

**Universal Primary Education Policy Implementation and Academic
Performance of Children with Visual Impairment in Mukono District, Uganda**

By

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Declaration

I, ABUKU BEATRICE, declare that this research report is a product of my effort and has never been presented to any institution or university for any academic award or otherwise.

Signed  on this day of ^{28th} DEC 2015

Approval

This is to certify that the work: “**Universal Primary Education Policy Implementation and Academic Performance of Children with Visual Impairment in Mukono District, Uganda**” by Abuku Beatrice that has been under our supervision is now ready for submission.

Signed 

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Date 30/12/15-----

Signed 

Dr. Aron Otto (co- supervisor)

Date 28/12/2015-----

Dedication

I dedicate this study entitled “Universal Primary Education Policy Implementation and Academic Performance of Children with Visual Impairment in Mukono District, Uganda” to my beloved family who endured it all as I pursued my studies.

Acknowledgement

The successful completion of this research has been through the efforts of many people. Sincere thanks and gratitude goes to all those who contributed to this successful endeavor. Special thanks go to my supervisors Dr. Ali Baguwemu and Dr. Aaron Otto who gave their time and effort to guide me through this research. Special thanks go to my friends for the guidance and support offered during this study. May God richly bless you.

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Abstract

This study investigated the impact of the Universal Primary Education Policy Implementation on the academic performance of children with visual impairment in . The objectives were: to find out the impact of UPE policy implementation on the academic performance of visually impaired pupils; the challenges faced by teachers and to establish if there exists a relationship between UPE policies and academic performance of the children. The study utilized descriptive research designs using mainly the qualitative approach to examine phenomena and the quantitative and method involving descriptive statistics. 102 one respondents were sampled through non-probability sampling techniques. The data was subjected to qualitative descriptive analysis. There is a bigger gap on the ground (schools) between the UPE policy and the implementation. The UPE Policy is very clear and objective but the implementation is a challenge as it is confirmed by the academic performance of learners with visual impairment, inadequate trained skilled personnel, scholastic materials, no supervision is carried out by school and district administrators more especially on the learning and teaching of children with Visual impairment, teachers teaching are not motivated for the extra support they render to children with Visual impairment and negative attitude of some stakeholders. . A qualitative analysis of data from stakeholders converged on the fact that there is a link between UPE Policy implementation and academic performance of visually impaired pupils in UPE schools. The study recommends that the government should train more teachers for visual impaired schools so as to fill the gap that is currently there; Sensitize the schools and the masses on policy issues that affect people with disabilities; Provide access to text books in Braille as well as other scholastic devises such as assistive devices, supply or subsidize the costs of buying and acquisition of these scholastic materials and look into its policy on inclusive education.

Chapter One

Introduction

This section gives the background to the research problem, problem statement, purpose, objectives, research questions, statement of hypothesis, scope, significance of the study, limitations of the study and conceptual framework.

Background of the study

Education is one area where mainstreaming has been embraced globally as a strategy for social and economic integration of persons with disabilities (PWDs) in the mainstream life of society (UNESCO, 2000). Mainstreaming in education refers to a situation where all learners - with and without disabilities or difficulties - learn together in ordinary pre-school provision, schools, colleges and universities.

The Universal Primary Education (UPE) programme in Uganda was started in 1997 to offer an opportunity to children regardless of their social status or disability, among others to acquire primary education free of cost. Several years of its implementation down the road, the inclusive element of UPE to cater for all categories of children to be in need of realization for many of them and especially for CWDs.

Whereas there have been some efforts to implement an inclusive education system to take care of all groups in the country, by and large inclusive education remains in policy documents with little to show on the ground (UHRC 2009).

Historical perspective

School education was introduced in Uganda by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the British colonial government. So right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. As a result, many Ugandans remained illiterate with literacy rates standing at only 65% with the primary education '*reaching only 50 percent of the age group*' (Ministry of Education and Sports 1999).

It is against this background that in December 1996 President Yoweri Kaguta Museveni launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry Of Education And Sports 1992). Under this policy, government was to provide 'free' education to a maximum of four children from each family. This has now changed because President Museveni has now said that '*all children of school-going age should benefit from Universal Primary Education (UPE)*' (Olupot, 2002).

The major objectives of UPE are: Making basic education accessible to the learners and relevant to their needs as well as meeting national goals; Making education equitable in order to eliminate disparities and inequalities; Establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development; Initiating a fundamental positive transformation of society in the social, economic and political field; and Ensuring that education is affordable by the majority of Ugandans by providing, initially the minimum necessary facilities and resources, and progressively the

optimal facilities, and to enable every child to enter and remain in school until they complete the primary education cycle. (Ministry of Education and Sports 1999).

As a result of this policy, a lot has been achieved such as increased access to education as evidenced in the enrolment figures which shot up from nearly 2.5 million in 1996 after the launching of UPE to nearly 6.8 million in 2000 (Ministry of Education and Sports 2001b). This increase was mainly for two reasons. The backlog of school age children who had not been accessing school were now able to do so while more of the children who had attained the school age but would not have afforded education prior to UPE were now able to join school.

This policy also has a specific focus on the education of girls, the disabled and the orphans. There has therefore been an increase of enrolment of girls from 39% in 1970 to nearly 49% by 2001. To facilitate easy access to schools, the Ministry of Education and sports also embarked on building of more primary and secondary schools. For example, by end of 1999, 4,000 additional classrooms were constructed for primary school children while by end of 2001, a total of 6,321 had been completed (an additional 2,321 classrooms in one year) (Ministry of Education and Sports 2001c, www.education.go.ug/policy_statement_2001-2001.htm.) It is therefore clear that UPE has helped improve access to education as seen by the increase in enrolments and the increase in the number of classrooms that has been put up.

Conceptual perspective

The realization of universal education has been of prime interest to the international community since the 1940s. Bloom and Cohen (2002) observed that universal education has been on the global agenda since the 1948 Universal Declaration of Human Rights proclaimed free and compulsory education to be a basic human right. The (1989) Convention on the Rights of the Child, ratified by all but two of the world's governments, reaffirmed this right as a legally binding obligation'. From the 1990's onwards further efforts were made to ensure that universal education takes shape, especially in the corners of the world where it hadn't been realized yet. 'In 1990, two global conferences — the Jomtien Conference and the World Summit for Children — set the target of universal primary education by the year 2000. By 2000, however, it was clear that progress had been too slow in too many countries for the target to be met' (Delamonica et al. 2004). This led to the setting of new targets during the Dakar Education Conference of 2000, which eventually influenced Millennium Development Goal (MDGs) 2 on universal primary education by 2015 (Maas 2012).

There is wide acknowledgment within the UN that to achieve the MDGs a number of strategies will be required and one of them is inclusive education (Peters 2007). Cognizant of this fact, Peters (2007) noted that 'inclusive education is identified as a key strategy to address marginalization and exclusion in relation to the millennium development goal. One of the groups that are prone to various forms of exclusion is that of persons with disabilities.

Specifically on education, Bines and Lei (2011) contended that ‘disability remains a significant factor in exclusion from schooling’. However having impairment per se should not spell doom for a person living with disability as long as the barriers created by disability are addressed. This is in line with Susan Peters’ observation when she wrote that ‘if disabled people are denied educational opportunities, then it is the lack of education and not their disabilities that limit them’ (Peters 2009). Therefore to address exclusion of persons with disabilities and the various forms of inequities they face, education should be part of the solution, a solution that was earlier prescribed by the World Education for All (EFA) Declaration. Peters noted that ‘to address inequities of disabled individuals, the world EFA declaration in 2000 clearly identified inclusive education as one of the key strategies to address issues of marginalization and exclusion’ (ibid: 159). Peters noted that to address inequalities of disabled individuals, the world EFA declaration in 2000 clearly identified inclusive education as one of the key strategies to address issues of marginalization and exclusion.

Causes of disability

According to UNICEF, there are numerous causes of disabilities (UNICEF 2002, cited in Combrinck 2008). But, specifically in the developing world, the following causes account for most of the cases of disabilities: prevalence of communicable diseases; poor nutrition – e.g. blindness caused by vitamin A deficiency; inadequate prenatal, childbirth and neonatal health care services; armed conflicts and their aftermath – e.g. unexploded landmines (Combrinck 2008). Poverty is identified as both a cause and consequence of disability, for instance through children being exposed to poor nutrition, limited access to health services among others.

UPE is open to every child, including CWDs and enabling environment to integrate CWDs in the general UPE arrangement has not been established: “physical structures including walk ways, toilets, and corridors are not accessible and special educational equipment such as Braille machines, paper and hearing aids are not available. (ibid : 5).

UPE programme in Uganda has also been characterized by too large integrated classes, making it impossible for teachers to attend to the special learning needs of CWDs. (ibid).

Further the curriculum has not undergone the modification that is necessary for it to become relevant to the children with special needs. The inclusive element of the UPE as a universal programme meant to accommodate all groups of primary school going – age children, it is yet to embrace the CWDs.

Educational provision for children with visual impairment

Globally, a number of approaches have been employed to educate children with disabilities. The common ones are: Special education, integrated education and Inclusive education as discussed below.

Special education

Special education provides segregated educational service where children with special needs are taught in special schools by qualified special needs education teachers. The schools admit children with a specific impairment. The underlying philosophy is that such children are special therefore require special attention. The approach is said to be cost effective as many learners having a similar impairment are trained in one centre making it possible for them to share special educational resources. Among the disadvantages of the approach is that the learners are deprived of the opportunity to

socialize with and learn social skills from their non-disabled peers. They are ultimately isolated from the mainstream society leading to low self-image and esteem on their part.

Integrated education

Integrated education on the other hand attempts to educate children with disability in the regular school. It recognizes that children with disability have learning barriers that need special attention to overcome, believes that these children's education can be provided within the mainstream or regular schools provided that they (the children) for some time are taught in a special class where they get separate special attention to catch up. They join the other children for lessons and activities that do not need special support or methods. Integration acts as a bridge between special education and inclusive education, seeking to adopt advantages of special education while mitigating the disadvantages associated with special education. The approach is reported to have the advantage of promoting socialization of all learners while at the same time enabling sharing of resources by learners with special needs (Dark and Light Blind Care, 2008).

Inclusive education

Inclusive education for children with disabilities began in wealthier countries, but it is perhaps an even better model for developing countries since the costs for individuals, communities, and countries are lower in terms of resources, space, and human effort.

Inclusive education is an approach that caters for the learning needs of all learners with and/or without disability in the same school environment. It has received universal endorsement as the most appropriate and effective system of education because it helps combat discriminatory attitudes, create welcoming communities, build an inclusive

society and achieves education for all. In addition it provides effective education to the majority of learners and improves the efficiency and ultimately, the cost effectiveness of the entire education system.

Specifically, the approach targets those children traditionally excluded from general education for reasons of gender, geographical remoteness, ethnicity, poverty, and disability. The principle of inclusion promotes the idea that in order to receive a quality education that is equal and accessible; children must be educated to the best of a community's ability in a general education classroom. Inclusive education is moreover a method of creating communities, schools, and societies free of discrimination. Inclusive education for children with disabilities is best understood as a subset of the broader definition of inclusion as education for all.

Children with disabilities are one of the most prominent groups traditionally excluded from education. Any plan for education for all must be in tune with the needs and abilities of children with disabilities and fully involve them in education systems.

Children with disabilities in poor and developing countries face particular difficulties, linked to poverty and social barriers. In many traditional cultures, a child with a disability is seen as a bad omen, bad luck, or a result of poor lineage. Some children with disabilities are hidden from the community and kept out of school. Those who do attend school—often the ones with less severe disabilities—may face embarrassment, discrimination and misunderstanding. Yet every child has the right to an education. In the past many people assumed that the best place for children with disabilities was in a special school or classroom, separated from their 'normal' peers.

Legal framework of universal primary education policy implementation

In Uganda before 1986, education system was severely disrupted prior to the introduction of Universal Primary Education (UPE). The status of the primary education sub-sector in Uganda was extremely poor, whereby budgetary allocations had declined from 3.4% to 1.4% between 1971 and 1985 and the burden was borne by parents.

While expansion of primary education attracted both international and domestic attention in the 1990s, Yoweri Kaguta Museveni pledged for UPE during presidential campaigns in 1996. The UPE policy started in January 1997 after his election as president.

The components of the UPE policy initially included five major fields of policy intervention. The first component was abolition of school fees, which initially applied to up to four children per family and changed its eligibility to all children in 2003. The second component was to increase the government expenditure on primary education. The education expenditure as percentage of GDP increased from 1.6% to 4.0% and the share of primary education in the total education expenditure rose from 40% to 65-70%. The third component was to introduce double-shift for grades 1 and 2. The fourth component defined the parental responsibilities as provision of lunch, uniform, and shelter while the government provides school fees, textbooks, teachers, and infrastructure. The fifth component was to abolish the Parent Teacher Association (PTA) fees with an exception for the urban areas where voluntary labor is hard to obtain and cost of utilities is high year (Nishimula et al, 2008).

Moreover, the government initiated administrative and financial decentralization and implemented advocacy campaigns for girls' education. The Ministry of Education and

Sports developed a Gender and Education Policy to provide a framework for planning and implementation of gender responsive education sector programs.

In the policy, gender equality has been recognized as central to the achievement of universal primary education. Key gender concerns in education highlighted in the policy included disparities in enrollment, retention, and transition rates, negative socio-cultural practices and attitudes which inhibit girls' access, learning environments that are not conducive to girls, stereotyping in learning materials and in class teaching and drop out of girls due to pregnancy and early marriages. The UPE education policy succeeded in reaching the poorest region and children since it reduced the burden of basic education costs from parents' shoulders and its impact was especially large on poor girls (Nishimura et al. 2008).

Since 1997 the government of Uganda has disbursed the UPE capitation grant from the Ministry of Finance, Planning, and Economic Development (MFPED) to schools via districts. The grant is calculated based on a variable cost of about 4,000 Ugandan shillings per pupil per year for all government primary schools and a threshold cost for each school of 100,000 Ugandan shillings per month for nine months. Prior to UPE, pupils' families used to pay more than 80% of the total direct costs of public primary schooling and the government paid the rest, while this figure has reversed after UPE (Mehrotra & Delamonica, 1998).

When the policy gained momentum for implementation, politicians and external donors have forced it upon the systems hastily. However, the implementation of such bold policy, in the real sense, represents a complex reality. While many (Avenstrup et al,

2004), agree to the policy direction as primary education is largely appreciated by the population and fee abolition is regarded as being beneficial for the poor, it seems that implementation schemes and procedures have not been carefully thought through by policy makers and external donors prior to policy implementation

There are numerous disparities in educational access and quality, for which fee abolition alone cannot find a simple solution, nor does new financial flow of education budget cater for pupils with various needs (e.g. children in the disadvantaged areas and children with Visual Impairment). Thus, this seemingly simple policy of fee abolition requires thorough investigation that reflects the reality on the ground and stakeholders' reaction to the policy implementation.

Although policy framework and programme in regard to education of children with Visual Impairment exist in Uganda today, they do not significantly address the needs of children with Visual Impairment for instance; the programming of the academic, extra and co-curriculum activities are not favorable to children with Visual Impairment (Kato, 2000 Frierre, 1990). According to UPE guidelines a child is supposed to progress to the next class the next year, unfortunately a mentally retarded child may need five years or more to learn what it takes an average child to learn in one year. It's therefore, imperative to review the extent to which policy statements are meeting the access needs to educational services by children with Visual Impairment through this research.

The New Vision of 25th February, 2002 revealed that the results of children with disabilities are not desirable. Many of those who fared well were in division two. The majority were in division three and four whilst there are those who were not graded hence

in division U. This study therefore will try to unearth the factors behind the poor performance among visually impaired learners.

Omagor (2003) pointed out that, class size is another important aspect to consider in Uganda education today. The introduction of free universal primary education brought a large increase in the numbers of children attending school. The huge class sizes raise questions about the quality of education for all but they are likely to be even more disadvantageous to children with VI since they may restrict the opportunities for individual attention. This study will try to evaluate this claim made by Omagor to see whether the perception will encourage or discourage performance at the school level of visually impaired learners in the Primary leaving examinations.

Theoretical perspective

In analyzing the universal primary education (UPE) policy and the academic performance of children with visual impairment, the researcher looks at different theories of learning. What follows is a variety of them, and it is useful to consider their application to how learners learn and also educators teach in educational programs.

Sensory Stimulation Theory

This theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). It is noted that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses - touch, smell and taste account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory

says that if multi-senses are stimulated, greater learning takes place. Considering adults, they come when they already stimulated ready to learn hence making empowerment process easy.

Cognitive-Gestalt approaches

The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (Burns 1995). Burns notes that this theory has developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts. In UPE, children learn to solve problems. A conducive learning environment in a welcoming school under UPE program equips learners with critical thinking which enables them to be self-reliant and productive in the community.

Cetera (1983) asserts that though blind students have the same range of cognitive ability as other ordinary learners, majority of school learning relies very heavily on vision, children who are blind are therefore slower to learn many skills than their sighted peers, interventions at early stage is very important in stimulating the intellectual growth of blind students. The study looks at education policy from the lens of a rights based approach. This will involve analyzing the responses of, among others, the legislative and institutional framework for the realization of the right to education of children with Visual Impairment.

Contextual background

In the Ugandan context, for a long time people with disabilities were regarded as sick or disadvantaged. There was very little efforts to recognize and enable them enjoy their rights. Often parents never sent their children with disabilities to school. Recent and exact figures on disability in Uganda are difficult to come by. However, the 2005/2006 estimates of the Uganda Demographic and Health Survey report put persons with a disability at 7 per cent of the population (USDC 2011). With the projected population standing at 31 million people, as of 2011, 2.17 million persons are estimated to be living with disability of which 1.22 million are estimated to be children (ibid).

There are multiple forms of disabilities, and various accounts to explain the causes of disability. Some of the common disabilities in Uganda include visual impairments; physical disabilities; hearing impairment; multiple disabilities; mental and psycho-socio disabilities; intellectual disabilities and albinism. The major causes of disability include but are not limited to communicable diseases, congenital abnormalities and injuries' (NUDIPU n.d para 3).

The Ugandan Constitution (1995) in article 21(1) provides that 'all persons are equal before and under the law in all spheres and shall enjoy equal protection of the law'. The article goes on: 'a person shall not be discriminated against on the ground of sex, race, colour, ethnic origin, tribe, birth, creed or religion, or social or economic standing, political opinion or disability'.

On education, article 30 provides that 'all persons have a right to education'. The National Objectives and Directive Principles of State Policy further elucidate on the right

to education in which they provide that ‘the State shall promote free and compulsory basic education’ and it ‘shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible’. Although there are guarantees for equal opportunity and commitments as expressed above, the situation on the ground shows a different picture: ‘Only five per cent of children with disabilities are able to access education within inclusive setting in the regular schools while 10 per cent access education through special schools and annexes’ (UNICEF 2012).

The introduction of UPE in Uganda in 1997 allowed [initially] four children per family to receive free education. Children with disabilities were given priority among the beneficiaries of this programme (USDC 2003). Although UPE is open to every child, including Children with disabilities (CWDs), an enabling environment to integrate CWDs in the general UPE arrangement has not been established: ‘physical structures including the walkways, toilets, corridors are not accessible, and special educational equipment such as Braille machines and hearing aids are not available’ (ibid: 5). UPE programme in Uganda has also been characterized by too large integrated classes, making it impossible for teachers to attend to the special learning needs of CWDs (ibid).

Further, the curriculum has not undergone the modification that is necessary for it to become relevant to the children with special needs. The USDC (2003) noted that ‘[t]he curriculum at primary level has become increasingly irrelevant to the skills that these children need in their day-to-day lives outside school. The emphasis is on academic subjects, rather than balancing theory with the teaching of independent living skills’.

Education for CWDs was also a matter of concern during the Universal Periodic Review of Uganda in 2011. In a report by the Human Rights Network, a consortium of NGOs working on human rights, to the Human Rights Council's Working Group on the Universal Periodic Review, it was noted that 'while Uganda promoted inclusive education, there were no special needs teachers and limited teaching aids which made it difficult for children with disabilities to get quality education. Also, the curriculum did not take into account children with disabilities' (HURINET 2011: 15).

The present schooling environment for CWDs in Uganda therefore leaves a lot to be desired. The inclusive element of the UPE as a universal programme meant to accommodate all groups of primary school going-age children is yet to embrace the CWDs.

On 29 July 1987, Government appointed Education Policy Review Commission (EPRC) through General Notice No.57 of 1987, to inquire into the policies governing education in Uganda. The Commission submitted its report on January 30, 1989 to the Minister of Education with recommendations that children with disability should be catered for in normal schools, what they called inclusive education.

Numerous efforts have been made to provide education for children with disabilities since the 1950s, when the British Empire Society for the Blind, presently known as Sight Savers was founded which led to the construction of the school for the blind in Wanyange Girls Secondary School in 1962. This was an early attempt to integrate blind and sighted pupils in Uganda (Okech, 1993). Since then a number of units have been opened in mainstream Ugandan schools.

National decentralized program on Special Needs Education was established in 1991-2003 called Educational Assessment and Resource Services (EARS), this was developed as a result of corporation between the Governments of Uganda and Denmark, through the Danish International Development Agency (Danida) (Danish assistance to Uganda 1987-2005, Synthesis report, 2006), The Government of Denmark channeled the technical and financial support that facilitated the establishment of special needs education (SNE) services in Uganda. The funding received from Danida facilitated developments.

Despite all this interventions by the government and stakeholders, there is a growing concern by education stakeholders over the rising poor performance of learners with visual impairment in the primary leaving examinations. Thus one wonders, what are the effects of the Universal Primary Education (UPE) Policy on academic performance of pupils with visual impairment? In view of the above, there was need to carry out a research in order to identify the problems behind this poor performance among children with Visual Impairment and also to come up with remedies if children with Visual Impairment are to meaningfully benefit from all inclusive education services provided for under UPE program. This is the motivation for this research.

Statement of the problem

According to the stated objectives for its establishment, the UPE programme in Uganda was started in 1997 to offer an opportunity to children regardless of their social status or disability, among others, to acquire primary education free of cost. Several years of its implementation down the road, the inclusive element of UPE to cater for all categories of children continue to be lacking many children and especially for pupils with visual

impairment. Whereas there have been some efforts to implement an inclusive education system to take care of all groups in the country, by and large, UPE remains to be expressed in policy documents but with little to show on the ground. The Uganda Human Rights Commission, in its 2009 analysis of the government's inclusive education policy, aptly captured the current state of Uganda's inclusive education. According to the report: The UPE policy spells out Government's commitment to provide free Primary education to all children irrespective of their origin, social group or gender. It emphasizes inclusion of children with special needs in ordinary primary schools.

However, the policy of inclusive education does not elaborate what inclusion means with regard to pupils with visual impairment. No appropriate provisions have been made for pupils with visual impairment to date (UHRC 2009: 105).

The result has been increasing rates of dropouts and declining enrolment among children with visual impairment. According to the Uganda Human Rights Commission report: the number of children with disabilities (CWDs) at the primary school level decreased by 5.8% in 2008, and their percentage of total enrolment also decreased from 24.3 in 2007 to 23.1% in 2008. The retention rate had also declined, as 39,840 CWDs enrolled in 2007 in Primary One (Grade one) compared to 35,278 who enrolled in Primary One in 2008. There was also a sharp decline in completion rates. Whereas 35,278 CWDs were in Primary One in 2008, only 11,456 were in Primary Seven, indicating that many pupils with visual impairment had dropped out of school (ibid: 108). These figures illustrate discrepancies between the pronouncements of UPE as an inclusive programme and the reality on the ground which portrays a different picture.

While the government of Uganda has abolished tuition to achieve universal primary education (UPE), few studies have examined the impacts of the UPE policy beyond school enrolment to include children with visually impairment. Therefore, the current study was designed to investigate the impact of Universal Primary Education policy implementation on the academic performance of children with visual impairment in UPE schools.

Purpose of study

The purpose of the study was to determine the impact of Universal Primary Education Policy Implementation on Academic performance of pupils with visual impairment in UPE schools.

Objectives of the study

The study addressed the following objectives:

1. To analyze the implementation of UPE policy among the visual impaired pupils in UPE schools
2. To investigate the UPE performance levels of visually impaired pupils in UPE schools.
3. To find out the relationship between UPE policy implementation and academic performance of visual impaired pupils in UPE schools.

Statement of hypothesis

There is no significant relationship between the Universal Primary Education Policy Implementation and academic performance of children with VI in Mukono district.

Research questions

The study attempted to answer the following questions

1. What is the level of UPE policy implementation among visual impaired pupils in UPE schools?
2. What are the UPE performance levels of visually impaired pupils in UPE schools?
3. What is the relationship between UPE policy implementation and academic performance of visual impaired pupils in UPE schools?

Scope of the study

The study was conducted in two sub counties: Nama and Nakisunga located in Mukono. Participating schools, Martin Nkoyoyo inclusive primary school, Lwanyonyi primary school and Takajjunge primary school were drawn from Nama Sub County while Salaama School for the blind was from Nakisunga Sub County.

The study addressed the impact of UPE policy implementation on academic performance of pupils with visual impairment in. In particular, UPE policy implementation was the independent variable whereas the academic performance of children with visual impairment was the dependent variable.

Significance of the study

It is hoped that the findings of the study will:

1. Help policy makers in coming up with strategies to overcome challenges faced by children with visual impairment in UPE setting.

2. Help the community leaders in Mukono to spear head advocacy and community mobilization in education for children with visual impairment.
3. Help the school management committee to allocate required resources such as friendly learning environment to ensure equitable access for children with visual impairment to UPE setting.
4. Help the teachers to improve on their instructional strategies and methodologies for the benefit of the children with Visual Impairment in.
5. Likely become a guide to head teachers on the kind of adaptations, modifications and plan necessary specialized instructional materials and equipment for the blind.
6. Likewise, the study is expected to benefit educational planners as it was one of the reference points to feed into their developmental plans to address the gaps in educational provisioning.
7. Finally, it is hoped that the study may act as reference and resource to other researchers who may wish to carry out similar studies. It is likely to stimulate further research into specific factors that may affect provision of educational services to blind persons in Uganda.

Conceptual frame

The conceptual frame work was developed from theoretical orientation on universal primary education policy in Uganda in the educational measurement theory.

Independent variable

Dependent variable

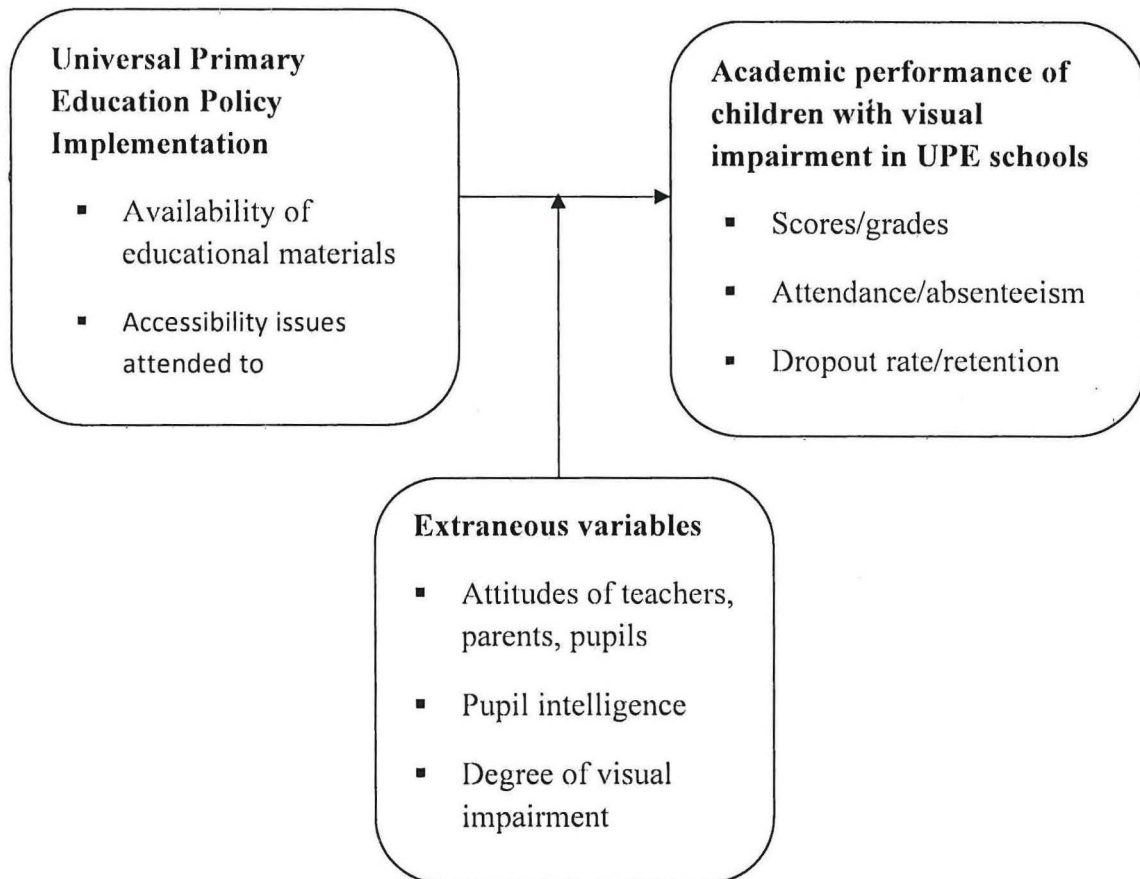


Figure 1: Conceptual framework for the study

The conceptual framework illustrated in figure 1, demonstrates the critical conditions that need to be in place to influence successful education for the blind children in meeting their human development.

It is suspected that for blind learners to be provided adequate education at all levels, there is need for availability of trained personnel in special needs education, appropriate teaching/learning materials, resources and improved infrastructure. It is also suspected that when both local and international policies in support of education for children with special needs are spelled out clearly to all stake holders in education will enable them to provide appropriate education services to blind children in the country. Conclusively, when all the issues on the conceptual frame work are availed and coordinated well will lead to successfully provision of education to children with vision impairment which will also lead to effective inclusion into the main stream education.

Chapter Two

Review of Related Literature

Introduction

This chapter presents review of literature on the topic under study. The review is presented based on the objectives of the study.

Universal Primary Education Policy implementation in Uganda

Learning Environment for Learners with Visual Impairments

All children, particularly children with VI, can be influenced by the environmental factors: lighting, listening conditions, decorations and arrangements of the rooms (Webster & Roe, 1998). In order for learning to take place, a good and caring learning environment is very important in inclusive schools. The learning environment is the physical setting where learning is taking place. An inclusive learning environment is an environment which welcomes all learners, giving them time and space to learn. In this study, the investigator considered the meaning of learning given by Peterson and Hittie (2010); they clarify learning environment as including three aspects: The school building and ground, the classroom, and the community surrounding the school. However, the third aspect (the community surrounding the school) is not considered here, but has been processed in section on social environment for children with Visual Impairment.

The school building and the ground: learners with visual impairments do face different challenges when walking around the school building. In inclusive schools, the building and play grounds should consider the needs of each individual learner. For example,

staircases, toilets, clear pathways, and clear building signs should support learners with disabilities, particularly visually impaired ones. Also, it is very important to assess every room used by learners with visual impairments for the potential hazards as well as familiarizing the students with the school surroundings as soon as possible (Susan *et al.*, 2003).

The inclusive classrooms are supposed to be big with enough spaces to accommodate all learners. According to Webster and Roe (1998), adaptation of listening environment, well arranged classes and the use of different strategies allow learners with visual impairments to learn softly. Also, learners with VI (those with low vision) should be placed in front of the class so that they are close to the teacher and the chalk board. They should have enough learning materials such as Braille text books, Braille writers, Perkins Braille machines, computers, talking calculators and talking books. Palmer (2005) stressed that the adjustment in teaching strategies, learning materials and other assistive devices, and good classroom management are necessary. This can be connected to Universal Design for Learning (UDL) which is a set of principles and techniques used by a teacher in the classroom, at the same time being creative in designing instructional materials (Courey, Tappe, Siker, & LePage, 2013). This implies that the environment which accommodates all learners regardless of their individual differences is very important. The environment should be designed in such a way that it allows all learners to participate in learning processes through different activities with a flexible curriculum which caters for learners with different backgrounds, cultures, learning needs and abilities.

Based on three principles of the UDL, which are: Representation, action and expression, and engagement, a teacher can plan for a lesson that meets the needs of all learners in

inclusive classroom (Courey *et al.*, 2013). *Representation* in this context implies a multiple representation of the same concept in different ways to meet the needs of diverse learners. For example, the lesson for the learners with VI can be presented through verbal description, audio text and touching. UDL recommends that provision of multiple ways of representing the lesson helps deeper understanding of the concept as well as enabling more learners to participate in the lesson (Mcguire, Scott, & Shaw, 2006).

However, *Action and expression* in this context refers to the alternative ways of communication strategy used by learners to express their learning, these are such as; presentation in the class by the learners, storytelling and other techniques. And *engagement* refers to the ways through which teachers can motivate learners' interest to get involved in learning through being creative, hands on, and the like (Courey *et al.*, 2013).

Availability of education materials

A study carried out by the ministry of education and sports, (2005) on educational inclusion of children with visual impairment in UPE setting, indicated that, there were many challenges that hindered the learning of children with Visual Impairment. They included the following;

Children with visual impairment do not have access to text books in Braille, huge class size, lack of assistive devices, children with additional disabilities were less attended to by their teachers and they had least attendance rates. This is similar to the assessment carried out in the Moroto and Kotido District Education Assessment Resource Services (EARS/SNE) staff in (1998). This very report identified that, there was inadequate

specialized staff to work with learners with special needs already placed in the main stream schools (ministry of education and sports, 2005).

The current ratio of teacher to pupil is 1: 110; this is extremely high and not conducive to proper learning and good standards. With this ratio, the children with disabilities who need special attention simply get “swallowed” in the congested classrooms. The classrooms are always too congested and in some areas, classes are conducted under mango trees. (MOE&S, 2005 report).

Teachers in areas such as visual impairment, deaf studies/ sign language and mental impairment are in adequate and non-existence in most primary schools. Mobility Aids like; white canes, wheel chairs among others are not provided. Neither is the physical environment in most schools accessible. The UPE policy emphasizes the main streaming of all categories of children for example deaf blind are not yet benefiting much from the scheme.

Negative attitudes of most parents/ communities towards the education of children with disabilities are in many respects still a hindrance to the success of the program; some parents’ expectations on performance of their children are too high (Ndeezi, 2000)

Academic performance of pupils under universal primary education

The UPE has brought a sharp increase in primary school enrollment. The total primary school enrollment has risen from almost 3 million in 1996 to 5.3 million in 1997 and a phenomenal 7.5 million in 2007. The net enrollment rate jumped from 60% before UPE to 92% in 2007. The most serious challenges under UPE have been low internal

efficiency and quality of education. The available statistics show that only 22% of the children that enrolled in primary one in 1997 managed to survive to primary seven in 2003 (Byamugisha 2006).

Majority of the remaining 78% repeated and few (5%) dropped out of school. Results from the National Assessment Progress in Education (NAPE) have indicated that the percentages of pupils who reached defined competency levels in literacy and numeracy was only approximately half in 2007 or lower albeit with substantial improvement between 2003 and 2007. The proportions of pupils who reached defined competency levels in literacy were 43% for P3 and 20% for P6 in 2003, which improved to 45% and 41% respectively in 2007.

For numeracy, the percentages were 34% for P3 and 20% for P6 in 2003 and increased to 46% and 50% respectively in 2007. As such, the idea of fee abolition policy under the UPE program in Uganda has long been reflected in her policy agenda since independence, but has been abruptly implemented with both national and international pressure over the last decade or so (IBID, 2006).

Overcoming challenges of implementing the UPE policy

Ndeezi, (2000) stated that efforts are being made to construct resource centers/ special units within the main stream schools to meet the needs of children with special learning needs. He added that ministry of education and sports issued a directive on ensuring physical accessibility for children with disabilities in the construction of new buildings aimed at de-congesting classrooms and disability friendly environment.

Raymond (1984) Penny (2000) and UNESCO (2000) argue that teachers teaching children with disabilities need special expertise in developing systematic ways that they can account for the special education they are giving their pupils and that good teaching practice was more widely accepted. On the contrary, in Uganda out of 122,904 teachers on government payroll for primary education only 1,050 teachers have been trained to help children with disabilities. The low number of specialized teachers explains the current low enrolment of children with disabilities 218,286 (MoES, 2002) despite all inclusive education services.

Teaching resources and materials as well as school facilities are part of the contributing factors in supporting main streaming practices. When a school is well equipped with the basic teaching and learning materials, the teacher's job is made easier and the learning outcomes of all learners will improve for example, learners with learning difficulties should be given reading books of varied levels.

(Gross, 1996), further emphasized that proper positioning, sitting and movement opportunities are some of the considerations that will make their learning easy. Environment should be modified to provide children with special needs access to offices, classrooms, library, playground among others. These provisions will empower them academically socially and emotionally.

(Mitchell, 1999), observed that Concrete teaching and learning materials should be used by the teachers. Teaching and learning materials also provides the learners who are blind with tactile experiences that help them to explore and describe whatever is being learnt and give meaning to the new knowledge (Thompson, 2002; Stein and Bovaline, 2001).

Other important devices necessary for children who are blind are mobility appliances such as white canes. They are important for improved security and independence of a person who is blind. (Pogrud and Rosen, 1989).

United Nations Educational scientific and cultural organization (UNESCO) provides for some ways by which classroom teachers could be equipped with skills needed to implement UPE policy. These strategies include among others the following: cooperative learning, Team teaching and peer tutoring.

Co-operative learning

Co-operative learning is a term that explains how learners are involved working together in small groups to accomplish the given task. This can have a positive effect on academic achievement, self-esteem, and social relationships. (Gillies, 2000). This is very important because as the learners work together in groups, they share ideas and learn from each other. Some groups may have mixed abilities as such they can help others and share ideas together. (Ainscow, 1999; Gillies, 2000). Gillies, (2000) further reported that use of co-operative learning is vital in comprehension reading, problem solving in mathematics. Learners with visual impairment may benefit from this approach since it involves group work and the teachers' role was simplified.

Team teaching

The aim of this is to foster teacher collaboration to help individual teacher develop various aspects of their classrooms practice skills. It involves teachers observing each other or supports each other through Coaching (UNISE 2002). On the other hand (Smith

etal, 2005 argued that for UPE Policy practice to be effectively implemented in schools, there must be collaboration among regular teachers and SNE teachers. Collaboration will help children with special needs to gain confidence to learn within their environment.

Training in Orientation and Mobility

Mobility training must have a more central and comprehensive role in a total educational plan, which must be adjusted to functional goals for an individual. It becomes effective as a means of coping with the problems of persons who are blind. Community skills facilitate language and communication development. (Tellevik and Martinsen 1999). Similarly, Hill and Ponder, (1976) said that the ultimate goal of orientation and mobility is to enable the blind person to be more purposefully in any environmental safely or unfamiliar and to foundation safely efficiently, gracefully and independently.

Peer tutoring

Peer tutoring is when children in pairs are involved in a learning activity in the classroom. This method can be used to help learners who have difficulty in reading (UNISE 1997) Peer tutoring also provides assistance to ease the teachers' work load and pressure. It's done by assigning tasks to capable learners as peer assistants to help learners with special needs (Clerk, Dyson and Millward, 1997).

The relationship between UPE policy implementation and Academic performance

The UPE program was designed with five components including infrastructure provision, capitation grant, qualified teacher provision, primary school curriculum and provision of instructional materials. These were areas that were critical to providing basic education.

Curriculum review

The review of the primary school curriculum was aimed at making basic education relevant to the needs of all individuals by equipping every child 'with basic skills. This was to help develop functional literacy and numeracy, effective communication skills in local languages, appreciation of diversity in cultural practices, traditions and social organizations, acceptance of variety of social beliefs and values.

The government set up a task force and subject panels to take the process forward, which resulted into two volumes of the new curriculum. The first volume of the primary school curriculum contains four core subjects. These are English language, integrated science, mathematics and social studies. The second volume contains, integrated production skills (IPS), Kiswahili and mother tongue, music, dance and drama, physical education and religious education. To make relevant the primary school curriculum, government appointed the curriculum task force, consisted of NCDC, UNEB, Planning Department, and pre- primary and primary education Department. (MOES 1999).

Despite the implementation of UPE in the whole country, it is not accessible to all children in Uganda. This includes children in conflict areas, refugees' children, children of army men, children with disabilities among others; UPE targets the poor and disadvantaged since its implementation in 1997 there has been apposite impact measured by the level of education of the poor and other disadvantaged learners. Various initiatives have been formed to cater for the above.

The implementation of UPE has brought about attitude change to both parents and pupils. Due to the different promotion programs for UPE, such as sensitizing the communities on

the importance of the basic education and about children with disability and girl child education, there was attitude change. The pupils now look at schools as a place where one studies so that they can get a job and become an important person in society. Parents are now willing to provide scholastic materials for their children on time and make sure they remain at school (implementing Universal Primary Education: effect on schools, communities and pupils, 1997.)

The school for all ideoly advocates for children with disabilities as far as possible attending the neighborhood schools that would be attended if the children did not have disability. Hence inclusion can be seen as a further step towards normalization of children with disabilities in the education system. In this case learners with special needs feel as members of the group or class in their regular schools (Salamanca statement, 1994:6).

The learners participate naturally as regular member of the class. No special class should exist but as a place for enrichment in activities for all learners. Materials and general curriculums are adapted to facilitate participation of learners with special needs who move with fellow peers to subsequent grades in school. From the description above, UPE schools requires collective efforts to realize the goal of success. Good performance of learners with disabilities can only be achieved when all stake holders are fully involved. (UNESCO, 1996).

Holbrook, 1996) argued that, placing children with visual impairment in the regular classroom provides them the opportunity to interact, know one another and share concerns and experiences with sighted children. He further noted that provision of

adapted materials like Braille books and skillfully knowing how to use these adapted equipment, children who are blind can promote competition with their classmates. He also pointed out that mainstreaming promotes the acquisition of special skills like orientation and mobility, Braille reading and writing, activities for daily living, listening skills, adaptive physical education and recreation skills

However, the previous studies focused on children with Visual Impairment in developed countries under segregated school environments. The current study examined performance of children with Visual Impairment in developing country (Uganda) and moreover, it was on the children under an Inclusive learning environment.

The studies reviewed for this research converged on quantitative methods. This study differed in that it utilized a qualitative phenomenological approach as well.

The sampling in the reviewed literature tended to have a bias for learners with disability only. This current study deliberately targeted service providers namely teachers, education officials in order to capture their qualitative assessment of phenomenon.

Chapter Three

Methodology

Introduction

This chapter presents the research design, area and population of the study, sample size and sample selection techniques, sources of data, data collection methods, data collection instruments, data quality control, data analysis and interpretation, the study procedure that was followed and the limitations of the study.

Research Design

The study employed descriptive. The descriptive research design is concerned with describing the characteristics of a phenomenon (situation, individual or group). This design requires the researcher to define clearly what she wants to measure. This study wanted to obtain complete and accurate information on the impact of implementing the Universal education on academic performance of the children with Visual Impairment in doing so the study utilized both qualitative and quantitative methods of data analysis to analyze the data collected.

The descriptive design allowed the researcher to explain phenomenon as it existed on ground. It also allowed the researcher to use a number of methods of data analysis to ascertain the relationships that exists between Universal Primary Education Policy and Academic performance of visually impaired pupils in.

In addition, the design helped the researcher to carry out interviews among the teachers and administrators of the school that was sampled for study purposes.

Quantitative approach was used because numerical calculations were applied from which numerical data was obtained for deductions and interpretation to be made. This helped the researcher to ascertain the deeper meaning through inferential statistics such as Pearson Coefficient correlation Moment.

Area and Population of the Study

The study was conducted in two sub counties; Martin Nkoyoyo inclusive primary school, Lwanyonyi primary school, Takajjunge primary school in Namubiru Parish, Nama Sub County and Salaama School for the blind in Kisoga Parish Nakisunga Sub County. The area was chosen because there are many children with visual impairment included in the main stream classes. The population of children with visual impairment in each school was as follows:

Table 1 : Showing sample respondents of the study

Schools	Pupils	Teachers	Head Teachers	DEO
Nkoyoyo	53	02	01	01
Lwanyonyi	14	02	01	
Takajjunge	08	02	01	
Salaama	14	02	01	
Total	89	08	04	01

Source: Primary data (March 2015)

From the table above 89 pupils, 08 teachers, and 04 head teachers were sampled from the four schools as indicated in the table. In addition to the sample in the table the data was also sourced from the DEO Mokono.

Sample and Composition

One hundred two (102) respondents comprising: the District Education officer Mukono (n=1), Head teachers (n=4), Teachers (n=8), and Pupils (n=89) were sampled from four purposely selected primary schools.

Sampling techniques

The non-probability sampling technique, exploiting purposive and snow ball sampling techniques, was used to select the sample for the study. The purposive sampling allowed the head teachers assumed to be aware of the situation of children who are visually impaired to be interviewed. The purpose of using purposive sampling technique was to gather detailed data, to minimize on the research costs and time. Snowball sampling was used to select pupils with visual impairment as this allowed the respondents to direct the researcher to the next potential respondents as locating them is difficult and due to the sensitiveness of this study.

Data Collection Tools

The following data collection methods were employed for the study: -

Semi- structured Interview Guide

The researcher used semi- structured interview to collect relevant data for the study. This type of interview enabled the researcher to structure questions as per the objectives and be able to get detailed information required for the study. The method was good for the teachers who feared or felt shy to give sensitive information. (Sarandakos 1998)

Document analysis

Important documents containing information related to the UPE policy impact on academic performance of children with Visual Impairment in main stream setting were studied and screened according to content. The documents included: Magazines, textbooks newspapers, reports obtained from library, archives and internet.

Observation Check List

The researcher used observation method to find out the challenges faced by teachers when helping children with VI in the UPE main stream setting. The main reason why the researcher, used this method was because of its inherent advantage of capturing data which is difficult to gather using other methods especially data on non-verbal behaviors such as teachers attitudes towards learners with special needs. It was also good way of capturing data relating to teachers and children who were either active or passive; this enabled the researcher to collect original data at the time it occurred.

Focus Group Discussion

Focus Group Discussions (FGD) were held with school children especially visually impaired with their teachers. The purpose was to solicit information on how peer relations and negative attitudes affect their academic performance in school. The beneficiaries were in position to provide information on what they perceived to be the constraints and opportunities of visually impaired learners accessing quality education and how this infringed on their performance. A total of 8 focus group discussions were held, two in each of the selected schools. Participants especially the teachers were chosen

on the premise that they were in regular contact with children with Visual Impairment and at random.

The researcher was the moderator of the discussions; probing techniques were used to stimulate discussions and create rapport. One focus group discussion was held among teachers of children with visual impairment and another one among learners with visual impairment per school selected. It consisted of 12 respondents in each focused group discussion. In each group, a teacher helped in organizing the participants, maintaining discipline as well as interpreting the responses of participants.

Validity and Reliability of Tools

Validity refers to the degree to which a study accurately reflects or assesses the specific phenomenon that the researcher is attempting to measure. The content validity was established by the supervisor who will check the items of the questionnaires by examining them several times, to check their reliability, relevance, clarity and ambiguity in connection with the objectives and variables of the study.

Reliability

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. In testing for the reliability of the instruments, the researcher carried out a pilot study. 5 respondents in Mukono district were selected from each of the three schools who later were not part of the sample. The aim of this pilot study was to confirm the

validity and reliability of the research instruments. Additionally, this pilot study was a good a feedback on whether the instrument was comprehensible by the respondents and measures on what it is meant to measure. The questionnaire was administered to these respondents and the collected data was fed into the SPSS Data analysis package to test for Cronbach's alpha internal consistency test. The Correlation coefficient of alpha of 0.8 was obtained which was above the set value of 0.70, and therefore the instrument was valid.

Data Analysis and Presentation

After collecting data, the data was fed to a SPSS computer package where analysis of objectives of the study was done. The analysis of the data corresponded to the general research objectives. The following statistical analysis was used:

1) Descriptive statistics; which included the mean, frequency and percent distribution were used to describe demographic information of the sample population.

2) Objective 1, 2, and 3 was analyzed qualitatively. To a small extent descriptive statistics such as frequency, percentages and mean were employed to determine the impact of UPE policy on the academic performance of visually impaired pupils in ; to find out the challenges faced by teachers when helping visually impaired pupils in and to describe the strategies used to overcome the challenges faced by the teachers of visually impaired pupils in UPE schools.

The qualitative data was obtained through the use of semi- structured interview, focused group discussion and observation. Pearson correlation product moment was used because

it is easier to work out and it's easy to interpret. Secondly, it is able to tell the strength of the relationship between the two variables under study.

To conduct the study successfully, the researcher first disclosed her identity to the respondents to ensure transparency of the study and explanations on the purpose of conducting the study to the respondents. The researcher assured the respondents the benefits they will get from the study in case they participate and the challenges that can be registered in case they fail to participate in the study. The researcher gave an assurance to the respondents that the information gathered from them was held with utmost sincerity and it is for academic purposes only. The researcher ensured the respondents' maximum protection against harm, physical threat and risk, by keeping the collected data with utmost confidentiality. Further the findings of the study were presented honestly without distortion.

Limitations of the Study

While carrying out the research, the researcher encountered various challenges and these are:

1. Shortage of funds was a major stumbling block to the researcher. To overcome this, the researcher maximized the funds available thereby ensuring that the research fitted the budget for the study.
2. Unwillingness of some respondents to answer and return the questionnaire during data collection due to their Consciousness of their job security was another challenge, some respondents like teachers provided the research with inaccurate information as they are duty bound not to provide any negative information.

However, Persuasion and encouragement was done by the researcher for the respondents to fill and return the questionnaires to divulge the necessary information.

Chapter Four

Presentation and Interpretation of Findings

Introduction

The purpose of the study was to determine the impact of the universal primary education policy implementation on academic performance of pupils with visual impairment in UPE schools in. Specifically the following objectives guided the study:

1. To analyze the implementation of UPE policy among the visual impaired pupils in UPE schools
2. To investigate the UPE performance levels of visually impaired pupils in UPE schools.
3. To find out the relationship between UPE policy implementation and academic performance of visual impaired pupils in UPE schools.

The data was obtained from a cross-section of stakeholders: pupils with visual impairment (n=89), teachers (n=8), head teachers (n=4) and a district educational officer using a semi structured interview guide, documentation analysis, observation checklist and focus group discussion. It was analyzed using descriptive statistics which included the mean; frequency and percent distribution were used to describe demographic information of the sample population.

Section A: Demographic characteristics of participants

The demographic characteristics of study participants are presented in the table below:

Responses on gender of the respondents

Table 2: Frequency-percentage table showing responses on the gender of the respondent

Gender	Frequency	Percent
Male	41	40%
Female	61	60%
Total	102	100%

Source: Primary data (March 2015)

As regards the gender of the respondents, table 2 shows that 61 (60%) of the respondents were female and 41 (40%) of the respondents were male. This means that majority, 61 (60%) of the respondents were female as compared to the males. Thus, the findings present more views of females as compared to males although the responses of the males are also considered. It also implies that there is gender parity when it comes to teachers who handle special needs children. These results indicate generally that the profession of teaching children with Visual Impairment has been left to the female teaching staff. Policy implementers should therefore look to this and find a way of solving this gender issues associated with educating children with Visual Impairment.

Responses on age bracket of the respondents

Table 3 below shows the findings on the age of the respondents.

Table 3: Frequency-percentage table showing responses on age bracket of respondents

Age bracket	Frequency	Percentage
10-15	68	66.7%
16-21	21	20.6%
21 and above	13	12.7%
Total	102	100%

Source: Primary data (March 2015)

On the age bracket of the respondents, table 3 reveals that 68 (66.7%) of the respondents were aged above 10-15 years, 21 (20.6%) of the respondents were aged between 16-21 years, while 13 (12.7%) of the respondents were aged over 21 years. The findings mean that a big majority 68 (66.7%) of the respondents were children aged between 10-15 although the views of other subcategories of the age brackets are represented substantively.

Responses on education qualifications of the teachers

Table 4: Frequency-percentage table showing the education qualifications of teacher respondents

Qualification	Frequency	Percent
Degree	2	25
Grade v	2	25
Grade iii	3	37.5
Un trained teacher	1	12.5
Total	8	100%

Source: Primary data (March 2015)

Table 4 reveals the education qualifications of the teacher respondents, in which 3 (37.5%) of the respondents had a grade III teaching certificate, 2 (25%) of the respondents were grade V diploma holders, 2 (25%) were degree graduates and 1 (12.5%) of the respondents were untrained.

The findings mean that a big majority which 3 (37.5%) of the respondents had a grade III teaching certificate, this shows that though the government rolled out inclusive education, there is lack of enough quality trained teachers who have the capacity to handle the needs of the children with Visual Impairment in . This can also be an indicator that there may be shortage of qualified teachers who are able to handle successfully and competently the academic needs of the children with Visual Impairment in the country.

As shown in the above table most participants were male (60%); as for the age characteristic most participants (40%) fall in the range (40-49) while the range (30-39yrs)

reported the least participants. Most teachers were sampled from rural schools (n=16, (64%)); and in terms of marital status the majority (80%) reported being married.

Section B: Findings in accordance with research objectives

The views of teachers pertaining to the following issues were sought:

- Learning needs of children with visual impairment in mainstream primary schools
- Challenges of managing learning needs of the children
- Strategies teachers use to manage the challenges of managing learning needs of the children
- Ways of helping teachers manage the learning needs of children

In this section of the chapter the findings are reported verbally with the use of tables and graphs under sub-headings the relevant research objectives.

This chapter focuses on the data findings from the field, its interpretation and discussion. It contains the bio data results which were used to show gender, age and age of the respondents. The chapter also analyses the objectives of the study, in order to make conclusion and recommendation.

Objective 1: Implementation of UPE policy for visually impaired pupils in UPE schools.

Objective 1 demanded that the researcher analyzes the implementation of UPE policy among the pupils with visual impairment. In doing so the researcher had to first know the demographic information of the respondents as presented below:

Findings on the UPE policy implementation

The respondents were asked to indicate the extent they agreed or disagreed with the statements relevant to assessment of the implementing of UPE policy. Table 5 shows the summary of the findings:

Table 5: Responses on UPE policy Implementation in Mukono district

Statement	SA	A	NOT SURE	D	SD
a) Negative attitude and practices against visually impaired learners	3 (37.5%)	2(25%)	0(0%)	1(12.5%)	2(25%)
b) Lack of interest by visually impaired learners	2(25%)	1(12.5%)	2(25%)	3(37.5%)	0(0%)
c) Inadequate specialized staff to work with learners with visual impairment	3(37.5%)	1(12.5%)	2(25%)	0(0%)	2(25%)
d) There is supervision and monitoring done by the district Education officer	3(37.5%)	2(25%)	2(25%)	0(0%)	1(12.5%)
f) Isolation by other normal learners	3(37.5%)	2(25%)	0(0%)	1(12.5%)	2(25%)
g) lack of motivation offered to teachers of visually impaired	3(37.5%)	2(25%)	2(25%)	1(12.5%)	0(0%)
h) High costs of visual impairment instructional material and equipment	3(37.5%)	2(25%)	0(0%)	1(12.5%)	2(25%)
i) Lack of well streamed lined strategies for teaching	3(37.5%)	2(25%)	0(0%)	2(25%)	1(12.5%)
j) Lack of knowledge on existing visually impaired policies	3(37.5%)	2(25%)	0(0%)	1(12.5%)	2(25%)
k) Incomprehensive curriculum for visually impaired	2(25%)	0(0%)	1(12.5%)	3(37.5%)	2(25%)

Source: Primary data (March 2015)

Table 5 reveals that negative attitude and practices against children with visual impairment is still a challenge as reflected with a cumulative 5 (62.5%) of the respondents citing it as a major challenge. Being visually impaired means being condemned to a life of isolation according to the respondents. To some learners who are normal, visually impaired people are often seen as helpless by society and as a burden by the family. One respondent had this to say, "*We constantly face the pangs of discrimination and the injustices of those who fear us because we cannot see*".

Visually impaired learners need belonging and participation fully in the day today activities of the school in order to perform better. Belonging is facilitated by recognizing, valuing, appreciating and celebrating different contribution that every member of the school community makes (Kunc, 1992). Likewise, pupils need to feel that they belong to a particular school society. The key elements of inclusive schools involve students respecting each other, and being welcomed by the school society regardless of their differences. It also involves learning to cooperate, feeling that they belong and are motivated to learn.

On the other side, participation means involvement of a person in all aspects of life such as socio-economic, political, religious activities etc. (Everett, 2009). That everybody in the society and especially pupils with special needs in inclusive schools, need to feel that they are given opportunity to participate in the various activities in the school (Bromell & Hyland, 2007; Everett, 2009). In addition, Mmbaga (2002), pointed out that the success of inclusion depends on the attitudinal change among teachers, and that the children's self-image and confidence, depend entirely on the way they are accepted, welcomed and given opportunity to participate by their teachers and peers.

On the question as to whether, there is inadequate specialized staff to work with learners with visual impairment, the respondents 3(37.5%) strongly agreed that there is a shortage of specialized staff, 1(12.5%) agreed generally that there is a challenge in terms of specialized staff to work with visual impairment while a combined 25% Of the respondents disagreed with lack of adequate specialized staff to handle children with Visual Impairment.

These findings reveal that there is a severe shortage of orientation and mobility specialists and qualified teachers of visually impaired pupils, which restricts access to the specialized skills these children need. As a result, pupils with visual impairments frequently receive instruction from personnel who are not qualified to teach critical skills such as Braille, cane and other orientation and mobility skills. The knowledge among general teachers may be lacking due to the fact that inclusive education is a relatively new concept and approach that the country is struggling to implement. Therefore there is a need to incorporate training in special needs in all educational policies to enable educational stakeholders to become aware of inclusive education and how to implement it.

When asked whether there is supervision and monitoring done by the district Education officer, the respondents response was as follows: 2(25%) strongly agreed that there is supervision by the district education officer, 2(25%) were non-committal, 3(37.5%) disagreed whereas 1(12.5%) strongly disagreed to the statement that there is supervision by the district education officer. These results reveal that there is inadequate supervision and monitoring done by the district Education officers in schools with children with

Visual Impairment. This has a big implication on the delivery of content as well as the general condition and performance of pupils with visual impairment.

This lack of frequent and regular supervision means that the teachers are not accessed in terms of content taught in class, whether there is scheming and lesson planning to the required standards and whether the visually impaired are given adequate help and support they need to be able to pursue their studies in peace.

The research findings also reveal that there is lack of motivation among teachers of visually impaired pupils with 3(37.5%) strongly agreeing that there is lack of motivation, 2(25%) generally agreeing that there is no motivation given to the teachers teaching the visually impaired learners. However, 1(12.5%) disagreed with the statement alluding to lack of motivation among teachers is one of the challenges that teachers teaching children with Visual Impairment face. In overall, 5(62.5%) of the respondents indicated that lack of motivation hindered their service delivery.

These findings agree with Bateman and Snell (1996), who contend that motivation is the force that energizes, direct and sustains a person's effort towards the achievement of a goal. A highly motivated person will work hard towards the achievement of organizational goal, given the ability and adequate understanding of the job. Therefore, the challenge for today's educational management is to administer motivational programmes which will encourage teachers to improve their work performance and productivity.

The study found out that it is not enough to merely rely on the number of teachers engaged, their qualification and experience or their ability but remunerating them

appropriately is also of paramount importance. The teachers engaged must be motivated in order to get the best output from them. The key to improve staff performance and productivity in any area is motivation rather than ability.

The study also found out that high costs of visual impairment instructional material and equipment is another challenge faced by schools offering education to visual impaired learners. 3(37.5%) of the respondents strongly agreed that the cost of these materials is a major hindrance towards provision of quality education. 2(25%) generally agreed that the cost of equipment is still a challenge to schools in their service delivery.

Generally, these findings agree with what Farrant (1989) and (EENET, 1998) advise that teaching or learning materials should be selected according to the specific needs of the learners. Failure to get such materials, teachers resort to using only blackboards which are not effective for all pupils in inclusive classes for example learners who are visually impaired.

The findings of this study reveals that lack of well streamlined strategies for teaching affect the quality of learning among learners with visual impairment with 3(37.5%) strongly agreeing that there are no streamlined strategies in their schools, 2(25%) agreeing, and 2(25%) disagreeing and 1(12.5%) strongly disagreeing that lack of well streamered lined strategies for teaching affect the quality of learning among learners with visual impairment.

As the study reveals, teachers did not have necessary skills and competencies to handle special learners in their classrooms. The adoption of a classroom environment requires teachers to consider sensory needs of the learners; as well as strategies for

supporting the needs of learners with disability in that classroom, like direct student intervention methods, inclusive classroom support techniques, supporting challenging behavior, using assistive and adaptive technology, and curriculum ideas.

Furthermore, the way teachers' teach is of critical importance in any reform designed to improve inclusion. Teachers have to make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher her/himself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content. Then, teachers' need to be educated in these expectations and school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing students' performance. A child centered curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience based, active and cooperative learning (UNESCO, 2004)

The study also found out that there was lack of knowledge on existing visually impaired policies which was represented by 5(62.5%) of the respondents agreeing at different levels that they didn't have any idea on existing visually impaired policies. This means that the teachers cannot implement what they don't know. Secondly, this shows that the policy has not been disseminated to the schools or there is a gap between policy makers and implementers thus policies that are meant to benefit the children with Visual Impairment actually are not known or implemented.

Objective 2: UPE performance levels of children with visual impairment in UPE schools

Objective 2 required the researcher to investigate the UPE performance levels of visually impaired pupils in UPE schools. In doing so, the researcher asked the respondents several questions as analyzed below:

On the question as to whether which reading method is employed by majority of your visually impaired learners, 80 % of the respondents answered that they employed tactile method. Whereas 20% were not sure, whether which method of reading employed by their students. This lack of technical knowledge of which method is used by the students can be explained by the 10% of the respondents whom we stated above that they have no formal training in special needs. Though they teach in these schools which offer inclusive education, there is need for them to be retrained so as they become competent teachers. This lack of in depth knowledge in special needs education is reflected in the performance of the national examinations.

This finding concurs with a study similar to the assessment carried out in the Moroto and Kotido District Education Assessment Resource Services (EARS/SNE) staff in 1998 where it was discovered that Children with visual impairment do not have access to text books in Braille, huge class size, lack of assistive devices, children with additional disabilities were less attended to by their teachers and they had least attendance rates. Such a scenario obviously leads to poor performance.

On the question as to whether which writing method is used by children with Visual Impairment in your class, the pie chart below shows the findings:

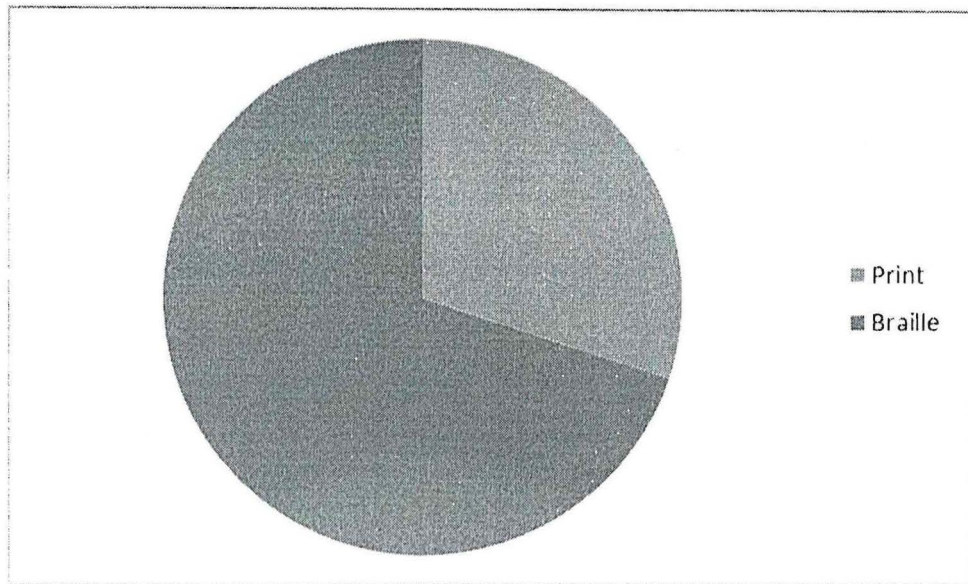


Figure 2: Pie chart sowing methods used by children with Visual Impairment in class

Figure 2, shows that 70% of the respondents stated that the most common method used by the children with Visual Impairment is Braille while 30% stated that print is also used. However, it is worthy to note that although Braille is the common method of writing used in these schools, the Braille machines are not enough to for every visually impaired child leave alone the availability of other scholastic materials. However, in one of the schools, there was an exception whereby all the learners had Braille machines. However, Braille books were scarce as 55% of the schools where this study was carried reported that accessing Braille books for every child is still a challenge Raymond (1984.) Penny (2000) and UNESCO (2000) argue that teachers teaching children with disabilities need special expertise in developing systematic ways that they can account for the special education they are giving their pupils and that good teaching practice was more widely accepted.

Table 6: comparison of performance between normal children and children with Visual Impairment

Type of learners	Very poor	Poor	Average	Good
Normal learners	4%	4%	70%	12%
Learners with visual impairment	2%	4%	64%	10%

Source: Primary data (March 2015)

Table 6 shows that there is a margin (up to 8%) in performance between normal learners and learners with visual impairment. This implies that the children with Visual Impairment are at a disadvantage when studying together with the normal learners. This situation is as a result of lack of scholastic materials, lack of enough trained manpower, as well as lack of remedial classes for children with Visual Impairment as revealed in the focus group discussions the researcher had with different groups of respondents.

This finding agrees with Webster & Roe, (1998) who argue that all children, particularly children with VI, can be influenced by the environmental factors: lighting, listening conditions, decorations and arrangements of the rooms. In order for learning to take place, a good and caring learning environment is very important in inclusive schools. The learning environment is the physical setting where learning is taking place.

The UPE Policy Implementation and Academic performance of children with Visual Impairment

This study investigated the impact of UPE policy implementation on the academic performance of visually impaired pupils. A qualitative analysis of data from head teachers and teachers converged on the fact that a link between UPE Policy implementation and academic performance of visually impaired pupils in UPE schools exists. Schools with well-established with physical as well educational facilities, and were staffed with trained teachers were on the whole better performers than those with little or no basic educational and physical facilities. Thus existence educational facilities in terms of materials and trained teachers promoted academic performance. Therefore government should train more teachers for visual impaired schools and provide access to text books in Braille as well as other scholastic materials such as assistive devices, supply or subsidize the costs of buying and acquisition of these scholastic materials.

Chapter Five

Discussion, Conclusions and Recommendations

Introduction

This chapter presents the summary, conclusions and recommendations of the study based on findings and discussions in the previous chapter.

Discussion of the Findings

The impact of UPE policy implementation on academic performance of visually impaired pupils

The results of the study indicate generally that the profession of teaching children with Visual Impairment has been left to the female teaching staff. There is lack of enough quality trained teachers who have the capacity to handle the needs of the children with Visual Impairment. These findings agree with Bateman and Snell (1996), who contend that motivation is the force that energizes, direct and sustains a person's effort towards the achievement of a goal. A highly motivated person will work hard towards the achievement of organizational goal, given the ability and adequate understanding of the job. Therefore, the challenge for today's educational management is to administer motivational programmes which will encourage teachers to improve their work performance and productivity.

One respondent in the FGD had this to say,

“Lack of motivation among teachers is one of the challenges that teachers teaching children with Visual Impairment face. The policy on people with disabilities has not been disseminated to the schools and therefore there is a gap between policy makers and implementers thus policies that are meant to benefit the children with Visual Impairment actually are not known or implemented. There is lack of well stream lined strategies for teaching learners and this has affected the quality of learning among learners with visual impairment.”

Children with visual impairment do not have access to text books in Braille as well as they lack Braille machines, Braille paper, slates/ styluses and other assistive devices. Such absence of assistive devices has impacted negatively on the performance of pupils with visual impairment. There is a margin (up to 8%) in performance between normal learners and learners with visual impairment.

This is in line with ministry of education and sports, (2005) findings that children with visual impairment do not have access to text books in Braille, huge class size, lack of assistive devices, children with additional disabilities were less attended to by their teachers and they had least attendance rates. This is similar to the assessment carried out in the Moroto and Kotido District Education Assessment Resource Services (EARS/SNE) staff in (1998). This very report identified that, there was inadequate specialized staff to work with learners with special needs already placed in the main stream schools. This implies that the children with Visual Impairment are at a disadvantage when studying together with the normal learners.

One respondent in the FGD had this to say,

“This situation is as a result of lack of scholastic materials, lack of enough trained manpower, as well as lack of remedial classes for children with Visual Impairment as revealed in the focus group discussions the researcher had with different groups of respondents. Visual impaired children constantly face the pangs of discrimination and the injustices of those who fear them because they cannot see.”

There is inadequate supervision and monitoring done by the district Education officers in schools with children with Visual Impairment. This has had a big implication on the delivery of content as well as the general condition and performance of pupils with visual impairment. There is a severe shortage of orientation and mobility specialists and qualified teachers of visually impaired students, which restricts access to the specialized skills these children need. As a result, students with visual impairments frequently receive instruction from personnel who are not qualified to teach critical skills such as Braille, cane and other orientation and mobility skills, and effective use of available vision. This agrees with Holbrook, (1996) who noted that, children with visual impairment require adaptive materials like Braille books, Braille machines, talking books and skillful knowing how to use them. Children who are blind can promote competition with their sighted classmates.

One respondent in the FGD had this to say,

“Since lack of frequent and regular supervision means that the teachers are not assessed in terms of content taught in class, whether there is scheming and lesson planning to the required standards and whether the visually impaired are given adequate help and support they need to be able to pursue their studies in peace.”

UPE performance levels of visually impaired pupils

There is a margin (up to 8%) in performance between normal learners and learners with visual impairment. This implies that the children with Visual Impairment are at a disadvantage when studying together with the normal learners. This situation is as a result of lack of scholastic materials, lack of enough trained manpower, as well as lack of remedial classes for children with Visual Impairment as revealed in the focus group discussions the researcher had with different groups of respondents.

This finding agrees with Webster & Roe, (1998) who argue that all children, particularly children with VI, can be influenced by the environmental factors: lighting, listening conditions, decorations and arrangements of the rooms. In order for learning to take place, a good and caring learning environment is very important in inclusive schools. The learning environment is the physical setting where learning is taking place. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly providing relevant content in an accessible and appealing format. The system must be inclusively, active thus seeking not only children who are not enrolled and responding flexibly to the circumstances but also the need of the learners like those who are visually impaired (UNESCO, 2008).

One respondent in the FGD had this to say,

“Performance of children with disabilities in UPE setting requires a lot of effort from every stake holder. While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes.”

Relationship between Universal Primary Education Policy Implementation and Academic performance of children with Visual Impairment in UPE schools.

A qualitative analysis of data from head teachers and teachers converged on the fact that a link between UPE Policy implementation and academic performance of visually impaired pupils in UPE schools exists. Schools with well-established physical as well as educational facilities, and were staffed with trained teachers were on the whole better performers than those with little or no basic educational and physical facilities. Thus existence educational facilities in terms of materials and trained teachers promoted academic performance. Therefore government should train more teachers for visual impaired schools and provide access to text books in Braille as well as other scholastic materials such as assistive devices, supply or subsidize the costs of buying and acquisition of these scholastic materials.

With the implementation of the UPE policy, visually impaired children will perform better in their academics. The reverse can be true if the policy is not properly implemented. This is in line with Alenyo, (2007) who pointed out that, all learners can perform from abroad curriculum; some areas of it require greater focus to meet the diverse needs of children with special educational needs like; tactile materials, concrete learning materials, hearing Aids among others.

Conclusion

There is a bigger gap on the ground (schools) between the UPE policy and the implementation. The UPE Policy is very clear and objective but the implementation is a challenge as it is confirmed by the academic performance of learners with visual

impairment, inadequate trained skilled personnel, scholastic materials, no supervision is carried out by school and district administrators more especially on the learning and teaching of children with Visual impairment, teachers teaching are not motivated for the extra support they render to children with Visual impairment and negative attitude of some stakeholders.

However, there is a strong significant positive relationship between UPE Policy implementation and academic performance of visual impaired pupils in .

Recommendations

Based on the findings and conclusions of this study, the following are the recommendations:

To the government

1. Since the study found out that there is lack of enough quality trained teachers who have the capacity to handle the needs of the children with Visual Impairment, the government should train more teachers for visual impaired schools so as to fill the gap that is currently there.
2. There is need for the government to sensitize the schools and the masses on policy issues that affect people with disabilities since there is a gap between policy makers.
3. Since there the Children with visual impairment do not have access to text books in Braille as well as other scholastic devises such as assistive devices, the government should supply or subsidize the costs of buying and acquisition of these scholastic materials so as to improve performance. .

4. The government should look into its policy on inclusive education since this study found out that in inclusive schools visually impaired learners are benefiting less as there is lack of enough quality trained teachers who have the capacity to handle the needs of the children with Visual Impairment.
5. The government should provide sufficient funding to prepare an adequate number of teachers in all educational settings who are qualified to provide the specialized communication, literacy, academic, mobility, daily living, social, and career education skills that children with Visual Impairment need.
6. The government should provide access to the latest technology so every blind or visually impaired student benefits from computer-based educational programs, such as those delivered via the Internet or multimedia educational software.
7. The government should ensure that parents and families of children who are blind or visually impaired are provided with the information they need to determine the best educational option(s) for their child.

To the teachers and other stakeholders

1. Since the study found out that most teachers have no adequate knowledge on how to handle learners with visual impairment, the researcher recommends that the teachers should undergo retraining so as to be in a position to handle these learners better.
2. Whereas a child's neighborhood school may be the most integrated, mainstream environment, frequently such schools cannot or will not provide the full array of services and skills training that the child who is blind will likely need. This is why specialized schools for children with vision loss may be the best choice for a

child to both receive all necessary educational services, and to interact regularly with student peers on terms of genuine equality.

Suggestion for future research

Let this study be replicated in other places considering other variables so as to enable the results to be generalized.

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Appendix 1: Questionnaire

Dear respondent,

I am a Masters' student of Kyambogo University carrying out a study on the effect UNIVERSAL PRIMARY EDUCATION POLICY ON THE ACADEMIC PERFORMANCE OF CHILDREN WITH VISUAL IMPAIRMENT IN. You have been selected to participate in this study by providing information to the given aspects. Your contribution and information was used for academic purposes and was kept confidential. I will greatly appreciate your contribution to the study.

This questionnaire has three parts. The first part requires details of the person completing the questionnaire, the second part deals with information about the academic performance of children with visual impairment and the third deals with the challenges faced by teachers when implementation of the UPE policy among visual impaired pupils in and the fourth section deals with the strategies used to overcome challenges of implementation of UPE policy among children with Visual Impairment.

PART A: Respondents Profile

Sex: i) Male ii) Female

Age: I) 20-25 26-31 iii) 32 and above

1. Qualification (give dates and places of training)

.....
.....

2. Any additional training in service training related to visual impairment (state where and when)----- .

3. Name of the school.....

Part B: Academic performance of children with Visual Impairment

4. Which reading method is employed by majority of your visually impaired learners?
.....

5. Which writing method is used by children with Visual Impairment in your class?
Braille/ print-----

6. Do all children with Visual Impairment in your class have Braille books? -----

7. Do the learners with visual impairment use assistive devices such as mathematical devises, low vision devices etc?

8. What is the general performance of visually impaired learners with normal learners?

9. Are there any remedial classes for visually impaired learners?

10. Do children with Visual Impairment have access to the library and other sources of knowledge like other normal learners?

11. What extra support does the child receive at school? _____

12. Are the parents and the community involved in any way of supporting education of visually impaired?

Part c: The Challenges Faced By Teachers When Implementation of the UPE Policy

In the section that follow, Please indicate whether you strongly agree, agree, not sure, disagree, and strongly disagree to rate the statement that you have been given. Provide the most appropriate answer to you ; SA= strongly disagree DA=disagree 3= Not sure

A = Agree SD = strongly disagree

STATEMENT	SA	A	NOT SURE	DA	SD
a) Negative attitude and practices against visually impaired learners					
b) Lack of interest by visually impaired learners					
c) Inadequate specialized staff to work with learners with visual impairment					
d) there is supervision and monitoring done by the district Education officer.					
f) Isolation by other normal learners					
g) lack of motivation offered to teachers of visually impaired					
h) High costs of visual impairment instructional material and equipment					
i) Lack of well stream lined strategies for teaching					
j) Lack of knowledge on existing visually impaired policies					
k) Incomprehensive curriculum for visually impaired					
l) Other(Please name them)					

Part D: strategies used to overcome challenges of implementation of UPE policy among children with Visual Impairment.

1. List some of the strategies you employ to overcome the challenges mentioned above.-----

OBSERVATION CHECKLIST

- a. Availability of enough scholastic materials like Braille.
- b. Availability of well trained teachers.
- c. Classroom environment
- d. The state of building and other infrastructures.
- e. Availability and functionality of Braille machines, walking sticks.
- f. Availability of lesson plans
- g. Evidence of audited books of account on how UPE funds are utilized.
- h. Learners' work.
- i. Safety of the school environment
- j. The state of children with Visual Impairment..
- k. Strategies to overcome the challenges faced by the teachers?
- l. Availability of library with enough and relevant books.

FOCUSED GROUP DISCUSSION GUIDE

I am a Master's student of Kyambogo University carrying out a study on the effect UNIVERSAL PRIMARY EDUCATION POLICY ON THE ACADEMIC PERFORMANCE OF CHILDREN WITH VISUAL IMPAIRMENT IN. You have been selected to participate in this study by providing information to the given aspects. Your contribution and information was used for academic purposes and was kept confidential. I will greatly appreciate your contribution to the study.

1. Has the implementation of inclusive education in the lens of government's current efforts under the UPE enterprise borne any fruit in the academic success of children with Visual Impairment?
2. What are some of the challenges facing the implementation of UPE policy on the academic performance of children with Visual Impairment in your school?
3. What strategies do you think we can employ to ensure academic success of children with Visual Impairment?

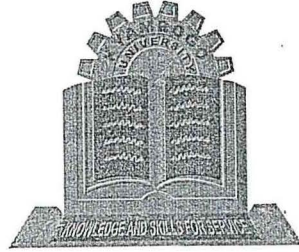
Interview Guide – Head teachers Interviews

I am a Master's student of Kyambogo University carrying out a study on the effect UNIVERSAL PRIMARY EDUCATION POLICY ON THE ACADEMIC PERFORMANCE OF CHILDREN WITH VISUAL IMPAIRMENT IN. You have been selected to participate in this study by providing information to the given aspects. Your contribution and information was used for academic purposes and was kept confidential. I will greatly appreciate your contribution to the study.

1. What is the entire school population and of these how many can be categorized as visually impaired?
2. During admission do you carry out tests to ascertain the extent of visual impairment among learners?
3. During admission are there children with visual impairment that are turned away?
 - a. If yes, is the decision done by the school or there are other authorities you involve?
4. What is your assessment of the schooling environment for children with Visual Impairment under the UPE programme with regard to:
 - a. Teacher training
 - b. Curriculum
 - c. Facilities
5. Do you get any specific support from the government to take care of the needs of visually impaired in form of e.g. grants?

6. Are there any supervisory services you get from the government in the implementation of inclusive education?
7. What are the strong areas for success of inclusive education under UPE?
8. What specific challenges/constraints do you face in fostering inclusive education for visually impaired learners?
9. What can be done to make schooling environment better for children with Visual Impairment to maximize their learning potentials?
10. In your own view what is your projection for the future of inclusive education in the UPE framework?

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Department of Educational Planning Management

Date: 9th April 2015

TO WHOM IT MAY CONCERN

This is to certify that **ABUKU Beatrice, Reg. No. 2011/U/HD/01/MEDPPM**, is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Universal Primary Education Policy Implementation and the Academic Performance of Children with Visual Impairment in Mukono District..

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

