

**EDUCATIONAL PROVISION FOR REFUGEE CHILDREN WITH DISABILITIES: A CASE  
FOR KYAKA II REFUGEE SETTLEMENT PRIMARY SCHOOLS**

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## DECLARATION

I, Mugisa Charles do hereby declare that the work presented herein is my own except where due acknowledgement is given. This dissertation is original and has never been submitted to any institution for any academic award.

Signed: \_\_\_\_\_

Date: 03-12-2018



**APPROVAL**

This is to certify that this dissertation has been carried out under our approval and is ready to be submitted to the graduate school, Kyambogo University.

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Signature ..... Date .....

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## **DEDICATION**

This work is dedicated to my beloved wife Abwoli Angelica and our daughters; Immaculate, Felicity and Josephine, to my dear mother Akiiki and my Uncle Acaali who laid a concrete foundation for my education.

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## **LIST OF ACRONYMS**

CWDs	Children with Disabilities
DRC	Democratic Republic of Congo
HREOC	Human Rights and Equal Opportunity Commission
IDP	Internally Displaced Persons
OPM	Office of the Prime Minister
PTC	Primary Teachers' College
SNE	Special Needs Education
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WCPT	Whole Class Peer Tutoring
WHO	World Health Organisation

## TABLE OF CONTENTS

DECLARATION .....	ii
APPROVAL .....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
LIST OF ACRONYMS.....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
<b>CHAPTER ONE .....</b>	<b>1</b>
INTRODUCTION.....	1
Background.....	1
Theoretical Frame work .....	3
Conceptual Framework .....	4
Statement of the Problem.....	7
Purpose of the study .....	8
Specific Objectives.....	8
Research Questions .....	9
Study Scope.....	9
Significance of the Study.....	9
<b>CHAPTER TWO .....</b>	<b>11</b>
REVIEW OF RELATED LITERATURE .....	11

Introduction.....	11
Enrollment of refugee children for provision of education .....	11
Strategies for implementing provision of education and support for refugee children with disabilities .....	13
Challenges faced in providing education to Refugee Children with Disabilities .....	16
<b>CHAPTER THREE</b> .....	19
<b>METHODOLOGY</b> .....	19
Introduction.....	19
Study design.....	19
Population .....	19
Sampling technique .....	20
Method of data collection .....	20
Instrumentation .....	20
Pilot Study .....	21
Procedure for data collection .....	21
Trustworthiness .....	21
Ethical considerations.....	21
Data analysis .....	21
<b>CHAPTER FOUR</b> .....	23
<b>DATA ANALYSIS AND INTERPRETATION</b> .....	23
Introduction.....	23
Data analysis and interpretation of Objective One.....	29

Data analysis and interpretation of Objective Two (b).....	33
Data analysis and interpretation of Objective Three .....	35
<b>CHAPTER FIVE</b> .....	<b>38</b>
<b>DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>38</b>
Introduction.....	38
Discussion of the findings on Objective One.....	38
Discussion of the findings on Objective Two (a).....	39
Discussion of the findings on Objective Two (b) .....	40
Discussion of the findings on Objective Three.....	41
Conclusion on Objective One .....	42
Conclusion on Objective Two (a) .....	42
Conclusion on Objective Two (b) .....	43
Conclusion on Objective Three.....	43
Recommendations .....	43
<b>REFERENCES</b> .....	<b>45</b>
<b>APPENDICES</b> .....	<b>49</b>
APPENDIX A .....	49
INTERVIEW GUIDE FOR HEADTEACHERS.....	49
APPENDIX B .....	51
INTERVIEW GUIDE FOR TEACHERS .....	51
APPENDIX C .....	53

INTERVIEW GUIDE FOR PARENTS .....	53
APPENDIX D .....	54
INTERVIEW GUIDE FOR CHILDREN.....	54
APPENDIX E.....	55
INTRODUCTORY LETER FROM THE UNIVERSITY .....	55
APPENDIX F.....	56
A LETTER TO HEADTEACHERS OF THE PARTICIPATING SCHOOLS .....	56
APPENDIX G.....	57
MAP OF UGANDA SOWING THE LOCATION OF KYEGEGWA DISTRICT .....	57
APPENDIX H.....	58
MAP OF KYEGEGWA DISTRICT .....	58
APPENDIX I.....	59
MAP OF KYAKA II REFUGEE SETTLEMENT .....	59



## LIST OF TABLES

Table 1: Target population and sample .....	20
Table 2: Enrolment of Refugee children with disabilities and staffing levels in Kyaka II Refugee Settlement Primary Schools.....	24
Table 3: Enrolment in the selected teachers' classes, number of children, number of refugee children and number of refugee children with disabilities in those classes .....	27
Table 4 a: The extent to which refugee children with Disabilities are enrolled in Primary Schools : Assessment during admission to ascertain the different disabilities the children may have.....	30
Table 4 b: The extent to which refugee children with Disabilities are enrolled in Primary Schools : Children with specific disabilities that are turned away .....	30
Table 5 a: How the provision of education is implemented: Ideas on the school environment in regard to teachers.....	31
Table 5 b: How the provision of education is implemented: Ideas on the school environment in regard to the curriculum .....	32
Table 5 c: How the provision of education is implemented: Ideas on the school environment in regard to materials.....	33
Table 6. a: The support given to children with disabilities in Kyaka II Refugee Settlement to help them succeed in their Primary Education.....	34
Table 7 a: Challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement .....	35
Table 7 b. Participants' suggestions on how to improve the education of CWDs .....	36

## LIST OF FIGURES

Figure 1: Enrolment of Refugee and National children in Kyaka II Refugee Settlement Primary Schools.....	25
Figure 2: Total enrolment of Refugee children and the number of refugee CWDs in Kyaka II Refugee Settlement Primary Schools.....	26
Figure 3: Total number of Refugee Children and Refugee CWDs in selected classes.....	28
Figure 4: Total number of teachers in Kyaka II Refugee Settlement Primary Schools and those with training in SNE .....	29

## ABSTRACT

This study concerns the educational provision for refugee children with disabilities in Kyaka II Refugee Settlement. It investigated the process of enrolling refugee children with disabilities into schools, how the provision is implemented, the support given to refugee children with disabilities to help them succeed in their primary education and the challenges faced in providing education to refugee children with disabilities. In this study, a case study design and a qualitative approach was applied for collecting and analysing the data. The target population for this study was 332 people, who included; 8 headteachers, 132 teachers, 95 parents of refugee children with disabilities and 97 refugee children with disabilities. The study involved 35 participants (N=35) who included; headteachers, teachers, parents and refugee children with disabilities. A pilot study was carried out in Kyegegwa to test the instruments and some adjustments were made. The purpose of this study was to find out the levels to which education services are provided to refugee children with disabilities in Kyaka II Refugee Settlement Primary Schools. In this study, case study design, requiring the use of qualitative approach was applied for collecting and analysing the data. Data was collected using semi structured interviews with open ended questions. Interview guides were developed basing on the research. Findings of this study indicate that out of 10,934 enrolled in Kyaka II Refugee Settlement primary schools, 7620 were refugees and only 97 had disabilities. Findings also reveal that in Kyaka II Refugee Settlement Primary Schools there were only 2 teachers trained in Special Needs Education and materials to use in teaching were inadequate. Findings also indicate that in some schools, children with disabilities are turned away basing on the fact that those schools do not have trained to cater for children with disabilities. The study findings show that many challenges are faced in providing education to refugee children with disabilities. These challenges include; congested classrooms, lack of support from government, language barrier and that some parents do not want their children to be taught Sign Language saying that they have a belief that their children will talk. It was clearly revealed that the enrolment of refugee children with disabilities in Kyaka II Refugee Settlement is very low because; there are no trained teachers to teach them which forces the school authorities to turn away some of the children with specific types of disabilities. However, the ones who are enrolled did not face any difficulty in getting admission; they are admitted like any other learner. Schools are struggling and working hard to ensure that all learners benefit from education but they have limitations in skills, knowledge and materials to do the work perfectly. They use the general knowledge they got from college and the few materials they can afford to get in the school. The study recommended that; the government should consider constructing more classrooms to decongest the few available ones, refresher courses should be conducted in all schools to give some basic skills to the teachers to be able to teach children with disabilities, Parents be sensitized on the benefits of their children being taught Sign Language, and data be collected on the number of children with disabilities found in the settlement and the types of disabilities so that it is easy to plan for them.

## CHAPTER ONE

### INTRODUCTION

#### **Background**

All children, according to the Universal Declaration of Human Rights (UDHR) (1948), Article 26 (1), in United Nations (2015), have a right to education. UDHR further provides that education shall be free at least in the elementary and fundamental stages. In an effort to meet this fundamental human right, Uganda introduced universal primary education (UPE) in 1997. As a result of this, more than seven million children in Uganda, including refugee children from surrounding countries were enrolled in different primary schools. Uganda is one of the countries that host refugees from different countries and according to United Nations High Commission for Refugees (UNHCR 2018) it is ranked among the top five refugee-hosting countries globally and that in 2016 it became the country with the most refugees in sub-Saharan Africa. According to the UNHCR's annual Global Trend report (2016), by the end of 2015, Uganda was hosting about 512,968 refugees and asylum-seekers - the highest number in the country's history. UNHCR (2018) gives further details that between December 2016 and May 2017, mainly as a result of the crisis in South Sudan, the population refugee in Uganda almost doubled, reaching more than 1.38 million. And that due to upheaval in the DRC, between January and February 2018, more than 40,000 new arrivals had already entered Uganda, from the Democratic Republic of Congo (DRC), when the projection in Uganda's integrated refugee response plan for 2018 was 60,000. In the country, some of these refugees have always stayed in camps while others stay in urban areas, like Kampala, Arua, Moyo and the like.

UNHCR (2016), further points out that, the refugees in Uganda originate from South Sudan, Democratic Republic of Congo (DRC), Burundi, Somalia, Rwanda, Eretria, Sudan, Ethiopia and other countries. By the end of 2015 according to the UNHCR report, 56% of the refugees were children, and 41.5% of whom were of the age range between 5 and 17 years. Kyaka II

Refugee Settlement, according to UNHCR (2016) was hosting a total of 42,366 refugees. Going by the 41% rate of the children it means that Kyaka was roughly hosting about 17,582 children at that time.

According to Zente, Hoot and Taylor (2006) there are about 12 million refugees in the world, and almost half of them are children. Dryden-Peterson (2003) asserts that refugee children are doubly vulnerable as refugees and as children. If, indeed, this be the case, as claimed by Dryden-Peterson, then refugee children with disabilities are twice worse than the ordinary children under refugee condition. In this regard, therefore, Dryden-Peterson (2003) suggests that education should be handled as a strong tool to prevent recurrence of violence and to create economic opportunities that allow refugees to become self-reliant.

The Constitution of the Republic of Uganda (1995), article 34 recommends enactment of laws that can promote and protect the rights of children. On adherence to this article, in Uganda, the Children's Statute was put in place in 1996. According to Part 2 of the Statute, parents of children with disabilities, as well as the state are required to take appropriate steps to ensure that those children are afforded facilities for rehabilitation and equal opportunities to education. Both the Constitution and the Children's Statute do not discriminate refugee children. Given this scenario, it is imperative that all children with or without disabilities in Uganda, refugees or nationals access education.

Although these legislations were in place, at that time in Uganda, little attention seemed to be given to refugee children with disabilities. Nadege and Anyimuzala (2014: 6-26), in their research study on children with disabilities living in Uganda, provided a list of some of the programmes and projects working with the education sector in different parts of Uganda indicating that of the 14 listed projects, none was, at that time targeting refugee children or children in Refugee Settlements.

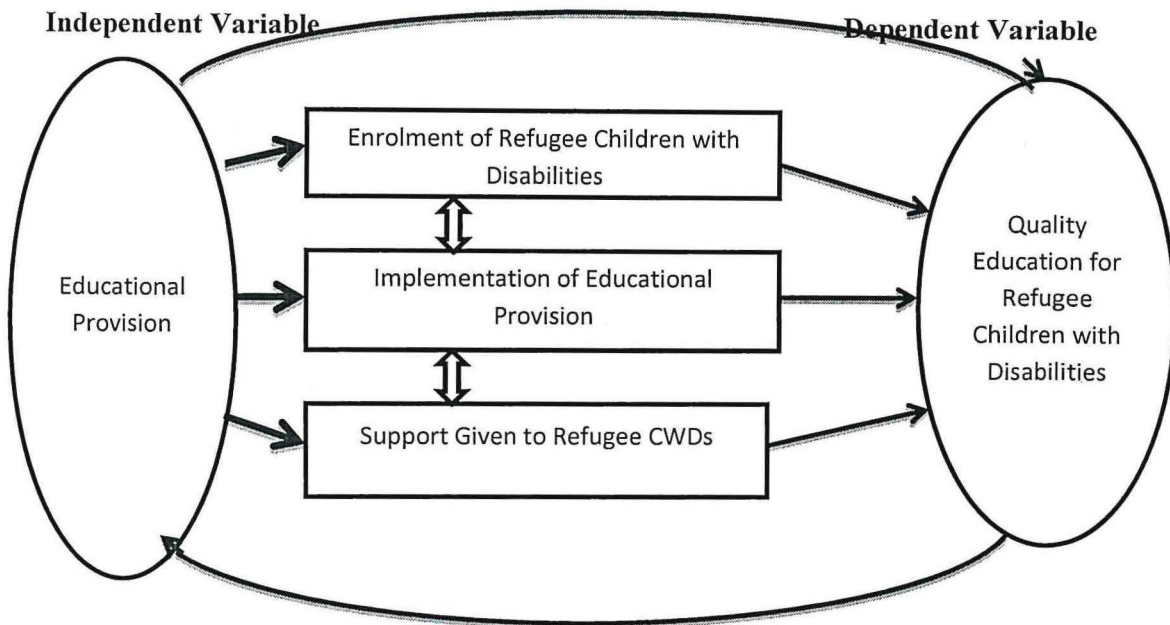
### **Theoretical Frame work**

This study is based on two theories; the Traditional Democratic Theory by Robert Alan Dahl and the Social Model of Disability Theory by Mike Oliver. The Traditional Democratic Theory emphasizes the values of liberty, equality and justice in any system of governance. It has three components; understanding and treating all people as valuable, rule of the majority without violating the rights of the minority, and openness to compromise. The emphasis in this study is on the first component of understanding and treating all people as valuable. To realize education for all, the national, the refugees, and all people with or without disabilities must be treated as equally valuable.

The Social Model of Disability Theory says that disability is organized rather than by a person's impairment. It looks at ways of removing barriers that restrict life choices for disabled people. Comparing the medical model to the social model, Oliver (1990) suggests that treating disability as a medical issue is not appropriate as it locates the problems of disability in the wrong place; within the individual rather than in society. To ably provide education for refugee children with disabilities, it is important to treat them like other children and to try to remove all barriers that may stop them from fully participating in any social activity.



## Conceptual Framework



The quality of education refugee children with disabilities get will depend on the provision give. Provision is through enrolling the children into schools and making education available where the children are (Access). Implementation of the educational provision is through providing a relevant curriculum including teaching methods that cater for the learners needs. Support is given though providing relevant materials and services to enable the child learn. In providing education there are challenges before quality education can be realized.

Education according to Rather (2004) is viewed in three ways. The first one is that the word education is derived from a Latin word “educatum” meaning to bring up or to nourish. This definition gives an impression that what is done in schools is to bring up children. Teachers and parents should work together to bring up children. The second view is that education means to find out or to draw out. In this process of education according to Rather, effort is on drawing out not putting in. This implies that the education process emphasises building on what the learner already knows other than giving him what the teacher thinks he should be taught. The third view is that education is the act of teaching or training. This is the most

common understanding of education where learners are given knowledge and skills. In Uganda according to the Education Act (2008) there are four levels of education; pre-primary education, primary education, post primary education and training and tertiary and university education. The Act puts pre-primary education in the hands of private agencies or persons, to provide education to children aged two to five years and gives the responsibility of financing that level of education to the parents or guardians. Primary education is universal and compulsory for pupils aged 6 (six) years and above and lasts seven years. All children of school going age are expected to enter and complete the primary education cycle of seven years and Government committed itself to ensure that a child who drops out of school before completing primary education cycle attains basic education through alternative approaches to providing that education. Post primary education and training according to the act, refers to secondary education; which is four years of ordinary secondary and two years advanced secondary schooling while tertiary education includes all education institutions providing post-secondary education or technical education and provided for by the Universities and Other Tertiary Institutions Act, 2001

Refugee CWDs have a right to access education at any or all the four levels provided s/he is of the right age for that level. United Nations (1951) defines a refugee as “a person who has fled his/her country of nationality (or habitual residence) and who is unable or unwilling to return to that country because of a “well-founded” fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group. It is important to have refugee children especially those with disabilities in school; as such children qualify to enjoy the rights to education as enshrined under UDHR (1948), article 26. UNHCR (2014) identifies refugees and Internally Displaced People (IDP) as the most vulnerable on earth.

Disability according to World Health Organisation (1980) is any restriction or lack (as a result of impairment) of ability to perform an activity in the manner or within the range considered normal for a human being where an impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function. Albrecht, Seelman and Bury (2001)



differentiate disability and impairment stating that disability is situated within a large social context while impairment is a biological condition. Disability can affect a person's physical or social life and can come at any stage of life. A child in Uganda according to the Children Act 1997 is a person below the age of eighteen years. The Universal Declaration of Human Rights (1948) article 26 provides free and compulsory education at elementary and fundamental stages to everyone and provides authority to parents to choose the kind of education that to be given to their children. Education should be: accessible and of good quality. Schools should have adequate structures, furniture, instructional materials and teachers who have skills to teach all learners regardless of their diverse abilities or disabilities. Schools should be near the beneficiaries. Education should be throughout all stages of childhood and beyond, should be available so that everyone has equal opportunity to access it. Schools should be affordable by everyone and should be physically accessible. For example persons with mobility challenges who may be using wheelchairs should be able to access the schools. Teachers and other professionals in and around the school should respect learners' identity and integrity and all learners should be given chance to participate in all learning activities. The curriculum should be broad, relevant and inclusive. Learning and assessment should be right-based and the school environment should be healthy and child-friendly.

According to Human Rights and Equal Opportunity Commission (HREOC) (2000), Education must be Available, accessible, affordable, acceptable and adaptable. Available meaning that educational institutions and should be in sufficient quantity and to all without discrimination. By being accessible, HREOC means that Education must be 'within a safe and easy to reach and convenient geographical location. Being affordable implies that Primary Education should be free of charge. By acceptable the commission means that 'the form of education, including the curriculum and teaching methods, have to be relevant of

good quality to all learners. And being adaptable means that education must be flexible so that it can adapt to the needs of the changing societies, communities and respond to the needs of all learners, within their diverse social and cultural settings. The primary purpose of UNHCR is to safeguard the rights of refugees and one of such rights is education. Although UNHCR was trying to fulfill this obligation, it was overwhelmed by the new refugee influx. UNHCR (2018) reveals that, because of the renewed violence in the Democratic Republic of Congo (DRC) in mid-December 2017 there was a new refugee influx into Uganda. It was estimated that 17,000 new refugees arrived in Kyaka II Refugee Settlement by March, 2018 bringing the refugee population in the settlement to roughly 44,988. Because of these big numbers of refugees, education in Kyaka II Refugee Settlement was characterized by; few and congested classrooms, insufficient instructional materials few teachers and lack of teachers with skills in Special Needs Education. This therefore led to refugee children with disabilities not to benefit from education as expected. UNHCR (2018) also reports that the education sector in Kyaka II Refugee Settlement was under-resourced. It had inadequate teachers, few classrooms, language barriers between students and teachers.

Most of the literatures available that report issues with education of refugees do not seem to reflect components of disabilities. It is on this gap that the researcher based to consider carrying out this study on educating refugee children with disabilities in Uganda, specifically focusing on Kyaka II Refugee Settlement. It was hereby assumed that with adequate help and support from teachers and parents, refugee children with disabilities can flourish academically and social/emotionally as well as develop cross-cultural skills and understanding.

### **Statement of the Problem**

One of the objectives of establishing UPE in Uganda was to provide facilities and resources to enable every child enter and remain in school until completion of primary education cycle.

Another objective was to make education equitable in order to eliminate disparities and inequalities. Emphasis was put on mainstreaming all categories of children in schools. As a result, enrolment in primary schools increased by over 140%. Twenty years down the road, the objective of retaining children in schools until they complete primary education cycle has been a big challenge. Many children, especially those with disabilities drop out of school before the end of the first year in primary. Whereas Ugandan children come from their homes and, many have parents to encourage and assist them to go to school, refugee children, especially those with disabilities and other special needs face formidable challenges in accessing and staying in school. It is on this background that this study intended to investigate the provision of education for children with disabilities in Kyaka II Refugee Settlement Primary Schools.

### **Purpose of the study**

The purpose of this study was to investigate the levels to which education services are provided to refugee children with disabilities in Kyaka II Refugee Settlement Primary Schools.

### **Specific Objectives**

The objectives of the study were:

1. To determine the extent to which refugee children with Disabilities are enrolled in Primary Schools in Kyaka II Refugee Settlement
2. To find out how the provision of education for refugee children with disabilities is implemented and the support given to help them succeed in their primary education
3. To find out the challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement

## **Research Questions**

For proper guidance in the study implementation, the following research questions were posed:

1. To what extent are refugee children with Disabilities enrolled in Primary Schools in Kyaka II Refugee Settlement?
2. How is the provision of education implemented and in what ways are the children with disabilities in Kyaka II Refugee Settlement supported to succeed in their primary education?
3. What are the challenges faced in the provision of education for the children with disabilities in Kyaka II Refugee Settlement primary schools?

## **Study Scope**

The focus of this study was on the provision of education services for refugee children with all types of disabilities in Kyaka II Refugee Settlement Primary Schools. Kyaka II Refugee Settlement covers part of Mpara and Kabweza Kyegegwa sub counties of Kyegegwa District in Western Uganda. The study covered all the 8 Primary schools in Kyaka II Refugee Settlement and participants included headteachers, teachers, parents of refugee children with disabilities and refugee children with disabilities themselves.

## **Significance of the Study**

Findings of this study were expected to provide various clues necessary for improvement by policy makers and implementers. The study, for instance, may inform the stakeholders, especially UNHCR, UNICEF, OPM, Ministry of Education and Sports, Kyegegwa District and other stakeholders of the existence of learners with special needs particularly those with disabilities in the Refugee Settlement Primary Schools and the need to provide them with the facilities required for them to benefit from formal education. The study may prompt other scholars to carry out studies on other special needs in the settlement so that all learners with

different disabilities and those with other special needs can enjoy their right to education like their ordinary peers. The findings of this study may also be used to advocate for the education provision for refugee children with disabilities.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **Introduction**

This chapter presents ideas of other scholars which are in relation to and are aimed at contributing to the solutions to the research problem at hand. The review is carried out in line with the research questions formulated. For the attention of the reader the said research questions are reproduced as follows: enrollment of refugee children for provision of education, strategies for implementing provision of education for refugee children with disabilities and the supported given to help them succeed in their primary education, and the challenges faced in providing education for refugee children with disabilities.

#### **Enrollment of refugee children for provision of education**

In Uganda today, some children with disabilities and other special needs are accessing education through inclusive education or go directly to special schools. As for children who are refugees their access to education still remains wanting to a high degree. Whereas education is a human right as clearly stated in the Salamanca Statement (1994), that every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning, children with disabilities in Kyaka II Refugee settlement do not seem to be enjoying this fundamental right as there may not be enough services for them. In a report released by UNHCR (2016) it was noticed that more than half of the 6 million school-age children under its mandate had no schools to go to. Filippo Grandi, United Nations High Commissioner for Refugees is quoted in this report to have said that “refugee education is sorely neglected, when it is one of the few opportunities we have to transform and build the next generation so they can change the fortunes of tens of millions of forcibly displaced people globally”. All that is written, talks about education for refugees or education for children with disabilities but education for refugee children with disabilities is left out.



The UNHCR (2016) report entitled “Missing out: Refugee Education in Crisis and quote:

The report compares UNHCR data on refugee education with UNESCO data on global enrolment. Only 50 per cent of refugee children have access to primary education compared with a global average of more than 90 per cent. And as these children become older, the gap becomes chasm: only 22 percent of refugee adolescents attend secondary school compared to the global average of 84 per cent. At the high education level, just one per cent of refugees attend university compared to a global average of 34 percent.

In Kyaka II the condition may be worse than this. The same UNHCR (2016) report above gives a picture of refugees of school going age in general but it is silent about children with disabilities. Mbabazi, Ochen, Onyango and Lubaale (2014) carried out a study in Uganda involving some refugee settlements and found out as quote:

There was a negative perception of children with disabilities who suffered from stigmatization. Many parents of those children with disabilities often did not send their children to school, and those who were in school perhaps were not given the necessary support and attention from teachers. This often resulted in either non enrollment or even dropping out altogether.

In their study Mbabazi et al. (2014) cited one official from UNHCR saying, as quote:

There are actually four mothers who carry their children who are disabled to and from school. One thing we have done is register them to get extra food as people with special needs because they spend a lot of time on their children. One child has been enrolled in a school for the deaf in Arua.

One of the reasons for poor enrolment of children with disabilities in Uganda could be that there is no law that compels schools to admit children with disabilities.

In Kenya, the persons with disability Act (2003) article 18 on education, states and quote:

- (i) No person or learning institution shall deny admission to a person with disability to any course of study by reason only of such disability, if the person had the ability to acquire substantial learning in the course.
- (ii) Learning institutions shall take into account the special needs of persons with disabilities with respect to entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations.

In India, the Right of Persons with Disabilities Act (2016), Chapter II on education, Article 16 requires that:

The appropriate government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide education to the children with disabilities and towards that end shall:

- (i) Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others
- (ii) Make building, campus and various facilities accessible
- (iii) Provide reasonable accommodation according to the individual's requirements

Whereas the Kenya and the India's Acts of persons with disabilities emphasise nondiscrimination in enrollment of persons with disabilities in schools and accessibility, the Ugandan Act emphasises the formulation of policies.

### **Strategies for implementing provision of education and support for refugee children with disabilities**

One of the strategies given in the Salamanca Statement (1994) states and quote:

Those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs. Those regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The access to regular schools by children with disabilities does not suggest the abolition of special schools and units but it is a way of improving on the education services for children with disabilities. Those that cannot benefit from inclusive setting should go to special schools and units, which can cater for their needs.

Lord, Posarac, Nicoli, Peffley, McClain-Nhlapoand Keogh (2010) identify refugees and internally displaced children with disabilities in both urban and camp settings as being of particular concern, as they face challenges in obtaining access to education due to physical, attitudinal and/or social barriers.

Children in Kyaka II refugee settlement are not different; they also face the same challenges and very few people show concern to ensure that they are assisted to access education

Afolabi, Mukhopadhyayh and Nenty (2013) assert that including families in the learning of children is a positive strategy toward implementation of inclusive education world over. They



also affirm that involving parents in a meaningful way is highly recognized as the most important for successful inclusive practice. This however doesn't seem to be happening in Kyaka II Refugee settlement schools. Instead, parents only participate by sending their children to school. Dryden-Peterson (2015) reveals that when 53 lesson observations were carried out in Kenya schools that were serving refugees, they found out that in only 17 children asked a question and in only six lessons all the children asked more than one questions throughout the lesson. Dryden-Peterson further revealed that most of the questions but two required facts or definitions. This may not be different in Uganda particularly in Kyaka II; teachers seem to use teacher centred methods to teaching where children are not actively involved in their own learning. Hallahan (2014) identifies some methods to help refugee students with disabilities participate in general education classrooms. These methods include among other things; curricula and instructional strategies like peer tutoring and partial participation, instructional accommodation and adaptation. He explains and quote:

Curricular and instructional strategies are not a single method but a number of strategies. They include; peer tutoring –the use of peer confederate in managing behavior problems, or any other arrangements which a teacher deliberately recruits and trains a peer to help to teach academic or social skill to a classmate. When it involves the whole class, it is called “Whole-Class Peer Tutoring” (WCPT). Another strategy is Partial Participation. This strategy encourages learners with disabilities to participate in all activities. Instructional Accommodation and Adaptation is another method. In this method, instruction may be modifies for learners with disabilities. Modification takes form of amended materials or assignments. Accommodations include changes in instruction that do not significantly change the content or conceptual different levels of the curriculum whereas adaptation generally involves modification of instruction than accommodation.

The methods suggested by Hallahan can help refugee children with disabilities participate but teachers especially those, who are not trained in Special needs may need some training. Special Needs Education trained teachers may not be many in Ugandan schools especially in Kyaka II given that five out of the eight schools in the settlement are private.

Refugee children especially those with disabilities need a lot of support to enable them study. Crock, Smith-Khan, McCallum and Saul (2018) point out that refugees living with disabilities are often forgotten or invisible during acute crises of human displacement. They suffer multiple disadvantages including being exiled from their countries of nationality or origin, living without the protection that comes with citizenship of, or habitual residence in, a state and they live in fear of persecution if returned to the country from which they have fled. But what is most significant according to Crock *et al* is that they are hampered by physical, mental, intellectual or sensory impairments that, even if they were not refugees and had the best time, would hinder their full and effective participation in society. In relation to this, Dijkshoorn (2016) points out that all children who are below the age of 18 must go to school, but they face many barriers towards inclusion and that schools meet a lot of challenges in trying to educate this diverse group of children. He suggests that Supportive programs are needed to overcome these challenges. This support is needed at school level and at family level. At family level, refugee children need to feel secure and cared for. According to Betancourt, Meyers-Ohki, Charrow, & Tol (2013:6) strong evidence base supports the claim that secure and consistent care giving relationships are important for children to weather the extreme stressors of war and conflict. He also argues that a number of studies suggest that increase in community support plays an important role to ameliorate children affected by war and conflict. In Kyaka II Refugee Settlement, support to refugee children especially those with disabilities seems to be left to the parents and little if any seems to be done by the community.

One of the challenges faced by refugee children is language barrier. For them to fit in the community of the host country, refugee children especially those with disabilities need to be supported to acquire the official language and the local languages of the hosting community. “Refugee children need to master a new language so they may adjust to their new

environment more easily and more successfully”.(Marina 2016),In Kyaka II Refugee Settlement, there seems to be no programme of supporting refugee children to learn and master the languages commonly used by the hosting community. These languages include; English, which are the official language and Runyoro/Rutooro/Runyankole/Rukiga for the hosting community. According to Marina (2016);

“The formal support services for refugee children involve different activities such as assistance with educational activities and language acquisition, play activities, sports activities, workshops on the host country culture, as well as intensive psychosocial support for members of the children’s families. In addition, the counseling services equally aim to facilitate the children’s recovery from traumatic events”.

Without this type of support, refugee children especially those with disabilities may find it difficult to recover from the psychological torture they went through in their countries of origin.

Health service is another important area where, refugee CWDs need a lot of support. I Uganda according to “Save the Children” (2018) one out of every four families cannot afford to visit a health facility or buy medicine for their children. If this is the case for Ugandans, then refugee families are in a worse situation and yet they equally need the services.

### **Challenges faced in providing education to Refugee Children with Disabilities**

Challenges in the provision of education to refugee children may be experienced by different stakeholders. The first ones are the children themselves. One of the challenges they face is that of the language of instruction. As shown in Chapter one, refugees in Uganda migrate from more than eight countries. These children need a lot of support if they are achieve from education. Dhawan (2007:1) argues that whereas ordinary children can access education easily with little or no assistance, children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioral difficulties or difficulties with speech and language or how they relate with other people. According to a citation on a website (2012) there is an

indication that a total of about 242 languages being spoken in the Democratic Republic of Congo. Refugee children who are in Kyaka II may belong to ten or more languages and they have to go to the same school under the same teacher. This becomes a challenge to the teacher and to the learners as well. Getting data on children with disabilities in refugees can also be a challenge. For proper education planning for children with disabilities, there is need to know how many they are as pointed out by Women's Refugee Commission (2013). The commission advises on the need to handle data collection about persons with disabilities, collating and analyzing it properly for effective use in addressing the refugee children's needs in both long term and short term planning. In Uganda today one may be able to get some data on children with disabilities in schools but there seems to be little if any data about refugee children with disabilities. UNICEF (2013) identified people's attitude towards children with disabilities as another challenge and advises that there will be little change in the lives of children with disabilities until communities, professionals, the media and governments begin to change their attitudes. In Uganda, many headteachers may not enroll children with disabilities and even some parents may not take their children with disabilities to school because of their negative attitude thinking that they will not be useful.

Lack of trained, qualified and experienced teachers is another challenge in offering education to refugee children. Dryden-Peterson (2015) reports that in developing countries such as: Kenya, South Africa, South Sudan and Uganda, there are few teachers who qualified and good experience to teach children with disabilities. Technology is another area where children with disabilities need support. As pointed out by Sidoti (2000), internet offers extraordinary opportunities for teaching and learning in remote and isolated areas. Kyaka II is one of the remote areas that need support in technology to assist teachers in teaching children with disabilities.

This chapter presented ideas of other scholars which are in relation to and are aimed at contributing to the solutions to the research problem of providing education to refugee children with disabilities. The review was carried out in line with the research objectives.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter three dwells on the key components of empirical research and vital part of the study. It comprises the following; study design, population, sampling, instrumentation, pilot study, data collection procedure, research ethical issues and description of research analysis.

#### **Study design**

In this study, a case study design, requiring the use of qualitative approach was applied for collecting and analysing the data. A case study according to Wadsworth (1997: 102) is a whole and detailed treatment of a single place or situation such as a family, a factory or a community to make a generalization about the whole class of the same situation. A case study design was chosen because Kyaka II is a representation of many other refugee settlements in Uganda. It was assumed that the situation in other settlements is not different from that in Kyaka II.

#### **Population**

Participants for this study included; parents of refugee children with disabilities, children with disabilities themselves, teachers in the settlement Primary Schools and the headteachers for the Primary Schools in the refugee settlement. The researcher had intended to work with forty participants, who include; all the eight headteachers in the eight Primary Schools in the settlement, sixteen teachers each school to be represented by two teachers, eight parents; one from each school and eight learners; one from each school. One parent and one refugee child with disabilities could not be got. Three schools had each only one teacher with such children in their classes. Therefore the 35 people participated in the study.



### Sampling technique

Given the importance of the study, purposeful sampling was employed. This helped the researcher to get first-hand information from only those participants who were concerned with the education of refugee children with disabilities.

**Table 1: Target population and sample**

Category	Population	Sample	Sampling Technique
Headteachers	8	8	Purposive
Teachers	132	15	Purposive
Parents	95	8	Purposive
Refugee Children with disabilities	97	8	Purposive

*Source: Primary source*

### Method of data collection

During the investigation into the education of refugee children with disabilities, the researcher used semi structured interviews. The researcher used interviews to collect data from all the participants. Maxwell (2005) considers an interview to often be an efficient and valid way of understanding a person's perspective. The questions used assisted the researcher to try to understand better what the participants thought about the education of refugee children with disabilities. This was through the way they answered questions and their facial expressions.

### Instrumentation

This study addressed itself to the use of semi structured interviews with open ended questions. Interview guides were developed basing on the three research questions as stated in chapter one. The researcher used only interview guides to get information from all the participants; headteachers, teachers, parents and learners. The instruments collected data from participants on enrolment, assessment, strategies for providing education and the challenges faced in providing education to refugee children with disabilities. The study used four instruments and each instrument had seven items.

**Pilot Study**

A pilot study was carried out to test the instruments before the actual data collection was done. It was carried out in Kyegegwa Sub county schools outside the settlement. After the pilot study, some adjustments were made in the instruments.

**Procedure for data collection**

In carrying out the study, the researcher got an introductory letter from the University to introduce him to the participants, prepared a letter to the respective participants seeking their consent. The researcher then made an appointment with the participants and they agreed on the dates and time to meet for interviews. Interviews were carried out as agreed with the participants.

**Trustworthiness**

The instruments were tested many times through a pilot study to ensure that they collect information they are meant to collect. To be sure of that, they were checked by my supervisor who has experience in research. To ensure credibility, the instruments were developed in line with the study objectives. The researcher made sure that steps were followed to ensure that the findings came from the data given by respondents and not from the researcher.

**Ethical considerations**

The researcher identified and introduced himself to the Education Leadership of Kyegegwa District where the schools in the study were. He explained the purpose of collecting the data from the participants. The researcher obtained information from only those people who had consented. No force or much persuading of respondents was applied. He treated the information/data from respondents as of great importance and confidential.

**Data analysis**

After collecting the data from the field, the researcher organized it, coded it and analysed it according to the four themes derived from the research objectives. Answers that had been



given in Kiswahili, Kinyarwanda and other languages were translated into English before analysis. Analysis was presented in two sections. Section 1 presented the data on enrolment and staffing while section 2 presented responses from the respondents based on the four objectives. Data was presented with the help of Tables pie charts to give a clear picture of number of refugees particularly those with disabilities who are enrolled in primary schools and the teachers that teach them.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### Introduction

In this chapter, analysis and interpretation of the findings from the field are presented. The study focused on establishing the provision of education for children with disabilities in Kyaka II Refugee Settlement Primary Schools. It was guided by four set research objectives to

determine the extent to which refugee children with Disabilities are enrolled in Primary Schools in Kyaka II Refugee Settlement, to

investigate how the provision of education for refugee children with disabilities is implemented in the Refugee Settlement Primary Schools, to

find out the support given to children with disabilities in Kyaka II Refugee Settlement to help them succeed in their primary education and to

find out the challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement.

Analysis and interpretation of the findings was presented in two sections. Section one presents the enrolment and staffing levels, while section two presents responses from the respondents based on the four objectives. The data on enrolment and staffing is presented with the help of Tables 2 and 3 and Pie charts 1, 2, 3 and 4 to give a clear picture of number of refugees particularly those with disabilities who are enrolled in primary schools. The illustrations were also meant to show the staff, who teach those CWDs. Schools that participated in this study were given codes A, B, C ...H for easy identification. The four categories of respondents were also given specific codes for easy identification as follows: headteachers = H<sub>1</sub>, H<sub>2</sub>..etc, teachers = T<sub>1</sub>,T<sub>2</sub>..etc, parents = P<sub>1</sub>, P<sub>2</sub>..etc and children = C<sub>1</sub>, C<sub>2</sub> ..etc.

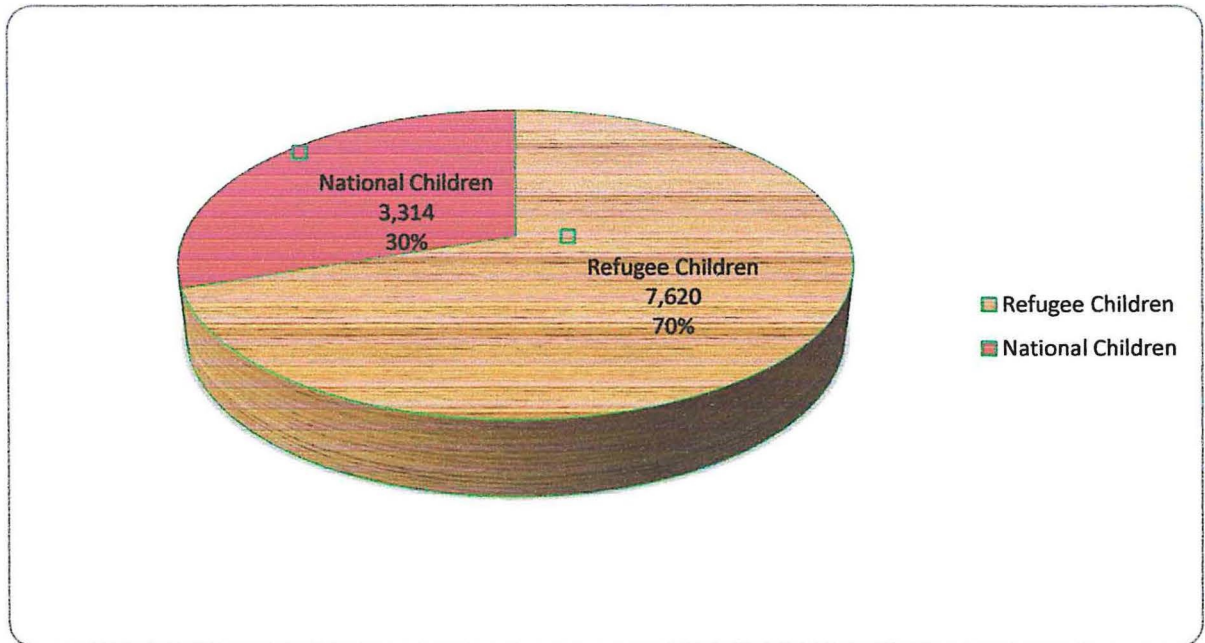
### Section 1:

This section gives the findings on enrolment and staffing levels.

**Table 2: Enrolment of Refugee children with disabilities and staffing levels in Kyaka II Refugee Settlement Primary Schools**

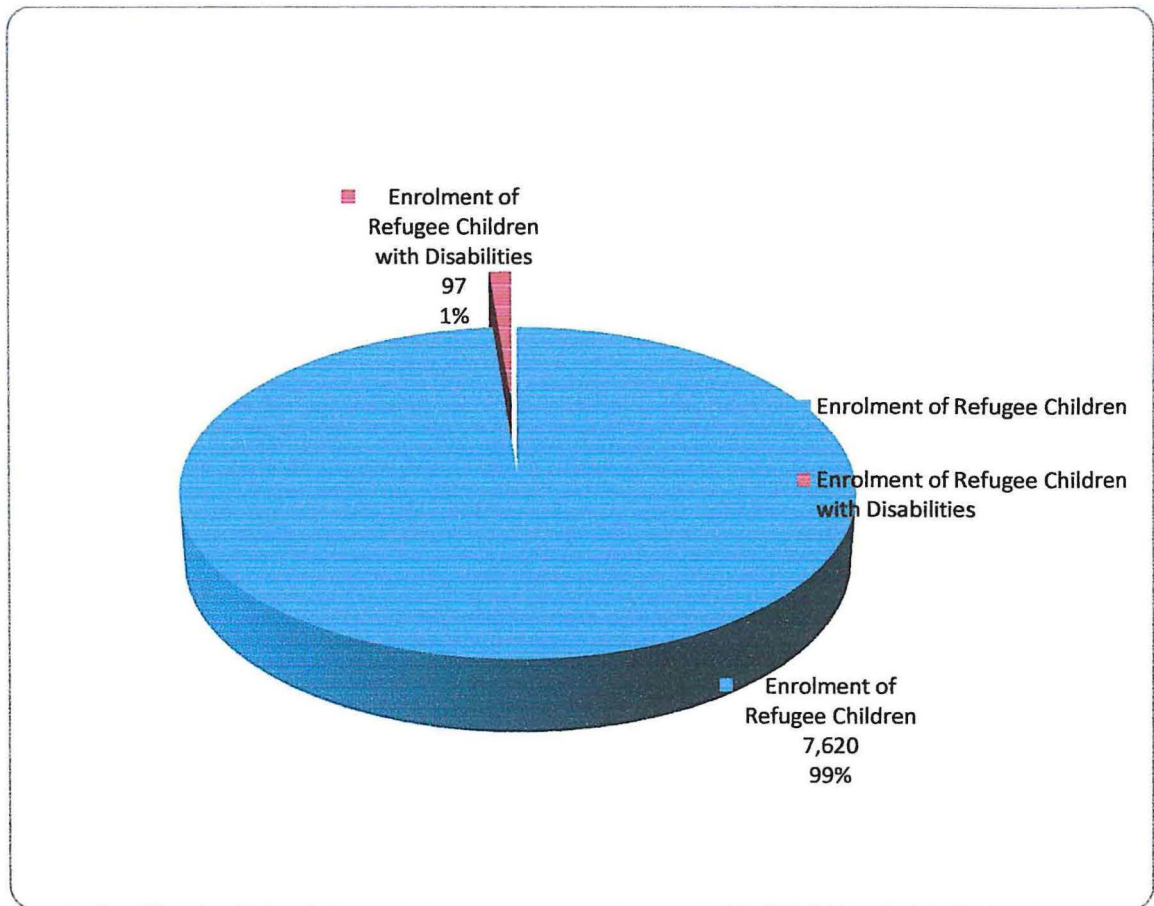
S/N	School	Total Enrolment	Enrolment of Refugee Children	Enrolment of Refugee Children with Disabilities	Total Number of Teachers	Number of Teachers Trained in SNE
1	A	808	412	2	15	0
2	B	2,103	1,485	21	25	0
3	C	1,500	850	10	17	0
4	D	1,108	511	10	15	0
5	E	1,838	1,224	5	15	0
6	F	280	218	20	11	0
7	G	1,891	1,884	3	16	0
8	H	1,406	1,036	26	18	2
	<b>Totals</b>	<b>10,934</b>	<b>7,620</b>	<b>97</b>	<b>132</b>	<b>2</b>

Table 2 shows that there were more refugee children than nationals in the refugee settlement schools. Out of the eight schools that participated in the study as shown in the table, there was only one school which had teachers trained in special needs education. According to the table, it is clear that the teachers (132 including headteachers) were not enough for the enrolment. On average, one teacher (not including the headteachers) were responsible for 88 pupils



**Figure 1: Enrolment of Refugee and National children in Kyaka II Refugee Settlement Primary Schools**

Figure 1 shows it clearly that Kyaka II Refugee settlement Primary Schools were being dominated by refugee children. 70% of the children in the Primary Schools were refugees and 30% were nationals.



**Figure 2: Total enrolment of Refugee children and the number of refugee CWDs in Kyaka II Refugee Settlement Primary Schools**

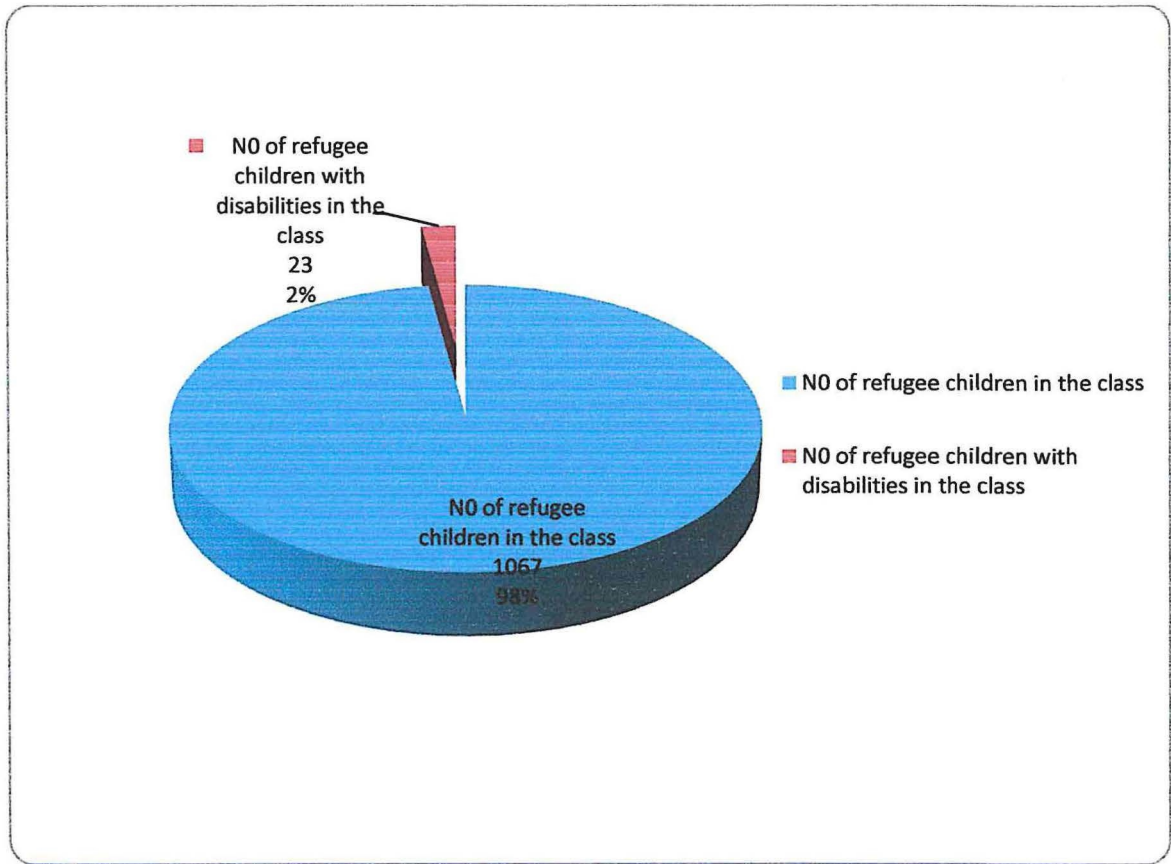
Figure 2 above further shows that the population of refugee children with disabilities in Kyaka II Refugee Settlement is only 1%.

**Table 3: Enrolment in the selected teachers' classes, number of children, number of refugee children and number of refugee children with disabilities in those classes**

<b>Teacher</b>	<b>No of children in his class</b>	<b>No of refugee children in the class</b>	<b>No of refugee children with disabilities in the class</b>
T <sub>1</sub>	141	76	3
T <sub>2</sub>	73	46	1
T <sub>3</sub>	150	130	3
T <sub>4</sub>	111	70	1
T <sub>5</sub>	37	37	1
T <sub>6</sub>	220	220	1
T <sub>7</sub>	109	55	1
T <sub>8</sub>	110	98	2
T <sub>9</sub>	123	94	1
T <sub>10</sub>	215	103	3
T <sub>11</sub>	215		3
T <sub>12</sub>	104	98	2
T <sub>13</sub>	50	40	1
<b>Total</b>	<b>1658</b>	<b>1067</b>	<b>23</b>

The situation in the classes of the selected teachers is worse than the general average.

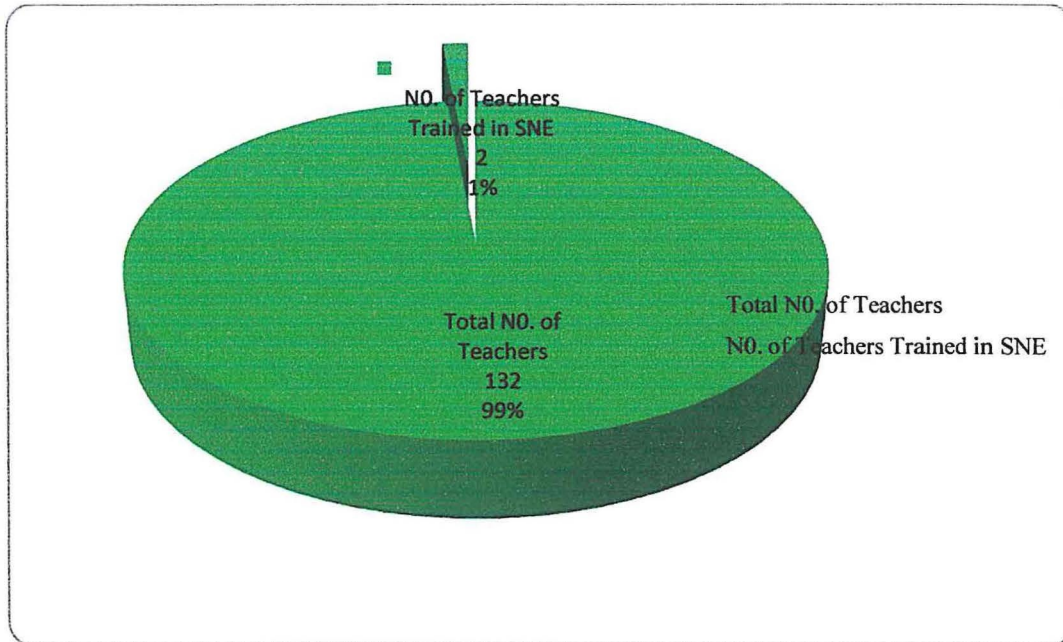
Whereas the general average is that each teacher is responsible for 88 pupils the selected 13 teachers are in charge of 1658 pupils, which means that on average, each of them caters for 128 pupils including 23 with disabilities.



**Figure 3: Total number of Refugee Children and Refugee CWDs in selected classes**

Figure 3 complements Table 2 to show the enrolment of refugee CWDs in the classes of the teachers, who participated in the study. It shows that among the 1067 pupils in the 13 classes, there are 23 children with disabilities.





**Figure 4: Total number of teachers in Kyaka II Refugee Settlement Primary Schools and those with training in SNE**

Out of the 132 teachers in the 8 Primary schools that participated in the study, there are only 2 teachers who are trained in Special Needs Education. Both of these are in the same school meaning that children with disabilities in seven schools do not benefit from teachers with special skills in Special Needs Education.

## **Section 2**

Section two presents findings from the respondents based on the three objectives

### **Data analysis and interpretation of Objective One**

Objective one looked at the extent to which refugee children with Disabilities are enrolled in Primary Schools. Findings on this objective are shown in Table 4.



**Table 4 a: The extent to which refugee children with Disabilities are enrolled in Primary Schools: Assessment during admission to ascertain the different disabilities the children may have**

Factor	Responses
1. Assessment during admission to ascertain the different disabilities the children may have	<ul style="list-style-type: none"> <li>a. Assessment is done. (H<sub>3</sub> H<sub>4</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>1</sub>, T<sub>4</sub>, T<sub>5</sub>, T<sub>6</sub>, T<sub>7</sub>, T<sub>9</sub>T<sub>10</sub>, T<sub>12</sub>)</li> <li>b. Children are admitted normally, there is no assessment: (H<sub>1</sub>, H<sub>2</sub>, H<sub>7</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>13</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>5</sub>, P<sub>6</sub>)</li> <li>c. Just came to school and they registered me: (C<sub>2</sub>, C<sub>5</sub>, C<sub>7</sub>)</li> <li>d. I was still young. I was brought by my father and they registered me: (C<sub>3</sub>)</li> </ul>

Objective one sought to find out the extent to which refugee children are enrolled in primary schools in Kyaka II Refugee Settlement. Findings in respect to this objective were varying. On assessment of learners to ascertain the different disabilities the children may have, some of the respondents (H<sub>3</sub> H<sub>4</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>1</sub>, T<sub>4</sub>, T<sub>5</sub>, T<sub>6</sub>, T<sub>7</sub>, T<sub>9</sub>T<sub>10</sub>, T<sub>12</sub>) say that they carry out the assessment. Other respondents (H<sub>1</sub>, H<sub>2</sub>, H<sub>7</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>13</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>5</sub>, P<sub>6</sub>, C<sub>2</sub>, C<sub>5</sub>, C<sub>7</sub>, C<sub>3</sub>) say that no assessment is carried out; children are admitted normally.

**Table 4 b: The extent to which refugee children with Disabilities are enrolled in Primary Schools: Children with specific disabilities that are turned away**

a. If there are children with specific forms of disabilities who are turned away	<ul style="list-style-type: none"> <li>a. Yes. (H<sub>3</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>1</sub>, T<sub>5</sub>, T<sub>8</sub>, T<sub>11</sub>)</li> <li>b. No. (H<sub>1</sub>, H<sub>2</sub>, H<sub>4</sub>, H<sub>7</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>4</sub>, T<sub>6</sub>, T<sub>7</sub>, T<sub>9</sub>T<sub>10</sub>, T<sub>12</sub>, T<sub>13</sub>, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>)</li> </ul>
b. Children with specific forms of disabilities who are turned away	<ul style="list-style-type: none"> <li>a. "Mental Challenges": (H<sub>3</sub> T<sub>8</sub>,)</li> <li>b. The Deaf: (H<sub>3</sub>, H<sub>5</sub>, T<sub>1</sub>, T<sub>5</sub>,)</li> <li>c. "Visually Impaired" (H<sub>5</sub>, T<sub>11</sub>)</li> <li>d. Speech Problems: (H<sub>6</sub>, H<sub>8</sub>, T<sub>1</sub>, T<sub>5</sub>)</li> </ul>

On whether there are some children with specific disabilities who are turned away, some respondents (H<sub>3</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>1</sub>, T<sub>5</sub>, T<sub>8</sub>, T<sub>11</sub>) say that they are there while most respondents (H<sub>1</sub>, H<sub>2</sub>, H<sub>4</sub>, H<sub>7</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>4</sub>, T<sub>6</sub>, T<sub>7</sub>, T<sub>9</sub>T<sub>10</sub>, T<sub>12</sub>, T<sub>13</sub>, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>) say they admit all. The respondents, who say that there are some children who are turned away because of certain disabilities, say that the disabilities include; children with mental impairment, the deaf, those with visual impairment and those with speech problems. Having looked at the findings from

Objective One, in the next section, attention is focused on the findings in respect to Objective Two.

**Data analysis and interpretation of Objective Two (a)**

Objective two is intended to investigate how the provision of education is implemented for children with disabilities in the Refugee Settlement Primary Schools. Findings on this objective are presented in Table 5a, 5b and 5c.

**Table 5 a: How the provision of education is implemented: Ideas on the school environment in regard to teachers**

Factor	Response
3 a. Ideas on the school environment in regard to Teacher:	a. Available (H <sub>1</sub> ) b. No trained teachers: (H <sub>2</sub> , H <sub>3</sub> , H <sub>4</sub> , H <sub>5</sub> , H <sub>6</sub> , H <sub>7</sub> , H <sub>8</sub> , T <sub>4</sub> , T <sub>8</sub> , T <sub>12</sub> , T <sub>13</sub> ) c. Some teachers have the skills: (T <sub>3</sub> , T <sub>5</sub> , T <sub>11</sub> ) d. Enrolment is too high for the teachers: (T <sub>6</sub> ) e. The teachers are teaching well but the children are the ones disturbing CWDs. They nickname them. (P <sub>1</sub> ) f. The child used to complain that teachers were taking him to dig in the garden but after talking to the headteacher, now there is no problem. (P <sub>2</sub> ) g. Its God who can reward them: (P <sub>3</sub> ) h. They are good. (P <sub>4</sub> , P <sub>5</sub> , P <sub>6</sub> , P <sub>7</sub> ) i. They teach well: (C <sub>1</sub> , C <sub>2</sub> , C <sub>3</sub> , C <sub>5</sub> ) j. I like them: (C <sub>6</sub> , C <sub>7</sub> ) k. God should bless them: (C <sub>4</sub> )

Objective two aimed at investigating how the provision of education is implemented for children with disabilities in the Refugee Settlement Primary Schools. Respondents had varied responses towards the school environment in regard to teachers. There is a respondent (H<sub>1</sub>) who say that teachers are available. Majority respondents (H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>7</sub>, H<sub>8</sub>, T<sub>4</sub>, T<sub>8</sub>, T<sub>12</sub>, T<sub>13</sub>) say that there are no trained teachers so the teachers who are there do not have skills to teach children with disabilities. Other respondents (T<sub>3</sub>, T<sub>5</sub>, T<sub>11</sub>) believe that some teachers have the skills required to handle learners with disabilities. Another respondent (T<sub>6</sub>) feels that teachers are there but the enrolment is too high for them. Another respondent (P<sub>1</sub>) believes that teachers are teaching well but children are disturbing those with disabilities; nick naming them. There is another respondent r (P<sub>2</sub>) who reports that the child used to complain that the teacher was taking him to dig in the garden until he talked to the headteacher and the practice

was stopped. Other respondents (P<sub>1</sub>, C<sub>4</sub>) say that the teachers are doing very well and that God should reward them. Some respondents (P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>) say that the teachers are good, while other respondents (C<sub>1</sub>, C<sub>2</sub>, C<sub>3</sub>, C<sub>5</sub>) believe that teachers are teaching well and other respondents (C<sub>2</sub>, C<sub>4</sub>) say that they like the teachers.

**Table 5 b: How the provision of education is implemented: Ideas on the school environment in regard to the curriculum**

3 b. Ideas on the school environment in regard to Curriculum/What is taught	<ul style="list-style-type: none"> <li>a. Caters: (H<sub>3</sub>, H<sub>6</sub>, H<sub>7</sub>, T<sub>6</sub>, T<sub>9</sub>, T<sub>10</sub>)</li> <li>b. Caters for them to some extent: (H<sub>1</sub>, H<sub>2</sub>, H<sub>4</sub>, T<sub>5</sub>, T<sub>11</sub>, T<sub>13</sub>)</li> <li>c. Does not cater: (H<sub>5</sub>, T<sub>1</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>4</sub>, T<sub>8</sub>, T<sub>12</sub>)</li> <li>d. "It caters for those with physical but for speech, it does not": (H<sub>8</sub>)</li> <li>e. What he is being taught is ok but the way they are being handled by other children is not ok. Teachers are not protecting them: (P<sub>1</sub>)</li> <li>f. I liked what they teach: (P<sub>2</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>)</li> <li>g. They give them home work and this is good: (P<sub>2</sub>)</li> <li>h. They are very good. When my child is at school, I feel comfortable: (P<sub>3</sub>)</li> <li>i. I like them: (C<sub>1</sub>, C<sub>3</sub>, C<sub>5</sub>, C<sub>6</sub>, C<sub>7</sub>)</li> <li>j. They are good: (C<sub>2</sub>, C<sub>4</sub>)</li> </ul>
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Regarding the curriculum and what learners are taught, respondents' thinking varied. Some respondents (H<sub>3</sub>, H<sub>6</sub>, H<sub>7</sub>, T<sub>6</sub>, T<sub>9</sub> and T<sub>10</sub>) say that the curriculum caters for all children. Some respondents (H<sub>1</sub>, H<sub>2</sub>, H<sub>4</sub>, T<sub>5</sub>, T<sub>11</sub>, T<sub>13</sub>) say that it caters for children with disabilities to some extent, while majority respondents (H<sub>5</sub>, T<sub>1</sub>, T<sub>2</sub>, T<sub>3</sub>, T<sub>4</sub>, T<sub>8</sub>, T<sub>12</sub>) say that it does not cater for CWDs. A respondent (H<sub>8</sub>) was specific saying that it caters for those with physical but for those with speech problems, it does not. Another respondent (P<sub>1</sub>) indicates that what CWDs are taught is good but the way they are being handled by other children is not good; teachers are not protecting them. Other respondents (P<sub>2</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>, C<sub>1</sub>, C<sub>3</sub>, C<sub>5</sub>, C<sub>6</sub>, C<sub>7</sub>) say that they like what the children are taught. Another respondent (P<sub>2</sub>) points out that teachers give homework and that is good. There is a respondent (P<sub>3</sub>) who reveals that what teachers teach is very good and that when his child is at school he feels comfortable. Other respondents (C<sub>2</sub>, C<sub>4</sub>) say that what teachers teach is good.

**Table 5 c: How the provision of education is implemented: Ideas on the school environment in regard to materials**

3 c. Ideas on the school environment in regard to facilities:	<ul style="list-style-type: none"> <li>a. Available: (T<sub>1</sub>, T<sub>2</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>6</sub>, C<sub>1</sub>, C<sub>2</sub>)</li> <li>b. Not enough: (H<sub>1</sub>, H<sub>2</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>4</sub>, T<sub>5</sub>, T<sub>6</sub>, T<sub>13</sub>)</li> <li>c. Not Available: (H<sub>3</sub>, H<sub>4</sub>, H<sub>7</sub>, T<sub>8</sub>, T<sub>9</sub>, T<sub>10</sub>, T<sub>11</sub>, T<sub>12</sub>, P<sub>2</sub>)</li> <li>d. Facilities not improved to cater for CWDs: (T<sub>3</sub>)</li> <li>e. No idea: (P<sub>4</sub>, P<sub>5</sub>, P<sub>7</sub>)</li> <li>f. The materials are good: (C<sub>3</sub>, C<sub>4</sub>, C<sub>5</sub>, C<sub>7</sub>)</li> <li>g. No response: (C<sub>6</sub>)</li> </ul>
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Referring to the respondents' views about the availability of materials, respondents had very different ideas. Some respondents (T<sub>1</sub>, T<sub>2</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>6</sub>, C<sub>1</sub>, C<sub>2</sub>) say that materials are available in schools. There are other respondents (H<sub>1</sub>, H<sub>2</sub>, H<sub>5</sub>, H<sub>6</sub>, H<sub>8</sub>, T<sub>4</sub>, T<sub>5</sub>, T<sub>6</sub>, T<sub>13</sub>) who say that they are available but they are not enough. Other respondents (H<sub>3</sub>, H<sub>4</sub>, H<sub>7</sub>, T<sub>8</sub>, T<sub>9</sub>, T<sub>10</sub>, T<sub>11</sub>, T<sub>12</sub>, P<sub>2</sub>) believe that materials are not available in schools. There are respondents (P<sub>4</sub>, P<sub>5</sub>, P<sub>7</sub>) however, who have no idea about the availability of materials in schools. Other respondents (C<sub>3</sub>, C<sub>4</sub>, C<sub>5</sub>, C<sub>7</sub>) point out that the materials are there and that they are good. There is a respondent (T<sub>3</sub>) who points out that the materials which are in schools are not improved to cater for CWDs. In the next section, analysis is focused on Objective Three.

**Data analysis and interpretation of Objective Two (b)**

Objective three focused on finding out the support given to children with disabilities in Kyaka II Refugee Settlement to succeed in their Primary Education. The presentation of findings on this objective is shown in Table 4.

**Table 6. a: The support given to children with disabilities in Kyaka II Refugee Settlement to help them succeed in their Primary Education**

Factor	Response
4. Specific support given to the child/children with disabilities to help them succeed in their primary education?	<ul style="list-style-type: none"> <li>a. Teachers advised to pay special attention to CWDs: (H<sub>1</sub>)</li> <li>b. Use the knowledge got from PTCs: (H<sub>2</sub>, H<sub>5</sub>, T<sub>4</sub>, T<sub>9</sub>, T<sub>5</sub>)</li> <li>c. Special attention paid to them: (H<sub>4</sub>)</li> <li>d. Use locally made and real materials: (H<sub>7</sub>, T<sub>2</sub>, T<sub>12</sub>)</li> <li>e. Use the few materials already in place: (H<sub>8</sub>)</li> <li>f. We cater for them individually: (T<sub>8</sub>, T<sub>11</sub>)</li> <li>g. Conduct Remedial teaching: (T<sub>3</sub>)</li> <li>h. Sensitizing other learners to accept them: (T<sub>6</sub>)</li> <li>i. Use of interpreters who know different languages: (T<sub>10</sub>)</li> <li>j. Provide food, pay tuition and provide other materials (P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>)</li> <li>k. Provide transport to school and back every day (P<sub>1</sub>, P<sub>7</sub>)</li> <li>l. Take the child to hospital for treatment: (P<sub>1</sub>, P<sub>4</sub>)</li> </ul>
4. What can be done to make the learning environment better for refugee learners with disabilities to maximise their potentials?	<ul style="list-style-type: none"> <li>a. Construct at least some temporary classrooms to decongest the existing ones: (T<sub>1</sub>, T<sub>3</sub>, T<sub>5</sub>, T<sub>6</sub>, P<sub>4</sub>, P<sub>5</sub>),</li> <li>b. Ordinary children should stop disturbing CWDs: (P<sub>1</sub>, C<sub>1</sub>)</li> <li>c. If they can provide slashes and hoes to clean the school: (C<sub>3</sub>)</li> <li>d. They should renovate the class, put there cement and desks and leave us with our teacher: (T<sub>2</sub>, T<sub>7</sub>, T<sub>8</sub>, P<sub>2</sub>, C<sub>7</sub>)</li> <li>e. When the child is at school, the teacher should be like a parent and the child should be a real child: (P<sub>3</sub>)</li> </ul>

With regard to the views about the ways in which children with disabilities in Kyaka II Refugee Settlement are supported to succeed in their Primary Education, respondents were asked what they are doing for CWDs to maximize their potentials. Most respondents (H<sub>2</sub>, H<sub>5</sub>, T<sub>4</sub>, T<sub>9</sub>, T<sub>5</sub>) say that they use the knowledge got from PTC to teach children with disabilities. Some respondents (H<sub>7</sub>, T<sub>2</sub>, T<sub>12</sub>) say that they use locally made and real materials to teach CWDs to make sure that they understand, while other respondents (T<sub>8</sub>, T<sub>11</sub>) reveal that they cater for them individually. Some respondents (P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>) say that they provide food, pay tuition and provide other required materials. There are respondents (P<sub>1</sub>, P<sub>7</sub>) who say that they provide transport to school and back home every day. There are respondents (P<sub>1</sub>, P<sub>4</sub>) who say that they take the children to hospital for treatment. Regarding the views on what can be done to the school environment to make it better for refugee learners with disabilities to maximise their potentials, some respondents (T<sub>1</sub>, T<sub>3</sub>, T<sub>5</sub>, T<sub>6</sub>, P<sub>4</sub>, P<sub>5</sub>) say that government or UNHCR should construct at least some temporary classrooms to decongest the existing ones. There are other respondents (T<sub>2</sub>, T<sub>7</sub>, T<sub>8</sub>, P<sub>2</sub>, C<sub>7</sub>) who say that the school should renovate the class, put



there cement and desks and leave us with our teacher There are respondents (P<sub>1</sub>, C<sub>1</sub>) who say that ordinary children should stop disturbing CWDs. Another respondent (C<sub>3</sub>) is of the view that the school should provide slashes and hoes to clean the school. The next section is focused on the findings in relation to Objective Four. This is as shown in Table 6.

**Data analysis and interpretation of Objective Three**

Objective four aimed at finding out the challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement. The presentation of findings on this objective is shown in Table 7(a) and 7(b).

**Table 7 a: Challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement**

5. Challenges faced in implementation	<ul style="list-style-type: none"> <li>a. Classes being congested: (H<sub>1</sub>, T<sub>6</sub>)</li> <li>b. Not getting support: (H<sub>1</sub>, H<sub>5</sub>)</li> <li>c. Lack of skills to teach CWDs: (H<sub>2</sub>, H<sub>3</sub>, H<sub>7</sub>, T<sub>4</sub>, T<sub>12</sub>)</li> <li>d. Lack of materials (H<sub>2</sub>, H<sub>3</sub>, H<sub>8</sub>, T<sub>2</sub>, T<sub>9</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>7</sub>)</li> <li>e. Some parents cannot support their children: (H<sub>3</sub>, H<sub>5</sub>)</li> <li>f. Some children come from very far: (H<sub>4</sub>, H<sub>8</sub>, T<sub>5</sub>, T<sub>7</sub>, P<sub>1</sub>)</li> <li>g. Language barrier: (H<sub>6</sub>, T<sub>10</sub>)</li> <li>h. When he comes back home from school, he is made to do heavy work by her mother: (P<sub>2</sub>)</li> <li>i. No challenge: (P<sub>5</sub>, P<sub>6</sub>, C<sub>2</sub>, C<sub>6</sub>, T<sub>8</sub>)</li> <li>j. I sometimes fall sick: (C<sub>3</sub>)</li> <li>k. I feel a lot of pain when walking and sometimes I fail to walk: (C<sub>4</sub>)</li> <li>l. Other children laugh at me: (C<sub>5</sub>)</li> <li>m. Parents do not want their children to be taught Sign Language (T<sub>1</sub>, T<sub>3</sub>)</li> <li>n. Fighting in Class: (C<sub>1</sub>, C<sub>7</sub>, T<sub>5</sub>)</li> </ul>
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Regarding challenges faced in the implementation of education for refugee CWDs, respondents gave different views. Whereas some respondents (P<sub>6</sub>, C<sub>2</sub>, C<sub>6</sub>, T<sub>8</sub>, P<sub>5</sub>) say that they don't have any challenge, some respondents (H<sub>2</sub>, H<sub>3</sub>, H<sub>8</sub>, T<sub>2</sub>, T<sub>9</sub>, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>7</sub>) point out the challenge of instructional materials not being enough. This is followed by respondents (H<sub>2</sub>, H<sub>3</sub>, H<sub>7</sub>, T<sub>4</sub>, T<sub>12</sub>) who say that the biggest challenge is lack of skills to teach CWDs and those (H<sub>4</sub>, H<sub>8</sub>, T<sub>5</sub>, T<sub>7</sub>, P<sub>1</sub>) who find late coming of learners because of the long distances they cover as the biggest challenge. Some respondents (H<sub>1</sub>, H<sub>5</sub>) feel that the challenge is "not getting support". There are respondents (H<sub>3</sub>, H<sub>5</sub>) who say that the challenge is that parents cannot support their children. Fighting in class and congested classrooms are other challenges

pointed out by some respondents (T<sub>5</sub>, C<sub>1</sub>, C<sub>7</sub>) and (H<sub>1</sub>, T<sub>6</sub>) respectively. Some respondents (H<sub>6</sub>, T<sub>10</sub>) indicate that language barrier is a challenge as the children were from different ethnic groups in their countries of origin. Other respondents (T<sub>1</sub>, T<sub>3</sub>) point out that some parents do not want their children to be taught Sign Language; they want their children to be taught like other children. A respondent (C<sub>1</sub>) and (C<sub>5</sub>) say that their challenge is falling sick and other children laughing at them respectively.

**Table 7 b. Participants' suggestions on how to improve the education of CWDs**

6. Participants' suggestions on how to improve the education of CWDs	<ul style="list-style-type: none"> <li>a. Government should provide special materials: (H<sub>2</sub>, H<sub>3</sub>, H<sub>7</sub>, H<sub>8</sub>, P<sub>2</sub>, P<sub>5</sub>, P<sub>7</sub>, T<sub>10</sub>, T<sub>12</sub>)</li> <li>b. CWDs should have their own school: (H<sub>1</sub>, H<sub>3</sub>, H<sub>8</sub>, P<sub>1</sub>, P<sub>2</sub>, P<sub>4</sub>, T<sub>5</sub>)</li> <li>c. Government should train teachers in Special Needs Education: (H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>, T<sub>4</sub>, T<sub>7</sub>, T<sub>12</sub>)</li> <li>d. Refresher Courses for all teachers to get skills of teaching CWDs: (T<sub>1</sub>, T<sub>9</sub>)</li> <li>e. Government and Window Trust should construct some temporary classrooms to decongest the existing ones: (T<sub>6</sub>)</li> <li>f. CWDs should be taken to a boarding school: (C<sub>2</sub>, T<sub>6</sub>)</li> <li>g. Government should start a vocational school for CWDs so that they can be given skills after school: (P<sub>3</sub>)</li> <li>h. Parents should also be trained on issues concerning CWDs: (T<sub>9</sub>)</li> <li>i. Ordinary children should be stopped from disturbing children with disabilities: (P<sub>1</sub>, C<sub>1</sub>)</li> </ul>
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Respondents' views were also sought on how to improve the education of CWDs. They gave different views. Most respondents (H<sub>2</sub>, H<sub>3</sub>, H<sub>7</sub>, H<sub>8</sub>, P<sub>2</sub>, P<sub>5</sub>, P<sub>7</sub>, T<sub>10</sub>, T<sub>12</sub>) are of the view that providing special materials can improve the education of CWDs. This is followed by other respondents (H<sub>1</sub>, H<sub>3</sub>, H<sub>8</sub>, P<sub>1</sub>, P<sub>2</sub>, P<sub>4</sub>, T<sub>5</sub>) who suggest that CWDs should have their own school in the settlement so that there is no one to laugh at them. Some respondents (H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>, T<sub>4</sub>, T<sub>7</sub>, T<sub>12</sub>) however point out that government should post Primary Schools teachers who have a training in Special Needs, who have skills to teach CWDs. There are respondents (T<sub>1</sub>, T<sub>9</sub>) who believe that all teachers should be given refresher courses to be given skills to teach CWDs so that in whichever class the child with disabilities is, the respective teacher is able to cater for him/her. Some respondents (C<sub>2</sub>, T<sub>6</sub>) are of the view that CWDs should be taken to a boarding school to avoid the problem of walking long distances to schools every day. One respondent



(P<sub>3</sub>) suggests that government or any other organisation should start a Vocational School in the settlement to give CWDs vocational skills which will help them earn a better life in the community after school. Another respondent (T<sub>9</sub>) has another idea that all parents should be trained on issues concerning CWDs in order to have school programmes continue even at home. Some respondents (P<sub>1</sub>, C<sub>1</sub>) feel that to improve the education of refugee children with disabilities, the ordinary children should be sensitized to stop disturbing those with disabilities.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

In this chapter, the findings presented in Chapter Four are discussed, conclusions made and recommendations given. These are all based on the four objectives. To

find out the extent to which refugee children with Disabilities are enrolled in Primary Schools in Kyaka II Refugee Settlement, to

investigate how the provision of education for refugee children with disabilities is implemented in the Refugee Settlement Primary Schools, to

find out the support given to children with disabilities in Kyaka II Refugee Settlement to help them succeed in their primary education and to

find out the challenges faced in providing education to Refugee Children with Disabilities in Kyaka II Refugee Settlement.

#### Discussion of the findings on Objective One

Objective one looked at the extent to which refugee children with Disabilities were enrolled in Primary Schools.

One of the findings is that out of 10,934 pupils enrolled in the Settlement Primary School, 7,620 are refugees and 3,314 were nationals. Out of the 7,620 refugee children, there were 97 with disabilities. By the time this study was carried out, more refugees were still arriving. It was anticipated that the enrolment of refugee children and those with disabilities would continue increasing. According to the Norwegian Refugee Council (2018), the population increase in Kyaka II has impacted on the quality of education among other social services and that situation is likely to worsen as more arrivals are expected over 2018. World Health Organisation (WHO) in Women's Refugee Commission (2008:6) estimated between 7 and 10 percent of the World population to be living with disabilities, the enrolment of refugee

children with disabilities in Kyaka II Refugee Settlement stands at 1.27%. This implies that there are many who do not go to school. This also means that CWDs are excluded at entry level.

Another finding was that there were very few teachers in Kyaka II Refugee settlement who are trained in Special Needs Education. They were only two and both of them were in the same school. Other schools did not have any teacher trained in Special Needs. The knowledge they use to teach is that which they got from college to teach ordinary children.

Despite the fact that there were only two teachers trained in Special Needs Education in the Primary Schools, one of the findings indicate that in majority of the schools assessment is carried out to ascertain the different types of disabilities the children may have. On this point however it is not clear whether the staff have the knowledge of assessment.

Another finding reveals that although there are some schools who enroll all children that come to school, there were equally some schools where some children who were being turned away because of some specific disabilities such as Intellectual impairment, the Deaf, Visual Impairment, Speech Problems. This may be one of the reasons for low enrolment of children with disabilities in the schools.

It is important to note that while some children were turned away, all those who were enrolled or had their children enrolled in school, did not find any difficulty in getting admission.

#### **Discussion of the findings on Objective Two (a)**

Objective two investigated how the provision of education was being implemented for children with disabilities in the Refugee Settlement Primary Schools.

One of the popular findings indicates that there were no teachers trained to teach CWDs. On the contrary other findings indicate that the teachers had the skills to handle CWDs another finding though not popular indicates that the teachers were in place but the enrolment was too

high for them. This is in line with the findings under objective one where it was revealed that there were only 92 teachers for 7,723 children including those with disabilities some of whom may require a teacher for three children. Unavailability of teachers trained in Special Needs Education, justifies the turning away of children with specific disabilities. However, findings further indicate that most of the children and the parents were satisfied with what the teachers were doing. This is in line with the findings of Isik-Ercan (2012) where Burmese refugee parents in the United States indicate that teachers treat refugee students very well like their children and that parents do not worry about the children's safety when they send them to schools.

On whether the curriculum caters for CWDs the findings are contradictory. Some findings indicate that the curriculum catered for them; other findings show that the curriculum catered for them to some extent while other findings show that the curriculum did not cater for them at all. Findings further indicate that all parents and children were happy with what was being taught.

One major finding reveals that there are materials and facilities available in schools to facilitate the learning of CWDs. Other findings reveal that the materials are not enough and they are not improved to be used by CWDs. On the other hand some findings show that the materials are not available while some don't know whether the materials are there or not. Other findings show that schools do not get any support apart from the money paid by parents apart from one school who get support from Window Trust by taking some children with disabilities to hospital and referring them to special schools.

#### **Discussion of the findings on Objective Two (b)**

Objective three focused on finding out the ways in which children with disabilities in Kyaka II Refugee Settlement were being supported to succeed in their Primary Education.

Some findings show that some teachers used the knowledge they got from PTCs to teach children with disabilities, they used locally made and real materials and also catered for these children individually. Different views were brought up on how education for persons with disabilities could be improved. Many were of the view that providing special materials could improve the education of CWDs. Others thought that the government needed to post trained teachers to these schools or conduct refresher courses to all teachers so that they can all get the skills. Other findings insisted that what could help these children to learn well was to have their own school within the settlement. There were some respondents however especially parents and children who felt that everything was going on well, learners were studying very well therefore nothing more was needed. Some suggested a vocational training school to be constructed in the settlement so that the learners are given skills which can help them after school.

#### **Discussion of the findings on Objective Three**

Objective Four sought to find out the challenges faced in providing education to refugee children with disabilities in Kyaka II Refugee Settlement.

Findings revealed many challenges faced in the provision of education for refugee children with disabilities. Among the challenges identified were; instructional materials not being enough. Teachers and headteachers found it difficult to teach big numbers of children using very few instructional materials. Findings further indicate that the few materials which were in place did not properly cater for CWDs. Findings also show that teachers lacked skills to teach CWDs. Because of this, teachers were not able to adapt the existing materials to fit the needs of CWDs. Late coming was another finding pointed out by both teachers and headteachers. The reason for late coming was that learners covered long distances from their homes to school and that some of them had mobility challenges. Other findings that came up include; parents' refusal to have their deaf children taught Sign Language. According to the

teachers, parents wanted their children to be taught like others. Some believed that their children would learn to talk. Fighting in classes was another challenge pointed out by teachers and children. Children said that they fought because other children laughed at them, and that sometimes they pushed them away from the desks.

Another finding show congested classrooms as a challenge faced by teachers and headteachers. Language barrier is also revealed to be one of the challenges although not mentioned by many respondents. These respondents explained that children come from different ethnic backgrounds using different languages and they came to learn from the same class to be taught by a teacher who did not know any of their languages. UNICEF (2018) confirms this by saying that, there was a challenge of language barrier in government and private schools around camps in Uganda because only English and Ugandan local languages were taught there, but the refugees spoke languages like Kiswahili, Lingala, and French. Teachers had to use other people some of whom are teachers who knew different languages to work as interpreters. Findings show that parents had a challenge of paying school fees for their children and providing the necessary scholastic materials like exercise books.

#### **Conclusion on Objective One**

The enrolment of refugee children with disabilities in Kyaka II Refugee Settlement is very low because; there are no trained teachers to teach them which forces the school authorities to turn away some of the children with specific types of disabilities. However, the ones who are enrolled do not face any difficulty in getting admission. They are admitted like any other learner.

#### **Conclusion on Objective Two (a)**

The most of the materials and facilities and the curriculum especially the area of time allocation do not favor learners with special needs. Teachers do not have the required skills to assess children with disabilities or even adapt the existing materials to fit the needs of CWDs

Teachers are not given support supervision in the area of special needs. Congestion in classrooms, language barrier and the parents' refusal to have their children taught Sign Language are serious challenges that are affecting the teaching and learning area.

#### **Conclusion on Objective Two (b)**

Schools are struggling and working hard to ensure that all learners benefit from education but they have limitations in skills, knowledge and materials to do the work perfectly. They use the general knowledge they got from college and the few materials they can afford to get in the school.

#### **Conclusion on Objective Three**

There are many challenges in providing education to refugee children with disabilities in Kyaka II refugee settlement. They include among others; congested classrooms, language barrier, lack of specialized skills and lack of materials.

#### **Recommendations**

To improve the educational provision for Refugee Children with Disabilities in Kyaka II Refugee Settlement Primary School, the following recommendations are hereby made basing on the findings and conclusions drawn.

1. In order to have proper placement and planning for learners with disabilities in school, there is need to assess children as they admit them to find out the specific kind of disability they may have.
2. For learners to study properly and the teachers to do their work effectively, there should be spacious classrooms and adequate learning materials. The government and the development partners therefore should consider decongesting the classrooms by constructing more classrooms and providing some instructional materials.



3. Effective teaching of CWDs requires some specialized skills. To stop the practice of schools turning away children because they have some specific disabilities, there is need to conduct refresher courses in special needs education for all the teachers in the settlement Primary Schools to give them the required basic skills for early identification, assessment, referral and placement.
4. Parents need to be sensitized on the benefits of teaching Sign Language to Deaf children so that they allow teachers to go ahead and teach it.
5. To have all refugee children with disabilities enrolled in school, there is need to have data on them; their numbers and the different types of disabilities they have.

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APPENDICES

APPENDIX A

INTERVIEW GUIDE FOR HEADTEACHERS

Section 1:

- 1. What is the school population?  
.....  
.....
- 2. How many of those are refugees and of these refugees, how many can be categorized as CWDs?  
.....  
.....
- 3. How many teachers do you have on your staff and how many of them have trained in Special needs education.  
.....  
.....

Section 2:

**A: Enrollment of refugee children for provision of education**

- 1. During admission do you carry out assessment to ascertain the different disabilities children may have?  
.....  
.....
- 2. During admission are there children with specific forms of disabilities that are turned away? Yes/No  
.....  
.....
  - b. If yes, name the specific forms of disabilities that are turned away and why do turn them away?  
.....  
.....

**B: (i) Strategies for implementing provision of education**

- 3. What do you say about your school environment for CWDs with regard to:
  - a. Teacher training  
.....  
.....
  - b. Curriculum  
.....  
.....
  - c. Facilities  
.....  
.....

**B:(ii)Support given to refugee children with disabilities**

- 4. What specific support do you give to refugee children with disabilities to help them succeed in their education?  
.....  
.....

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

Section 1:

- 1. How many learners do you have in your class, how many of those are refugees? And how many refugee children in your class have disabilities?

.....  
.....

Do you have any training in special needs education? To what level?

.....  
.....

or how long have you been teaching children with disabilities?

Section 2:

**A: Enrollment of refugee children for provision of education**

- 1. During admission do you carry out assessment to ascertain the different disabilities children may have?

.....  
.....

- a. During admission are there children with specific forms of disabilities that are turned away? Yes/No

.....  
.....

If yes, name the specific forms of disabilities that are turned away and why do turn them away?

.....  
.....

**B: (i) Strategies for implementing provision of education**

- 2. What do you say about your learning environment for your children with disabilities in regard to:

- a. Teacher training

.....  
.....

Curriculum

.....  
.....

Facilities

.....  
.....

**B: (ii) Support given to refugee children with disabilities**

- 3. How do you support refugee children with disabilities to help them succeed in their education?

.....  
.....

What do you think can be done to make the learning environment better for learners with disabilities to maximise their potentials?



.....  
.....  
**C: Challenges faced in providing education to Refugee Children with Disabilities**

4. What specific challenges/constraints do you face in teaching children with disabilities specifically refugees?

.....  
.....  
What suggestions can you give to improve the education of refugee children with disabilities?

.....  
.....

APPENDIX C

INTERVIEW GUIDE FOR PARENTS

**A: Enrollment of refugee children for provision of education**

1. Was your child assessed before being admitted in the school?  
.....  
.....  
Do you know any child who was denied a place in the school because/he had a disability.  
.....  
.....

**B: (i) Strategies for implementing provision of education**

2. What do you say about school environment for your child/children with regard to:  
a. Teachers  
.....  
.....  
What they are taught  
.....  
.....  
Facilities  
.....  
.....

**B: (ii) Support given to refugee children with disabilities**

3. What special assistance or help do you as parents give to your child for him/her to study well?  
.....  
.....
4. What do you think can be done to make school environment better for CWDs to maximise their potentials?  
.....  
.....

**C: Challenges faced in providing education to Refugee Children with Disabilities**

5. What specific challenges/constraints do you face in having your child/children with disabilities educated?  
.....  
.....
6. What suggestions can you give to improve the education of refugee children with disabilities?  
.....  
.....

APPENDIX D

INTERVIEW GUIDE FOR CHILDREN

**A: Enrollment of refugee children for provision of education**

- 1. Can you briefly tell me how you joined this school?  
.....  
.....  
.....
- 2. What do you like about the school?  
.....  
.....  
.....

**B(i) Strategies for implementing provision of education**

- 3. What can you say about:
  - a. Your teacher(s)  
.....  
.....  
What they teach you  
.....  
.....  
Materials  
.....  
.....

**B: (ii) Support given to refugee children with disabilities.**

- 4. What specific support do you get from school or home for you to study well?  
.....  
.....  
What do you think can be done to improve the school environment so that you can learn better?  
.....  
.....

**C: Challenges faced**

- 6. As a learner in this school, what challenges do you face?  
.....  
.....  
What suggestions can you give to improve the education of refugee children with disabilities?  
.....  
.....

APPENDIX E

INTRODUCTORY LETTER FROM THE UNIVERSITY



**KYAMBOGO UNIVERSITY**

P. O. BOX 1, KAMPALA  
FACULTY OF SPECIAL NEEDS & REHABILITATION  
Tel: 0414-286237/285001/2 Fax: 0414-220464  
**DEPARTMENT OF SPECIAL NEEDS STUDIES**

---

15<sup>th</sup> January, 2018

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

.....  
.....

Dear Sir/Madam,


**RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION**

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms MUGISA CHARLES  
**Reg.No:** BU/13586/AMSN/PE who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Diploma/Degree, he/she is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her have access to information from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,

  
Dr. Okwaput Stackus  
HEAD OF DEPARTMENT



OS/aj

**APPENDIX F**

**A LETTER TO HEADTEACHERS OF THE PARTICIPATING SCHOOLS**

The Headteacher,  
..... Primary School  
Kyegegwa District

Thru: The District Education Officer,  
Kyegegwa

Dear Sir/Madam

**Request to have an audience with you**

I am an Inspector of Schools (Special Needs Education Standards) in the Ministry of Education and Sports and a student in Kyambogo University. I am currently carrying out a research study, in connection with provision of education for refugee children with disabilities in Kyaka II Refugee Settlement.

The purpose of writing this letter is to request for an audience with you as a key stakeholder to find your opinion on the way refugee children with disabilities are being educated. I request you to allow me to also have an audience with two teachers from your staff who have refugee children with disabilities in their classes, one refugee parent who has child with disabilities and one refugee child with disabilities.

I would be grateful if such an audience could take place any time convenient to you but before the end of May 2018. Our discussion will be confidential.

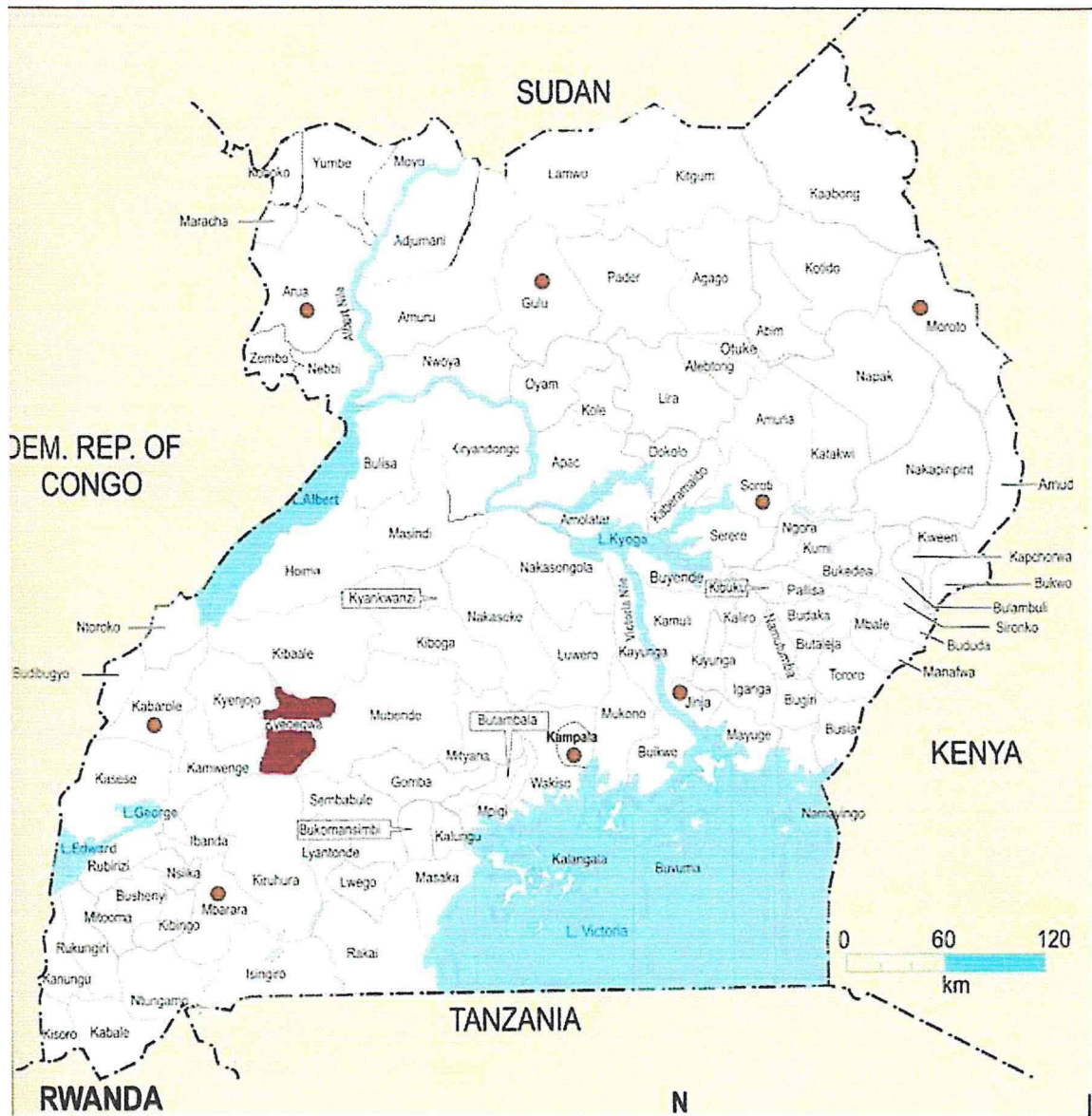
I look forward to receiving your kind response.

Yours sincerely,

Mugisa Charles

## APPENDIX G

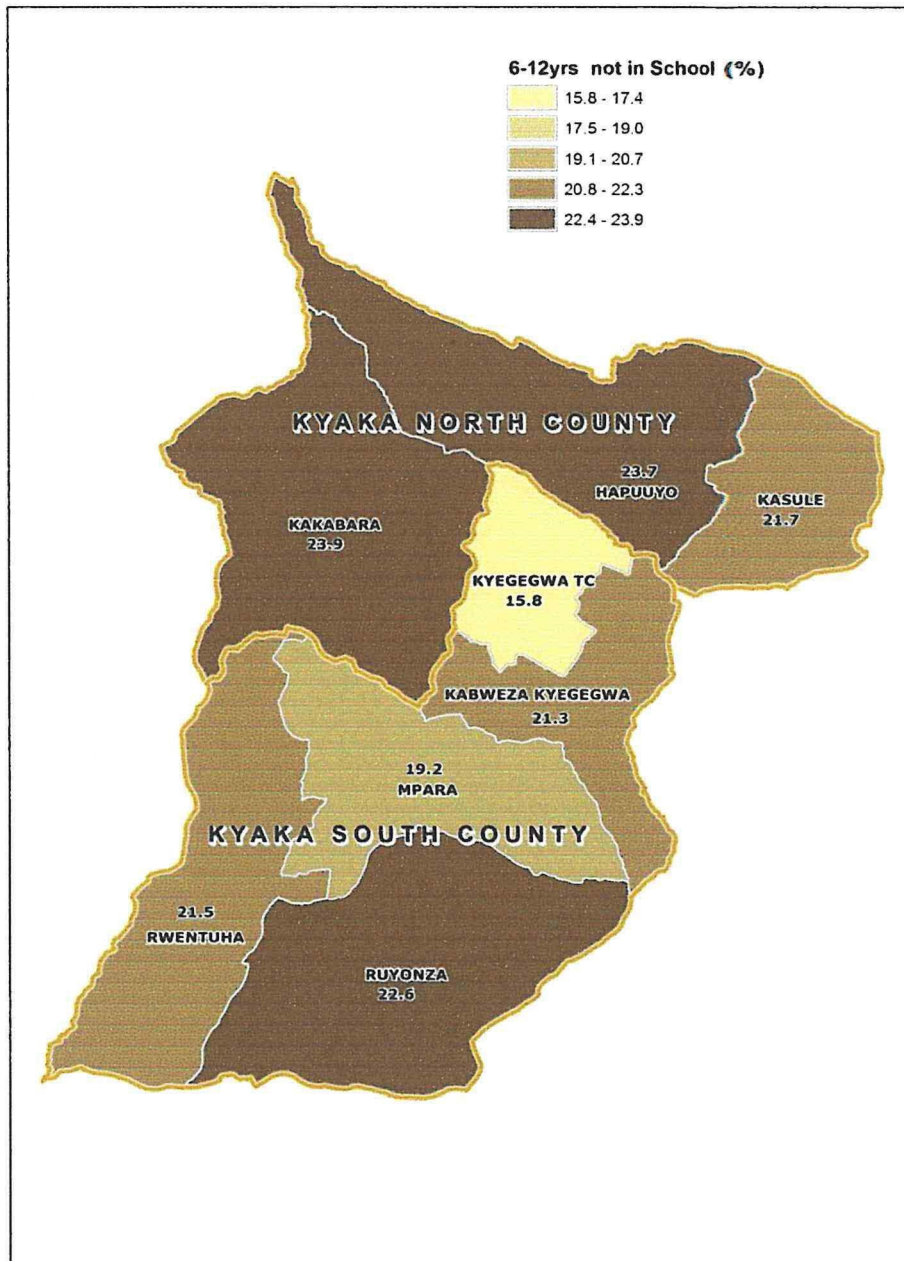
### MAP OF UGANDA SHOWING THE LOCATION OF KYEGEGWA DISTRICT



Source: Uganda Investment Authority, <http://www.ugandainvest.go.ug>



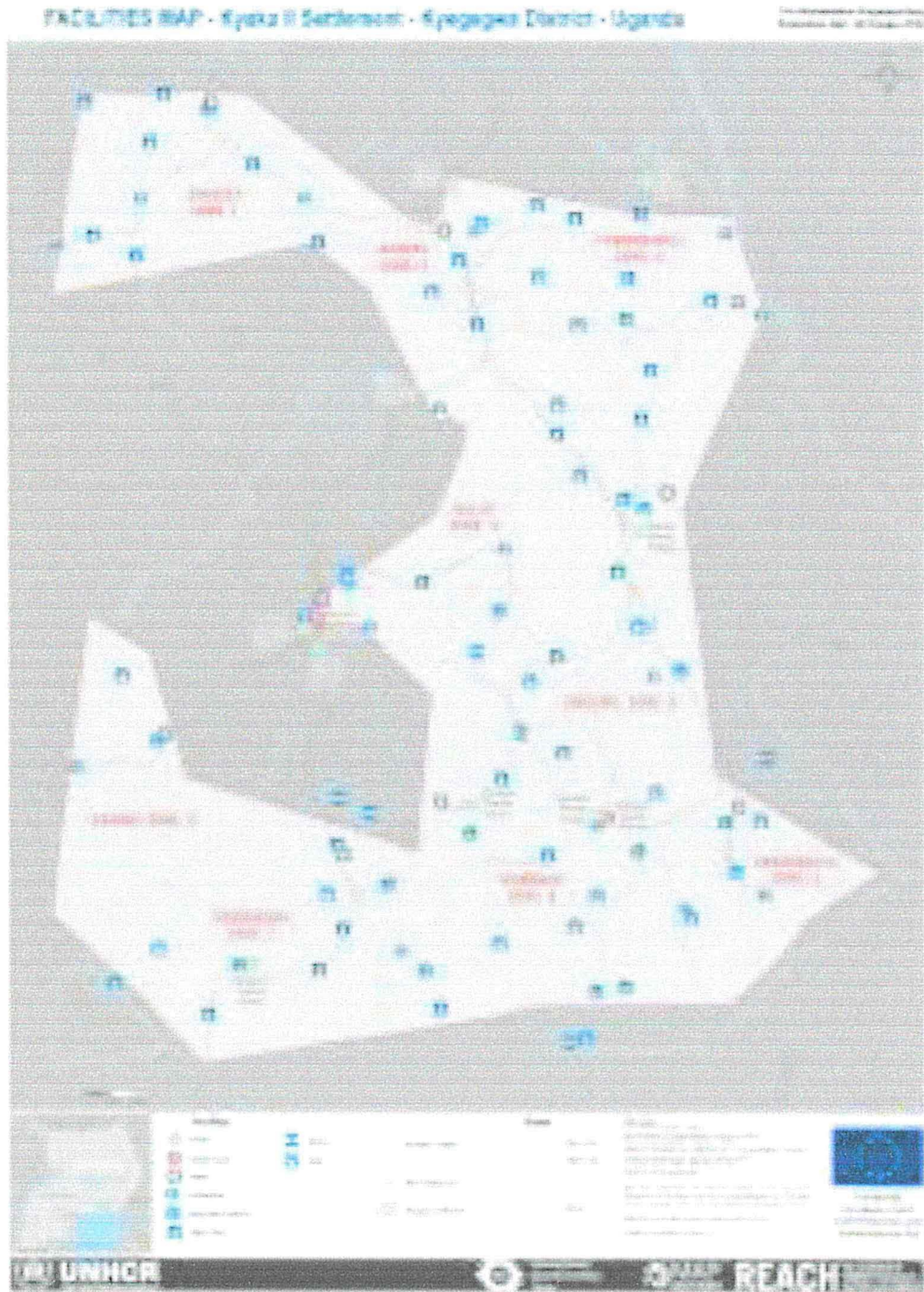
**APPENDIX H**  
**MAP OF KYEGEGWA DISTRICT**



*Source: National Population and Housing Census 2014, Area Specific Profiles – Kyegegwa District*

# APPENDIX I

## MAP OF KYAKA II REFUGEE SETTLEMENT



Source: UNHCR