



European Union
Civil Protection and
Humanitarian Aid



Final Special Needs Assessment Report

**NEEDS ASSESSMENT ON CHILDREN WITH SPECIAL NEEDS IN
BIDIBIDI AND OMUGO REFUGEE SETTLEMENTS**

Study undertaken by:

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ACRONYMS AND ABBREVIATIONS

AEP	Accelerated Education Programmes
CCTs	Coordination Centre Tutors
CwDs	Children with Disabilities
ECHO	European Union's Humanitarian Aid and Civil Protection Department
EFA	Education for All
EiE	Education in Emergency
FCA	Finn Church Aid
FGD	Focus Group Discussion
KII	Key Informant Interview
MDG	Millennium Development Goal
NGOs	Non-Governmental Organization
NRC	Norwegian Refugee Council
OPM	Office of the Prime Minister
PTAs	Parents Teachers' Association
RIMS	Refugee Information Management System
SMC	School Management Committee
SNE	Special Needs Education
SPSS	Statistical Packages for Social Scientists
UNCRPD	United Nations Convention on the Rights of Persons with
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UPE	Universal Primary Education
WASH	Water, Sanitation and Hygiene

Table of Contents

ACRONYMS AND ABBREVIATIONS	3
LIST OF FIGURES.....	5
EXECUTIVE SUMMARY	6
Findings:	6
1.0 Introduction and background	10
1.1 Introduction.....	10
1.2. Background to Finn Church Aid (FCA).....	10
1.3 Education and disability in the global context	11
1.4 Education and disability in Uganda	11
1.5 Background to the refugee setting in Bidibidi and Omugo Settlements	12
1.6 Problems in the Refugee Setting	13
2.0. Overall Goal and Specific objectives.....	15
2.1 Overall Goal.....	15
2.2 Specific Objectives	15
3.0 Methodology	16
3.1 Study design.....	16
3.2: Sampling procedure.....	16
3.3: Data collection methods.....	17
3.4: Needs Assessment Process.....	18
3.5 Data Analysis.....	18
3.6 Ethical considerations	19
FINDINGS	20
4. Socio-demographic characteristics of survey participants	20
4. Capacity to support children with special needs and disabilities	22
4.1. Existing school staff	22
4.2. Community capacity.....	23
5. Design of school infrastructure specialized teaching and learning material.....	24
5.1. Design of school infrastructure	24
5.2. Availability of specialized teaching and learning material.....	27
6. Basic and humanitarian services and their disability inclusiveness.....	29
6.1. Services provided by organisations	29
6.2. Unmet needs of Children with special needs and special needs	31
7. Key barriers and facilitators to inclusive and special needs education	32
7.1. Beliefs about Children with special needs and special needs	33
7.2. Discrimination by parents/caregivers and heavy domestic work.....	34
7.3. Mockery and violence by other children	35
8. Key challenges and opportunities for inclusive and special needs education	37
8.1. Challenges to inclusive and special needs education.....	37
8.2. Key opportunities for inclusive and special needs education.....	39
CONCLUSIONS AND RECOMMENDATIONS	40
8.3. Conclusions.....	40
8.4. Recommendations	41
APPENDICES.....	44

LIST OF FIGURES

Figure 1: Table showing the sample size per participant category.....	16
Figure 2: Table showing the Socio-demographic characteristics of parents.....	20
Figure 3: Table showing Form of disabilities that households reported having.....	21
Figure 4: Socio-demographic characteristics of teachers.....	21
Figure 5: Teachers ever trained in supporting Children with special needs and SN.....	22
Figure 6: Missing skills and knowledge in caring for Children with special needs and special needs teachers.....	23
Figure 7: Parents trained in supporting Children with special needs and SN.....	23
Figure 8: specific issues in which parents/caregivers were trained	24
Figure 9: Nature of school infrastructure in Omugo and Bidibidi settlements	25
Figure 10: Old and new toilets at Highland Primary School, Bidibidi Settlement	27
Figure 11: Aids provided to Children with special needs and special needs	28
Figure 12: Activities undertaken to empower Children with special needs and special needs.....	28
Figure 13: services provided by different organizations to Children with special needs and special needs	29
Figure 14: Unmet needs for Children with special needs and special needs.....	31
Figure 15: Barriers faced by teachers in caring for Children with special needs and special needs	33

EXECUTIVE SUMMARY

The overall goal of the assessment was to conduct a needs assessment of children of primary school age with special needs and disabilities in Bidibidi and Omugo refugee settlements in West Nile Region aimed at establishing the evidence base for inclusive education for children in Bidibidi and Omugo and to inform Finn Church Aid's (FCA) planning for inclusive education and decision-making of local authorities and other organizations working in the settlements.

The study used a mix of methods (qualitative and quantitative) in the collection and analysis of data. Primary data was generated through Focus Group Discussions with Children with special needs and parents/caregivers, survey interviews (with teachers and parents/caregivers) and Key Informant Interviews with different stakeholders. These were supplemented with secondary data from different reports including past reports.

Findings:

Baseline for Children with Special Needs: There is number of children with special needs. This seems to be higher in Omugo than Bidibidi. Sixty-six (66%) and 55% of teachers in Omugo and Bidibidi settlements respectively reported having children with special needs in their classes.

Capacity of the existing school staff and the communities: Slightly more than a half of the teachers in both settlements had ever been trained in supporting Children special needs. More teachers in Omugo settlement (53%) had been trained than in Bidibidi settlement 47%.

Forty four percent (44%) of parents/caregivers had ever received such training on supporting Children with special needs. By settlement, more parents/caregivers in Omugo settlement 56% had been trained compared to 54% in Bidibidi settlement.

Design of school infrastructure: Seventy five percent (75% of schools have toilet stances for Children with special needs and special needs, 40% of schools have visual learning materials displayed and 25% have ramps. In 69% of schools, children are exposed to dangerous environments e.g. unpaved compounds, unmarked paths, presence of debris in the compound, among others.

Learning materials for such Children with special needs and special needs: Seventy five percent (75%) of schools do not have Braille, all schools sampled had no special chairs purposely for Children with special needs and special needs.

Available services and their disability inclusiveness in education: Four entities were found to be the main providers of basic and humanitarian services that embed education support. These include; the Uganda National Association of the Blind, Special needs education Office, Save the Children and Finn Church Aid.

The main unmet needs for Children with special needs and special needs are; guidance and psychosocial support (27.8%), braille machines and other equipment (22.6%) and infrastructure (latrines and classes) (13%).

There are community beliefs that associate children with disabilities and special needs with curse or bad omen leading to parental neglect and unwillingness to take the children to school. There is also violence by able-bodied children manifested in form of ridicule, physical beatings and mockery. There are missing support facilities such as transport to school, specialized schools to support them and lack of support especially for movement of blind children at schools.

Key barriers and facilitators to inclusive and special needs education: The key challenges to education of children with disabilities and special needs include: lack play materials, have difficulty in reporting cases of abuse and violence and are constrained by long distance to schools.

Key challenges and opportunities for inclusive and special needs education: The key opportunities include existing structures such as District Special Needs Education Officer/ inclusive SNE teachers committee, parent support group, Children committee and PTA and SMC that can articulate needs of Children with special needs and special needs

Recommendations

More training is needed for teachers regarding care and support for Children with special needs and special needs. Over 40% teachers had not been trained hence a significant knowledge and skills gap that should be addressed. Key training areas include; sign language and audio devices, interpretation and braille literacy, among others.

Furthermore, more training is needed for parents/caregivers and the community on care and support for Children with special needs. Similarly, often the parents have to be reminded of their responsibilities towards Children with special needs, proper care and build their capacities to make use of existing referral system to care, social support, legal and other forms of services their children can benefit from. It is probably because of this gap that parents/caregivers discriminate these children, overload them with

domestic work and don't adequately provide for them.

In organizing trainings for parents/caregivers and communities, more attention should be put on counselling and child care and protection issues. Significant knowledge and skills gaps were found in these two areas that need serious attention since they impact on the physical and emotional safety of Children with special needs and special needs.

Schools need more infrastructural support for children with disabilities and special needs. Support needed include; Braille, special chairs more toilets with separate toilet stances for Children with special needs and special needs. There is need to provide more aids to Children with special needs and special needs especially eye correction glasses, wheel chairs, and hearing devices. Few teachers reported that their children are supported with these aids in both settlements.

More support is needed for empowering Children with special needs and special needs. Although the findings show that these children have been trained in their rights and supported to form clubs, more support is needed to ensure continuity of such activities.

There is need to address the main unmet needs of Children with special needs and special needs for their improved inclusion in learning and education. These needs include; infrastructure (latrines and classes), guidance and psychosocial support and Braille machines and other equipment, sign language books, and need for a boarding section in schools.

Continuous sensitization is needed for children at school to appreciate the nature and needs of Children with special needs and special needs. This is because may Children with special needs and special needs complained about the violence and mockery meted out to them by fellow children. This may be done through structures at the school level (children clubs, prefectorial bodies, SMC/PTAs, and teacher committee in charge of disabilities) to enable them monitor and report progress in promoting child rights and protection of interests of children with special needs and disabilities.

Besides sensitization, a clear reporting mechanism is needed for Children with special needs and special needs to report cases of violence and perpetrators disciplined appropriately. This is because several Children with special needs and special needs complained about being beaten and mistreated by able-bodied children.

Medical care and services for assessment and rehabilitation of children with special needs and disabilities in government health facilities is needed. This can be linked to a well-established referral mechanism stemming from refugee settlement leadership.

The school structures such as School Management Committees (SMCs) and Parents and Teachers Associations (PTAs) should be strengthened through training on different aspects for improved inclusion of Children with special needs and special needs in education. They should work hand in hand with support agencies and local government structures to effectively address the needs of Children with special needs and special needs.

Due to transport problems faced by children with disabilities and special needs there is need for transport support to enable them attend school or be in boarding schools. The example of Arua Demonstration School where such children are supported to be in boarding section could also be replicated in Yumbe district. This may be a special needs and disability model school with adequate support from partners and government.

FCA should leverage its position in Special Needs Education to mobilize and facilitate access to assistive mobility devices and rehabilitation services for children with special needs and disabilities to minimize dangers and improve personal health of Children with Special needs and thus enhance access to education.

Instituting fully developed and equipped resource centers (small resource rooms at respective schools) that have with books, brails, large printers, computers, tape recorders, decoders, projectors, TVs among other facilities and putting in place early childhood development units for young children with special needs and disabilities will create a friendly and more effective learning environment in both Yumbe and Arua. The district education department and education working groups can provide technical input in realizing devise strategies for its sustainability.

There is need to address key barriers to inclusive education for Children with special needs and special needs such as negative community perceptions about such children that leads to neglecting them. Community sensitization should be done in both settlements about dignity for all human beings and children's rights, among others.

Instituting child friendly spaces (mainly for Omugo) and provide disability-friendly play materials at both school level and community and make the caregivers realize their role in enabling children play as a benefit of enjoying their inherent right to leisure and recreation.

Special meetings and dialogues that involve parents and caregivers of children with disabilities and special needs, local and refugee settlement leadership are recommended to handle and solve concerns of CHILDREN WITH SPECIAL NEEDS

as they arise with sustainable and practical solutions.

1.0 Introduction and background

1.1 Introduction

This report presents findings of needs assessment on children with special educational needs and disabilities conducted in Bidibidi and Omugo refugee settlements in West Nile. The study was undertaken by Innovative Education & Research Consultancy Firm for Finn Church Aid (FCA). The report is organized in five sections; the present section introduces the study including the background to Finn Church Aid activities, Uganda's refugee context and the study objectives. Section two presents the research methodology that guided the execution of the assignment, section three details findings, followed by discussion in section four and recommendations and conclusions in section five.

1.2. Background to Finn Church Aid (FCA)

Finn Church Aid (FCA) is the largest Finnish development cooperation organization and the second largest provider of humanitarian aid. FCA operates in over 10 countries, with dire need. FCA works with the poorest people, regardless of their religious beliefs, ethnic background or political affiliations. FCA work is based on promotion of human dignity and fundamental human rights and freedom implying that FCA operations are guided by equality, non-discrimination and responsibility. FCA's work in Uganda focuses on promoting sustainable livelihoods, quality education and social cohesion and peace. The Uganda country program compliments Finland's traditional concern for the most vulnerable people and the marginalized groups, including people with disabilities. FCA strives to find innovative solutions for Quality Education. Education actors around the world agree that the global learning crises will not be solved without new creative and

innovative solutions for access and quality of education. FCA seeks new approaches to teaching and learning, learning space construction, developing vocational education, teacher education and inspiring easily accessible learning materials. FCA draws from the Finnish experience of investing in teachers and teacher education, as teachers are at the heart of quality education.

1.3 Education and disability in the global context

The concept of providing education for all children as part of international development is the aim of several international frameworks and statements. In 2000 the World Education Forum established the aim of achieving education for all (EFA) by 2015 with a view to ensuring girls, children in difficult circumstances and those from ethnic minorities would have access to quality, free primary education (UNESCO, 2000). This was reiterated by MDG Goal 2 on achieving universal primary education by 2015. Education is still a priority in the post 2015 development agenda- the Sustainable Development Goals and expressed as Goal number 4. The UNCRPD supports the need for the establishment of an inclusive education system (UNCRPD Article 24). Inclusive education emerged from the Salamanca Statement (UNESCO, 1994) and has been running largely in parallel to the EFA agenda since 2000 (Kiuppis, 2013) gaining more recognition and international importance with the UNCRPD. Whilst EFA and inclusive education share the same overarching goals, education for children with disabilities has tended to be associated with policies aimed at establishing and implementing inclusive education (Ainscow and Miles, 2008; Kiuppis, 2013; Srivastava *et al.*, 2013). This has led to some confusion over how best to devise policies and practices that are inclusive of children with disabilities which serve both the interests of the EFA agendas and those promoting inclusive education (Ainscow and Miles, 2008; Srivastava *et al.*, 2013). The EFA goals are still bound in the global post 2015 development agenda, the sustainable development, through Goal 4 on quality education and Goal 10 on reduced inequality.

1.4 Education and disability in Uganda

The Ministry of Education and Sports provides for the education of CHILDREN WITH SPECIAL NEEDSs through the departments of Special Needs Education, Career

Guidance and Counselling. **Government White paper on Education (1992)** spells out government commitment to provide primary school education to all irrespective of origin, social groups or gender; with emphasis on integration of marginalized groups including persons with disabilities. **Universal Primary Education (UPE)** is a policy aimed at benefiting disadvantaged households through providing free access to education for all with priority given to disadvantaged children. **Basic Policy for Educationally Disadvantaged Children** ensures equitable basic education for all children, removing barriers experienced by the children due to attitudes, disabilities, gender disparity, socio-economic, cultural, and geographic circumstances, conflict, various forms of abuse, the need to work, and ill health. The policy on **Inclusive Education** emphasizes changing attitudes, behavior, teaching methods, curriculum and allocation of human resources to meet the needs of all learners including children with special needs.

Based on these policy provisions, government has been able to take some actions to support SNE in the country. Ministry of Education and Sports has undertaken to procure instructional materials for children with disabilities though most of this has been procured by Non-Government Organizations. Government has core text books in Braille for primary schools for use by children with visual impairments. A study commissioned by Sight savers 2014, indicates that inclusive education is still a challenge in many districts of Uganda, parents of children with disabilities are not part of the school management committees, in some schools it is just an annex without teachers, at sub county level the politicians and technical staff are not supportive of inclusive education, among others. Children with Disabilities still face barriers in accessing inclusive education despite the existence of conducive legal environment and the government is weak in implementing the existing laws.

1.5 Background to the refugee setting in Bidibidi and Omugo Settlements

As of 1st December 2017, there were 1,053,276 South Sudanese refugees in Uganda, out of which around 60 % are children. Among these children, dramatically high are the numbers of separated and unaccompanied children, and other children at risk. Bidibidi settlement hosts 287,687 and Arua hosts 249,353 South Sudanese refugees (as of 1st

December 2017), and nearly half of them are children under 18 years. There are 146,870 children of school going age in Bidibidi and 7,006 in Omugo (OPM RIMS data December 2017). In Bidibidi (zone III&IV) 65,676 (23%) refugees are of primary school age, the age range 6-13-year-old. Currently 37 % (24,500) are attending primary education in zone III & IV in Bidibidi and around 1,000 in Omugo II.

FCA is among the lead actors in the education response and is active in Bidibidi settlement and the recently opened (July 2017) Omugo settlement since the beginning. Through funding from ECHO, FCA has been able to scale up the on-going EiE and Child Protection response in Bidibidi and the newly opened Omugo refugee settlement, through an approach that lays attention to the integration of Education and Child Protection in Emergency responses and services. The currently running project directly targets 21.000 children (19.500 attending formal primary education and 1.500 attending Accelerated Education Programmes (AEP)) in zone III and IV of Bidibidi Refugee Settlement and zone I to VI in Omugo settlement.

1.6 Problems in the Refugee Setting

While the statistics and data on school-aged children is regularly collected and analyzed by the actors in the settlement with the support by the Office of the Prime Minister (OPM) and District Education Authorities, the recording of the data on the presence of children with special educational needs and disabilities in the settlements and the communities is often less structured and frequent. When assessments have been carried out in the settlements and communities on the needs of the children with special educational needs and disabilities, it has transpired that these children are being excluded from activities and are not receiving much needed support material such as wheelchairs or special learning materials in schools due to limited parental, community, school management committee involvement in the needs of children with disabilities at school.

Furthermore, once children with special needs have been taken to receive medical care at the local health facilities, the health workers often lack the knowledge and skills in

providing adequate support to the children with special needs and disabilities or, at times, may have been even discriminated by the health workers themselves. In addition, after having received medical and physical care, these children also need psychosocial and pedagogical support and for that there is need for capacity building for teachers, both local teachers, classroom assistants and special needs teachers. Teachers are often the first who can or should be able to identify children with special educational needs, which is not always physically visible.

Refugee children with special educational needs have specific needs and face particular forms of discrimination. During displacements, discrimination is often magnified because persons with disabilities are invisible and are less able to voice their opinion and participate actively in decisions that concern them due to negative societal attitudes, lack of self-esteem and confidence. It is critical that humanitarian actors make every effort to create and sustain an inclusive environment for persons with disabilities, and for their caregivers, families and communities. Although Uganda has put in place several measures to protect children with disabilities including the Salamanca Statement and Framework for Action on Special Needs Education (1994), the Persons with Disability Act (2006) and the United Nations Convention on the Rights of Persons with Disabilities 2008, children with disabilities have not been adequately provided for, particularly in displacement settings.

The aim of this ECHO- funded Special Needs Education Assessment is to collect well disaggregated data on the presence of children with disabilities and special educational needs in the settlements, and to gather sound, evidence-based data to gain better understanding on the capacity of the school management, parents and the humanitarian actors and the surrounding communities to support children with special needs and to assess particular barriers and facilitators as well as key challenges and opportunities for inclusive and special needs education among local actors in Bididbidi and Omugo refugee settlements and the surrounding host communities.

2.0. Overall Goal and Specific objectives

2.1 Overall Goal

The overall goal of the assessment was to conduct a needs assessment of children of primary school age with special needs and disabilities in Bidibidi and Omugo refugee settlements in West Nile Region aimed at establishing the evidence base for inclusive education for children in Bidibidi and Omugo and to inform FCA's planning for inclusive education and decision-making of local authorities and other organizations working in the settlements.

2.2 Specific Objectives

1. To establish a baseline for Children with Special Needs in the two settlements including children from host communities accessing schools in the settlements, as well as out of school children.
2. To assess the capacity of the existing school staff and the communities to support children with special needs and disabilities.
3. Establish the extent to which the design of school infrastructure meets the specialized needs of the children with special needs and the availability of specialized teaching and learning material.
4. To map the available basic and humanitarian services and their disability inclusiveness in education as well as in other community services (e.g. Health, Protection, WASH, and Nutrition) in Bidibidi and Omugo refugee settlements.
5. To identify the key barriers and facilitators to inclusive and special needs education (including attitudes, myths, social norms, physical barriers, misconceptions, environmental factors) among the community gatekeepers (teachers, parents, community leaders – both in the refugee community and the host community) and to assess the capacity of local actors to respond accordingly.
6. To identify the key challenges and opportunities for inclusive and special needs education among local actors, including local communities, district education authorities and schools.
7. Recommend appropriate interventions from the findings.

3.0 Methodology

3.1 Study design

This needs assessment utilized a cross sectional design with both qualitative and quantitative approaches used in data collection and analysis. Multiple methods of data collection were used to triangulate the findings and diversity of stakeholders were included to have different perspectives of issues being investigated as well as increasing validity of research findings. Hence, we used participatory and consultative methods to include children with disabilities and special needs, their parents/caregivers, teachers, schools, service organizations, community representatives as well as key players in the humanitarian and basic service delivery.

3.2: Sampling procedure

In selecting study participants, both probability and non-probability sampling methods were adopted. Of the non-probability methods, the study used purposive sampling in the selection of key informants; only persons considerable knowledgeable about the study aspect and hence able to provide relevant information were selected. Convenient sampling was used in the selection of children with disabilities and special needs that participated in the survey. Efforts were taken to identify and include diversities in Children with special needs existing in the refugee camps.

Figure 1: Table showing the sample size per participant category

Arua district (Omugo settlement)	Yumbe District (Bidibidi settlement)
Key Informant interviews	
<ol style="list-style-type: none">1. Arua District Union of Persons with Disabilities2. Save the Children3. Inclusive Education, UNAB4. World Vision Uganda	<ol style="list-style-type: none">1. District community-based services Department2. District Union of Persons with Disabilities3. Windle Trust International Uganda4. Save the Children5. War Child Canada6. Finn Church Aid7. Norwegian Refugee Council8. School Management Committee and PTA
Focus Group Discussions	

<ol style="list-style-type: none"> 1. FGD Boys with Disabilities Komoyo 2. FGD Parents (mixed) with Children that have Disabilities (at Komoyo P/S) 3. FGD Boys (Deaf) in School - Eruba 4. FGD Boys (without disabilities) Liria Primary School 5. FGD Parents (mixed) Liria Primary School 	<ol style="list-style-type: none"> 1. FGD Girls with Disabilities in School in Zone I 2. FGD Female Parents of children with Disabilities in Zone III 3. FGD Male Parents Host Community (near Zone I)
SURVEY	
<ol style="list-style-type: none"> 1. Teachers-37 2. Parents/caregivers-35 	<ol style="list-style-type: none"> 1. Teachers-40 2. Parents/caregivers-40

Source: Consultants Construct 2017

3.3: Data collection methods

Desk review: The desk review was concurrently carried out during field data collection. This involved search for relevant and existing literature about children with disabilities in Refugee setting, Uganda Policy on Inclusive education, Humanitarian code on inclusive education as well as other reports on inclusive education in the country. The desk review provided secondary data to support primary data from the field.

Key informant interviews: these were conducted with stakeholders considered to be knowledgeable on aspects of children with disabilities and special needs. These included: chairpersons for school management committees, district local government officials and representatives of service providers in the two refugee settlements (Norwegian Refugee Council, Windle Trust Uganda, War Child Canada, Save the Children, SNE Coordinator, Arua, World Vision Uganda and Arua District Union of Persons with Disabilities.

Structured interviews: Structured interviews were conducted using questionnaires with 77 teachers and 75 parents to help to identify the key barriers and facilitators to inclusive and special needs education (including attitudes, myths, social norms, physical barriers, misconceptions, environmental factors). Interviews were complemented with obtrusive observation of school environments, including community participation reports and other school governance documentation.

Focus group discussions¹: FGDs were conducted with parents and children with and without disabilities and special needs in both Bidibidi and Omugo settlements. These were aimed at assessing needs and challenges of the Children with special needs as well as barriers, existing services and capacity of the community to respond to the needs of children. FGDs were conducted using an FGD guide. Overall, 4 FGDs were conducted with parents/caregivers and 8 FGDs conducted with children.

3.4: Needs Assessment Process

Entry Meeting between Consultant and Finn Church Aid Uganda

Upon approval by Finn Church Aid of the submitted technical proposal, the consulting team held preliminary discussions and a meeting with key Finn Church Aid Uganda staff. Among key issues handled in the preliminary meeting was a discussion on the time line and any other support.

Selection and Training of Enumerators and Supervisors

The consulting team selected and trained data collectors/ interviewers with the necessary experience in the data collection methods, the interviewers were fluent in the local language and comprised of both males and females with and without disabilities. During training, data enumerators were given both practical and theoretical training focusing on the objectives and the methodology of the baseline as well as the skills necessary for the utilization of the tools and the implementation of the field work.

3.5 Data Analysis

Quantitative data

All filled questionnaires for teachers and parents were entered in SPSS. Open-ended questions were coded and cleaning of all data. Data was cleaned and checked for completeness and possible capture and coding errors. It was analyzed and interpreted using SPSS and MS excel. Frequencies disaggregated by refugee settlement, gender and other variables was done. Cross tabulations were carried out for some key

variables to understand different needs gap for children with disabilities and special needs. The observed patterns formed the basis of report writing.

Qualitative data

Data from key informant interviews and focus group discussions was analyzed using content and thematic techniques. For each FGD and KII conducted, careful transcription of the proceedings was done and supplemented with notes taken during the interview/FGDs. The transcripts were reviewed to delineate aspects directly relevant to the objectives of the study. Key quotations were extracted and have been inserted into the report to supplement quantitative data.

3.6 Ethical considerations

All study participants were informed orally about the objectives of the study and verbal consent was requested at the start of each interview or focus group. Participants were informed that their participation is voluntary and that the researchers would not request any information that could lead to the identification of a respondent. During training, interviewers were instructed how to request for informed consent and use the forms. Interviewers were also trained ensuring that the interviews are conducted in a confidential setting, one-on-one with a respondent so no one else could hear the respondent's answers.

FINDINGS

4. Socio-demographic characteristics of survey participants

The following socio-demographic characteristics of survey participants (teachers and parents/caretakers) based on the following variables: age, gender, marital status and level of education.

Figure 2: Table showing the Socio-demographic characteristics of parents

Marital status	Omugo	Bidibidi	Total
Married/cohabiting	31	36	67 (89%)
Single/never married	1	3	4 (5%)
Divorced/separated	2	0	2 (3%)
Widowed	1	1	2 (3%)
Total	35	40	75 (100%)
Level of education			
None	6	10	16 (21%)
Primary	19	18	37 (50%)
Secondary	7	12	19 (25%)
Tertiary	3	0	3 (4%)
Total	35	40	75 (100%)
Age			
18-25	4	13	17 (26%)
26-55	10	9	19 (29%)
36-45	8	10	18 (27%)
46-55	2	3	5 (7%)
65 and above	2	5	7 (11%)
Total	31	40	71 (100%)
Gender			
Male	18	21	39 (52%)
Female	17	19	36 (48%)
Total	35	40	75 (100%)

Source: Consultant Construct 2017

Overall, 75 parents/caregivers participated in the survey from the two settlements, majority (89%) of the parents/caregivers were married/cohabiting hence joint support and parenting support to their children including those with disabilities and special needs. Few parents/caregivers were divorced/separated, widows or living as singles.

Close to half of all parents/caregivers (49%) and 21% had never attended school. Twenty five percent (25%) had attained secondary education while only 4% had tertiary education.

In terms of gender, 52% were males and 48% females hence a fair representation of both male and female not only in numbers but also in terms of views and perspectives on aspects of inquiry. By settlement, 53% of the participants were from Bidibidi settlement and 47% from Omugo settlement.

Inquiry was also made about the extent to which households had children with different forms of special needs. As shown in the table below, visual impairment, hearing impairment and physical disability emerged as the most prevalent forms in Bidibidi and Omugo refugee settlements. Across all forms of children with special needs, the situation appears to be worse in Bidibidi settlement compared to Omugo settlement. Children with multiple disabilities were only reported in Bidibidi settlement.

Figure 3: Table showing Form of disabilities that households reported having

Form of disability	Omugo	Bidibidi	Total
Visual Impairment	10	14	24 (19.4%)
Hearing impairment	4	20	24 (19.4%)
Physically disabled	20	26	46 (37.0%)
Intellectual impairment	2	4	6 (4.8%)
Autism	2	0	2 (1.6%)
Health problem	4	4	8 (6.5%)
Multiple Disabilities	0	10	10 (8.9%)
Others	0	4	4 (3.2%)
Total	42	82	124(100%)

Source: Consultant Construct 2017

The above cited most prevalent forms of disabilities and special needs therefore deserve serious attention during programming for inclusive education and learning for children with disabilities and special needs.

Figure 4: Socio-demographic characteristics of teachers

Marital status	Omugo	Bidibidi	Total
Married/cohabiting	34	31	65 (84.4%)
Single/never married	3	9	12 (15.6%)
Divorced/separated	0	0	0 (0.00%)
Widowed	0	0	0 (0.00%)
Total	0	0	77 (100%)
Education			
None	1	0	1 (1.30%)
Primary	0	0	0 (0.00%)
Secondary	1	2	3 (3.70%)
Tertiary	35	38	73 (95%)
Total	37	40	77 (100%)
Age			

18-25	1	14	15 (22.3%)
26-25	13	23	36 (48.6%)
36-45	10	2	12 (16.2%)
46-55	10	1	11 (14.8%)
65 and above	0	0	0 (0.00%)
Total	34	40	74 (100%)
Gender			
Male	22	27	49 (64%)
Female	15	13	28 (36%)
Total	37	40	77 (100%)

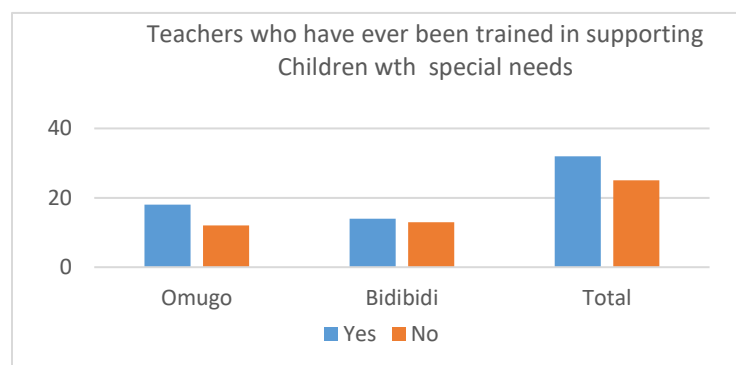
Source: Consultants Construct 2017

4. Capacity to support children with special needs

4.1. Existing school staff

School staff are integral in enabling children with disabilities and special needs of children with special needs attain inclusive education since they are at the forefront of teaching in class and providing support to children. The support they provide to Children with special needs depend much on their level of training to care for such children. The findings reveal that 56% of teachers had ever been trained in supporting Children with special needs. More teachers in Omugo settlement (53%) had been trained than in Bidibidi settlement (47%).

Figure 5: Teachers ever trained in supporting Children with special needs



It is evident from the findings that about half of teachers have never been trained in and hence lack the knowledge and skills support children with special needs and disabilities. This is further corroborated in the qualitative

findings as evident in the voices below;

Teacher training needs should also be worked on. Teachers must be trained and knowledgeable about special needs, which will include sign language, interpretation, brail literacy, mobility and rehabilitation (KII- Uganda National Association of the Blind).

Much as we have engaged Finn Church Aid to train our teachers, the trainings are for a short time, so our teachers only get the basics of handling and teaching children with special needs and disabilities where you can't equate them to

professional SNE teachers who studied for 2 or 3 years (KII- Highland Primary School)

The above therefore imply that, achieving the goal for educating all children with disabilities and special needs in both Bidibidi and Omugo refugee camps is far from being realized since those who would have given it the momentum are currently incapacitated to do so. This is because, pedagogically, the teachers cannot support these children and thus it become a clear reflection of a continued inequality which in turn magnifies a high level of exclusion of such children from education. Training of teachers remains a daunting need for improved inclusion of Children with special needs in education in the refugee settlement.

Figure 6: Missing skills and knowledge in caring for Children with special needs and special needs teachers

Missing skills and knowledge	Arua	Yumbe	Total
Braille teaching skills and continuous teaching	12	17	29 (39.7%)
Research	6	8	14(19.2%)
Sign language and audio devices	16	3	19 (26.0%)
Identifying and training people on how to live with Children with special needs	0	4	4 (5.5%)
Special teaching skills	1	3	4 (5.5%)
Child care and protection	0	2	2 (2.7%)
Communication skills	0	1	1 (1.4%)
Counseling and guidance			
Total	35	38	73 (100%)

Source: Consultant Construct 2017

4.2. Community capacity

Besides teachers, effective support to children with disabilities and special needs also depends on the level of skills and knowledge by parents/caregivers to support them. The findings show that 44% of parents/caregivers had ever received such training on supporting Children with special needs. By settlement, more parents/caregivers in Omugo settlement (56%) had been trained compared to 54% in Bidibidi settlement.

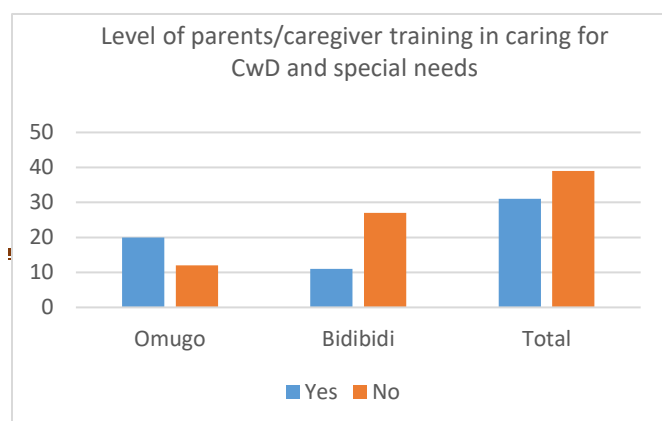


Figure 7: Parents trained in supporting Children with special needs and SN

Although more parents in Omugo settlement than in Bidibidi had been

trained in supporting Children with special needs, training of parents/caregivers is generally low and more needs to be done in both settlements which constrains the community capacity to support and care for Children with special needs.

In terms of specific issues trained, most parents/caregivers (28.9%) had been trained in use of assistive devices, the rights of children with disabilities and special needs (28.9%) and health and feeding aspects (16.9%). Less training had been done on counselling and child care and protection (see figure 8). The latter two areas need serious attention since they impact on the physical and emotional safety of Children with special needs.

Figure 8: specific issues in which parents/caregivers were trained

Issue of training	Arua	Yumbe	Total
Counselling	1	2	3 (3.60%)
Use of assistive technologies	14	10	24 (28.9%)
Child care and protection	2	4	6 (7.22%)
Rights of Children with special needs and special needs	14	10	24 (28.9%)
Health and feeding aspects	10	4	14 (16.9%)
Any other (specify).....	10	2	12 (14.5%)
Total	51	32	83 (100%)

Source: Consultant Construct 2017

The survey findings are further supported by qualitative data that points to areas in which parents/caregivers have been trained.

“We train parents in many contents including counselling and guidance, nurturing and mentoring of children with disabilities and special needs (KII- Uganda National Association of the Blind)

5. Design of school infrastructure specialized teaching and learning material

5.1. Design of school infrastructure

The nature of school infrastructure is critical for enabling children with disabilities and

special needs to access and fully participate in educational activities. Such infrastructure includes; classes, wash rooms, lay out of the school compound and supporting facilities such as wheel chairs, among others.

In both Omugo and Bidibidi settlements, the findings show that a lot of effort has been made to improve the infrastructure despite the existing gaps. When asked of their views about the nature of the school structures, children with disabilities and special needs complained about the position of blackboards and the poor classroom structure (tents):

Even the blackboard is high. When I want to copy and write what Madam has written on the blackboard I don't see it properly (FGD- boys with disabilities, Arua).

The tents (all classes are made of temporary materials -tarpaulins) make noise when wind blows. You do not hear the teacher but instead you hear the noise of tarpaulins (FGD- boys with disabilities, Arua).

With such an environment, the teaching and learning process of children with disabilities and special needs raises issues of exclusion, which become an attribute of the discomfort that these learners experience while at school.

Observations were made on 16 schools in both settlements about the different infrastructure critical for access and participation of Children with special needs in learning and educational activities. This sample was presumed to represent other schools in the two settlements. The findings are summarized in the table below.

Figure 9: Nature of school infrastructure in Omugo and Bidibidi settlements

School facility	Description
Nature of toilet facilities at schools	- 14 schools had permanent toilet structures while 2 had extensions for children with special needs

Availability of toilet stances for Children with special needs at Schools	<ul style="list-style-type: none"> - 12 schools have separate stances; 1 for boys and 1 for girls with special needs and disabilities - 4 schools each had only a single stance meant to serve both boys and girls with disabilities.
Presence of Braille in classes	<ul style="list-style-type: none"> - 12 schools did not have Braille used by children with visual impairment while only 4 schools had Braille - Among those that had Braille, 3 schools each had 2 Braille and only 1 had 5 Braille. - One of the schools that had 2 Braille, 1 was not functional.
Presence of Ramps to Access all Places	<ul style="list-style-type: none"> - 12 schools had Ramps and 4 did not have. - In schools that had ramps, there were variations with some school facilities having while others not having.
Presence of special chairs for Children with special needs	<ul style="list-style-type: none"> - 15 schools did not have special chairs purposely for children with special needs and disabilities. - The only school that had also was found to have only 1 chair yet has several pupils with disabilities.
Whether visual materials are displayed and can be easily viewed by children	<ul style="list-style-type: none"> - 7 schools had visual materials that were displayed and could be easily viewed while 9 schools did not have. - Even among those that had visual materials, 5 had their materials well displayed while 2 schools could only display them during class lessons because they did not want pupils to misuse or spoil them.
Whether school compounds are well levelled to ease mobility	<ul style="list-style-type: none"> - 11 schools had their compounds levelled to ease mobility of children including those with special needs and disabilities while 5 schools did not.
Presence of adequate lighting in classes	<ul style="list-style-type: none"> - 11 schools had adequate lighting that would enable pupils to learn, interact and move while 25.7% of the school had poor light. - For those with good lighting, they had wide windows and doors, and ventilators. - Similarly, some school had solar and hydro-electric power that enhanced sufficient lighting.
Presence of wheel chairs for moving around children with disabilities	<ul style="list-style-type: none"> - None of the schools had any wheel chair meant to be used in moving around children with special needs.

Source: Consultant Construct 2017

From the above table, the following critical needs/gaps for Children with special needs are evident:

- Twenty five percent of schools don't have separate toilet stances for children with special needs.
- Seventy five percent of schools do not have Braille. For some schools having braille, the number is inadequate.

- Twenty five percent of schools did not have ramps to facilitate mobility of Children with special needs.
- All schools have no special chairs purposely for children with special needs like Little People. This is a critical gap considering the number of children with disabilities and special needs in both settlements.
- In 69% of schools, children are exposed to dangerous environments such; open places during construction of new school structures with debris and rocky risks and vulnerability to inappropriate sexual relationships. Schools need more sensitization on how such environment is detrimental to children’s learning especially for Children with special needs.
- Forty four percent of schools have visual learning materials displayed. In some schools with visual materials, children complained about their inability to read information from the blackboards.

Improvements registered in the school infrastructure is evident in the pictures below, thanks to support of some organisations.

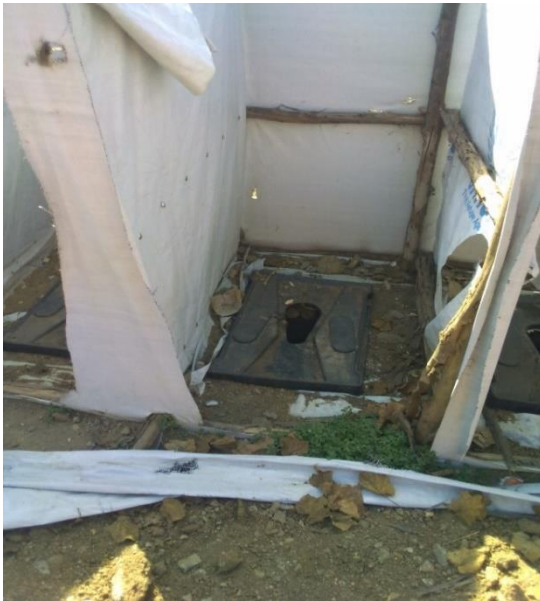


Figure 10: Old and new toilets at Highland Primary School, Bidibidi Settlement

5.2. Availability of specialized teaching and learning materials

The findings reveal limited support available to Children with special needs at schools. Majority of teachers (55%) reported having Children special needs provided with school fees and others (31%) reported Children special needs being provided with health services. The situation was found to be precarious in Omugo settlement with no support being reported in form of special chairs, wheel chairs, eye correction glasses, hearing devices and sign language books. The different specialized teaching and learning support services provided by the schools in the two settlements are listed in figure 13.

Figure 11: Aids provided to Children with special needs

Aids provided	Arua	Yumbe	Total
Special chairs for children with disabilities	1	0	1 (1.6%)
Hearing devices	3	8	11 (18%)
Eye correction glasses	1	2	3 (4.9%)
Sign language books	4	4	8 (13.1%)
Braille machines	8	9	17 (27.8%)
Wheel chairs	1	1	2 (3.3%)
Any other (specify)	8	11	19(31.1%)
Total	26	35	61(100%)

Source: Consultant Construct 2017

Other support that was reportedly provided by schools include; school fees, medical care and referral in case of sickness and home visits to meet with Children with special needs. The voices from study participants also reveal the nature of support provided by schools as well as testimonies of some of the children that have benefitted from such services.

In the first school where my parents took me I couldn't hear what was taught in the class or even on the way I couldn't hear motorcycles or bicycles moving so they had to change the school (FGD for girls with disabilities-Bidibidi settlement)

Besides attempts to provide specialized teaching and learning material, the findings show that schools in the settlements have also taken initiatives to empower Children with special needs. These include; training them on their rights, income support to their families, formation of clubs and referral to other service providers, among others. The extent of these services in both settlements is evident in figure 15.

Figure 12: Activities undertaken to empower Children with special needs and special needs

	Arua	Yumbe	Total
Training/information them on their rights	8	7	15 (28.8%)
Income support to their households	0	1	1 (1.9%)
Referral to service providers	2	4	6 (11.5%)
Supported them to form clubs	14	5	19 (36.5%)
Any other (specify).....	11	10	11 (21.2%)
Total	35	27	52 (100%)

Source: Consultant Construct 2017

Despite the services being provided to Children with special needs, the qualitative findings show that learning materials for such children are limited and they are not adequately trained in different aspects that can enable them actively to participate in education and learning activities.

The children with special needs themselves have not been trained about how to manage themselves including their rights. We don't have the capacity (knowledge and skills) to train them (FGD with Parents of Komoyo Primary School in Arua)

There are no training and learning materials for the children at schools. The only schools that have but not enough are the ones located in urban areas only like Ediofe girls' P/S, Arua P/S, Arua demonstration P/S and Eruba P/S. Services for those children with complex disabilities are not available at all in the district. (KII-Special Needs Education Officer, Arua)

The above therefore implies that schools do not have specialized teaching and learning material to support the education of children with special needs hence a gap that needs urgent support to address.

6. Basic and humanitarian services and their disability inclusiveness

6.1. Services provided by organisations

The findings reveal a diversity of basic and humanitarian services being provided in both settlements. Some of these services specifically target Children with special needs while others are of general nature without specific orientation to Children with special needs. The table below provides a summary of the services.

Figure 13: services provided by different organizations to Children with special needs

Organization	Services provided
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Uganda National Association of the Blind	<ul style="list-style-type: none"> - Provides braille, slates, hard frames, rims of paper, repair their machines when they develop mechanical problems, - Trains Children with special needs about their rights - During food crisis, provides Children with special needs with food (Rice, beans and maize flour). - Provides white canes to those in need of them.
Special needs education Office	<ul style="list-style-type: none"> - Through lobby and advocacy for special needs education. - Lobbed government to accept the programme of special needs education by going through parliament to enact laws and policies. - Organize workshops for teachers about special needs programme. - Train parents with children with disabilities. - Assist the children with disabilities with assistive devices like white cane, tricycles/wheel chairs etc., through the district budgets. - Construct ramps at selected schools. - Has resource room with information about children with disabilities. - Lobby and get some funds, buy scholastic materials for teachers to use while teaching children with disabilities
Save the Children	<ul style="list-style-type: none"> - Provides wheel chairs, white canes and learning aids, referrals services for complex disabilities for example the blind children are referred to Ediofe girls' primary school. - Home visits and community sensitization
Finn Church Aid	<ul style="list-style-type: none"> - Connected Children with special needs to Arua demonstration school for necessary services - teacher training on SNE - learning materials - distributed scholastic materials to all children) - Community sensitization on SNE and rights of Children with special needs - constructed inclusive classrooms etc.

Source: Consultant Construct 2017

The above findings are further supported by voices from different actors regarding the services they provide to enable learning of Children with special needs.

The services in the community to support children with disabilities have not been available but Finn Church Aid came on board, identified and registered them and later took them to study from Arua where there is a specialized school (KII with PTA and SMC, Highland Primary. School.)

We have a teacher in-charge of children with special needs, so he monitors their welfare and concerns and we made sure that all children with disabilities get to know her so in case they have any concern that are able to report to her (KII-Head teacher, Highland Primary School.).

For me I used not to go to school because when I went to the school I could knock walls and structures with no support. However, when Finn Church Aid

came to our community and I was registered and now I am schooling from Arua Demonstration school (FGD for girls with disabilities- Bidibidi settlement)

We used to promote hygiene and sanitation in some schools through the construction of VIP latrine for children with disabilities and special needs. Some schools benefited and these included Ediofe girls' school, Arua demonstration P/S, Liria P/S (KII- Uganda National Association of the Blind/ Inclusive Education).

6.2. Unmet needs of Children with special needs

From the perspectives of teachers in both Omugo and Bidibidi settlements, the main unmet needs for Children with special needs are; guidance and psychosocial support (27.8%), braille machines and other equipment (22.6%) and infrastructure (latrines and classes) (13%). Other unmet needs include; need for boarding sections at school (8.7%), sign language and teachers for Children with special (10.4%) and training and scholastic materials (8.7%).

Figure 14: Unmet needs for Children with special needs

Unmet need	Arua	Yumbe	Total
Infrastructure (latrines and classes)	7	8	15 (13.0%)
Guidance and psychosocial support	13	19	32 (27.8%)
Training and scholastic materials	3	7	10 (8.7%)
Boarding section	4	6	10 (8.7%)
Sign language and teachers for CHILDREN WITH SPECIAL NEEDSs	7	5	12 (10.4%)
Braille machines and other equipment	12	14	26 (22.6%)
Negative attitudes	1	3	4 (3.5%)
Functional assessment and remedial lessons	2	1	3 (2.6%)
Financial support	1	0	1 (0.9%)
Lack of care from parents	1	0	1 (0.9%)
Health facilities	1	0	1 (0.9%)
Total	52	63	115 (100%)

Source: Consultant Construct 2017

The above quantitative findings are further supported by qualitative findings that show that schools lack facilities, sign language teachers and guides for Children with special needs.

The children with special needs in certain circumstances require special schools with all facilities to enable them to learn. In this school, there are no sign

language teachers, there are no guides at school. My daughter told me this (FGD with Parents of Komoyo Primary. School in Arua)

The children with visual impairment don't have writing machines. We here there such machines for them but we can't afford them (FGD with Parents of Komoyo Primary. School in Arua).

I suggest that government and NGOs should take children with disabilities and special needs to boarding school sections to enable them study well (FGD with Parents of Komoyo Primary. School in Arua).

The community lack a center/central place where these children with disability, special needs and adults with disabilities can meet for the children to play and access training and the adults discuss their issues for development (FGD for parents of Komoyo Primary school, Arua)

The above imply that even when there are several services currently being provided offered, there are still a number of issues for Children with special needs that need to be addressed. This in turn justifies for the invention of new creative and innovative approaches that stands for and ensures that issues of disability are embedded into the planning and implementation of every service that are intended to serve the best learning interests of Children with special needs.

7. Key barriers and facilitators to inclusive education

Even when inclusive and special needs education is currently a priority and has received recognition globally, findings of this study indicate that there are still several challenging factors to its realization. These factors are perpetuated by parents, fellow children, schools themselves, biased planning, negative assertions tagged against Children with special needs among others as expressed by the different respondents.

From the perspective of teachers, the biggest barrier to supporting Children with special needs is uncaring parents/caregivers (23%), followed by lack of funds to buy assistive devices (21%) and lack of knowledge about available support services (16%). Other barriers include; lack of knowledge about rights of Children with special needs (6.8%)

and language problems (8.9%).

Figure 15: Barriers faced by teachers in caring for Children with special needs

Barriers	Arua	Yumbe	Total
Uncaring parents/caregivers	14	19	33 (22.6%)
Lack of funds to buy assistive devices	13	18	31(21.2%)
Lack of knowledge about available support services	5	19	24 (16.4%)
Lack of knowledge about rights of Children with special needs	1	9	10 (6.8%)
Cultural practices that disregard such children	0	3	3 (2.1%)
Financial problems	12	6	18 (12.3%)
Language problems	6	7	13 (8.9%)
Any other (specify).....	12	2	14 (9.6%)
Total	63	83	146 (100%)

Source: Consultant Construct 2017

The above barriers and others are further corroborated by qualitative findings from different stakeholders as presented in the subsequent subsections.

7.1. Beliefs about Children with special needs

The findings reveal that there are still beliefs in communities that associate children with disabilities and special needs as a curse or bad omen. This leads to parental neglect of such children and unwillingness to take them to school as well as providing them with the necessities of life as the case with other children. This is evident in the voices below.

In some families, children with special needs are believed to be a curse or bad omen that must be left unattended to (FGD for Parents of Komoyo Primary School in Arua)

Children with special needs are viewed differently in many homes. They suffer neglect in all always and are in dire need for help (KII-Save the Children)

Some parents with children with special needs have left them behind; in that have not supported them as it is required so their self-esteem is low which also affects how they go to school and interact with other children (KII with PTA and SMC, Highland Primary School.)

The above voices reveal a serious impediment to the care and support of Children with special needs. It is basically such community perceptions about them that discourage some parents from sending some of them to school and more so, end up mistreating

them. Such beliefs need extensive community sensitization about dignity for all human beings, innate potential of all people and children's rights, among others.

7.2. Discrimination by parents/caregivers and heavy domestic work

From the perspectives of Children with special needs and other stakeholders, parent/caregivers of such children often neglect and discriminate against them partly based on the community beliefs. The Children with special needs reported that their parents provide for their needs depending on work each child does and priority is given to able-bodied children. They also perceive that this tilted support in favor of able-bodied children is because parents expect them to be more rewarding in the future than those with disabilities or special needs. This is evident in the voices below.

In our home when I ask for something for instance clothes; like when I ask particularly my mother to buy for me, she refuses. ...she provides according to what you have done, for those of us who do little work she doesn't give you what you want (FGD for Girls with Disabilities-Bidibidi).

When they are supporting them, they tend to prioritize the able-bodied ones because they see future in them instead of the ones with disabilities because a number of these parents have a belief that those with disabilities may not benefit them that much when supported. (KII- Secretary for Education, Bidibidi).

Some parents are negative; they neglect their children with disabilities. They don't visit them at school, don't attend school meetings, and they don't provide requirements (KII- Special needs education Officer/)

Parents neglect their children who have disabilities. They are neglected when at home by not providing for them, at school, they are not given any requirements, not even parental love. These children are only given support by the NGOs (KII-Uganda National Association of the Blind).

In addition to perceived mistreatment by their parents/caregivers, Children with special needs complained a lot about heavy domestic work, limited food provision, and other injustices. Such concerns by Children with special needs are evident in the voices below.

At home we are told to cook, wash utensils, wash clothes and any other kind of work at home irrespective of our disabilities. Some sometimes when I do all this work I get pain (FGD for girls with disabilities-Bidibidi)

My sisters give me little food especially when my mother is away because they say I do not do much work why should I eat yet I do less work (FGD- boys with disabilities, Arua).

My brothers tease me by making me carry a 10-litre jerry can and they say my age is for that, but I do not just want to fetch water (FGD- boys with disabilities, Arua).

The above findings imply a gap on the side of parents regarding children's rights, parental responsibility and the need for equal treatment for all children. This training and awareness raising demand is critical for support children with disabilities and special needs access education and have better home welfare.

7.3. Mockery and violence by other children

Besides parents and the wider community beliefs about Children with special needs, the findings reveal violence by other children as one of the most critical barriers facing Children with special needs. This violence was found to be manifested in form of ridicule, physical beatings and mockery. Unfortunately, children do all these things with impunity and end up hurting Children with special needs and preventing them from participating wholeheartedly in their education. This is evident in the voices below.

The pupils take my clutches in a way of disturbing me and the school is far from our home so at times I reach school late when classes have begun (FGD- boys with disabilities, Arua).

Some children without disabilities don't know that those with disabilities are human beings and have rights they must enjoy. They end up beating and making them traumatized and more disabled than they are (FGD for parents of Komoyo primary school in Arua)

While at school and even when am playing with fellow children they call me this 'pygmy' and at times call me Congo because I am short- (FGD- boys with

disabilities, Arua).

They abuse me that my back is big and sometimes they come touch on it to feel it and they run away. One boys slapped on it when I was standing in the compound (FGD for girls with disabilities-Bidibidi)

When I go to use the latrine, fellow pupils intentionally start throwing stones on the door and on top of the iron sheets while I am in. they disturb me whenever I go there they keep throwing small and at times big stones on the door”(FGD for girls with disabilities- Bidibidi)

The above findings imply a gap in sensitizing children in the school about their rights, needs and feelings. Children need sensitization and reprimanding in case they do something that jeopardies the learning of Children with special needs. This is more needed in Omugo settlement where a lot of complaints by Children with special needs against other children were recorded.

Lack of facilities

The findings further reveal key missing support that constrain access of Children with special needs to education. This concern was raised both by the Children with special needs and other stakeholders involved in the study. The missing support facilities include; lack of transport to school, lack of specialized scholastic material to support them and lack of guides especially movement of blind children at schools. Such gaps are evident in the voices below.

Currently we still have many of the children with disabilities that are not helped for instance some are not in school because the cost of taking them to school is high; they need annexes within schools which we do not have (KII- secretary for education- bidibidi).

The children with special needs require certain special facilities to enable them to learn. In this school, there are no sign language teachers, there are no guides at school. My daughter told me this (FGD for parents of komoyo primary school in Arua)

For our blind friends, I say children should help them in guiding them like when going to classroom or toilets instead of laughing when they knock the walls

(FGD- boys with disabilities, Arua).

Learning aids for children with special needs and disabilities are expensive and hard to be equipped with all the school but you find that when we enrol such children have we lack equipment like Braille, visual instructional materials for the those with poor sight then we are doing a disadvantage to them (KII-Head teacher, Highland Primary School.)

Case one: A boy with physical disability constrained to attend school due to lack of assistive mobility device (Zone III, Bidibidi refugee settlement)

At first, the mother had enrolled her first born in school however, as other children were born, and domestic responsibilities increased yet there is no mobility device for the boy to use while going to school, the mother painfully chose to withdraw her child from school. The condition was that she could carry him to school and leave other children in the house un-attended to, yet the husband is away and also had to do the same while picking him from the school, yet the school is 5 kilometres from her home. This bothered her a lot and also adds that as the boy grows, his weight increased, and it was highly tedious to her carrying the boy to school. Equally at the school, the boy would crawl, play and all other sorts of things children of this age do so by the time is picked, his clothes are dirty and had to have several uniforms to meet this constraint. She sadly narrates that there is less hope to take the child back to school unless get a wheel chair. In other social spheres, fellow siblings and children in the school involve this boy in games and interactions where he potentially exercises his rights to play as shown in other photos when they are playing cards.

Source: Consultant Construct 2017

8. Key challenges and opportunities for special needs education

Despite the barriers that constrain access of Children with special need to access education, many of these children have been supported to enroll in schools in both settlements. Nevertheless, several despite the enrolment several challenges were reported that exclude them from effective teaching and learning exposure. These include; language challenges, lack of play materials, violence by other children and limited school initiatives to empower these children.

8.1. Challenges to inclusive and special needs education

➤ **Lack of play materials**

Generally, there was concern that Children with special needs lack play materials as part of their learning. In most cases they compete with able-bodied children for play materials without success. Having separate play materials for them is perceived as more realistic.

Our children with disabilities don't have materials to use for playing. Sometimes they compete with the able-bodied children for playing materials for example a school has only two balls; one for the boy and the other for the girls. Children with disabilities can't compete for the few playing materials with other children (FGD with Parents of Komoyo Primary. School in Arua District)

➤ **Inability by Children with special needs to report cases of violence**

From the perspectives of Children with special needs, they have difficulty in reporting cases of abuse and violence against them. As a result, they apparently remain in state of perpetual suffering at the hands of other children and teachers that constrain their effective learning. This is evident in the voices below.

I would love to report most especially when fellow pupils at school beat me but because I do not see I can't identify who has beaten me because I can't see (FGD for girls with disabilities-Bidibidi)

I have never reported because fear Hear teacher's office, so I rarely go there (FGD for girls with disabilities-Bidibidi)

➤ **Distance to schools**

Transport to schools was found to be a challenge for Children with special needs in their attempt to access and participate in education. Unfortunately, no common transport services were reported as being in place to support such children. For some parents, they can support their children when they are still young but as they grow they are unable to carry them to school and just leave them to drop out. Some voices attest to this problem as shown below.

The distances affect those children who have severe disabilities because coming to school is always very hard for them and when you see the rate of their absenteeism at school is higher than their counterparts. (KII with PTA and SMC, Highland Primary. Sch.)

For me I want a nearby school because I unable to walk long distance and when it is near, when I walk I will not feel body pain FGD with children (Yoyo Primary & Arua Demonstration Primary School)

➤ **Community challenges**

Due to the above challenges, it is a clear signal that the current education space in and around both Bidibidi and Omugo refugee settlements still poses several challenges to all children with difficult circumstances to have a dignified level of access to education. This further implies that irrespective of the levels of origin of these challenging factors, the most suffering party is the child with disability and special needs. On the other hand, the above identified challenges serve as a benchmark and or a reference point for further planning.

Those with visual impairment and physical disabilities (of lower or upper limb) but you find that when it rains they fail to come to school to avoid risks of falling down od drowning in the river –we have River Nipata down there which floods when it rains heavily and making it difficult for such a category of our students to turn up foe education (KII-Head teacher, Highland Primary Sch.).

In the camp we have refugees who keep moving from one unit to another or zone or village so that they can get multiple food and other forms of aid. So, when you target them you can find that you can't get them easily when they have gone to other areas for that purpose (KII with PTA and SMC, Highland Primary School.)

8.2. Key opportunities for inclusive and special needs education

Despite the above expressed barriers for inclusive and special needs educations, findings still reveal that inclusive education in Yumbe district at large stand to benefit from several existing opportunities. In their own voices, when asked about the available opportunities for inclusive education, respondents had the following to share:

➤ **Existing structures**

- District Special Needs Education Officer/ inclusive SNE teachers committee
- parents 'committees/parent support group
- Children committee (Members are children with disabilities only).
- PTA and School Management Committees.

➤ **Family support**

In my previous school, my brothers and sisters used to escort me to school; later Finn Church Aid took me Arua Demonstration School; in this new school I understand what they are teaching and enjoy the school (FGD for girls with disabilities-Bidibidi).

➤ **Current support to school for Children with special needs**

When I was taken to Arua Demonstration school I now feel that I like the school because there, the children do not beat me as they used to do in my old school (literally past school) (FGD for girls with disabilities-Bidibidi)

From the above, it can be seen there are multiple windows through which inclusive education can benefit from. This therefore become a clear signal to actors, it is not only about giving emergency response to children with disabilities, but it is a point of building sustainable structures that considers of communities. Otherwise, if such is not considered, Children with special needs to be exclusive in the education mainstream and as well continue to be vulnerable in their life time. Their right to access education is also compromised.

CONCLUSIONS AND RECOMMENDATIONS

8.3. Conclusions

There is high prevalence of diverse Children with special needs among the refugee community in both settlements. Unfortunately, limited support is provided ensure inclusion of such children in education.

Although supporting agencies and government are providing support to schools in refugee settlements, there are still significant gaps in addressing capacity gaps for ensuring effective inclusion of Children with special needs in education.

There are significant barriers at community and school level that impede Children with special needs to access education. Initiatives are needed at school and community level to address this gap.

Interventions to support Children with special needs require integrated efforts of different actors including; school management, local governments, community stakeholders and support agencies.

Refugee families are highly constrained in meeting the needs of Children with special needs. Due to more pressing household needs, limited attention is given to such children's education.

8.4. Recommendations

The recommendations provided below are at three levels targeting policy makers and the government, settlement (humanitarian agencies, districts and schools) as well as community (local religious and cultural leaders as well as families/households).

School level recommendations

More training is needed for teachers regarding care and support for Children with special needs. About 56% of teachers had been trained hence a significant knowledge and skills gap that should be addressed. This gap was confirmed by stakeholders urging that teachers need more training in sign language and audio devices, interpretation and braille literacy, among others.

Schools need more infrastructural support for children with disabilities and special needs. Critical among these include the fact that; 75% of schools do not have Braille, all schools have no special chairs, 25% of schools don't have separate toilet stances for Children with special needs, 25% of schools do not have ramps, among others. These are critical areas where schools should be supported.

There is need to provide more aids to Children with special needs especially eye correction glasses, wheel chairs, and hearing devices. Few teachers reported that their children are supported with these aids in both settlements.

More support is needed for empowering Children with special needs. Although the

findings show that these children have been trained in their rights and supported to form clubs, more support is needed to ensure continuity of such activities.

There is need to address the main unmet needs of Children with special needs for their improved inclusion in learning and education. These needs include; infrastructure (latrines and classes), guidance and psychosocial support and Braille machines and other equipment, sign language books, and need for a boarding section in schools.

Continuous sensitization is needed for children at school to appreciate the nature and needs of Children with special needs. This is because many Children with special needs complained about the violence and mockery meted out to them by fellow children. This may be done through structures at the school level (children clubs, prefectorial bodies, SMC/PTAs, and teacher committee in charge of disabilities) to enable them monitor and report progress in promoting child rights and protection of interests of children with special needs and disabilities.

Besides sensitization, a clear reporting mechanism is needed for Children with special needs to report cases of violence and perpetrators disciplined appropriately. This is because several Children with needs complained about being beaten and mistreated by able-bodied children.

Local government and other policy makers

The government should put in place medical care and services for assessment and rehabilitation of children with special needs and disabilities in government health facilities. This can be linked to a well-established referral mechanism stemming from refugee settlement leadership.

The role of School Management Committees (SMCs) and Parents and Teachers Associations (PTAs) in supporting Children with special needs is not very clear. These structures should be strengthened through training on different aspects for improved inclusion of Children with special needs in education. They should work hand in hand

with support agencies and local government structures to effectively address the needs of Children with special needs.

Distance to schools was found to be a critical constraining factor for accessing to education by Children with special needs. Some children dropped out of school because of this. In this regard, these children can be helped with transport facilitation to schools or supporting them to be in boarding schools. The example of Arua Demonstration School where such children are supported to be in boarding section could also be replicated in Yumbe district. This may be a special needs and disability model school with adequate support from partners and government.

Settlement level recommendations

FCA should leverage its position in Special Needs Education to mobilize and facilitate access to assistive mobility devices and rehabilitation services for children with special needs and disabilities to minimize dangers and improve personal health of Children with special needs and thus enhance access to education.

Instituting fully developed and equipped resource centres (small resource rooms at respective schools) that have with books, brails, large printers, computers, tape recorders, decoders, projectors, TVs among other facilities and putting in place early childhood development units for young children with special needs and disabilities will create a friendly and more effective learning environment in both Yumbe and Arua. The district education department and education working groups can provide technical input in realizing devise strategies for its sustainability.

Community level recommendations

Furthermore, more training is needed for parents/caregivers and the community on care and support for Children with special needs. Less than half of parents/caregivers (44%) had been trained hence a significant gap that should be addressed. Similarly, often the parents have to be reminded of their responsibilities to words Children with Special needs, proper care and build their capacities to make use of existing referral system to

care, social support, legal and other forms of services their children can benefit from. It is probably because of this gap that parents/caregivers discriminate these children, overload them with domestic work and don't adequately provide for them.

In organizing trainings for parents/caregivers and communities, more attention should be put on counselling and child care and protection issues. Significant knowledge and skills gaps were found in these two areas that need serious attention since they impact on the physical and emotional safety of Children with special needs.

There is need to address key barriers to inclusive education for Children with special needs such as negative community perceptions about such children that leads to neglecting them. Community sensitization should be done in both settlements about dignity for all human beings and children's rights, among others.

Instituting child friendly spaces (mainly for Omugo) and provide disability-friendly play materials at both school level and community and make the caregivers realize their role in enabling children play as a benefit of enjoying their inherent right to leisure and recreation.

Special meetings and dialogues that involve parents and caregivers of children with disabilities and special needs, local and refugee settlement leadership are recommended to handle and solve concerns of Children with special needs as they arise with sustainable and practical solutions.

APPENDICES 1:

DATA COLLECTION TOOLS

A NEEDS ASSESSMENT ON CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN BIDIBIDI AND OMUGO REFUGEE SETTLEMENTS

QUESTIONNAIRE FOR TEACHERS

Interview No _____

Informed Consent

My name is _____. I am working on behalf of Finnish Church Aid (FCA). FCA is currently conducting a **needs assessment on children with special educational needs and disabilities in Bidibidi and Omugo refugee settlements**. The study is aimed at establishing the evidence base for inclusive education for children in Bidibidi and Omugo settlements and to inform FCA's planning for inclusive education and decision-making of local authorities and other organizations working in the settlements.

I wish to ask you a few questions related to children with disabilities and special needs, their needs as well as available services in the refugee settlements. Your identity for this study shall remain confidential. What you share with me shall not be disclosed against you unless your permission is sought. You are free not to answer any questions you feel uncomfortable with.

01)	Date of Interview	
02)	Name of interviewer	
03)	Name of District	
04)	Refugee settlement	
05)	Name of School	

Time started Timed ended

Examined by Signature Date

Section One: Respondent's Socio-Demographic Characteristics

No	Question	Response
1.1	Sex of the respondent (Circle as appropriate, do not ask)	1. Male 2. Female
1.2	How old are you?	State full years of age.....
1.3	What is your highest level of education?	1. None 2. Primary 3. Secondary 4. Tertiary 5. Others (<i>specify</i>).....
1.4	What is your marital status?	1. Married/Cohabiting 2. Single/Never married 3. Divorced/Separated 4. Widowed
1.5	Do you have any form of disability?	1. Yes 2. No (skip to 2.1.)
1.6	What form of disability do you have?	1. Blind 2. Deaf 3. Physically disabled 4. Little person 5. Vitiligo 6. Albino 7. Multiple Disabilities Any other (specify).....

Section two: Capacity of the existing school staff to support children with special needs and disabilities

2.1	For how long you have been teaching in this school?	State number of years.....
2.2	Do have children with disabilities or special needs in the classes you teach?	1. Yes 2. No (skip to 2.4.)
2.3	If yes in 2.2 (above) What form of disability/ special needs does/do the child (ren) have? (multiple responses)	1. Blind 2. Deaf 3. Physically disabled 4. Little person 5. Vitiligo 6. Albino 7. Multiple Disabilities Any other (specify).....
2.4	Do you provide any aids for children with disabilities and special needs?	1. Yes 2. No (skip to 2.7)
2.5	If yes in 2.4 (above) , what aids do you provide to the children? (multiple responses)	1. Special chairs for children with disabilities 2. Hearing devices 3. Eye correction glasses 4. Sign language books 5. Braille machines 6. Wheel chairs 7. Recorders 8. Any other (specify).....
2.6	Is the available support stated in 2.5(above) enough for children with disabilities and special needs?	1. Yes 2. No (please explain.....)
2.7	What measures has your school taken to help children with disabilities and special needs?	1. Transport arrangement from home to school 2. Children with special needs-friendly WASH -facilities and classrooms

		<ul style="list-style-type: none"> 3. Adequate lighting in class rooms 4. Ramps on classrooms 5. Any other (specify).....
2.9	What is the main critical support missing for children with disabilities and special needs in your school?
Section three: Training accessed on children with disabilities and special needs		
3.1	Have you ever been trained on supporting children with disabilities or special needs?	<ul style="list-style-type: none"> 1. Yes 2. No (skip to 3.6)
3.2	If yes in 3.1 (above) , what specific issues were trained in?	<ul style="list-style-type: none"> 1. Counselling 2. Use of assistive technologies 3. Special teaching skills 4. Child care and protection 5. Health and feeding aspects 6. Any other (specify).....
3.3.	Who trained you?	<ul style="list-style-type: none"> 1. School administration 2. NGO (specify name) 3. Community volunteers 4. UNHCR 5. Doesn't know 6. Any other (specify).....
3.4	When were you last trained?	State month and year.....
3.5	How do you rank the skills and knowledge attained from the for your support to children with disabilities and special needs?	<ul style="list-style-type: none"> 1. Very relevant 2. Relevant 3. Fairly relevant 4. Irrelevant 5. Very irrelevant
3.6	What specific skills and knowledge are you missing in caring for children with disabilities and special needs?
3.7	Do you face any barriers faced in supporting children with disabilities and special needs?	<ul style="list-style-type: none"> 1. Yes 2. No (skip to)
3.8	If yes in 3.7. (above) , what barriers do you face?	<ul style="list-style-type: none"> 1. Uncaring parents/caretakers 2. Lack of funds to buy assistive devices 3. Lack of knowledge about available support services 4. Cultural practices that disregard such children 5. Financial problems 6. Any other (specify).....
3.9	What should be done to improve inclusion of children with disabilities and special needs in education?

THANK YOU VERY MUCH

Appendix 2

**A NEEDS ASSESSMENT ON CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
IN BIDIBIDI AND OMUGO REFUGEE SETTLEMENTS**

SURVEY TOOL FOR PARENTS/CAREGIVERS HAVING CHILDREN WITH SPECIAL NEEDS

Interview No _____

Informed Consent

My name is _____. I am working on behalf of Finnish Church Aid (FCA). FCA is currently conducting a **needs assessment on children with special educational needs and disabilities in Bidibidi and Omugo refugee settlements**. The study is aimed at establishing the evidence base for inclusive education for children in Bidibidi and Omugo settlements and to inform FCA's planning for inclusive education and decision-making of local authorities and other organizations working in the settlements.

I wish to ask you a few questions related to children with disabilities and special needs, their needs as well as available services in the refugee settlements. Your identity for this study shall remain confidential. What you share with me shall not be disclosed against you unless your permission is sought. You are free not to answer any questions you feel uncomfortable with.

01)	Date of Interview	
02)	Name of interviewer	
03)	Name of District	
04)	Refugee settlement	
05)	Name of School	

Time started Timed ended

Examined by Signature Date

Section One: Respondent's Socio-Demographic Characteristics		
No	Question	Response
1.1	Sex of the respondent (Circle as appropriate, do not ask)	1. Male 2. Female
1.2	How old are you?	State full years of age.....
1.3	What is your highest level of education?	1. None 2. Primary 3. Secondary 4. Tertiary 5. Others (<i>specify</i>).....
1.4	What is your marital status?	1. Married/Cohabiting 2. Single/Never married 3. Divorced/Separated 4. Widowed
1.5	How many household members does your household have?	1. Adults..... 2. Children..... Total.....
1.6	Do all school-age children in your household attend school?	1. Yes 2. No
1.7	How many children with disabilities/special needs do you have?	1. Male 2. Female.....
1.8.	What form disability or special need does/do your child/children have?	1.Blind 2.Deaf 3.Physically disabled 4.Little person 5.Vitiligo 6.Albino 7.Multiple Disabilities Any other (<i>specify</i>).....
1.9.	For how long has your child/children had the disability/special needs?	1. Since birth 2. 1 year 3. 2-3 years 4. over 3 years

Section two: Capacity of the community to support children with special needs and disabilities

2.1.	Does your child with disability/special need attend school?	1. Yes 2. No (skip to 2.9)
2.2	In which school and class is the child enrolled?	State school.....class.....
2.3	What is the approximate distance from home to the school where the child studies?	State distance to school.....
2.4	How does the child go to school?	1. I take her/him personally 2. She/he goes by her/himself 3. She/he goes with other children 4. Child has special transport 5. Any other (specify).....
2.5	Has your child ever got a problem while on the way to school?	1. Yes 2. No (skip to 2.7)
2.6	If yes in 2.5 (above) , what problem did she/he get?	1. Accident 2. Beaten 3. Verbally insulted 4. Kidnapped 5. Any other (specify).....
2.7	Do you provide any aids for your child?	3. Yes 4. No (skip to 2.9)
2.8	If yes in 2.7 (above) , what aids you provide to the child? (multiple responses, tick relevant)	9. Hearing device 10. Eye correction glasses 11. Sign language book 12. Braille machines 13. Wheel chair 14. Recorder 15. Any other (specify).....
2.9	Do you get any support from the community for your child with disability/special needs?	1. Yes 2. No (skip to 2.13)
2.10	What kind of support do you get?	1. Informal learning 2. Wheel chair 3. Vocational training 4. Counselling 5. Financial support 6. Foods 7. Any other (specify).....
2.11	Who provides the support?	1. Local council officials 2. Health facility 3. NGO (specify)..... 4. Church/mosque 5. Individuals 6. Any other (specify).....

2.13	What is the most critical support need of your child that you are unable to meet?
Section three: Training accessed on children with disabilities and special needs		
3.1	Have you ever been trained on supporting children with disabilities or special needs?	3. Yes 4. No (skip to 3.7)
3.2	If yes in 3.1 (above) , what specific issues were trained in?	7. Counselling 8. Use of assistive technologies 9. Child care and protection 10. Health and feeding aspects 11. Any other (specify).....
3.3.	Who trained you?	7. School administration 8. NGO (specify name) 9. Community volunteers 10. UNHCR 11. Doesn't know 12. Any other (specify).....
3.4	When were you trained?	State month and year.....
3.5	What was the most significant benefit from the training you had
3.6	In which areas do you need additional training to care for children with disabilities and special needs?
3.7	Do you have any challenges faced in supporting children with disabilities and special needs?	3. Yes 4. No (skip to 3.9)
3.8	If yes in 3.7. (Above) , what challenges do you face?	7. Long distance to school 8. Children hate school 9. Discrimination at school 10. Lack of support at school level 11. Harsh teachers 12. Lack of knowledge about available support services 13. Cultural practices that disregard such children 14. Any other (specify).....
3.9	Are you aware of any learning support provided by the school to your child?	1. Yes 2. No (skip to 3.11)
3.10	If yes in 3.9 (above) , what form of support is provided by the school to your child?	6. Transport arrangement from home to school 7. Children with special needs-friendly WASH -facilities and classrooms 8. Adequate lighting in class rooms 9. Ramps on classrooms 10. Any other (specify).....
3.11	What should be done to improve access of children with disabilities and special needs to education?	

THANK YOU VERY MUCH

Appendix 3
SERVICE MAPPING TOOL FOR CHILDREN WITH SPECIAL NEEDS

No.	Service Provider	Target group (age and type of disability)	Description of services provided
1			
2			
3			
4			
5			
6			
7			
8			
9			

Appendix 4

A NEEDS ASSESSMENT ON CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN BIDIBIDI AND OMUGO REFUGEE SETTLEMENT

Key informant guide for Partners in Bidi Bidi and Omugo Settlement camps

1. Please can we have the names, addresses, and contact details of your organisation
2. Is this organization at present serving children with disabilities?
3. How many CHILDREN WITH SPECIAL NEEDS at present are enrolled in your programmes? How many are boys and how many girls?
4. What types and levels of support does the District Education Department for your organization to include children with disabilities.
5. What kind of support do you need to be able to integrate CHILDREN WITH SPECIAL NEEDSs more?
6. Would it be possible for one staff-member to become a focal person for Inclusive Education in your organization

Equipment and infrastructure

7. Has your organization provided teaching and learning materials like resource rooms, braille books/paper, books in large print,
8. What assistive devices and equipment do you need to be purchased?
9. Do you purchase any assistive devices, if so where?
10. How much will the above items cost?
11. Who will be responsible for maintaining the equipment?
12. Where will the equipment be stored?
13. What sort of locally appropriate adaptations will be needed to make the school infrastructure accessible and conducive for students with disabilities?