SUPPORT SYSTEMS FOR TRAINING PERSONS WITH DISABILITIES IN UGANDA: A CASE OF BUSINESS TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS

BY

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DECEMBER 2013

DECLARATION

I, Mirembe Susanie declare that the content of this thesis is my own original work and has never been presented for the award of a Degree of Masters of Vocational Pedagogy or any other award in any University.

I further declare that any works other than my own cited in this thesis has been duly acknowledged.

Signature : _____

MIREMBE SUSANIE

Date : _____

APPROVAL

We hereby certify that this research project titled "**Support Systems for Training Persons with Disabilities in Uganda: The Case of Business Technical Vocational Education and Training Institutions"** is an original work of **Mirembe Susanie (2010//U/HD/223/MVP)**. It has been under our supervision and is now ready to be submitted to School of Post Graduates.

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DEDICATION

I dedicate this piece of work to my husband Moses and our children; Jonathan, Joshua, Jeremiah Joseph and to all my family members.

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ABBREVIATIONS OR ACRONYMS

ALE	-	Adult Learning and Education
ASD	-	Autism Spectrum Disorders
BTVET	-	Business Technical and Vocational Education and Training
CBO's	-	Community Based Organisations
DFID	-	Department for International Development
DIT	-	Directorate of Industrial Training
DPO's	-	Disabled People's Organisations
EFA	-	Education for All
FGD	-	Focused Group Discussion
ICT	-	Information Communication Technology
ICF	-	International Classifications Framework
IEPs	-	Individualized Educational Program
ILO	-	International Labour Organisations
JAB	-	Joint Admission Board
MDG	-	Millennium Development Goal
MJE	-	Ministry of Justice and Empowerment

MoES	-	Ministry of Education and Sports
NGOs	-	Non Governmental Organisations
NOMA	-	NORAD's Program Master's Studies
NORAD	-	Norwegian Agency for Development Cooperation
PWDs	-	Persons with Disabilities
TVET	-	Technical Vocational Education and Training
UBTEB	-	Uganda Business and Technical Examination Board
UN	-	United Nations
UNAPD	-	Uganda National Action on Physical Disability
UNCRPD	-	United Nations Convention on the Rights of Persons with Disabilities
UNEB	-	Uganda National Examination Board
UPE	-	Universal Primary Education
USA	-	United States of America
WHO	-	World Health Organisations

ABSTRACT

The study was carried out in BTVET Institutions in Iganga district to investigate the available support systems for persons with disabilities. It was guided by three objectives: Establish support systems available for persons with disabilities in Business Technical Vocational Education and Training Institutions, find out the effectiveness of available support systems for trainees with disabilities in BTVET Institutions and to ascertain the challenges encountered in the process of training persons with disabilities in vocational skills. The study was intended to create more awareness among persons with disability about their rights to education at all levels, be a source of information to other researchers about support that is required for training students with disabilities in BTVET Institutions and enlighten the policy makers and implementers on the need to support persons with disability to enhance their education and training in vocational skills. A descriptive study design was used taking a qualitative approach and non-statistical methods to present and analyse data.

Data were collected using observation and in-depth interviews with Principals of the Institution, Instructors and Trainees. These were selected using purposive and stratified sampling techniques. Findings from the study revealed that students with disabilities in BTVET Institutions are enrolled either on formal or non-formal programs. Support given to them is from both government and non-governmental organisations. Training is on inclusive basis and students with and those without disabilities share the same environment, classrooms, Instructors, equipment and materials and other facilities in the institute. To ensure effectiveness of available support, modification of content in the curriculum and time adjustment, training students using available equipment by available Instructors, social support to students with disabilities by members of the community, modification of institute structures like some classrooms, latrines and workshops. The training process was somehow challenging to the service providers and students with disabilities in a way that Instructors had inadequate skills in special needs education, insufficiency of equipment, lack of proper communication skills especially to deaf students, inaccessibility to some institute structures due to the design of steps at the entrances. The study concluded that a number of services exist in BTVET Institutions to support PWDs to train in vocational skills. However, BTVET Institutions need to be given more support to continue implementing the training of PWDs.

CHAPTER ONE

INTRODUCTION

Overview

Human rights adopted by the United Nations have upheld the rights of disabled persons to full access and participation in community life. Many countries in the world including Uganda have laws and policies calling for the inclusion of Persons with Disabilities in the same schools and Vocational training programs that all citizens can access. A number of children with disabilities in Uganda have accessed primary and secondary school education in response to education for all (EFA). For BTVET, the strategic plan of 2011 – 2020, acknowledges that only16% of the population of Uganda constitute persons with disabilities who have access to vocational education and training. However, for people with disabilities to compete in today's workforce and participate in the economic mainstream, they must possess vocational skills. With support services and access to vocational education training, persons with disabilities can make productive workers and or successful employers.

This thesis presents the results from the study carried out to investigate the available support systems for persons with disabilities in BTVET Institutions in Iganga district. In the study, the researcher investigated the effectiveness of available support systems and challenges that occur during the training of PWDs in vocational skills. In this chapter, the researcher provides a personal background and motivation, general background of the study, the statement of the problem and purpose of the study. The objectives of the study, research questions, scope of the study, justification, significance of the study, limitations, conceptual framework and definition of key

terms and organisations of the report are also given. The review of related literature and study methodology are also presented in this chapter.

Background of the study

Personal background

I am a teacher by profession holding a Bachelors degree in Education (Special Needs Education) of Kyambogo University. I trained as trainer of trainers for inclusive education programme where I participated in training other Instructors on how to work with persons with disabilities in inclusive settings for one year in 2001. Currently I am working as the in charge of Special Needs Education in an inclusive setting primary level with a working experience of over ten years in Iganga district since 2001. Presently I am a student at Kyambogo University pursuing master's degree in vocational pedagogy. From experience as a teacher for children with special educational needs, I believe persons with disabilities have potential to learn at any level once the required support is provided to them. Many of them through various supports have completed primary level with good pre-vocational skills which can be developed through vocational training. The knowledge and didactics I have acquired in vocational pedagogy incited me to carry out an investigation on support systems available for training persons with disabilities in BTVET Institutions.

Study background

In all parts of the world, and at all levels in various societies, there are big numbers of persons with disabilities (PWDs) regardless of age, sex, and ethnicity. Persons with disabilities are individuals with any functional restriction or lack (resulting from an impairment[1]) of ability to perform an activity within the range considered normal for a human being. This could include walking, stretching, lifting, feeding and so on (Mayhew, 2001). The World Health Organisations (WHO) (2001) provides contemporary definitions and perspectives related to health and disability for most of world's service delivery systems. It uses functioning as an umbrella term which addresses key issues like health conditions, body functions and structures, activities, participation and contextual factors. It also stresses the need for activities to be adapted, modified or adjusted so as to eliminate or minimise limitations to ones participation.

The Model of Functioning, according to ICF, disability arises when an individual's ability to do daily activities, carry out social roles and participate in communal activities that are considered normal by the community, is limited because of a bodily, sensory, mental and/or intellectual reduced function and environmental barriers (Ingstad and Grut, 2007, p.18-19). Within this Model of Functioning, understanding disability is to recognise both the individual and the social consequences of the impairment. The interaction between the individual and his/her environment in the wide sense of the word is in focus, taking physical, personal, social and environmental aspects into consideration. Thus, to understand disability it is necessary to focus not only on the individual but also on the family and or the social

[1] Impairment refers to any loss or abnormality of psychological, physiological or anatomical structures of function. This could include blindness, loss of limbs, deafness and so forth.

group within which the individual co-exists, and how the individual, the family and the society functions and copes within their particular social and cultural setting. Within the Model of Functioning both the individual and the environment are in focus. See the figure below;

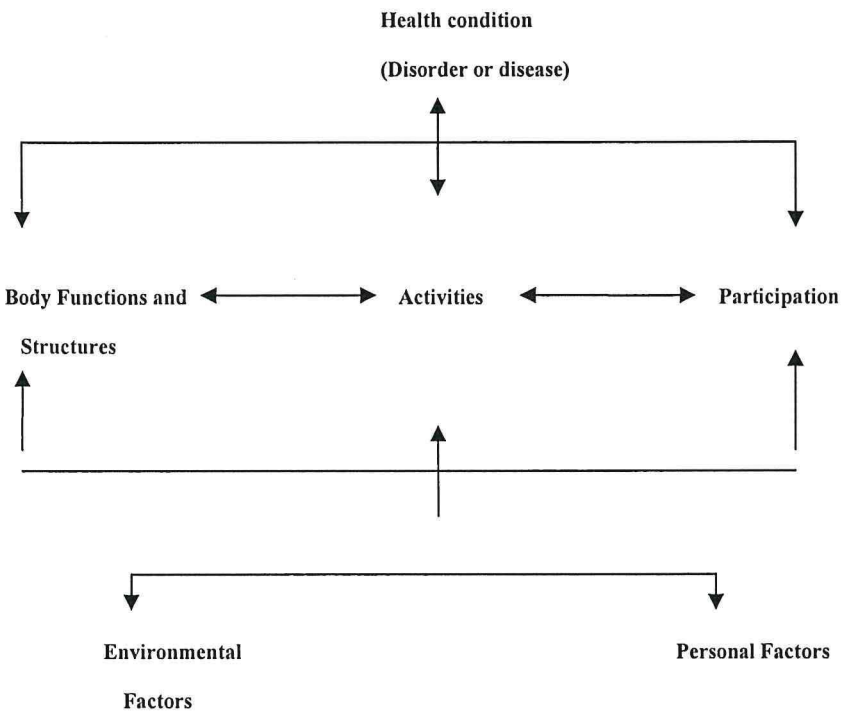


Figure 1: International classification model of functioning

Source: World Health Organisations Report on ICF (2001, p.18)

Persons with disabilities were the minority in the whole world and were marginalised by other members in their states. After the Universal Declaration of Human Rights by the United Nations in 1948, they were recognised by the States in which they lived and entitled to equal opportunities to all aspects of life with other citizens. Conventions on the rights of persons with disability were set to protect and promote them to live independently and participate fully like others (United Nations,

physical environment, transportation, information, communication, technologies and other facilities, including those who require more intensive support (United Nations, 2006).

Persons with disabilities need support systems in order to participate on an equal basis with others. Support systems refer to a network of goods, services, personnel and organisations that sustain an individual to survive and grow. Support systems include Family support, Disabled People's Organisations (DPO's), Non-Governmental Organisations that work with issues of disability and social services, Community Based Organisations (CBO's), social workers, medical and psychological health practitioners and members of the broader community. Support systems also involve things like counseling, help with use of assistive devices, and dealing with prejudices and social stigma associated with disability (Disability policy and services in South Africa[2]). Different categories of persons with disabilities may require different kinds of support however; they all need support to access education. To fulfill this obligation, a number of key issues were identified by UN member States as critical in a bid to minimise disparity among people of the world at an International Conference held in Jomtien, Thailand in 1990. The issues included among others; provision of Universal Primary Education(UPE), elimination of adult illiteracy, improving quality of basic education and to find more effective ways to meet the basic learning needs of various disadvantaged population including those with disabilities. The report from the department for international development (DFID[3]) revealed that Persons with disabilities from various developing countries receive the support

[2] See www.etu.org.za Disability policy and services in South Africa
[3] See www.globalride-sf.org/images/DFID.pdf

critical in a bid to minimize disparity among people of the world at an International Conference held in Jomtien, Thailand in 1990. The issues included among others; provision of Universal Primary Education(UPE), elimination of adult illiteracy, improving quality of basic education and to find more effective ways to meet the basic learning needs of various disadvantaged population including those with disabilities. The report from the department for international development (DFID[3]) revealed that Persons with disabilities from various developing countries receive the support required, within the general education system, to facilitate their effective education through the program of education for all (EFA).

The program has benefited persons with disabilities to a certain extent mostly at primary level of education where the enrolment is relatively high as compared to secondary and post secondary levels. This is reflected in a report given by Lang and Mulangira (2009) which indicates the enrolment of children with disabilities in primary schools in Uganda by the year 2007. See the table below;

Table 1: Number of Children with disabilities attending Primary School by Class 2007

Disability	P.1	P.2	P.3	P.4	P.5	P.6	P.7	Total
Autism	1,574	1,176	1,215	918	870	716	440	**6,909**
Hearing Impaired	11,567	8,702	9,859	8,645	6,711	4,993	2,902	**53,379**
Mentally Impaired	12,280	7,511	6,681	5,886	4,797	3,512	2,152	**42,819**
Multiple Handicaps	1,297	884	783	672	607	456	280	**4,979**
Physically Impaired	6,105	4,648	5,209	5,089	4,615	3,615	2,266	**31,547**
Visually Impaired	7,017	6,045	7,105	7,312	6,757	5,607	3,602	**43,445**
Total	**39,840**	**28,966**	**30,852**	**28,522**	**24,357**	**18,899**	**11,642**	**183,078**
Percent	**21.8%**	**15.8%**	**16.9%**	**15.6%**	**13.3%**	**10.3%**	**6.4%**	**100.0%**

Source: Educational Statistical Abstract 2007

From the table 1.1 above, it is noted that the number of children with disabilities actually attending school in Uganda is very small, approximately 183,000 throughout the whole country. For all impairment group there is a significant and progressive trend of children with disabilities dropping out of school as they move from one year to the next (Lang & Mulangira, 2009). Some children with disabilities advance to secondary education after primary school level of education. See table 1.2 below

Table 2: **Secondary school students with special needs, 2002 – 2006**

Class	2002	2003	2004	2005	2006
S.1	2,984	2,703	2,667	2,057	2,364
S.2	2,733	2,597	2,565	2,028	2,283
S.3	2,275	2,236	2,402	1,949	2,130
S.4	1,946	1,844	1,894	1,752	1,931
O'level subtotal	9,938	9,380	9,528	7,786	8,708
S.5	364	687	666	878	859
S.6	597	633	709	813	669
A' level subtotal	961	1320	1375	1691	1528
GRAND TOTAL	**10,899**	**10,700**	**10,903**	**9,477**	**10,236**

Source: *Planning Unit, Ministry of Education and Sports.*

A decline in the number of students with disabilities who enrolled in different classes is noted in Table 1.2. It shows that the students with disabilities enrolled in senior one decrease as the levels progressed.

At the primary school level of education, learners with disabilities are introduced to pre- vocational skills where they learn by doing and this is the best method for their learning since it helps them to improve on their potentials. However, after this level of education it would be more beneficial for persons with disabilities to access Technical Vocational Education and Training Institutions (TVET) to improve on the pre- vocational skills acquired by training them. Vocational education is the type of education that emphasises imparting practical skills to learners. The education aims at training eyes, brains, hands and legs with the production skills (Okello, 2009). Vocational education is intended to equip persons with skills for industrial or commercial occupations.

In various countries, vocational education and training has emerged as one of the most effective human resource strategy that a country needs to embrace in order to train and modernise its technical workforce for rapid industrialisation and national development (Atefi, 2009, p. 1). Vocational training prepares individuals for jobs that are based on practical or manual activities which are related to specific trades, occupations or vocations. This may be obtained either formally in schools or non-formally at workplaces. Although some countries have labored to support persons with disabilities towards this goal, such support is still limited. For instance in United States of America (USA) persons with auditory, motor and visual impairments are trained in various computer skills. Their classes also include a 40-hour course in workplace preparedness and skills in how to search and apply for a job. These skills include creating a resume, interview techniques and also cover themes such as self-esteem, attitudes and self-presentation (University of Washington, 2009).

Most of the African countries advocate for Technical Vocational Education and Training for all persons including those with disabilities. For instance South Africa advocates for Vocational Training in all schools in order to equip learners with special needs with practical skills (Integrated national disability strategy, 1997). Lewis (2009), revealed that in Ethiopia and Rwanda, learners with disabilities who are enrolled for training may still be marginalised (not participating or achieving fully) due to insufficient support system.

Uganda as one of the signatory to the world declaration on education for all has a strategic plan through Ministry of Education and Sports (MoES) to ensure equitable access for PWDs to Business Technical Vocational Education and Training for all the disadvantaged including persons with disabilities(BTVET Act, 2008). The national report on Adult Learning and Education (ALE, 2008) spells out that: "Many of those students who do not go on to senior five (S5) will take one or more BTVET courses, either immediately after senior four (S4) or at sometime after they have entered the workforce" (p.18). The necessary requirements for recruitment seem to cause limitations for most of the students with disabilities in accessing BTVET since majority of them hardly meet these qualification requirements and yet this approach ensures that students acquire the skills and knowledge they need for the world of work.

The BTVET strategic plan of 2011 – 2020, acknowledges that persons with disabilities who constitute 16% of the population of Uganda are among the groups of citizens who do not benefit fairly from the BTVET provision and are indeed excluded from the training opportunities.

The Ministry of Education and Sports (MoES) has operated under a mission that aims at "providing for, supporting, guiding, regulating and promoting" quality education and sports for all persons in Uganda for national integration, individual and national development (Bitamazire, 2005). In this regard, persons with disabilities have got chance to access various vocational education Institutions for training. However, in order to maximize available training opportunities, they need various support systems to participate on equal basis with ordinary counterparts.

Statement of the problem

Ministry of Education and Sports acknowledges the need for PWDs to access BTVET programs, however, the different categories of PWDs require significantly more specialized support that range from human to appropriate technology. There is sufficient evidence to show that people with disabilities in Uganda do not benefit fully from available education and training opportunities. A critical analysis of the 2011 – 2020 strategic plan of BTVET shows that the specific support systems that exist in BTVET Institutions for the few students with disabilities are not clearly spelt out. Whereas the BTVET Act spells out the rights and privileges for persons with disabilities, one wonders if there is enough support in place for PWDs in BTVET Institutions in Uganda. There was therefore a knowledge gap that needed to be bridged through a scientific study.

Purpose of the study

This study was carried out to investigate the available support systems for persons with disabilities in Business Technical Vocational Education and Training Institutions in Iganga district with a view to identifying good practices and gaps in quality service delivery.

Research objectives

The objectives of the study were to:

- Establish support systems available for persons with disabilities in Business Technical Vocational Education and Training Institutions in Iganga.
- Find out the effectiveness of available support systems for trainees with disabilities in BTVET Institutions in Iganga.
- Ascertain the challenges encountered in the process of training persons with disabilities in vocational skills. assess

Research questions

The study was guided by the following questions:

- What support systems are available for persons with disability in vocational education and training?
- How effective are the available support systems to persons with disabilities in vocational training?
- What challenges are encountered in the process of training persons with disability in vocational skills?

Scope of the study

Geographical scope

The study was carried out in Iganga district covering two technical Institutions. One located in Iganga municipality and the other in rural part of the district. The two technical Institutions represented the rest of the BTVET Institutions in the district because students with disabilities were training from there. Information obtained from these areas enabled the researcher to have a broader perspective on how persons with disabilities, specifically those with hearing impairment, visual impairment and physical impairment are supported while training in Business Technical Vocational Education and Training Institutions.

Content scope

The main focus of the study was on nature of available support and the effectiveness of such support to students with disabilities in accessing and participating fully in the learning activities in terms of physical and information accessibility, assistive devices, and specialized instruction. The focus was also extended to the challenges encountered in the process of training students with disabilities in vocational skills.

Justification of the study

Education for PWDs is currently a global concern. It started way back in 1948 with the World Declaration on Human Rights. PWDs were accorded equal opportunities in all aspects of life which various countries have endeavored to fulfill (UN, 2006). Access to education for PWDs in Uganda became a priority in 1997 in response to the global call to Universalise education as also backed up by the

constitution of the Republic of Uganda (1995) and the UPE Guidelines (1997, see also MGLSD, 2006). The government focused on provision of a number of services like health services, community based rehabilitation and vocational training as key measures to empower PWDS.

In a bid to fulfill the obligation to provide quality education to vulnerable and disadvantaged groups including PWDs, the BTVET Act was formulated. It focuses on promoting an integrated demand driven and competence based training system where learners join the training at various points suited to their skills and needs with their qualifications certified and recognised at different levels (Act 12 section 4h).

The BTVET strategic plans of 2011-2020 suggested that PWDs and other disadvantaged groups should have equity in BTVET Institutions to make use of available opportunities. Basing on the above developments there is need to find out current status for available support for PWDs, effectiveness of available support, and challenges encountered (if any) in the vocational training for PWDs.

Significance of the study

The findings from the study will:

- Create more awareness among persons with disability about their rights to education at all levels.
- Be a source of information to other researchers about support that is required for training students with disabilities in BTVET Institutions.
- Enlighten the policy makers and implementers on the need to support persons with disability to enhance their education and training in vocational skills.

- Draw attention of stake holders like the funding agencies to give more support towards vocational education and training of persons with disabilities.

Limitations of the study

Data collected through observation was limited due to examinations which were going on during the programmed time for data collection. Some parts of the school environment were out of bounds and this restricted the researcher to observe at a wider perspective. Therefore, the information obtained may not be generalized.

The researcher used note taking in observation process and also used a camera to capture some photographs as empirical backups however some areas were not easy to access due to restrictions.

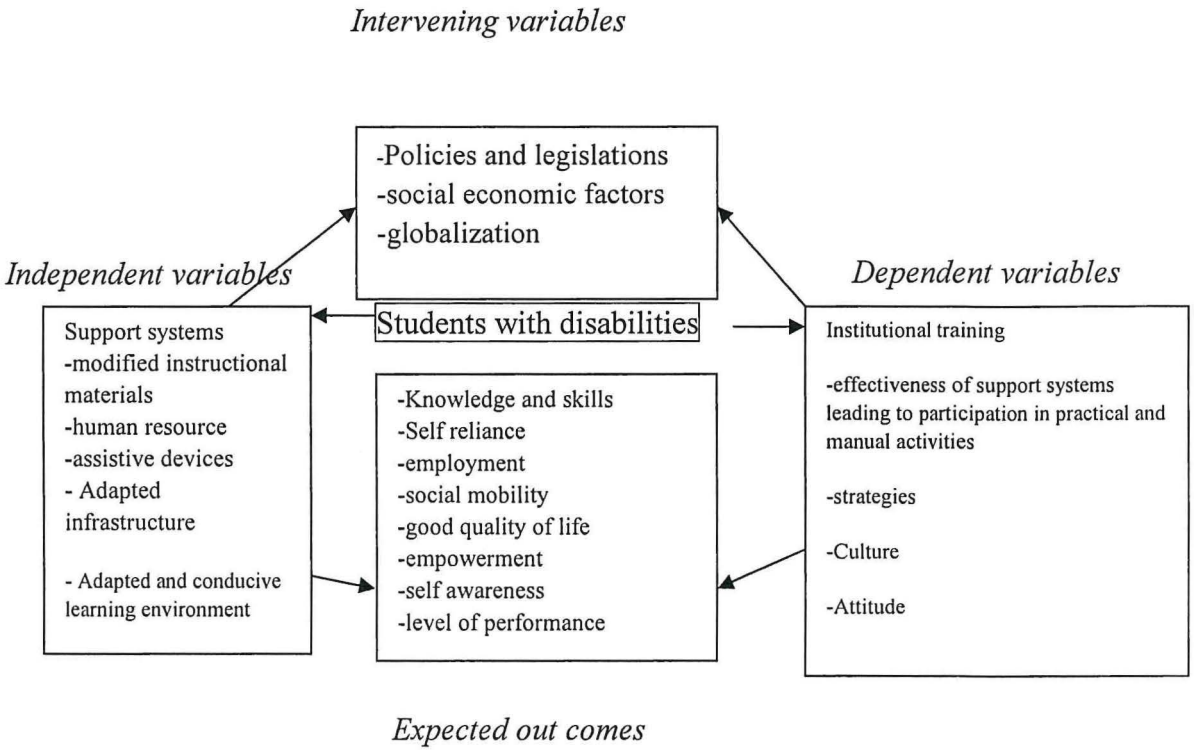
The study was conducted in one region of the country therefore the findings may not be generalised to the rest of the regions of Uganda. In this case there is need for further similar studies to be carried out to establish the situation in other regions of the country.

The study was based on only three categories of disabilities which included; hearing impairment, physical disabilities and visual impairments. Many other categories of disabilities were not part of the study scope. For that reason further research is recommended to be done to focus on the kind of support available for them in BTVET Institutions.

The target population included the Principals of the Institutions, Instructors and Trainees in the final year of training and mainly those on students' guild were purposely sampled. However, none of the student in the final year who participated in the study had a disability. The researcher did not receive information directly from

students with disabilities. There is therefore need to specifically involve students with disabilities among the respondents if a similar study is being carried out.

Conceptual framework



Source: Mirembe Susanie, 2012

Figure 2: *Conceptual framework showing different variables and how they influence one another*

Explanation of the frame work

Persons with disabilities need support systems like modified instructional materials, human resource, assistive devices, adapted infrastructure, adapted and conducive learning environment that are effective to suit various disabilities for them to participate in practical and manual activities. The strategies for support in the learning, culture of learning in the institute, attitude of individuals towards their learning depends on the available support. The Institutional capacity to provide quality training for PWDs may be affected by government policies, social economic

factors and external factors like globalization which may come along with changes in technologies in labour market. However through monitoring and needs assessment, government policies on the required support systems and the kind of training for PWDs can be revised. Support systems in the training enhance PWDs to have Knowledge and skills, Self reliance, employment, social mobility, good quality of life, empowerment, self awareness and improve on their level of performance.

Definition of key/ operational terms/concepts as used in the present study

Disability - refers to the effects an impairment may have on an individual's ability to perform the activities of daily life.

Persons with disability - These are people with hearing, visual or physical problems that limit their normal functioning in daily activities.

Support systems –Any form of assistance or services given to an individual to enhance his or her participation in activities.

Vocational education and Training - Is a kind of learning which involves hands on activities that prepare trainees for jobs or work based activities.

Training Institutions –refer to schools or organisations where all students (with and without disabilities) learn or train from.

Challenges –refer to factors that hinder effective teaching and learning of students with disabilities in BTVET Institutions

Organisation of the report

Work in this thesis is presented in five main chapters. Chapter one introduces and gives a background of the research problem, literature review and details of methodology used in the study. Chapter two presents the support systems for persons with disabilities, chapter three the effectiveness of support systems while chapter four gives the challenges in training students with disabilities in vocational skills. Chapter five covers the summary, conclusions and recommendations as a way forward.

LITERATURE REVIEW

Introduction

In this section of chapter one, views and ideas from different authors in relation to support for training PWDs in vocational education is presented. The literature review also focuses effectiveness of support for persons with disabilities in vocational training and challenges encountered in training persons with disabilities in vocational skills.

Support systems for persons with disabilities in BTVET Institutions

Persons with disabilities have needs very similar to the needs of all other people as it is clearly stated in Article 23 of the United Nations' Convention on the Rights of the Child (Groce, 2004). Groce, (2004), asserts that "these people need a safe and supportive environment, education, health services and access to sport and recreation" (p. 17). They also need to develop skills that will serve them well in the community and the work place. Persons with disability need various supports in order to participate in all aspects of human life. This particular study focuses on support systems available in the aspect of education for persons with disabilities.

Adelman and Taylor, (2006) noted that:

Support systems involve the collection of resources, strategies and practices as well as environmental and cultural factors extending beyond the classroom that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (p. 4).

In support to Adelman and Taylor, Brustad, (2006) emphasised that all students are of equal worth therefore, they should have access to school, training establishment and a good learning environment. She further clarified that "Educational equity refers to an educational and learning environment in which individuals can consider options and make choices throughout their lives based on their abilities and talents"(p. 95). It opens economic and social opportunities regardless of gender, ethnicity, race, disability or social status. The quality of the schools is crucial to the students' further development. This is why a national inclusive policy (including people with disabilities) on vocational training and employment is so essential (EU CORD TVET advocacy group, 2008).

Inclusive education, with access to education in the regular local neighborhood or community school, provides the best opportunity for the majority of children and youth with disabilities to receive an education, including those in rural areas (Edmonds, 2005, p.49). In some instances, special education may be the most appropriate form of education for some children with disabilities. Edmonds further observed that the education of all children, including children with disabilities, assists in breaking down barriers and negative attitudes and facilitates social integration and cohesion in communities. Inclusive education programs can serve as good entry points for developing other services for persons with disabilities or helping them integrate into existing services e.g. referral to appropriate rehabilitation or health care services (Gutteres, 2008). Provision of such services to students with disabilities is necessary in BTVET Institutions. It enhances their participation in learning activities. For instance provision of devices such as hearing aids to students with residual hearing can improve on their verbal communication; eye glasses can improve on the sight of those with low vision, wheelchairs and crutches can improve on mobility for physically

handicapped. This study was carried out to establish whether such services are provided to the students. Through the study gaps have been identified in service delivery.

In the total world's population, it was estimated that persons with disability are approximately 10%, of which 90% lives in developing countries (EU CORD, 2008). The members of this group further observed that majority of these people do not have access to education or jobs. Without special efforts for these people, neither the Education for All, nor the Millennium Development Goals will be achieved.

With the coming into force of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) in 2006, a new era of opportunities for persons with disabilities has opened. Member states are required to move away from an approach that caters only for persons with disabilities in separate facilities towards a progressively inclusive approach that provides training opportunities in mainstream training centres and employment opportunities in the open modern labour market on equal basis with others (Yamamoto, 2011, p. 1).

Various countries all over the world for many years have promoted equality for all in accessing education, skills development and employment opportunities in the world of work, and emphasised the need for comprehensive legislation and interventions for vulnerable groups, such as women, men and youth with disabilities.

For instance in Zambia the National Policy on Disability of 2006 gave a high priority to the integration of people with disabilities into the vocational training system .This came along with the development of programs for the equalization and integration of disability into mainstream society, provision of devices to promote the inclusion in the workplace and in the education system. Focus was also extended to

the development of mandatory standards of physical accessibility, and gender mainstreaming in the provision of services to persons with disabilities. (ILO, 2007)

In the same way, the Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. It has been d that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures. The Government of India enacted the legislation for Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which provides for education, employment, creation of barrier free environment, social security (Ministry of Justice and Empowerment (MJE, 2006).

In Uganda, the National Policy on disability of 2006 aimed at promoting equal opportunities for enhanced empowerment, participation and protection of rights of PWDs irrespective of gender, age and type of disability. This is with a view that PWDs can perform to their full potential given the same conditions and opportunities irrespective of their social, economic and cultural backgrounds. Government has focused on provision of health services, community based rehabilitation, vocational training, Universal Primary Education as key measures to empower PWDs (Zoe, 2006). From the review as given above, it is evident that support for training opportunities for people with disabilities in inclusive vocational training originates in the policy. However, effective implementation depends on the laid strategies.

An inclusive education approach, in the ideal scenario is the best strategy for the learning of PWDs (Raymond &Mulangira, 2009). If PWDs are educated alongside their non-disabled peers in any learning Institution BTVET inclusive, then many of the

negative stereotypes and social attitudes are broken down. Inclusive education is far more than just placing learners with disabilities within the same classroom. In such a setting, Instructors need to receive training on how to work with children with disabilities, that brings out their best educational achievements. This implies that in an inclusive BTVET Institution, Instructors need to be provided with practical information on how they can identify students with disabilities, who they should refer them to and what they can do to them in the classroom situation. In such a way, students with disabilities will be supported to achieve their educational goals.

Integration of people with disabilities into mainstream training Institutions requires the administration's commitment and investment, which is often mandated by national policy (Kleining, cited in Perry, 2003). However, a policy is not necessary for training programs and Institutions to include students with disabilities and provide them with the necessary supports to succeed. The author emphasises that the Vocational training institutes planning to offer services to the Deaf should consider such factors as to ensure the availability of technology enhancements. Giving examples like Web sites, mobile telephone short message services (SMS).These visual information sources, as well as staff trained in their use, are important strategies for welcoming and assisting Deaf students. This study aimed at finding out if those strategies are available in BTVET Institutions and answers have been provided.

One of the objectives of the Education Sector Strategic Plan 2004-2015(ESSP) of Uganda is to develop a BTVET system that will enable greater access, and realisation of the full potential of its human resources. However the ESSP revised version 2007-2015 reveals that BTVET still lacks a comprehensive tutor training and management system which contributes to the chronic shortage of qualified Instructors

necessitating use of untrained tutors. Teacher training is one of the key factors that facilitate education for persons with disabilities (Peters cited in DFID PAPER 2010). She suggests that the existing teacher training Institutions specializing in disability (e.g. Kenya Institute for Special Education, Kyambogo University in Uganda) should not be under-utilized resource. This means that these Institutions should intensify the training of Instructors who can support students with disabilities at all levels of education. Training Instructors for children with disabilities at primary level has been promoted to some extent by Kyambogo University. The question is what about training Instructors for students with disabilities in post primary Institutions like BTVET? Are the Instructors adequately equipped with the necessary knowledge and skills to support students with disabilities to meet their educational goal? These and many more questions have been answered by this study.

The BTVET system is seen as an integral part of a flexible post primary education system. Government continues to develop a longer term coherent strategy for vocational and technical skills training that is linked to the labour market. Vocational Education and Training is a main key for persons with disabilities to become self-reliant. It widens the opportunities for these people to find jobs that can fit with their talents and preferences, leading to perfect work and fair income (EU CORD, 2008). It forms the link between basic education and the job market. Vocational training helps persons with disabilities to develop fine and gross motor skills and increases their sense of self-confidence and self-esteem. It also gives persons with disabilities viable opportunities to find employment or set up their own small businesses (Gutteres, 2008 p. 26). Without a sufficient supply of good quality vocational education, the primary results of primary education will not be sustainable; neither will there be a workforce that meets the demands of the labour market.

Majority of Instructors teaching students with disabilities in their classrooms report that if they had additional help which may include extra time, training, confidence building, personal resources and professional development they would be able to teach students with disabilities more effectively (Gavrielatoros, et al, 2010). There is need for capacity building of the profession, ensuring that Instructors have the essential knowledge and skills to address the learning needs of all students including those with disabilities. The most effective way to achieve extensive and sustained improvement in the capacity of Instructors and other school-based staff to provide a successful and inclusive educational experience for students with disabilities is for these approaches to be developed in collaboration with and delivered through school leaders (Students with disabilities working group, 2010). Although capacity building has been emphasised as a critical tool in supporting students with disabilities, this is rarely practiced in various Institutions due to several factors which may include meager finances to facilitate the programs, lack of resource persons, lack of coordination name it. In BTVET Institutions, it is not clear if such programs are being carried out. Therefore, this research aims at establishing if capacity building is done in BTVET Institutions or not.

Under some circumstances, whether in segregated or mainstream settings, vocational trainers may be unaware of the special needs of people with disabilities, especially those who have substantial disabilities, such as blindness, intellectual impairments or cerebral palsy, to name a few (Lim, 2006). However, on this note Yamamoto, (2011, p.7-8) suggests that training providers should have good understanding of inclusive systems and disability concepts stipulated in the laws. They need to take action to ensure all staff are aware of what is required to effectively include persons with disabilities in training courses and of what changes are needed –

including in making buildings and information accessible, providing information on assistive devices and, if possible, making these available, as well as organizing support services to facilitate inclusion. In all cases, it is important that training programs should be relevant to the labour market, meet occupational standards and lead to recognized certification.

Training the teaching staff is critical to winning their support (Perry, 2003). The author pointed out that basic sign language, awareness-building sessions and specific instruction in strategies for supporting Deaf students all need to be part of the training programme. It is also important to educate teaching staff about the tendency to interpret any learning problem as related to a disability rather than to the inadequacy of the student's earlier education or some other factor. Training the staff can be through short course or long time period depending on the arrangement of the Institution. It is not clear whether awareness building sessions are conducted in BTVET Institutions. For that matter this study is relevant to establish which support systems are available in the training of students with disabilities.

Persons with disabilities have the potential to do vocational training with a provision of interventions focusing on barriers to participation in all activities. Obstacles to participation in society and its Institutions reside in the environment rather than in the individual. Such obstacles need to be prevented, reduced or eliminated to promote full participation of students with disabilities all activities (United Nations Children's Fund, 2007). Environmental obstacles can manifest in many guises and are found at all levels of society. They are reflected in policies and regulations created by governments, may be physical environment like public buildings, and recreational facilities. It may also be attitudinal leading to a widespread

underestimation of the abilities and potential of children with disabilities. These lead to under expectation, under-achievement and low priority in the allocation of resources to PWDs.

Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without much assistance, in everyday activities. Learning Institutions like the BTVET Institutions in all settings need to strive to provide an educational environment within which students with disabilities access, participate and achieve to their full potential. To the greatest extent possible, buildings/ places/transportation systems for public use need to be made barrier free (Ministry of Social Justice and Empowerment, 2006).

The school environment alone cannot provide all of the services and programs that are available in the community to support students' development. It is very crucial to involve parents and have a strategic community partnership (Ohio Department of Education, 2007). The school, the families and the community partners share goals that promote the physical, cognitive, social and emotional well-being of the children in their care. Families are essential partners with schools because they provide extended support and make decisions for and with their children. They, too, may need support to access assets and services within the community for themselves as well as their children. Some students and families may need to be connected to health and social services to address barriers that impede participation in learning. It was not known to the researcher if there was community partnership in BTVET Institutions. For that

matter this study was important in finding out the nature of support available for students with disabilities.

Education provides programs and support through several methods. This may be through the regular classroom, with support of modified curriculum or additional human resources, placement in special classes within regular schools - which may be smaller in size, allowing for more individual attention or, if impairment is significant, it may mean placement in special schools, again with smaller class groups and other modifications. When learning materials and assessment procedures are modified significantly they can meet the student's needs, particularly to enable participation in learning activities. To ensure student's engagement and participation, additional explicit instruction and frequent practice is always required in the basic steps needed to complete the given activities.

Effectiveness of available support systems for persons with disabilities in vocational training

Effective learning is guided by a curriculum. Curricula have traditionally been designed to focus on input in terms of number of classes, teaching methods and textbooks. In contrast, the curricula for the centre of competence focus on the learning outcomes in terms of knowledge, skills and competencies, the results of education and training process that the student go through during the course(Kjeller ,2010). Such curriculum is fit for persons with disabilities.

Learning for persons with disabilities becomes much easier and interesting when the appropriate ways of learning are identified and the individual needs are well catered for throughout the activities that are engaging. There should be an educational

focus on learning styles because they can meet learners' needs and also empower them to be more effective (Duckett &Takarkowski, 2005 p. 11) .

Learning styles concern the ways in which learners approach and experience learning and use of information. Knowledge about students' learning styles helps the teacher to identify possible challenges for a learner, include differentiation in their lessons and create a learner's individual learning plan. Different categories of disabilities may require varied learning styles which may include visual, auditory and kinaesthetic. Learners attracted to vocational courses are more likely to be kinaesthetic learners. They often enjoy the more 'hands on' part of the course, but sometimes find the theoretical parts more challenging because they are frequently taught in a more visual and auditory style(Duckett &Takarkowski, 2005). This implies that students with disabilities in BTVET Institutions should mostly be engaged in practical exercises for their learning to be more effective. Through experience as a teacher for the Deaf, they learn best with concrete objects and become more competent when engaged in practical activities. Through this process the student's eyes, brains, hands and legs are equipped with the production skills (Okello, 2009).

Vocational learning is all about leaning by doing and through social relations (Mjelde, 2006). This calls for individuals to interact with others to accomplish tasks. Students with disabilities need social support from others within and outside the learning community. For instance they need support from educational support personnel like educational interpreters, tutors, note takers, mobility guides. Social support contributes to self-confidence of these students and also creates a relationship between them and other members of the community. All learning Institutions including BTVET Institutions need to strengthen social support towards PWDs. Social support promotes a sense of belonging for PWDs in the community. The question is

what is on the ground in BTVET Institutions as far as social support is concerned? Are students with disabilities socially supported? This study provides answers to such questions.

Parker (2011) observed that "fostering friendships between students with disabilities and typical peers is important and may be one of the most rewarding roles for Instructors and family members to play in encouraging student development, achievement, and have quality of life"(p. 10). Students with disabilities under categories like hearing impairments, visual impairments, deaf blind, traumatic brain injury (TBI), orthopedic impairments, multiple disabilities, complex health needs, and those with Autism Spectrum Disorders (ASD), have a great diversity of functioning, abilities, and needs. Parents and family members, particularly in rural environments, may struggle to find local services and disability-specific support groups. However, members of the community can meaningfully support students as well as promote school cultures that support diverse types of disabilities. This can be through teaching communication skills directly to students with disabilities and their peers.

In order to build communication with peers, it is necessary for peers to understand that communication can happen in diverse ways, using multiple forms such as pictures, voice-output devices or sign language. Strengthening a student's communication ability and facility is one of the greatest gifts a community can provide. Instructors and parents can empower peer groups by showing them how to communicate with a student directly in a relaxed and even playful way (Parker, 2011). As students tend to love the use of technology, pictures, or sign language, developing these skills with friends through interaction or by engaging in a preferred activity put both students at ease, as well as build bridges through a shared system of communication. Such communication strategy is relevant in supporting students with

disabilities in BTVET Institutions. For effective communication with deaf students, the entire community needs to acquire communication skills through free interaction. This promotes smooth sharing of knowledge skills and ideas. To support this strategy, students with disabilities working group in Australia, in their report to the minister for school education in (2010) emphasised that, promoting positive social interactions and self-advocacy is very important to meet the physical, cognitive, cultural, social, and communication needs of children and youth who are deaf or hard of hearing, including those with additional disabilities.

In the same way, peers can support students with physical or visual and motor disabilities for instance those who use wheelchairs, need human guides or use another mobility device if appropriately trained to do it by professionals such as physical therapists or certified orientation and mobility specialists. This kind of support can also come as a result of interactive learning where one is supposed to put his or her hands on or into things to try them out (Mjelde, 2006). Students with disabilities may prefer peer's support to an adult's. They often need support in developing social skills and developing positive relationships at school, at home, and in the community. Social interactions enhance students' active participation, academic success and independence in the classroom. Researchers have found that positive social behavior in the school setting is linked to, and predictive of, positive academic achievement (Brusnahan & Gatti ,2011; Haynes, Ben-Avie, & Ensign, 2003; Malecki & Elliott, 2002; Welsh, Park, Widaman, & O'Neil, 2001). Similarly, a study investigating the ability of adults with mild intellectual disabilities to appropriately engage in workplace "small talk" found that those who demonstrated competence in social skills were generally perceived more positively than those who lacked such skills, regardless of task skill level (Holmes & Fillary, 2000 in Bremer, Mule, & Smith, 2011).

Learning Institutions like BTVET Institutions need to adopt and promote social support among students with disabilities and their peers without disabilities to increase participation in activities on equal basis.

Students with disabilities require a wide range of other support staff which may include; school psychologists, counselors, nurses, social workers, therapeutic recreation specialists, dropout prevention specialists who can play a key role to the success of these students (Taylor & Adelman, 2011). Learners can become more effective by working towards individual action plans based on their multiple-intelligences profile. Some of these students therefore may be more competent through individualized education programs (IEPs). When planning and implementing IEPs, student support staff partner with Instructors, students, and students' families to increase the academic, social, and emotional functioning and well-being of students with disabilities. Such personnel can also play an important role in improving the school climate and enabling all students to have an equal opportunity for belonging and success.

Cohen and Geier, in Taylor and Adelman (2011), noted that from a school improvement perspective, support staff must help develop a full continuum of

student/learning supports that can effectively counter behavior problems, close the achievement gap, reduce dropouts (students and Instructors), and promote personal and social well-being for the many. And they must do so in ways that create a caring school climate and to develop a comprehensive system of student and learning supports. While there is strong emphasis on involvement of other support staff in the learning of students with disabilities, it is not well known whether this aspect is exists in BTVET Institutions. This is why this study is important to establish the collaboration between BTVET Institutions and other support staff providers. There is

need to ensure multi-sectoral collaboration for effective support for students with disabilities.

The Department of Education and National Evaluation Systems (2006) in Colorado pointed out that there is need for a general coaching of education Instructors and other service providers in the use of instructional methods, technologies and accommodation of various disabilities of their students. This promotes appropriate planning for the learners by identifying the amount of content and/or activities suitable for a particular student in available time, selecting various learning support materials reflecting students' abilities and learning styles, organising time for theories and practical effectively and identifying appropriate ways in which students' learning will be assessed. Different students may require varying arrangements for learning which includes designing a classroom environment that maximizes opportunities for visual and/or auditory learning for them, structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional materials (see also UNESCO, 2006).

It is therefore important to create a positive atmosphere which encourages students to inform staff about disability-related issues which affect their learning. For example, at the first student/mentor meeting, it would be useful for staff to ask students to let them know about any disabilities which they have not already declared (Parker, 2011). For this matter, Christensen and Feis (1996) advocate for classroom Instructors, special educators, and consultants to work together to further develop local support systems for students with specialized learning requirements. It is also important to focus on evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to promote functional living skills, vocational/career competence, independent and community living skills, citizenship

skills, and participation in civic, leisure, and recreational activities for individuals with disabilities. Planning and implementing real-life experiences for students requires more preparation and coordination time by Instructors and support staff than teaching to the test. When students do not feel what they learn in school is relevant or helpful to them they often begin to disengage and finally drop out of school (see LaMotte, 1997 & Wagner, 2002 in Reagle, 2006 p.27).

In learning Institutions like BTVET Institutions, appropriate planning and support given to students with disabilities determines the level of participation of these students in given activities. The question is that how are students with disabilities helped to participate like others in the learning activities in BTVET Institutions? Are they trained using special materials? Are they trained in special classes? This study was aimed at trying to answer such questions and they have been answered.

Challenges encountered in training persons with disabilities in vocational skills

While some governments in various countries have entered binding commitments to promote the right of persons with disabilities to inclusive vocational education and training, and have started to take initiatives to improve opportunities in line with these obligations, many young people with disabilities continue to encounter significant barriers to accessing mainstream vocational training or other skill development opportunities that result in decent work, with greater disadvantages being faced by women than men. (Yamamoto, 2011)

Perceived barriers to educating children with disabilities may be physical, social or financial. The study carried out by RESULTS UK survey, UNICEF and The Atlas Alliance identified some barriers to education of children with disability to include; Limited training of Instructors in working with children, no incentives for

Instructors to do so. It was also noted that there are Low school budgets resulting in a lack of appropriate facilities, inaccessible school buildings and high pupil to teacher ratios (DFID, 2010). Similarly, the given barriers may affect participation of students with disabilities in vocational training in BTVET Institutions. For that matter, this particular study intends to find out the challenges that may occur in the process of training students with disabilities in vocational skills.

Education for persons with disabilities can be challenging depending on the category of the disability. One of the biggest challenges faced by persons with physical disabilities is the in-accessible physical environment (Price &Takamine, 2003; UNAPD, 2010). This is a source of denial of rights and non-accessibility to services enjoyed by others. It contributes a lot towards injustice, discrimination, low levels of literacy, exclusion, isolation, inadequate involvement in community activities. These people are entitled to all services in their nation.

Majority of school buildings are routinely built with stairs, or they are far from community centres, which makes them inaccessible to those with mobility impairments (Groce, 2004). The question is how about the situation in BTVET Institutions? Are the buildings accessible to students with disabilities? Such questions and many more have been answered through this study.

Deaf and hearing impaired students may also suffer from low self-esteem and isolation, particularly where there is limited social acceptance and inadequate communication (Wareham, Clark &, Laugesen (2001). The attitudes of fellow students and other members of the community may be helpful or even downright hostile. Students with hearing problems need clear communication for them to pick instructions and participate in the activities. Students with varying degrees of hearing loss have unique communication and related needs. The major barriers to learning

associated with deafness relate to language and communication, which, in turn, profoundly affect most aspects of the educational process (Watson, Jennings, Tomlinson, Boone & Anderson, 2008 p.52). Direct communication to students who are Deaf or hard of hearing helps them to acquire knowledge and developing the student's self-esteem and identity. Learners with visual impairment face a challenge to participate in vocational training especially when the training materials in Braille and suitably trained Instructors to facilitate their learning are lacking (Ras, 2008). Through this study, the condition for students with disabilities in BTVET Institutions in Uganda has been established.

Students with disabilities experience knowledge gap more so when the teaching and learning materials are not modified to suit learners' needs, curriculum content is not modified to meet special education needs and to allow for flexibility to suit the environment and when Instructors lack knowledge and skills to manage the teaching and learning of the children with special educational needs (Massenga & Mkandawire ,2007). Lack of education is a key concern for most people with disability in the developing world. In many countries, children with disabilities are considered to be incapable of learning, no matter what their disability is. Often a disabled child is considered a distraction to other students and simply sent home. "Students with low-incidence disabilities (e.g. Autism Spectrum Disorders (ASD), multiple disabilities, name it) face specific challenges forming positive relationships with peers because of disability-specific hurdles in mobility, or in accessing communication as well as environmental information. At the same time, barriers may exist in schools that serve as obstacles to students in forming friendships" (Parker, 2011p. 11). One of the biggest challenges for most students with low-incidence

disabilities can be having reliable communication skills and forms because they may not communicate in traditional ways.

Summary of the literature review section

Literature reviewed under this section spells out pertinent issues in supporting PWDs to participate in learning activities. Literature shows that support to PWDS originates from policies. Different authors pointed out support systems to enhance participation to include; financial support to facilitate the training programs, provision of Instructors, provision of accessible environment, learning equipment and materials, provision of assistive devices, adaptive learning environment; have assessment and referral services, capacity building programs and family- school partnership.

Literature indicated that for support available to be more effective, service providers need to promote social skills among the disabled and the people around them. Various authors pointed out that there is also need for educational support personnel like sign language interpreters, note takers, mobility guides. Other support staffs like psychologists, counselors, social workers, nurses, dropout prevention specialists, therapist recreation specialist also contribute a lot to offer services to PWDs to improve on their participation in activities.

From the literature reviewed some of the challenges that may occur during the process of training students with disabilities included; limited training for Instructors, low incentives, low school budgets, inappropriate facilities, inaccessible buildings, poor communication skills with the deaf and lack of knowledge in Braille to help those with visual impairment.

This study has bridged the gaps concerning nature of Instructors, equipment and materials, accessibility of environment, provision of assistive devices and

adaptation of learning environment in BTVET Institutions in Uganda. The study involved various methodologies and these are given in the next section of the chapter

RESEARCH METHODOLOGY

Introduction

In this section of the chapter, the study design, the target population, the study sample and sampling techniques, data collection techniques, procedures for data collection, data processing and analysis are described.

Study design

The study is a case study based on a descriptive design taking qualitative approach. A descriptive study design is used to describe the state of affairs, as it exists (Kombo & Tempo, 2006; Okello, 2011). It is used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. Qualitative approach produces rich descriptive data that need to be interpreted through the identification and coding of themes leading to qualitative findings that can contribute to theoretical knowledge and practical use (Hennie, 2010 p.3). On the same note, Amin (2005) asserts that when using the qualitative approach, the researcher collects data with the primary intent of developing themes from the data. Qualitative approach was chosen to generate in-depth opinions, views, attitudes and information related to support systems for the training of PWDs to enhance their learning process in BTVET Institutions from selected participants.

Target population

A target population refers to the population from which a sample is taken (Kombo and Tromp, 2006). It is vital that the population taken is representative of the entire population of the location of the study area. It is the population to which the researcher wishes to generalise his or her study findings. It is a group from which the

researcher is interested in gaining information and drawing a conclusion. This group must be clearly defined by establishing the boundary conditions so that members and non-members can easily be identified (Tuckman, 1994 in Odiya, 2009).

In this particular study the target population included the Principals of the technical Institutions, trainees in the final year and the Instructors both males and females from the sampled Institutions. The Principals of selected Institutions and Instructors were chosen because they are the technical people concerned with the learning activities of the students in the Institutions. However, for the Instructors, only those with minimum experience of two years in service participated. Trainees in the final year were selected because they were experienced in activities of the Institution. They were therefore considered to be well equipped with pertinent information regarding support available in the process of training students with disabilities.

Sample size and selection

Table 3: Summary of the Sample Size and Selection methods

Category of Population	**Sample Size**	**Selection Method**
Principals of the Institutions	2	Purposive sampling technique
Students in second year of training	12	purposive sampling technique
Instructors	4	purposive sampling technique
Total	**I8**	

Table 4: Summary of codes used for different Institutions and categories of respondents

Institution Code	Category of Respondents	Respondent's Code	Numbers
A	Principal	PR	1
	Instructors	ITR	1- 2
	Trainees	SR	1-6
B	Principal	PR	2
	Instructors	ITR	3-4
	Trainees	SR	7- 12

Sampling Techniques

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population (Amin, 2005, p. 236). Sampling techniques are the techniques used by the researchers to draw samples from a population (Odiya, 2009). In this study purposive sampling technique was used to select the population.

Purposive sampling

Purposive sampling is where the participants are sampled on the basis of their typicality, or because they are satisfactory to the research needs (Cohen & Manion, 1994; Odiya, 2009). In other words, they are sampled on the basis of knowledge that they have the information being sought, or because they are the only ones in their respective categories. In this study the Principals of the technical Institutions, Instructors, and students in the final year were purposively sampled. The Principals from both Institutions were purposely chosen because they were directly accountable

for all the programs in their Institutions. However, Instructors were sampled due to the knowledge and experience they have in the teaching and learning of all students in the Institution. Students in final year and mainly those on students' guild were purposely sampled. These were chosen to give the required information because of their learning and governing experiences gained during the time of training together with students with disabilities. To ensure gender aspect for Instructors and trainees who participated in the study, stratified sampling technique was used. Respondents were grouped under males and females then 3 males and 3 female trainees were selected. For Instructors, 1male and 1female were selected. The participants from each Institution included; 2 Instructors (1 male and1 female) 6 trainees (3 males and 3 females) and the Principal. All respondents who participated in the study were 18.

Data collection methods and instruments

The data was obtained from both the primary and secondary sources. The primary data was obtained directly from sampled population whereas secondary data was generated from documents like records from Institutions visited, books, articles, government papers with information related to the subject. Interviews and observation methods were used in the study. The researcher used these methods with a help of interview guides and observation checklist respectively as described in the following sections.

Interview

An interview is a conversation initiated by interviewer for specific purposes of obtaining research relevant information and focused by him on contents specified by the research objectives of specific description or explanation (Cohen & Manion 1989 p. 307-308; Njuki, 2011 p. 37). Interviews can be formal where questions are asked and answers recorded on a standardised schedule, less formal in which the interviewer is free to modify the sequence of questions, change the wording, explain them or add them. Interviews also can be completely informal where the interviewer may have a number of key issues which he raises in a conversational style instead of having a questionnaire (Cohen & Manion, 1989).

For this particular study a semi-structured type of interview was adopted using an interview guide with open-ended questions. In a semi-structured interview, the researcher works out questions in advance but can change the wording of questions, give explanations and may leave out questions which seem inappropriate with a particular interviewee or add new ones (Cohen & Manion, 1989; Kane, 1990; Robson, 1993; Njuki, 2011).

The researcher considered this type of interview important because it involves face to face interaction, it is flexible, adaptable, and can be used on many people. It was used to get an in-depth understanding of the general information about the Institutions, available support systems for persons with disabilities, effectiveness of the available support and challenges encountered in the process of training persons with disabilities. It also helped the researcher to capture the non-verbal cues from the Principals and sampled Instructors from the technical Institutions. Interview with the trainees covered similar aspects but in a focused group discussion (FGD) using

guiding questions. Cohen et al, (2000) noted that a focus group is a special type of group in terms of purpose, size, composition and procedures. And that the group is usually composed of 6-8 individuals who share certain characteristics relevant to the study.

All the respondents who participated in the study were contacted in advance to fix an appropriate date for interviews. Reasons for this arrangement were to create maximum co-operation and friendliness with respondents prior to the interviews (Mugenda &Mugenda, 1999). Interviews conducted cut across all the objectives.

Observation

Observation as a qualitative research method is described as the systematic description of events, behaviors and artifacts in social settings chosen for the study (Marshall and Ross man, 1989; Njuki, 2011). Observations are not simply a question of looking at something and note the facts. It is a combination of sensation (sight, sounds, smell, taste, and touch) and perception. It also involves systematic close viewing of actions, recording of these actions and most importantly the analysis and interpretation of what has been seen(Gray in Tailor, Wilkie& Baser, 2006).

The researcher adopted observation method guided by an observation checklist (see Appendix D). Through this method the researcher noted fundamental issues on; the accessibility to the buildings (ramps on toilets, classrooms, offices, kitchen, dining hall, and workshops), accessibility to school compound and play fields (roads and paths). Use of instructional materials, assistive devices (Braille machines and paper, hearing aids, wheel chairs, crutches), use of ICT (over head projectors, internet, computers, and audio-visual devices), social support(mobility guides, interpreters, transcribers).

In this process, the researcher took a position of a non-participant observer and recorded the items as they appeared on the checklist which was later interpreted and analyzed. This technique helped the researcher to avoid report bias from individuals, overcoming language barriers, also to capture the naturalistic behaviors that were visible. The method was mostly used to capture information for objective one and two.

Validity and Reliability of instruments

Validity refers to the appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on data they collect (Jack, Fraenkel & Norman, 2006). Validity is the most important idea to consider when preparing or selecting an instrument for use (Amin, 2005). A valid instrument measures accurately what is constructed. Reliability is the consistency and trustworthiness of research findings; it is often treated in relation to the issue of whether a finding is reproducible at other times and by other researchers provided the variable does not change (Kvale & Brinkmann, 2009). For this study, the researcher consulted specialists like supervisors in the department to scrutinize the set questions in the research instruments.

Before carrying out the interviews, the researcher tried out the instrument with sampled respondents from Iganga Vocational Technical Training centre to check on validity and reliability of the instruments. For validity, if the set questions in the instrument did not answer set objectives, this would be considered invalid. Reliability was based on the consistency of the responses from various respondents who participated in the study. Where the items responses were similar, they were considered to be reliable. If they were different, they were to be revised before going for the real data. After piloting, amendments were made in the questions to suit the set

objectives because some questions were found to be advanced or irrelevant to the study. Observation checklist was also tried out to check on the relevance of items on the list to the study.

Procedures for data collection

Prior to data collection, the researcher designed instruments to guide the data collection process. A letter of introduction was obtained from the School of Post Graduates, Kyambogo University. This was presented to the BTVET Institutions to seek permission for data collection. Appointments and decisions about venues and time for data collection were made. Data was collected as per the schedules agreed upon by the researcher and respondents.

Data processing and analysis

Cohen and Manion, (1997) clarify that data collected is known to be raw information and not knowledge by itself. It therefore has to be organised in various stages. At the end of data collection process, the raw data collected was organised in order to correct and get rid of the unnecessary errors. It was categorised into themes using codes to determine the significant patterns and also to attach meaning. The researcher interpreted and analysed the data descriptively using qualitative method. Mjelde (1993) states that, qualitative researchers use non statistical methods to analyse data gathered through observation, personal interview and analysis of these documents. The analysed data was presented in light of the current literature basing on the objectives of the study.

Views of the respondents in some cases were quoted in a verbatim way to bring out clearly their opinions. The verbatim quotations from the respective respondents are identified by codes; PR – for Principals, ITR – for Instructors and SR – for Student Respondents. The numbering 1, 2, 3, 4…, was used to differentiate the source of the response following the order of the interview. This aimed at of providing detailed and clear information and also to avoid confusion of findings.

CHAPTER TWO

SUPPORT SYSTEMS FOR PERSONS WITH DISABILITIES

Introduction

In this chapter, findings on support systems available for persons with disabilities from the two Institutions involved in this study are presented and discussed. The Institutions are represented with codes A and B respectively. A represents the Institution in the rural and B stands for the Institution in the municipality (urban). General information was sought from each Institution and findings are as presented below;

Institution A

In this Institution, 9 respondents were involved and participated in the study. These included; the Principal, 1 Instructors (1 male and 1 female) and 6 trainees (3 male and 3 female).

About the Institution

Information from the Principal and the rest of the respondents showed that the institute runs formal and non-formal programs. The formal program takes 2-3 years while the non-formal takes between 6-9 months where individuals are trained in skills on modular system. The training covers various trades like Motor Vehicle mechanics, Electrical Installation, Carpentry and Joinery, Block laying and Concrete Practice, Plumbing, Tailoring and Tropical Agriculture. Students are enrolled either on government or private sponsorship. The Institute had 384 male students, 66 female students with a total of 450 students. Out of the total number of students, 2 students

had physical disabilities and 1 student was deaf. Data from the Principal revealed that the deaf student had dropped out of the institute shortly after he was enrolled.

Support systems available for Persons with Disabilities

The Principal (PR. 1) reported that generally activities in the institute were mainly supported by the government. However, some students are self-sponsored and others are supported by Non-Governmental Organisations (NGOs). He further explained that out of the total enrolment, only 50 students with required qualifications from their Ordinary Level results are selected by the government through Joint Admission Board (JAB) at the Ministry of Education BTVET department. Government supports them to train under the formal program. He also said that *"for a couple of years, none of the students among those supported by the government had any kind of disability"*. When asked why the situation was so, the Principal answered that *"the problem may be due to lack of proper procedures of admission for PWDs into BTVET Institutions by the government"*. He revealed that Persons with Disabilities are basically on self-sponsorship and mainly supported by Non-Government Organisations (NGOs) and efforts of the institute. Persons with Disabilities together with the rest of the students on self-sponsorship undergo a process of verification of documents and interviews organised by the institute. The Principal emphasised that "*students who go through this process must have passed at least science subjects at O-level"*. Those who succeed are enrolled on private sponsorship. On this note he commented that "*very few PWDs appear for this exercise"*.

Information from the Instructors (ITR. 1&2) showed that both students with physical disabilities were in department of tailoring. The Principal revealed to the researcher that the deaf student was in the department of carpentry. One of the

Instructors in the department of tailoring said- that students with physical disabilities in her class were supported by a non- governmental organisations called Butilu to Share Child Care based in Mbale. For the deaf student, the Principal reported that he was supported by Little Sisters of St Francis, an association formulated by the Nuns in Iganga. In his explanation, the Principal emphasised that *"these two organisations catered for the student's school dues, tool box, assistive devices and some other materials as may be required in particular departments"*.

About support from the Institute, the researcher found out from the two Instructors (ITR.1&2) who were involved in the study that the school administration provides training materials like photocopying papers to students with physical disabilities, books and pens to the Instructors for easy preparation of lessons. The same information was obtained from some of the student informants as well as the Principal. One of the Instructors (ITR. 1) further informed the researcher that the administration uses a fraction from the training material fee paid by each student per term to get these materials for them. This information was confirmed by the Principal who pointed out that *"students cost share and each of them contributes around Shillings 20,000 towards training materials"*.

In addition, the researcher found out from the Principal that the administration ensures equipment for training are available in all departments but every individual student has to be with a tool box. For students with disabilities, NGOs supporting them are responsible for provision of the tool box and other training materials depending on the department where the student is training from.

Government provides Instructors to facilitate learning. According to the Principal, he had a teaching staff of 35 Instructors from which 4 were female and 31were male. He

also revealed that from the total number of Instructors 7 of them are paid by the Institute administration. The teaching staff is responsible for all learning activities for students regardless of their disabilities. He pointed out that *"none of the Instructors had undergone any form of training in skills of teaching persons with disabilities but they ensure learning takes place"*. Learning activities follow the same syllabus and no special classes are conducted or organised for only those with disabilities. Information from Instructors showed that students with disabilities in their classes are always encouraged, motivated and guided by administration, colleagues and well-wishers of the school. As one Instructors stated, *"we always encourage them to work hard like their colleagues without disabilities...."*

Responses from the Instructors and the Principal showed that at the end of the training, the government supports in the assessment of all students including those with disabilities. The Principal clarified that *"both theory and practical examinations are given to students on formal program"*. Students with disabilities on skill training are assessed to measure competencies and certificates are awarded by Directorate of Industrial Training. This information was also confirmed by the students who participated in the study. They said that *"students with disabilities who came for skill training are given special tests in practical work at the end of their training" (SR.1, 5&6).*

The Institute also has a number of structures like classrooms, workshops, dormitories, latrines, dining hall, kitchen, and administration block. However, through observation many of these buildings cannot be easily accessed by persons in wheel chairs apart from the dining hall. Through interaction with Instructors it was discovered that the nature of buildings also determine the kind of students with disabilities to be enrolled. One of the Instructors (ITR.2) pointed out that *"during the*

time of admission, only students without complicated disabilities are admitted" In other words those with serious mobility problems are not considered.

Responses from all participants indicated that there was at least good social relationship among students with disabilities and the entire school community. Data from students (SR.1-6) who were involved in the study indicated that students with disabilities are always given social support from the school administration. The Principal (PR.1) clarified that the institute administration encourages them to work hard and participate like fellow students without disabilities in all activities. He also had this to say *"usually students with disabilities are given machines and are encouraged to begin to work with others"*. Data from Instructors showed that they do guide and counsel students with disabilities to consider their learning important because it determines their future life. One of the Instructors further said that *"students with disabilities sometimes are assisted by fellow students without disabilities whenever need be in both communal and class activities (ITR.1)"*. All informants emphasised that this kind of social support helped them to have a sense of belonging and develop free interaction with members in the community. Further, data from the Instructors and student informants showed that social support has also contributed more to the learning and gaining of skill for students with disabilities which helped them excel in their training.

Institution B

In this Institution respondents who participated in the study included; the Principal of the institute, 2 Instructors (1 female and 1 male) and 6 trainees (3 male and 3 female).

About the Institution

From the in depth interview held with respondents, it was discovered that this Institution also runs both formal and non-formal program. The formal program takes around two years full time training while the non-formal programs has short courses ranging between six to nine months of training on modular systems. Formal programs are basically on self-sponsorship whereas non-formal arrangements are either supported by private organisations or the government. The training involves trainees with and without disabilities. They do training in various departments which include; motor vehicle mechanics, plumbing, tailoring, catering, hair dressing, electrical installation, welding and fabrication, carpentry and joinery, block laying and concrete practice, technology and computer studies and business studies.

The enrolment for those on full time schedule was approximately 384 students where 284 were male and 100 were female. Out of the total enrolment, one student was deaf, one had low vision and one had a physical disability. Asked why students with disabilities were few, the Principal (PR.2) said that *"low enrolment for students with disabilities may be due to lack of public awareness about further education for PWDs after primary level of education"*. It was reported by the Principal as well as Instructors that 30 trainees with different categories of disabilities were on short courses and had just completed the training. According to the Principal, in August another group was yet to report. The Principal informed the researcher that at times the enrolment for persons with disabilities on short courses becomes much bigger depending on how many departments are training these people.

Support systems available for Persons with Disabilities

In his words during the interview, the Principal explained that they collaborate with Namirembe Technical Institute which sends students with disabilities to be trained on short courses. He clarified to the researcher that in the previous group, *"we received students with hearing impairment and physical disabilities who trained in various trades on modular system" (PR.2).* Other Persons with disabilities on short courses were enrolled by a non-government organisation called GOAL International. Those on full time courses went through formal interviews before they were enrolled. The organisation and technical Institution, through the institute administration, provided students with special accommodation, facilities like beds and mattresses, training equipment and materials in special workshops. Students with disabilities on full time courses use the same classrooms and workshops with their colleagues without disabilities.

Information from the Principal (PR.2) indicated that the administration was responsible for the provision of Instructors to facilitate learning. The teaching staff was approximately 40 Instructors out of which 12 were female and 28 were male. The Instructors in departments where students with disabilities are recruited take a full responsibility for designing learning activities suitable for them. When interviewing the Principal and both Instructors about their education background, the researcher noted that none of them had undergone any training in special education.

The researcher also found out that students with disabilities receive some social support from the entire community. Responses from the Principal (PR.2) revealed that *"before students with disabilities especially those on short courses report for training, the administration carries out general sensitisation to all other students and staff".* One of the Instructors (ITR.3) said that *"during this session,*

emphasis is placed on acceptance and support towards students with disabilities". Another Instructor (ITR.4) contributed that "*this system has somehow improved on the attitude of the entire community towards students with disability".* From the student informants, some of the respondents (SR.7-10) reported that they support their colleagues to participate by sharing resources with them, help those using wheelchairs to move from one place to another, fetch water for them and help them to do communal work. One of the informants (SR.11) pointed out that during meals special attention is given to them. Another informant also reported that *"to the deaf students, we try to translate for them through gestures and writing where possible" (SR.12).*

Data from interviews also showed that the Institute administration also caters for the learning environment. The Principal and Instructors noted that *"the Institute and NGOs collaborated to modify some of the buildings like classrooms, workshops and pit latrines to accommodate those using wheel chairs though the rest of the structures are hardly accessed".* Student informants (SR. 7, 9 11&12) showed their concern during the discussion held with them. They said that *"as much as there was modification of some buildings, persons using wheel chairs use the latrines with difficulty".* As observed by the researcher some buildings had stairs and others with steps at the entrance. This made them inaccessible to some students with disabilities. One of the student informants (SR.10) contributed that "*for healthy purposes, persons using wheel chairs at least needed a separate latrine with a urinal specifically for them*". Through observation by the researcher, one room of the pit latrine was modified for persons using wheel chairs. However, it was not restricted to be used by others. Many students without disabilities used it and it could be left in unfavorable state after use (See photograph A in Appendix F, p.106).

Discussion of the findings from Institution A and B

In this section of the report, findings on support systems available for persons with disabilities from the two Institutions as presented in previous sections are discussed. The discussion is mainly focused on;

- Level of enrolment of students with disabilities in BTVET Institutions;
- Nature of support available.

Level of enrolment of students with disabilities in BTVET Institutions

As revealed by the findings of this study, enrolment of students with disabilities in both Institutions on formal programs as compared to the general enrolment of other students without disabilities is very low. Focusing on the results from Institution B, the number of students with disabilities on short courses of skill training seems to be much bigger than those enrolled on full time formal program. This implies that majority of persons with disabilities have limited access to formal programs of training. Asked the Principal of Institution A why the enrolment was small; he attributed the situation of low enrolment of persons with disabilities to lack of proper procedures of admission. In his response he had this to say *"the problem may be due to lack of proper procedures of admission for PWDs into BTVET Institutions by the government" (PR.1).*This finding supports ALE report (2008) showing that, "Many of the students who do not go on to senior five (S5) take one or more BTVET courses, either immediately after senior four (S4) or sometimes after they have entered the workforce" (p.18). Focusing on this current trend of provision of education to students into BTVET Institutions, one must have satisfying entry requirements to access the training. However, the necessary requirements for recruitment seem to cause limitations for most of the students with disabilities in

accessing BTVET. Majority of them hardly meet these qualification requirements. This means that accessibility and equity for persons with disabilities into BTVET Institutions is not well addressed.

Therefore this finding on the status quo of BTVET training and action towards persons with disability contravenes the conventions on rights for PWDs. The Conventions on the Rights of Persons with Disabilities was adopted in December 2006 by the United Nations General Assembly to ensure that persons with disabilities enjoy the same human rights as everyone else (UN,2006). The effective implementation of the Convention requires a focused effort by all sectors to guarantee that people with disabilities participate in all programs on an equal basis with others.

On the other hand, the Principal of Institution B associated low enrolment of students with disabilities into TVET with lack of public awareness. When the researcher asked him the cause of low enrolment of students with disabilities, he observed that *"low enrolment for students with disabilities may be due to lack of public awareness about further education for PWDs after primary level of education"(PR.2).* It may be possible that the public is not informed about the possibility of training PWDs in vocational skills. This is a matter of further research. Awareness rising could be very important to help the public know the relevance of training PWDs in vocational skills.

From the findings, it was clearly stated that students with disabilities are basically enrolled on private sponsorship. One of the respondents (PR.1) from Institution A also pointed out that *"students cost share and each of them contributes around Shillings 20,000 towards training materials"*. This can also be a contributing factor to low enrolment. Many vulnerable young people like those with disabilities have limited financial means to access formal TVET. The required tools and materials for training in technical and vocational skills and especially formal TVET are expensive. Students with disabilities hardly afford such costs either due to negative attitudes by their parents to contribute towards their educational needs or due to the fact that they come from poor families.

Nature of support available

Results from both Institution A and B indicated that persons with disabilities in these Institutions are offered with varied support which included; provision of Instructors, learning environment, Institutional support, support from government and support from non-government organisations.

From both Institutions learning activities are facilitated by Instructors. However, information from Principals of the two Institutions indicated that the teaching staff is trained but not in skills of teaching students with disabilities. Instructors are the most significant contributors to educational outcomes in the school. From Instructors themselves it was confirmed that they are trained, qualified and have served in the teaching profession for over two years. For the period they have served, none of them has had any kind of training in special education either on short course or full time training. The basic requirement for the Instructors is to be equipped with necessary knowledge and skills to train others. For all students, including students with disabilities, a well-trained and well supported teacher will maximize each

student's potential and learning outcomes (Gavrielatoros, et al, 2010). When one Instructor from Institution B was interviewed about the support needed for them to help students with disabilities participate like their colleagues, she said that;

> *...if we had additional help like training in skills of special education, personal resources and professional development we would be able to teach students with disabilities more effectively.(ITR.3)*

The above statement from the respondent reinforce an observation made by Students with Disabilities Working Group in Australia (2010).They noted that there is need for capacity building of the profession, ensuring that Instructors have the essential knowledge and skills to address the learning needs of all students including those with disabilities. It was reported that Instructors seem to be supportive but according to the students who participated in the study, some Instructors ignore students with disabilities. The impression is that though some Instructors have positive attitudes towards students with disabilities, others seem to have negative attitudes. The school experiences of students with disabilities can be positively or negatively influenced by the attitudes and behaviors of students and staff and by general school policies (Milsom, 2012)

Institutions provided learning environment for all the students. From both Institutions A and B students with disabilities and those without disabilities share classrooms and workshops. Among students with disabilities there were some with physical disabilities, low vision and hearing impairment. Students with such disabilities need a barrier free environment that supports independent functioning so that they can participate without much assistance in everyday activities. Through observation made by the researcher on the environment, both Institutions had buildings however, some buildings were inaccessible to students with physical disabilities. Most of the buildings were designed with steps at the door entrance and others had stairs. This kind of design may cause barrier to accessibility and free movement not only to persons with physical disabilities but also to those with visual problems. The nature of buildings in Institution A also seems to restrict the enrolment of students using wheel chairs. Basing on the statement made by one of the Instructors (ITR.2) that *"only students without complicated disabilities are admitted"* and also the Principal (PR.1) who said that *"less modification has been done to the school environment may be because students with disabilities are not yet in large numbers"*, only selected cases are given chance for training.

Physical disability of any form usually places the individual at some form of restriction. However the extent to which a disability affects an individual maybe determined by the environmental support available to him/her. Obstacles to participation in society and its Institutions reside in the environment rather than in the individual (United Nations Children's Fund, 2007). There is need to prevent, reduce or eliminate physical environmental barriers to promote full participation of students with disabilities in all activities. This calls for the modification of the buildings

available in the Institutions to suit different categories of disabilities. A person who uses a wheelchair would be much less handicapped in a building that is wheelchair accessible than in one that is not (Okoye, 2010). Environment for persons with disabilities should have ramps to promote accessibility to the buildings and prevent the person with disability from being handicapped.

Students with visual impairment need adaptation for making the environment safer for them and for others. Those with low vision can distinguish bright colours therefore if they are given notices written in large prints and bright colours around the environment, they can easily follow. Totally blind students need buildings with handrails, pavements and corridors free from any obstruction (Dudley, 1999). Physical access in built environments is not more difficult for hearing impaired people but it is important for alarm systems and to also activate flashing lights. Through observation by the researcher, none of the two Institutions had such provisions in their environment.

Generally from both Institutions A and B, disability was regarded as a minor issue that affected only a few students. As a result, no or limited support services were allocated to students with disabilities. For instance, none of the Institutions had an office specifically dealing with disability issues, neither was a particular staff member allocated to render support to students with disabilities. In one of the Institution (Institution A), the key respondent acknowledged that not much effort has been put on environmental modification. He stated that "*we have not done much on environmental modification may be because we haven't yet received students with disabilities in large numbers" (PR.1)*. There were no particular policies in place safeguarding the rights of students with disabilities, despite everyone's general awareness that students

with disabilities are more likely to experience more challenges than those confronting the average student without disabilities. . Different students may require varying arrangements for learning which includes designing a classroom environment that maximizes opportunities for visual and/or auditory learning for them, structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional materials (UNESCO, 2006).

Support given to persons with disabilities was both from government and non-government organisations. The government is directly concerned with guidelines of enrolment of students in the Institutions and provision of funds to facilitate the training programs (formal training programs in public Institutions and non-formal training programs in both public and private Institutions). Findings show that the number of students with disabilities is still small. This indicates a loophole between set policies on education for students with disabilities and actual implementation of these policies. Although government endavour to provide funds to facilitate training programs, it was revealed that the funds are inadequate to cover up the training needs of students with disabilities. This became a challenging situation to the service providers. It was emphasised by one of the respondents that *"caring for PWDs in terms of providing suitable accommodation, classrooms, workshops and simplifying their movement is tasking because it needs finance which is quite difficult to lobby from bodies and organisations which can offer support like the government and or Non-Government Organisations"(PR.1).* It was further revealed that the non-government organisations are rendering services due to the collaboration between them and Institutions or individual students. The researcher therefore noted that collaboration between

government and non-government organisations in rendering services to students with disabilities in vocational Institutions is still minimal in these Institutions.

The effectiveness of available support systems towards participation of students with disabilities in learning activities is presented in the next chapter (Chapter three).

From the Principal as well as the Instructors who participated in the study, it was revealed that "*activities given to all students are designed following the training curriculum and they are to be done without any discrimination*". The Principal further emphasised that *"during class and workshop training, persons with disabilities had to participate like any other student" (PR.1).* Using the available machines, they were expected to complete work within given time schedule. No special class or workshop activities were conducted for them. This arrangement aimed at training them in speed, accuracy and time consciousness. On the point of time, one of the Instructors clarified that *"in some instances students with disabilities are given a little more time to accomplish given learning activities*" *(ITR.1).* In addition another Instructor stated that *"students with disabilities are slow therefore sometimes extra time is given but not always" (ITR.2).* Both Instructors and some informants from students sample informed the researcher that through this learning style, students with disabilities have tried to cope up, struggled to work to their best and have been successful. One of the student informants commented that as much as students with disabilities struggle for the success, *"they still face some difficulties carrying out certain activities that may require much energy" (SR.3).*

One of the Instructors further clarified that *"some adjustments are made in activities for only those on skill training to help them participate like others" (ITR2*). He noted that these are school drop outs and they are only assessed in competencies. Another Instructor pointed out that *"at times extra time may be given to students with disabilities who tend to be lazy to enable them to accomplish the tasks" (ITR.1).*

The Principal reported that *"since the Institute has no trained Instructors in special needs education; learning is facilitated by the Instructors available" (PR.1).* Further, he stated that although these people have not undergone any training in skills for teaching persons with disabilities, they are encouraged by the administration not to neglect them. He also pointed out that the school administration tries to motivate them in all ways possible so that they can do the work effectively. One of the Instructors revealed that *"in most cases during facilitation of lessons, students with disabilities are encouraged to work in teams with their colleagues without disabilities to help them practice activities where they might be finding difficulties" (ITR.1).* Some informants from the students sample especially those in same department with students with disabilities confirmed this. They disclosed that *"at times we help these colleagues to practice class activities during their free time" (SR.2, 5, &6).*

Although some students with disabilities required special machines for training, information from the Principal indicated that it was quite expensive to attain them. He explained that "*the administration and staff agreed to train all students using equipment available in the workshop and no special equipment are provided" (PR.1).* Through observation, in the department of tailoring only one type of sawing machines was available (See photograph B in Appendix F p.106). One of the Instructors stated that *"some students require hand model twiddling machines or electrical machines. These would simplify their training due to nature of their disability" (ITR.1).* Such models of machines were not available in the workshop. Students had to struggle and train on the machines in the workshop which the Instructors said it has been quite hard. In the same way they had to continue with the training and gain the skills. The Instructor further informed the researcher that *"other equipment and materials like pair of scissors, tape measure, threads, Aprons and*

pieces of cloth are provided by students themselves"(ITR.1). From carpentry department, the institute ensured fitting boards and wood were available for all students. However, each student had to provide himself with a technical drawing set, tool box, shoes and overall for workshop use.

All learners shared the same environment. The Principal had this to say about learning environment, "*we have not done much on environmental modification may be because we haven't yet received students with disabilities in large numbers*". Lessons were conducted in classrooms and workshops available. Through observation, the size of some classrooms was small, their design especially the entrance which had steps and the door way which appeared narrow needed modification (See photograph C in Appendix F p.107). Informants from the students sample said that *this nature of design restricts free movement to persons with physical disabilities" (SR.1&4).* Among all the structures of the Institute, only the dining hall had ramps (See photograph D of Appendix F p.107). One of the Instructors disclosed that during time of admission only those without complicated disabilities were enrolled. She informed the researcher that "*this was done because most of the Institute structures were not yet modified to suit students using wheel chairs and those with serious mobility problems" (ITR.2)from department of Tailoring.* The Instructor further emphasised that such categories were not considered during time of admission.

The Principal clarified that always they endeavored to evaluate learners by registering them with Uganda National Examination Board (UNEB) which is now replaced by Uganda Business and Technical Examination Board (UBTEB) or Directorate of Industrial Training (DIT) who assess them and award them with certificates. The Principal further explained that *"in this process, the government's responsibility is to ensure assessment is done to all students regardless of their*

disabilities". On the same point, Instructors said that "*during assessment, special rooms are organised for students with disabilities but extra time is offered in case these students have not completed in the stipulated time" (ITR.1&2).*This was also confirmed by student informants when one of them pointed out that, *"students with disabilities are given special rooms during examination and are given extra time during practical work" (SR.6).*

The Principal noted with concern that as much as government has a right to select some students training on formal programs, PWDs have not been surfacing in large numbers for training. He informed the researcher that *"Institutions are also authorized to enroll trainees on non- formal programs but very few have come up".* This observation was through his experience as the head of the Institution. He further commented that much was needed to be done to promote accessibility for PWDs to train in BTVET Institutions. In his conclusion he said that, *"generally available support has not been much effective on the side of persons with disabilities because a lot needs to be put in place for these students to benefit fully like their colleagues without disabilities" (PR.1).*

Effectiveness of available support systems for Persons with disabilities

Institution B

The institute offers training to students from different levels including; primary seven leavers, senior four and six leavers, school drop outs and those who have never gone to school. The school drop outs and those who have never gone to school train in skills in various trades. According to the Principal, after the training, these students obtain junior certificate, craft one or advanced certificates and certificates of competence for those on skill training. He pointed out that to ensure effective support

for persons with disabilities, the following were considered; Modification of the curriculum, Equipment, Environment, Social support

The Principal reported that *"Instructors under supervision of school administrators design suitable learning activities for individual students" (PR.2).* Instructors contributed that *"adjustments are made in activities and time depending on somebody's disability" (ITR3&4).* They further emphasised that students with disabilities need additional time during learning activities. Responses from student informants revealed that "*students with disabilities always work for longer hours during practical lessons" (SR.7, 9, 11&12).* One of them contributed that, "*for class work, students with disabilities in motor vehicle department are taught driving every day and those in Brick laying and Concrete Practice are ever busy"(SR.8).* During the interview with Instructors, the researcher found out that modification of activities also depended on the program the student was taking. Activities for students on full time schedule had to be adjusted both in theory and practical to help them have a complete benefit. This was done because at the end of the training, students were to be tested by UNEB which is now UBTEB in both theory and practical. On this note, the student informants gave an example of the deaf student who was excelling through this system though he was a primary seven leaver. To those on short courses in non-formal and skill development programs, much concentration was on practical lessons because their competences were to be assessed by DIT and certificates awarded.

Report from the Principal revealed that the institute administration ensured provision of training equipment. In addition, the Non-government organisations supporting PWDs especially those on short courses also provided some training equipment. During interview with one of the Instructors, she disclosed that the NGOs

took the initiative to designed training equipment basing on the nature of disabilities. She pointed out an example of department of hair dressing. In her explanations she said that "*students on short courses using wheelchairs were given special machines where they could sit and do work comfortably" (ITR.3).* This aimed at simplifying their use of equipment during training. However after training, the equipment were given to the students as start up kit. Students with disabilities on full time courses share the equipment available in the workshop with their colleagues without disabilities. One of the student informants confirmed the researcher that, *"students with and without disabilities are given practical assignments and tests in the workshops to be done using equipment available" (SR.10).* Another informant pointed out that *"students without disabilities give assistance to those with disabilities who may be finding difficulty in using the equipment" (SR.8).* This was done to make sure that students with disabilities participate in given activities

In his response about supportive environment, the Principal said that *"effort was made to improve on some classrooms, latrines and workshops to allow free movement for PWDs" (PR.2).* Through observation by the researcher, some few structures had been modified with ramps but the rest of the buildings were inaccessible due to the design of steps at the entrance (See photograph F in Appendix F p.107). Some classrooms also appeared small in size and packed with seats which may obstruct free movement for students with difficulties in mobility (See photograph E in Appendix F p.107).

The Principal reported that the school administration endeavored to sensitise the school community about PWDs. He revealed that *"this has created some awareness about PWDs to members of community" (PR.2).* In his explanation, he pointed out that the interpersonal relationship between PWDs and the school community was not all that negative. He further noted that most of the Instructors are somehow supportive. One of the Instructors said that *"sometimes the teaching staff guide and counsel students with disabilities" (ITR.4).* By so doing, students are advised and encouraged to have free interaction with people in the community. From the student's responses, the researcher found out that through the interaction between PWDs and the community, some members have learnt simple sign language.

The Principal reported that government on several occasions has endeavored to sponsor people to train on non- formal programs. However, in his explanation he noted that for the period this opportunity came to their Institution, *PWDs did not surface to take up the chance (PR.2).* He attributed this problem to lack of awareness to PWDs themselves and the communities where they live. He therefore commented that *"the government's effort has not been so much effective on the side of PWDs" (PR.2).* He further suggested that there is need to sensitise communities about education for the disabled.

Discussion of the findings from both Institutions A and B

From in-depth discussions with all the respondents (Principals, Instructors and trainees) who participated in the study, the researcher found out that these Institutions were under inclusive setting. All students with disabilities in both Institutions share same classes, Instructors and resources with their colleagues without disabilities apart from those on short courses in Institution B who have special equipment. The

inclusive setting in these Institutions was determined by the current trend of education for all. Inclusive education, with access to education in the regular local neighborhood or community school, provides the best opportunity for the majority of children and youth with disabilities to receive an education, including those in rural areas (Edmonds, 2005 p.49). Inclusive education programs can be a good entry point for developing other services for students with disabilities or helping them integrate into existing services (e.g., through intervention programs, children with disabilities can be referred to appropriate rehabilitation or health care services (Gutteres, 2008 p. 23). Although this is the case, the situation for students with disabilities in the Institutions where this study was conducted was different. Data obtained showed no connection for students with disabilities more so those on formal program to any intervention program. However, students with disabilities on short courses in Institution B, through non government organisations have at least accessed such intervention programs. The NGO in collaboration with Institution provided some students with wheel chairs and special equipment to use in the training.

Persons with disabilities need extra support to be able to participate effectively in all activities on an equal basis with others. Data indicated that Institutions (A and B) modified the training curriculum to enable students with disabilities train in vocational skills. It was highlighted by the Instructors that *"in some instances students with disabilities are given a little more time to accomplish given learning activities" (ITR.1) and "adjustments are made in activities and time depending on somebody's disability" (ITR3&4).* This implies that adjustment was placed on the content of the curriculum and time. Learning activities were designed to suit abilities and disabilities of learners. Through experience as a teacher for learners with disabilities, curriculum modification is fundamental in the learning of students with disabilities. Some

students with disabilities need extra time to carry out activities and yet others may require task analysis. Curriculum modification for persons with disabilities can effectively be done if the Instructors have some skills in teaching learners with special education. This is why Duckett &Takarkowski,(2005 p. 11), suggested that there should be an educational focus on learning styles because they can meet learners' needs and also empower them to be more effective.

In vocational education learning becomes more effective with hands on activities and equipment during the training (mjelde2006). Institutions A and B do train learners in various trades using the equipment available in the workshops. Vocational education emphasises imparting practical skills to learners by training eyes, brains, hands and legs with the production skills for industrial or commercial occupations (Okello, 2009). However, findings revealed that some students with physical disabilities use the equipment with difficulty during practical lessons therefore they need special equipment. In one of the departments, the Instructor emphasised *that "some students require hand model twiddling machines or electrical machines. These would simplify their training due to nature of their disability" (ITR.1)*. As much as training equipment are provided, the teaching staff is not adequately trained to support students with disabilities to use them. Persons with disabilities are very keen to learn new skills and eager to receive vocational training to be able to find jobs but they need appropriate equipment and training materials (Gutteres, 2008 p. 26). On the other hand, Vocational training helps persons with disabilities to develop fine and gross motor skills when they use appropriate equipment which increases their sense of self-confidence and self-esteem. Effective training gives persons with disabilities viable opportunities to find employment or set up their own small businesses.

Respondents who participated in this study revealed that students with disabilities in their Institutions are socially supported. It was pleasant to notice that, most students with disabilities relied heavily on their peers for the most important needs such as mobility, acquiring food, accessing learning material and sharing academic ideas. Fostering friendships between students with disabilities and typical peers is important and may be one of the most rewarding roles for Instructors and family members to play in encouraging student development, achievement, and have quality of life (Parker, 2011 p. 10). On the other hand, Vocational learning is also about leaning by doing through social relations, (Mjelde, 2006). Students with disabilities need social support from others within and outside the learning community and also need career guidance.

Findings showed that students were assessed and certificates awarded depending on the program the student was taking. Students on skill development acquired certificates of competence from DIT and those on formal program were awarded by UNEB which is now UBTEB. Basing on the current trend in the labour market, certification is important because it is one of the basic requirements for most of job opportunities in this country.

Despite the fact that strategies were laid to ensure effectiveness of available support, some situations were challenging in the due process. These challenges are presented in the next chapter (Chapter four).

CHAPTER FOUR

CHALLENGES IN TRAINING PERSONS WITH DISABILITIES IN VOCATIONAL SKILLS

Introduction

In this chapter the researcher presents, interpret and discuss the findings from Institution A and B in respect to objective three. Objective three was set to examine the challenges encountered in the process of training persons with disabilities in vocational skills. Data was obtained using in-depth interview with the respondents and observation.

Challenges encountered in the process of training PWDs in vocational skills.

Institution A

In his explanation, the Principal stated that although there has been an effort to educate trainees with disabilities, some situations have been challenging. He pointed out that *"caring for PWDs in terms of providing suitable accommodation, classrooms, workshops and simplifying their movement is tasking because it needs finance which is quite difficult to lobby from bodies and organisations which can offer support like the government and or Non-Government Organisations"(PR.1).* It was generally disclosed by all respondents (Principal, Instructors and Students) that communication especially with students who are deaf was a problem. One of the Instructors was training the deaf student in his class. In his response about communication to the deaf student he had this to say *"in the short period we were together before he dropped out, it was hard for me to deliver complete information to him" (ITR.2).* However, some of

the informants from students sample pointed out that the only form of communication to the deaf student was through gestures and writing. Other respondents from the students sample contributed that *"though this method was used, conveying the required information was still hard" (SR. 2&6).* On this note the Principal commented that *"I believe this might have contributed to the drop out of the deaf student".*

Instructors revealed that they lack appropriate equipment to use when training different categories of students with disabilities. One of them pointed out the case of the student who was using crutches. In her explanations, she clarified *that "this student needs a hand model twiddling machine due to the weakness in the legs" (ITR.1).* She also emphasised that the leg model twiddling machine used in the training gives them hard time. Furthermore, she added that practical lessons become much easier when every individual is occupying a machine. The machines available were not enough for all students during a single lesson.

Through observation, there were 15 sawing machines in class to be used by 24 students. Students were to be grouped to do certain activities. Under such a situation, one of the informants (Instructor) noted that *"teaching becomes complicated because some students with disabilities are generally slow in doing activities" (ITR.2).* The sampled students said that some students with disabilities for instance those using wheel chairs need special equipment to do certain activities. They emphasised that in department of carpentry, brick laying and concrete practices, most of the equipment used in practical work require one to stand. Such equipment may not be appropriate for practical lessons to a student in a wheel chair. (See photograph G in Appendix F p.108)

From the student samples, some informants reported that *"at times some Instructors tend to ignore attending to those with disabilities in their departments like the deaf" (SR. 1&2).* This has greatly impacted their performance because sometimes they missed very important information which can help them in learning.

Others noted that *"students with disabilities are left out during social activities like games, communal work and lining up for food"*. They added that this resulted from the bylaws of the Institution which exempted them from doing such activities. They were opposing this arrangement and argued that it contributes to poor development of social skills.

Institution B

The Principal explained that the training has not been so much challenging apart from some few areas which needed to be improved and these included; communication, inappropriate skills of training PWDs, learning environment, equipment and materials and finances.

Communication was a general concern from various respondents. During an interview held with the Principal, he revealed that among the students with disabilities on short courses in the previous group, a number of them were deaf. He noted that *"communication with deaf students has not been effective" (PR.2).* He attributed this problem to lack of experience in sign language by the school administrators, students and the staff. In their responses, some of the student informant revealed that their Instructors mostly depended on gestures and writing to communicate to the deaf. Other informants said that *"writing could not favour those who have never been to school" (SR.7, 8&12).* One of the Instructors emphasised that *"at times we face challenges to deliver information and explaining certain concepts" (ITR.3).* Another

Instructor raised a concern that there is need of training the staff in sign language or provision of interpreters.

It was emphasised by the Principal that Instructors available were trained but not in skills for special education. He also noted that at times they faced some difficulties in handling some categories of disabilities. The researcher got confirmed by the Instructors themselves. When asked about their levels of education, each of them said *"I am trained and qualified in the teaching profession but not in skills of special needs education" (ITR.3&4).* On this note the Principal showed a concern and disclosed that it was in their plan to initiate refresher courses for Instructors but they were still in the process of identifying experts to train them. Responses from the students who participated in the study indicated that Instructors labored so much to pass on knowledge to those with disabilities. On this point they suggested that Instructors should be supported to train in Special Needs Education so that they in turn support students.

About learning environment, data from the Principal, Instructors and some student informants revealed that the population of the school needed extra space. Through observation, it was evident that the size of some classrooms could not accommodate large numbers of students. In some classrooms, students were squeezed and the space could not allow free movement especially for students in wheel chairs. Instructors could hardly carryout some illustrations due to the small distance between chalkboard and students seats. (See photograph F in Appendix F p.107)

It was noted by the Principal that although some support was given towards training persons with disabilities, still much was needed to put in place. Information from one of the Instructors revealed that *"most of the times students with disabilities*

go with equipment they use during training" (ITR.3) from department of hair dressing. This arrangement was made by the NGOs that support them. Another Instructor contributed that *"students who are not sponsored at times lack equipment and materials to use during training" (ITR.4) from department of building and concrete practice.* He further clarified that what the administration provides cannot be enough for all students. From one of the participants (student) the researcher found out that at times activities were done in groups for the reason that the equipment in the workshops were not enough for all of them in a single lesson.

On the issue of finances, Instructors commented *that "teaching PWDs is quite hectic and it requires motivation and encouragement" (ITR.3&4).* Their main concern was that the benefit they get in terms of salaries was little compared to the work load. On the side of administration, the Principal revealed that the school budget mostly depends on funds from student's contribution (fees). He further explained that money is very little to cover up the institute demands.

Discussion of findings from Institution A and B

Various challenges emerged d in the process of training students with disabilities in vocational skills. The apparent being lack of skilled staff, inappropriate and insufficient equipment, inaccessibility to environment and communication.

The key respondents (Principals, Instructors and students) who participated in the study on behalf of their Institutions acknowledged that learning and training of students with disabilities was hindered by lack of appropriate skills by the staff. Asked the staff about their levels of qualification, each Instructor had this to say *"I am trained and qualified in the teaching profession but not in skills of special needs education" (ITR.3&4).* Most staff working directly with students with disabilities did

not posses any additional training in skills of working with different categories of students. It is very important to note that individual students have different learning needs. The general teaching methods that Instructors obtain during professional training may not be appropriate to cater for those with disabilities. Under some circumstances, whether in segregated or mainstream settings, vocational trainers may be unaware of the special needs of people with disabilities, especially those who have substantial disabilities, such as blindness, intellectual impairments or cerebral palsy, to name a few (Lim ,2006). Instructors frequently have preconceived ideas about what is appropriate for their students with disabilities, often resulting in the exclusion of these students from certain activities.

In relation to the currents trends of provision of education to learners with disabilities, much effort has been directed to staff development at primary level. The government has endeavored to train both primary school Instructors and teacher trainers in the field of special needs education through the former Uganda National Institute of Special Education (UNISE) now Kyambogo University. However, no specific formal training course has ever been organised in Uganda to address the training needs of Instructors working with students with disabilities in BTVET Institutions.

In the report given by the ESSP 2004-2015 on the current trends and status of BTVET in Uganda, in the revised version of ESSP 2007-2015 it was stated that BTVET still lacks a comprehensive tutor training and management system which contributes to the chronic shortage of qualified Instructors. This was a general reflection which did not spot out the need for manpower specifically for students with disabilities. Tutoring is one of the key aspects in the didactics of vocational education

and training. Since the current education system is inclusive, it is vital for the Instructors at all levels to be equipped with knowledge and skills of working with different categories of learners. Students with disabilities experience knowledge gap more so when Instructors lack knowledge and skills to manage the teaching and learning of the children with special educational needs (Massenga & Mkandawire, 2007). Training providers should have good understanding of inclusive systems and disability concepts stipulated in the laws. They need to take action to ensure all staff are aware of what is required to effectively include persons with disabilities in training courses and of what changes are needed (Yamamoto, 2011 p. 7-8). In all cases, it is important that training programs should be relevant to the labour market, meet occupational standards and lead to recognized certification.

Insufficient and inappropriate equipment was also raised as a major impediment. One of the Instructors noted with concern that *"the equipment provided by the administration cannot be enough for all students" (ITR.4).*It was also proven by the students who participated in the study when they stated that "*most of the equipment used in practical work requires one to stand. Such equipment may not be appropriate for practical lessons to a student in a wheel chair".* As much as the equipment in the workshops served the purpose in the training, the case of students with visual problems and those using wheel chairs or with serious mobility problems could be different. Students with such disabilities need additional support and attention during the training. Others like the blind and those with hearing impairment could benefit more by using assistive devices such as Braille machines, hearing aids and use of sign language interpreters. The teaching and learning materials and

equipment need to be adapted to suit different learners' needs (Massenga & Mkandawire, 2007).

Although the institute administration endeavored to equip workshops with required equipment, still much was needed as it was also disclosed by one of the respondents (Principal of Institution B). The number of equipment in the workshops could not be enough for all learners in a single lesson. In some cases some machines had broken down and were out of use and students had to share the remaining few equipment for practical lessons (See photograph H in appendix F p.108). In such a situation students with disabilities may not catch up with others because they need quite longer time to do activities as compared to their colleagues without disabilities. For learners with disabilities to gain competence in vocational skills, they need frequent interaction with tools and equipment.

As revealed by the study, inaccessibility to Institutional structures such as classrooms, toilets, dormitories, administration blocks and workshops particularly for students using wheel chairs was a main barrier (See photograph F in Appendix F p.107). The biggest challenge faced by persons with physical disabilities is the inaccessible physical environment (UNAPD, 2010).The nature and design of most of the buildings at these Institutions needed modification. Notwithstanding the fact that there were few students using wheel chairs or with physical disabilities, this issue needs to be addressed.

Disability restricts easy accessibility to the facilities within the environment and this constituted the real problem facing disabled people. It can lead to frustration in some cases, which adversely degenerate to an individual not being able to actualise his aspirations (Crisp, 2002 cited in Okoye, 2010). On the other hand, for PWDs to

benefit on equal basis with others, buildings and information should be accessible to them (Yamamoto, 2011). It is important to provide information on assistive devices and, if possible, making these available, as well as organising support services to facilitate inclusion.

Increasing accessibility, perhaps gradually helps students with disabilities gain their rightful access to all common facilities as well as hastening their integration TVET. Removing obstacles for people with disabilities benefits everyone. For example, it makes the place safer for all and makes it easier to move heavy objects like furniture or equipment. Not all changes required to improve accessibility are difficult or costly. It mainly requires knowing the access-related needs of the main disability groups.

In the TVET Institutions, members within the school community like students, Instructors, other auxiliary staff members can be sensitised on how to assist disabled students. They can remove obstacles to assist e.g. people who use wheelchairs; and those who are able to walk with or without assistance, with the aid of devices such as crutches, sticks, braces, walking frames, or artificial to move about as independently as possible. Such support services were not fully practices in the Institutions. These people also require: ramps in place of steps, kerbs on pavements and pavements that are clear and free from clutter, toilet facilities with handrails and appropriate specifications for door width and toilet size, more space (in enclosed areas such as corridors, rooms with crowded furniture). Provision of such assistance contributes to accessibility for persons with disabilities however, they were lacking.

Communication was also raised by all respondents (Principals, Instructors and Students) as one of the key factors hindering learning especially for the deaf. Findings indicated that none of the members in these communities had proper skills of communicating to the deaf. The only way of communicating to the deaf students was through gestures and writing. In my experience as a teacher for deaf students, proper communication is the key aspect in the learning process. Communication promotes self-confidence and self-advocacy among deaf students. It is the major way through which information is passed on to others. It is important to note that for the deaf students, a sign language interpreter or note taker facilitates the student's ability to give information. Such people were not available to support deaf students. Students can also use nonverbal language or communication system to communicate with others, for example, using object or picture representations, gestures, directed eye gaze, head turning and writing. These can help them to successfully interact and participate in the learning situations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter gives a general summary of the findings, conclusion(s) and some recommendations for improvement based on the findings.

Summary

This study was carried out to investigate the support systems for persons with disabilities in Business Technical Vocational Education and Training Institutions, with a view to identifying good practices and gaps in quality service delivery. The researcher specifically examined available support systems for persons with disabilities in Business Technical Vocational Education and Training Institutions, effectiveness of available support systems in meeting the learning needs of trainees with disabilities and challenges encountered in the process of training persons with disability in vocational skills.

Findings of the study indicated that students with disabilities in BTVET Institutions are enrolled on both formal and non-formal programs though their number is still small as compared to those without disabilities. Those training on formal programs are basically admitted on private sponsorship but some of them receive support from non-governmental organisations and they train for two years. Students with disabilities training on non-formal programs are either supported by government or non-governmental organisations and their training ranges between 3-9 months on

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modular system. Students on both programs undergo assessment and certificates are awarded. It was found out that training for these students was on inclusive system and the only way to support them to participate in the leaning process was through sharing available resources like classrooms, equipment and materials, Instructors, curriculum, the school environment and other facilities within the Institute premises with their colleagues without disabilities. No special arrangement was set for them. The students were also socially supported by their fellow students and staff of the Institutions.

To ensure effectiveness of the available support systems to meet the needs of learners with disabilities, strategies were put in place which included; emphasizing training basing on the Institution training curriculum but with content and time adjustment. Findings further showed that Instructors under supervision of the school administration design activities to suit the abilities of students with disabilities. This was mainly done especially where students with disabilities find difficulties to participate in given activities. It was also established that Instructors available were encouraged to take on the training of all students without discrimination. Findings indicated that the Instructors lacked prior training in skills of training students with disabilities, though it was their responsibility to facilitate the learning processes. While this fact is true on the part of Instructors, there was an indication that few of them desired training in this area to facilitate the trainees' learning processes. Another strategy was to use the available equipment for training. As much as there was need for special equipment to suit the different categories of disability training was done using the equipment available in the workshops. Findings showed that some students found it challenging due to the nature of their disabilities. Some sensitisation was done by school administration to members of school community with an aim of creating a

supportive environment. Findings also indicated that all learners were assessed at the end of their training to obtain certificates.

The process of training students with disabilities was somehow hindered by various factors. The researcher found out that the constraints involved insufficient funds. It was established that the financial support given to the Institutions from the government and or from non-governmental organisations to run the programs is still inadequate. There were a number of key issues that needed funds to be improved to promote full inclusion and participation of students with disabilities in learning. These included modification of physical environment to increase on accessibility for these students. Another challenge was inaccessibility to institute structures. It was evident that most of the buildings like classrooms, dormitories, offices, some workshops were inaccessible to students with disabilities especially those using wheel chairs due to the steps at the entrances. Findings indicated that the training equipment available were insufficient. Some of the training equipment had broken down and they needed repair yet others were inappropriate to the nature of student's disability e.g. in Institution (A) some of the sewing machines in department of tailoring were not functioning. The few that were functioning could not be enough for all students in a single lesson.

Generally, the available equipment were insufficient to the number of students. All these needed funds to be put right. It was found out that Instructors who facilitated learning were trained but lacked skills in working with students with disabilities. This hindered effective deliverance of skills and knowledge to the students. Due to limited communication skills, some of the teacher's attitudes towards teaching students with disabilities especially the deaf changed. It was noted that these students were ignored

leading to knowledge gaps and eventually dropping out of training. Findings also revealed that Instructors' motivation in terms of incentives was very low.

General conclusions

The study sought to investigate the support systems for persons with disabilities in Business Technical Vocational Education and Training Institutions in Iganga District. On the basis of the findings presented in previous section, it is concluded that a number of services exist in BTVET Institutions to support PWDs to train in vocational skills. These range from human resources, training equipment, learning environment, social support to material provision. However, the findings indicate that the services available are inadequate.

In addition, there are some specific gaps in quality service delivery which include; lack of trained Instructors in skills of special needs education, lack of support staff like sign language interpreters and insufficient training equipment among others.

In order to improve on the quality of training PWDs in BTVET Institutions, specific recommendations are put forward as indicated in the following section.

Recommendations

- The fact that instructors are the key players in training processes for PWDs in BTVET Institutions, They need to acquire skills in special needs education. BTVET Institutions need to collaborate with Kyambogo University, Faculty of Special Needs and Rehabilitation to equip Instructors with both Sign Language and training skills. This can be done by making arrangements for refresher courses, workshops, seminars, short courses or full time training of Instructors.

- BTVET Institutions and National Curriculum Development Centre need to work hand in hand to ensure that the curriculum used to train in BTVET Institutions, incorporate components that can accommodate various abilities for PWDs .This helps in proper preparations and effective implementation of learning to PWDs.
- BTVET Institutions need to be given more support to continue implementing the training of PWDs. The accounting section for BTVET Institutions needs to allocate rational amount of money to the BTVET Institutions to enable them give practical assistance to PWDs during training. This includes; modification of environment, securing material like Braille papers, support staff like interpreters and equip the workshops with training equipment fit for various disabilities.

Suggestions for further research

This study was conducted as part of the requirements for the award or Masters Degree in Vocational Pedagogy. However, basing on the findings further empirical studies regarding support for training PWDs in BTVET Institutions can be carried out. Suggested areas of study are:

How can BTVET Institutions in Iganga District develop better working relations with organisations/agencies that offer support services to PWDs?

Information from the study indicated minimal collaboration between BTVET Institutions and other service providers to support PWDs training in these Institutions in Iganga. Different organisations/ agencies offer different support services that can enhance education for PWDs. There is therefore need to establish through scientific study how these Institutions can develop better working relations to support PWDS.

How effectively can ICT be used to support students with disabilities training in BTVET Institutions?

Information and Communication Technology in teaching and learning situations for learners with disabilities is very important. This involves the usage of computers, internet, projectors, audio-visual machines name it. Various BTVET Institutions use such technology in their teaching and learning processes. However, there is need to establish through a scientific study how effectively such technology can be used to support students with disabilities training in these Institutions.

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APPENDIX A

Interview guide for the Principal of the Institution

Dear Principal,

I am a student of masters in vocational pedagogy at Kyambogo University. I am carrying out research on support systems for persons with disabilities in BTVET Institutions. I kindly request you to attend to the questions I have prepared. Be honest with me while responding so that all the ideas can be preserved for later analysis and reporting. The information shall be treated with absolute confidentiality. Thank you for accepting.

Demographic information

Highest level of education

PhD	Masters	Undergraduate degree	Diploma	certificate

For how long have you been in the service both as a teacher and Principal?

SECTION1: Support system available for persons with disabilities in Business Technical Vocational Education and Training Institutions in Iganga

1. In which ways does the institute authorities and staff try support students with disabilities to fit better and participate in the institute activities?

2. Where do you get the support from?

SECTION 2: Effectiveness of available support systems for persons with disabilities in BTVET Institutions in Iganga.

3. What strategies do you use to ensure effectiveness of the support given to students with disabilities in the learning activities?

4. How are these strategies meeting the learning and training needs of the students with disabilities?

SECTION3: challenges encountered in the process of training persons with disabilities in vocational skills.

5. What challenges if any do you as an administrator face in meeting the needs of students with disabilities to enable them learn and train in vocational skills?

6. How have you managed these challenges?

7. In your opinion, how do think the needs of students with disabilities should best be met in BTVET Institutions?

Thank you very much for your time and information provided.

APPENDIX B:

Interview guide for Instructors in the Institutions

Dear Instructor,

I am a student of masters in vocational pedagogy at Kyambogo University. I am carrying out research on support systems for persons with disabilities in BTVET Institutions. I kindly request you to attend to the questions I have prepared. Be honest with me while responding so that all the ideas can be preserved for later analysis and reporting. The information shall be treated with absolute confidentiality. Thank you for accepting.

Demographic information

Highest level of education

PhD	Masters	Undergraduate Degree	Diploma	Certificate

For how long have you been in service as a teacher?

SECTION1: Support system available for persons with disabilities in Business Technical Vocational Education and Training Institutions in Iganga.

1. What support is given to students with disabilities to participate in the class activities? (Material/special equipment, social support)

2. As an Instructor, what sort of help would you require to enable you teach better students with disabilities in your class?

SECTION 2: Effectiveness of available support system for persons with disabilities in BTVET Institutions in Iganga.

3. What special considerations do you make to enable students with disabilities learn better during class activities?

4. How are these strategies meeting the learning and training needs of the students with disabilities?

SECTION3: challenges encountered in the process of training persons with disabilities in vocational skills.

5. As an Instructor what challenges if any do you face in meeting the needs of students with disabilities in your class?

6. How have you managed these challenges?

7. In your opinion, how do think the needs of students with disabilities should best be met in BTVET Institutions?

Thank you very much for your time and information provided.

APPENDIX C

Interview guide for Trainees in the Institutions

Dear student,

I am a student of masters in vocational pedagogy at Kyambogo University. I am carrying out research on support systems for persons with disabilities in BTVET Institutions. I kindly request you to attend to the questions I have prepared. Be honest with me while responding so that all the ideas can be preserved for later analysis and reporting. The information shall be treated with absolute confidentiality. Thank you for accepting.

SECTION1: Support system available for persons with disabilities in the Institution

1. What categories of persons with disabilities are training in this institute?
2. How are they/you supported to participate in the institute activities?
3. Who is responsible of offering the support?
4. How have they/you benefited from the support given?

SECTION 2: Effectiveness of available support systems for persons with disabilities in BTVET Institutions in Iganga.

5. In which way are the students with disabilities helped to participate in the activities?

SECTION3: Challenges encountered in the process of training persons with disabilities in vocational skills.

6. According to your experience, what challenges have you noticed occurring during the learning and training of students with disabilities in vocational skills?
7. In which way have these challenges been managed?
8. How best can students with disabilities be supported to participate like others in the activities?

Thank you very much for the information you have given and for your time.

APPENDIX D

Observation Checklist

Infrastructure –accessibility of:

- Roads
- Offices
- Classrooms
- Toilets/Bathrooms
- School compound
- School library
- Kitchen
- Play grounds
- Other study centres

Available special equipment, tools and materials for students with disabilities

.....

.....

Assistive devices into use (e.g Braille machines and paper, hearing aids, ramp, crutches)

Use of ICT (e.g over head projectors, internet, computers, audio-visual devices)

Suitability of furniture in relation to students with disabilities

Number of classrooms

Size of classrooms

APPENDIX E: LETTER OF INTRODUCTION

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Phone: 041-285001/2 Fax: 041-220464, Kampala
Website: www.kyambogo.ac.ug
Kyambogo University Graduate School

Date: .....

To:

.....

.....

.....

RE: LETTER OF INTRODUCTION

This is to introduce .....
Registration No. ..... who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.
He/She intends to carry out a research on:

.....

.....

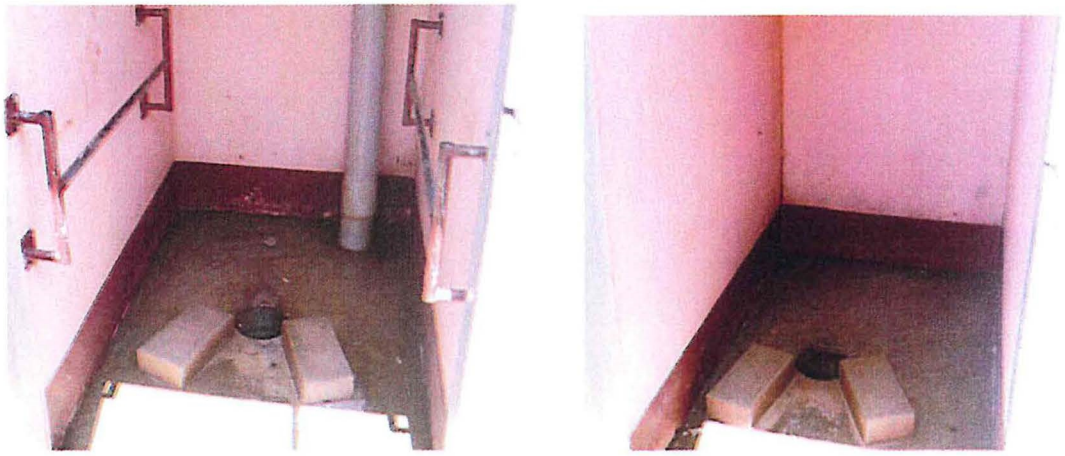
.....
as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational Pedagogy.

We therefore kindly request you to grant him/her permission to carry out this study in your organisatio
Any assistance accorded to him/her shall be highly appreciated.

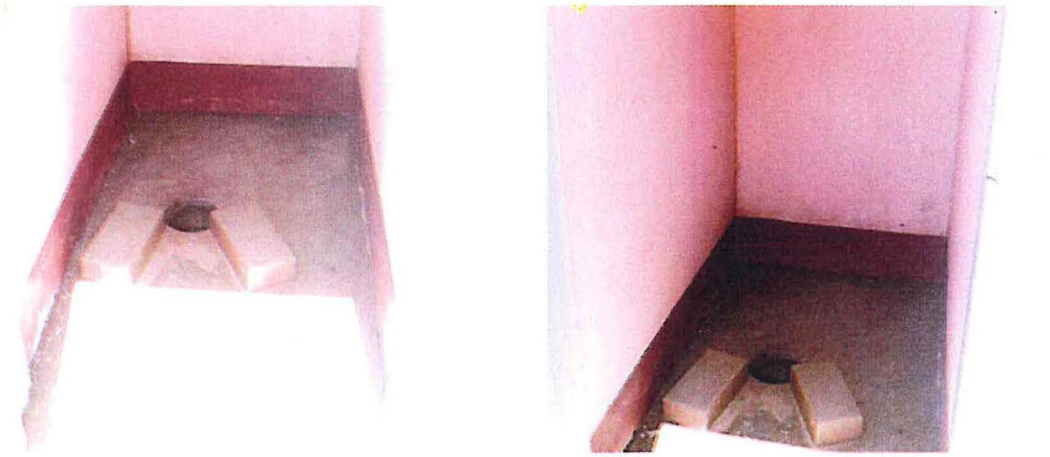
Thank you.

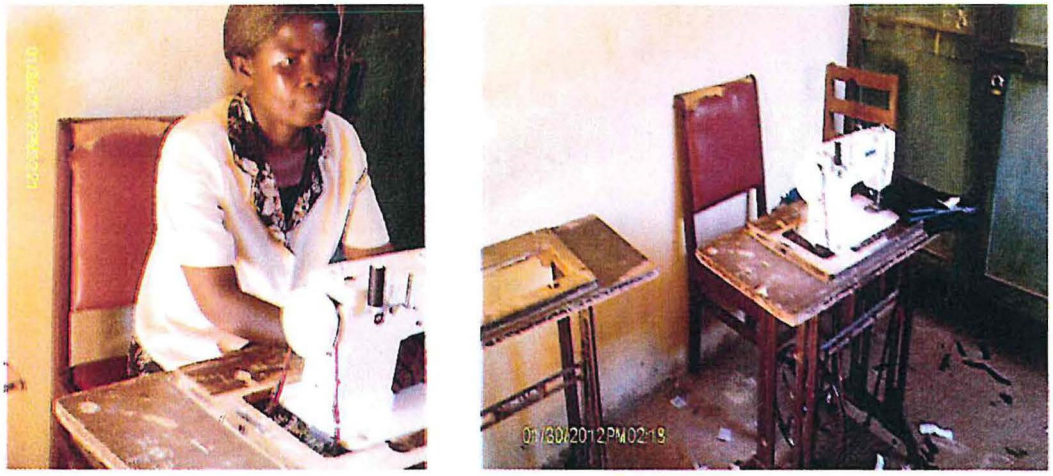
KYAMBOGO UNIVERSITY
Yours Faithfully,
Nakiwala
23 APR 2012
Sr. Dr. F. Nakiwala
OFFICE OF THE DEAN
GRADUATE SCHOOL
AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL

APPENDIX F: TYPE AND QUALITY OF TRAINING FACILITIES



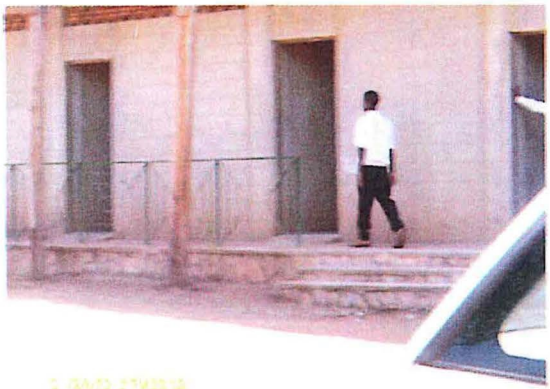
A: Modified latrine used by PWDs





B: Type of the sewing machines in tailoring department

TYPE AND QUALITY OF TRAINING FACILITIES



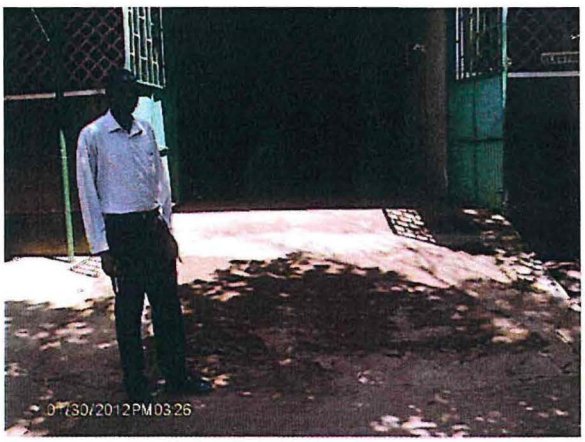
C: Classes with inaccessible entrance



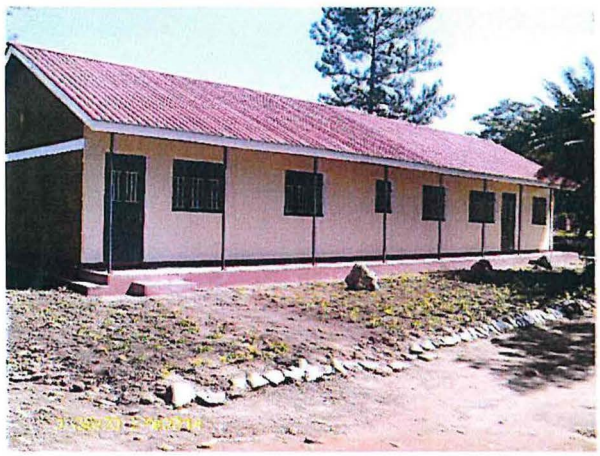
D: Dining hall



E: Class packed with seats



Workshop with a ramp



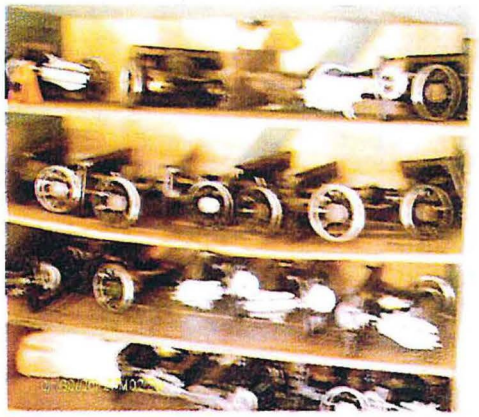


F: Administration blocks with steps at the entrances

TYPE AND QUALITY OF TRAINING FACILITIES



G: Students in a practical lesson in Brick laying workshop



H: Sewing machines which are out of use