potential. Simiraly Balshaw (2007), suggests that support services should assist transformation in all learning facilities as well as in the entire community. While Muthukrishna (2012) argued that the focus of support services should be on supporting staff rather than addressing huddles to learning and development, Watts (2014) agreed with other authors that support Services include individuals within the educational institution supported by a source outside of the educational institution.

In their study, Papadopoulou, Kokaridas, Papanikolaou, and Patsiaouras (2004) examined the attitudes of 93 Greek physical education teachers working in various Athens-area schools toward including students with disabilities in regular education settings and compared the findings with those of related studies. A teacher integration attitudes questionnaire was used to construct scores for the four categories of skills, benefits, acceptability, and support. According to the findings of their study, physical education teachers' views about include students with disabilities in regular classes were correlated with their perceived level of expertise in the field of special needs. However, uncertainty was expressed since there were insufficient services available during the teaching and learning process, which affected performance generally.

Peer support, according to a different study by Hall and McGregor (2002), is the use of classmates to support one another in ways that enhance learning for both students with and without disabilities in an inclusive environment. According to some researchers, it would be best to incorporate support services through partnered reading, group projects, quiz reviews, and

presentations (Kasa & Theoharis, 2014). Peer assistance, which had been linked to unfavorable outcomes, was perceived as a straightforward exchange between students with and without disabilities, and it was seen as helping and instructing kids rather than giving them a chance to participate in discussions. Although Landbrook (2009) does not reject the opinions expressed by different writers, he does state that the greatest help a student with a disability may receive in an educational institution is to be assisted in their learning process by a specialist. This study noted that due to lack of funds and Human Resource plus accessibility, this was not always attainable to meet the highest expectations of students.

Furthermore, the poor economic condition in which many African parents find themselves prevents them from taking their children privately for professional care. As a result, it is critical that support systems are deployed by educational institutions themselves so as to successfully provide the greatest possible help to these students. Bartlett, Weisenstein and Etscheidt, (2012) attest that, for inclusive education to be attained, support structures must be provided. Support services should include a speech therapist, a psychotherapist, an occupational therapist, and a remedial lecturer who is willing to provide in-service training to the other lecturers, according to scholars like Hornby, Atkinson, and Howard (2007).

Hopkins, Cohn, Campbell, and Matais's (2000) study revealed that class assistants significantly reduce lecturers' workloads by supporting lectures and students with impairments in the classroom during the learning process. The researchers concluded that when lecturers modify lesson plans for students

with impairments and other special needs in addition to the general class, class assistants can be very helpful. They assist students with impairments in the classroom by making sure that the modified lesson addresses any learning challenges. The other learners in the class achieve higher outcomes as a result. The pace at which the material is explained is unaffected, so the other students in the class are not in any way disadvantageous.

The creation of a Special Needs Department in Public Universities has been crucial in training Special Needs Education teachers and enhancing and equipping teachers with skills to deliver special needs and inclusive education as a support to the teaching process to disability and special needs studies, according to a survey conducted by the Civil Society Budget Advocacy Group (2013). In a same vein, all education candidates at primary teachers' colleges are required to take a special needs education assessment. The results show that only a few teachers have received training. In Kibaale, 70 teachers received training in SNE techniques from two graduate instructors in Special Needs Education from Kyambogo University. Six of the total number of teachers taught in Kibaale are employed at Bishop Rwakaikara Primary School, while one is responsible for maintaining the Braille machines at St. Thereza Bujuni Primary School. Twenty (20) teachers had obtained specific SNE training in Abim, whereas less than ten teachers had received specialized SNE training in Agago district.

The research by Abraham and Stoker (2013) examined methods for teaching speech to the hearing challenged using a simulation methodology. It included analysis of speech skills, simulation, cued speech, and program efficacy. The

usefulness of syllable practice and word approaches in teaching speech to severely hearing-impaired children was investigated using listeners with normal hearing. For each training approach, the impact of the cued speech was assessed. The results showed that syllable practice yielded much larger average increases in phoneme acquisition than the entire word strategy.

Following the above, eleven visually impaired and eleven sighted college students were equally proficient in retaining distance and position cues using the kinesthetic system, but the visually impaired students were significantly more variable in movement reproduction, according to Toole (2013)'s study named Retention Movement Prompts by Visually Impaired Persons using a Sample of: Visual Impairments, Kinesthetic Perception, Visually Handicapped, Mobility, College Students, and Motor Development. In a similar vein, Carney (2014) found that a method that incorporates gestural elements with an integrated access to word learning, reading, listening, speaking, and writing was successful with mildly disabled children who showed challenges in acquiring sight words through conventional approaches. His study, using sign language for teaching sight words, used a sample of mild disability; sign language and sight vocabulary. In a method that would benefit students if implemented in public universities, the results of the current study correspond with those found in the literature.

Regardless of the student type in their study, Jenkins et al. (1999) discovered that cross-age tutoring programs failed to demonstrate effects on oral reading and fundamental academic skills such student performance in math, written expression, spelling, and reading tests. According to the researcher,

developing a school building model for teaching at-risk and students with disabilities in universal education classrooms necessitates support systems that provide normal, remedial, and special education. Such opportunities help students attend classes, effectively use unstructured free time and actively participate in activities that promote social contact. In this study, teachers unanimously agreed that the CWTP was simple to implement.

Although Kasozi (2003) agrees with the opinions expressed above on support services, his research on the learning and evaluation of students with disabilities revealed that the majority of Ugandan institutions lacked the tools required to help students with disabilities. For instance, students with hearing impairments and students with physical restrictions do not always have access to lecture materials. They will be provided if a lecturer does not provide Braille copies or other accessible formats. Because they must be Brailled by themselves, students with vision impairments think that such lecture handouts are a waste of time and money. Students with visual impairments rely on other students to read the print notes aloud for them as they braille because reading braille requires a skilled reader, which their guides are frequently not. That was demonstrated by a student with vision impairment who received 300-page lecture notes from one instructor covering a semester's worth of material. To convert that handout into braille, over 1000 braille sheets of the notes must be created. It will take a long time to complete and other learners' trust.

The points of view expressed in the literature are entirely shared by the researcher. According to the current study, providing students with disabilities and other special needs with the appropriate support services makes inclusion

a reality by reaffirming the idea that a handicap does not preclude someone from participating in society. To promote inclusiveness, public universities must train their teaching and non-teaching staff on the best ways to handle the needs of students with disabilities and other special needs.

2.3 Inclusion of students with disabilities in the sports and recreational activities

According to Sherrill (1999), the participation of students with disabilities in sports and extracurricular activities in learning centers is predicated on physical, monetary, and social considerations. In his study, Torkildsen (2014) examined the physical approachability of facilities, including the mode of transportation, trip time, and location. The study found that the growth of sports and recreational opportunities for students with disabilities is significantly influenced by physical accessibility. Gibson, Macintyre, Wood, Kemp, and Pearson (2007) note that the distance that disabled persons must travel to and from a facility can be perplexing. So, other factors affecting recreational sports opportunities include the time and financial cost as well as the travel distance to and from the location to participate in the activities. De Pauw and Gavron (1995; 2012) stated that it is challenging for students with disabilities and other special needs to participate in sports and recreation programs. They attested that the distance moved to a specific place makes it more costly for people with disabilities to engage in recreational pursuits. This lack of approach to transport and facilities are critical causes for their low degrees of engagement as also observed by Promis et al., (2001). Similarly, Kennedy, Austin, and Smith (2013), posts that a shortage of transportation for

handicapped individuals often prohibits them from enjoying the benefits of recreation.

The University of the Western Cape (UWC) and Sports and Leisure South Africa (SRSA) share a common goal of making sport and recreation accessible to students with impairments. People with impairments, according to this study, need to be able to take use of sports and leisure options. The recreational engagement has a beneficial or negative influence on student sports and recreation provisions, according to Kennedy, Austin, and Smith (2013). Griffiths (2014), affirms that the issue of financial accessibility in the realm of recreation includes hiring fees, pre- and post-activity expenditures, as well as transportation costs. Nearly two decades had passed, but little had changed with regard to the fare prices, which were still seen as an obstacle to relaxation because of the economy (Rimmer et al, 2014). This may have an impact on some disabled students who do not reside at UWC dormitories, increasing the cost of their return journey.

The researcher added that it made no difference whether impaired students hired specialized transportation or paid for public transportation. The financial impact was demoralizing. Another relatively expensive element was the cost of renting specialized equipment for playing a certain sport. For instance, students with physical disabilities who wanted to practice aerobics would require specialized equipment, such as supported steps, additional support bars, and customized balls, the activity of which depended on the weakest muscle part that needed support (Sherrill,1999). This is consistent with research by Rimmer et al. (2014), who found that the participants were unable

to use the recreation equipment because it was too expensive. In this regard, the cost of renting specialized transportation and equipment made it more difficult for people with disabilities to engage in leisure activities and had an impact on their decision to do so.

Furthermore, in their 2007 study, Gibson et al. recommended using philanthropic systems to encourage people with disabilities to participate in recreational sports. His research found that a user-friendly facility's admission cost may be lower for disabled individuals than for able-bodied people. People with disabilities had to pay the same membership fee as non-disabled people, according to another study by Rimmer et al. (2014). This finding suggested that increasing involvement and strengthening social bonds is a win-win situation. In this case, sympathetic pricing systems might be used to reduce the pre-and post-activity expenditures of participation in leisure activities.

Brasile (2001) asserted that social accessibility to sports and recreational activities by disabled students pertains to available time, socialising, planned content and the management policy of the facility. This meant that it was crucial to assess how well the facility was being used as well as if it allowed for meaningful interactions and experiences. He goes on to say that the accessibility, quality, pricing structures, and policies of facilities, whether they are there or not, have a significant persuasive impact on recreational participation. For instance, if the recreational programs offered are of high quality and meet the interests of the specific target group, people will seek them out afterwards.

2.4 Involvement of Students with Disabilities in Leadership and Governance

In many nations, it has long been against the law for people with disabilities to actively participate in leadership and governance roles in the political and social spheres. According to Price (2018), there are significant gaps in knowledge regarding effective methods for improving the leadership roles of people with disabilities in higher education institutions in developing nations. Several issues with the successful realization of people with disabilities' rights to participate in leadership and governance were addressed in a report by the United Nations High Commissioner for Human Rights (OHCHR, 2011). These issues include political and public life (OHCHR, 2011, pg 7-13). The study highlighted important findings that relate to the current study and emphasize the right to run for office and to effectively hold office. It was noted that in many nations, a person's ability to vote is tied to their right to stand as a candidate in elections. As a result, people who are receiving full or partial legal care lose their ability to vote as well as their ability to run for office. Only a small number of nations allow people with psychiatric or intellectual problems to run for office on an equal level with everyone else. As a mirror for inclusiveness, this study promotes such leadership possibilities to let all students participate in university programs.

World Health Organization and World Bank (2011) are cited by virendrakumar et al. (2018:512) as saying that it is becoming increasingly understood as a human rights problem for people with disabilities to participate in political life. However, it is unknown how elements like the

general local environment and personal traits linked to impairments can influence a person's political life. People with disabilities in political activity are increasingly acknowledged as a human rights concern in a comprehensive critique of political participation. However, it is unclear how elements like the neighborhood's general environment and personal traits linked to impairments can influence and promote a person's political life. In a thorough analysis of the political participation of people with disabilities in Africa, Virendrakumar et al. (2018) acknowledge that there are a number of barriers to political engagement, and the majority of sources agree that these barriers are complicated and varied. In this regard, Sackey (2015) affirms that education is crucial for political engagement, socialization, aspirational interest, and animosity, all of which are crucial for leadership, including political engagement in higher education.

The UN Human Rights Council has highlighted structural difficulties as a significant barrier to people with disabilities participating in public decision-making (2016:13). The Human Rights Council of the UN Other studies, however, show that if educational institutions equitably include people with disabilities and develop their chances and skills, this will enable them to successfully participate in leadership and governance in public decision-making. Literature shows that participation in extracurricular activities, such as but not limited to high-level academic students leadership organizations, allows many students in higher education institutions to enrich their higher academic experience and develop valuable abilities (Tori,2014).

People with disabilities (PWDs) have the right to live and participate in leadership and governance for their well-being, according to Okech and Kabagombe (2010). Okech and Kabagombe (2010) discovered that the role of leadership boosted the capacity of people with disabilities (PWDs) by allowing them to be recognized and welcomed in the community. It was also discovered that PWDs' lives significantly improved when they shared and interacted with communities, as opposed to their peers who had PWDs who had not been exposed to such leadership responsibilities. Their research showed that taking on leadership responsibilities significantly reduced the majority of PWDs' fears of discrimination.

This current study noted that kinds of PWDs may rank from those with visual impairments, hearing impairments, , intellectual impairments and physical impairment, to mention but a few. Be it what they are, the organic law of Uganda (1995) among other policy model offers that; such people are to be accorded the liberty, safety and right to enjoy, participate in activities and have approach to facilities that are there to equip them to survive more humanly. Other findings from persons with mental retardation (PWMR), still was not in connection with their counterparts; those with physical, visual, or hearing impairments. The individuals interviewed under this family unveiled that they were quite isolated by the traversed leadership roles; that they were made to realize that they were not clever and that were provided more casual duties at all times.

Additionally, Uganda has laws in place to advance and protect the fundamental liberties and rights of all people with disabilities. This protocol

was ratified in September 2008 in the United Nations Convention on the rights of Persons with Disabilities (UNCRPD), where article 12 provides for equal identification of persons with disabilities before the law on and article 29(a) emphasizes that person with disabilities can effectively and fully participate in political and public life on an equal basis with others, either directly or through freely chosen ambassadors composed of persons with disabilities. A research was done in 2016 by the National Council on Disability and Sight Savers to gather data on the involvement of people with disabilities in Uganda's election procedures. They aimed to determine whether, in spite of the country's numerous enabling legal provisions, the electoral system still had trouble accommodating the demands of people with disabilities. How applicable is this to the efficacy of disabled people who are elected to leadership roles at universities? With regard to disability-inclusive legislation and decision-making in universities, they continue to play a crucial role when it comes to elective politics like guild elections, based on their performance and participation in national and local elections.

Disability issues in Uganda have grown to the point that they must be taken into account in all national policies and programs as a part of general country concerns. Uganda has a variety of legislative provisions, including the UNISE Act of 1998, the Movement Act of 1998, the Local Government Act of 1997, the Land Act of 1998, the Uganda Communication Act of 1997, and the Parliamentary Election Statute of 1996. These legal provisions aim to better the accessibility of services for people with disabilities by addressing the requirements of disabled people in terms of leadership and governance (Dube, 2005).

However, according to Locoro (2011), the active participation of students with disabilities has been constrained by the absence of accessible physical and educational facilities at Ugandan universities and higher educational institutions. There isn't enough funding for programs that meet the needs of people with, notably the visually impaired, who have spent a lot of time in such facilities since the application of applicable policies and regulations is not strict. A continuous underrepresentation of disability issues exists in institutional leadership, governance, policy, and planning. Technology is still not widely used to support SWD in leadership and governance. Higher education institutions still have a limited understanding of the needs of people with disabilities and other special needs. There is a dearth of skilled personnel in pertinent specialized service areas to lead institutions, and there is also a dearth of materials and assistive technology available to students in higher education.

2.5 Challenges encountered in the provision of support services to students with disabilities

According to Funk and Wagnall (2016), obstacles can make it difficult or impossible for an individual or a group of people, whether they have impairments or not, to achieve their goals. Various legislation developed at the national and international levels have contributed to an increase in the number of students with disabilities admitted to following the courses of their choosing around the world to date. The provision of necessary services and meeting the educational needs of kids with disabilities remains unchanged, despite tremendous efforts. These include converting textbooks to electronic

formats for certain groups of students, providing sign language interpreters and captioning at campus events for those who are deaf or blind, and providing support to some students who require voice recognition technology such as voice input software, which allows them to speak into a microphone and the commands and texts are relayed to the computer, especially those who are unable to use a standard keyboard due to motor or visual impairments (Anittos and McLusk, 2008).

The expensive expense of technology makes it impossible for the university to finance it, forcing visually impaired and cerebral palsy students to seek aid from their guides or classmates in finding material and assisting in the transcription of Brailled work to print format (Kwame, 2011). Emong (2014) asserts that the overall environment of higher education is unaffected by the accessibility requirements of admitted students with disabilities. He asserts that assessment procedures and library services are not easily accessible to students with disabilities at higher education institutions. The reason for limiting access to material that can be utilized to complete coursework, quizzes, and exams (Conway, 2010).

Furthermore, according to Adrienne et al. (2006), the unfavorable attitudes on campus, the lack of appropriate services and programs, and the lack of funding to create such services and activities have led to the frustration of many students with disabilities. The attitudes of non-disabled people, which frequently reflect preconceived notions about what a person with a disability can and cannot do or stereotyped judgments of the ability and stability, are

especially relevant to students who have visible disabilities, mobility disabilities, auditory disabilities, and psychiatric disabilities (Singh, 2003).

The entire college community and faculty must adopt open attitudes in order for college students with disabilities to successfully integrate. University professors may be prone to holding stereotypes regularly, which could be a hindrance to students' progress. Although staff may not be unduly critical of these pupils, it's possible that they don't fully comprehend their demands. On the other hand, the instructional staff's lack of understanding of acceptable accommodations and self-doubt may act as hurdles to students with disabilities attending assessments (Punch, Hyde & Creed, 2004).

Ibrahim (2001) did research on the difficulties faced by visually impaired students. It was discovered that due to the inadequate, inappropriate facilities and instructional instruments used, pupils with vision impairment had difficulty completing the various types of evaluation. However, if there are insufficient funds available for inclusion programs, inclusion will merely be a slogan. who attend educational institutions and are blind or have impaired vision, but who receive appropriate funding to meet their academic demands. Musazizi (2009) claims that there is a lack of writing and reading tools such laptop computers, note-takers, and Braille machines. When several students, especially the deaf share interpreters during lectures and the visually impaired share laptops when working on their coursework, they are likely to be slow in completing their work. The time given to the visually impaired students is not sufficient to enable them to complete their written exams and coursework assignments. This can be made easier if the

university sets aside money to buy sufficient computers, screen readers, and other assistive technology for the resource room and has the library's computers modified to be usable by students with disabilities.

2.6 Conclusion and Research gap

Aspects of support services for disability inclusion that have been researched by various academics at the national and international levels but are only applicable to the difficulties currently facing higher education were discussed in this chapter. In conclusion, there have been numerous research conducted on every facet of support services and inclusive education, however the majority of these studies have been conducted abroad.

This study sought to fill a knowledge gap by examining how students with disabilities are supported both inside and outside of inclusive classes at public universities in Uganda. There was a need for research on how support services affect disability inclusion in the Ugandan context.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research approach and design, area of the study, population, sample size/ participants, sampling techniques, data collection methods and instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Approach and Design

A research design, according to Amin (2005), is a plan for carrying out a study. According to Creswell (2012), a research design is a collection of techniques and procedures for collecting and analyzing data on the variables mentioned in the study challenge. A case study design based on the qualitative research method was employed for this investigation. A case study was chosen because it permits the use of many data sources (Punch 2005) and can be used to explore various points of view on the diversity and singularity of a certain project or system in a practical environment (Simon 2009), as noted in Nuwagaba and Rule (2015). It was also employed because it offers a thorough analysis of the issue in a constrained amount of time. The researcher's method for gathering non-numerical data was qualitative. It was chosen because it can produce a result that is objective and generalizable to a bigger population.

3.3 Study Area

A study area, according to Civic Technologies Inc. (2007), is a physical location or context from which a study is conducted. In order to conduct this

research, four (4) Kyambogo faculties were used. These include the School of Management and Entrepreneurship, the Faculty of Education, the Faculty of Arts and Social Sciences, the Faculty of Special Needs and Rehabilitation, and the Faculty of Education. These departments were taken into consideration by the researcher since they house the most SWDs and other SNs at Kyambogo University.

3.4 Study Population

Population, according to Kohl (2008), is any grouping of a particular kind of human people or of non-human entities, such as things, institutions of higher learning, periods of time, places, the cost of goods, etc. The population comprised of students with disabilities (22 with physical disability, 25 with visual disability, 19 with hearing disability, and 02 with Cerebral Palsy). Others were 210 lecturers, 2 representatives of PWDs in the University Council, 2 representatives of SWDs in the Guild Council, the Academic Registrar, the the Dean of Students and the Sports Officer. Thus the total population was 285 participants in Kyambogo University.

3.5 Sample Size /Participants

Cohen, Manion, and Morrison (2011) defined a sample as a more limited group or subset of the overall population whose knowledge and experience are indicative of the whole population under investigation. According to Patton (2012), sample size is dependent on a variety of factors, including the researcher's goals, the study's objectives, and what can be accomplished given the time and resources at hand. The study included 17 participants, including the Academic Registrar, Dean of Students, Sports Officer, Disability

Representative in the University Council, Disability Representative in the Guild Council, 4 lecturers, one from each of the 4 sampled faculties, and 8 Students with Disabilities (SWDs), including two from each of the four categories of studied disabilities: Physical Disability, Visual Disability, Hearing Disability, and Intellectual Impairment specifically CP.

3.6 Sampling Techniques

Both stratified random sample and purposeful sampling were utilized in the study. Greater precision and frequently smaller sample sizes are provided by stratified random sampling, which increases effectiveness while saving the researcher a considerable deal of time, money, and effort (Wiley, 2012). It frequently features diverse characters. It was used because the researcher dealt with different strata; Administrative staff, Academic staff, Sports officers, SWDs, and those providing Disability Support Services.

A non-probability sample called a purposive sample was chosen based on the characteristics of the population and the goals of the investigation. It is also referred to as subjective, judgmental, or selective sampling (Crossman, 2016). This approach was chosen because it focused on the accountable individuals who offer SWDs at the University support services, and as a result, they gave pertinent information for the study.

3.7 Methods of and Instruments for Data Collection

According to Creswell (2012), a measurement tool is referred to as an instrument by researchers (survey, test, interview, observation, among others). Bell (2005) points out that, methods for data collection should match with the

objectives of the study for the researcher not to be off topic in the process of eliciting for information.

The study was supposed to be conducted using interviews and focus group discussions.

3.7.1 Interviews

According to Seidman (2008), an interview in research is a conversation where questions are asked to elicit information. Interviews are structured, unstructured or focus group discussions. Interviews with the Academic Registrar, the Dean of Students, the PWD representative in the University Council, the lecturers, and the SWD representative in the Guild Council were undertaken to gather data for this study. The reason for applying interview method on the above category of participants was that, they are well conversant about the University operation and systems and therefore experienced in handling the affairs of the students. Also students with disabilities were interviewed because they had first-hand information about the experience they went through in the university and therefore relevant in providing information on the study. Furthermore, interviews provided a check for truthfulness of responses from the participants as they allowed /for clarity and further probing (Kiel block, 2014). And finally, they gave the researcher access to comprehensive study-related data.

3.8 Data Collection Procedure

During the data gathering process, the researcher took the following steps. The researcher designed the instruments for data collection and had them approved

by her research supervisors. Approval of the proposal was sought from the Department and Faculty of Special Needs and Rehabilitation Graduate Board. Later, she received a letter from the department requesting data. Sought permission from the Vice-Chancellor (VC). Approached individual participants and established rapport with them. They made an appointment on when to administer the interviews. They agreed on where what time and how long the interview would take place. The researcher also used an interview guide to direct her during the interviews. The researcher interviewed the participants. Their views and responses were recorded with permission from them for analysis. She followed research ethical considerations.

3.9 Data Analysis

Data analysis consisted of systematic steps. The study comprised interviews from 17 participants. The interview was conducted in May 2020. Audio recorded interviews were managed using a safe and secure device. In order to identify the various perspectives and experiences of participants on the subject, later audio recordings of interviews were translated into narrative form. There were several concepts that were plausible and were grouped together in a coherent synthesis in relation to the study topics. Examining each individual transcript for terms and phrases that appear often throughout all of the transcripts and taking into account whether individuals offered or did not contribute common themes.

The researcher next went through each transcript to look for any distinct themes that had formed from the audio recordings of the interviews. In an effort to prepare coding, these distinct motifs were compared across interview

transcripts. The interview respondents' shared and divergent themes were inferred from the coding. Frequently occurring themes were compiled and presented as interview subjects.

This technique was useful to the researcher because it enabled her to compare the information obtained from the interviews. The participants' views were quoted as evidence of responses from the participants. The researcher concluded with credibility and authenticity.

The criteria included techniques like developing self-confidence in research and extensive reading, creating standards and processes for data gathering, occasionally consulting supervisors, and defining and locating participants. reaching data saturation and making sure that results are highly credible and consistent.

3.10 Credibility and Authenticity

Credibility and Authenticity refer to the criteria for judging how true, believable, credible, dependable, or transferable the study findings are in the face of not only the researcher but participants and the readers of the study as well (Yilmaz, 2013).

The following actions were done to make sure the research findings were credible and reliable:

The instruments were designed, discussed and validated together with the Supervisors. Interviews used audio recordings and information was properly transcribed and correctly interpreted to ensure accurate reflection. There was

triangulation of data collection methods involving semi-structured interview and observation.

Data was collected from more than one group of participants as a way of ascertaining the authenticity of the information. Real narratives from the participants have been presented in the data analysis as a conformation of what the researcher was told in the field.

During the data collection phase of this study, the researcher had the chance to stay in contact with each participant. The researcher had time to get to know the study participants while also identifying their problems and subtle aspects of each site. She was able to assess their viewpoints and familiarity with the study environment through this procedure. This tactic also gave participants a chance to learn more about the research. The researcher went one step further by measuring the degree of awareness and knowledge of the research protocol in order to boost the reliability of the data gathered and of the future outcomes. Every interview that was conducted served to improve the whole procedure by utilizing the interview protocol, time management, and general interviewing procedures. This interviewing process also provided a focus for adaptability, cues that led to expanded responses, and the chance to ask for further information if necessary during the interviews.

Miles and Huberman (1994) broadened the concept of credibility to include the reliability of investigators' judgment as human instruments and suggested that the researcher be knowledgeable about the research problem and context. In this study, the researcher drew on her experience working with peers who had disabilities at all levels of education—diploma, undergraduate, and

master's—in the same academic institution. With such broad experience, the researcher would be professionally focused to gather data for the study in the best possible manner. In order to establish credibility, this made sure that the information gathered and the substance were consistent across study participants.

3.11 Ethical Consideration

Ethical considerations are of great paramount because they help to increase the credibility of study terms by observing the set principles such as the protection of human subjects or participants in any research (Hoyle, Harris & Judd, 2002).

The researcher first requested authorization and permission from all necessary authorities before gathering data in the field. The researcher ensured that anonymity and confidentiality procedures were observed accordingly. She made sure that no names or phone numbers were linked to any participants. Instead, letters and digit numbers were used as follows: L1-L5 for academic staff, S for sports officers, A1-A2 for administrative staff, SV1-SV2 for visually impaired students, SP1-SP2 for physically challenged students, SC1-SC2 for cerebral palsy students, and SH1-SH3 for hearing-impaired students to prevent the possibility of stressing study participants since the results are directly related to the integrity of the people. The research was carried out by adhering to the correct methods for conducting interviews as intended without falsifying. To prevent catching the disease, covid-19 Standard Operating Procedures (SOPs) were adhered to, and care was made to ensure that everyone who agreed to participate in the trial did so voluntarily and with their

informed consent. All standards, ideals, and guidelines guiding research were followed in this study. By citing and referencing other people's work, one can ensure their professional integrity.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is made up of the presentation of data gathered from the study and makes sense of it through thorough analysis to draw conclusions. Demographic information of participants is presented in a table, followed by qualitative data obtained from the study. Sections A and B of this chapter each contain a report of the findings. While Section B offered findings based on the research objectives, Section A provided demographic data on the study participants.

4.2 Participants

Table 2: Table of participants

Participants	No. of proposed participants	No. of interviewed participants
Academic registrar	1	1
Dean of students	1	1
Representatives of PWDs on the University Council	2	1
Lecturers	4	4
Representatives of SWDs in the University council	2	1
Students with Disabilities	14	8
Sports Officer	1	1
Total	25	17

Source: primary data, 2020

Although the researcher had intended to meet with and speak with 25 people, only 17 were actually interviewed as a result of the lockdown brought on by the COVID-19 epidemic, which had an impact on the university's academic schedule. The majority of the participants were interviewed, as indicated in the table above. This suggested that the researcher had been successful in gathering the data needed for the investigation.

4.3 Demographic Information of the Participants

4.3.1 Gender of participants

Table 3: Gender of participants

Participants by categorization	Sex		Number
	Female	Male	
Administrative staff	-	2	2
Academic staff	-	5	5
Sports officer	-	1	1
Students With Disabilities	5	4	9
Total	5	12	17

Source: primary data, 2020

Regarding the gender of participants from the table above, findings show that among the participants, that is; administrative staff, academic staff, and sports officers, males dominated the sample by contributing twelve as compared to five female participants. The high response of male participants during data collection was attributed to the COVID-19 pandemic lockdown which kept members of staff in their homes apart from a few who ventured to come to the office. Five female students participated in comparison to four male pupils for

students with disabilities and other special needs. Female students participated slightly more than the male students because the students' representative in the guild council was a female. Generally, the majority of the study participants were males.

Table 4: Age and Faculty of Students with disabilities

Students with Disabilities	Age		Faculty				Number
	21 to 30 years	31 to 40 years	ASS	Educ	SME	SR	
Cerebral palsy	2	-	-	1	1	-	2
Hearing impairment	2	2	2		-	1	3
Physical impairment	2	-	1	-	-	1	2
Visual impairment	1	2	-	1	1	-	2
Total	7	2	3	2	2	2	9

Source: Primary Data, 2020

Key:

ASS-Arts and Social Sciences

Educ- Education

SME- School of Management and Entrepreneurship

SR-Special Needs and Rehabilitation

Regarding the age range, two students were between the ages of 31 and 40, while seven students were between the ages of 21 and 30. This shows that the

majority of students with disabilities were between the ages of 21 and 30, while only two students between the ages of 31 and 40 made up the majority of students with disabilities. Because of this, there was a chance of raising the literacy rates of people with disabilities, which would assist to alter their communities on an economic and social level.

The four faculties were selected for the study because they had more Students with Disabilities compared to other Faculties of the University. The faculty of Arts and Social Sciences was cited to have three students with disabilities who participated most followed by other faculties with two participants respectively.

4.3.2 Participants' working experience

Table 5: Participants' working experience

Participants	Years of experience				Number
	1 to 5 years	6 to 10 years	11 to 15 years	Above 15 years	
Academic Staff	-	1	1	3	5
Administrative staff	1	-	-	1	2
Sports Officer	-	-	-	1	1
Total	1	1	1	5	8

Source: primary data, 2020

The table above indicated that three academic staff sampled had served for over fifteen years followed by one academic staff who had a working

experience of six to ten years and eleven to fifteen years respectively. The implication is that most academic staff had spent adequate time lecturing and were well conversant with the University's operations and systems. Therefore, having wide experience in effectively managing the affairs of students in the University.

The administrative staff was particularly the academic registrar who handled issues concerned with the academic performance of both students and lecturers and the dean of students who dealt with students' wellbeing in the University. They were represented by two participants. One with a working experience of one to five years and the other with a working experience of over fifteen years. Hence, being competent to deal with matters concerning students' performance and their wellbeing. The implication is that both the ordinary students and students with disabilities were likely to enroll and enjoy the benefits of the University during their studies with minimal hindrances.

The Sports Officer had served for over fifteen years as a sports tutor at the same University and obtained training in Disability Sports. His wide experience, knowledge, and skills imply that students with disabilities were liable to take active participation in the sporting activities inside and outside the University.

4.4 Support Services and systems provided to students with disabilities during teaching and learning process.

This objective sought to find out the views from participants pertaining to the support services provided to students with disabilities during the teaching and learning process. According to the findings of the study's interviews, personnel

assistance, such as sighted guides for the blind, sign language interpreters for the deaf, and aides for people with cerebral palsy and physical disabilities, was the main kind of support given to students with disabilities. The major systems in place included; the University Disability Policy, Assessment program on disability, Disability Policy 2020.

This support was intended for students who were sponsored by the government or a private organization and who had successfully completed the assessment program at the start of the academic year. The government-sponsored learners were availed with the necessary materials and financial support while the privately sponsored students were dispensed funds to purchase mobility and other forms of assistive devices.

In reference to teaching and learning materials, study results revealed that most lecturers used the chalkboard as one way to cater for students who were deaf and provided brailled materials to the blind during lectures as expressed by L₁;

I ensure that they are given first consideration by writing properly on the chalkboard while verbalizing the written information so that even the blind can ably track my lectures and so the deaf who are unable to hear can see what is being written and be able to follow the lesson.

Other data revealed that besides using the chalkboard to write out coursework assignments, students were availed of handouts and lecture notes by most lecturers.

On addition to handouts in print, when it comes to the provision of notes, some lecturers write them on the chalkboards while others dictate notes to the whole class because I have a Perkins with me I take down my notes just like any other students. (SV₁)

From what I see, lecturers usually dictate notes to the class at time; one lecturer gave notes to the class through dictation when our interpreter was not with us. I took long to know that students were copying notes and by the time I realized they were about to complete. So I discussed with colleagues who gave me their notes. This infringed on the time I would have done something else like revising since we were about to sit for our examinations for I had nothing to do. (SH₂)

Another participant who had students with visual impairment in the class said that;

I link up with the disability support center to provide brailed materials say during exams. I also offer Handouts in print which is read to them by their guides. When it comes to the printing of exams, large print is produced for those is printed in block letters which he can ably read with minimal difficulty. (L₃)

The study observed that students were given preferential treatment although those with hearing impairment were not comfortable with dictation of notes. This was consistent with a statement made in an article by Watts (2014), which was cited in the literature review, who stated that these Support Services include people who work for the educational institution where the

lecturers support the students, lecturers who support one another, and situations where lecturers and students are supported by a source outside the educational institution. Furthermore, Muthukrishna (2012) argued that disability inclusion would improve if support services concentrated on assisting lecturers rather than addressing obstacles to learning and growth.

About coursework, findings indicated that all students worked on their individual and group assignments through group discussions where they contributed and exchanged ideas as noted by SV₁ and SV₂;

We note down the main points during the course of discussions and later have them transferred to the print format and then hand them over to the lecturers for marking. Previously some of us used to hand in our coursework in Braille but there was a lot of delay in having them back because the lecturers had to come down to the faculty of special needs to have them transcribed and then marked. So we devised other ways like if you do not have a computer with you, you request sighted friends to write for you as you dictate them.

Similarly, another student added that;

As a student with hearing impairment the meager resources I have cannot enable me hire a fulltime sign language interpreter so my friends write for me where they are unable to sign what is being spoken by members. In reply I also write out my points which are read verbally to the group that is how am able to participate in the discussions. (SH₁)

This study provides unequivocal proof that students with impairments and other special needs collaborated with their peers in all university-wide activities. This is consistent with a research by Hall & McGregor (2002), which found that using classmates to encourage one another improves learning for both students with and without special needs in an inclusive environment. This study suggested that institutions need to take measures that enhance accommodative practices to bring everybody on the same footing by recruiting full-time guides and interpreters to ensure that in every lecture or academic program where deaf students have involved the services of a sign language interpreter are available as stated by the provisions in the national legislation on access to information.

During the examination, data showed that most students were availed with forty-five minutes as an extra time during examinations for example; SV₂ reported; *we really appreciate the extra time given to us*. However, three students noted some irregularities with the extra time allocation during examinations as reported;

I remember very well when I was doing computer practical exams I was put in the last shift which ends at 9:00 pm. I failed to finish the required numbers. Despite explaining to them my problem. They denied me that extra 45 minutes. The supervisors who would have intervened could do little because it was dark and were rushing to get to their homes. (SH₂)

The finding suggests that some invigilators fail to grant students with special needs and disabilities the additional 45 minutes to which they are legally entitled.

About the mode of marking, information gathered indicated that all students were marked at the same time but some consideration was given to students with peculiar difficulties besides their special needs as stated;

Being sure that they aren't 100% to those efficiency levels, when we are assessing them we relax on penalties resulting from poor hand writing we aren't so strict especially to those students with cerebral palsy who experience challenges with writing when using a pen and some other students with speech difficulties. A case in point is Ochieng your name sake who had speech difficulty and cerebral palsy. He was assisted by somebody to write during examinations. In terms of number completion, for instance, he couldn't do all the 10 numbers given because of the length of time taken when pronouncing words to his helper. So I had to avail him with about 5 numbers to do and increase on the marks you award per a point so that you help him catch up. (L₁)

In accordance with other study findings, the university established a system of tricycles, or "tukutukus," as a mode of transportation to make it easier for students with disabilities to go from one part of the campus to the other;

Previously these students used to meet a hard time to get to their lecture rooms in time even though there were with guides or

helpers. So in 2008 a resolution was passed in council to procure tricycles to bridge this gap in a bid to enable them move with ease.

(L5)

Although it posed a positive gesture in regards to easy mobility around the compass, SC₂ and SH₂ lamented that the try cycles only favored a few;

Although the 'tukutukus' were put there, there are not very effective reason being that they can only be accessed by students who do not have physical disabilities and the physically who are not wheel chair users.

In connection to support systems,available data indicated that some support is given to these privately sponsored children who have impairments and other special needs, it is rarely very satisfactory. This is generally perceived as unfair treatment, as one of the participants stated that;

The disability policy is clear about how and when students on government scheme are facilitated while at Campus and saying nothing about privately sponsored students. It is on that premise that we have on several occasions shared with other members on the charter of the university as to how we can improve on the facilitation of students with disabilities who are privately sponsored to also enable them access such support services and other relevant programs (L5)

A₁ argues that,

The Act clearly stipulated that even if one was admitted to the University under the private scheme so long as he or she went through the assessment process conducted at the beginning of every academic year and proved as having a disability, he or she would equally benefit like their colleagues on government.

Therefore, without making amendments to the University policies to elucidate the kind of support dispensed to students under the private scheme, it will be quite difficult for such students to cope with studies and in the long run would dropout from the University because of being unable to pay for certain essential support services.

This implies that the privately sponsored students with disabilities are likely to experience serious stressful moments in their social and academic lives. One option to fulfill their right to an education as guaranteed by Article 30 of the 1995 Constitution is to enact new disabilities and university policies that are accommodating to students who are sponsored privately.

Participants revealed that all students with disabilities irrespective of being on private or government scheme received some financial support from the University as one of the participants attested that;

Before the coming into effect of the disability policy, the University policy recognized and provided for students who were admitted on government. The passing of the disability policy looked at issues affecting the disability fraternity in the University

which ranged from academic to social life. This is when issues of students on private programme who had gone through the University assessment process were considered for some financial support to enable them meet costs they felt essential to them while at compass say, embossing their work like handouts into Braille, repairing their wheel chairs in case they broke down. (A₁)

One of the participants affirmed that;

It's true we are given some financial support after going through the assessment process to help us purchase computers and screen readers, pay for interpreters and guides and helpers. However, the privately sponsored students are offered this support. Besides the availed support, they are allowed to come along with their own interpreter or guides who are provided meals by the University but they are responsible for their remuneration. (SH₂)

This is consistent with a study by Emong (2016), which found that public universities in Uganda offer assistance to students with impairments and other special needs in order to help them with their academic progress. The government-funded students are the only ones receiving the support services, though. The document explains that the assistance offered primarily relates to human assistance, such as sighted guides for the blind, sign language interpreters for the deaf, helpers for those with physical disabilities, and subsidies to buy disability-related equipment like wheel chairs and braille books. In addition, according to Hornby, Atkinson, and Howard (2007), this assistance should consist of a remedial lecturer who is willing to offer in-

service training to the other lecturers as well as a speech therapist, psychologist, occupational therapist, and other professionals.

On contrary, interviews held with L₄ revealed that;

The University has tried to assist students who find difficulties to write and the blind who are computer illiterate to write for them in ordinary print but the speed at which they work is quite slow which contribute to late submission of coursework which in turn brings about let marking of the transcripts hence, delaying of students' results.

This is in violation of Section 21 of the People with Disabilities Act of 2020, which mandates that government authorities support the rights of people with disabilities to obtain information in an accessible format by fostering the use of sign language, tactile sign language, and sign language interpreters in all public institutions and at public events. Furthermore, according to Section 27 of the Act, auxiliary aids should be made available to people with impairments, but the University hasn't done anything to that end. This means that Students with Disabilities particularly the deaf and the visually impaired are likely to receive fragmented information which accounts negatively on their performance.

Other findings expressed inadequacy of financial support as one of the participant laments;

The disability support funds that we are given is so little to help me emboss my notes. Apparently, each page is embossed at five

hundred shilling so one book of one hundred pages at five hundred would cost fifty thousand, fifty plastic combs large size at a cost of five hundred shillings per a comb would cost me twenty five thousand, jaws screen reader at one million shillings that means that I would require to have over two million shillings if I were to access all that I required for my course yet am given less than four hundred thousand shillings. The funding is too little compared to the needs that a student of my kind would need. (SV₂)

However, SP₂ reported that; *the allowance of four thousand shillings offered to me per day as an individual is enough.*

This implied that if trends go as they are, students were likely to face an uphill task of getting on well with their studies because of the money dispensed to students which does not balance with the current high costs of the equipment that students need to pursue their studies with ease. The government has to provide the university more financial support and exempt these items from taxes so they may be used to purchase technology that helps students with impairments learn.

4.5 Inclusion process of students with disabilities in sports and recreational activities

The Section outlines how Students with Disabilities are included in disability sports and recreational activities and the role played by the University in promoting disability sports. Study outcomes indicated that the University set up a Sports Committee which looks into all issues related to general sports. A Sub-Committee was established to specifically examine and handle all matters

concerning disability sports and other recreational activities. Participants SV1, SV2, and SH3, as well as one participant, concurred that the majority of students had difficulties with sporting facilities and the mechanisms for implementing them.

We do not have adequate facilities and equipment specialized for persons with disabilities. The blind are trained using the general facilities used by other students. When all the University students appear for training, it really becomes a challenge to us as trainees in that we find difficulty in getting instructions because of the excessive noise made in the training venue. This hinders blind students to follow instructions too. (SH₃)

Similarly finding indicated that the sports trainers employed out-dated sports techniques during the training sessions as noted by one of the participants;

From my assessment the sports techniques employed by the sports trainers don't match with the current national and international standards. This is evident from the sighted guides who employ inappropriate practices while going about their duty for instance, the visually impaired athlete is supposed to be a step behind the guide, take grip of the guide's elbow so that he or she follows him or her on a close range. Instead the guide takes hold of a blind athletes' hand and just pulls the athlete to run at his or her speed. (A₁)

Data gathered also revealed that many students experienced difficulties participating in a number of sports and recreational activities. For instance, one of the participants stated that;

Since my primary school through secondary I have been taking part in Para sports competitions at national level. When I was admitted to the University I was told that students with disabilities take part in sports. When we go out for competitions am not able to participate in other field events due to finance constraints which limit some of participants to go with us. The few of us who go are overstretched due to participating in many different field and track events. (SH₁)

The study, also found out that poor sanitation limited students from participating in sports. One of the participants mentioned that;

We love sports very much. As students who experience mobility difficulties, the dirty latrines scare people like us from going for sports because of being flooded with urine and other waste. Also some of us have mobility difficulties and the means of transport provided to us does not favor us. (SP₂)

They concurred that, the university's washrooms, particularly those on the RAK building, were not accessible for students with disabilities. The inference is that students with serious physical impairments were most likely to be denied access to sports. There is need for the University to improve on sanitation and set aside some stances for adaptation. In this study, it was stated that Porkildsen's (2014) physical accessibility study had found that the mode of

transportation could have a positive or negative impact on recreational participation. People with impairments who are interested in sports will therefore be the ones who will be impacted.

As to how disability sports and other recreational activities were financed, findings indicated that the University has a framework from which sports and other recreational activities are supported as one of the participants said during interviews that;

Annually Kyambogo University comes up with budget that supports recreational activities of which disability sports is given 40% from the overall total sports budget used for procuring sports equipment like goal ball for the blind and other sports necessities including sponsoring them for the inter-University games.(S)

Further probing with this participant, revealed that disability sports equipment were quite expensive to purchase given the limited funds. He recounts;

The sports equipment for PWDs are too expensive and nobody would bother to purchase them because of the high cost. This would be possible if they stood up and demanded for their rights as PWDs interested in the sporting activities and the equipment would be obtained (S).

One of the participants suggested;

Sports coaches, sighted guides and sign language interpreters together with their clients should be taken through a series of

trainings regarding techniques that suit the national and international disability sports standards (A₁).

Other findings revealed that although the University had a sports programme for Students with Disabilities. The facilities were inaccessible to disabled sports men and women, SV₂ and SC₁ commented;

The facilities that we utilize are not very excellent. They should be enhanced so that they are more inclusive and accessible to both students with and without impairments, and the university should budget some funds for this. (SC₁)

The information presented above is consistent with that of Promis et al. (2001), who noted that costs associated with traveling to and from the location of recreational sports are among the factors that affect opportunities for those sports. The cost of engaging in recreational activities increases with the distance travelled to a particular location. Another factor contributing to the low levels of recreational activity is the absence of facilities and accessible transportation (Pauw and Gavron, 2012).

4.6 Involvement of students with disabilities in leadership and governance

Objective three of the study sought to find out how students with disabilities and other special needs were involved in leadership and governance.

Results of the conducted interviews indicated that students with disabilities were participating in the teaching and learning process, sports and leisure activities, leadership and governance in various ways. Findings revealed un-

conducive atmosphere followed by participants who suggested awareness raising among students with disabilities as one of the participants stated that;

First of all students themselves suffer from inferiority complex. This has led to self-denial. There is need to take them through confidence building training sessions which will give them the confidence to develop positive thinking about themselves that they are normal apart from the disability and that they are capable of performing on par with their colleagues who are not impaired.(A₂)

The results of the study showed that both teaching and non-teaching staff at Kyambogo University Faculties lacked sufficient knowledge on disability issues, necessitating the development of capacity-building programs that will give them the skills necessary to manage and handle the social and academic needs of students with disabilities and other special needs.

SH₂ mentioned;

University officials need to be sensitized about disability and its related aspects so as to enhance positive sentiments towards students with disabilities.

Other findings recommended for conducting trainings targeting all persons assigned to work with the visually and hearing impaired students in basic skills in Braille and sign language as L₃ and S H₂ state;

The awareness raising should mainly be focused on basic skills in Braille, sign language and good customers care generally,

As supported by Kyambogo University policy on disability objective (g). The university community shall be sensitized about the rights of students and staff with Disabilities and other Special Needs and the treatment they should be accorded so that the University environment and its a disadvantage. This was echoed by the conceptual framework clearly which indicated that acquisition of knowledge, skills and positive attitude led to increased socialization, active participation and equal opportunities.

As regards to how Students with Disabilities could be involved in leadership and governance, Data indicate that the social economic factors were an impediment to Students with Disabilities who had expressed interest in the different leadership positions in the University and that the disability policy was silent about them contesting other political positions apart from those set for them in the disability slot on the Guild Council. On interviewing one of the participants she expressed;

I do not think that the existing policies are friendly to persons with disabilities interested in joining the University leadership because of the monitory attachments. Interested parties must meet in order to compete for a position they've expressed interest in. As a result, students with disabilities are barred from participating because of not being able to meet the financial obligation that is beyond their ability. (SP₁).

Article 33 of Uganda's constitution from 1995, which deals with affirmative action in favor of people with disabilities, states that the government must do so in order to correct injustices that exist against people with disabilities. This

presumption is in line with research showing that the poorest of the poor are people with disabilities who live in developing countries (ILO, 2010; MITRE et al, 2011). Together, 19.7% of Ugandans live in poverty, and 42% of households depend on subsistence farming for their primary source of income. UBOS (2014).

In light of the right to be elected to any position of responsibility as guaranteed by international and national legislative documents, this study advises institutional policy makers to take into account provisions that do not financially burden students interested in running for political office in the university.

Participant L₅ mentioned policy,

For any student to ably engage in the University leadership and governance programme, the policy is key to this effect.

This implied that Students with Disabilities were involved in a number of programmes and activities of the University but their involvement in leadership was limited. There is dire need for the University to consolidate on the apparent achievements by rectifying the identified gaps that affect Students with Disabilities and others Special Needs if disability inclusion at Kyambogo University is to be of reality.

Some participants interviewed revealed that the University Policy needed to be amended. One of participants recounts;

We have had policies even though they've not been very good, we have them. So for effective service delivery, we need to improve

them to feet with the current times and hopefully we are going to be having a review of the policies particularly the disability policy very soon such that it can help us to evaluate other passed errors to make necessary improvements. The existence of the policy has allowed the university administration to give funds for people with disabilities and other special needs and to clearly define the responsibilities of each faculty member when it comes to handling and managing the affairs of disabled students. And offering full support to government sponsored students in terms of paying for their interpreters, sighted guides, helpers and partial support to privately sponsored students. That is why when I am in council I have always pushed to make sure that at least a budget line to provide for their special needs be considered. (L5)

This suggested that the university had made an effort to accommodate students with disabilities and other special needs in the established programs. If they are to fulfill their rights inside the University, the leadership of the students must use the disability policy to undertake advocacy meetings with the University Stakeholders in order to establish a University that supports diversity.

4.7 Challenges encountered in the provision of education support services to students with disabilities

Regarding the challenges encountered in providing education support services to students with disabilities.

Data collected showed that the following issues hampered students with disabilities: a lack of permanent support staff, difficulties in communicating, accessibility issues, unfavorable attitudes, and poor cleanliness. When support staff became available, they were hired under ambiguous conditions. Additionally, as one participant pointed out, they were not in proportion to the number of students in need of their services in the various faculties who had impairments and other special needs;

One of the challenges we have is the recruitment of sighted guides and sign language interpreters. They are not talked about anywhere in the staff structure. So students who are deaf or visually impaired admitted are compelled to come along with their own people who could either be their brothers, sisters or course mates to work as guides or interpreters because of their scarcity, one interpreter is forced to interpret for students with hearing impairment in so many lectures single handedly as a result, the interpreter gets worn out and decides to disappear leaving students to go for a period of a week or so without interpretation services. Sometimes I do not know what we can do for these students. (L5)

The study outcomes indicated that students experienced communication challenges as expressed by one of the participants that;

At times I have to write down what I want because I cannot communicate using sign language with students and lecturers

which hinder me from airing out my views in response to certain things that affect me as an individual. (SH₃)

Other study findings revealed limited proficiency in sign language generated skepticism of how students with hearing and visual impairment were fairing during lecture time as noted by L₃;

My biggest challenge is inability to establish whether the deaf students follow or are unable to follow when am teaching because I don't have knowledge in sign language I cannot tell if they are really following what am teaching or not. That is my biggest challenge. The same applies to those with visual impairment. When am dictating notes, I see them copying but I do not really know whether they are copying what is being dictated.

On sports and recreational activities, data indicated that there were few sign language interpreters and sighted guides as one of the participants reported;

We go for sports but we face many challenges when trying to fulfill our obligation as students of course and many of us have got few guides who give us support. Actually there are only two sign language interpreters and two guides yet there are many sports men and women with disabilities not having enough interpreters and guides has on several occasions made it impossible for many of us to participate. (SH₃)

Another participant recounts;

I come to the field with interest to actively participate in the games because of the inadequacy of sign language interpreters; I just sit and watch others with interpreters play (SH₁)

This implied that the few available guides and interpreters are likely to overstretch because of the high number of sports participants. For students with disabilities, this makes it rather harder for them to use their talents. Therefore, there is need for the University to recruit interpreters and guides to avert this challenge.

Results also revealed that majority of students fail to cope with the speed at which some lecturers communicate during their lessons as one of the participants expressed;

I love attending lectures but as a time taker I find myself unable to follow because of the lecturers being too fast. So I somehow give up and when I go back my colleagues explain to me the information that has been passed on by the lecturers. (SC₁)

Similarly, another participant mentioned that;

Although somebody was identified to write for Ochieng your namesake who was unable to write, the personnel assigned to him was also slow. This made course work not completed and submitted in time and yet I do not have special time that I can create for them as I only have my one or two hours with them. (L₁)

However, L₂ stated that; *these students are slow; we cannot cover the whole syllabus if we are to move at their passé.*

Expressing his dissatisfaction in the manner in which lecturers conducted their lectures, L₄ said;

Some lecturers talk very fast yet these students are not able to write at the same passé as others for instance, those who experience challenges in writing because of fine motor problems.

He contends that these students are likely to experience low self-esteem, which will push them to skip classes.

Findings also revealed that students in the institution experienced difficulty in Brailing of examinations for the blind because the University lacked a Braille embosser to facilitate the process which prompted blind students to device means that would favor them. Despite students jumping many huddles while pursuing their studies, the study proposes for those existing efforts geared towards complementing students' academic efforts like: the good will from the University administration and some members of staff to champion the aspect of disability inclusion to be upheld for effective service delivery. Participants SV1 and SV2 stated;

Our major challenge is taking long to receive our results. They say the work must be transcribed from Braille to print so as to be marked. So you find others already have received their results and know how their performance and you are not in the know.

It was found out that late receipt of results was brought about by delayed payments of the transcribers as noted by SV₂;

Taking time to pay the transcribers makes them also take their time to have the work transcribed within the set time frame as they demand for the unpaid work.

Inquiring about the sitting arrangement, study results showed that lecture rooms are small and do not favor students with disabilities as L₃ stated;

Rooms are small for the overwhelming numbers of students on addition to that they are not sound proofed and make sound reflections which put students who are hard of hearing at a disadvantage.

Other findings reported that reasonable accommodation was being put to consideration as observed by one of the participants;

Deaf students are encouraged to sit in front where they can be able to see the lecturer and be able to lip read him or her. However, such considerations in most cases are not implemented due to a huge number of students whose numbers overpower us and they end up sitting in positions where they are unable to get into contact with their interpreters. This affects our method of learning where contact is very important. (L₁)

The study further found out that the physically disabled students were encouraged to sit on the front row as one of the participants explained;

I have made an effort to make sure that all students with disabilities have access to equal opportunities. For example, students with hearing impairments are required to sit in the front so they can maintain clear communication with their interpreters, who stand on the same podium as lecturers during lecture proceedings. We also modify seats for some students with physical impairments, such as the student who had no arms and wrote with his feet and needed a seat modified for him. (L4)

In addition, available data showed that the physical environment was inaccessible to all Persons with physical disabilities. One of the participants noted that;

Some of these lecture rooms were built in the old ways which makes it difficult for somebody with a wheel chair to get there and also the doors are not wide enough to accommodate those who use crutches so you find that getting to the classroom is difficult. (L3).

One of the participants confirmed that;

I am not able to have access to some places because of the bumpy roads that are not constructed properly. Apart from the bumpy roads, there are some facilities like the old buildings which do not have ramps I get difficulties to access them. In year one, we used to have lectures in that building at the faculty of education because it had no ramps I had to be carried by my friends all the time which was very risky. If there was no body to carry me, then I had to remain down and miss lectures. (SP1).

In terms of navigating around the compass SV₁ revealed that they experienced numerous challenges

The way we move around the compass, I find a problem of moving from the hall of residence to the places of study which makes me take time to access the lecture room or examination room in the end, you reach late and you stay panicking other than concentrating. SV₂ noted that; there are a lot of challenges to do with accessibility as I said before. When it rains, there are no sighted guides to lead the visually impaired to their halls of residence which compels us to request for help from the other students most especially when the exams have ended late.

Anyone who owns a facility is required under Section 26 of the Persons with Disabilities Act (2020) to make modifications so that people with disabilities can access the facility. This doesn't mean that making these changes to the building will force the provider to take any action that might change the nature of the service or business; rather, it suggests that the facility's inaccessibility is more likely to cause a feeling of exclusion.

In connection to information related to accessibility, data revealed that accessing information was an impediment to most of the students with disabilities as reported by one of the participants that;

Inability to access information occasionally has caused problems to these students especially when it comes to the blind students who on several occasions failed to access information because of being in a format that is inaccessible to them and it is mostly

students on private scheme who have been affected for reason being that they were unable to hire sighted guides to read for them during their free time when they are out of lectures due to meager resources. However, the rest of the students were able to get the information faster say for instance, information on the notice boards because of the sight they have. If these students are to access information through the University facilities, then the library needed to be equipped with adapted technology to help these students access information in accessible format. (L3)

During the interviews with students, the study also found out that some students lacked the necessary competence in ICT. For instance, one of the participants said that;

ICT is one ways through which students who have visual problems can access information or learning materials. Unfortunately, as blind students, we have not gone far as computer technology is concerned. This has made us lag behind. On top of that the people who are in the resource room who are meant to train us in ICT so that we too can access information and other learning resources are never available. When you get there, they rarely stay in the room. We are nevertheless expected to perform at the same level as other students, despite the fact that this has caused us to lag behind in obtaining knowledge, which ultimately affects our performance. (SV₁).

Another Participant SH₃ reported that;

They provide us with sign language interpreter once a while most especially when we are in for lectures but when I go to the library to do research without an interpreter I have a challenge to communicate with the librarian because the librarian does not know sign language. In order to fulfill my intention, I just write down what I want for him example if I want a book, he points for me as a way to direct me where it is found.

However, SP₂ mentioned that he could easily access the library; *the library is accessible; actually I access it two to three times a day during working days.*

Regarding access to print materials, data revealed that lecture materials that students received from their lecturers were not accessible to students because of the format in which they were produced as one of the participants expressed that;

We are unable to read the materials with ease first of all because of the contrast and the font size. If you looked at the print out for example, handouts given to students with low vision, library books and other related literature the font in which they were printed or produced is not in their favour hence, making them to miss out.
(SV₂).

This was in line with an article in the literature by Bartlett, Weisenstein, and Etscheidt (2012), which suggests that support systems that can be implemented by the educational institutions themselves should be of such a

standard that they work effectively to give these students the greatest possible support and must be available if the goal of inclusive education is to be successful and consistent with the UNCRPD (2006), adaptations have to be made for persons with disabilities.

On access to teaching learning materials, data indicate that while all sighted students a part from the visually impaired had access to the teaching and learning materials as SV₁ explains;

Things are not friendly I tell you! Most of the challenges we encounter is linked to inability to access brailled work produced by the University. The University avails print books and other publications to the rest of the students excluding us.

One way through which we can have access to education materials is through electronic media but getting access to the soft copy materials so as to take it to UNAB for Braille embossing is quite difficult and such materials can be accessed via internet of which we are unable because of not having the required gargets to access the net.

Data gathered in connection to examinations indicate that all examination papers are given to candidates when they are in print without giving due consideration to persons who cannot read print one of the participants narrated;

During the previous semester, I went to the resource room where all students with visual impairment were to sit for our exams. The

invigilator who was assigned to us gave me a question paper expecting to have a Brailled copy. To my dismay, it was in print I inquired if the copy in my hand belonged to me! Only to be told that yes it belonged to me and that they did not have any Brailled copy because the faculty had not prepared Brailled copies on assumption that all blind students have guides who were responsible for reading for them. I was forced to move out and contact office of the faculty dean who intervened by hiring someone who read for me till the examinations were complete. Running around in search for a reader made me not complete all the numbers because I was caught up by time. (SV₁).

This was in agreement with a study done by Kasozi (2005), who referred to it in the literature review and stated that the majority of institutions in Uganda lacked the resources to accommodate students with disabilities and other special needs. For instance, the lecture handouts that students with hearing impairments and students with vision impairments appreciate the most are never offered. Put in place another accessible format for professors who choose not to give their visually impaired pupils braille copies. As they must produce the braille themselves, students with visual impairments believe that printed lecture handouts might be a time and money sink for them. Students with disabilities must rely on other students to read the print notes for them as they braille because reading braille requires a good reader, which is typically not the case with their guides. However, the way in which students with hearing and vision impairments are treated infringes on Section 4 of the Persons with Disabilities Act (2019). Any educational institution that accepts a

student with a disability must offer sign language services, learning materials, and assessment tools that are appropriate for the student and needed for exams by them.

Implying that there was dire need for the University to procure technologies to help in the production of materials in Braille, audio and talking books which favour the visually impaired and video accessible to those with hearing impairment and to empower both the teaching and support staff through equipping them with basic skills in sign language.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents the summary, conclusion, recommendations and suggestions for further research. It specifically addressed the study objectives as follows;

- i. To examine the support services and systems provided to students with disabilities during the teaching and learning process in one selected public university in Uganda.
- ii. To investigate the inclusion process of students with disabilities in the sports and recreational activities in one selected public university in Uganda.
- iii. To ascertain the involvement of students with disabilities in leadership and governance in one selected Public University in Uganda.
- iv. To analyse the challenges encountered in the provision of support services to students with disabilities in one selected public university in Uganda.

5.2 Summary

In summary, the study centered on the following research findings;

It was noted that the university offered support to students with disabilities in the form of personal assistance, including sighted guides for the blind, sign language interpreters for the deaf, helpers for the physically disabled, and students with cerebral palsy, as well as some funding for the purchase of braille books and mobility aids. Although this support targeted mainly government sponsored students, students under the private sponsorship scheme were also supported with some funds to enable them purchase different forms of assistive devices in line with their types of disabilities.

In reference to teaching and learning materials, study results revealed that most lecturers used the chalkboard during lectures so as to cater to deaf student instead of talking verbally and providing brailed materials to the blind.

On Access to teaching materials, apart from the visually impaired, the rest of the students had access to the teaching and learning materials. There was evidence that most students took advantage of the extra forty-five minutes available during exams to complete them. As to how they went about doing their coursework, results indicated that all students worked on their individual and group assignments through group discussions where they contributed and exchanged ideas through actively participating in the discussion. However, it was noted that students with visual impairment took a long to receive their coursework results due to the delay in the transcription from Braille to ordinary print.

As one way of enhancing easy movement within the University locations by Students with Disabilities, The university purchased tricycles, or "tukutukus," according to research, to make it easier for students with disabilities to get around the campus. Study outcomes indicated that students most especially the deaf experienced communication challenges and little attention was given to such students, the cause for a number of them to be left behind. A case in point was a deaf student attending a lecture without the presence of an interpreter taking long to realize that the colleagues were copying notes and no one took the trouble to notify her of what was going on.

Further, findings indicated that students with disabilities faced many challenges in the cause of fulfilling their obligations as sportsmen and women which greatly hindered their participation in many sports activities attributed to the inadequate sign language interpreters and sighted guides. It was also witnessed that lecture rooms were small and could not favor Students with Disabilities particularly wheelchair users in terms of physical accessibility. On top of that, they were not soundproofed which put hard-of-hearing students at a disadvantage of not being able to receive firsthand information because of the sound reflections made.

The results showed that students with special needs and impairments were included in sports and recreational activities. Study outcomes stated that the University set up a Sports Committee responsible for looking into all issues related to general sports. However, a Sub-Committee was established to specifically examine and handle all matters concerning disability sports and other disability recreational activities.

Findings showed that students encountered challenges related to sports facilities and the implementation systems. For instance, sports trainers employ out-dated sports techniques that did not match with the current national and international set standards during training sessions. Regarding financing disability sports and other recreational activities, results indicated that the University finance framework based on an overall budget was the basis for supporting sports and other recreational activities. It was, however, noted that finance constraints hindered students from participating in several fields and track events because of having few guides and sign language interpreters at the competition site.

Information collected regarding students' involvement in the teaching and learning process, coursework and exams, sports and recreation activities, leadership and governance, findings revealed that it could be through the institution set up a conducive atmosphere to SWDs and awareness-raising among the University Officials across all Faculties focused on basic skills in Braille, sign language and good customers care. Because students with visual impairment experienced challenges of accessing materials one way they would be involved would be through being availed with brailed copies where possible or have work saved on the computer where it could be read electronically. For the deaf, interpretation services needed to be readily available in all lecture theaters and during examination time, for those with cerebral palsy and the visually and physically disabled who experienced difficulties when writing, the University ought to provide them with transcribers or helpers.

The social economic factors were an impediment to Students with Disabilities who expressed interest in vying for the different leadership positions in the University and that the disability policy was silent about them vying for such political positions other than those set for them in the disability slot on the Guild Council. Students with disabilities should be empowered with skills in leadership and encouraged to take up leadership positions in the University other than those stipulated for persons with disabilities under affirmative action.

When it comes to the challenges in providing education support services to students with disabilities and other special needs during the coursework and exam process, data gathered indicated that the study revealed that access to information was an impediment to all students with disabilities most especially the blind students on private scheme who were affected because of being unable to hire sighted guides for themselves.

The University lacked permanent support personnel. Those who were hired under ambiguous conditions and insufficiently in relation to the admitted number of disabled students who need their services in the various faculties were those who were available. Thus compelling deaf students and the visually impaired to team up with their brothers, sisters or course mates to do the interpretation and guiding.

5.3 Conclusion

Based on the study findings, it was discovered that the university predominantly supported admitted students with disabilities who were sponsored by the government. The availed support, ranged from psycho-

social, financial to material support to facilitate their academic endeavors and their general welfare while at campus and dispensed funds to students under the Private Scheme to enable them purchase mobility assistive devices. This discriminatory support emanated from what the University disability policy stated regarding support services to privately sponsored students.

Raising from the existing University policies and the level of awareness that the officials of the institution have in relation to matters pertaining to disability inclusions. However, due to a lack of resources and established processes to guarantee that concerns involving students with disabilities are taken into account by the University on its priority list, this awareness has not increased as anticipated. The University's standards, which were ambiguous on the mainstreaming of handicap issues, can be held responsible for the lack of established methods. Into the bargain, the University lacked permanent support personnel. Those who were available were hired on unclear terms and were not proportionate to the number of students with disabilities which hindered their participation in the University programmes and activities.

A case in point was when students involved in sports faced difficulties because of the limited resources and unsuitable facilities for students with disabilities. These students were given the responsibility of managing and addressing all issues relating to sports and other leisure activities for people with impairments. The University Council urgently needed to embrace excellent opportunities and reasonable accommodations as processes to improve accommodating practices designed to achieve disability inclusion as specified by the provisions in the National and International Legislations.

It would be possible for students with disabilities to participate in the teaching and learning process, coursework and exams, sports and recreational activities, leadership and governance by invoking the affirmative action provision in favor of marginalized groups as stated in article 32 of the Ugandan constitution (1995) as amended (2005).

5.4 Recommendations

The following recommendations must be made in light of the study's findings:

A. Recommendations for the University

1. The University should recruit proficient sighted guides, Braille transcribers, helpers and sign language interpreters proportionate to the number of admitted students.
2. The University should plan, budget and procure sports equipment that suit National and International Standards for Students with Disabilities in Institutions of Higher Education.
3. New provisions that are conscious of the social and economic needs of Students with Disabilities be made to public University Policies to enhance disability inclusion.
4. The University should intensify on awareness raising workshops for the teaching and non-teaching staff across all Faculties on disability related matters and empower them with basic skills in sign language, Braille and ICT for persons with disabilities.

5. The University should ensure that adjustments are made to the physical infrastructure so that they are accessible to all students.
6. The University should set aside funds to procure adequate ICT, disability resource room and have equipment in the library adapted to suit students with disabilities.

B. Recommendations for lecturers

7. Lecturers should orient themselves to employ accommodative practices during lectures that cater for all Students with Disabilities.
8. Sports coaches and trainers should motivate themselves and acquire capacity building in modern sports techniques to enable public Universities sports teams to meet the National and International disability sports set standards.
9. Lecturers should encourage Students with Disabilities to sit in appropriate location in lecture rooms during lectures.
10. To avert limited access to information, lecturers should develop teaching and learning materials and have it adapted in accessible formats that cater for students' diverse study needs.

C. Recommendations for Students with Disabilities.

11. Students with Disabilities should encourage each other to open up and relate among themselves and the entire University student body.

12. Students with Disabilities are advised to take part in sports and recreational activities, using the available support personnel.
13. Students with Disabilities should actively be involved in disability empowerment workshops, advocacy, University political leadership and governance other than those stipulated in the affirmative scheme of the University.
14. Students with disabilities are urged to inform university administrators of their difficulties so that they can be resolved by using the leadership of the disabled students' association and their representatives to the guild council.

5.5 Suggestion for further research

This study scope was limited in a number of ways, including its geographic breadth and content coverage. Therefore, it is advised that future study in this field be conducted with a greater geographic coverage and broaden its content breadth.

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APPENDICES

APPENDIX I: INTRODUCTORY STATEMENT FOR INTERVIEW

My name is Achieng Christine, who is currently a masters' student of Kyambogo University. I am conducting a research titled *Exploring Education Support Services and systems to promote Disability Inclusion in one selected Public University in Uganda*. Specifically, my study examines the support services and systems that promote inclusion in Kyambogo University. You are chosen as a respondent because of your vast experience in the University disability support and systems. For that reason, your insights into this topic will be important to the study.

Please note that your participation in this research is completely voluntary. You are free to withdraw at any time. Participation in this research requires you to take part in responding to face-face interview.

The interviews will take approximately 20 minutes. With your consent, the interviews will be recorded to ensure accuracy of the collected data. Please be assured that all information collected from interview will remain strictly confidential and participants and faculty or department names will not be revealed.

APPENDIX II: CONSENT FORM

Research Title; *Exploring Education Support Services and systems to promote Disability Inclusion in one selected Public University in Uganda.*

Consent form

I request you to participate in this research and I kindly request to interview you. All the information obtained from you through this research will be treated with high level of confidentiality in accordance with Kyambogo University research guidelines. This means that your name and the position you are holding and your work place will be kept anonymous. Kindly read the consent form below and if you agree sign it.

I understand the aim of the masters project, the benefits and potential risks that my involvement is completely voluntary. I realize that I can withdraw at any time and that am obligated to answer questions. I also understand that any information I provide, my identity and faculty or department name will remain confidential. The data will not be used for any purpose other than this research project.

I also consent and agree that my interview be digitally recorded and transcribed by an independent person who will be required to sign a confidential agreement

Name:-----

Phone:-----

Sign:-----

Date:-----

Master Researcher/Student

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Kyambogo University
Telephone: 0782774613

**APPENDIX III: INTERVIEW GUIDE FOR STUDENTS WITH
DISABILITIES.**

A. Bio-data

1. Which course are you doing?
2. Age
3. Faculty
4. Department
5. Year of study

A. How Students with disabilities are supported during the teaching process at one selected Public University in Uganda.

1. How are you supported during lectures?
2. What support do you get from the library?
3. What support do you need to enable you access learning easily?
4. Which support are you given during coursework and exams?
5. How helpful is it to you?
6. How would you prefer to be supported during course works and exams?
7. In your view as a student, what do you think are the factors within the University discriminating or negatively affecting your academic programme?

B. How students with disabilities are included in sports and recreational services at one selected public University in Uganda.

1. Which sports and recreational activities are you interested in?
2. How are you included in sports and recreational activities?
3. What support would you wish to be given to excel in games and sports?

C. How students with disabilities are involved in leadership

and governance at one selected Public University in Uganda.

1. Which leadership and governance roles are you involved in within the university?
2. How helpful has been these leadership roles to your stay in the University?

D. Challenges encountered in the provision of education support services to students with disabilities in one selected Public University in Uganda.

1. Which challenges do you encounter during the learning process?
2. What challenges do you face when doing?
 - i. Course Work
 - ii) Examinations
3. What challenges do you encounter in sports and recreational activities?
4. What challenges do you experience which affect your leadership activities?
5. How can the University help you to mitigate these challenges?

Thank you for participating

APPENDIX IV: INTERVIEW GUIDE FOR LECTURERS

Background information

1. What is your position in the University?
2. How long have you been a lecturer?
3. What disciplines do you lecture?
4. . What categories of SWDs are in classes that you lecture?

A. How students with disabilities are supported during the teaching process at one selected Public University in Uganda.

1. What adaptations or modifications do you make in regard to teaching to students with (HI, VI, PI, CP..., etc)?
2. What modifications or adjustments do you/lecturers make in order to fairly assess students with (HI, VI, PI, CP..., etc)?
3. In your view as a University lecturer what are the factors within the University discriminating or negatively affecting students' academic program?

B. How students with disabilities are included in sports and recreational service at a selected Public University in Uganda.

1. Which sports and recreational activities are students with disabilities interested in?
2. How are students with disabilities included in sports and recreational activities?
3. What support services are given to students with disabilities to enable them excel in games and sports?

C. To find out the involvement of SWDs in leadership and governance at one selected Public University in Uganda.

1. Which leadership and governance roles are SWDs involved in the University?
2. How helpful has been these leadership roles to their stay in the University?
3. What modifications or adjustments does the university do to address these challenges?

D. Challenges encountered in the provision of education support services to students with disabilities at one selected Public University in Uganda.

1. What challenges do students with (HI, VI, PI, CP..., etc) experience during the teaching and learning you offer?
2. What challenges do you face when teaching student with (HI, VI, PI, CP.....)
3. What challenges have you identified as being experienced by students with (HI, VI, PI, CP..., etc) when doing their
 - i. Course works,
 - ii. Examinations
4. What challenges do they encounter in leadership and governance?
5. What has the University/Faculty/Department done to address the challenges encountered in the provision of Support services to students with disabilities in Kyambogo University?
6. Any other relevant information you would wish to provide to me regarding disability inclusion in the University?

THANK YOU

**APPENDIX V: INTERVIEW GUIDE FOR ACADEMIC
REGISTRAR/DEAN OF STUDENTS /REPRESENTATIVE OF PWDS
IN THE UNIVERSITY COUNCIL/SPORTS OFFICER
/REPRESENTATIVE OF SWDS AND OTHER SNS IN THE GUILD
COUNCIL**

Background information

1. What position do you hold in this University?
2. For how long have you held this position?
3. How many students with disabilities are in 2019/2020 Academic year? (to the dean of students and academic registrar)

PIHI..... VI..... CP..... etc.

A. GENERAL QUESTIONS

4. What services has the University put in place to enable the participation of SWDs in the University?
5. Does the University provide support to all SWDs or there are specific students it supports?.....Why?
6. What are the main barriers hindering the participation SWDs in the University?
 - A. Teaching and learning
 - B. Assessment
 - C. Sports and recreation activities
 - D. Leadership and governance
7. In your view as a University (Academic registrar/Dean of Students /Representative of PWDS in the University Council/Sports Officer /Representative of PWDS in the guild council) what are the factors within the

University discriminating or negatively affecting students' academic programme?

8. What modifications or adjustments does the University do to address these challenges?

B. To find out the inclusion of students with disabilities in sports and recreational services at one selected Public University in Uganda.

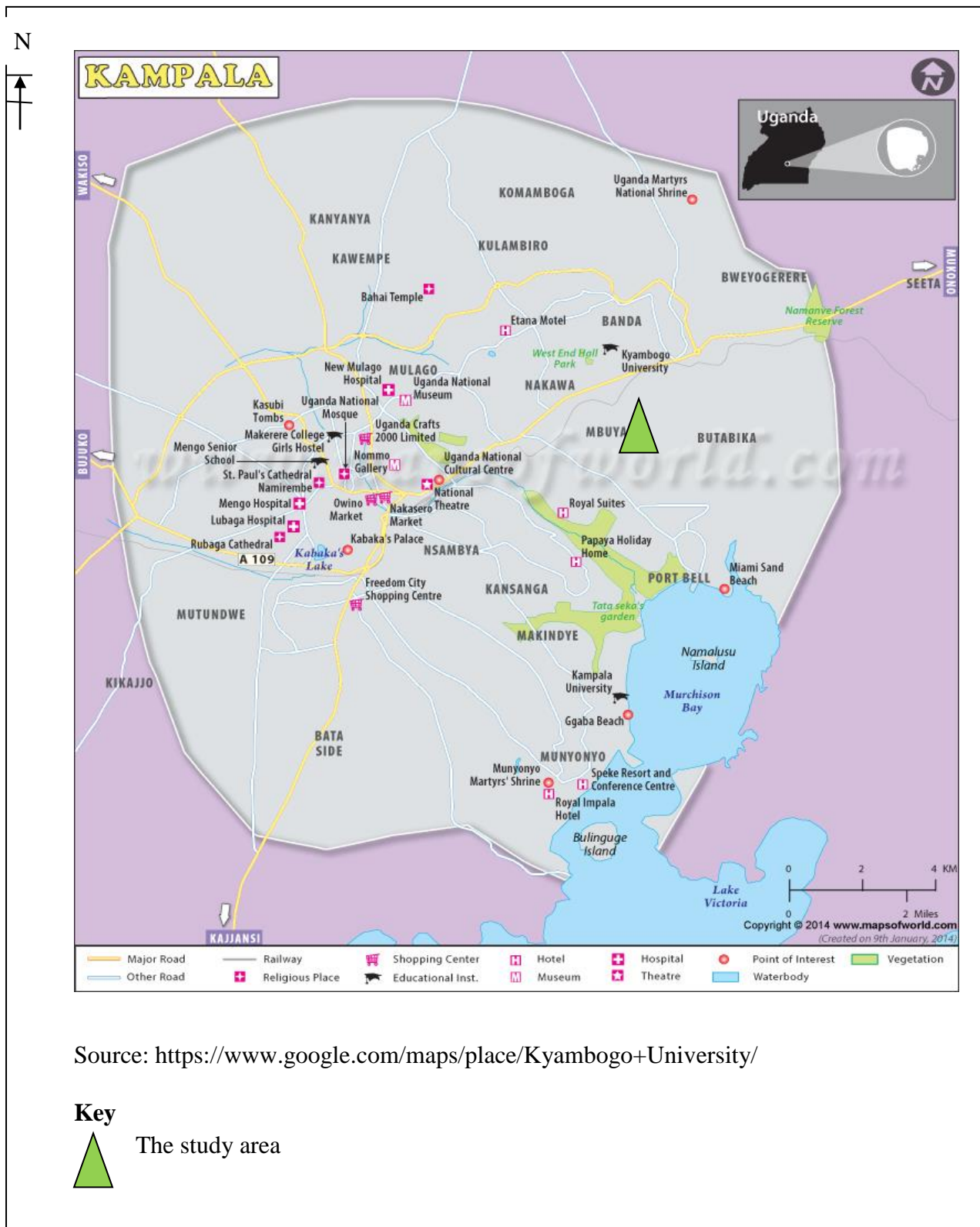
(Specifically sports officer)

1. Which sports and recreational activities are students with (HI, VI, PI, and CPetc) involved in?
2. Which sport services to give to students with (HI, VI, PI, CP etc) during sports and recreation activities?
3. What challenges do students with (HI, VI, PI, CP etc) encounter in sport and recreation activities?
4. **Any other relevant information you may wish to provide me with.**

Thank you

APPENDIX VI: STUDY LOCATION.

KAMPALA DISTRICT SHOWING THE LOCATION OF KYAMBOGO UNIVERSITY



Source: <https://www.google.com/maps/place/Kyambogo+University/>

APPENDIX VII: INTRODUCTORY LETTER



KYAMBOGO UNIVERSITY
FACULTY OF SPECIAL NEEDS AND REHABILITATION

P. O. BOX 6478 KAMPALA

Tel: 041-286237/285001 Fax: 041-220464

Department of Special Needs Studies

12th August 2020

To Whom it May Concern

Dear Sir/Madam

Subject: INTRODUCTORY LETTER FOR MS. ACHIENG CHRISTINE REG. No 18/U/GMSN/19466/PD.

The above mentioned is a student in the Department of Special Needs Studies. She is registered to pursue a study programme leading to the award of a Master of Special Needs Education. As part of the Course Examination requirements, she is expected to carry out research in the area of special needs and inclusive education and submit a thesis.

The purpose of this letter, therefore, is to introduce her and to request you to support her in the process of data collection.

Thank you in advance.

Thank you,

Stackus
Dr Okwaput Stackus

HEAD OF DEPARTMENT

