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Inclusiveness of The Education Emergency Response Plan Incentives of Specific Issues of Children With Hearing and Visual Impairments in Kyaka II and Nakivale Refugee Settlements, 2022

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**INCLUSIVENESS OF THE EDUCATION EMERGENCY RESPONSE PLAN INCENTIVES OF
SPECIFIC ISSUES OF CHILDREN WITH HEARING AND VISUAL IMPAIRMENTS IN KYAKA
II AND NAKIVALE REFUGEE SETTLEMENTS**

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FOREWORD

Nsamizi Training Institute of Social Development has been at the forefront of promoting social inclusion in Ugandan communities since its inception in 1952. Though this is part of its mandate, social inclusion still needed more evidence to be successfully achieved. It is this observation that the research team in July 2022 agreed to conduct an evaluation study of the Education Emergency Response Plan, one of government's plans designed to ensure inclusive education, to establish whether in the period it had been implemented (2018-2020) it had achieved its goals. It was also necessary to establish whether the aim was appropriate for the target population. It is the hope of Nsamizi and probably the entire social development sector that the evidence generated will reduce the gap in knowledge on inclusive education in Uganda.

Nsamizi is playing a big role in the refugee settlements where it has had its presence since 2008 concentrating more on supporting refugees with livelihoods and environmental protection projects. However, the team there had never ventured into the specific issues of the different groups of refugees, and like other partners adopted the generic approaches to facilitating addressing given problems. This will not continue since evidence which can be used to guide on how best to promote social inclusion in the refugee setting has been generated through this study.

Nsamizi appreciates the great effort by Africhild to work with its partners in building the capacity of faculty staff of universities and institutions because it would have remained a serious gap in knowledge transfer if they had not done so. Given the nature of the education system in Uganda concentration is more on content development and delivery than conducting research to support evidence use to solve problems. Since 2018 when the first batch of staff were trained on child-focused research methods, a lot has changed in the way staff interact with students on dissertation writing because we have developed a habit of engaging those who have so far benefited to support other staff with these competences. And looking at the good work done by this research team we hope to go higher.

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Special thanks go to the child respondents of Nakivale and Kyaka11 refugee settlements, particularly the children with hearing impairment, children with visual impairment, children without disability and those whom we worked with as our 'little' research assistants in the selected schools. In a special way, we acknowledge all our other respondents from within the two settlements- the OPM; UNHCR; Windle Trust International; Finn Child Aid(FCA); PTA members; headteachers and teachers from the selected schools; the parents; and the District Education Officers and NUDIPU district representatives who provided us a lot of information, from which we have drawn our findings and recommendations.

EXECUTIVE SUMMARY

The study was about strategic plans for ensuring inclusive education in refugee settlements of Uganda. It focused on the practicability of the Education Emergency Response Plan (EERP) being executed by government of Uganda in phases of three years since 2018 in the refugee settlements. Though the plan targeted all children in refugee settings, this study focused only on children with disabilities particularly those with hearing and visual impairments because it was not known whether their specific issues were addressed by the EERP. This was necessary because a lot of challenges remain that still hinder inclusive education of children with hearing and visual impairments *such as*; community beliefs that associate children with disabilities and special needs with curse or bad omen; violence by able-bodied children manifested in form of ridicule, physical beatings and mockery; adjusting to a new curriculum in a foreign language; high pupil teacher ratio that affects classroom management impacting on quality of teaching and learning process; classrooms still operating in temporary structures, sometimes under trees, or under tents; high pupil classroom ratio; high pupil textbook ratio, inadequate supply of school materials including desks, text books and scholastic materials; lack of teacher accommodation, inadequate number of trained head teachers, insufficient WASH provision including fully accessible gender segregated toilets; missing support facilities such as transport to school; inadequate specialized schools to support the totally blind and the deaf; and lack of support especially for movement of blind children at schools.

The study findings revealed that children with visual impairment (WVI) in refugee settlements did not talk about the spaciousness of classrooms; use of visually Braille materials for touch; basic traffic safety walkways in the school environment, mobility landmarks, ramps on all doorways; play ground boundaries, cafeteria use; computers with jaw software use in libraries; readable maps and charts; verbal (auditory) alternatives and emergency procedures. Similarly, children with hearing impairment (CWHI) did not draw or illustrate use of hearing aids and sign language with their teachers, Perkins Braille machines or slates and styli, Braille papers, Reading Magnifiers, Sign language TVs, Video stories for sign language, Sign language charts, Assistive technological devices, Adapted computers. All those are nonexistent. Variations in levels and age at onset and types of hearing loss include sensorineural (nerve-related); conductive (affecting the outer or middle ear); or mixed hearing loss based on their own perceptions, also affect children's learning differently. The study argued that unless the EERP addressed specific issues of children with hearing and visual impairments in the refugee setting it remained impractical for ensuring inclusive education in the refugee setting and required review or additional strategic plans. It sought to evaluate the Inclusiveness of the Education Emergency Response Plan incentives of the specific issues of children with visual and hearing impairments in Kyaka II and Nakivale Refugee Settlements. Specific objectives included establishing how the EERP had provided accessible and safe infrastructure for children with hearing and visual impairments; whether the EERP had supported recruitment, training and professional development of teachers with competences in sign language, interpretation, Braille literacy and mobility and rehabilitation; among others. The study used an analytical cross-sectional design, a mixed methods approach and case study strategy to answer the question "What are the incentives within the EERP for the learning process that catered for the specific issues of children with hearing and visual impairments in refugee settlements?" Data was collected by use of child-focused research methods in conjunction with traditional methods such as key informant interviews, that enabled active participation of children with hearing and visual impairments in Kyaka II and Nakivale refugee settlements. Research assistants competent in interpretation and translation with experience in teaching children with hearing and visual impairments were used. Relevant Ethical issues were adhered to. The research found out that

the EERP is a good idea but with an impractical strategy that is long term not suitable to address emergency issues of refugees. Dissemination was not done effectively to all stakeholders including the teachers who should have been trained and skilled with competences to ably teach CWVI and CWHI. A lot of work has been left to the implementing partners in refugee settlements and government is hardly felt in EERP Implementation efforts. The research team therefore recommends that EERP 2 should be made more practical in-order to address emergency child education issues for which it was designed; children with disability should be empowered to demand for EERP incentives that directly benefit them and cater for their specific learning needs; dissemination should be done effectively up to the grass-root levels; and government should not use Partners as 'scapegoats' in EERP activities in refugee settlements; district officials particularly the DEOs, Inspector of Schools in charge of disability, and School Management Committees(SMCs) should be supported to do supervision of all school activities to ensure all specific learning needs of CWVI and CWHI are met.

ACRONYMS AND ABBREVIATIONS

AEP	Accelerated Education Program
CRRF	Comprehensive Refugee Response Framework
CWD	Children with Disability
CWoD	Children without Disability
DEO	District Education Officer
DRDIP	Development Response to Displacement Impact Project
Echo	European Union Civil protection and Humanitarian Aid
ECW	Education Cannot Wait
EFA	Education For All
FCA	Finn Church Aid
HI	Hearing Impairment
IASC	Inter-Agency Standing Committee
ICF	International Classification of Functioning, Disability and Health
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
INCLUDE	Innovative & Inclusive Accelerated Education Programme for Refugees & Host Communities.
IPs	Implementing Partners
LTM	Learning and teaching materials.
MOES	Ministry of Gender and Social Development
NDP11	National Development Plan 11
NRCs	Norwegian Refuge Council
NUDIPU	National Union of Disabled Persons of Uganda
OPM	Office of the Prime Minister
PES	Primary Education Studies
PTCs	Primary Teachers' Colleges
PWD	People with Disability
QLF	Quality Learning Environment Framework
RWCs	Refugee Welfare Committees
SDGs	Sustainable Development Goals
SMCs	School Management Committees
SNEs	Special Needs Education
STA	Settlement Transformation Agenda
UNCRPD	United Nations Convention on the Rights of Persons with Disability
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UPE	Universal Primary Education
USDC	Uganda Society for Disabled Children
WASH	Water Sanitation and Hygiene
WFP	World Food Program
WHS	Workplace Health and Safety
WTU	Windle Trust Uganda

OPERATIONAL DEFINITIONS

An **Emergency** is an unforeseen combination of circumstances or the resulting state that calls for immediate action. It is an urgent need for assistance or relief.

Disability is any condition of the body or mind (**impairment**) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

Visual impairment is a condition of the eye or visual system that results in less than normal vision (Barraga & Erin, 1992). Such impairments can include reduced visual acuity, obstructed or narrowed field of vision, or failure of visual stimuli to be sent to or processed by the brain. The condition may or may not be correctable. Visual impairment is a term expert use to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss. Some people are completely blind, but many others have what's called legal blindness.

Hearing Impairment is when there's a problem with or damage to one or more parts of the ear. The person has trouble hearing clearly, understanding speech, and interpreting various sounds. Some people have complete hearing loss/deaf.

Inclusive education means that all children learn together in the same schools and in the same classrooms.

Inclusive education systems include all students and welcome and support them, regardless of background, capacities, or requirements. To meet this aim, teaching, curricula, school buildings, classrooms, play areas, transport and toilets must be appropriate for all children at all levels.

Braille is a tactile literacy system used by people who are blind or visually impaired for reading and writing. Braille is comprised of individual six-dot configurations called 'cells' that are combined to create words. The dots of Braille are embossed or raised and are read by touch rather than eyesight.

Sign Language is the language that uses the visual- manual modality to convey meaning.

Tactile and Kinaesthetic learning method/strategy is when the learner manipulates or touches material to learn through "hands-on" activities like touching, physical movement, building, or drawing what they are learning and or have learnt.

A **Hazard** is a source or a situation with the potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these.

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0 Introduction

The study was about strategic plans for ensuring inclusive education among children with disabilities in refugee settlements of Uganda. It focused on evaluating the practicability of the Education Emergency Response Plan (EERP) which is being executed by the government of Uganda in phases of three years since 2018 in the refugee settlements. This means that the first phase was completed in the year 2020 and second phase started in 2021. Though the plan targets all children in refugee settings, this study focused only on children with disabilities and specifically those with hearing and visual impairments because it's not known whether their specific issues are addressed by the EERP. While the EERP aims at enhancing the learning process for all children in the refugee setting through providing accessible and safe infrastructure; recruitment, training and professional development of teachers; providing appropriate instructional materials; developing capacity of personnel for supervision; inspection and guidance of teachers; developing innovations and recruitment it does not clearly state how it caters for the specific issues of the study population. The study argued that unless the EERP addressed the specific issues of the children with hearing and visual impairments in the refugee setting it remains impractical for ensuring inclusive education in the refugee setting and requires review or additional strategic plans. Existing literature successfully provides evidence for specific learning requirements for each category of impairment among children. However, it does not indicate how those requirements were determined since none of the studies conducted used child-focused research methods to collect and analyze data that resulted into generation of the evidence provided.

Given the mass influx of refugees into Uganda between 2016 and 2017 which had implications for delivery of services in the refugee settlements to date, the ideal should be to implement practical strategies to ensure empowerment for all; avoid future problems; and increase participation levels in development programs. Moreover, Uganda receives new refugees almost on a daily basis yet literature shows that in the refugee settlements there is a higher constraint of resources. This leads to several limitations to inclusive education such as inadequate teacher training needs in sign language, interpretation, Braille literacy, mobility and rehabilitation (MOES, 2018). The EERP was launched and implemented in 2018 with an aim of providing quality education in the refugee setting. However, little is known about whether the plan addresses the specific issues of children with hearing and visual impairments in Kyaka II and Nakivale refugee settlements since there is no evidence that the study population ever participated in giving feedback about implementation of the plan. More over the plan is being implemented in a social environment influenced by challenging factors such as diversity in nationality, variations in disability, complexity in the learning process and increasing numbers of refugees coming into the country among others.

The study therefore evaluated whether the Education Emergence Response Plan is inclusive of the specific issues of the children with hearing and visual impairment in Kyaka II and Nakivale refugee settlements. It used an analytical cross-sectional design, a mixed methods approach and case study strategy to answer the question "What are the incentives within the EERP for the learning process that cater for the specific issues of children with hearing and visual impairments in refugee settlements?" Data collection was done by use of child-focused research methods in conjunction with traditional methods such as key informant interviews to enable active participation of children with hearing and visual impairments in Kyaka II and Nakivale refugee settlements. Given the multi-national nature and vulnerability of the study population

research assistants included specialists in interpretation and translators in given languages who have experience in teaching children with hearing and visual impairments.

1.1 Background

Globally the education of refugees is declared a human right which is advocated for by the UNHCR in line with the 1951 Refugee Convention and the 1989 Convention on the Rights of the Child. Operationalizing this right has involved some major steps both globally and nationally, such as formulation of the 2002 Education Sector Policy and Guidelines Draft in Geneva where it was agreed that education for refugees will be considered a priority, solution and strategy for building their capacity for security and protection (Dryden-Peterson, 2003). The UNDP in 2015 set off the implementation of the 2030 Sustainable Development Goal number 4, which is to: “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all” This encouraged member countries of the UN to operationalize Inclusive education. Researchers state that Inclusive education is a component of the rights-based approach whereby there is an inter play of both duty bearers and rights holders to participate actively in the development program (Nduhura, 2017 & UK essays, 2018,). This implies that education is one of the core development programs that every individual should participate in and benefit from. This study considered the move to promote inclusive education by the member states of UN as one of the significant steps in operationalizing the right to education for refugees hence taking a keen interest in how it was done and whether it met the intended outcome.

International and national development frameworks (legal, policy & institutional) emphasize inclusive education. Uganda ratified the conventions that provide for inclusiveness such as Declaration of Human Rights 1948; United Convention on the Rights of the Child (UNCRC) (1989); United Nations Convention on the rights of persons with disabilities UNCRPD (2006) and many more. Following the ratification, Uganda enacted and amended relevant laws and formulated policies that aimed at operationalizing the given provisions. Key to this study are some of the following acts and policies. Acts specifically include the 1995 Constitution of Uganda as amended, for example Article 16 of the Constitution of Uganda provides for the right of persons with disability to respect and human dignity, Article 32 outlaw's discrimination on the basis of disability and Article 34 recognizes the right of all children to benefit from primary education; Other supportive acts and policies include Persons with Disabilities Act 2006; Refugee Act 2006; Children's Act as amended 2016; NCDC Act 2000; Policies specifically include OVC policy; UPE policy; policy on disadvantaged children; policy on inclusive education and policy towards refugees. There are also responsible Institutions including line ministries such as Ministry of Education and Sports (MOES); Ministry of Gender, Labor and Social development (MoGLSD); Ministry of Health; Kyambogo University, and associations such as National Union of Disabled Persons of Uganda (NUDIPU); Uganda Society for Disabled Children. All these provide for the implementation of inclusive programs. However, the achievement of their provisions depends on whether they are working or not. For instance, Walton et al, (2020) note that disabled refugees are invisible in policy and service provision, given that there is no reliable data on nature and severity of disability; sex and age disaggregate estimates. Similarly, Mitchell, 2017 argues that statistics is inaccurate and there is little research done with children with disabilities on their experiences of educational inclusion and exclusion. More still, NUDIPU (2018) notes that inclusive education is not explicitly mentioned or expressed in most of the key policy documents where they should have been emphasized, while the attitudes of the community including the learning environment make the policies and laws ineffective. Based on these arguments, it was necessary to conduct a study on plans and strategies being used to promote inclusive education in refugee settings

specifically with children with hearing impairment and visual impairment. The study checked whether such plans and strategies addressed the specific issues of such children.

Existing literature showed that some strategies have been designed to implement inclusive education in different UN member states and have been successful in some ways while still need more effort in others. Some of these include Cluster and Satellite schools in Ethiopia; Children and Peer Learning in Uganda; Resource Bases in Brazil; Reverse inclusion in Bangladesh among others (Enable-Ed and USDC, 2017). Evidence shows that these strategies were instrumental in the promotion of inclusive education in given countries but suggests that it is necessary to have more customized ones to address specific issues of children. This implied that in designing strategic plans for ensuring inclusive education the target population have to be meaningfully involved.

Though the government of Uganda is implementing several plans to promote inclusive education, this study focused only on the Education Emergency Response Plan (EERP) because government specifically designed it to ensure inclusive education in the refugee setting where the study population was identified. The EERP targets both children with and without disabilities who also vary in nationality. This brought in concerns of diversity and values and choice of language for instruction in class which have implication for ensuring inclusion. Although the EERP has its specific objectives, evaluating it may also involve considering the three overall objectives of UNHCR's education programs which include, increasing access of refugees and hosting communities to good quality formal education; increasing their capacity to self-support, responsibility, and maintaining peace; promoting self-reliance and strengthening coordination (Dryden-Peterson, 2003). Given the fact that inclusive education is participatory it was necessary to engage the implementers of the EERP especially the children to generate evidence on its practicability in ensuring quality education in the refugee setting. Hence it became important to conduct research with and by children with hearing and visual impairments.

Currently, Uganda hosts approximately 1,429,268 refugees making it Africa's largest refugee hosting country and one of the five largest refugee hosting countries in the world (MOES, 2018; OPM, 2020). These refugees come from South Sudan, the Democratic Republic of Congo (DRC), and Burundi. By August 2020 out of 1,000 inhabitants 36 were refugees and it was indicated that 94% were living in settlements and 6% in urban areas. Though there are more than five refugee settlements in Uganda the study was conducted in only two settlements including Nakivale and Kyaka II. These settlements host big population numbers after Bidibidi and Adjumani with 133,192 and 123,831 respectively (MOES, 2018). The unprecedented mass influx of refugees into Uganda in 2016 and 2017 put enormous pressure on the country's basic service provision, in particular health and education services. Other than refugees sharing all social services with the local host communities implying a high strain on the already limited resources, there are usually new arrivals on a daily basis. The situation analysis (MOES, 2018) indicates that there are 685,000 refugee children aged 3-17years, with 61% (352,937) school aged children out of school, out of whom 51% are female refugee children and only 39% (267,337) in school out of whom 47% are females. Refugee settlements are characterized by under prioritization of girl's education; a pupil/classroom ratio of 154:1 and an overwhelmed and under resourced MOES capacity as well as high demand for ECD, AEP for over-aged, and vocational skills (Schalit, 2018); Disability is reflected as one of the top six specific needs of refugees but no specific categories are indicated. The Kyaka II Needs Assessment report (2018, 1) reveals that the number of children with disabilities attending school in primary level is very low at 18.1% and 15% in secondary level. Moreover the data is not dis-aggregated to show the percentage of the different categories of disabilities. Over 40% of teachers are not trained hence

a significant knowledge and skills gap that should be addressed. There is therefore inadequate teacher training needs in sign language, interpretation, Braille literacy, mobility and rehabilitation (MOES, 2018). Under such a challenging environment it was not known whether the EERP was inclusive of the specific issues of children with hearing and visual impairments in refugee settlements hence a need for an evaluation study.

In its operationalization process of the right to education for refugees, government noted that by 2016, 57% of refugee children did not have access to education and hence designed the EERP to address the problem (Dryden-Peterson, 2003; Enable-Ed and USDC, 2017). The objectives of the EERP include provision of accessible and safe infrastructure, including classrooms, offices, water points and latrines; additional qualified teachers using an accelerated training program; appropriate instructional materials; establishment of a system of supervision, inspection, professional development of teachers and educators; and ensuring strengthened management, including monitoring and evaluation. This became the major inspiration for designing and implementing the EERP. The Plan was premised on three outcomes; Improved Equitable Access to Inclusive Relevant Learning Opportunities, Improved Delivery of Quality Education Services and Training and Strengthened Systems for Effective Delivery (MOES, 2018). The Education Response Plan was designed within the context of the Education Sector Strategic Plan (ESSP 2017-2020), and under Objective One of the ESSP and a core principle of the plan, it set out the need to develop and implement response programs for the provision of quality education to refugees and the host communities creating an entry point for all refugee interventions in the education sector in Uganda. The Comprehensive Refugee Response Framework (CRRF) for Uganda was launched at a high-level meeting in Kampala in March 2017. The purpose of the CRRF is to harness a whole-of-society approach in responding and finding solutions to refugee crises in Uganda, building on existing initiatives and policies (MOES, 2018) and is part of an enabling policy environment including the Refugee Act 2006 and the Refugee Regulations 2010, which state that refugees have access to the same public services as nationals, including education services. The integrative approach is also evident in the Uganda's Second National Development Plan (NDP II) of 2015-2020 which aims to assist refugees and host communities by promoting socioeconomic development in refugee-hosting areas; supported by the United Nations through the Refugee and Host Population Empowerment (ReHoPE) initiative developed in collaboration with the World Bank and the Settlement Transformation Agenda.

The Convention on the Rights of Persons with Disabilities (UN, 2006) and the Persons with Disabilities Act (MGLSD, 2006) define people with disabilities as those with long term physical, mental, intellectual or sensory impairments which hinder their full and effective participation in society on an equal basis with others. Children with disabilities are further categorized into mild, moderate, or severe and a person may also have multiple disabilities (Quinn and Degener, 2002; Nduhuura, 2017). This implies that they have specific issues that may affect their participation level in the learning process which should be taken into consideration when determining teaching and assessment methods and approaches; learning materials; learning environments, and teachers' capacities. Specifically, this study focuses on children with hearing and visual impairments and how they attain education in the refugee settlements. Visual impairment is categorized into low vision, functional blindness near blindness and total blindness. Specifically, children with visual impairment should study in a learning environment that caters for the following: Visually Brailled materials for touch, basic traffic safety like Walk ways in the whole school environment with mobility land marks, ramps on all doorways, Play ground boundaries, cafeteria Use, Computer with a jaw software use in library, readable maps and charts, verbal (auditory) alternatives and emergency procedures as by Cox and Dykes (2001). The learning environment for Hearing impaired learners have to cater for the variations

in levels and age at onset and the types of hearing loss include Sensorineural (nerve- related), conductive (affecting the outer or middle ear) or a mixed hearing loss. This is all known since it is provided in the existing literature. However, what was not known was whether the EERP was addressing the specific issues of children with hearing and visual impairments in Kyaka II and Nakivale refugee settlements. The study emphasized that this could best be answered by meaningfully involving them to share their own experiences.

The first phase of the plan started in January 2018 and run up to June 2021. The 2021 Education Response Plan report reveals that access to education still remains a serious challenge in the refugee settlements and host communities. It was not easy to determine whether the provisions of the EERP phase 1 led to quality education for children with hearing and visual impairment because the results were generic. It is not until these children participate in generating the required evidence by sharing their experiences that the contribution made by the EERP towards their specific issues will be known.

1.2 Problem Statement

The focus of refugee education is to provide education of an equivalent quality to that received in local schools whereby children of all categories in refugee settlements go to school. On that note the EERP had to foster an inclusive education environment. Despite international and national actors investing resources in the EERP to promote inclusive education, evidence shows that several challenges still face the education system in the refugee settlements (2020 Mid-Year Report; 2021 ERP Report). The 2020 Mid-year report, estimates that more than 38% of children in refugee settlements remain out of school due to limited resources and infrastructure. The report specifically states that classrooms are congested whereby pupil to classroom ratio was 129:1 in primary schools by early 2020 in Nakivale refugee settlement. . The report also indicates that there is low enrolment and retention of children in primary school. Moreover, the existing data about these challenges is not dis-aggregated to show the percentage of different categories of disabilities affected.

Though some reports indicate progress of the EERP, the several challenges noted above imply that a lot is still unknown about the plan's practicability in ensuring inclusive education in the refugee setting. This study notes that this may not be known unless the rights holders who in this case are children with hearing and visual impairment are meaningfully engaged in determining whether their specific issues are addressed. For example the children should explain whether construction of spacious classrooms; use of visually Brailled materials for touch; basic traffic safety walk ways in the whole school environment with mobility land marks, ramps on all doorways; play ground boundaries, cafeteria use; computer with a jaw software use in library; readable maps and charts; verbal (auditory) alternatives and emergency procedures enhance their learning process. Likewise the children with hearing impairment should explain whether use of hearing aids and sign language for both teachers and learners enhances their learning process.

The EERP should enable modifying the content, approaches, structures and strategies, and the outcome should be an inclusive culture; inclusive practices; inclusive environment and delivery of quality education to all learners regardless of ability levels. This implies that the children with hearing and visual impairment should actively participate in determining how a given plan should be implemented so as to address their specific issues. This study evaluated the inclusiveness of the Education Emergence Response Plan of specific issues of children with hearing and visual impairment in Kyaka II and Nakivale refugee settlements.

1.3 Objectives

General Objective

To evaluate whether the Education Emergence Response Plan incentives are inclusive of the specific issues of children with hearing and visual impairment in Kyaka II and Nakivale refugee settlements.

Specific objectives

1.3.1 To establish whether the EERP has enabled the provision of accessible and safe infrastructure for children with hearing and visual impairments in refugee settlements

1.3.2 To determine how the EERP has supported the recruitment, training and professional development of teachers with competences in sign language, interpretation, braille literacy and mobility and rehabilitation in refugee settlements

1.3.3 To establish whether the EERP ensures provision of appropriate instructional learning materials for children with hearing impairments and visual impairments in refugee settlements

1.3.4 To ascertain how EERP has developed capacity of relevant personnel to supervise, inspect and guide teachers and educators working with children with hearing impairments and visual impairments in refugee settlements

1.3.5 To determine how EERP has enhanced community engagement to support education of children with hearing impairments and visual impairments in refugee settlements

1.4 Research Questions

Main Question

What EERP incentives cater for the specific issues of children with hearing and visual impairments in refugee settlements?

Specific Questions

1.4.1 What support has the EERP specifically provided towards accessible and safe infrastructure for children with hearing and visual impairments in Kyaka II and Nakivale refugee settlements?

1.4.2 What has the EERP done to ensure supported to recruitment, training and professional development of teachers in Kyaka II and Nakivale refugee settlements?

1.4.3 How has the EERP contributed to the provision of appropriate instructional materials for children with hearing impairments and visual impairments in Kyaka II and Nakivale refugee settlements?

1.4.4 How has the EERP developed capacity of relevant personnel for supervision, inspection and guidance of teachers and educators working with children with hearing impairments and visual impairments in Kyaka II and Nakivale refugee settlements?

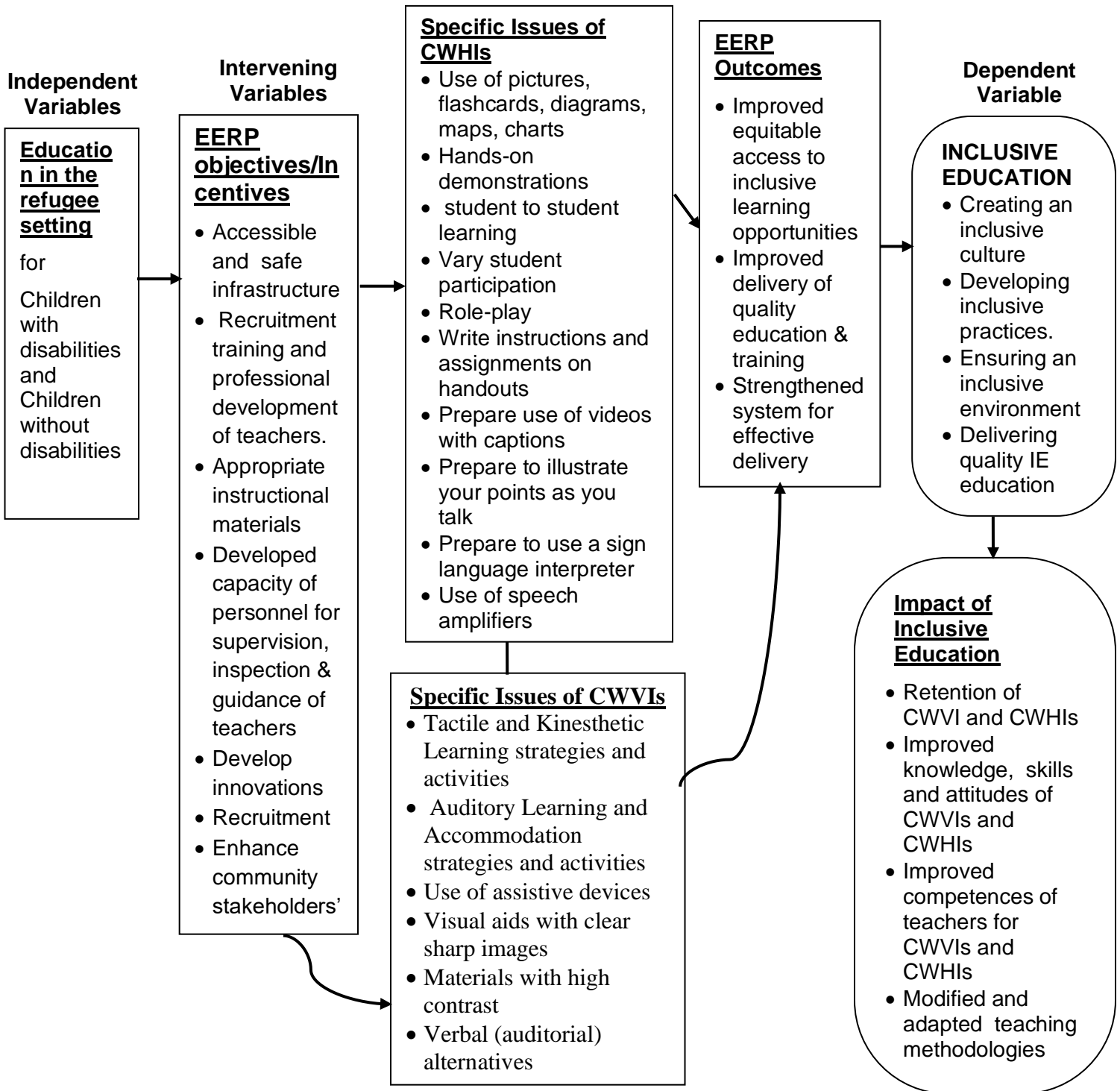
1.4.5 How has the EERP developed capacity of community stakeholders for meaningful supervision, inspection and guidance of teachers and educators working with children with hearing impairments and visual impairments in Kyaka II and Nakivale refugee settlements?

1.5 Justification

Internationally and nationally, actors are investing in strategies aimed at promoting inclusive education. Research has shown that Inclusive education should create an enabling and supportive environment such that all learners regardless of ability and context are considered. The existing literature indicates that plans being implemented to ensure inclusive education have not addressed effectively the specific issues of children with hearing and visual impairments because there is no evidence that such children have participated in explaining the experiences. As a result there is scarcity of knowledge about the practicability of plans being executed such as EERP in the refugee setting. For instance, the EERP first phase of 2018-2020, but up to now there is no evaluation report to show whether it was inclusive of the specific issues of children with hearing and visual impairments. Moreover, the next phase scheduled for 2021-2022 commenced without enough information on its practicability for all learners. Furthermore, the little existing knowledge about effectiveness of the Plans lacked disaggregated data and input of children with hearing and visual impairment.

If the EERP is to be appreciated as one that is inclusive of the specific issues of children with hearing and visual impairment, there should be an opportunity for them to be engaged in its evaluation. The study therefore conducted research with children with hearing and visual impairments at Kyaka11 and Nakivale refugee settlements by use of the most suitable child focused research methods to ensure that they are able to communicate their views about the practicability of the Plan.

1.6 Conceptual Framework



Education in the refugee settlements is meant for both children with and without disabilities and should take into consideration existing cultural diversities and specific issues of all categories of learners. The EERP was therefore developed to respond to those necessities. The study focused on children with disabilities specifically those with visual and hearing impairment. This is because each of these categories has its own specific issues that will affect their learning process. The study evaluated whether the Education Emergence Response Plan incentives are inclusive of specific issues of children with hearing and visual impairment in Kyaka II and Nakivale refugee settlements. This was guided by specific objectives which included, establishing whether the EERP had provided support towards accessible and safe infrastructure; Recruitment, training and professional development of teachers; Appropriate instructional materials; Supervision, inspection and guidance of teachers; and developed capacity of community stakeholders' engagement. The evaluation identified indicators of achievement of the EERP as the outcomes stated in the EERP. If the outcomes were achieved for children with visual and hearing impairment, then the study will have concluded that inclusive education was occurring as a result of implementing the EERP and the study predicted that further implementation phases of the plan would lead to; retention of CWVIs and CWHIs in primary school; Improved knowledge, skills and attitudes of CWVIs and CWHIs; Improved Competences of teachers for CWVIs and CWHIs; and modified and adapted teaching methodologies for CWVIs and CWHIs.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The study used existing literature by reviewing it to identify the gap in knowledge regarding inclusive education for children with hearing and visual impairment in refugee settlements. The literature was reviewed in line with the study objectives and variables to be able to identify the gap in knowledge.

2.1 Accessible and safe infrastructure for children with hearing and visual impairment

Incentives for inclusive education as well as the hindrances are associated with whether the relevant infrastructure is accessible and safe or not respectively (Mitchell (2017; Walton et al., 2020). For instance physical barriers to effective education are said to be found both in external and internal environments, and a lack of infrastructure is cited as a reason for early school dropout (Walton et al., 2020). Similarly Mitchell (2017) notes that competition over resources and overcrowded social services result in frustrations among users and can contribute to tensions among refugees but also with host communities who use those services. Significantly, overcrowded schools and health posts can also contribute to a change in host communities' acceptance of refugees, as they feel their quality of life is affected by the refugee presence: their children attend overcrowded classrooms where a primary school teacher may have over 100 students in one classroom; medicine is no longer available to address health needs, nearly all of Kyegegwa sub-county's population are reported as irregularly accessing Bujubuli's Health Centre (in Kyaka II), since there is none in the sub-county. In this case research suggests that Plans that aim at supporting social services should be designed in a way that matches the increasing refugee numbers, especially with regard to education, health and WASH (2017). However, UNICEF (2016) notes that inclusion still remains a distant reality for most children with disabilities since various types of barriers continue to impede their participation in education such as inaccessible transportation, unsafe and inaccessible roads, crossings, and footpaths to and from school, as well as inaccessible facilities in schools such as drinking water units, mid-day meal areas, and toilets, inappropriate classroom furniture, slippery floors, and inadequate illumination and ventilation. While literature clearly explains the association between access, safety of infrastructure and refugees it still does not provide information about whether plans such as EEPR that aim at ensuring improved quality of education should involve children with hearing and visual impairment meaningfully in suggesting how the plan should address their specific issues.

Furthermore, though reports (MoES, 2018) indicate that teaching and learning practices and materials do not cater for the needs of children with disabilities, and the prevalence of negative attitudes among parents; communities and teachers, they do not show whether views of key stakeholders in this case the children with disability are included in generating the evidence. It clearly indicates that such are serious and add to the challenge not just of access, but also of retention and learning of children with disabilities. Compared to boys, girls with disabilities may be less likely to attend school and complete their education. In rural settings, this can be an even more critical issue, especially due to lack of adequate water, sanitation and hygiene (WASH) facilities, including for menstrual hygiene management. Boys are also often given priority in obtaining assistive devices and other rehabilitation services needed to get to and participate in school. Gender bias in this respect can hinder the education of girls. Besides, due to a shortage of classrooms, multiple classes are sometimes held in one hall/room. In these

situations, children with disabilities may suffer due to noise pollution, distraction because of activities in adjoining classes and less attention from their teachers. Also, some of them may find it difficult to navigate around the classrooms. Poorly lit toilets are not safe for anyone (with/without disabilities), and can be very dangerous for those with low vision and for girls/female staff. In classrooms and other areas of the school, insufficient light can also cause discomfort and impede the learning of children with low vision.

MoES (2018) report indicates that the above barriers need to be actively addressed and removed by all stakeholders to ensure an inclusive school environment. This requires the cooperation, involvement and participation of various stakeholders, including the government, school management and families of the children. Children with visual impairments need to learn in accessible environments. For instance, environments: where they can move around safely e.g. playgrounds where there are not holes in the ground or objects lying around; where they can hear clearly what others are saying – e.g. classrooms which are quiet and orderly; where they can make best use of their residual vision such as classrooms with adequate levels of lighting. Children with low vision often benefit from optical aids (such as glasses) and non-optical aids (such as reading-stands) so they can make best use of their residual vision. The classrooms also need to be made accessible; by making them ‘non-noisy’ environments from which all the children in the class should benefit; there should be sufficient lighting in the classrooms so that children with low vision can see well; at the same time, children without visual problems should not face bright lights as those with low vision – particularly children with albinism who are photophobic, particularly sensitive to bright light; there should be reduced clutter in classroom so pupils with visual impairments can travel easily and safely around the classroom, for instance, big bags should be stored away and chairs pushed under desks; pupils with visual impairments also need sufficient space for their books and equipment. Similarly schools should be made accessible (ibid). Children with visual impairments need to travel easily and safely around the school through the following; filling-in/smoothing of uneven surfaces, potholes, sudden drops; removing obstacles on the ground such as rocks, rubbish; removing hazards at head height or lower such as branches of trees, bushes, open windows; making sure stairs have handrails; painting a thick line on the edge of steps so children can see them more easily such as with yellow; putting brightly-colored tape on door frames and on the back of chairs; and toilets need to be clean, accessible and easy to use for children with visual impairments. However, there is no adequate research to indicate that the EERP has specifically provided learning materials for children with hearing and visual impairment (ibid).

2.2 Recruitment, training and professional development of teachers with competences in sign language, interpretation, Braille literacy and mobility and rehabilitation

It is noted that most of the recruitment advertisements for PTCs are based on PES and not in special education training (NUDIPU, 2018) which negatively impact on disability inclusive education. Obstructing the admission of trainees into PTCs is the issue of capacity leading to the lack of qualified trainers in special needs education. There is also concern that Kyambogo University has a policy of not admitting applicants who have, for one reason or the other, stayed out of the education system for 2 years and above, but who want to advance their career development. This is frustrating many learners in this category. There is lack of national level guidance around formal identification of persons with disabilities by type in any great details that has relevance for educational provision, and that would enable schools to target inclusion effectively. Most teachers don't have the requisite skills for identification. The existent admission policy is also not explicit on the conditions and status for pre-service and in-service learners

(NUDIPU, 2018: 21). The career ladder offers limited prospects for advancement, especially for primary teachers who represent the bulk of the force (80 percent). Teachers with skills in special needs who wish to move ahead professionally are unable to do so as this is not provided for in the public and district service hierarchy. They, therefore, use their qualification in SNE for promotion usually to administrative positions within the education sector (WIND CONSULT, 2010 cited in NUDIPU, 2018). While the UBOS statistical abstract (2020) indicates 61% of the primary school teachers as Grade III Teachers and 15% Diploma holders, UNCRPD (2016) asserts that there is inability of schools to meet the accessibility requirements of children with disabilities and the non-admission of children with severe disabilities, and the lack of adequately trained teachers to promote inclusive education at all levels of the education system. Kyambogo University(2016) also indicates that majority of tutors and teachers lack skills in identification and assessment of students and learners with disabilities; some tutors and teachers lack skills in curriculum modification and adaptation; some college/school environments are not conducive for practice of inclusive education; majority of colleges and schools lack specific assessment records of students and learners with disabilities; and schools with learners who are visually impaired do not have embossers like 'drawing wheels' to help teachers and learners with blindness to make embossed teaching and learning materials. Yet teacher education is identified as necessary for disability inclusive provision (Walton et al, 2020)

MOES (2018) states that the average current pupil: teacher ratio in primary schools for the 8 refugee hosting districts is 85:1. In Bidibidi settlement in Yumbe, and Imvepi settlement in Arua, the pupil teacher ratio raises to 94:1 and 133:1 respectively. This compares to a national average of 43:18. The current high pupil: teacher ratio affects classroom management and has a significant impact on the quality of the teaching and learning process. An additional 6,987 teachers are required to cater for all children of primary school age refugee children in the country. To adequately serve just the currently enrolled learners in settlements in the 8 refugee hosting districts, an estimated additional of 1,757 teachers are required to bring the pupil teacher ratio to the government standards of 53 pupils to 1 teacher in the refugee hosting schools. The report further indicates that increasing the number of qualified teachers in primary schools remains a priority intervention(ibid). However there are a number of bottlenecks to employ new teachers; for instance, to teach in schools in Uganda, a person must be registered and licensed as set out in the Education Act yet currently many refugee teachers serve as classroom assistants since their qualifications are not recognized by Ministry of Education and Sports. While there are Ugandans who are licensed to teach and available to be employed as teachers, there exists a teacher ceiling in government primary schools, which determines the numbers of teachers that can be on payroll within a district(ibid). This ceiling was last raised some years ago, based on the then Ugandan population in the districts. With population growth and the influx of refugees the ceiling requires revision to allow more teachers onto the government payroll. Even for qualified teachers working in primary schools in the targeted areas, skills in managing large classes, understanding the different needs of children who may be suffering trauma, teaching children whose mother tongue is different to their own, being able to support new arrivals and bring individual children up to the expected level of the class, and understanding the needs of children from different backgrounds are often limited. A training package for all teachers in schools hosting refugees is required to address these limitations. In addition teachers, and other school staff, must be educated about appropriate medical and protection referral pathways available for learners(ibid). Yet, research does not clearly indicate that the EERP has trained teachers adequately in skills that address the specific issues of learners with hearing and visual impairment.

2.3 Provision of appropriate instructional materials for children with hearing impairments and visual impairments

Aguti (2015) notes the importance of education materials such as text books and other assistive devices like Braille, hearing aids and others, should be made available for learners for promotion of quality education. Similarly, it is argued that the central role of textbooks and other learning and teaching materials (LTM) in enhancing the quality of learning and improving student performance is widely recognized (Smart and Jagannathan, 2018; GEM Report, 2016b), and in low-income countries, quality LTM can compensate for disabling factors such as large class sizes, poorly trained or unqualified teachers, a shortage of instructional time, high levels of illiteracy among parents, and a lack of reading materials in homes (Smart and Jagannathan, 2018; Read, 2015). But for textbooks to be effective, they must be regularly used in class, be in a language that is widely understood by both students and teachers (Read, 2015), and improve teacher–learner interaction (World Bank, 2018a). UNICEF (2016) argues that children with low vision should be supported to access assistive technology and to receive training in the use of this technology; children who are blind need to read and write Braille; they will therefore require Braille writing equipment (Perkins Braille writers and Braille paper and/or Braille writing frames and styluses) and reading materials in Braille; they also require white canes to assist them to travel independently. Unfortunately, available data about the EERP hardly indicates the specific instructional materials provided to teachers and educators' use for children with hearing and visual impairment.

2.4 Developed capacity of relevant personnel for supervision, inspection and guidance of teachers and educators working with children with hearing impairments and visual impairments

Aguti (2015) notes that 'classroom visits' to ascertain how teachers are trying to implement quality education and 'monitoring and learning achievement' whereby inspectors visit schools, administer the tests for example numeracy and literacy, which the teachers mark and the school inspector analyses the results and after he discusses with the management, teachers and head teachers and gives feedback, are effective inspection strategies. The inspection visits are geared towards achieving the improvement of standards and quality of education and hence should be an integral part of a school improvement program; inspection gives inspectors opportunities to observe classrooms and thereby seek a better basis for discussing the development of the school with the head teachers; it helps the inspectors to diagnose the problems and shortcomings in the implementation of the curriculum, and to identify whether the curriculum is harmonized to cater for all the learners; they get the opportunity to learn about the schools for example; by identifying discipline problems encountered in schools; whether infrastructure caters for all learners, teachers, and head teacher; and then indicate the way forward; inspection also provides useful information for parents in their choice of schools. However, inspection still faces challenges such as inadequate time and funds, which makes the exercise superficial, mere formality yet many schools are never inspected; teachers feeling like inspectors are imposing on them; neither are the inspection results effectively and efficiently communicated to schools (Aguti, 2015). As highlighted above, supervision and inspection are beneficial to the school, inspectors, parents as well as learners and if capacity of all stakeholders involved is enhanced, then inclusive education will be achieved for all learners including those with hearing impairments and those with visual impairments. Little is still known on how the EERP has developed capacity of relevant personnel to supervise, inspect and guide specifically teachers working with children with hearing impairments and visual impairments.

2.5 Enhanced community engagement to support education of inclusive education of children with hearing impairments and visual impairments

Community engagement enhances collaborative local leadership structures through joint community meetings bringing together neighbouring villages of refugees and nationals; and institutionalizing the partnership between RWCs and LCs, at different levels (1,2 and 3) as these are the key mechanisms to address grievances and instill sense of being part of the same community (DRC, 2018). The report further recommended: encouragement of community dialogues which may involve engagement with religious forums, cultural forums and/or joint celebrations highlighting common values and community visions; further research on ethnic dynamics and affinities in order to among other aspects understand how to bridge ethnic divisions that permeate relations in Kyaka II and to also understand how community leaders may favor selection of beneficiaries from their own ethnic communities, regardless of the selection criteria identified by an implementing partner; and further mapping of and research on roles of 'informal' dispute resolutions mechanisms such as courts of elders, clan heads, customary leaders, religious leaders that have a prime role in solving inter-personal conflicts, and consider provision of the above trainings, including promotion of inclusive education for children with hearing and visual impairments (DRC, 2018). Talo identifies that the main community variables as; sense of community, community identity, social well-being, place identity, trust in the community, trust in institutions and community cohesion, and calculates their effect on community engagement, and that the features of community engagement include active participation, voluntary involvement of individuals and groups in changing problematic conditions in communities(Talo 2018). However, mechanisms have not clearly been indicated in literature on how the EERP has effectively involved the community stakeholders to support the education of children with hearing impairments and visual impairments.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents and explains the methods which were used to conduct the study, why and how.

3.1 Study Site and Population

3.1.1 Study Site

The study was conducted in two refugee settlement camps of Kyaka II and Nakivale Refugee Settlements. The GPS coordinates for Kyaka II are; Latitude 00.357495 and Longitude 31.081757 and that of Nakivale is Latitude 0.7763233 and Longitude 30.9522583.

Nakivale is the oldest refugee settlement in Africa, established as a settlement in 1960. It is located in Isingiro District, southwestern Uganda. The population of Isingiro District according to the Uganda Bureau of Statistics in 2014 was 492,147, 587,612 by 2020 and projected by UNFPA to rise up to 789,750 by 2030. More than 55% of the population is aged less than 18 years with 52% female and 48% male. The average population density across the district is 220 people per km, with a predominant rural population of 89% and only 11% being formally urban dwellers. The refugee population makes up 18% of the total within the district, Kashumba Sub County showing the largest population with Nakivale refugee settlement alone hosting 57,168 and the rest of the Sub County having 21,883 (UNHCR & UN-HABITAT, 2020). Isingiro District has a land area of approximately 2,610 sq. km and an altitude of 1,800 meters above sea level. It is bordered by Mbarara to the North West, Ntungamo to the West, Kiruhura to the North, Rakai to the East and Tanzania to the South; it is currently made up of Town Councils like Kabuyanda, Kaberebere, Isingiro, Kamubeizi, Kikagati, Bugango, Ruhira and Endiinzi etc and two refugee settlements namely; Nakivale and Oruchinga which are managed by the OPM and the United Nations High Commission for Refugees among other relief and implementing partners (UN-HABITAT, 2020). Originally, it hosted the Rwandese but today it hosts more than 130,000 refugees with the highest numbers from DRC, followed by Burundi, Somalia, Rwanda, Eritrea, Ethiopia, and South Sudan (Uganda-Refugee statistics July 2021 by UNHCR- OPM Prog Res Version 4). Since the 2015 Burundian crisis, the population of the settlement greatly increased and has since remained high. Termed in a BBC media report in 2016 as “The best place to be a refugee” and a reason why it has been chosen for our study. Ibid indicates that Nakivale has a total population of 132, 792 with 131,491 refugees and 1,301 asylum seekers; 39,051 households; 100.943/76% are women and children; 50% female; 21% youth; 2% elderly. Further breakdown indicates that children 0-4 years are 8% boys and 8% girls; 5-11years-11% boys and 11% girls; 12-17years are 7% girls and 8% boys; totaling to 26% girls and 27% boys. In the settlement, 36.4% have an occupation with majority of whom are crop and vegetable farmers, followed by house keepers, then business professionals, mixed crop growers and then farm laborers.

Kyaka II refugee settlement is found in Kyegegwa District and was established in 2005 to receive the remaining population of Kyaka I following the mass repatriation of Rwandan refugees the same year. After this movement, Kyaka I was closed. Around mid-December 2017, renewed violence in DRC led to a new refugee influx into Uganda, with an estimated 17,000 new refugee arrivals in Kyaka II. Since December 2017, Kyaka II's refugee population has

quadrupled, following the arrival of tens of thousands of refugees from DRC fleeing conflict and inter-ethnic violence in North Kivu and Ituri. The Uganda-Refugee statistics March 2021 by UNHCR-OPM indicates that there is a total population of 124,712 with 124,030 total refugees, 682 asylum seekers and a total of 40,798 households; 78% are women and children of which by age and gender children represent 54%, 0-4 years(7% girls and 8% boys), 5-11years-125 girls and 12% boys, and 12-17years- 7% girls and 8% boys); 50% female; 22% youth; and 25 elderly. 26.4% have an occupation with majority as crop and vegetable farmers, followed by farm-hands & laborers; housekeepers; business professionals and lastly farming and forestry advisers. 5,979 female and 3,440male have specific needs and disability is among the top six specific needs with 1663 refugees affected. Kyaka II is managed by the UNHCR and the Ugandan Office of the Prime Minister's Department of Refugees (OPM). Kyaka II encompasses 81.5 square kilometers in the three sub counties of Mpara, Kyegegwa and Kabweza in the eponymous Kyaka County. The settlement is divided into nine zones: Sweswe, Buliti, Bukere, Mukondo, Ntababiniga, Kakoni, Bwiriza, Byabakora and Kaborogota (UNHCR, 2019).

The study sites were chosen, Nakivale refugee being the oldest refugee settlement in Uganda and Kyaka II also among the oldest; statistics also show that the study areas have high refugee populations and therefore would give good representation of refugee life and child disability; the two settlements are both located in South Western Uganda and given the little resources, it helped the research team to minimize on costs of having to do research in far apart study areas. The two settlements have operationalized the EERP, the research team therefore got adequate data on its effectiveness on inclusion of specific learning issues of CWHIs and CWVIs.

3.1.2 Study Population

The study population was children between 8-17years in and out of school, both girls and boys with and without disability, and children with hearing impairment and visual impairment in Kyaka II and Nakivale refugee settlements. They are foreigners from Burundi, DRC, Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and South Sudan, some are orphans, while others did not come along with their parents, and under such circumstances they form child headed households, others are allocated foster parents and are generally taken care of by OPM, UNHCR and other partners. CWHIS and CWVIs were the focus of the study because they are generally more vulnerable than other children in refugee settlements; available literature also generalizes the disability concept without dis-aggregating into categories and gender; yet little was known about the learning process of those children due to their specific needs and issues.

3.2 Study Design

The study used analytical cross-sectional design, mixed methods approach and case study strategy. The analytical cross-sectional design is defined as a type of quantitative non experimental research design. The quantitative methods used gathered numeric data which provoked and required shared experiences from participants hence use of qualitative methods as well. The study gathered data from two groups of children with disability such as hearing and visual impairment at only one point in time. The purpose of the design was to measure the association between the exposure and the condition. In the study specifically the exposure are those incentives under the EERP and the condition refers to the Hearing and Visual impairment among children in the refugee settlements (Schmidt & Brown, 2019a).The objectives of the study which clearly reflected EERP incentives; were to determine whether the EERP had provided support towards accessible and safe infrastructure; recruited, trained and professionally developed teachers; provided appropriate instructional materials; supervised, inspected and guided teachers; and developed capacity of community stakeholders'

engagement in inclusive education of CWVI and HI.

3.3 Sampling Methods/Techniques/Procedures

In selecting study participants, both probability and non-probability sampling methods were adopted. We based our selection on school students' records especially those that provided details about children with hearing and visual impairments, Local Council registers from which we got details of parents/legal guardians of the children with hearing and visual impairments and registers of the refugees residing in the two settlements (Kyaka II & Nakivale). From that information we identified the schools and communities to consider, particularly those with high numbers of CWVI and HI. Simple random sampling was used to select teachers and parents or legal guardians, every teacher and every parent was given equal opportunity to be part of the study. We had small pieces of papers written on 'Yes' and 'No' totaling to the number of teachers and parents in the selected schools and communities that were willing to participate in the study. The teachers and parents were allowed to pick from the churned pieces of papers. Whoever picked a paper that was written on Yes took part in the study and those that picked No did not take part in the study. This was done until we got the 18 teachers and the 18 parents/legal guardians who participated in the study. For non-probability methods, the study used purposive sampling in selection of 16 key informants and only persons who were considered to be knowledgeable about the study aspects were selected. Convenient sampling method was used in the selection of 48 children with visual impairments; hearing impairments and those without disability in and out of school. The children with impairments were found in their respective schools and families, they were helped and identified by teachers, administrators, parents/guardians because they already knew them, and were conveniently selected with their parents or teachers. Efforts were taken to identify and include diversities in children with visual and hearing impairments in the two refugee settings. 16 CWVI; 16 CWHI and 16 CWoD were selected.

3.4 Sample size considerations

The sample size was 100 participants in total and these included children both boys and girls with hearing impairments and visual impairments. The sample also included children without any disability, of both school going age, in school and out of school. Children in total were 48 (24 from Kyaka II- 4 boys, 4 girls without disability, 4 boys, 4 girls with hearing impairment, 4 boys, 4 girls with visual impairment), and 24 from Nakivale - 4 boys, 4 girls without disability, 4 boys, 4 girls with hearing impairment, 4 boys, 4 girls with visual impairment); the total number of participants will also include respondents 18 Teachers (9 from Kyaka II and 9 from Nakivale) and 18 parents/legal guardians (9 from Kyaka II and 9 from Nakivale); Key informants- 2 District Education Officers from the two districts of Isingiro and Kyegegwa, 2 UNDP officials, 2 NGO/Implementing Partners, 4 Head Teachers (2 from Kyaka II and 2 from Nakivale); 2 OPM officials(1 from Kyaka II and 1 from Nakivale); 2 NUDIPU officials; 2 PTA members(2 from Kyaka II and 2 from Nakivale). A total of 4 schools were studied (2 from Kyaka II and 2 from Nakivale). These were Kashojwa and Kabazana and Kaborogota and Sweswe primary schools in Nakivale and Kyaka II refugee settings respectively.

Sample size determination:

The sample size was determined using the **Kish Leslie** formula (1965) for cross sectional studies which is as follows;

$$n = \frac{z^2 p (1-p)}{\delta^2}$$

Where;

n= sample size

Z = 1.96 (the standard normal deviate at 95% CI)

P = Estimated prevalence of the problem under study. For this study the estimated prevalence used was 11%,

δ = Maximum error/Precision. The precision used by the study was 0.05

Non response = 10%

$$n = \frac{1.96^2 * .11 (1-0.11)}{0.0613^2}$$

$$0.0613^2$$

$$n = 100.0861$$

3.5 Selection Criteria

3.5.1 Inclusion Criteria

The study included all children between ages 8-17years with disability in and out of school (but were previously in school). Children with disability were particularly children with hearing and visual impairment.

The study included children with hearing impairment who could communicate through sign language and children with visual impairment who could ably use braille or ably communicate. These were identified and selected by their teachers in the selected schools for the study, and others were identified by their parents.

The study included children without disability between ages 8-17years.

The study also included children and parents/ legal guardians who could speak and understand English and Kiswahili languages.

3.5.2 Exclusion Criteria

The study excluded children below 8 years of age.

The study excluded children with other forms of disability except hearing and visual impairment.

The study excluded children with extreme cases of disability such as a child/children with both hearing and visual both because getting information from them would be difficult and required sophisticated technology yet the research budget was constrained and the time was limited.

The study excluded children and parents who could not speak and understand English and/or Kiswahili.

3.6 Study Variables

3.6.1 Independent variable

'Education in Refugee Settlements' was the independent variable considered for the study

3.6.2 Intervening Variables

The study used the following intervening variables which are also the **EERP Objectives**;

Accessible and safe infrastructure

Recruitment, training and professional development of teachers

Appropriate instructional materials

Supervision, inspection and guidance of teachers

Enhanced community engagement

3.6.3 Dependent variable

'Inclusive Education' was the dependent variable considered for the study

3.7 Data Collection Techniques

Multiple methods of data collection were applied to triangulate the findings and diversity of stakeholders were included to have different perspectives of issues being investigated concerning the Education Emergence Response Plan as well as increasing validity of research findings. The methods were used with children with visual impairments and hearing impairments, their parents/legal guardians, teachers, school head teachers, as well as key players in the Education Sector, and refugee settlements. Questionnaires were used to collect quantitative data from teachers, in order to measure objectives 4.2.1, 4.2.2, 4.2.3 and 4.2.3. Key informant interviews were conducted with stakeholders considered to be knowledgeable on aspects of children with visual and hearing impairment, to measure objectives 4.2.4 and 4.2.5. They included Head teachers, Kyegegwa and Isingiro District Education Officers, NUDIPU district officials, OPM officials, PTA members, and UNHCR officials. Structured interviews were used with parents and legal guardians of children with hearing and visual impairment., to measure objective 4.2.5. Desk review was concurrently done during field data collection alongside other methods, to measure all objectives.

For children, we used qualitative methods, particularly drawing of pictures, and storytelling. Children without disability and those with hearing impairment drew three sets of pictures; of their community environment, home environment and school environment and showed whether they were safe, accessible and inclusive of their specific issues. For the school environment they showed their classrooms (instructional and learning materials), compounds, latrines, walkways, playgrounds, teachers, pupils and other people. For the home environment, the children drew the compound, inside the house and where they sleep, who supported them at home, and housework chores they did. For the community environment, the children drew resources in the community (roads, markets, farms, water sources), the people who were very important to them, the community activities they engaged in, and where they went for any kind of support. The children explained their pictures to the researchers after completion of the drawing exercise. Therefore, the analysis of drawn images was complemented by a subsequent discussion of these drawings in the context of their production which had the potential of revealing a more nuanced depiction of concepts, emotions, information, perceptions, attitudes, feelings, good and bad memories in an expressive, empowering, and personally relevant manner, as noted by Literat, (2013). Similarly, children with visual impairment narrated/told their stories to the researchers/research assistants who in turn recorded and took notes as they measured the self-reported feelings, emotions, perceptions, attitudes, experiences, good and bad memories of inclusion in their daily life experiences, at school, on their way to and from school, at home and in the community. For the school environment, CWVIs told their stories on how they are treated by the teachers, fellow pupils, head-teachers, school management, support staff such as cooks, cleaners; whether their school environments were safe and accessible with accessible classrooms, compounds, playgrounds, cafeteria, media center; whether they had the necessary classroom equipment to use such as Braille writers, slates, magnification devices, etc; whether teachers gave them notes; allowed them to sit closer to the boards; provided them with audio tapes of reading materials etc. On the way to and from school, the children narrated how they moved, who assisted or supported them, and obstacles met. For the home environment, the children narrated whom they stayed with; how they were treated by the parents, siblings,

neighbors, and other community members; whether they did house-chores like other children (fetching water, firewood, gardening etc); how they did the housework; whether they were supported to bathe, move around the home, eat, etc and who supported them most. The researcher/research assistants got adequate meaning of the analysis of the drawings, narration and stories of children in regard to the study objectives. From children's stories, drawings of images and sharing their experiences helped the researchers to measure objective 4.2.1 and 4.2.5.

Prior to data collection days, the researchers visited the two settlements to make appointments and confirmed with all the research participants that participated in the study. This was done together with the headteachers, local leaders, settlement officials, NGOs Officials. We needed students records especially those with details about children with hearing and visual impairments, Local Council registers where we draw details of the parents/legal guardians of the children with hearing and visual impairments and registers of the refugees residing in the two settlements (Kyaka II & Nakivale).

3.8 Data Collection Procedure

Day of data collection

- The team confirmed appointments the day before; we prepared all tools we used (voice recorder; manila paper, pencils, colors, markers, printed copies data collection tools, printed copies of assent and consent forms).
- Together with the refugee research assistants and child research assistants, the research team travelled to the field to collect data from respective respondents (children, teachers, parents, key informants)
- We reached the respective destination where data collection was carried out from
- Divided/grouped ourselves to collect data from the different respondents
- Introduced ourselves (research team) to the respondents and also introduced our research topic to them plus our objectives
- Sought permission to audio record the respondents as we collected data from them
- Used the prepared data collection tools, recorded the time of starting data collection and began to record while we took notes
- When data collection was completed, the respondents were thanked for their time and recording stopped.
- Later in the day data was transcribed by the research assistants

3.9 Data Management and Analysis

Before the analysis work began, we first familiarized ourselves with every set of data collected and it began as soon as data collection began. The study employed paper collection mode, data was transcribed, edited and coded; and manual thematic analysis for qualitative and STATA for quantitative data was done. The children explained their pictures to the researchers after completion of the drawing exercise, and analysis of drawn images was complemented by a subsequent discussion in the context of their production which had the potential of revealing a more nuanced depiction of concepts, emotions, information, perceptions, attitudes, feelings, good and bad memories in an expressive, empowering, and personally relevant manner, as noted by Literat (2013). For stories told, they were recorded, data was transcribed, transcripts were printed out; manually identified themes were developed that answered the research questions and objectives per transcript while we critically analyzed the data and identified key quotations used in the results section to represent the integrity of the study respondents and added credibility to the study findings. Thereafter, a code book was developed and the

analyzed data was entered in a concise fashion, which later informed our results, discussion, summary, conclusion and recommendation sections. Differences and similarities in responses from the different respondents were viewed as a blessing in the compilation of the final report; it offered varying experiences and interpretations. For quantitative data; Epi-data was the electronic program that was used to make data entry; used STATA to analyze it; tabulated it to present the findings, and used graphs for deeper analysis. Access rights to our data was given to the core research team including the Mentor.

3.10 Quality Control and Assurance

To ensure quality control, we did a peer review of the data collection tools; we used Epi-data to design data entry screens; we followed the set timeline to ensure that data collection, management and analysis were done in time; we used triangulation to ensure validity, completeness, accuracy, consistency, and uniqueness of our data. Before data analysis, the Principal Investigator was the custodian of the data; soft copies were protected by password and hard copy data sets were kept under key and lock, only accessible to core research team who were also data stewards.

3.11 Ethical Considerations

Marshall & Rossman (1999) and Gall, Gall, & Borg (2009) argue that researchers must strongly attend to a professional course on ethics before embarking on any research. In this respect, we took an online training of human research protection. Prior to data collection researchers got clearance at all levels such as ethical review that was sought from Gulu University Research Ethics Committee (GUREC), National Council for Science and Technology (UNCST) and Administrative clearance from the study site, particularly Office of the Prime Minister. The study team sought assent and consent from the research participants. All study participants were informed orally about the objectives of the study and verbal consent was requested at the start of each interview or activity. For children with hearing impairment, sign language was used to interpret for them. Participants were informed that their participation was voluntary and that the researchers would not request any information that would lead to their identification. Confidentiality was a key principle that was observed throughout the research study. The research team only assessed those components that were of relevance to the study conducted and did not use the refugee population as guinea pigs or a captive audience to ask all sorts of questions that were of interest to the team but not relevant to the study. It was very vital that we kept the interactions as simple as possible and remained focused on the intention of the study and what the data gathered was used for. Refreshments were provided to child participants and other participants when there were no longer engaged. Children who participated as research assistants were given free transport within the study areas, as token of appreciation for their participation in the study. The team solicited for permission to digitally record voices of children and will discard such information only after five years. To mitigate conflicts that may have arisen, guidance was sought from community leaders and families about how to approach certain situations in their context which included the right way to use language. For example, the officials from office of the prime minister and the refugee local leaders were approached for guidance and approval on how to engage the children without violating the social norms of the multi-cultural populations in refugee settlements.

3.12 Limitations

The research team faced a challenge of language barrier since refugees come from different countries. To overcome the challenge, the research team worked with and used data collection approaches and tools that incorporated refugee research assistants and child research assistants who understood the local language of children, worked as interpreters, and used the English language as well as Kiswahili language commonly used by the refugee population. Working with the nature of our respondents required knowledge of sign language and Braille literacy skills which the entire research team did not have. The research team used teachers who had those skills and one of the research team members has sign language skills and ably supported the research process in that regard. During the course of data collection, we experienced time related pressure to carry out and complete the study, balance time to fulfill job requirements and family responsibilities and some respondents' failure to allocate us proper time. With good coordination among the team, hardwork, commitment and task allocation, we got past those challenges. One of our key informants refused to be interviewed yet we had marked him as a very important person in our study, and another one refused to be recorded despite efforts that were put in to explain the importance of recording our data. For the former, the researcher interviewed another person whom he delegated to provide us with the information and for the latter, the researcher used a note book to record the information.

3.13 Research Dissemination Plan

1. We shared a report of the research findings, videos, images and voice recordings of the children.

2. With shared a report of the research findings to academic researchers

With the non academics (Government in particular MOES, OPM officials, Refugee communities, organizations working with children, independent organizations, Local Leaders at different levels, INGOs Working in these two settlements in the area of education, UNICEF, Teachers, Head teachers) we shared through videos, images and voice recordings of children

3. The dissemination partners were child focused. We produced both primary and secondary outcomes: Primary outcome was Inclusive Education with; An inclusive culture created; Developed inclusive practices; Inclusive environment created; and Quality Inclusive Education delivered. Secondary outcomes included; Children with hearing and visual impairment retained in schools; Improved knowledge, skills and attitudes of children with hearing and visual impairment in schools; Improved competences of teachers for children with hearing and visual impairment in schools and; Modified and adapted teaching methodologies

4. As researchers, trainers, practitioners, organizations and professional associations; we have shared goal of doing research with children and end result of improving the welfare of all children.

5. Resources included the people we disseminated to; the findings disseminated, the strategies applied, the tools used, the dissemination skills employed by the research team.

6. To share our research findings, the team used face to face methods, online, print, and through other media channels;

- The research team presented research results to local community groups and other stakeholders through face to face gatherings. In this case, the Refugee community in Kyaka II and Nakivale, and district officials of Kyegegwa and Insingiro.
- The research team presented at the national dissemination conference organized by AfriChild on 28th February 2023.

- The research team shared information through AfriChild's website and that of Nsamizi Training Institute of Social Development- the affiliate institution
- The research team shared information through other social media channels particularly Television and Radio channels, and personal twitter, facebook and whatsapp accounts.
- The team will present at national conferences and meetings of professional associations
- The team will create and distribute materials such as flyers, guides, pamphlets and DVDs

7. Barriers to dissemination included high financial expectations by the audiences- the refugee communities and district officials, policy makers' reluctance to buy in our research idea of inclusive education and utilize the findings to review existing policies (regarding it as academicians' research business as usual")

We have addressed them by staying focused and vigorously used methods and tools that helped us to reach our target audiences. Researchers used an array of presentational styles and formats chosen.

8. The dissemination and utilization of our research findings has been evaluated through the feedback received from the refugee community/audience.

We have measured success through the final dissemination conference and the amount of interest that was exhibited by local traditional media journalists (Radio and TV) to publish our work at their respective stations. We shall measure success through the interventions that will be put in place and the effectiveness of these interventions by policy makers and practitioners with regard to inclusiveness of children with hearing and visual impairment in education.

Indicators or assessment measures will include; Number of visitors per month on institutional websites; Number of meetings and workshops organized, and the number of attendees; Photos and videos of the events taken; Appropriateness of dissemination means; Potential use of project outputs; Feedback received from target audiences; Discussion paper and Final paper published and; Number of publications submitted and accepted.

9. We shall ensure sustainability of our project's impact over time; through continuous involvement and participation of multi and key stakeholders through dialogue workshops; We shall develop a strong communication and outreach strategy to share the project results with a large audience; we shall diversify funding sources/donor base; we have created an inventory of all physical resources to be kept after the project ends(recorder; data sets; camera); engage in online fundraising; welcome in-kind donations and; volunteer engagements.

10. The Plan will be executed using the funds already allocated for it by the funder.

We have disseminated with partners in sharing our research findings.

We have disseminated our findings 3 times; at the community level; at the dissemination conference that was organized by Afri-Child and at Institutional websites and other online platforms. We are working on a publication. The Research Team, Local Leaders, OPM Officials, MOES, are all responsible at various levels.

CHAPTER FOUR: STUDY FINDINGS AND INTERPRETATION OF FINDINGS

4.0 Demographic factors of the respondents (N=100)

This section and the table below indicates the demographic characteristics of respondents who participated in the study.

Table 1: Shows the demographic characteristics of respondents

CHARACTERISTICS		KEY INFORMANTS (n=16)	TEACHERS (n=18)	PARENTS (n=18)	CHILDREN (n=48)			
					CWVI (n=16)	CWHI (n=16)	CWoD (n=16)	
Age	A-8-11				3	7	1	
	B-12-17				13	9	15	
	A-20-30	1	11	4				
	B-31-40	6	7	8				
	C-41-50	5		4				
	D-51-60	4						
	E-60+			2				
Gender	M	11	9	2	10	12	10	
	F	5	9	16	6	4	6	
Religion	Catholic	5	6	2	2	2	4	
	Anglican/Protestant/Christian	4	8	2	1	2	3	
	Orthodox	1						
	Adventist	1	3	2	2	5	1	
	Born again	2		1	1	1	3	
	Pentecost	2		3	9	3	2	
	Muslim	1		2				
	Others	Cepake			2			1
		Nepack/Bafe ere			2		+1	1
		Temperance			2		2	1
	Pefa		1		1			

Class	P.1					2	4	1
	P.2					2	2	3
	P.3					2	2	2
	P.4					1	4	2
	P.5					6	2	4
	P.6					2	1	2
	P.7					-	1	2
	Out of school					1		
Level of Education	Primary				16			
	Secondary				2			
	Certificate							
	Grade111			12				
	Grade V			3				
	Diploma			2				
	Degree			1				
Number of years in Refugee settlement	4				10			
	4				6			
	11+				2			
Number of children	1-5				8			
	4				10			
	11+							
Marital status	Married				10			
	Not married/Single				5			
	Separated/ Divorced				1			
Name of School	Kaborogota P/s in Kyaka11			5				
	Sweswe P/s in Kyaka 11			4				
	Kashojwa p/s in Nakivale			4				
	Kabazana p/s			5				

	in Nakivale							
Number of years in school	4			15				
	4			2				
	11+			1				

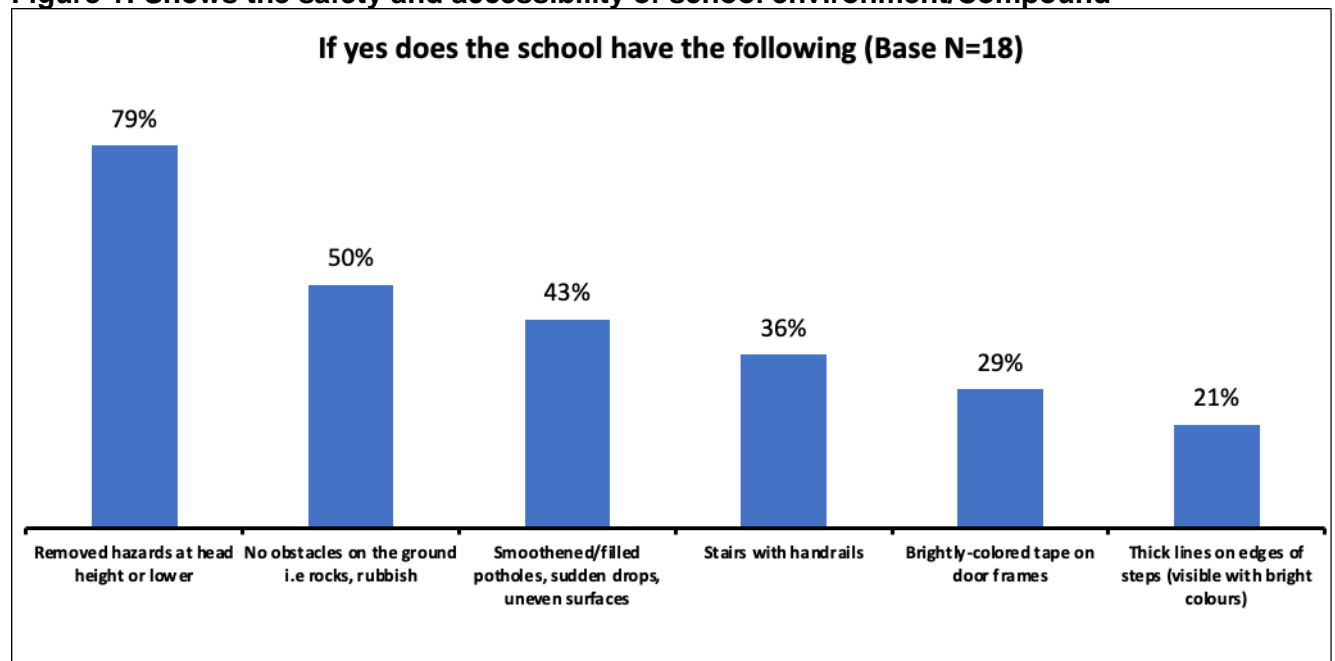
Some of the demographic factors cut across. Convenient sampling method was used in the selection of children with visual impairments and hearing impairments who fully participated in the study. The children with the impairments were found in their respective schools and families helped by the teachers, administrators, parents and guardians because they already knew them, and were conveniently selected with their parents or teachers. The research team worked with two age categories of children 8-11 years and 12-17 years; notably we worked with only 23%(n=11) of the children aged 8-11 years and worked with 77%(n=37) of the children aged 12-17 years. This is because most the children in refugee settlements study when they are old, and as reported by one of the key respondents they join secondary when they are already 20+ years. We worked with 71% of male children than female children who were 29%. We worked with more children at school because we found them in organized settings, those out of school were not easy to locate.

The next sub-sections show findings per objective/variable;

4.1 Whether the EERP has enabled the provision of accessible and safe infrastructure for children with hearing (CWHI) and visual (VI) impairments in refugee settlements

Quantitative data was collected on three key determinants of accessible and safe infrastructure for CWHI and CWVI in line with inclusive education. These included compound, classrooms and latrines and average percentage was scored at 50 percent. Under theme “Availability and Distribution of goods and services for CWVI and CWHI ‘ and sub-themes ‘existence of Inclusive Education settings’ and ‘specific infrastructure for CWVI and CWHI ‘, one key informant specialized in this area clarified that, “I doubt if the government has provided any any specific requirements with construction, they try to guide and they will make sure that all the facilities are accessible. But when we did our accessibility audit, we found out that even what they are talking of classes or facilities being accessible they didn’t understand what accessibility in itself means. By just mere looking at a ramp at the entrance of the class or office they thought that is okay. There are standards, there are measurements which make a ramp a real ramp, so they were not aware of those things but at least they have that feeling that classrooms should be accessible”.

Figure 1: Shows the safety and accessibility of school environment/Compound



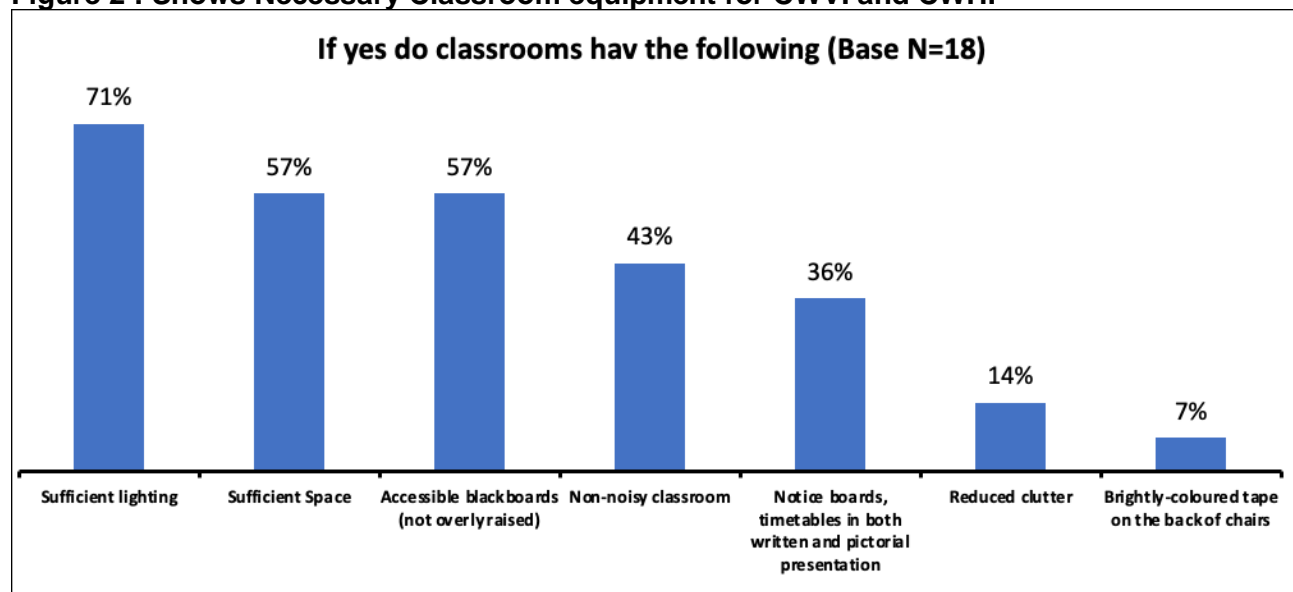
The study found that effort has been made by schools and partners in the refugee settlement to prevent and respond to hazards (e.g fire outbreaks, infectious diseases, Poorly-lit areas, weather-related) indicated by 79 percent of responses; eliminate obstacles (e.g crowded classrooms, poor ventilation, shortage of clean drinking water, poor hygiene of pupils, poor nutrition, distance, location of school, air pollution etc.) indicated by 50 percent; so as to ease movement and interaction for children with disabilities in the three years phase. However, this is not consistent and it is generic because it all depends on availability and adequacy of funds since it involves procurement and logistics of goods and services (Children’s stories, interviews

with parents). Findings showed that the other four indicators of accessibility and safety scored below average, that is, 43 percent, 36 percent, 29 percent, and 21 percent respectively, moreover, still under the same conditions depending on availability and adequacy of funds; and being general in nature (Children’s stories).

The indicators that scored below average, the 43 percent indicated that the compounds were smoothed/filled potholes, there were no sudden drops, there were even surfaces; 36 percent indicated stairs with handrails; 29 percent indicated brightly colored tape on door frames and 21 percent indicated thick lines on edges of steps created a rank in what should be equally catered for in the case of CWVI and CWHI. This means that each aspect of access and safety is regarded more or less important than the other and with a recognizable gap from each other.

In summary the 79 percent that indicated removed hazards limited it to poorly-lit areas and weather-related but had no idea about hazards like fire outbreaks; participants only talked about vaccination in line with infectious diseases; 50 percent of the responses on removed obstacles were limited to physical ground aspects such as rocks and rubbish but had nothing was said about crowded classrooms, poor ventilation, shortage of clean water among others. This was also revealed in the pictures drawn and stories told by the children whereby they never showed any existence of the necessary requirements for accessible and safe environment for CWHI and CWVI yet they expressed themselves clearly despite their difference in ability. Key informants explained that all stakeholders did not consider such conditions as obstacles and claimed that children across districts studied under similar conditions and progressed well. This implies that the EERP did not clearly provide for a description of an ideal inclusive education setting for CWHI and CWVI; they were simply not catered for.

Figure 2 : Shows Necessary Classroom equipment for CWVI and CWHI



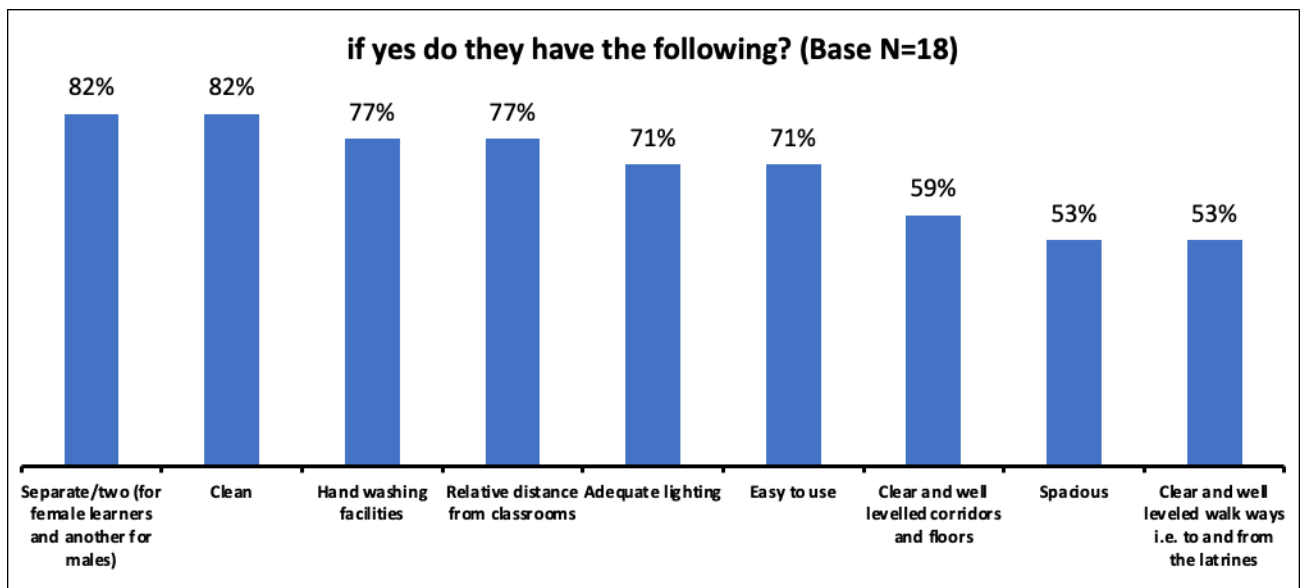
Inside classrooms, findings showed that 71percent existence of sufficient lighting; 57 percent indicated sufficient space; 57 percent indicated existence of accessible blackboards; 43 percent indicated non-noisy classroom environment; 36 percent indicated existence of notice boards, timetables in both written and pictorial presentation; 14 percent indicated reduced clutter in the

classrooms; while only 7 percent indicated that the classrooms are brightly colored with tape on the back of chairs for children with visual impairment to easily locate their seats.

Only three indicators of an appropriate classroom scored above average and four scored below average in varying levels with recognizable gaps. The pictures drawn by the participants did not indicate sufficient space; for lighting they included bulbs but could not show whether it was bright or deem although those who told stories said they had enough light. Children’s stories also revealed that CWVI and CWHI were given front seats; it was helpful and supportive but not a solution to noisy classrooms as one CWVI noted “*There are some pupils who are bad. They steal pencils and pens, you can try to sit in the front so that you can hear, some boys in our class tell us to go behind*”. Key informants explained that construction of more standard schools is ongoing but it still depends on availability and adequacy of funds hence may take more five years to create solutions to the given problems.

All respondents revealed that addressing the specific issues of the CWHI and CWVI has not been considered either by government or partners because the focus is on providing necessary services to all children in general including those with disabilities and the EERP or any strategy has not enabled a change in this attitude. This implies that unless the EERP is reviewed to indicate specific attention to the specific group(s);and clearly indicate how resources for that purpose will be mobilized and allocated, it is not possible to construct safe and accessible classrooms that cater for CWHI and CWVI.

Figure 3 : Shows Accessible and Safe Latrine for CWVI and CWHI



Findings showed that the latrine environment was favourable to learners in general based on all responses whereby 82 percent indicated that the latrines are separate for female and male learners (gender sensitivity); 82 percent indicated that they were clean; 77 percent indicated presence of hand washing facilities; 77 percent indicated that the distance to the latrines was short though no estimates were provided; 71 percent indicated adequate lighting in and outside the latrines; 71 percent indicated that the latrines are easy to use; 59 percent indicated that they are clear and well levelled corridors and floors; 53 percent agreed to the latrines being

spacious; and also 53 percent agreed that there are clear and well leveled walk ways, that is, to and from the latrines.

Much as the self administered questionnaires showed that overall school infrastructure is accessible in terms of nearness and availability to the children, the aim of the EERP was to create a conducive learning environment for the pupils and students regardless of their ability such that where a certain category finds difficulty, supportive measures should be established immediately. While the results indicate a generalized impression of a school environment for all children especially those without disability, the infrastructure does not cater for the special needs of the children with hearing and visual impairment. Parents named special needs schools that have necessary requirements such as Kinyinya primary school in Kyaka II managed by UNHCR and FCA, and Kazhaho primary school in Oruchinga Refugee Settlement, where they take children with extreme cases from Nakivale refuge settlement but they are limited by distance which is more than 10 kilo meters (Km); they also noted that most of the mainstream schools where inclusive education should be taking place lack the equipment to facilitate effective learning of CWHI and CWVI. And while the learners ably expressed themselves through their stories and beautiful drawings of their school environments, on their way to and from school, home environments, and community environment, they never at any one time showed or ever mentioned any special infrastructure that supported and facilitated their inclusive learning. From their stories and drawings learners were not competent in using specialized learning materials such as the braille, slates but showed a desire to learn more so as to better their learning process and enhance participation in school programs. Indirectly also learners implied that if that given the nature of the refugee setting, the EERP would have been inclusive of their specific issues if distribution of specific learning requirements, a friendly environment and specialized teachers was catered for.

Given that approximately 80 percent of the indicators of access and safety regarding infrastructure scored below average, the EERP has not enabled the provision of the appropriate infrastructure for children with hearing and visual impairment. The key informants said that there is no plan to ensure specific issues of CWVI and CWHI and also the funding is not guaranteed. They also said that effective executing of the EERP still requires a lot of measures such as appreciation of the ideology by all partners; dissemination of the plan at all levels of stakeholders and commitment by government in terms of investing funds in capacity development and procurement of necessary material.

4.2 Support to the recruitment, training and professional development of teachers with competences in sign language, interpretation, braille literacy and mobility and rehabilitation in refugee settlements

The study found that teachers have been fairly and randomly trained on the basics of working with special needs children in general. This was through self-administered questionnaires filled by 50%(n=9) female teachers and 50%(n=9) male teachers. 61 % (n=11) of the teachers were between 20-30 years and 39% (n=7) were between 31- 40 years. Of these, 50 % (n=9) of the teachers had been in the schools for two years; 17% (n=3) for 3 years; 11% (n=2) for 1 year; then 6%(n=1) had been in the school for 4 years; 6%(n=1) for 9 years; 6%(n=1) for 10 years; and 6%(n=1) for 21 years. Of these only 41%(n=7) were aware of the EERP. The number of years of a teacher in the school determine his or her experience and knowledge-ability of governments programs (Key informants) and this was used to determine professional development if it indicated transformation of the teachers. The level of support to the teachers was scored at 50 percent based on percentage of response.

Table 2: Shows whether Teachers are Trained in skills required for teaching CWHI and CWVI

No.	Skills for teaching CWHI	Percentage	Average (50%)
1	Use of hands-on demonstrations	63%	Above average
2	Use of role plays	60%	Above average
3	Use of pictures /Flashcards/Diagrams/Readable Maps/Readable Charts	56%	Above average
4	Sign language	41%	Below average
5	Orientation and mobility	35%	Below average
6	Tactile and Kinaesthetic learning strategies	14%	Below average
7	Braille Literacy	18%	Below average
8	Rehabilitation skills	6%	Below average
9	Use of assistive devices	6%	Below average
10	Use of speech amplifiers	6%	Below average
11	Confident to apply the skills acquired	56%	Above average
12	Not confident to apply the skills acquired	44%	Below average

The table shows the skills the teachers have been trained on and the average. Only three skills scored above average while nine scored below average. Moreover, only 56 percent indicate being confident to apply the skills acquired and 44 indicated not being confident to apply the skills. This implies that the skills acquired by the teachers are not sufficient for teaching CWHI and CWVI if application is not possible. Moreover, teacher to pupil ratio is imbalanced, *“In Kyegegwa district we have only 27 teachers who have basic skills in handling children with Special needs. And that number of teachers is still very small compared with the demand”* said one key informant, under theme ‘Competences of Teachers in sign language, interpretation, braille literacy and mobility and rehabilitation’ and sub theme ‘training and recruitment of teachers to teach CWVI and CWHI’

The training given to the teachers is inadequate as evidence further shows. *“First of all the training is not enough, the teachers we are having are the ordinary teachers who went through the ordinary training institutions who were trained as grade III teachers, but not as special needs teachers; so these teachers we are having now, they just go for trainings like for a week to learn some basic sign language; so the skills they are having are not enough to effectively support children with hearing impairment. In other words, we don’t have teachers to handle those learners very well,..... then the resources are not available to cater for all those target groups”* (Key informant).

Evidence further shows that there is also shortage of teachers like one key respondent noted that *“..there is shortage of teachers to teach children with special needs..,the teachers in the refugee settlement are on annual contracts by UNHCR and they are not sure of the renewal of their contracts such that sometimes they look for other jobs earlier..., so retaining them becomes hard, usually they look for permanent and pensionable opportunities...., and salaries are small...given also the high enrolment rates of about 2000+ pupils and the congested classrooms”*

Key informants in the education sector explained that teachers have endeavored to engage their learners through practice and have provided hands on learning opportunities for children and used role plays, but they generally lack classroom competences to ensure effective learning

of CWVI and CWHI. Findings also showed that besides the teachers, key stakeholders in the implementation of the EERP lacked knowledge of the competences the different stakeholders (including teachers) need to be equipped with to ensure inclusive education. As coping mechanisms, the few teachers with the special skills work tirelessly and engage in co-teaching; peer teaching; encourage group work by the learners/learning circles; giving CWVI and CWHI and other impairments extra time during teaching and learning process; make follow ups on them; and allow those CWVI and HI to sit in the front seats in class. Despite all these efforts, the stories told by the learners revealed that they are not enjoying school as much as their fellow pupils without their nature of disabilities. *“The challenge is the teachers at the school in our community don’t know sign language, so the teachers at school also need to be trained sign language”*. said a CWHI. Also *“...and this is where teachers take porridge from. They treat me well, but sometimes I don’t see well on the blackboard”*. said a girl with partial VI, under the same theme and sub-theme ‘teachers trained to teach all learners regardless of their abilities’.

Respondents further revealed that partners like FCA, HI, Windle International have supported recruitment and training of teachers to work with children with special needs whereby they trained 6 teachers in Sweswe primary school and 4 out of 30 teachers in Kaborogota primary school in Kyaka II and 2 teachers in Nakivale refugee settlements. A key informant said that *“..we make sure we train teachers in inclusive education and further train others in sign language and they learn Braille, however, this is not yet enough, many teachers still don’t have the knowledge of special needs education. They come out of their colleges without that knowledge...”* Another key informant estimated that a specialized school for children with disabilities has a population of more than 200 pupils yet the number of teachers trained is too small as shown in the table.

Given such limitations faced, it points to failure of the EERP to support recruitment and training of teachers in refugee settlements, with the necessary skills to work with CWVI and CWHI. This also rules out possibility of professional development unless partners and government commit to developing the teachers’ capacity. EERP phase one has therefore, not adequately supported recruitment, training and professional development of teachers with competences in sign language, interpretation, braille literacy and mobility and rehabilitation in refugee settlements.

4.3 EERP provision of appropriate instructional learning materials for children with hearing impairments and visual impairments in refugee settlements

The study found that there is provision of instructional learning materials for children with hearing impairments and visual impairments in refugee settlements, however, the determinants of whether it is appropriate or not for CWHI and CWVI showed it is not. Out of the 18 participants who filled the self-administered questionnaire (100%), 39 percent (n=7) agreed that they had resource centers while 61 percent (n=11) reported that they did not have resource centers in their schools. The data in the table applies more to schools with resource centers than to those without, although there were cases where schools without resource centers had some of the instructional learning materials to cater for CWHI and CWVI.

Table 3: Shows the appropriate Instructional learning/resource center materials/equipment for CWHI and CWVI

Instructional learning/resource center materials/equipment	Frequency	Percent of responses	Percent of Cases
Perkins Braille machines or slates and styling	4	20.0%	36.4%
Braille papers	5	25.0%	45.5%
Reading Magnifiers	1	5.0%	9.1%
Sign language TV	1	5.0%	9.1%
Video stories for sign language	1	5.0%	9.1%
Sign language charts	2	10.0%	18.2%
Manuals	6	30.0%	54.5%
Total	20	100.0%	181.8%

The table shows that only one category of instructional learning material scored slightly above average, two fairly below average and four way below average: 54%(n=6) indicated having manuals at the resource centers; 45% (n=5) had Braille papers; 36%(n=4) had Perkins Braille machines or slates and styling; 18%(n=2) had sign language charts; 9%(n=1) resource centers had reading magnifiers; 9%(n=1) had video stories for sign language, and 9%(n=1) indicated that there are video stories for sign language. The explanation for having manuals scoring above average at 54% is that they constitute the materials that are used generally with all other children but those that require special skills to be used with children with special needs are almost not there. Key informants in the education sector said that those designed specifically for CWHI and CWVI are costly hence cannot be afforded by the schools in refugee settlements given that partners have several goods and services to procure for emergency purposes.

The children’s drawings did not show any of necessary classroom equipment (Braille writer; slate and stylus; Raised-line or bold-line paper, templates, and/or writing guides; Soft lead pencils; Felt-tip pens (various widths; high-contrast colors); Supplementary light source (e.g., desk lamp); Magnification devices; Book stand; Cassette tape recorder/player; Sun visor or light shield to reduce glare; Large print reading materials (pre-printed or produced using computer technology); Physical education equipment with auditory signals (e.g., beep balls). Further more respondents revealed that parents cannot afford to purchase the necessary learning gadgets for their children with hearing and visual impairments. If the schools are unable provide appropriate instructional learning materials and parents fail to purchase them it implies that the learners face a lot of challenges. Aguti (2015) argues that lack of appropriate instruction learning materials contributes to increasing school drop out.

Given that all participants agreed that schools in refugee settlements lacked the necessary instructional learning equipment to cater for specific learning needs of CWD, it is therefore evident that the EERP does not ensure provision of appropriate instructional learning materials for CWHI and CWVI hence “...that is why they are taken out of the settlement” said key informant, under theme ‘instructional learning materials in schools for CWVI and CWHI ’ and sub theme “existence of instructional learning materials in schools’

4.4 How EERP has developed capacity of relevant personnel to supervise, inspect and guide teachers and educators working with children with hearing impairments and visual impairments in refugee settlements

Under the theme 'Developed Capacity of relevant personnel to supervise, inspect and guide teachers and educators working with CWVI and CWHI' and sub themes 'Individual, Organizational and enabling environment', 'Meaningful involvement', 'Inspectors with developed capacity to guide teachers', and 'Existence of effective inspection and supervision structures', the study found that at both district and refugee settlement levels inspector of schools, supervisors and teachers have not undergone capacity development and several limitations such as inadequate training; lack of funds; lack of appropriate transport means (most-times they have to use their private cars, and motorcycles yet the distance to, within and from refugee settlements is big and the roads are murrum and very dusty); inadequate equipment to use in the inspection, monitoring and supervision activities; many schools per district to inspect which requires more recruitment of staff to carryout the inspection yet there is only one inspector of schools per district, etc.

All key informants revealed that there were no practical strategies such as learner-teacher engagements to use in the supervision, inspection and guidance of teachers in the refugee settlements. If they were there, it would be possible to identify and address concerns specific to CWHI and CWVI, design methods to use with teachers to change, transform and improve performance at the supervisor, refugee settlement, school, and or education system level. The study sought to establish whether there was participatory setting of goals and objectives, indicators for success, and designed strategies for improvement and action. Respondents however, indicated that there was no appropriate approach, practical strategy, method for developing capacity of supervisors and inspectors to implement the EERP. Key informants said that the ideology of EERP was not clearly understood hence it was not possible to ensure meaningful involvement of supervisors and inspectors; they also reported that the dissemination of EERP was poorly done, meetings not effectively conducted due to lack of commitment combined with lack of adequate funds a big disincentive to action.

While respondents noted the existence of layer supervision structures and support structures such as district officials (the DEO, Inspector of schools, Education Officer in charge of special needs); School Management Committees(SMCs), the PTAs providing supervision at schools; and the Implementing Partners such as Windle International, WFA, FCA, Humanity and Inclusion provide support supervision, they could not agree to their functionality. They also mentioned joint monitoring and supervision done by UNHCR, OPM, IPs and the district, and also through central coordination meetings/mechanisms and agreed that a lot is discussed and assessed regarding education of children. However, the inspection and supervision done is generalized and never establishes or caters for the specific learning issues of CWVI and CWHI, and there is poor coordination among the mentioned structures to carryout effective supervision of teachers and educators. The PTA members and headteachers interviewed lacked knowledge about the policy guidelines by MOES that ensure the education system is inclusive of specific issues of CWVI and CWHI, and cannot therefore effectively supervise teachers in that regard.

Key informants also acknowledged that inspection of schools and supervision is a good practice which helps in giving feedback about performance which in turn leads to informing partners and donors about projects to invest in more. They said that schools have been able to receive capitation grants; continuous capacity building for teachers; construction of classroom blocks such as at Bukere P/S in Kyaka II; UN Agencies providing money; scholastic materials, gadgets and guidelines distribution; DRDIP a world bank project trying to manage road infrastructure in

Kyaka II; and more private schools being taken over by government (7 schools in Nakivale and 7 schools in Kyaka II). From their explanations, much as supervision and inspection have contributed to such achievements they still do not help in addressing the specific issues of CWVI and CWHI; activities conducted such as meetings are generalized to all learners such that there is no opportunity to identify the unexpressed concerns of inclusive education “...sometimes I cannot read the notes written on the chalk board by the teachers. But sometimes I am helped by my fellow classmates”. sign language as translated from CWHI, under theme ‘Availability and Distribution of goods and services for CWVI and CWHI and sub themes ‘specific needs of CWVI and CWHI met by schools’ and ‘treatment of learners (by teachers, fellow pupils, head-teacher, school management, support staff i.e. cooks, cleaners etc)’.

4.5 How EERP has enhanced community engagement to support education of children with hearing impairments and visual impairments in refugee settlements

The study found that the community has not created a favourable social environment for learners with disabilities, in particular CWHI and CWVI. The stories told revealed that children encounter a number of challenges while walking to the schools and at school such as sunshine, stubborn fellows who fight them, sharp sticks and stones. These stories told by children include those with happy moments and those with sad moments but the latter help the study to determine how the EERP has enhanced community engagement because they show a lot of gaps which have not yet been identified and addressed. Some of the voices in the stories are presented in the table below;

Table 4: Shows some of the children’s voices and parents’ responses

Themes	Sub-themes	Responses
Enhanced community engagement to support education of CWVI and CWHI	‘Children supported from within their communities’	<p><i>“When there is sunshine, I cover my head with a sweater and when there is wind, I cover my eyes with my palm and fingers then I move.”</i>said a girl CWVI</p> <p><i>“The problems I face is that when there is sunshine I do not see well and when there is wind I do not see well also, sometimes I move in wind and I step on my colleague or step on something and I fall down, those are the problems I face”</i> said a girl CWVI</p>
	‘Specific needs of CWVI and CWHI met by schools’	<p><i>“I foot and when I foot,... I feel pain and...hmm... I cannot stop learning - but even where we stay there is no school”</i> said a boy CWVI</p> <p><i>“Sometimes I move and I start seeing only white things, and I first pause , I blink my eyes, then I continue”</i> said a girl CWVI</p>
Availability and Distribution of goods and services for CWVI and CWHI	‘Enjoyment of school environment’	
	‘Treatment of learners at school’	<p><i>“There are some children who fight me because they are very stubborn. Then there are sticks which prick me and sharp stones</i></p>

		<p><i>that hit my toes since I don't see well". said a boy CWVI</i></p> <p><i>"They once knocked me down and I stepped on a stone and go injured" said a girl CWVI</i></p> <p><i>"They abuse me saying; look at its eyes and all abuses they wish to abuse me" said a girl CWVI</i></p>
Enhanced community engagement to support education of CWVI and CWHI	<p>'Existence of families that actively participated in the education of their children'</p> <p>'Parents mobilized and empowered to support their children'</p>	<p><i>"I stay with my mum, even dad, but as if we don't stay together because he has another wife, he keeps on moving and leaves us alone at home, and there is no peace at home whenever he comes back...." said a girl CWVI</i></p> <p><i>"I wanted her to stay in school but I could not manage. At one point she requested for a bicycle but I could not afford it plus all other necessary requirements" said a mother of a 10 year old girl with visual impairment.</i></p> <p><i>"...at home we use gestures ("sign") and lip reading but as parents we don't know sign language" noted a parent</i></p>

While some children live in safe and supportive families, others are abused, insulted, demeaned, mistreated and discriminated against because of the way they look like. Moreover, care provided is gendered due to absence of fathers in the process. Voices from the stories revealed lack of male engagement and social harmony in homes which disrupts their concentration levels since they go to school with disturbed mindsets, as shown in the table above. This enhances their marginalization, loss of self-worth and self esteem.

Respondents noted that partners in refugee settlements have sensitized parents and have made them love their children with disabilities. There is noticeable change realized; parents escort their children to school, wait and go back with them after school. For example Windle Trust in Nakivale refuge settlement works with Wenzetu a CBO that brings parents with children with special needs together. On the contrary, other respondents said that parents in the districts are not sensitized to love their CWVI and CWHI; to treat them equally and are not sensitized to send their children to school. This implies that children vary in perception and awareness and this shapes how they interact with each other in schools. While some parents know they need to care for their children; feed them and keep them healthy; and send them to school, other parents still have negative attitudes towards their CWVI and CWHI, and others are unable to sustain their children with impairments at school, so they drop out. Parents also struggle to communicate with their children as indicated in the table above.

Key informants further explained that, policy guides that children study from schools within their communities so that they can easily access their homes and also get care and support from their parents. However, the schools these children go to exist in a social environment which is not favourable but influenced by challenging factors such as diversity in nationality, variations in disability, complexity in the learning process and increasing numbers of refugees coming into the country among others. That whereas there are efforts to engage parents and the community at various levels such as through the PTAs at schools; RWCs at the refugee community level and the focal persons in charge of refugees at district level, stories and drawings by children showed that communities were not empowered enough to support them.

The EERP indicates that for the education system to be inclusive it should create an inclusive culture, develop inclusive practices, ensure an inclusive environment and deliver quality inclusive education. In its fifth objective EERP suggests achieving this through community engagement which effort requires collective and participatory approaches to improve the situation. Talo (2018) identifies that the main community variables and calculates their effect on community engagement as; sense of community, community identity, social well-being, place identity, trust in the community, trust in institutions and community cohesion. Talo says that the features of community engagement include active participation, voluntary involvement of individuals and groups in changing problematic conditions in communities. However, experiences shared by all respondents, indicate that the intervention of promoting inclusive education in the refugee settlement has not enabled community-based variables identified by Talo to result into community engagement. Absence of such features in refugee settlements implies that the EERP has not enhanced community engagement, yet this should have been one of the areas paid attention to by the plan to support and address the specific education issues of CWHI and CWVI.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the research findings, indicates the study's conclusion and recommendations made.

5.1 Discussion

For school compounds, 79% that indicated removed hazards limited it to poorly-lit areas and weather-related but had no idea about hazards like fire outbreaks; participants only talked about vaccination in line with infectious diseases; 50% removed obstacles were limited to the physical ground aspects such as rocks and rubbish but had nothing was said about crowded classrooms, poor ventilation, shortage of clean water among others. All other indicators/variables scored below 50%. Inside classrooms, findings showed 71% existence of sufficient lighting; 57% sufficient space; 57% indicated existence of accessible blackboards; 43% non-noisy classroom environment; 36% existence of notice boards, timetables in both written and pictorial presentation; 14 percent reduced clutter in the classrooms; while only 7% indicated that classrooms are brightly colored with tape on the back of chairs for children with visual impairment to easily locate their seats. Latrine infrastructure indicators all scored above 50percent which implies a generalization for all children. The fact that the EERP was designed to eliminate obstacles to inclusive education yet it does not enable provision of accessible and safe infrastructure shows that it did not clearly define certain variables. For example, it did not clearly define the needs of each category of learners and their specific needs; nor did it determine what infrastructure is most suitable for each category of learners such that where gaps exist measures to offer specialized support are established. Therefore, generalization in terms of the standards for all children is a limitation to the EERP in promoting inclusive education. UNCRPD (2016) notes that there is inability of schools to meet the accessibility requirements of children with disabilities and the non-admission of children with severe disabilities.

63% of teachers had skills to use hands-on demonstrations; 60% use of role plays; 56% indicted they had skills to use of pictures /Flashcards/Diagrams/Readable Maps/ Readable charts; while 41% indicated use of sign language skills; 35% with orientation and mobility skills; 18 percent with Braille literacy skills; 14% with Tactile and Kinaesthetic learning strategies; and only 6% with Rehabilitation skills; skills to use assistive devices; and to use speech amplifiers. Much as the EERP has an objective to support recruitment, training and professional development of teachers, it has not provided support necessary for accomplishing tasks and activities such as designing a practical strategy for implementing, identifying indicators for success, providing necessary resources and completing the given process including monitoring and evaluation. UNCRPD (2016) argues that impractical strategies have limited producing adequately trained teachers to promote inclusive education at all levels of the education system. The teachers believe they can send requests to government, NGOs and all other stakeholders for support to be trained in necessary skills in-order to work with all children of different abilities, and for the same to keep following up on their schools and learners with special needs. However, their career ladder offers limited prospects for advancement, especially for primary teachers who represent the bulk of the force (80%). Teachers with skills in special needs who wish to move ahead professionally are unable to do so as this is not provided for in the public and district service hierarchy. They, therefore, use their qualification in SNE for promotion

usually to administrative positions within the education sector (WIND CONSULT, 2010 cited in NUDIPU, 2018), a reason why most of them are reluctant to acquire those skills. Findings clearly indicate that the dissemination of the EERP was not done to all stakeholders hence the inadequate or lack of knowledge about it and the lack of relevant competences to ensure inclusive education of CWVI and CWHI.

Despite the fact that the EERP aims at strengthening education in the refugee setting it has not achieved its third objective which would be the ideal way to do so. The EERP has not contributed to provision of appropriate instructional learning materials for CWHI and CWVI. Findings showed that all instructional materials necessary for inclusive learning of CWVI and HI scored below 50 percent. Perkins Braille machines or slates and styling; Braille papers; Reading Magnifiers; Sign language TVs; Video stories for sign language; Sign language charts; scored 36.4%; 45.5%; 9.1% for the next three variables/indicators; and 18% respectively; while only manuals scored 54.5% above average; which implied a generalized usage of the same for all children's learning. CWVI and HI are unique and so are their materials which are expensive to access. The Partners who provide some of these equipment are constrained by irregular funding, donor politics over what to prioritize, and the daily influx of refugees. *Aguti (2015)* argues that education cannot take place unless education materials such as text books and other assistive devices like Braille, hearing aids are available for learners in order to promote quality education.

Much as supervision and inspection have contributed to certain achievements they do not help in addressing specific issues of CWVI and CWHI; activities conducted are generalized to all learners. The challenges facing supervision and inspection of schools in refugee settlements are also associated with inadequately developed capacity of given staff. *Aguti (2015)* notes that inspection still faces challenges such as inadequate time and funds, which makes the exercise superficial, mere formality yet many schools are never inspected; teachers feeling like inspectors are imposing on them; neither are the inspection results effectively and efficiently communicated to schools.

Designing the EERP was aimed at strengthening education in an emergency setting hence required an enhanced community engagement. However, the plan has not achieved this fifth objective and reason for failure is related to identifying and integrating community-based variables of sense of community, community identity, social well-being, place identity, trust in the community, trust in institutions and community cohesion, which are still a myth.

5.2 Conclusion

Inclusion still remains a distant reality for CWHI and CWVI since various types of barriers continue to impede their participation in education. The infrastructure that caters for their specific learning needs is still lacking. This therefore implies that EERP has not done substantive work for CWVI and CWHI to access infrastructure that favors their learning. Responses create an impression that the EERP is a long term plan and not necessarily designed to address emergency education issues, which is a big set back in its implementation in refugee settings.

The EERP is a good idea but with an impractical strategy for implementation. Based on the understanding of the plan by key stakeholders, it should be drawn to address emergency education issues within the refugee settlements. All activities implied; accessible and safe infrastructure; recruitment, training and professional development of teachers; provision of

instructional learning materials; developing capacity of personnel to inspect, supervise and guide teachers; and enhanced community engagement in inclusive education, require funding to be conducted effectively yet funds are a scarce resource to both government and civil society organizations, moreover the funder select what to fund according to the proposals presented to them (normally referred to as donor politics) and not the emergency and urgency of the issue. EERP objectives should therefore, be redesigned/reformulated and the strategy made more practical to effectively address emergency education refugee issues; should involve all stakeholders, and should be informed by research evidence/reliable data.

5.3 Recommendations

Under the theme 'Developed Capacity of relevant personnel to supervise, inspect and guide teachers and educators working with CWVI and CWHI and sub themes, 'Meaningful involvement', 'Inspectors with developed capacity to guide teachers', and 'Existence of effective inspection and supervision structures', respondents suggested that there should be more involvement of the district officials in the inspection of EERP activities. The key respondents advocated for more ideological orientation in terms of appreciation and alignment of EERP interventions by different stakeholders without duplication of activities and not to have so many partners that have diversionary tendencies like one key respondent noted *"...in settlement schools, sometimes there is no teaching and learning because, one partner wants to promote health, gender and social issues, another one wants to promote music, dance and drama, another partner on the same day is coming in to distribute masks..."* The respondents also advocated for a multi-sectoral and rights based approaches, with all stakeholders involved and trained to understand their roles in effective EERP implementation.

Children with disability particularly those with visual and hearing impairment should be empowered by their teachers, parents and the community to demand for EERP incentives that directly benefit them and cater for their specific learning needs.

Government should ensure that EERP 2 dissemination is done effectively and to all stakeholders. Emphasis should be made on policy guidelines and clear roles of all stakeholders in inclusive education process.

Schools should be supported to put up safe and accessible infrastructure for all learners including those with disabilities to facilitate quality inclusive education.

The education system should incorporate and prioritize special needs education in all teachers' curricula at different levels of their qualifications. This will equip all teachers with the necessary skills and competences to work with all learners regardless of their abilities.

Continuous capacity building of teachers should be emphasized in schools to address emerging needs of learners

The districts should be supported financially and also given better transport means to effectively coordinate, inspect, supervise, and monitor EERP 2 activities.

The District community development officers should mobilize communities and empower them on their respective roles in implementation of EERP 2 to ensure that they meaningfully get involved in inclusive education of their children. The refugee community structures should be streamlined.

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APPENDICES

Appendix 1: Data collection tools

A. KEY INFORMANT INTERVIEW GUIDE (FOR NUDIPU OFFICIALS, UNHCR OFFICIALS, HEADTEACHERS, OPM OFFICIALS,)

Instructions:

- i) This tool is for use and to be retained by the interviewer. Please do not give a copy to the respondent
- ii) Please write the following down
 - a) Name of the organization
 - b) Title of officer, gender and age group
20-29 30-39 40-49 50-59 60+
 - c) Date, start time of the interview and place

Section A: Introduction

We are a team from Nsamizi Training Institute of Social Development in collaboration with Africhild, conducting a study on “Inclusiveness of the Education Emergency Response Plan for Children with Hearing and Visual Impairment in Kyaka II and Nakivale Refugee Settlements” Your responses will be treated with at most confidentiality and will be used for purposes of generating evidence to improve services, we therefore request for your maximum cooperation and full participants. Please feel free.

Thank you

1(a) What is your understanding of hearing and visual impairment?

(b) How has your organization /ministry/ department catered for children with visual and hearing impairment in the refugee settlement?

(c) How has this care which is given by your organization/ministry/ department enhanced the learning process for the children with hearing impairment in the refugee settlement?

(d) How has this care which is given by your organization/ministry/ department enhanced the learning process for the children with visual impairment in the refugee settlement?

2a. What policy guidelines does the ministry of education have for ensuring that education is inclusive of the specific issues of children with hearing impairment in the refugee settlement?

b. What policy guidelines does the ministry of education have for ensuring that education is inclusive of the specific issues of children with visual impairment in the refugee settlement?

Probe for specific mechanisms the government is using to empower both learners (with hearing and visual impairment) and teachers

How are the teachers, and other relevant stakeholders supervised to ensure effective learning of children with hearing and visual impairment in the refugee settlement?

3. Who are the government’s target population for inclusive education?

Probe – Why? Where are they found? Who is responsible for ensuring that the education system is inclusive of their specific issues?

4 (a) Is there a plan to build the capacity of both the learners and the relevant stakeholders? (e.g. teachers, parents/legal guardian, community leaders, refugee welfare committee)

members)

(b) What is your understanding of the Education Emergency Response Plan (EERP)?

(c) What competences should the following stakeholders have in implementing the EERP?

i. A learner –**probe** children with hearing impairment; children with visual impairment

ii. A teacher

iii. A parent

iv. a supervisor- **probe** inspector of schools, school management committees, head teacher, PTAs)

5. What training do you give to the stakeholders to enhance their knowledge and competences in implementing the EERP?

6. What challenges does your ministry/organization/department meet in implementing the EERP as strategy for ensuring that education system is inclusive of children with hearing and visual impairment in refugee settlements?

7. What measures has government taken to address the challenges in 6 above?

Probe for a. children with visual impairment (Construction of spacious and well lit classrooms, and toilets; Provision of relevant instruction materials such as, visually Brailled materials for touch, materials with high contrast, Construction of basic traffic safety walk ways in the whole school environment with mobility land marks), Construction of ramps on all doorways/, Construction of play ground boundaries, Emergency procedures, Use of assistive devices such as visual aids with clear sharp images)

b. children with hearing impairment- Provision of relevant tools-Pictures, Flashcards, Diagrams, Readable Maps, Readable Charts, Hands-on demonstrations, Encouragement of student to student learning, Varying student participation, Instructions and assignments written on handouts/Videos with captions, Provide for the use of sign language interpreters and speech amplifiers.

8. Which EERP specific issues and implementers need more attention?

Conclusion

Ask for anything else he or she would like to know and any questions

Thank the key informants for their time.

B. SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS IN THE REFUGEE SETTLEMENT

Introduction

I am a researcher from Nsamizi Training Institute of Social Development in collaboration with Africhild, conducting a study on "Inclusiveness of the Education Emergency Response Plan (EERP) for Children with Hearing and Visual Impairment in Kyaka II and Nakivale Refugee Settlements" Your responses will be treated with at most confidentiality and will be used for purposes of generating evidence to improve services, we therefore request for your maximum cooperation and full participants. Please feel free.

Thank you

Section one: Demographics

1. How old are you? (years)

20-30 31-40 41-50 51-6

2. What is your gender?

(a) Male Female

3. What is the name of your school?

.....

4. How long have you been in this school?

5. What is your level of education?

6. What is your religious affiliation? (Tick where necessary)

Catholic

Anglican

Orthodox

Adventist

Muslim

Others – Specify

Section two: Knowledge (Hearing and Visual Impairment; Inclusive Education; EERP)

1. Are you aware of the following?

a. Hearing Impairment Yes No

b. Visual Impairment Yes No

c. Inclusive education Yes No

d. EERP Yes No

2. If yes, what do you know about the following in the refugee settlement context?

a. Hearing Impairment.....

.....

- b. Visual Impairment
-
- c. Inclusive education.....
-
- d. EERP.....
-

3. Have you been trained on the following?

- a. Orientation and Mobility Yes No
- b. Braille Literacy Yes No
- c. Rehabilitation Yes No
- d. Use of assistive devices Yes No
- e. Sign language Yes No
- f. Use of pictures /Flashcards/Diagrams/Readable Maps/ Readable Charts Yes No
- g. Use of hands-on demonstrations Yes No
- h. Use of speech amplifiers Yes No
- i. Use of role plays Yes No
- j. Tactile and Kinaesthetic learning strategies Yes No
- k. Others...Specify.....

4. Do you feel empowered enough to use the skills obtained? Yes No

5. If yes, how have you used the knowledge in 2) and 3) above to support the learning process of children with hearing and visual impairment in the refugee settlement?.....

.....
 How many teachers have been trained in the skills in 3) above?.....

6. How many teachers in your school can apply the knowledge in 2) and 3) above to ensure an effective learning process for children with hearing and visual impairment in the refugee settlement?.....

7. How many teachers in your school are not able to apply the knowledge in 2) and 3) above to ensure an effective learning process for children with hearing and visual

impairment?.....
.....

8. What hinders those teachers from being able to apply the knowledge in 2) above?.....
.....
.....

9. How do the teachers without the knowledge in 2) and 3) above support the learning process of children with hearing and visual impairment in the refugee settlement?.....
.....

Section Three: Accessible and Safe infrastructure, Instructional materials

11a. Is the school accessible to learners with hearing and visual impairment? Yes No

11b. If yes, does the school have the following? Yes No

- i. Smoothened/filled potholes, sudden drops, uneven surfaces Yes No
- ii. No obstacles on the ground i.e rocks, rubbish Yes No
- iii. Removed hazards at head height or lower (e.g. branches of trees, bushes, open windows) Yes No
- iv. Stairs with handrails Yes No
- v. Thick lines on edges of steps (visible with bright colours) Yes No
- vi. Brightly-colored tape on door frames Yes No
- vii. Others. Specify.....

12 a. Do you have a fully-fledged resource /media centre to support you in learning?
Yes/No

b. If yes, does the resource center have the following?

- i. Perkins Braille machines or slates and styli Yes No
- ii. Braille papers Yes No
- iii. Reading Magnifiers Yes No
- iv. Sign language TV Yes No
- v. Video stories for sign language Yes No
- vi. Sign language charts Yes No
- vii. Manuals Yes No

- viii. Assistive technology devices Yes No
- ix. Adapted Computers and printers Yes No
- x. Others..Specify.....

c. How often in a week do you use the resource centre in teaching children with hearing and visual impairments?

d. If no to 12a) above, how does the school handle children with hearing and visual impairment?

e. If no to 12a, what are the gaps?

f. How does the school plan to address the identified gaps in 11e) above? Yes No

13a. Do you have accessible classrooms at your school? Yes No

b. If yes, how many were constructed as a result of EERP between 2018 and 2020?

c. If yes, do the classrooms have the following?

i. Non-noisy classroom Yes No

ii. Sufficient lighting Yes No

iii. Reduced clutter Yes No

iv. Sufficient Space Yes No

v. Accessible blackboards (not overly raised) Yes No

viii. Notice boards, timetables in both written and pictorial presentation Yes No

ix. Brightly-coloured tape on the back of chairs Yes No

vii. Others.. Specify.....

d. If no, what are gaps?

Explain.....

e. How does the school plan to address the identified gaps in 12c) above?

13 b. Do you have accessible latrines for learners with hearing and visual impairment?

c. If yes, do they have the following?

i. Adequate lighting Yes No

ii. Separate/two (for female learners and another for males) Yes No

iii. Hand washing facilities Yes No

iv. Spacious Yes No

v. Clear and well levelled corridors and floors Yes No

vi. Clear and well leveled walk ways i.e. to and from the latrines Yes No

vi. Relative distance from classrooms Yes No

viii. Clean Yes No

ix. Easy to use Yes No

ix. Others, Specify.....

d. How many accessible latrines were built between 2018 and 2020 as a result of the EERP in your school?
.....

e. If no to 13b) above, what are the gaps?
.....

f. How does the school plan to address the identified gaps in 13c) above?
.....

14. What other safety procedures/ considerations are in place for children with hearing and visual impairment?
.....

15. What other challenges does your school meet in implementing the EERP as strategy for ensuring that education system is inclusive of children with hearing and visual impairment in the refugee settlement?
.....

16. What other mechanisms are in place to share and solve challenges faced while teaching children with hearing and visual impairments?
.....

C. PARTICIPATORY OBSERVATIONAL AND ACTION RESEARCH TOOLS WITH CHILDREN WITH HEARING AND VISUAL IMPAIRMENT AND CHILDREN WITHOUT DISABILITY IN THE REFUGEE SETTLEMENT

I. NARRATIVE AND STORIES

To be used with Children with visual impairment (CWVIs)

Introduction

This tool is designed to measure self-reported feelings, perceptions, attitudes, and experiences, good and bad memories of inclusion. The tool will require a child with visual impairment to narrate his or her daily life to the researcher. The researcher/research assistant will create rapport with the child respondent and request him to take notes and also make a recording as the child narrates his/her story. The child will narrate his/her daily experiences at home, in the community, on the way to/from school and at school.

The researcher will guide and facilitate the data collection exercise and specifically request the child respondent to make their narrations as in line with the following;

A. Demographics

What is your gender

How old are you

What is your religion

Which class are you

How many are you at home

When and how did your visual impairment start

B. Narrate your home environment

- Whom you stay with
- How you are treated by the parents, siblings, neighbors, and other community members
- Whether you do house-chores like other children(fetching water, firewood, gardening etc)
- How do you do the housework
- Whether you are supported to bathe, move around the home, eat, etc
- Who supports you most

C. On the way to and from school;

- How do you move
- Who assists or supports you
- Obstacles met

D. Narrate your school environment

- How you are treated (by teachers, fellow pupils, the Head-teacher, the school management, support staff i.e. cooks, cleaners etc)
- Who supports you most at school
- Whether you feel the school environment is safe and accessible with;

- Accessible classrooms (sufficient space, sufficient lighting, reduced clutter, books and book bags kept away, accessible chairs, accessible blackboards, notice boards in both written and pictorial forms, unobstructed pathways etc)
- Is your classroom safe and accessible?
- Accessible compound and locations (play grounds, clear walkways with obstacles like rubbish and rocks removed, canteens, restrooms, exits and entrances, cafeteria, medical clinic, media center, storage areas, sink and water fountain etc)

- Media center (adapted computers and printers, tables, reading areas, circulation desk, bookshelves etc)
- Cafeteria (Serving line, Cashier, Tables, Disposal areas, knowledge of Going through the serving line, requesting, and obtaining food, Disposing of garbage)

- Safety considerations(knowledge of potential hazard areas (e.g., stairs, playground structures, dimly lit areas), doors and storage areas completely open or completely closed at all times, student knows routines for fire drills and other emergency procedure)

Do you have the necessary classroom equipment?

- Braille writer; slate and stylus
- Raised-line or bold-line paper, templates, and/or writing guides
- Soft lead pencils
- Felt-tip pens (various widths; high-contrast colors)
- Supplementary light source (e.g., desk lamp)
- Magnification device
- Book stand
- Cassette tape recorder/player
- Sun visor or light shield to reduce glare
- Large print reading materials (pre-printed or produced using computer technology)
- Physical education equipment with auditory signals (e.g., beep balls)
- Others..

Whether the teachers;

- Allow him/her sit closer to board, videos, demonstrations,
- Gives him/her copies of teacher notes
- Read notes aloud while writing them on board
- Provide audio tapes of reading materials
- Allow student to turn in taped rather than written responses
- Enlarge books, worksheets, etc
- Provide opportunities for hands-on learning
- Others

II. USE OF PICTURES WITH CWHIs AND CWoD

Introduction:

Children without disability and those with hearing impairment will draw pictures of their community environment, home environment and school environment showing whether they are safe, accessible and inclusive of their specific issues. The children will explain their pictures to the researchers after completion of the exercise. The analysis of drawn images, will be complemented by a subsequent discussion of these drawings in the context of their production (perceptions, attitudes, feelings, good and bad memories)

The researcher/ research assistant will obtain the demographic information of the child and then guide the child respondent on what they need to show in their pictures, and will avail them with the necessary materials to use.

Demographics of the child

What is your gender

How old are you

What is your religion

Which class are you

How many are you at home

When and how did your hearing impairment start (CWHIs)

Materials required

Pencils

Markers

Colors

Manila papers

Procedure

- i. Each child will get markers, pencils, colors, and three manila papers and draw three set of pictures depicting the three most important environments they thrive in.
- ii. Begin with the school environment, then the home environment and then community environment.
- iii. **Draw the school environment draw and show;**
 - Your classroom,
 - latrines,
 - walkways,
 - cafeteria,
 - canteen area
 - Compound
 - Media center
 - Teachers
 - Fellow pupils
 - Support staff
- iv. **Draw the home environment and show;**
 - Compound
 - Inside the house and where you sleep
 - Who supports you at home
 - The housework chores that you do
- v. **Draw the community environment and show;**
 - The people who are very important to you
 - The community activities you engage in

- Where you go for any kind of support
- Resources in the community(roads, markets, farms, water source)

vi. After one hour, you will interpret your drawings to the researcher, explaining your perceptions, attitudes, feelings, emotions, bad and good memories attached to particular images etc).

Thank you for your participation.

D. STRUCTURED INTERVIEW GUIDE FOR PARENTS/LEGAL GUARDIANS IN THE REFUGEE SETTLEMENT

Instructions:

- i) This tool is for use and to be retained by the interviewer.
- ii) Please do not give a copy to the respondent
- iii) State the date, start time of the interview and place

Section A: Introduction

We are a team from Nsamizi Training Institute of Social Development in collaboration with Africhild, conducting a study on “Inclusiveness of the Education Emergency Response Plan for Children with Hearing and Visual Impairment in Kyaka II and Nakivale Refugee Settlements”. Your responses will be treated with at most confidentiality and will be used for purposes of generating evidence to improve services and well being of children with visual and hearing impairments. We therefore request for your maximum cooperation and full participation. Please feel free.

Thank you

Section B. Demographics

1. How old are you? (years)

20-30 31-40 41-50 51-60

2. What is your gender?

(a) Male Female

3. What is the name of your village?

.....

4. How long have you been in this refugee settlement?

5. What is your level of education?

6. What is your religious affiliation?

Catholic	<input type="checkbox"/>
Anglican	<input type="checkbox"/>
Orthodox	<input type="checkbox"/>
Adventist	<input type="checkbox"/>
Muslim	<input type="checkbox"/>

Others – Specify

7. What is your marriage status?

8. How many children do you have?

Section C: Knowledge on Hearing and Visual Impairment, Inclusive Education and EERP)

8(a) What is your understanding of hearing and visual impairment?

9. Do you have any child with a visual or hearing impairment? Yes No

(a) If yes, does he go to school? Yes No

Probe If yes, where does the child go to school?

.....
Probe How far is the school from here?

.....
Probe If he does not go to school, what are the reasons for him not attending?

(b) If yes in 1c) above, how do you support his/her education?

10. Do you know any (other) children with hearing and visual impairment in your community?

(a) If yes, how has the community, NGOs, schools, district, Ministry supported such children in the refugee settlement?

(b) How has the support extended by the above stakeholders enhanced the learning process for the children with hearing impairment in the refugee settlement?

11. How are the teachers and other relevant stakeholders supervised to ensure effective learning of children with hearing and visual impairment in the refugee settlement?

12. Who do you think is responsible for ensuring that the education system is inclusive to cater for specific issues of children with hearing and visual impairment in this refugee settlement?

13. (a) Is there a plan to build the capacity of both the learners and the relevant stakeholders? (eg teachers, parents/legal guardian, community leaders, refugee welfare committee members)

(b) What is your understanding of the Education Emergency Response Plan (EERP)?

(c) What competences should the following stakeholders have in implementing the EERP?

i. a learner –**probe** children with hearing impairment; children with visual impairment

ii. a teacher

iii. a parent

iv. a supervisor- **probe** inspector of schools, school management committees, head teacher, PTAs)

14. What kind of training can be given to the various stakeholders to enhance their knowledge and competences in implementing the EERP?

15. What do you think are the challenges being faced by various stakeholders while implementing the EERP as a strategy for ensuring that education system is inclusive of children with hearing and visual impairment in refugee settlements?

16. What measures has government taken to address the challenges in 6 above?

Probe for a. children with visual impairment (Construction of spacious and well lit classrooms, and toilets; Provision of relevant instruction materials i.e. visually Brailled materials for touch, materials with high contrast, Construction of basic traffic safety walk ways in the whole school environment with mobility land marks), Construction of ramps on all doorways/, Construction of play ground boundaries, Emergency procedures, Use of assistive devices such as visual aids with clear sharp images)

b. children with hearing impairment- Provision of relevant tools-pictures, Flashcards, Diagrams, Readable Maps, Readable Charts, Hands-on demonstrations, Encouragement of student to student learning, Varying student participation, Instructions and assignments written on

handouts/Videos with captions, Provide for the use of sign language interpreters and speech amplifies.

17. Which EERP specific issues and implementers need more attention?

Conclusion

Ask for anything else he or she would like to know.

Ask if she/he has any questions regarding the study.

Thank the interviewees for their time.

Appendix 2: Approval Letters



Uganda National Council for Science and Technology
(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS1232ES

6 July 2022

Grace Nakimbugwe
Nsamizi Training Institute of Social Development
Mpigi

Re: Research Approval: Inclusiveness of the Education Emergency \r\nResponse Plan of Children with Hearing and Visual Impairment in Kyaka II and Nakivale \r\nRefugee Settlements.

I am pleased to inform you that on **06/07/2022**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **06/07/2022** to **06/07/2023**.

Your research registration number with the UNCST is **SS1232ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	2.0	01 July 2022
2	Data collection tools	Kiswahili	2.0	01 July 2022
3	Informed Assent & Consent forms	English	2.0	01 July 2022
4	Informed Assent & Consent forms	Kiswahili	2.0	01 July 2022
5	Project Proposal	English	VERSION 2.0	
6	Approval Letter	English		
7	Administrative Clearance	English		

Yours sincerely,



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

*Plot 6 Kimera Road, Ninda
P.O. Box 6884
KAMPALA, UGANDA*

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Tel: +256 471 432 096
Fax: +256 471 432 013
Mob: +256 772 305 621
+256 776 812 147

RESEARCH ETHICS COMMITTEE

To: Grace Lisa Nakimbugwe

27/06/2022

0783314619/0703753134

Type: Initial Review

Re: GUREC-2022-237: Inclusiveness of the Education Emergency Response Plan of Children with Hearing and Visual Impairment in Kyaka II and Nakivale Refugee Settlements. , Version 2.0, 2022-06-17

I am pleased to inform you that the Gulu University REC, through expedited review held on 12/06/2022 approved the above referenced study.

Approval of the research is for the period of 27/06/2022 to 27/06/2023.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of 27/06/2023 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Gulu University REC:

No.	Document Title	Language	Version Number	Version Date
1	Protocol	English	Version 2.0	2022-06-17
2	NTISD Covid 19 risk Management Plan	English	Version 2.0	2022-06-17
3	Informed Consent forms	Kiswahili	Version 2.0	2022-06-17
4	Informed Consent forms	English	Version 2.0	2022-06-17
5	Data collection tools	Kiswahili	Version 2.0	2022-06-17
6	Data collection tools	English	Version 2.0	2022-06-17

Yours Sincerely



Dr. Gerald OBAI
For: Gulu University REC



THE REPUBLIC OF UGANDA

OFFICE OF THE PRIME MINISTER

PLOT 9-11 APOLLO KAGGWA ROAD, P.O. BOX 341, KAMPALA, UGANDA

TELEPHONES: General Line 0417 770500, Web: www.opm.go.ug, E-mail: ps@opm.go.ug

In any correspondence on this subject, please quote No: **OPM/R/107**

July 12, 2022.

Ms. Nakimbugwe Grace Lisa,
The Principal Investigator,
Nsamizi Training Institute of Social Development.
KAMPALA.

RE: PERMISSION TO ACCESS KYAKA II AND NAKIVALE REFUGEE SETTLEMENTS.

Reference is made to your letter dated July 11, 2022 regarding the above subject matter.

This is to inform you that permission has been granted for the officials mentioned here below from your organisation to access Kyaka II and Nakivale Refugee Settlements from July 17th to 29th, 2022 to carry out a study titled "Inclusiveness of the Education Emergency Response Plan of Children with Hearing and Visual Impairments.

The officials are;

- | | |
|---------------------------------------------|---------------------|
| (1) Ms. Nakimbugwe Grace Lisa (Team Leader) | NIN: CF78023101PDMJ |
| (2) Mr. Kyazze Edward Ssanyu | NIN: CM78031102K0AA |
| (3) Ms. Nyakaisiki Florence | NIN: CF710107EN8J |

By a copy of this letter, settlement authorities are requested to accord the team the necessary assistance.

You also requested to observe the rules and regulations governing the Refugee Settlements as well as the MoH guidelines on COVID-19 pandemic.



FOR: PERMANENT SECRETARY.

- C.C. The Settlement Commandant - Kyaka II Refugee Settlement.
- C.C. The Settlement Commandant - Nakivale Refugee Settlement.
- C.C. File Ref: OPM/R/160/230/01.

OPM Vision: A Public Sector that is responsive and accountable in steering Uganda towards rapid economic growth and development.



THE REPUBLIC OF UGANDA

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PLOT 9-11 APOLLO KAGGWA ROAD, P.O. BOX 341, KAMPALA, UGANDA
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In any correspondence on this subject, please quote No: **OPM/R/107**

July 12, 2022.

Ms. Nakimbugwe Grace Lisa,
The Principal Investigator,
Nsamizi Training Institute of Social Development.
KAMPALA.

Received & approved to carry out the study in the settlement
18/07/2022

RE: PERMISSION TO ACCESS KYAKA II AND NAKIVALE REFUGEE SETTLEMENTS.

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Bafaka Charles
Bafaka Charles

FOR: PERMANENT SECRETARY.

- C.C. The Settlement Commandant - Kyaka II Refugee Settlement.
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- C.C. File Ref: OPM/R/160/230/01.

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In any correspondence on this subject, please quote No: **OPM/R/107**

July 12, 2022.

Ms. Nakimbugwe Grace Lisa,
The Principal Investigator,
Nsamizi Training Institute of Social Development.
KAMPALA.



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Bafaki Charles

FOR: PERMANENT SECRETARY.

- C.C. The Settlement Commandant - Kyaka II Refugee Settlement.
✓ C.C. The Settlement Commandant - Nakivale Refugee Settlement.
C.C. File Ref: OPM/R/160/230/01.

OPM Vision: A Public Sector that is responsive and accountable in steering Uganda towards rapid economic growth and development.

18/03/2022

The Chief Administrative Officer,
Kyegegwa.



Dear Sir/ Madam,

**RE: INTRODUCTION OF NSAMIZI TRAINING INSTITUTE FOR SOCIAL DEVELOPMENT
(NTISD) AFRICCHILD RESEARCH TEAM.**

Greetings from AfriChild Centre.

The AfriChild Centre is a research institution established in 2013 with an aim of generating research evidence to inform child focused policies and programming for the wellbeing of the African child. To achieve this, the AfriChild Centre works with Research Associates from six Ugandan Universities and one Training institute, which is Nsamizi Training Institute for Social Development.

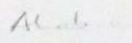
The AfriChild Centre together with Nsamizi Training Institute for Social Development (NTISD) intend to conduct a study titled *"Inclusiveness of the Education Emergency Response Plan for Children with hearing and visual impairments in Kyaka II and Nakivale Refugee settlements"*, in South Western Uganda. The study seeks to evaluate whether the Education Emergency Response Plan is inclusive of the specific issues of the children with hearing and visual impairment in Kyaka II and Nakivale refugee settlements.

The purpose of this letter is to introduce to you the team that will be conducting research in your area, led by Ms. Nakimbugwe Grace Lisa. The other team members are Mr. Kyazze Ssanyu Edward, Ms. Florence Nyakaisiki and Ms. Bernadete Naggayi Ssibetya.

In case of any questions or follow up in this regard, please get in touch with me on email: cbangirana@africhild.or.ug and Tel: 256776-190469.

We greatly appreciate any support rendered to the research team during this study.

Yours Sincerely,


Clare Ahabwe Bangirana, Programs Director, Research and Knowledge Development