

**PARENTS' PARTICIPATION IN EDUCATION OF CHILDREN WITH CEREBRAL
PALSY IN ONGINO SUB-COUNTY, KUMI DISTRICT,
UGANDA**

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DECLARATION

I, **Alupo Caroline** declare that this dissertation titled “Parents’ Participation in Education of Children with Cerebral Palsy in Ongino Sub-County, Kumi District, Uganda” is a creation of mine. It has never before been submitted for any kind of award to any educational institution.

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APPROVAL

This Dissertation titled “Parents’ Participation in Education of Children with Cerebral Palsy in Ongino Sub-County, Kumi District, Uganda” by Alupo Caroline has been developed under our Supervision and is ready for submission.

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DEDICATION

I dedicate this dissertation to my beloved parents Mr. and Mrs. Oule James for the initial academic support, to my siblings, nieces, nephews and friends for the encouragement, financial, spiritual and moral support throughout the course.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBOs	Community-Based Organizations
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education for All
LC 1	Local Council One
LMICs	Low- and Middle-Income Countries
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender Labour and Social Development
NGOs	Non-Government Organizations
SDG	Sustainable Development Goal
SET	Socio-Ecological Theory
UBOS	Uganda Bureau of Statistics
UCPA	United Cerebral Palsy Association
UDHS	Uganda Demographic and Health Survey
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WHO	World Health Organization

ABSTRACT

The purpose of the study was to examine parents' participation in the education of children with cerebral palsy in Ongino Sub-County, Kumi District. The objectives of the study were; to establish parents' understanding of the education of children with cerebral palsy, to examine the education support parents give to children with cerebral palsy, to examine the challenges faced by parents in supporting the education of children with cerebral palsy, and to explore how parents can be empowered to effectively support the education of children with cerebral palsy. The study, guided by the Social-Ecological Theory, employed a qualitative research approach supported by a case study design. Data were collected using an open-ended interview guide from 22 purposively selected participants, including 10 parents of children with cerebral palsy, 6 teachers from inclusive UPE schools, and 6 pupils with cerebral palsy. The study ensured rigor and trustworthiness by adhering to qualitative criteria: credibility, dependability, confirmability, and transferability, through participant engagement, detailed documentation, audit trails, rich contextual descriptions, and peer debriefing, producing reliable insights on parents' participation in the education of their children with cerebral palsy. The study findings revealed that most parents of children with cerebral palsy have a clear understanding of their children's educational needs and actively ensure their participation in both academic and non-academic school activities. The findings also revealed that parental involvement goes beyond meeting basic needs such as feeding, security, and psychological support, extending to moral, material, and financial assistance, often sourced domestically before seeking external support. Additionally, parents face significant challenges, including poverty, illness, high educational costs, limited knowledge of their roles, and lack of awareness of effective support strategies. Lastly, the study revealed that empowering parents improves their ability to make informed decisions, support their children independently, implement educational strategies effectively, and enhance overall educational outcomes for children with cerebral palsy. The study recommends strengthening parental understanding, enhancing educational support, addressing economic and informational challenges, and empowering parents through training, community programs, and collaboration with schools, NGOs, and development partners to sustainably support children with cerebral palsy.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

There was a great deal of worry in the world about educating children that have cerebral palsy, and tremendous efforts are being made to make sure that their requirements are met (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2019). Parental participation was acknowledged as a critical component in the educational attainment of children with cerebral palsy since it had been found that parents and guardians had a major impact on their children's academic progress (Afolabi, 2014). That implied that consistent and efficient parental participation was necessary in order to produce long-term, sustainable positive benefits. There was a dearth of information in Uganda about the relationship between parental involvement and cerebral palsy children's academic progress (Kakooza-Mwesige et al., 2018), which was why the study was necessary. This chapter presents the background of the study which includes; historical, theoretical, conceptual, and contextual perspectives, the problem statement, purpose, objectives, research questions, scope, justification, and significance of the study.

1.1 Background to the Study

1.1.1 Historical background

Cerebral palsy is the most common motor disability of childhood globally, characterized by permanent disorders of movement and posture caused by non-progressive disturbances in the developing brain (Hallman-Cooper & Rocha-Cabrero, 2025). Educating young ones with cerebral palsy gained global attention after the Universal Declaration of Human Rights (1948) emphasized every child's right to education without discrimination (Novak et al., 2019). This

resulted in inclusive education legislation, with the US and the UK developing the first specific approaches for children with cerebral palsy in the 1970s, emphasizing therapy-based learning to increase independence and quality of life (World Health Organization [WHO], 2010). The establishment of the United Cerebral Palsy Association (UCPA) and the first special school in Chicago marked major milestones (UNESCO, 2019). By the 1980s, countries like Germany and the Netherlands had developed national policies for children with cerebral palsy (Novak et al., 2019). However, early interventions were mostly institution-centered, neglecting parents' participation, which later emerged as a critical factor in supporting learning and inclusion for children with disabilities (Amiri et al., 2019).

Global frameworks that emphasize fair learning opportunities for children with disabilities, such as the Sustainable Development Goal (SDG) 4 and UNESCO's Education for All (EFA), have positioned inclusive education as a core human right (UNESCO, 2020; UNICEF, 2019). The WHO (2021) recommends early detection, assistive technology, and community-based rehabilitation to increase engagement for pupils with cerebral palsy. Inequities in care and access, however, continue to exist: the prevalence of cerebral palsy is 1.5–1.6 per 1,000 live births in high-income nations compared to 2–4 per 1,000 in low- and middle-income countries (McIntyre et al., 2022). Although their participation is still limited, parents now play a crucial role in advocacy and support; especially in developing nations where poverty, stigma, and ignorance still limit the participation of parents (Davis et al., 2018; Huang et al., 2020).

In Africa, cerebral palsy is a severe yet unrecognized public health concern, with a prevalence of 2 to 10 cases per 1,000 live births. It is more common in sub-Saharan Africa than in developed nations (Donald et al., 2014; Murugasen et al., 2024). Many children with cerebral palsy suffer from severe physical and cognitive impairments that are made worse by a lack of rehabilitative treatments (Abate et al., 2024). Looking at the entire continent, South Africa led inclusive education reforms post-apartheid, and inspired by the Salamanca Convention (1994), countries

like Tunisia, Ivory Coast, and Mozambique improved infrastructure and support for children with cerebral palsy and their families (UNESCO, 2019; Hadjiyiannakou et al., 2017; Wright, 2016). Although many African countries have ratified international conventions promoting inclusive education, implementation remains inconsistent. Parents often shoulder the burden of coordinating between home, schools, and healthcare providers, with minimal institutional support (Abate et al., 2024). In many cases, families face social stigma that leads to isolation and reduced engagement with educational institutions (Adeniyi & Adeniyi, 2020). These barriers collectively hinder effective parental participation and compromise educational attainment for those children diagnosed with cerebral palsy.

In the region of East Africa, children having cerebral palsy face serious educational challenges, including delayed school enrolment, poor attendance, and high dropout rates, as reported in Kenya, Tanzania, and Uganda (Donald et al., 2014). In Kenya, infrastructural barriers such as inaccessible classrooms and inadequate teaching aids limit participation, discouraging both children and parents (Kenya News Agency, 2024). In Tanzania, only a small fraction of children with cerebral palsy attend formal education due to shortages of trained special needs education teachers and limited parental awareness of inclusive education opportunities (Makuu et al., 2023). Although policy frameworks promoting inclusive education have been developed, practical implementation remains weak across the region. In Rwanda, parental involvement is critical in resource-limited settings, helping to mitigate institutional shortcomings (Niyonsenga et al., 2024). Evidence indicates that active parental participation improves learning outcomes and school retention for children with disabilities (Kibirige & Kizza, 2020). However, cultural misconceptions and poverty in rural communities continue to restrict parents' capacity to engage fully in the education of their children (Samia et al., 2022).

Uganda has one of the few population-based prevalence studies on cerebral palsy in sub-Saharan Africa. Kakooza-Mwesige et al. (2017) found a cerebral palsy prevalence of 2.7 per 1,000

children (adjusted to 2.9 per 1,000) aged 2–17 years in the Iganga-Mayuge region, with most cases being spastic cerebral palsy and commonly caused by post-neonatal factors such as cerebral malaria and infections. Extrapolated nationally, this suggests tens of thousands of Ugandan children live with cerebral palsy, yet few access education or specialized services (MoGLSD, 2020). The Uganda Society for Disabled Children started working to grant young ones having cerebral palsy access to education in 1952 (Ojok, 2019). After Universal Primary Education (UPE) was implemented in 1997, inclusive education grew in popularity (MoGLSD, 2020).

The Ministry of Education and Sports (MoES) has recently created the Department of Special Needs and Inclusive Education to promote equitable learning opportunities for all learners, including those with cerebral palsy. Although Uganda is a signatory to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and operates under the Persons with Disabilities Act (2006), the practice of implementing inclusive education remains weak. It is largely due to inadequate funding, insufficient teacher preparation, and a shortage of assistive learning devices (MoES, 2020). According to UBOS (2018), 9% of children of school-going age have disabilities, yet only 19% benefit from educational support. Factors such as low parental awareness, poverty, and long distances to inclusive schools hinder their participation. As a result, families continue to serve as the main support system for children with cerebral palsy, but their involvement in educational activities remains limited because of poor empowerment and persistent community stigma (UBOS, 2018; MoES, 2020).

1.1.2 Theoretical background

The Socio-Ecological Theory (SET) as developed by Urie Bronfenbrenner (1979) served as a guide to this study. The theory argues that a person's life development is impacted on by the system or environment (ecology) where the person lives. This system has actors who work

together to enhance the system's effectiveness (Binder et al, 2013). In this sense, primary education is seen as a mechanism that allows parents and the school to collaborate in order to improve the academic achievements of children with cerebral palsy. The SET offers a solid foundation for describing how parents of children with cerebral palsy could work with the school to improve the educational achievement of students with this condition. According to the notion, as participants in their children's life development, parents have particular responsibilities to enhance this group's education (Pianta et al, 2016). The education of children with cerebral palsy is effective and works to accomplish its goals when parents embrace their duties and work on them responsibly (Ketskajorn et al, 2018). This theory was appropriate to examining the extent and hindrances to parents' participation in education of children with cerebral palsy within primary schools.

1.1.3 Conceptual background

The educational experiences of children with cerebral palsy and the level of parental participation in their education were the main topics of this study. According to WHO (2015), cerebral palsy is a collection of conditions resulting from non-progressive abnormalities in the developing brain that impact posture, mobility, and balance. Muscle stiffness, involuntary movements, and issues with balance and coordination are common outcomes of these illnesses (Kakooza-Mwesige et al., 2017). Whereas palsy indicates muscle weakness or inadequate control, cerebral refers to the brain. Cerebral palsy is therefore a developmental brain condition that affects physical coordination and motor skills. The severity of cerebral palsy varies widely, some individuals may experience mild motor impairments, while others may have profound limitations requiring lifelong care and assistive devices for mobility and daily functioning (Novak et al., 2019).

Individuals with mild cerebral palsy may walk independently but often experience muscle strain or stiffness, with symptoms that can change over time (Al-Dababneh & Al-Zboon, 2018). cerebral palsy manifests across a spectrum of motor and developmental impairments and is commonly classified into three main types: **spastic**, **dyskinetic**, and **ataxic** cerebral palsy. According to Banhara et al. (2020), *spastic diplegia/diparesis* is characterized by muscle rigidity primarily in the legs, while the arms are mildly or not affected. Tight hip and leg muscles often cause walking difficulties, with legs crossing at the knees in a “scissoring” pattern. The most severe form, *spastic quadriplegia*, affects all four limbs, the trunk, and the face, and is often associated with seizures, intellectual impairment, and sensory difficulties (Hadjiyiannakou et al., 2017). *Spastic hemiplegia/hemiparesis*, by contrast, affects one side of the body—typically the arm more than the leg (Elangkovan & Shorey, 2020). This study specifically focused on children with double spastic cerebral palsy, characterized by weakness and partial paralysis on one side of the body, often accompanied by visual impairment.

Education encompasses all learning experiences that prepare an individual to live a meaningful, comfortable, and fulfilling life (Ketkajorn et al., 2018). It reflects the capacity of the school system—through its learning outcomes, academic programs, and core values, to equip learners with the knowledge and skills needed for success and self-reliance (Scheerens, 2018). For young ones having cerebral palsy, education involves not just academic instruction but also the acquisition of essential life skills such as reading, writing, communication, and understanding their environment to enhance independence. In this study, the education of children with cerebral palsy refers to the formal and informal support provided within and outside the school setting to help them develop functional abilities and lead productive, fulfilling lives.

Parental participation refers to how much a parent engages in their child's education at home and at school (Ezati & McBrien, 2016). Participation by parents in their children's education includes supporting classroom activities, maintaining open lines of communication with instructors,

helping kids with homework, and being aware of each child's unique academic talents and shortcomings (Ladd & Loeb, 2018). In this study, parent's participation in the education of children with cerebral palsy was perceived as the extent to which parents supported their children's academic achievement, being responsiveness to active participation and attainment of children from school activities.

1.1.4 Contextual background

Ongino Sub-County, located in Kumi District in eastern Uganda, is a rural administrative area with an estimated population of 23,801 people, according to the National Population and Housing Census (UBOS, 2024). Based on the Uganda Demographic and Health Survey (UDHS, 2022), which indicates that 49% of the population are children aged 0–14 years, Ongino is estimated to have about 11,662 children. Using the national cerebral palsy prevalence rate of 2.9 per 1,000 children (Kakooza-Mwesige et al., 2017), approximately 34 children in the sub-county are likely to be living with cerebral palsy. These children encounter challenges similar to those reported both nationally and regionally, such as inadequate access to specialized education, poor school infrastructure, and low levels of parental involvement. Many pupils with cerebral palsy struggle with absenteeism, irregular attendance, and high dropout rates (UNESCO, 2019), underscoring the urgent need for focused interventions that foster inclusive education and strengthen parental engagement.

Local government reports indicate that most schools in Ongino lack trained special needs education teachers and assistive learning materials (Kumi District Education Office, 2022). The parents to young people having cerebral palsy often struggle with balancing caregiving with income-generating activities, which affects their capacity to participate in their children's learning. Given their shame or the belief that education won't help them, some families choose to keep the children at home (Mugote, 2019; Nalugya et al., 2023). In such settings, parents'

participation becomes both a necessity and a challenge, as families are expected to play active roles in facilitating learning, yet lack the resources and knowledge to do so effectively. Despite Uganda's progressive special needs education policies, little empirical research has been conducted on parents' participation in the education of children with cerebral palsy, particularly in rural contexts such as Ongino Sub-County. Existing studies had focused on general disability inclusion rather than Cerebral Palsy-specific challenges (Mugote, 2019; Nalugya et al., 2023). This study therefore sought to fill the gap by examining parents' participation in the education of children with cerebral palsy in Ongino Sub County, Kumi District.

1.2 Statement of the Problem

Parental participation is vital for children's education and life skill development, which enables them to have comfortable and fulfilling lives. For children with cerebral palsy, parents' participation plays a particularly vital role, as it fosters confidence, encourages a positive attitude toward their condition, and promotes active participation in learning. Acknowledging this importance, the Government of Uganda, with support from international partners, has introduced interventions at national, district, and school levels under the UPE program to enhance inclusive education and strengthen parental engagement for children with cerebral palsy

Despite these efforts, evidence from Ongino Sub-County indicates that parents of children with Cerebral palsy have limited access to assistive devices and learning materials, contributing to low school enrolment and poor educational attainment. Empirical data show that of approximately 20 children having cerebral attending school in Ongino, only about five complete the primary cycle, mostly those receiving external support. This situation underscored the need for targeted strategies to engage and empower parents, enabling them to effectively support their children's education. If unaddressed, these gaps are likely to disadvantage children with cerebral palsy in Ongino, limiting their academic progress, life skills development, and long-term

opportunities. It was for the above reasons that the study was carried out to examine parents' participation in the education of children with cerebral palsy in Ongino Sub-County, Kumi District.

1.3 Purpose of the Study

To examine parents' participation in the education of children with cerebral palsy in Ongino Sub-County, Kumi District.

1.4 Objectives of the Study

The study aimed to achieve the following research objectives;

1. To establish parents' understanding of the education of children with cerebral palsy.
2. To examine the education support parents give to children with cerebral palsy.
3. To examine the challenges faced by parents in supporting the education of children with cerebral palsy.
4. To explore how parents can be empowered to effectively support the education of children with cerebral palsy.

1.5: Research Questions

1. What understanding do parents have on the education of children with cerebral palsy?
2. What education support do parents give to children with cerebral palsy?
3. What challenges are faced by parents in supporting the education of children with cerebral palsy?
4. How can parents be empowered to effectively support the education of children with cerebral palsy?

1.6 Scope of the Study

1.6.1 Area scope

The study was carried out in two selected Universal Primary Education schools in Ongino Sub-County, Kumi District, Teso sub-region in Eastern Uganda. This area was fitting for the study since according to Kakooza-Mwesige (2017) it is one of the areas in Uganda with the highest number of children with cerebral palsy who have dropped out of school.

1.6.2 Content scope

The study examined the extent to which parents understand the educational needs of children with cerebral palsy, support given to their children with cerebral palsy, the challenges faced and the way of empowering them to fully give support for educating their children. Parents support was assessed as positive parent–child interactions that are intended to promote school success. Challenges to parental support were examined as difficulties that may prevent parents from having fruitful involvement in the education of their children. Parental empowerment was assessed as the ability of parents in providing their children with cerebral palsy opportunities to understand the intention and be fully involved in their education.

1.6.3 Time scope

The study was confined to the year 2022- 2024, to enable proper planning, data collection, analysis of findings and make recommendations.

1.7: Justification of the Study

This research was needed urgently due to the increasing number of children with Cerebral palsy, which was negatively affecting their educational attainment (Ojok, 2019). In addition, there was

no research initiative that had examined the status and effects of parental support on the educational attainment of children with cerebral palsy in Ongino Sub County.

1.8: Significance of the Study

In order to help head teachers and school administration strengthen the parental participation in their children's education, the study findings may show the current parental role in ensuring that children with cerebral palsy obtain a top-notch primary education. The information could be used to evaluate and enhance the current parent-school collaborations for pupils in primary schools with cerebral palsy. This could hasten remedial measures meant to raise this group's educational attainment.

The study's findings may aid trained teachers in Uganda and other countries in evaluating the benefits of parent participation programs for teaching children with cerebral palsy and in creating and implementing more effective strategies to increase their success. The study's findings will be used by development partners such as UNESCO, UNICEF, USAID, and British AID to offer pertinent assistance for creating successful parent-school collaboration programs for children with cerebral palsy in Ugandan primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents information gathered from books, websites, journals and other sources that discuss the role parents play in their child's education in the event that the child has cerebral palsy. This review is written based on the research objectives which include; parents understanding of the educational needs of children with cerebral palsy, support given to their children that are having cerebral palsy, the challenges faced and a way of empowering them to fully support the education of their children.

Theoretical Review

The social-ecological theory (Bronfenbrenner, 1979), offers a comprehensive context for analysing factors relevant to parental involvement in the education of children with Cerebral palsy in primary schools. Bronfenbrenner (2007) saw primary school children and the quality of education they receive as being influenced by the context. The contexts include the person's home, school, place of worship, peers, family, and school staff as well as connections between a person's present circumstances and a social environment.

Thus, the study focused on how parents might act to persuade the school to offer learning experiences that fit the requirements of young ones that are having cerebral palsy, using this theory as a guide. Teachers, support staff, administrators, and other pupils are just a few of the diverse components that might have a positive or negative impact on children with cerebral palsy learning. However, the support that parents provide to their children can affect the relationships between parents, children, teachers and the school and the extent to which children benefit from their education. The parent and school collaboration principles of the SET in advancing the

education of children with cerebral palsy helped the researcher to explore and understand how parents related with the child and the school to further educational attainment of children with cerebral palsy.

The key limitation of the socio-ecological theory with regard to this study was that, it assumes that structures that enhance good relations and collaboration between parents, teachers and the school are working well without considering constraints such as resources, and leadership that are quite common in Kumi district primary schools (Binder, et al, 2013). The theory also assumes that parents, teachers and school administrators communicate freely and regularly on the educational challenges of the child, but does not consider challenges such as in-effective communication channels, that may affect this communication. In spite of this, the socio-ecological theory was useful in explaining how parents could act to empower their children with cerebral palsy benefit from the primary school system.

2.1 Parents' Understanding of the Educational Needs of Children with Cerebral Palsy

Parental understanding of cerebral palsy and its educational implications is a central determinant of how families engage with schools, negotiate supports, and facilitate learning at home. The social-ecological perspective situates parents as proximal agents whose beliefs, knowledge, and behaviours interact with school- and community-level systems to shape children's educational experiences (Berben et al., 2012). Empirical evidence across high-, middle-, and low-income settings consistently shows that parents who comprehend the nature, functional consequences, and educational requirements of cerebral palsy are more likely to collaborate constructively with teachers, advocate effectively for adaptations, and maintain realistic expectations that support sustainable inclusion (Stoner et al., 2018; Davis et al., 2018). However, in many rural Ugandan settings such as Ongino sub-county, this theoretical alignment between parental understanding

and educational participation remains largely aspirational due to contextual limitations in awareness, access, and resources.

Systematic reviews and intervention studies underline the complexity of cerebral palsy and the wide range of supports children require. Novak et al.'s (2019) comprehensive review highlights that educational outcomes improve when therapeutic, assistive, and pedagogical approaches are coordinated, an outcome that depends heavily on active family engagement. Similarly, Davis et al. (2018) demonstrate that family–school partnerships enhance participation and learning for children with physical disabilities by aligning expectations and supports across contexts. From local perspective, such findings reveal a critical dependence on informed parental involvement, which may be difficult to replicate in under-resourced contexts like Ongino Sub-County, where specialized rehabilitation and assistive technology are limited. This suggests that even when parents show willingness, inadequate exposure to evidence-based interventions may hinder their ability to reinforce learning goals at home.

Some studies corroborate the association between parental knowledge and positive educational processes. Lynch and Irvine (2019) found that in Sydney, parents who understood their child's needs ensured access to specialized teacher support and supplementary home-based learning. Starr et al. (2020) further reported that informed parents engage more effectively with teachers, improving classroom management and social development. Parsons et al. (2019) emphasized that informed parents are more tolerant and better able to contextualize teacher limitations, reducing adversarial interactions. However, it can be noted that these studies are predominantly situated in high-income contexts, where parent–teacher communication and support systems are formalized. In contrast, in rural Uganda, limited teacher training in special needs education and scarce parent–teacher forums may reduce the opportunity for such constructive collaboration, regardless of parental knowledge.

Parental attitudes and perceptions also influence educational choices. Renty and Roeyers (2022) observed that some parents opt for home schooling due to perceived inadequacies in mainstream schools, while Stoner et al. (2018) reported that diagnostic understanding fosters more realistic expectations and supportive home environments. The researcher agrees that misconceptions about cerebral palsy, often influenced by stigma or traditional beliefs, can lead to parental withdrawal or low school attendance in communities like Ongino sub-county. Thus, while literature from Western contexts frames parental decisions as matters of preference, in low-resource settings these decisions are often shaped by necessity and socio-cultural barriers.

Contextual and socio-cultural factors further shape parental understanding and engagement. Amiri et al. (2019) demonstrate that child-specific factors such as severity and comorbidities affect parental attitudes, while Hadjiyiannakou et al. (2019) show that perceptions determine the extent of parental involvement. In sub-Saharan Africa, Murugasen et al. (2024) and Abate et al. (2024) emphasize that poverty, illiteracy, and stigma severely constrain parental participation. McIntyre et al. (2022) also highlight the higher cerebral palsy burden in LMICs, which overwhelms families and undermines engagement. It is contended that these contextual challenges are particularly evident in Ongino Sub-County, where many parents face both economic hardship and inadequate institutional support. Consequently, understanding the education of children with cerebral palsy becomes a struggle between awareness and survival priorities.

Evidence also points to the benefits of parent-focused interventions. Novak et al. (2019) and Davis et al. (2018) reported that programs offering information and training improve parental efficacy and advocacy. Similarly, Hadjiyiannakou et al. (2017) showed that inclusion in decision-making enhances child outcomes. It is thus believed that such interventions, if adapted to Uganda's rural realities, could significantly strengthen parents' understanding and engagement. Community-based sensitization, peer support groups, and partnerships between

schools and local health workers could bridge the knowledge gap and promote a more inclusive learning environment.

Despite this robust literature, gaps remain, particularly in East Africa. While Donald et al. (2014), Murugasen et al. (2024), and Abate et al. (2024) document higher cerebral palsy prevalence and severity, little research examines how parental understanding translates into educational practices in rural communities. The researcher notes that most studies fail to distinguish between parental roles—advocate, home educator, or care coordinator—and how these are mediated by gender and culture. In Uganda, such distinctions are vital because caregiving responsibilities often fall disproportionately on mothers, who may have limited educational attainment and less access to training.

Generally, the literature indicates that parental understanding of cerebral palsy and its educational implications is strongly associated with constructive engagement with schools and improved child outcomes (Novak et al., 2019; Stoner et al., 2018; Davis et al., 2018). However, contextual constraints in low-resource settings; poverty, stigma, limited rehabilitation, and scarce SNE-trained teachers, diminish parents' ability to act on this knowledge (McIntyre et al., 2022; Murugasen et al., 2024; Abate et al., 2024). These realities justified a focused empirical inquiry in Ongino Sub-County to document how parents understand education for children with cerebral palsy, identify the barriers they face, and develop feasible strategies to empower them to support their children's learning effectively.

2.2 Educational Support Parents Give to Children with Cerebral Palsy

For children with cerebral palsy to benefit fully from the educational system, they must develop social, emotional, and self-regulation skills. However, cognitive impairments, learning difficulties, and sensory challenges such as visual and auditory problems often limit their learning potential (Kakooza-Mwesige et al., 2017). Both parents and the educational system

therefore play complementary roles in supporting children's learning and adjustment. Since parents spend the most time with their children, they have firsthand knowledge of their strengths, limitations, and daily experiences, which makes them reliable informants for teachers about the learners' rehabilitation and adaptation needs (Kakooza-Mwesige et al., 2017). This agrees with the fact that this collaboration between parents and educators is essential in contexts like Ongino Sub-County, where school-based specialized support services remain scarce.

Empirical studies affirm that committed parental involvement enhances children's academic and emotional outcomes. Epstein et al. (2019) and Elangkovan and Shorey (2020) found that active parental participation improves school adjustment and intrinsic motivation among learners with disabilities. Similarly, Foramina (2019) observed that children with cerebral palsy rely heavily on parental guidance to manage bullying, peer exclusion, and academic stress. This implies that such emotional and practical support may be weaker in rural Uganda, where stigma and low literacy limit parents' capacity to engage meaningfully with school activities.

Cross-cultural comparisons also reveal that parental educational values significantly influence learning outcomes. Amiri et al. (2019), in East Asia, discovered that academic success among pupils with cerebral palsy was closely linked to parental aspirations and home learning environments. In contrast, parents who perceived education as less important tended to disengage, leading to poor achievement. A similar attitude exists in some Ugandan rural settings, where parents may prioritize daily survival over long-term educational investments. However, unlike the structured home-based programs in Asia, most Ugandan families lack access to training and resources that would help them create supportive learning environments for children with cerebral palsy.

In sub-Saharan Africa, Adeniyi and Adeniyi (2020) emphasize community-based service models integrating education, health, and family support. Their study showed that when parents were

empowered through training and involvement, children's participation in school improved markedly. Likewise, Samia et al. (2022) highlighted that genuine inclusion for children with disabilities depends on equipping parents with both emotional and technical skills. Uganda could benefit from localized family-centered interventions, especially in areas like Ongino, where social support networks for parents of children with cerebral palsy remain limited.

Kenya News Agency (2024) similarly reported that education leaders urged parents to collaborate with teachers and ensure consistent attendance of children with cerebral palsy. This resonates with the researcher's observation that, in Uganda, low parental involvement often stems from limited awareness of how to engage with formal education structures. Strengthening parental capacity through sensitization workshops and peer-to-peer learning programs could thus bridge this engagement gap.

Parents' financial contribution is another critical component of educational support. Elangkovan and Shorey (2020) noted that parents often provide essential school materials and assistive devices, while Banhara et al. (2020) found that adequate learning resources correlate with improved academic achievement. Similarly, Al-Dababneh and Al-Zboon (2018) emphasized that educational materials enhance engagement and improve learning quality. Hadjiyiannakou et al. (2017) added that the availability of textbooks and assistive devices directly improves learning outcomes. However, a study by Mugote (2019) in Wakiso District revealed that many parents of children with disabilities cannot afford these materials. The same challenge is even more severe in Ongino Sub-County, where poverty and lack of institutional support make the provision of assistive learning tools nearly impossible.

Moreover, the continuity of support between home and school depends on professional guidance. Niyonsenga et al. (2024) found in Rwanda that mothers of children with cerebral palsy were more consistent in providing home-based exercises when guided by therapists. Similarly,

Nalugya et al. (2023) introduced the *Obuntu bulamu* peer-support model in Uganda, which strengthened parental knowledge and resilience. Replicating these culturally based methods in Ongino could boost parents' self-esteem and ability to assist with their children's educational experience.

In summary, the literature consistently shows that parental support, through emotional guidance, provision of educational resources, and collaboration with schools, positively influences the educational outcomes of children with cerebral palsy (Samia et al., 2022; Niyonsenga et al., 2024). However, in many rural Ugandan settings, including Ongino Sub-County, these practices remain minimal due to poverty, stigma, and lack of professional guidance. This underscored the need for interventions that empower parents through training, awareness, and resource mobilization to enhance the educational participation of children with cerebral palsy.

2.3 Challenges Faced by Parents in Supporting the Educational Needs of Children with Cerebral Palsy

Parents of children with cerebral palsy face significant challenges in providing educational support, particularly in resource-constrained environments. Supporting children with cerebral palsy requires time, effort, and specialized knowledge to sustain their learning motivation and prevent school withdrawal. Major barriers include limited access to learning aids, lack of knowledge and skills, and negative societal attitudes (Al-Dababneh & Al-Zboon, 2018). In Uganda, such barriers are compounded by poverty and infrastructural limitations, which restrict parents' ability to provide necessary educational materials or access appropriate schools. In Ongino Sub-County, these limitations may be more pronounced due to rural isolation and low literacy levels among caregivers.

Access to assistive learning aids remains a major challenge. Many devices are costly, technically complex, or unsuitable for small homes and schools (Banhara et al., 2020). Learning aids that

require electricity, maintenance, or large spaces are often impractical for Ugandan households. As such, accessibility depends not only on affordability but also on the appropriateness of devices to children's contexts and teachers' capacity to integrate them into instruction. Even when assistive tools are available, teachers in rural schools often lack the training to use them effectively, making parental acquisition less meaningful.

Lack of knowledge about assistive products and services further hinders parental support. Scherer (2019) reported that many parents and educators are unaware of available technologies or how they can enhance learning. Similarly, Epstein et al. (2019), in Germany, found that parents struggled to obtain assistive devices due to inaccessible service centers. In Africa, Hartley et al. (2005) and Novak et al. (2019) identified physical barriers such as poor infrastructure, narrow doorways, and a shortage of skilled technicians as major constraints. These challenges persist in Uganda, where most assistive technologies are donor-dependent and often mismatched to children's functional realities.

The shortage of trained personnel also undermines parental empowerment. Novak et al. (2019) emphasized that inadequate professional training limits the quality and sustainability of assistive technology use. Niyonsenga et al. (2024) demonstrated in Rwanda that consistent professional guidance enhances mothers' adherence to home-based exercise programs for children with cerebral palsy. In Ongino sub-county, limited access to therapists or special educators may be weakening parental confidence and reducing consistency in supporting learning activities at home.

Social and attitudinal barriers further complicate parents' involvement. Hadjiyiannakou et al. (2019) found that parents' perceptions of disability shape their level of engagement; those who view their child's condition as a limitation often disengage from school activities. Likewise, Amiri et al. (2019) in Iran noted that cultural beliefs and stigma lead to feelings of shame or

hopelessness, discouraging parental involvement. The researcher observes a similar pattern in rural Uganda, where stigma surrounding disability results in children being hidden at home or withdrawn from school. This indicates that educational interventions should also address parental attitudes and community perceptions to foster inclusive participation.

Kibirige and Kizza (2020) reported that in Uganda, parents of children with disabilities face structural barriers such as long distances to special schools, low income, and inadequate support from teachers. They also found that parental participation improves significantly when schools adopt inclusive practices and communicate regularly with families. However, Mugote (2019) observed in Wakiso District that many parents remain passive due to lack of empowerment, information, and institutional support. In Ongino Sub-County, similar conditions might be persist, with limited parent–school collaboration and absence of community sensitization programs to support inclusion.

At a systems level, Adeniyi and Adeniyi (2020) proposed a community-based one-stop service model to integrate educational, health, and family support services. Their model successfully improved access to intervention and reduced the burden on parents. Similarly, Samia et al. (2022) highlighted the need for family-centered care in East Africa, where collaborative efforts between schools, health workers, and families improved children’s participation in learning. Localized service delivery structures could mitigate many of the access and knowledge barriers faced by parents in rural Uganda.

Davis et al. (2018) also noted that in countries where parents receive training in home-based education strategies, children with physical disabilities achieve better outcomes. Yet, Uganda still lacks systematic parent training frameworks for cerebral palsy management in educational contexts (Mugote, 2019). Empowering parents through workshops, peer support groups, and

structured mentorship could bridge this gap and strengthen parental confidence in supporting their children's learning journey.

In conclusion, parents of children with cerebral palsy in Uganda face intertwined challenges: economic, informational, attitudinal, and infrastructural, that limits their ability to effectively support education. While existing literature demonstrates global best practices emphasizing empowerment, access, and collaboration (Adeniyi & Adeniyi, 2020; Samia et al., 2022; Niyonsenga et al., 2024), in Ongino Sub-County, parental involvement remains constrained by poverty, stigma, and lack of systemic support. This justified the need to examine, within this local context, how parents could be better equipped to overcome these barriers and enhance educational outcomes for young ones that are having cerebral palsy.

2.4 Empowerment of Parents to Support the Education of Children with cerebral Palsy

The empowerment of parents plays a crucial role in supporting the education of children with cerebral palsy. Parents serve as the primary agents of their children's rehabilitation and inclusion, influencing not only learning outcomes but also emotional adjustment and long-term independence (Wang et al., 2020). A well-structured home environment and strong collaboration between home and school are essential for children's educational success. As Wright (2016) notes, empowerment includes enabling parents to access official and community resources that help them meet their children's learning needs. However, in Ongino Sub-County, such collaboration is often hindered by communication gaps, cultural misconceptions, and limited access to guidance from schools, making the empowerment process difficult to sustain.

Empowerment can take various forms, such as motivation, guidance, and practical training (Netherton & Deal, 2016). Bryant et al. (2018) found that parents who receive continuous training are more confident in helping their children use assistive learning aids and adapt to school environments. Similarly, when parents are proficient in using assistive technology, their

children are more likely to use it with confidence (Bausch et al., 2018). In contrast, Blackhurst (2018) cautioned that when parents are not adequately trained, assistive devices often remain unused, creating wastage and disillusionment. This reflects the situation in many Ugandan schools where assistive devices provided through donor funding often lie idle because both parents and teachers lack the necessary training. Therefore, empowerment in this context must involve both technical and psychosocial support to ensure sustainability.

In East Africa, structured parental training and professional guidance have shown positive outcomes. Niyonsenga et al. (2024) demonstrated that mothers in Rwanda adhered more consistently to home-based rehabilitation programs when they received regular advice from therapists. Similarly, Adeniyi and Adeniyi (2020) found that community-based service centers that combined education, rehabilitation, and parental counseling improved children's participation in learning. Such holistic empowerment programs could address many of the challenges in Ongino Sub-County, where most parents lack access to rehabilitation services and professional advice. Integrating therapy, parental education, and school collaboration can enhance the consistency and quality of support that children with cerebral palsy receive at home.

Additionally important are social and emotional empowerment. Social support from friends, family, and community-based groups lowers parental stress and improves their capacity to participate in their children's education (Chen et al., 2017; Wang et al., 2020). However, Hadjiyiannakou et al. (2019) warn that while external assistance is beneficial, over-reliance on donor support can create dependency. This concern is echoed by Kieti (2016) and Ojok (2019), who reported that in the Teso region, many parents of children with disabilities depend heavily on Non-Government Organizations (NGOs), neglecting their parental responsibilities. In Ongino Sub-County, similar donor dependence could be evident, as many families rely on external assistance for school fees and learning materials. While such aid temporarily reduces financial pressure, it discourages parents from developing long-term strategies for self-reliance.

Novak et al. (2019) emphasized that successful educational outcomes for children with cerebral palsy depend on coordinated efforts that integrate therapeutic, pedagogical, and family-based interventions. Davis et al. (2018) also highlighted that empowered parents advocate more effectively for inclusive education and collaborate better with teachers. McIntyre et al. (2022) and Abate et al. (2024) noted that the global prevalence of cerebral palsy is highest in low- and middle-income countries, where parental empowerment remains minimal due to limited access to training and rehabilitation services. Uganda's rural settings reflect this global challenge where parents face barriers such as poverty, long distances to rehabilitation centers, and inadequate inclusion support from schools. Hence, policy interventions must prioritize localized parent empowerment strategies rather than importing models from developed contexts that may not be sustainable.

In sub-Saharan Africa, empowerment also involves addressing stigma and cultural beliefs. Amiri et al. (2019) found that parental attitudes toward disability in Iran influenced their willingness to seek education for their children. Similarly, Murugasen et al. (2024) observed that in many African contexts, stigma, misinformation, and poverty limit families' engagement with schools. Samia et al. (2022) therefore advocate for family-centered care models that integrate emotional support, cultural sensitivity, and school partnerships. Across rural Uganda, many parents still perceive disability as a curse or punishment, which discourages them from sending their children to school. Combating such stigma through community sensitization and peer support groups is, therefore, essential for sustainable empowerment.

Socioeconomic empowerment also shapes parental capacity. Ramanandi et al. (2020) discovered that children from socially and economically advantaged families perform better academically because their parents have the financial means and knowledge to invest in their education. In Uganda, however, UNESCO (2019) reported that children with disabilities remain less likely to attend school due to financial barriers and limited parental initiative. While external assistance

from NGOs facilitates enrollment, it can also foster reluctance among parents to take active responsibility. Empowerment must therefore focus on economic strengthening initiatives, such as livelihood programs and savings groups, that enable parents to contribute meaningfully to their children's education. In communities, where poverty and unemployment are high, combining financial empowerment with educational training could improve parental engagement and children's school retention.

Generally, the reviewed literature shows that parental empowerment is multidimensional, encompassing knowledge, emotional resilience, social support, and economic stability (Novak et al., 2019; Davis et al., 2018; Samia et al., 2022). However, in Uganda, particularly in rural sub-counties like Ongino, empowerment efforts remain fragmented, donor-driven, and poorly coordinated. Sustainable empowerment should therefore integrate parent training, professional guidance, and community awareness programs to enhance long-term educational participation and reduce the challenges faced by parents of children with cerebral palsy.

2.5 Literature Gaps

Despite extensive research on parental empowerment and involvement in the education of children with cerebral palsy, significant gaps persisted in low-resource contexts such as Uganda. Most studies, including those by Novak et al. (2019), Davis et al. (2018), and McIntyre et al. (2022), were conducted in high-income countries where families have better access to educational resources and institutional support. Consequently, those findings did not fully reflect the realities of rural areas like Ongino Sub-County, where poverty, cultural attitudes, and limited access to inclusive education constrain parental participation. In sub-Saharan Africa, existing studies, such as Murugasen et al. (2024), Abate et al. (2024), and Samia et al. (2022) primarily addressed the medical and rehabilitative aspects of cerebral palsy, neglecting the social,

economic, and educational challenges that influence parents' participation in their children's learning.

Furthermore, whereas research like Bryant et al. (2018), Bausch et al. (2018), and Niyonsenga et al. (2024) highlighted the need of professional supervision and training for parents, little was known about how long-lasting these interventions would be in environments with limited resources. Few studies explored how parents maintained skills or applied training in the long term, particularly in contexts lacking consistent institutional support. Additionally, limited attention was given to the role of economic empowerment in enhancing educational outcomes for children with cerebral palsy. Although Ramanandi et al. (2020) and UNESCO (2019) highlighted the influence of financial stability, little empirical evidence existed on how livelihood initiatives strengthened parents' educational support. These gaps underscored the need for localized research in rural Uganda to examine the specific challenges and empowerment needs of parents raising children with cerebral palsy.

In summary, existing literature provided valuable insights into parental involvement and empowerment globally, but it inadequately addressed the contextual realities of rural Uganda. Empirical studies that focused on the unique obstacles parents in Ongino Sub-County encounter when assisting their children with cerebral palsy in their education were obviously needed. In order to close that gap, this study looked at parental empowerment demands, support behaviors, and understanding within the distinct social, cultural, and economic context of the Teso sub-region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the study approach, research design, population and sample, sample size, sampling technique, data collection method and instrument, rigor and trustworthiness, data analysis, ethical considerations, study approach, limitations of the study.

3.1 Study Approach

The study employed a qualitative research approach. This approach was considered more appropriate because it explores participants' attitudes, beliefs, behaviors, opinions, and lived experiences in depth (Creswell & Creswell, 2018). Qualitative research focuses on gaining a rich and detailed understanding of human experiences that cannot easily be quantified (Bryman, 2016). Therefore, the experiences of parents regarding their participation in the education of children with cerebral palsy were not measured statistically but rather explored and described through their personal narratives and life stories. This was feasible due to the small number of participants, a factor that enhances detailed analysis and allows the study to be completed within the stipulated time frame.

3.2 Research Design

The qualitative approach has the following research designs; descriptive, ethnography, case study, phenomenological, grounded theory, historical and observation. In this study, a case study design was employed because it provides an in-depth understanding of a smaller population using multiple sources of evidence within the actual context of the research (Yin & Yang, 2018). This design allowed the researcher to explore parents' participation in the education of children with cerebral palsy in Ongino Sub-County in greater detail, enabling a holistic examination of

the phenomenon (Helen & Joanna, 2023). The design emphasized collecting rich information directly from participants to inform the investigation. Through triangulation of data sources, the researcher was able to present multiple perspectives, identify relevant factors, and construct a comprehensive picture that reflected real-life experiences and the way events unfolded within the community.

3.3 Population and Sample

3.3.1 Population

The study population comprised 70 participants, including teachers, parents, and children with cerebral palsy enrolled in inclusive UPE schools in Ongino Sub-County (*see Table 1*). Teachers were included because they interact directly with children with cerebral palsy and observe the nature and extent of parental support provided. Parents formed the primary unit of analysis since they play a central role in facilitating their children's participation in education through emotional, financial, and practical support. Children with cerebral palsy were also included, as their first-hand experiences provided valuable insights into the quality and adequacy of the support they received from their parents.

3.3.2 Sample size

The total sample size for the study was 22 participants, comprising 10 parents of children with cerebral palsy, 6 teachers from inclusive UPE schools, and 6 pupils with cerebral palsy (*see Table 1*). These participants were purposively selected because they possessed relevant information concerning the research questions. The inclusion of these groups provided diverse yet complementary perspectives on how parents participate in supporting the education of children with cerebral palsy in Ongino Sub-County.

Table 1:*Population, sample, and sampling techniques*

Category	Population	Sample	Sampling technique
Parents	40	10	Purposive
Teachers	10	06	Purposive
Children with Cerebral Palsy	20	06	Purposive
Totals	70	22	

Source: Primary data 2024

3.4 Sampling Technique

A sampling technique is the method used to choose a portion of a population that accurately represents the whole group for research purposes (Bhardwaj, 2019). In this study, purposive sampling—also known as judgmental sampling—was applied to select participants capable of providing valuable insights into the education of children with cerebral palsy in Ongino Sub-County (Palinkas et al., 2015). This non-probability sampling approach enabled the researcher to deliberately include individuals with relevant knowledge and experience, recognizing that not all members of the population had an equal chance of selection (Sharma, 2017). The process involved identifying inclusive UPE primary schools, obtaining lists of teachers, parents, and pupils with cerebral palsy, and selecting those directly involved in supporting or teaching these learners. Maximum variation sampling was used to select 10 parents with direct experience in supporting their children’s learning, while expert sampling was employed to identify 6 teachers with specialized skills in teaching children with cerebral palsy. Furthermore, 6 pupils with cerebral palsy were included to share firsthand perspectives on the quality and effectiveness of parental support.

3.5 Data Collection Method and Instrument

To gather data from the parents, teachers, and the pupils with cerebral palsy who took part in the study, the researcher used an interview technique. Direct, in-person communication between the researcher and participants during an interview enables a thorough examination of viewpoints and experiences (Bryman, 2016). Parents were interviewed in their homes or other locations they found comfortable, teachers within their schools, and pupils in familiar classroom settings, with all sessions guided by an open-ended interview guide. Responses were noted in a notebook and simultaneously recorded using a smartphone, then transcribed for detailed analysis. The recordings were replayed to ensure accuracy and completeness. Interviews were used for their flexibility, observation of verbal and non-verbal cues, and ability to explore participants' thoughts, feelings, and behaviors in depth (Kallio et al., 2016), making them suitable for understanding parental support for children with cerebral palsy.

3.6 Rigor and Trustworthiness

The study used accepted qualitative research criteria, such as credibility, dependability, confirmability, and transferability, to guarantee rigor and trustworthiness (Lincoln & Guba, 1985). By involving parents, teachers and pupils who had direct experience with the education of children with cerebral palsy, credibility was guaranteed. Prolonged engagement and repeated interactions during interviews allowed the researcher to build rapport and gain deeper insights into participants' perspectives. Dependability was enhanced through detailed documentation of the research process, including the interview procedures, sampling methods, and data management strategies, allowing for transparency and replication of the study. Confirmability was achieved by maintaining a clear audit trail; all recordings, field notes, and transcripts were preserved, and interpretations were supported by direct quotations from participants. Transferability was addressed by providing rich, contextual descriptions of the study setting,

participants, and procedures, enabling readers to determine the applicability of findings to similar contexts. The researcher also engaged in peer debriefing with academic supervisors to discuss findings and interpretations, which strengthened the validity of the conclusions drawn. These measures collectively ensured that the study produced trustworthy and rigorous findings regarding parents' participation in the education of their children with cerebral palsy in Ongino Sub-County.

3.7 Data Analysis

Data analysis involves systematically organizing, coding, and interpreting the interview data to identify patterns, categories, and themes relevant to the study (Hotjar, 2023). Thematic content analysis was employed to examine participants' narratives, with themes representing significant experiences, perceptions, or behaviors connected to the research objectives. Initially, all interviews were transcribed and organized according to their sources: parents, teachers, and pupils, to facilitate a clear understanding of the context and ensure accurate representation of participants' voices. The researcher then carefully reviewed the data to assess its credibility, depth, and overall meaning. Coding was performed in the participants' native language, allowing the researcher to capture culturally specific expressions and nuances. Coded segments were grouped into categories to reduce complexity and highlight recurring patterns across the data set. From these categories, themes and descriptive accounts were developed, providing detailed insights into the nature and quality of parental support. Finally, the findings were presented narratively, with supporting direct quotations where necessary, to illustrate the themes and relationships identified. This systematic approach enabled a rich and comprehensive understanding of the experiences of parents, teachers, and pupils regarding educational support for children with cerebral palsy.

3.8 Ethical Considerations

White (2020) asserts that, the protection of human subjects or participants in any research is imperative. During the study, the researcher guarded against any unethical practices that would arise during and after the study but ensured that the following ethical principles were given due considerations. Planning, creating the interview guide, and choosing the best techniques to employ during the data collection process were principal objectives of a researcher, as they allow them to address the research questions.

The researcher got to know the teachers, parents, and children with cerebral palsy by visiting the schools beforehand to let them know about the study and to get permission to look into the matter. Data was used exclusively for the study's objectives, and confidentiality of the collected information was guaranteed. All of the interview scripts were secured by the researcher, who will delete them after the dissertation has been submitted and approved.

3.9 Limitations of the Study

The study sample was limited to a few primary schools, parents, teachers and pupils. Hence, the range of perspectives and experiences was small. It is recommended that findings and study conclusion be applied with care in other areas of the country. The interviews were restricted by respondents' attitudes. Some respondents were reluctant to provide information that would reveal the weakness of school management to make them feel safer. So future studies could use mixed methods, so that quantitative data could compliment qualitative data.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the presentation, interpretation and discussion of the study findings. Guided by the following objectives to; assess the parents' understanding of the educational needs of children with cerebral palsy, examine the educational support parents give, challenges faced by parents in supporting the educational needs, and explore how parents can be empowered to effectively support the education of children with cerebral palsy. The data collected was coded in thematic areas.

The analysis was carried out in three sections covering each of the categories of participants as follows;

Teachers, coded as Tr1, Tr2, Tr3, ..Tr6

Parents coded as Pr1, Pr2, Pr3, ...Pr10.

Children with cerebral palsy coded as Ch1, Ch2, Ch3 ...Ch6. Each of the above mentioned categories; participants were interviewed against each of the four study objectives with respective relevant research questions. The presentations of the findings are preceded by the demographic information provided by the participants.

The demographic information serves as a useful purpose in that the attributes in each of the participant's influences the manner in which a participant gives a particular answer.

Description of participants

The participants were the teachers, parents and children with cerebral palsy in two inclusive primary schools where children with cerebral palsy went to learn. A sample of 22, participants

was planned, however only 21 participants were reached and interviewed since one child had a single parent as shown in Table 2.

Table 2:

Demographic Information of participants

Teachers (n=6)				Parents(n=9)			Pupils (n=6)	
Teacher	Gender	Training in SNE	Nature of training	Parent	Gender	Number of children attending school	Child with cerebral palsy	School
Tr1	Female	Yes	Certificate	Pr1	Female	4	1	School 1
Tr2	Female	Yes	Course unit	Pr2	Male			
Tr3	Female	Yes	Workshop	Pr3	Male			
Tr4	Male	No	None	Pr4	Female	3	2	School 1
Tr5	Female	No	None	Pr5	Male			
Tr6	Male	Yes	Certificate	Pr6	Female	2	1	School 2
				Pr7	Male			
				Pr8	Female	5	1	School 2
				Pr9	Female	6	1	School 2

Source: Primary data 2024

Teachers

The study was interested in primary school teachers who had spent time interacting and teaching children with cerebral palsy since they had experience in managing this category of learners and relating with their parents. Table 2 shows that the four teachers had training in special needs education This Implied that they had a good understanding of the extent of parental involvement required for children with cerebral palsy.

Parents

As far as parents were concerned, the study targeted parents of both genders who had children with cerebral palsy attending school, so as to ascertain their real experiences. From the table all parents had children attending school among who had cerebral palsy. Given the fact that all the parents had children going to school, they had some experience on the role of parents in the education of their children , so it can be conclude that the majority of the participants were able to give relevant information on the issues that were being investigated, which was important in having credible information.

Children with cerebral palsy

The researcher was interested in children who had cerebral palsy and were attending school. All the 6 children who participated in the study were attending classes at different levels. Though they provided simple responses, they gave real occurring scenarios, because they had first-hand experience of the challenge.

4.1 Parents' Understanding of the Education Needs of Children with Cerebral Palsy

The study sought to assess parents' understanding of the educational needs of children with cerebral palsy. This aspect is important because without knowledge on the nature of educational resources and assistive devices needed by children that are having cerebral palsy, it becomes difficult to support them. The emerging issues were; parents' understanding of educational needs, importance for parents' to understand the education of children with cerebral palsy, parents' active involvement in the education and parents understanding of a child with cerebral palsy towards learning.

4.1.1 Parents understanding of education needs of children with cerebral palsy

When a question was asked, concerning parents understanding of educational needs of children with cerebral palsy various responses were given. The findings revealed that parents' understanding of the educational needs of children with cerebral palsy in Ongino Sub-County was generally limited and focused mainly on basic care rather than specialized educational support. Some parents prioritized providing food and ensuring school attendance, as highlighted by Pr3: "I provide my child with food items to eat while at school to play as he keeps being with others to learn." While this shows a level of care, it indicates that parents may not fully recognize the need for specialized learning strategies or assistive resources that support their child's academic development.

Other responses indicated a lack of appreciation for the benefits of active involvement in their child's learning. Pr4 stated: "There is lack of understanding and few parents appreciated the benefits gained from supporting the education child having cerebral palsy after all one gains nothing from them." This suggests that some parents perceive little value in investing time or effort into educational support, which can hinder their engagement.

Teachers corroborated these observations, noting that many parents do not understand how cerebral palsy affects academic performance. Tr1 said:

The parents know little about the educational needs of children with cerebral palsy, all they know is supporting and providing for the ordinary child. They do not generally understand how cerebral palsy affects the academic life of the child and a few are willing to accept the child the way one is (Tr1).

Similarly, Tr3 added: "Few parents go to the teachers to ask what they are supposed to do to enable their children with cerebral palsy learn effectively." This highlights a gap in

communication between schools and parents, which limits parents' capacity to provide effective educational support.

The children themselves also reported gaps in parental support. Ch2 stated: "My parents give me food to eat while at school and do not support me with necessary scholastic materials, and once in a while take me to school." This reinforces the observation that children with cerebral palsy often receive limited academic guidance and material assistance from their parents.

The findings indicate that while parents provide basic care, their understanding of the specific educational needs of children with cerebral palsy is insufficient, and their engagement in learning support is limited.

These results were in tandem with the observations of Stoner et al. (2018), who note that most parents have limited knowledge of the educational needs of children with cerebral palsy and often lack an understanding of how the condition impacts their child's academic performance. Stoner emphasizes that for effective learning to occur, parents need a clear understanding of the nature of cerebral palsy, the child's specific educational requirements, and their own responsibilities in supporting the child's learning. This view is supported by the social-ecological theory, which positions parents as central contributors to the education of children with cerebral palsy (Berben et al., 2012). The findings therefore underscore the critical importance of parental awareness and involvement in the education of children with cerebral palsy in Ongino Sub-County.

4.1.2 Important for parents in understanding the education needs of children with cerebral palsy

The study explored parents' perceptions of the importance of understanding the educational needs of children with cerebral palsy. This aspect was investigated because parents' awareness

and comprehension of these needs are critical for providing appropriate support, facilitating learning, and promoting overall well-being. Participants were asked to reflect on why it is important for parents to understand their child's educational requirements.

The findings revealed mixed perceptions regarding the importance of parents understanding the educational needs of children with cerebral palsy in Ongino Sub-County. Some participants acknowledged the benefits of parental understanding in supporting learning and well-being. Pr2 noted: "Makes the child learn well, get the necessary support from external support and have the child feel comfortable." This suggests that informed parents can enhance both academic performance and the child's comfort in learning environments.

However, some parents demonstrated a reliance on external stakeholders, believing that government or NGOs should provide for the educational needs of children with cerebral palsy.

Pr8 stated:

Politicians assure us that the government offers all children, even those with special needs, the assistance they require for their schooling. Given the abundance of government, community-based, and non-governmental organization donations in Ongino Sub County, we see no reason to bother figuring out their educational needs because there are people who are willing to help the kids with cerebral palsy.

Teachers confirmed that many parents have limited understanding of their role. Tr5 observed: "Parents know very little on the importance of educational needs of children with cerebral palsy, being comfortable, happy and get support from other stakeholders that support these children." Similarly, Tr6 added: "Parents mostly take it as government and other stakeholders responsibility to take care of all the learning needs of the children, especially those with special needs, children with cerebral palsy inclusive."

Moreover, teachers noted that cultural and systemic factors contribute to parental disengagement.

Tr5 explained:

Parents usually tell us that government told them that the ‘children are theirs so we leave everything to them. Most parents do not care to know what they are supposed to do to take care of their children’s education because it is a culture in our community that government and other stakeholders should take care of all the learning needs of learners having special needs.

Tr3 emphasized: “There is no attempt to make parents understand that they are the primary stakeholders in their children's education and should be the ones to assist their learning.”

Children also expressed the value of parental understanding for their own learning. Children with cerebral palsy stated: “My parents should know my school needs for me to study well, make me happy and learn better.”

What is noteworthy in the above findings is that while some parents recognize the importance of understanding their children’s educational needs, a majority rely on external support and cultural norms, limiting their active participation in promoting learning outcomes for children with cerebral palsy.

These findings concur with Lynch and Irvine (2019), who argue that parents who understand the educational needs of their children with cerebral palsy are more willing to take an active role in providing appropriate educational support. Such understanding allows parents to appreciate the necessity of specialized teacher support and extra parental involvement, which in turn enhances the learning experience of children with cerebral palsy. The results highlight the critical need to sensitize and empower parents, ensuring they recognize their central role in education. This understanding is particularly significant for designing interventions in Ongino Sub-County,

where parental participation remains limited, and reinforces the value of parental engagement in achieving meaningful educational outcomes for learners having cerebral palsy.

4.1.3 Parents active involvement in the education of their children with cerebral palsy

When a question was asked concerning parents' active involvement in the education of their children with cerebral palsy, various perspectives were shared. Three participants reported basic forms of involvement, such as enrolling children in school, buying uniforms, and providing food items. For instance, one parent stated: "We take them to school to register them, buy uniforms and give food items" (Pr4). Another participant highlighted follow-up activities at the school level: "Visiting the child at school to interact and follow up with the child's teachers to know the learning progress of the child" (Pr7).

Some participants emphasized the limited role of government in raising awareness and guiding parental involvement. One remarked:

"In my area, I only see Non-Governmental Organizations running public awareness education on the role of parents in primary education, yet education is a public service provided by government and we even pay tax to fund it and the government seems to give little attention" (Pr5).

Another one noted the influence of local councilors over professional teachers in communicating educational programs:

In our area, it is the local councilors who mainly get the opportunity to give parents information on most of the government education programs, instead of heads of schools, who are professional teachers. This information is sometimes given in a way of criticizing the implementers, and the parents are left not sure of their roles. It would be good if politicians would give a platform to teachers, who are on the ground to explain directly to parents, whenever community meetings are organized (Pr3).

Participants also highlighted gaps in public awareness campaigns:

“There is lack of awareness, of parent’s responsibilities toward the education of the children with cerebral palsy, as Mass media awareness programs in our area are dominated by political messages and no one requests for programs to educate them about other important citizen roles such as parents’ support for their children’s education” (Tr2).

Another participant observed:

Parents in our area carefully listen to and respect mass education programs on issues affecting the education and lives of their children, but this responsibility has been left to NGOs who have their specific areas of concern (Tr4).

The implication of the above responses is that while parents participate in basic support activities, there is limited structured engagement and guidance on how they can effectively support the education of their children with cerebral palsy. External factors such as reliance on NGOs, political messaging, and limited professional teacher involvement constrain more active and informed parental participation.

The findings are consistent with Starr et al. (2020), who observed that parents who regularly visited the school and followed up with teachers were more engaged in their child’s learning. According to Starr et al., families that reported positive interactions with school staff and teachers recognized that cerebral palsy is a complex disability requiring significant support beyond the teachers’ competence. Such parents maintained effective communication and collaboration with teachers, which enabled school staff to better manage the child’s behavior, leading to improvements in social skills and structured learning for the child. In Ongino Sub-County, parents' active involvement in their children’s education shows a solid foundation for fostering successful learning and favorable developmental outcomes

4.1.4 Parents' understanding of a child having cerebral palsy towards learning

Diverse answers to a question about parents' perceptions of the children with cerebral palsy in terms of learning revealed a lack of knowledge about the children's requirements and capacity for learning. A certain parent expressed that:

Due to their needs and nature, those who have cerebral palsy will not succeed in school and will require ongoing assistance. I would rather concentrate the limited resources on the normal children whom I have hope in than wasting my time and money. They can be helped by their brothers and sisters at home (Pr9).

One teacher emphasized the potential negative consequences of low parental support: “The child is not motivated to learn well and may lead to child’s absenteeism and eventual dropout of school” (Tr6).

A child also shared their experience, highlighting the impact of limited parental involvement: “I am not happy my parents do not give me the things to use at school, makes me feel bad and no care” (Ch6).

These responses indicate that some parents hold misconceptions about the learning capabilities of children with cerebral palsy and may prioritize support for other children, while children themselves feel neglected and demotivated.

In the opinion of Renty and Roeyers (2022), children who have cerebral palsy will not succeed in school because of their needs and nature, which necessitate ongoing assistance in order to attend. They proposed that parents frequently focus their scant resources on children with no disabilities, allowing siblings to help youngsters with cerebral palsy at home. The finding from this study, however, disagrees with Renty and Roeyers (2022). Evidence from Ongino Sub-County revealed that some parents are willing to support their children despite limited resources, showing emerging awareness that children with cerebral palsy need guidance and encouragement for

learning. According to the authors, the main reasons parents chose to educate children at home were a lack of understanding that these children required extra time, attention, and modified learning strategies, whereas schools were making efforts to provide suitable educational programs.

4.2 Education Support Parents Give to their Children Having Cerebral Palsy

In this section the study sought to examine the educational support parents give to children with cerebral palsy. Given their disability, children with cerebral palsy need special and extra help, compared to a normal child in order to benefit from any educational program. According to UNESCO (2019), this special help can be in form of giving these children special consideration, showing them love, supporting their learning and providing learning resources that fully meet their specific learning needs. The emerging issues were; kind of educational support parents give, evidence of support, importance of a parents support to the education of the child and how the support benefits the child with cerebral palsy.

4.2.1 Kind of Education support parents give to children with cerebral palsy

When a question was asked concerning the kind of educational support parents give to children with cerebral palsy, the findings revealed limited and inconsistent involvement. Several parents indicated minimal participation in their child's education, citing reliance on external support from government and other stakeholders. For instance, Pr6 stated:

For me as a parent I do not care to give educational needs or participate in activities that enhance the education of my child with children with cerebral palsy because there are people who support with education (Pr6).

While Pr4 expressed frustration over not being consulted in program planning, highlighting feelings of exclusion and lack of respect. Similarly, Pr7 noted that parents are often ignored despite having practical ways to support their children.

Teachers corroborated this limited engagement, observing that parental input is frequently overlooked. Tr2 explained, “Our suggestions on enhancing the cooperation and support of parents are not usually taken seriously by the stakeholders so, most of us leave things as they are,” indicating systemic barriers that reduce parent participation. Additionally, some parents’ actions are shaped by skepticism about schools’ intentions, as Tr3 noted, perceiving parental involvement as primarily benefiting schools financially rather than the children.

From the perspective of the children, support tends to be limited to basic needs such as food and uniforms, as reflected in Ch6’s statement: “I get basic personal needs like nickers, uniforms and food to eat like groundnuts, roasted cassava, and roasted potatoes while at school.”

The analysis of findings indicates that parents’ educational support for children with cerebral palsy is minimal, fragmented, and largely constrained by lack of engagement, recognition, and communication from education stakeholders.

The findings agree with the observations of Amiri et al. (2019), who noted that parents usually do not want to help children with cerebral palsy on school work, reward them for very small achievements and are not willing to support or even take part in primary school education, because they perceive it as a trick of the schools to look for funds for their own benefit. According to Amiri et al. (2019), the academic success of pupils with cerebral palsy is closely linked to the values, attitudes, and aspirations of their parents. Parents who valued education demonstrated their support through home-based learning activities, guiding their children with homework, and maintaining consistent communication about their progress and experiences at school. The current findings from Ongino Sub-County reveal similar patterns, where parents’

limited engagement is often due to low awareness, feelings of exclusion, and misconceptions about the education system's motives.

4.2.2 Evidence of support to the education of children with cerebral palsy

When a question was asked about evidence of support to the education of children with cerebral palsy, participants provided varied responses that revealed limited, unequal, and often symbolic involvement of parents in supporting their children's education. The findings highlighted three major points: low parental involvement, tokenistic participation in school activities, and communication and knowledge gaps between schools and parents. A parent participant expressed a sense of exclusion in planning processes, stating:

I give very minimal support to the education of my child with cerebral palsy because I am not involved in the planning processes by other stakeholders to draw out actual primary school needs of my child and how I can support (Pr2).

This indicates that parents feel sidelined in critical decisions about their children's education, reducing their motivation and ability to provide meaningful support. Another parent emphasized that parental involvement is largely symbolic, remarking:

“The involvement of us parents in the running of schools is mainly used as a rubber stamp by the school. Participation is not inclusive, limited to a few parents who do not fully represent the needs of parents of children with cerebral palsy” (Pr6).

This shows that school leadership often engages parents for formality rather than for genuine collaboration, leading to limited representation of the unique needs of children with cerebral palsy. Selective participation was also observed, as one participant explained:

“In most cases it is only well-educated parents, Community Based Organisations and NGOs who are invited in school evaluation meetings yet they do not represent parents of children with cerebral palsy effectively because they do not know their needs” (Pr2).

This suggests that the voices of ordinary parents, especially those of children with cerebral palsy, are marginalized in educational planning and decision-making forums. Another parent also expressed frustration about misinformation and exclusion from relevant actors:

“We are not aware of what we are supposed to do to support the education of our children though we try, we are given false information by politicians during their bid to converse for support, other than the teachers and leave us out. We feel alienated and have little input to give in children’s learning” (Pr8).

This highlights a lack of clear communication and genuine engagement, where political interference undermines the relationship between schools and parents.

Teachers confirmed these gaps, pointing to low awareness and limited participation among parents:

“There is a communication gap between the schools and the parents. When parents are invited in school meetings, they have very little information and skills on educational programs. Majority of our parents of children with cerebral palsy are not able to understand the matters being deliberated on by the school leaders since they do not follow up with the children at school and often leave the meetings prematurely” (Tr1).

This observation underscores the need for parental sensitization and capacity building on educational matters.

From the children’s perspective, support from parents was mainly practical or material rather than academic. A certain child noted: “My parents give me food to eat while at school,” another added, “they buy me small items to use” (Ch4). These responses reflect that while parents make tangible contributions, such support remains basic and lacks academic involvement such as assisting with homework or attending school programs.

The findings indicate that support to the education of children with cerebral palsy in Ongino Sub-county is limited and often superficial. Parents feel excluded from school processes, lack information about how to help their children, and face barriers of communication and knowledge. Schools and policymakers therefore need to strengthen inclusive structures, promote parent education, and build effective partnerships that empower parents to play an active role in supporting the learning of children with cerebral palsy.

The findings concur with Elangkovan and Shorey (2020), who noted that parental involvement in school management is frequently used as a rubber stamp, excluding those who best understand children's needs. According to them, genuine stakeholder participation fosters ownership and enhances commitment to educational programs. Similarly, Kakooza-Mwesige et al. (2018) emphasized that active participation of teachers and school managers encourages parental support for children with cerebral palsy. The current finding, therefore, highlights the need for improved collaboration and communication between schools and parents to strengthen participation and promote shared responsibility for the education of children with cerebral palsy in Ongino Sub-county.

4.2.3 Importance of a parent's support to the education of a child with cerebral palsy

When a question was asked concerning importance of a parent's support to the education of a child with Cerebral palsy, the findings revealed that parental encouragement and involvement play a vital role in motivating and improving the learning outcomes of these children. One participant remarked:

My child will feel loved, motivated to go to school, makes one happy, and encourages the child to concentrate and learn from others. Due to other demands and priorities, I have often failed to fulfill my obligations to the needs of my children with cerebral palsy (Pr9).

This reflects the positive emotional impact that parental care and attention have on the child's enthusiasm for learning.

Another participant emphasized:

“It encourages them like any other child, builds hope in the children for at least a better future, encourages them to continue with the education, the children feel good and loved, they learn English, feel happy, safe, and helps get a job when they grow to support themselves” (Tr2).

However, a contrasting view was also shared, with a participant stating that:

“Parents have no education ambitions, they do not follow their children's education, the schools they go to and the children themselves since there is no follow up, these children are reluctant to learn” (Tr5).

These views highlight that consistent parental support significantly influences the motivation, emotional well-being, and academic commitment of children with cerebral palsy, while lack of it can hinder their educational progress.

These findings are consistent with Banhara et al. (2020), who emphasized that when parents show love, motivation, and involvement, children develop confidence, focus, and hope for a better future. Banhara et al. (2020) also explain that for parents to effectively support their children's education, they must be continuously informed, engaged, and empowered by educational managers and government stakeholders. This helps promote accountability, collaboration with teachers, and sustained participation in the child's learning process. Therefore, the findings underscore that strengthening parental involvement in Ongino Sub County is essential for improving the educational experience and outcomes of children with cerebral palsy.

4.2.4 How the support benefits the child with cerebral palsy

When participants were asked how support benefits a child with cerebral palsy, key responses emerged that reflected both emotional and academic outcomes. One parent said, “My child will learn with ease, feels happy, loved, cared for, interested in learning, concentrates, good results are seen, will like going and being at school” (Pr5). This highlights that parental support enhances not only academic progress but also emotional stability and enthusiasm for learning.

Other parents shared similar views, with one noting that:

My child will go to another level of education, make friends and easily interact and socialize with other children of similar nature and different categories which removes fear and builds self-esteem. The support will motivate and encourage my child to be at school, makes the child happy and have the will to always go to school because the child will find the school to be a place of comfort with different activities in place (Pr5).

These views reveal that consistent parental involvement promotes inclusion, confidence, and social development among children with cerebral palsy.

A teacher added: “The support will benefit the children with cerebral palsy by motivating and encouraging the child to be at school, feel loved, cared for and eventually excel in life” (Tr4). Likewise, a child with cerebral palsy expressed, “The support will make me go to another level of education, makes me happy, proud of my parents, and encourages me to work hard at school” (Ch2).

The above responses emphasize that parental support nurtures motivation, belonging, and educational advancement, forming a crucial foundation for both personal and academic growth of children with cerebral palsy.

The finding agree with Al-Dababneh and Al-Zboon's (2018) argument that academic and emotional support from parents enhances instructional engagement, motivates learners, and improves classroom participation and performance. Their study emphasized that when parents provide the necessary materials, encouragement, and follow-up, children become more enthusiastic, confident, and socially adjusted in school. The present findings therefore highlight that in Ongino Sub-county; parental support not only motivates children with cerebral palsy to stay in school but also nurtures self-esteem, belonging, and academic progress, showing a positive and hopeful direction for inclusive education.

4.3 Challenges Faced by Parents in Supporting the Educational Needs of Children with Cerebral Palsy

In this section, the study sought to examine the challenges faced by parents in supporting the educational needs of children with cerebral palsy. Novak et al. (2019), said, the education of children with cerebral palsy is highly specialized that stakeholders need to have real commitment in order to give it the necessary support. Otherwise challenges can be a significant bottleneck in the quality of education received by children with cerebral palsy. The emerging issues were, challenges being faced by parents while supporting the educational needs of children with cerebral palsy, how they are affecting the education, how to overcome the challenges and other ways to reduce the challenges to effectively support the educational needs of these children.

4.3.1 Challenges faced by parents

When participants were asked about the challenges faced by parents in supporting the educational needs of children with cerebral palsy, several recurring issues emerged. A certain parent pointed out that; "poverty, having many children to educate, even feeding them is a challenge, sickness and the little money goes on treatment" (Pr5). Financial hardships were

therefore identified as a key constraint limiting parental ability to meet the special needs of their children with cerebral palsy.

Another participant emphasized that:

It's very challenging to get assertive devices for these children like the wheelchairs and walkers among others due to high prices. Some of us do not know where to even buy them as the devices would help them move to and from school with the support of other children (Pr7).

This shows the difficulty in accessing necessary assistive equipment.

Additionally, “parents have inadequate knowledge and there is an information gap on the roles of the parents’ support to children with special needs” (Pr8), highlighting limited awareness and guidance.

Some parents noted the absence of classroom support, explaining that:

Children with cerebral palsy require support personnel in order to fit into the school system... Given that the teachers are already overwhelmed with large UPE classes, they are not able to do the role of learner helpers, so eventually children with cerebral palsy are neglected and drop out of school (Pr6).

Another one cited that: “loans and inability to support children with disability as a waste of money” (Pr3), alongside “lack of food, sickness, and demands from other normal children” (Tr1).

From the teachers’ perspective:

There is a general knowledge and skills gap among mainstream teachers and parents in relation to inclusion of learners with cerebral palsy and other disabilities, so each school seems to be pursuing its own agenda on inclusion (Tr2).

Another teacher added that:

Children with cerebral palsy enrolled in mainstream schools require support from their families, schools, communities, and government. Due to inadequate understanding of disability structures at all these different levels... limited awareness, technical knowledge and skills as well as inadequate leadership capacity hinder effective education for children with cerebral palsy (Tr3).

The findings reveal that poverty, lack of knowledge, inadequate assistive devices, poor school support systems, and low awareness of inclusion practices remain major barriers to effective parental support for children with cerebral palsy in Ongino Sub County.

The findings concur with Al-Dababneh and Al-Zboon (2018), who noted that parents struggle to access assistive devices like wheelchairs and walkers due to high costs and limited availability. According to Al-Dababneh and Al-Zboon, this lack of access and parental commitment is particularly pronounced in resource-constrained settings, where affordability and the effort required obtaining and training children to use learning aids pose significant barriers. The evidence from this study underscores that these challenges hinder effective parental participation and need targeted interventions. Addressing these barriers is crucial for improving access to education and support for children with cerebral palsy in Ongino Sub-county, highlighting the need for policies and programs that make assistive devices more affordable and accessible to parents.

4.3.2 How the challenges are affecting the education of children with cerebral palsy

When a question was asked concerning how the challenges are affecting the education of children with cerebral palsy, the findings revealed that the challenges faced by parents significantly affect the education of these children. One participant explained:

Children delay to report to school when the term opens, have almost nothing to use at school, no support of moving to school, lack of knowledge where to get assistive devices, high prices, too much absenteeism, come to school occasionally, bad roads and drop out of school (Pr7).

Another participant added:

My child is not performing well at school, not active like other children do and every time I am either in hospital or trying to look for money to support my other children. I actually have no time of taking my child to school; in most cases it is the brother who helps her if not she stays at home and spends her time with other young children playing (Pr1).

A teacher noted:

Whenever school is on, these children of ours rarely come to school on time because reaching school is challenging due to no support. They attend school for very few days in a term; as such, there is a knowledge gap, no good results are seen from them and the output of being at school is not realized (Tr5).

Another teacher stated:

We do not have enough manpower to help learners benefit from learning. One teacher cannot have the time to provide special support to a children with cerebral palsy. Doing this would demand so much of the time and would neglect other learners. Even then most infrastructure do not favor the learners with cerebral palsy and accessing is challenging (Tr3).

Finally, a child with cerebral palsy expressed: “People at home do not care whether I go to school or stay at home (Ch6).

These responses indicate that lack of resources, inadequate parental support, poor infrastructure, and limited school capacity negatively impact attendance, learning outcomes, and overall educational participation of children with cerebral palsy.

These findings agree with Scherer (2019), who argues that limited awareness among parents and schools about appropriate learning aids impedes effective educational support. Additionally, Hartley et al. (2005) highlighted that physically inaccessible environments, such as poor lighting or staircases, and cognitive barriers make the use of assistive technology impractical, particularly where devices are donations. This evidence underscores that overcoming knowledge gaps, improving access to assistive devices, and addressing infrastructural barriers are critical for enhancing parental participation and ensuring children with cerebral palsy can fully benefit from education in Ongino Sub County.

4.3.3 How to overcome the challenges

When a question was asked concerning how to overcome the challenges, various responses were provided. One participant stated:

Looking for support from well-wishers, speaking to the hospital administration to lobby for support from the donors who visit them since we visit the hospital always to help educate our children, talk to people who support children with special needs so that ours can also benefit from the support given in terms of education (Pr8).

Another participant responded:

Joining groups that are being helped by projects in terms of educating children with special needs, I know of organizations that support these children and they are within the hospital setting where I always take my child for medical follow up and treatment (Pr9).

One participant added:

Mine is being supported in everything, some of these white visitors who come to the hospital do not only end in hospital but they go as far as visiting us in the community and they are mainly interested in homes that have children with disabilities which is their main focus (Pr7).

Other participants highlighted the dependence on external support, with one stating:

Most of the children here with special needs are being supported by donors. We concentrate our support to the education of normal children. The few who are not yet beneficiaries from the donors are seriously affected until luck befalls them too (Pr3).

Additionally, a certain participant suggested proactive engagement with local support structures:

Befriend community rehabilitation workers who visit the communities and schools to lobby for support since they are the people who link others to the donors for support. They are the ones who know the challenges this families go through with children with cerebral palsy (Tr2).

Finally, participants emphasized the need for capacity building. In This regard, a teacher expressed that:

Most of our parents need training on how to support the education of children with cerebral palsy. This will help reduce their dependence on relying on other people, donations and learn to take up their full responsibility as parents to all their children. Similarly, the teachers need more training on special needs education to equip them with the necessary knowledge to support the children more effectively (Tr4).

The crux of the above expressions is that overcoming challenges in supporting children with cerebral palsy requires a combination of external assistance from donors and community actors, as well as enhanced parental and teacher capacity through targeted training. Strengthening these avenues can increase parental participation, reduce dependence on external support, and ensure consistent educational support for children with cerebral palsy in Ongino Sub-County.

The findings are in tandem with Novak et al. (2019), who emphasized that parents need targeted training to reduce dependence on external support and fully assume their responsibilities. Similarly, teachers require specialized training in special needs education to effectively support these children. Novak further notes that obstacles, including limited access to assistive

technology and a shortage of skilled personnel, hinder both parents and schools from providing adequate support. This suggests that enhancing training opportunities, access to resources, and service provision is crucial to empower parents and improve educational outcomes for children with cerebral palsy. The evidence highlights that strengthening parental and teacher capacity is essential for effective participation in the education of children with cerebral palsy in Ongino Sub-County.

4.3.4 Others ways to reduce the challenges

The findings on other ways to reduce challenges in supporting the education of children with cerebral palsy highlight multiple perspectives from parents and teachers. One participant suggested:

Churches should help to support these children since they have access to different categories of people and organisations. Counselling and guiding of the parents with children with cerebral palsy to have a positive attitude towards their education (Pr7).

Another parent noted his limited capacity to provide educational support due to low levels of expertise and education:

We parents are not experts in education and most of us have limited education. We usually see that the learning of children with cerebral palsy is quite complicated, so we sometimes feel that we are not capable of giving any support (Pr3).

Pr5 emphasized the importance of awareness and planning meetings organized by schools and the community to clarify parents' roles:

We can only understand our role when we attend awareness and planning meetings that are supposed to be organized by the school and the community. But these are not there in our area. The LC 1 structure is always good for sensitizing parents on their roles. I wonder why it is not used to educate parents with children with special needs education on what they are supposed to do to help their children. We would expect that LC1 leaders

would be entrusted with the task of calling parents for school meetings so that they learn about what they are expected to do with regard to their children's education. We are tired of learning about them from our children's report cards.

A teacher recommended financial and entrepreneurial support:

There should be money specifically allocated for this category of children by the government to see how to support them, and encourage parent to do small businesses to generate income to support the education of children with cerebral palsy (Tr6).

These findings indicate that reducing challenges requires multi-level interventions, including community sensitization, parental empowerment, targeted financial support, and involvement of religious and local structures.

These findings agree with Epstein et al. (2019), who emphasized the need for targeted financial support and income-generating opportunities for parents to enable consistent educational assistance. According to Epstein, parents often struggle to access necessary products and services for their children when these are located in inaccessible or centralized service centers. This highlights the importance of allocating specific resources for children with cerebral palsy and empowering parents to actively participate in their children's education. The evidence underscores that practical support, combined with financial empowerment and accessible services, is crucial to enhance parents' involvement in the education of children with cerebral palsy in Ongino sub-county.

4.4 Empowerment of Parents to Effectively Support the Education of Children with Cerebral Palsy

This section sought to explore how parents can be empowered to effectively support the education of children with cerebral palsy. This aspect is very important because empowerment of parents determines the support they will give to the education of children with cerebral palsy.

The emerging issues were; empowerment of schools to support the child, other ways you can be empowered to effectively support the education of your child, areas to be empowered in to effectively support the learning process and increasing parents participation in the education of children with cerebral palsy.

4.4.1 Empowerment by the school to support the child

When a question was asked concerning empowerment by the school to support the child, the study revealed varied perspectives on empowerment by the school to support the child with cerebral palsy. One participant highlighted the role of guidance and counseling of parents as well as holding meetings to equip them with knowledge: “Guiding and counseling of parents on their roles and holding meetings.”

Another participant emphasized school efforts to involve the community in registering children with disabilities to enable government support:

The school has encouraged the community to register the children and bring them to school so that government can know the number of disabled children we have who are school going and see how to help (Tr2).

A parent noted the need for technical and costly assistive devices, emphasizing the importance of motivation and empowerment for parents:

Children with cerebral palsy need sufficient opportunity to benefit from the education curriculum through having appropriate scholastic materials. The assistive devices they need are so technical and expensive that parents on their own may not be able to get them. So, they need motivation and empowerment (Pr2).

Another participant stressed the importance of a structured support system from the ministry:

The ministry to develop a support system which can provide continuous and competent guidance to teachers, learners and parents in order to ensure that quality and inclusive education takes place (Pr8).

Three participants highlighted the role of school and district leaders in encouraging parents to provide assistive materials and involve donors:

School and district-based leaders should show commitment to individual education and encourage parents to provide Assistive materials for Individual Education. Let those parents who are able be encouraged to buy the assistive devices for their children. Some parents may have access to donors who may be willing to donate instructional materials for children with cerebral palsy. Let them be requested to do so (Tr1).

Another teacher emphasized parental training to build confidence and a positive attitude:

Parents need training so that they can have a positive attitude and confidence to support their children with cerebral palsy. Currently they have inadequate information, unsure of what to do and lack confidence in being involved in the education of their children. Government and schools can increase parental training in supporting children with Cerebral palsy (Tr3).

These responses indicate that empowerment by the school involves a combination of guidance, motivation, access to resources, structured support systems, and training to enable parents to actively support their children's education.

The findings are consistent with Bryant et al. (2018), who emphasize the critical need for parental training to build confidence and a positive attitude. According to Bryant et al., parents require ongoing guidance to master skills that help their children use assistive learning devices effectively. Without such training, even when schools provide assistive aids, learners may develop negative attitudes and avoid using them. The study's evidence highlights that structured guidance, motivation, and practical training for parents are essential for effective participation in

their children's education. This underscores that parental support in Ongino Sub-county has a strong foundation when schools actively empower parents to engage in their children's learning.

4.4.2 Other ways parents can be empowered to effectively support the education of their children with Cerebral palsy

The findings on other ways parents can be empowered to effectively support the education of their children with cerebral palsy revealed several practical suggestions. One participant emphasized the need for sensitization awareness campaigns. Another stated:

There should be repeated awareness campaign to parents, Yah it can be done through meetings, radio talks, in churches and on other big events. Actually if we don't talk about their children with disabilities in public, parents will still have a negative attitude towards supporting them (Pr4).

One participant suggested:

There ought to be policy guidelines exposed in open places like notice boards, walls and other public places such that everybody gets the same information about the policy for reference (Tr1).

Another expressed:

By creating awareness to them so that they can develop a positive attitude towards supporting the children, show love and be readily available whenever called upon (Tr2).

Finally, a participant mentioned:

Join groups that look at how to support your children who are at school including children with special needs. This will reduce the burden of having stress (Pr7).

The above findings indicate that parental empowerment can be enhanced through consistent awareness campaigns, clear policy communication, community engagement, and peer support

groups. These approaches foster positive attitudes, improve understanding, and encourage active involvement in the education of children with cerebral palsy.

The findings are consistent with the study by Chen et al. (2017), which emphasized that joining supportive groups for parents of children with special needs can reduce stress and improve their capacity to assist their children in school. According to Chen et al., social support from friends and family enhances parents' well-being and positively affects their involvement in education. Wang et al. (2020) further highlights that parents often require emotional, informational, and practical support, which can be provided by Community-Based Organizations (CBOs), governments, and international NGOs. The evidence from this study demonstrates that structured social and community support can empower parents, foster positive attitudes, and strengthen their active participation in their children's education. This implies that promoting parent support networks in Ongino Sub County can provide an effective solution to improve educational outcomes for children with cerebral palsy.

4.4.3 Areas to be empowered to effectively support the learning process

When a question was asked concerning areas to be empowered to effectively support the learning process, responses were given. A parent emphasized that: "Assertive devices, financial, Policy development and training parents regularly on their roles ought to be emphasized" (Pr4). Another participant stated that: "There should be frequent regular trainings on mechanisms of empowering and supporting parents in understanding their role in their children's education" (Pr5).

One participant responded that:

Government ought to develop and implement policies for educating and empowering parents to effectively support the needs of their children with cerebral palsy (Tr4).

These responses highlight the key areas parents consider necessary for empowerment, including access to assistive devices, financial support, regular training, and policy frameworks to guide and strengthen their role in the educational development of children with cerebral palsy.

The findings agree with Ramanandi et al. (2020), who emphasized the importance of assistive devices, financial support, policy development, and regular training of parents. According to Ramanandi et al., children perform better in families where parents have social, educational, and financial advantages, highlighting the significant influence of parental involvement on educational initiatives. This evidence underscores the need for targeted empowerment strategies, showing that parents' active participation in the education of children with cerebral palsy in Ongino Sub-county is crucial for enhancing learning outcomes.

4.4.4 Increasing parents' participation in the education of children with Cerebral palsy

When a question was asked concerning increasing parents' participation in the education of children with cerebral palsy, various responses were given. Pr1 said that: "Sharing with the teachers about the progress of the child, helping with homework and taking the child to school" (Pr1).

Another participant expressed that:

Train us on activities that can help us teach our children even when they are with us at home. You know these children are slow in doing their activities. As parents we know the child's strength and weaknesses (Pr6).

A participant said: "We need training so that we can have a positive attitude and confidence to support our children with cerebral palsy" (Pr8). A similar view from another participant was: "Training and retraining through workshops or seminars, which helps parents to master the skills of supporting children with cerebral palsy" (Tr1).

Another participant said:

Attending meetings, this will help parents get information and knowledge that can inspire them to get into income generating initiatives that can help them get money to support the learning of their children with cerebral palsy (Tr3).

Another participant had this to say: “Encourage and support parents to visit special needs schools to take a learning through interactions with the teachers, parents and the children” (Tr6).

These findings indicate that increasing parents’ participation in the education of children with cerebral palsy requires a combination of training, active engagement with teachers, access to information, and exposure to best practices through interactions with other parents and special needs schools.

The findings are in tandem with Bausch et al. (2018), who emphasized that training and retraining through workshops or seminars helps parents master the skills needed to support their children effectively. Bausch et al. opined that when parents understand how to use assistive technology and learning aids, children with cerebral palsy are more comfortable and actively engaged in their education. This highlights the critical role of equipping parents with knowledge and practical skills to enhance their children’s learning experiences. The evidence underscores that fostering parental participation in Ongino Sub-county is essential for improving educational outcomes for children with cerebral palsy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The final chapter here (Chapter Five) provides summary of the study findings, conclusions and recommendations. All these are based on the research objectives, which are reproduced here for the attention of the reader as follows: parents understanding of educational needs of cerebral palsy, examination of educational support parents give, challenges faced by parents in supporting cerebral palsy, and exploration of the means by which parents are empowered to effectively support education of children with cerebral palsy.

5.1 Summary

Parents' understanding of educational needs of children with cerebral palsy was assessed. Their involvement in education of their children is vital, as they play crucial roles in nurturing children, thereby providing a strong foundation upon which future success in education of the children are derived. The more parents understand the needs of their children, the better the children do better in their education. Parents provide basic needs that comprise: feeding, security, physical and psychological support to children. Their deep understanding of the children's educational needs is a big role that cannot be overemphasized. This research explored and noted the concern parents' awareness of cerebral palsy matters and how it forms a spring board upon which any education of children, no matter whatever category, has to always begin.

The research further focused on educational support parents, give to their children with cerebral palsy. The said support is multipurpose in that it comprises: moral, material and financial support. Much as parents, from time to time attempt to solicit external support when need arises, research noted that, first, and foremost, the support begins from parents, who do all that is

affordable to raise support domestically, utilising maximum efforts before seeking support from elsewhere. That, parents were found to be significant co-supporters of their children in collaboration with the government and foreign supporters.

The study addressed challenges faced by parents in supporting educational needs of their children with cerebral palsy. The challenges noted range from aspects like: poverty, sickness, information gap on the roles of the parents, high prices of educational and basic items, lack of awareness about what parents ought to do and succeed in supporting their children with cerebral palsy.

The study lastly touched on empowerment of parents' effectiveness in support the education their children with cerebral palsy. The study noted that if parents were empowered, they stood a better chance to help their children independently, without relying a lot more external support. They would have the ability to make appropriate decisions without fear – the decision that they would be in a better position to implement without strain.

5.2 Conclusions

In the vein, as the summary presented above, the conclusions of the study are hereby formulated and presented in line with the study findings – the findings that were based on the study objectives. First, and foremost, it is hereby concluded that most parents do understand the educational needs of their children with cerebral palsy. They play key roles, such as taking the children with cerebral palsy to their respective schools, collaborate with teachers and other related professionals to have the children participate in all school academic and none academic activities at all time, and without being urged to do so. Parents' concern is to encourage their children to attend school activities and to benefit from all that they earn from attending school.

Another conclusion made is to the effect that parents' support to their children with cerebral

palsy is genuine, and one that reflects commitment and determination to promote education of their children with cerebral palsy. The support is in two forms: based on parents' self-generated support, and the other is the forms of support solicited externally. Parents value these forms of support and do all that is possible to ensure that the support they give to their children leads to their children's full participation in education with interest that seemingly increase more frequently than not.

Regarding the challenges faced, faced in the education of children with cerebral palsy, it is concluded here that, parents are aware of all forms of challenges encountered in the education of their children with cerebral palsy and that they deal with them boldly and always work to eliminate most of them (challenges) for the good of their children with cerebral palsy.

As for getting empowered, it is concluded that parents of children with cerebral palsy work in collaboration with other parents and professional to ensure that they gain reasonable knowledge and skills necessary help them work more independently in supporting their children with cerebral palsy. That they are capable of making appropriate decision, which in the end are able to implement, for the education of their children with cerebral palsy.

5.3 Recommendations

Basing on the study findings and conclusions; all of which are in line with the objectives, the relevant recommendations for improvement of parents' participation in the education of children with cerebral palsy are hereby made as follows:

The study recommends that parents' understanding of the education of their children with cerebral palsy should be strengthened through continuous sensitization and training. Regular workshops, community dialogues, and school-based meetings should be organized to help parents understand their children's unique developmental and learning needs. In addition,

inclusive primary schools and health professionals should collaborate to provide informational materials and counseling to guide parents on how to support their children both academically and emotionally. Government agencies and NGOs are also encouraged to conduct awareness campaigns that promote positive attitudes toward children with Cerebral palsy and highlight the vital role of parents in their education and inclusion.

To enhance the educational support parents provide to their children with cerebral palsy, it is recommended that capacity-building programs should be implemented to train parents on effective home-based learning strategies and the use of assistive technologies. Local governments and community-based organizations should establish parent support groups where families can share experiences, challenges, and successful approaches to supporting their children. Moreover, partnerships between schools, parents, and development partners should be strengthened to ensure collaborative resource mobilization for moral, material, and financial support. Such partnerships would enhance shared responsibility in promoting inclusive education for children with cerebral palsy.

The study further recommends that the challenges faced by parents in supporting their children's education should be addressed through economic and social interventions. Government and NGOs should initiate income-generating projects to help families of children with cerebral palsy overcome poverty, which often limits their ability to meet educational costs. Provision of bursaries, subsidies, and affordable assistive learning devices should also be prioritized to reduce financial strain. Moreover, awareness and training programs should be intensified to close the information gap regarding parental roles and rights in supporting children with cerebral palsy, thereby promoting informed participation and confidence among parents.

Lastly, the empowerment of parents to sustainably support their children with cerebral palsy should be prioritized. Community-based programs that equip parents with leadership, advocacy,

and decision-making skills are essential in enabling them to become self-reliant and proactive. Microfinance institutions and savings groups should consider extending soft loans and financial literacy training to parents of children with cerebral palsy to help them meet their children's educational and healthcare needs. In addition, continued collaboration between parents, educators, and rehabilitation specialists should be promoted to ensure that parents can make and implement informed decisions effectively, reducing dependence on external assistance and fostering sustainable family-based support systems.

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APPENDIX I: CONSENT FORM

I have granted the researcher permission to include me as a respondent to interview questions. I am aware that it will take about 20 minutes to complete the interview guide, and am free to take a copy home for consultation. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. I understand that the researcher will retain all rights to the publication of any data collected in the process. I am free to contact the researcher on telephone no. **0774 987077**

Name of participant.....Signature/Thumbprint.....

Telephone contact Date.....

Name of Interviewer..... Signature..... Date.....

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS

Dear Respondent

I am a student of Kyambogo University, in the faculty of Special Needs Education under taking a study as part of the requirement to attain degree of Masters of Special Needs Education. Carrying out research study on the Parents participation in the education of children with Cerebral Palsy This study is for academic purposes, your participation will not cause any harm to you and confidentially will be observed. Thank you.

PARENTS UNDERSTANDING OF EDUCATIONAL NEEDS OF CHILDREN WITH CEREBRAL PALSY

What shows that a parent understands the educational needs of a child with Cerebral palsy?

.....

Why is it important for parents to understand the educational needs of children with Cerebral Palsy?

.....

In what ways can parents of Children with Cerebral palsy get actively involved in their education?

.....

How does the parents understanding affect the child’s learning?

.....

EDUCATIONAL SUPPORT PARENTS GIVE TO CHILDREN WITH CEREBRAL PALSY

What kind of educational support do parents give to their Children with Cerebral palsy?

.....
.....

What shows that parents are supporting the education of the child with Cerebral palsy?

.....

Why is it Important for the parent to support the education of a child with cerebral palsy?

.....

As a teacher how does support benefit the child with cerebral Palsy?

.....

CHALLENGES FACED BY PARENTS IN SUPPORTING THE EDUCATIONAL NEEDS OF CHILDREN WITH CERERAL PALSY

What challenges are preventing parents from supporting the educational needs of children with Cerebral palsy in your school?

.....

How are these challenges affecting the education of children with cerebral palsy?

.....

.....

In your opinion, how can the parents overcome the challenges faced in supporting the education of children with Cerebral Palsy?

.....

.....

What other ways can be used to reduce the challenges faced by parents to effectively support the educational needs of children with cerebral palsy?

.....

HOW PARENTS CAN BE EMPOWERED TO EFFECTIELY SUPPORT THE EDUCATION OF CHILDREN WITH CEREBRAL PALSY

What has been done in your school to empower parents with children with cerebral palsy?

.....

.....

How can parents be empowered to effectively support their children with CP?

.....

.....

As a teacher Identify areas where parents with CWCP need to be empowered during their learning process.....

.....

What other opinions do you have as regards to increasing parent's participation in the education of children with CP?

.....
.....

End

Thank you

APPENDIX III: INTERVIEW GUIDE FOR PARENTS

Dear Respondent

I am a student of Kyambogo University, in the faculty of Special Needs Education under taking a study as part of the requirement to attain degree of Masters of Special Needs Education. Carrying out research study on the Parents participation in the education of children with Cerebral Palsy This study is for academic purposes, your participation will not cause any harm to you and confidentially will be observed. Thank you.

PARENTS UNDERSTANDING OF EDUCATIONAL NEEDS OF CHILDREN WITH CEREBRAL PALSY

What is your understanding on the educational needs of a child with Cerebral palsy?

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.....

Why is it important for you to understand the educational needs of children with Cerebral Palsy?

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.....

In what ways can you get actively involved in the education of your child with cerebral palsy?

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.....

How does your understanding of a child with Cerebral palsy affect the child’s learning?

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.....

EDUCATIONAL SUPPORT PARENTS GIVE TO CHILDREN WITH CEREBRAL PALSY

What kind of educational support do you give to your child?

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What shows that you are supporting the education of your child?

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.....

Why is it Important for you as a parent to support the education of your child?

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.....

As a parent, how does this support benefit your child?

.....
.....

CHALLENGES FACED BY PARENTS IN SUPPORTING THE EDUCATIONAL NEEDS OF CHILDREN WITH CERERAL PALSY

What challenges are you facing while supporting the educational needs of your child?

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.....

How are these challenges affecting the education your child?

.....

In your opinion, how can you overcome the challenges you are facing in supporting the education of your child with Cerebral Palsy?

.....

What other ways can be used to reduce the challenges you are facing to effectively support the educational needs of your children?

.....

HOW PARENTS CAN BE EMPOWERED TO EFFECTIELY SUPPORT THE EDUCATION OF CHILDREN WITH CEREBRAL PALSY

How have you been empowered by the school to support your child with cerebral palsy?

.....
.....

How else can you be empowered to effectively support the education of your child with Cerebral Palsy?

.....

As a parent, which areas do need to be empowered in to effectively support the learning processing of your child with cerebral palsy?

.....

What other opinions do you have as regards to increasing your participation in the education of children with CP?

.....

Thank you

APPENDIX IV: INTERVIEW GUIDE FOR PUPILS

I am a teacher and carrying out a study on how your parents participate in your education. This study will be confidential.

PARENTS UNDERSTANDING OF EDUCATIONAL NEEDS OF CHILDREN WITH CEREBRAL PALSY

What support do your parents give you in your education as a child with cerebral palsy?

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Why is it important for your parent to understand your educational needs?

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.....

In what ways can your parent get actively involved in your education?

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.....

How does your parent's lack of sufficient information on cerebral palsy affect your learning?

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.....

EDUCATIONAL SUPPORT PARENTS GIVE TO CHILDREN WITH CEREBRAL PALSY

What educational support do you get from your parents as a child with cerebral palsy?

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.....

What shows your parents are supporting you?

.....

Why is it Important for your parent to take you to school?

.....

How does your parents support benefit you as a child with cerebral Palsy?

.....
.....

CHALLENGES FACED BY PARENTS IN SUPPORTING THE EDUCATIONAL NEEDS OF CHILDREN WITH CERERAL PALSY

What is preventing your parents from supporting your educational needs?

.....
.....

How are these problems affecting your education?

.....

In your opinion, how can your parents overcome the challenges faced in supporting your education?

.....

What else can be done to reduce the challenges faced by your parents to effectively support your educational needs?

.....

HOW PARENTS CAN BE EMPOWERED TO EFFECTIELY SUPPORT THE EDUCATION OF CHILDREN WITH CEREBRAL PALSY

What is your school doing to empower your parents in your education?

.....
.....

How can your parents be empowered to effectively support you in your education?

.....
.....

As a child, which areas does your parent need to be more empowered in your learning process?

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.....
.....

What other ways can increase your parent's participation in your education?

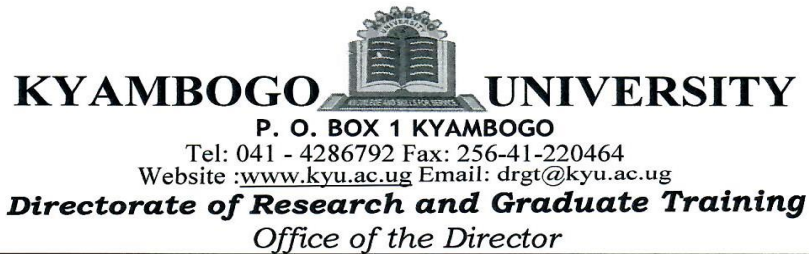
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Thank you

APPENDIX V: BUDGET FOR THE RESEARCH.

No.	Activity Description	
1	Stationary, typing and printing services.	300,000
2	Travel, Accommodation & Meals costs	800,000
3	Photocopying services.	200,000
4	Air time and internet services.	200,000
Total		1,500,000

APPENDIX VI:INTRODUCTORY LETTER



APPENDIX 8

Date: 27/03/2024

TO WHOM IT MAY CONCERN

RE: ALUPO CAROLINE

Dear Sir/Madam,

This is to introduce to you the above named student Reg: No **21/U/GMSN/14017/PE** Pursuing Master in Special Needs Education, Department of Intellectual Impairment, Kyambogo University.

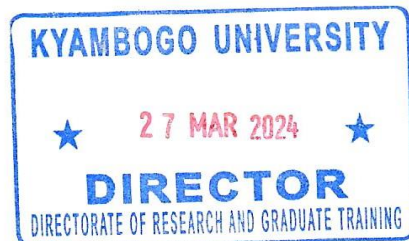
She intends to carry out research on **Parents Participation in Education of Children with Cerebral Palsy in Ongino Sub County, Kumi District** in partial fulfillment of the requirements of the award of Master in Special Needs Education.

The purpose of this letter therefore is to request you to grant her permission to carry out her study in your institution.

Any assistance rendered to her will be highly appreciated.

Yours sincerely,

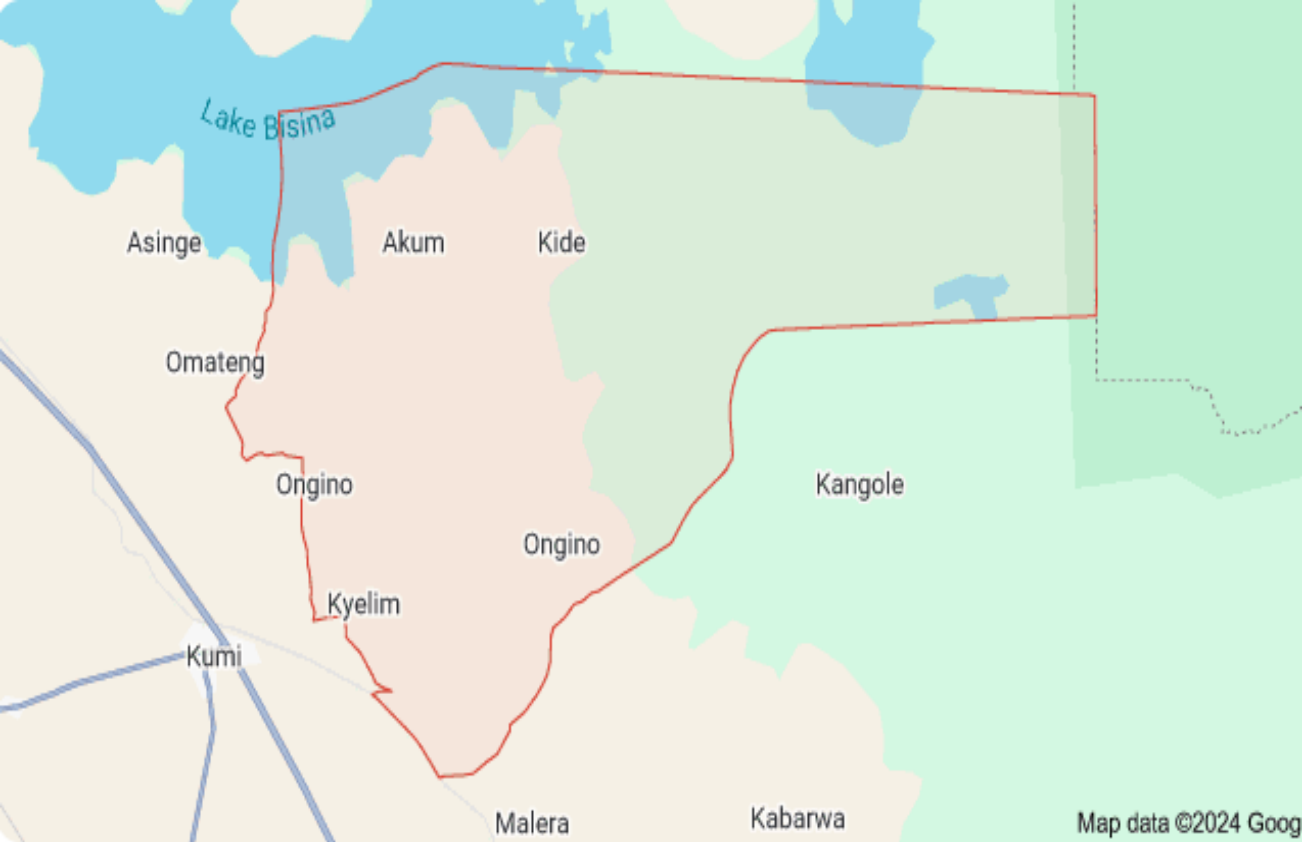
Prof. Bosco Bua
AG. DIRECTOR



APPENDIX VII: MAP OF UGANDA SHOWING KUMI DISTRICT



APPENDIX VIII: MAP OF KUMI DISTRICT SHOWING AREA OF STUDY



Ongino