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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AYDU</td>
<td>Action for Youth with Disabilities Uganda</td>
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<tr>
<td>CRPD</td>
<td>Convention on the Rights of Persons with Disabilities</td>
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<td>CSBAG</td>
<td>Civil Society Budget Advocacy Group</td>
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<tr>
<td>CSOs</td>
<td>Civil Society Organizations</td>
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<td>DPOs</td>
<td>Disabled Persons Organizations</td>
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<td>DRF</td>
<td>Disability Rights Fund</td>
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<tr>
<td>FY</td>
<td>Financial Year</td>
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<td>GoU</td>
<td>Government of Uganda</td>
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<td>ICESCR</td>
<td>International Covenant on Economic, Social and Cultural Rights</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>LC</td>
<td>Local Council</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MGLSD</td>
<td>Ministry of Gender Labor and Social Development</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MOES</td>
<td>Ministry of Education and Sports</td>
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<tr>
<td>MoFPED</td>
<td>Ministry of Finance Planning and Economic Development</td>
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<td>NDP</td>
<td>National Development Plan</td>
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<td>NUWODU</td>
<td>National Union of Women with Disabilities of Uganda</td>
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<td>PWDs</td>
<td>Persons With Disability</td>
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<td>SDGs</td>
<td>Social Development Goals</td>
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<tr>
<td>ToR</td>
<td>Terms of Reference</td>
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<tr>
<td>UGX</td>
<td>Uganda Shillings</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNCRPD</td>
<td>UN Convention on the Rights of Persons with Disability</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>Glossary of key words</td>
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<td><strong>Affirmative Action</strong> - A set of public initiatives designed to help eliminate past and present discrimination based on gender, age, disability, race, colour, religion, national origin, or any other reason created by history. In the context of this report, it refers to a positive action favouring PWDs so as to uplift them from their vulnerable situation to a better state.</td>
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<td><strong>Assistive devices</strong> - Tools that are designed, fabricated or adopted to assist a person with disability in performing a particular task e.g. calipers, wheel chairs, white cane.</td>
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<td><strong>Braille</strong> - Universal form of writing used by and for the blind. Braille consists of characters made up of raised dots in a six-position matrix on all. The characters are embossed in lines on paper and read by passing fingers lightly on the manuscript.</td>
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<td><strong>Disability</strong> - Permanent and substantial functional limitation of daily activities caused by physical, mental or sensory impairment and environmental barriers resulting in limited participation.</td>
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<td><strong>Discrimination</strong> - Treating people in a different, usually bad, manner because of their class, race, disability, gender instead of who they are as individuals.</td>
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<td><strong>Impairment</strong> - Any loss or abnormality of psychological, physical, neurological or anatomic function or structure.</td>
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<td><strong>Inclusive Education</strong> - A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children.</td>
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<td><strong>Sign language</strong> - A medium of communication used by people with hearing difficulties.</td>
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<td><strong>Support Services</strong> - Services given to PWDs in order to empower them to make well-informed decisions towards their wellbeing and development.</td>
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<td><strong>Tactile</strong> - A language used by people who are deaf / blind</td>
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Executive Summary

Action for Youth with Disabilities Uganda (AYDU) in collaboration with the Civil Society Budgetary Advocacy Group (CSBAG) and the National Union of Women with Disabilities of Uganda (NUWODU) are implementing a two-year project titled “Enhancing Public Financing for Persons With Disabilities in Higher Institutions of Learning” with funding from the Disability Rights Fund. The project is aimed at enhanced public financing for Persons with Disabilities (PWDs); access to physical infrastructure by Students with disabilities including halls of residence, lecture rooms, and toilet facilities; access to appropriate educational materials and specific human resource personnel including sign language interpreters and guides especially for students under Government sponsorship; and access to information about their rights as PWDs that inhibits their effective engagement and demand for redress by Government.

To inform the advocacy work to be done by the Coalition, a Consultant was engaged to carry out a research on the level of public funding for persons with disabilities in institutions of higher learning with the following specific objectives;

1. Analysing the current operational national policies and regulatory framework for Persons with Disabilities to assess alignment with the UN Convention on the Rights of Persons with Disability (UNCRPD) regarding education as far as for financing for tertiary education is concerned.

2. Reviewing the respective University disability policies to determine the level of alignment of these policies to the UNCRPD regarding education.

3. Undertaking a budget tracking analysis of the Universities financing for PWDs for 5 financial years to ascertain the adequacy of financing for their inclusive education in the selected universities.

4. Ascertaining the level of utilization and performance of these funds in meeting the needs of the PWDs in the selected universities.

Methodology

The consultant purposively selected Makerere University, Mbarara University of Science and Technology and Kyambogo University because these are the three oldest and most student-populated public universities in Uganda.

The consultant focussed on tracking the flow of funds from Ministry of Finance, Planning and Economic Development (MoFPED) up to the respective Universities, as well as the performance of the universities in terms of PWDs related policies, guidelines, programmes, actions and practices.

A review of the national and university level policies and regulatory frameworks was conducted to establish the provisions therein regarding inclusive education especially at university level in line with the UNCRPD.

Key Informant Interviews were conducted with technical persons in the Ministry of Finance, Planning and Economic Development, Ministry of Education and Sports, and the Universities visited to gather information regarding funding for PWDs in higher institutions of learning.
A quantitative tool was administered through personal interviews with thirty six (36) students with disability in the selected universities to capture their end-user experiences and needs, and perceptions of government funding in meeting these needs. These were selected using snowball method of sampling.

The Consultant also made physical visits to various facilities in the universities to ascertain the existence of accommodative facilities and resources for inclusive education.

The data collected through these methods was synthesized and analysed to inform the discussions, trends analyses, findings and recommendations in this report.

Review of the Legal and Regulatory Framework

Related to Inclusive Education in Uganda

- **The Constitution of the Republic of Uganda, 1995** pronounces itself on the government’s commitment to upholding the rights of persons with disabilities, including the right to education. The Constitution in Article 30 stipulates that “All persons have a right to education”, and further provides in the National Objectives and Directive Principles for State Policy for every citizen to have equal opportunity to attain the highest educational standards possible. Article 35(1)&(2) provide for the State's obligation to ensure that PWDs realize their full mental and physical potential and enactment of laws appropriate for the protection of PWDs.

- **The Persons with Disabilities Act, 2006** provides for access to all physical facilities in private and public institutions, and as well, as access by persons with disability to any benefit or service provided by an education institution. Section 5(j) of the Act provides for government commitment to not less than 10% of all educational expenditure to the educational needs of PWDs.

- **The Universities and Other Tertiary Institutions Act, 2001**, provides for non-discrimination during admission into a public university and stipulates functions of a Public University to include the provision of accessible physical facilities to the users of the Public University. It further provides for Public Universities to get funding from grants or contributions from Central Government as may be appropriated by Parliament.

- **Affirmative Action for PWDs in Public Universities** with 64 students with disability gaining admission every financial year into the public universities since the 2005/2006 Academic Year.

- **The Second National Development Plan 2015/16 – 2019/20** acknowledges the limited public funding to higher education and the challenges that learners in higher institutions of learning face. It however does not stipulate clear government’s commitment to addressing these challenges especially inclusive education.
Review of University Level Policies

- **Makerere and Kyambogo Universities have stand-alone policies on persons with disabilities, though adopted in 2014. Mbarara University of Science and Technology does not have a policy on students with disability,** and hardly was any reference to persons with disability and inclusive education be found in any of its policies reviewed. Makerere and Kyambogo Universities, in their respective policies on disability, commit to admitting students with disability to any courses of their choices as long they meet the requirements for the course.

- **Regarding Student Academic Life, Makerere and Kyambogo Universities clearly stipulate measures for creating an enabling environment for all students.** These policies among others commit to providing learning aids to PWDs based on individual assessment of need as well as ensuring that PWDs receive all course works and examinations in the formats easily understandable by them. Kyambogo University through its Faculty of Special Needs and Rehabilitation is taking lead in providing training for students and university staff regarding PWDs; producing materials for the visually impaired; and other learning support services to PWDs.

- **Regarding Student Accommodation and General Welfare,** both Makerere and Kyambogo Universities’ policies stipulate commitments to provide accommodation in halls of residence at University for all government sponsored PWDs as well as the privately sponsored one who express the need and can afford to pay for the service. Specific accommodative arrangements are stipulated in the policies including reserving rooms on ground floor or first floor, rooms near washrooms and dining rooms for PWDS to enable their easy access to meals, places of convenience and their rooms of accommodation. The respective University Policies have a provision for Disability Support Centres to promote effective inclusion and participation of Persons With Disabilities in the University, with attendant Disabilities and Special Needs Assessment Committees for the assessing the individual needs of the PWDs routinely.

- **Funding:** The reviewed policies stipulate that the responsibility for providing financial assistance of the PWDs for purposes of acquiring the particular needs they possess rest with the students’ respective funders (Government or private agency). Kyambogo University however commits to providing some financial assistance to privately sponsored students as well. The Universities also commit to creating a vote in the budget for students with disability.

Research Findings

- **Education Sector Funding:** The education sector budget accounts for about 11% of the National budget. But 81% of this budget goes to recurrent expenditure of which 59% is wage expenditure, 22% non-wage expenditure and only 19% development expenditure. Higher Education budget accounts for less than 15% of the entire education budget. The Person With Disability’s budgets also accounts for between 0.3% to 0.6% of the entire education sector budget, contrary to provision of Section 5(j) of the PWDs Act, 2006. Thus University education and the University sector and PWD issues in particular are currently being underfunded.

- **Tuition, Accommodation and Meals Funding for PWDs:** These services are available freely for all PWDs on government sponsorship. Some PWDs however
face challenges in accessing the appropriate accommodation that suits their specific needs e.g. ground floor rooms or rooms near places of convenience. At Makerere University, there was concern that such rooms are only accessed after the first year of study since on admission in first year, all students are mixed up. At Mbarara University, this provision is reportedly available after a hectic process because rooms are few.

- **Assistive Devices, Guides and Materials:** PWDs under Disability Scheme in Public University undergo assessment to determines their needs. Thereafter, they receive direct funding from the University, ranging from UGX 50,000 to UGX 600,000, annually, and is paid once usually in the first semester of the academic year. The students however consider this money little compared to their needs. Universities employ personal guides, especially for the visually handicapped, and pay them a modest monthly salary ranging from UGX 70,000 to UGX 300,000 while also providing them meals and accommodation. Kyambogo University pays the guides better than Makerere and Mbarara Universities. Concerns exist of this money being little and also delaying to be paid, usually taking a whole semester before it is paid. The Visually impaired are also supported with braille materials, large format prints, and other equipment like special typewriters, though in some cases these are reportedly old and in poor condition. Students with other impairments related to hearing, physical / motor, and biological hardly received any assistive devices to support their learning needs.

- **Staff Capacity in Creating Inclusive Learning Environments:** Unlike Kyambogo University that has a Faculty handling Inclusive Education and Rehabilitation, the other Universities greatly lack personnel in the teaching and non-teaching staff skilled in handling PWDs. Even at Kyambogo University, these staff are still few and can only provide the services in a classroom environment. At Makerere University, students with visual impairment who use the brailler machine have to go through a cumbersome process of examination whereby their response papers have to first be taken to Kyambogo University for transcription before being returned to Makerere for grading and subsequent release of feedback. Tutors at University are not uniformly applying the provision of allowing PWDs extra tine during tests and examinations, depending on their need.

- **Accessible Physical Facilities and Study Spaces:** Most of the facilities at the Universities are still not to the required standards for easy access by PWDs. In some cases, these students have to climb steps to access lecture rooms, and most of the places of convenience are not specially modified to cater for PWDs needs, and used by all students making them inaccessible for health and physical reasons. This is attributed to limited funding available to Universities to enable them make the needed modifications to many existing old structures. However, there is evidence that the Universities are committed to creating easy access to PWDs for their facilities since most of the recently established infrastructures have these provisions. For example, ground floor of Makerere’s Main Library is reserved for PWDs. No special health support exists for PWDs. At Makerere University, professional counsellors are available for psychosocial support.
Limitations of the Research Study

1. Unavailability of data on disability statistics at the University and Ministry Level: Performance reports in the Universities and budget allocation reports reviewed only provided block information on education sector allocations and interventions with little or no mention of PWDs and their support services. This therefore limited the study’s scope under the objective of tracking funding for PWDs at the Universities.

2. Limited Access to Some Study Respondents: Some key University administration staffs previously identified for participation in the study could not be interviewed because of the bureaucracies engaged and in some cases appointments would not be secured. These cases necessitated would occasionally necessitate finding replacement respondents as quickly and possible.

Recommendations

In light of the above study findings, the Consultant makes the following recommendations;

1. Universities should improve on capturing data on Persons with Disabilities, disaggregated by Gender articulated in their periodic reports. This is critical if issues of PWDs are to be well-articulated, monitored and advocated for

2. Universities that already have Policies on PWDs should be encouraged to operationalize them, starting with implementation of those activities that are low cost, given the funding constraints. These low-cost activities may include awareness creation about the policy and its provisions; installing signage in University premises for observance of traffic and road safety regulations; and monitoring and auditing the implementation of the policy through the relevant University bodies.

3. Mbarara University as well as other Universities, whether Public or Private, that currently do not have a Policy on PWDs should be supported to come up with these policies as a critical commitment step towards providing inclusive education in these institutions.

4. Government should be lobbied to increase the funding for PWDs in Universities, in line with its commitments under Section 5(j) of the PWDs Act and other international obligations.

5. Universities should endeavor to provide continued sensitization and training aimed at imparting staffs with the needed skills to handle the learners with specific educational needs.
AYDU stall during the SCO fair interested the public to come and learn more about youth with disabilities.

More members at AYDU stall during the civil Society Organizations Fair in 2015.
1.1 Right to Education and Public Financing for Persons With Disabilities in Uganda

Uganda is a signatory to International agreements that call for prioritization of needs of Persons with Disabilities, a case in point being the Salamanca Statement and Framework for Action on Inclusive Education (1994). Uganda also ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol on 25th September 2008. On the local National level, the Government has several legal provisions for the fulfillment of rights of persons with disabilities. These among others include Article 35 (1) & (2), Article 30, and Article 32 (2) of the Constitution of the Republic of Uganda; the Disability Act 2006; and the National Disability Policy 2006.

Despite government’s intent through the several legal provisions, the financing of the education of persons with disabilities remains meager. Students with Disability in tertiary institutions continue to face challenges such as constrained access to learning facilities due to prohibitive infrastructure, absence of disability friendly instructional materials, among others due to limited prioritization of their needs by Government and tertiary institutions as illustrated in the limited education related financing for PWDs. Furthermore, analysis of national budget documents reveals absence of indicators that specifically address disability needs such as accessibility and access to instructional materials. The current financing for the education of PWDs remains dismal at UGX 3.18bn in FY 2015/16 (0.16% of the education sector budget) and is expected to increase to UGX 3.683bn in FY 2016/17 (0.15% of the sector budget).

1.2 About the Mid-Level Coalition Funding Stream-funded Project in Uganda

The Mid-Level Coalition Funding Stream is a grant initiative of the Disability Rights Fund (DRF) that supports civil society coalitions at sub-national levels in selected developing world countries, to ensure that national legislation and policy addressing the rights of persons with disabilities (PWDs) is implemented at more local levels. Focus of this funding stream is on supporting the capacity of marginalized and emergent groups of persons with disabilities to advocate for their rights, as well as ongoing efforts of national, state, provincial, regional, and district level DPOs to advance CRPD implementation in fulfillment of the human rights of all persons with disabilities. DRF’s 2015 Round2 request for proposals under the Mid-Level Coalition Funding Stream prioritized; (i) the passage of specific legislation or policy at the sub-national level to accord with the CRPD, (ii) advocacy for governmental budgetary measures to implement the CRPD at sub-national level, and (iii) ratification of the UNCRPD and/or the Optional Protocol (where not ratified) in the Pacific Island Countries.

The Action for Youth with Disabilities Uganda (AYDU) is the lead organization in a loose coalition including the Civil Society Budget Advocacy Group (CSBAG) and the National Union of Women with Disabilities of Uganda (NUWODU). They successfully applied for a DRF grant to implement a two-year project titled “Enhancing Public Financing for Persons with Disabilities in Higher Institutions of Learning” Project, in line with DRF’s Priority Areas (ii).

Focusing on Article 24 of the CRPD, concerning Education, the coalition aims at advocating for enhanced financing for inclusive education in higher institutions of learning in Uganda; access to physical infrastructure by Students With Disabilities including halls of residence, lecture rooms, and toilet facilities; access to appropriate educational materials and specific human resource personnel including sign language interpreters and guides especially for students under Government sponsorship;
and access to information about their rights as PWDs that inhibits their effective engagement and demand for redress by Government. The project is targeting Students with Disabilities; University Technocrats; Members of Parliament of the Committees of Gender, Labour and Social Development, Finance and Education; CSO and DPO representatives; Government technocrats; and the General Public through the media campaign. Over the two years of the project, the coalition specifically intends to achieve three objectives, namely (a) lobbying for increased funding for disability inclusion within national and university budgets; (b) enhancing effective implementation of relevant policies including Disability Policy and Affirmative Action in the Universities of Makerere and Kyambogo so as to meet the key budgetary and service delivery needs of Students with Disabilities, and; (c) empower students with disabilities to demand for equitable access to education from the students and government.

1.3 Rationale for the Research

Given that the Coalition’s DRF Mid-Level Coalition Funding Stream-approved project is focusing on advocating for increased financing for Education of PWDs, and the operationalization of current University policies for PWDs, this research was needed to establish the status of public funding for PWDs in the selected universities to inform the subsequent advocacy activities of the Coalition.

1.4 The General Objectives of the Research

This study sought to unveil existing legal and policy framework on PWDs in Uganda, the level of public financing for PWDs at both Central Government and University level, as well as the existence and/or implementation of respective universities’ policies PWDs. The findings of this research are geared at enabling informed advocacy regarding financing for the inclusive education for all persons including PWDs, and operationalization of university policies on PWDs.

1.5 Specific Study Objectives

In line with the Terms of Reference, the study sought to achieve the following specific objectives:

1. Analyzing the current operational national policies and regulatory framework catering for Persons with disabilities with specific focus on youth and tertiary students to assess provisions for financing for their education.

2. Reviewing the respective University disability policies to determine the level of alignment of these policies to the existent national level legal provisions.

3. Undertaking a budget tracking analysis of the Universities financing for Persons with Disability for 5 financial years FY 2010/11-FY 2014/15 to ascertain the adequacy of financing for Persons with Disability in the selected Universities.

4. Ascertaining the level of utilization and performance of these funds in meeting the needs of the PWDs in tertiary institutions with a specific focus on the selected institutions.

1.6 Organization of the Report

This current section of the report introduces the study and the objectives it intended to achieve. Section 2 of the report expounds on the approach and methodology used while conducting the study as well as the study limitations. Section 3 describes the analysis of policy and legal framework surrounding the financing of education of inclusive education in tertiary institutions. Section 4 describes the survey findings while Section 5 presents the Consultant’s conclusions and recommendations following from the study.
2.0 Approach & Methodology

This research focused on the three most student-populated and oldest public universities in Uganda namely Makerere University, Mbarara University of Science and Technology, and Kyambogo University as it was expected that these particular Universities have proportionally more students with disabilities, and therefore would provide good case studies on the financing of their education.

Suffice to note that much as the study broadly focused on tracking the flow of funding for PWDs right from Ministry to University level in the three Public Universities, it went further and sought to establish how this funding translates into benefits for the students with disabilities by making use of the Kamoga et al (2016) theoretical framework. This framework asserts that participation of PWDs in tertiary education is influenced at three levels; the Individual level, the institutional level, and the Ideological level. The Individual level referring to the personal experiences of students and their inclusion in the University; the Institutional level referring to the organization of the University to facilitate provision of inclusive education services; and the Ideological level referring to the rights, policies and equal opportunities in supporting entitlement and access to education for PWDs.

Various methods were used to collect the relevant data in line with the study objectives. First, the existing relevant legal documentation and policies were reviewed at National level to establish the existence of provisions for PWD funding therein, and at University level to establish the level of alignment with National level provisions. The reviewed legislation documentation and policies included; The Constitution of the Republic of Uganda, 1995; the Persons with Disabilities Act, 2006; The Universities and Other Tertiary Institutions Act, 2001; The Second National Development Plan 2015/16 – 2019/20; and University policies on Applications and Admissions; Information and Communication; Student Accommodation, Lectures and Class timetabling, Gender and Equality; and the University Strategic Plans among others.

Secondly, data was collected from the Ministry of Finance, Planning and Economic Development; Ministry of Education and Sports; Parliament of Uganda, among other government ministries and agencies; and from the respective Public Universities under study for purposes of tracking the level and flow financing related to PWDs in Public Universities. For this purpose, the Consultant conducted interviews with Key technical persons in the accounts and budget offices of these institutions. As much as possible, the budget and funding data collected covered the period FY2010/11 and FY2016/17.

Thirdly, data was collected through individual interviews with sampled Students with Disability in the selected Universities. This was for purposes of highlighting the end-user experiences regarding the level of needs for PWDs in the public universities and the perceptions of how government and university funding is meeting these needs. Thirty-six (36) students with disabilities were interviewed, thirteen (36%) of whom were female. These students were sampled using the snowball method whereby through contact with one student with disability or leader, we progressively reached others by referral. Given that this was not the main focus of the study, the Consultant kept the sample size at a minimum ‘large sample of 30 sufficient for normal approximation’ and did not use the required scientific rigour of precision needed like, for example, if the study were to estimate of prevalence of particular characteristics in the subjects.
The Consultant further made physical visits to the various faculties, halls of residences and others areas of social interaction at the Universities to observe the existence of accommodative facilities and resources for inclusive education.

The data collected through the above approaches is what has informed the subsequent discussions, trends analyses, findings and recommendations in this report.

2.1 Limitations of the Research Study

The following limitations were encountered in the study and to some extent affected the full achievement of some of the intended objectives. These limitations included;

1. **Unavailability of data on disability statistics at the university and ministry Level**: Performance reports in the universities and budget allocation reports reviewed from the ministries visited only provided block information on education sector allocations and interventions with little or no mention of PWDs and their support services. This therefore limited the study’s scope under the objective of tracking funding for PWDs at the Universities.

2. **Limited Access to Some Study Respondents**: Some key University administration staffs previously identified for participation in the study could not be interviewed because of the bureaucracies involved that resulted in failure to secure appointments. These cases necessitated finding replacement respondents as quickly as possible.
3.0 Public Funding For Pwds Education In Public Universities – International, National And Sub-National Policy And Regulatory Framework

The Republic of Uganda ratified the UN Convention on Rights of Persons with Disabilities (CRPD) and its Optional Protocol on 25 September 2008 thereby assuming the obligation under international law to implement it. Uganda is further a signatory to various international agreements that call for prioritization of needs of persons with disabilities. At the National level, the Government of Uganda has taken a number of policy and legal steps that indicate commitment to advancing the rights of persons with disabilities. The focus of this research was on those policies and legislations that are of relevance to the right to education for all persons, focusing on Persons with Disabilities as well as public financing of inclusive education in universities. Then an analysis was made regarding the consistency of the National policies and laws with the International provisions on PWDs’ rights to education, majorly Article 24 of the CRPD and partly Article 13 of the International Convention on Economic, Social and Cultural Rights (ICESCR).

3.1 The UN Convention on the Rights of Persons with Disabilities

Whereas the rights of all human beings, including persons with disabilities, were clearly stipulated in the Universal Declaration of Human Rights (1948), countries globally thought it fit to ratify a Convention on the Rights of Persons with Disabilities having realized that this category of people were fairing worse than other categories of people in enjoyment of their rights because of a myriad of physical and social obstacles.

Adopted by the UN General Assembly in 2006, and later entering into force on the May 3rd, 2008, the purpose of the convention is to promote, protect and ensure the full and equal enjoyment of all human rights by persons with disabilities. It covers a number of key areas such as accessibility, personal mobility, health, education, employment, habilitation and rehabilitation, participation in political life, and equality and non-discrimination. The convention marks a shift in thinking about disability from a social welfare concern, to a human rights issue, which acknowledges that societal barriers and prejudices are themselves disabling.

Article 24 of the CRPD, calls for State Parties’ recognition of the rights of persons with disabilities to education at all levels and an inclusive education system that enables development of human potential, and sense of dignity without discrimination and on an equal basis with others. This, among others, requires that State Parties’ education systems provide reasonable accommodation for individuals’ learning requirements; persons with disabilities receive the required support to facilitate their effective education; and PWDs get facilitated with learning skills for their full and equal participation in education including learning braille, peer support and mentoring, alternative script and formats of communication, learning of sign language, employing teachers and professionals qualified in sign language and braille.
3.2 **International Convention on Economic, Social and Cultural Rights, 1966.**

The International Convention on Economic, Social and Cultural Rights (ICESCR) was adopted by the United Nations General Assembly on 16 December 1966 and entered into force on 3 January 1976 with the aim of ensuring protection of economic, social and cultural rights of all persons. The Convention, among others, stipulates the right to non-discrimination based on any status (Article 2); the right to an adequate standard of living (Article 11); and the right to education (Articles 13-14). In the Convention, State Parties agree to an education that promotes full development of human personality and the sense of dignity while strengthening the respect for human rights and effective participation in a free society. These are ingredients of an inclusive education environment that all State Parties should aspire to have. Regarding the focus on higher education, Article 13(2)(c) stipulates that “Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education”.

3.3 **Sustainable Development Goals (SDGs)**

Building on the earlier Millennium Development Goals (MDGs) adopted in 2000 for a period of 15 years concluding at the end of 2015, Sustainable Development Goals (SDGs) refer to a package of global aspirations agreed upon by Heads of States and Governments in September 2015 reflecting the challenges that the world faces today, to be achieved by 2030. These are a set of 17 goals and 169 targets setting out quantitative and qualitative objectives across the social, economic, and environmental dimensions of sustainable development. According to Sustainable Development Solutions Network (2015), SDGs are “global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities”.

Goal 4 of the SDG framework requires that national governments ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Under target 4.5 of this goal, national governments should ensure that by 2030, gender disparities in education are eliminated and there is equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. Therefore, national governments in aspiring to achieve this goal and attendant targets by 2030 should ensure that among others, persons with disabilities are accorded with inclusive equal access to all levels of education.

3.4 **The Constitution of the Republic of Uganda, 1995**

The Constitution recognizes certain rights with respect to education of persons with disabilities. Article 30 provides that “all persons have a right to education” while the Section XVIII on Educational Objectives provides that “the state shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible”. These provisions among others express the government’s commitment to provision of education to all persons (including persons with disabilities) to the highest level possible. Article 35 provides that the state “shall take appropriate measures to ensure that they realise their full mental and physical potential”. Such measures expected of the state, among others, include promoting the development of sign language for the deaf4, and all other measures aimed at eliminating the barriers that limit the participation of PWDs at University.
All the provisions cited above indicate that the state has a commitment to provide an accommodative environment for students with disabilities, including those at tertiary level, to utilize their capacities in the education sector. Suffice to note that even when the Constitution of the Republic of Uganda was promulgated way before the UN CRPD and the subsequent UN Development goals, it was forward looking and already catered for inclusive education for all, with Article 35 (2) of the Constitution mandating the Parliament to enact appropriate laws to achieve these aspirations. Indeed, specific laws and policies drawing from this mandate have been enacted as discussed in the sections below.

3.5 Persons With Disabilities Act, 2006

Assented to by the President of the Republic of Uganda on 24 May 2006, the Persons with Disabilities Act, 2006 is one of the government’s steps in domesticating the UN Convention on the Rights of Persons with Disabilities. Particularly, the Act was meant to operationalize Articles 32 and 35 of the 1995 Constitution, which guarantee the rights of Persons with Disabilities. The Act stipulates specific provisions regarding access to education for persons with disabilities, among others.

Sections 6 (1) and 6 (2) (c) of the Act provide for access by persons with disabilities to any benefit or service provided by an educational institution. Section 5 of the same Act mandates Government to promote education of PWDs through encouragement of inclusive education and formulating educational policies that promote inclusive education and requirements of PWDs. Following from these provisions of the Act therefore, Public Universities should have systems and facilities that accommodate PWDs. Such accommodative provisions should include special learning instructional materials and devices, personal guides, recruitment and training of inclusive education facilitators / teachers as well as sign language interpreters, and provision of special assistive services during examinations including giving extra time suitable for students in all institutions including Universities.

Sections 19 and 20 of the Act relate to provisions of accessing all the physical facilities of institutions. Section 19 makes it a responsibility of all organs in public and private institutions to provide suitable exits and entrances to toilets for persons with disabilities, with universal standard designs for public toilets. It should be construed that toilets should have wide doors and ramps, should not be having slippery floors, and should not be so raised to enable easy access by persons with disabilities especially those with physical disabilities who use wheelchairs. Relatedly, Section 20 provides that all buildings of public use should be accessible for PWDs through easy to find entrances, safe and well-dimensioned staircases and rails, ramps, elevators and lifts, and accessible pathways to parking areas.

Section 5(j) of the Act provides that the government commits not less than 10% of all educational expenditure to the educational needs of PWDs. This is a rather important commitment whose fulfilment should enable the achievement of the aspirations regarding access to education for persons with disabilities at all levels of education including those in Universities.

Issued in 2006, Uganda’s National Policy on Disability aims at promoting equal opportunities for enhanced empowerment, participation and protection of rights of PWDs irrespective of gender, age and type of disability. While acknowledging the challenges faced by PWDs in the attainment of their right to education, (including but not limited to scarcity of appropriate educational, scholastic and instructional materials, inadequate training staff handling concerns of PWDs, outdated and limited skills in vocational rehabilitation centres, inaccessible physical structures at schools, high costs of assistive devices and assistive services such as guides, helpers as well as interpreters; use of languages and images that are not comprehensible to most PWDs in public education programmes), the Policy provides a framework for empowerment of PWDs in the development process, and envisages a society where PWDs fully participate in all spheres of development.

The Policy's priority areas of focus are accessibility, participation, capacity building, awareness raising, prevention and management of disabilities, care and support, socio-economic security, research, communication (sign language, tactile and Braille literacy) and budgeting. Section 4.1, 4.2 and 4.8 stipulate government’s intentions to remove access barriers for PWDs, enhance PWDs’ communication and promote their full participation through promotion of user-friendly facilities and infrastructure designs; promotion of use of sign language, braille and tactile; and provision of assistive devices and services to PWDs.

Section 5.1 vests the responsibility of developing and disseminating guidelines for the operationalization of the National Policy on Disability with the Ministry of Gender, Labour, and Social Development, as the lead agency. The Policy also identifies the expected roles of the various stakeholders including the Private Sector to design and construct PWD-friendly infrastructure and other social facilities (Section 5.4); Disabled Persons Organizations (DPOs) to supplement government efforts in delivery of services to its members (Section 5.5); CSOs to mobilise resources for service delivery and build capacity of PWDs (Section 5.6); and importantly the PWDs themselves to participate in planning, implementation, monitoring and evaluation of all interventions aimed at improving their welfare. Financing of interventions stipulated in the Policy is the responsibility of the relevant ministries and sectors (Section 7).

3.7 The Universities and Other Tertiary Institutions Act (2001)

The Universities and Other Tertiary Institutions Act, 2001, provides for admission to a Public University, all qualified citizens of Uganda without discrimination, with consideration of affirmative action in favor of marginalized groups based on gender, disability and disadvantaged schools (S.28). It further stipulates the functions of a Public University to include the provision of accessible physical facilities to the users of the Public University (S.24). Therefore, students with disabilities have an opportunity as everyone else of being admitted in Public Universities, and the University has an obligation to ensure that such students access all the university's facilities. These include but are not limited to lecture rooms, residence rooms, washroom and toilet facilities, sports and recreation facilities, reading places, and dining rooms among others. It is under such provision that Public Universities are expected to ensure facilities like ramps, and lifts where appropriate are made available, and special rooms for reading and places of convenience for students with disability are available.
Regarding the issue of funding, Article 59(1) (a) of the Act provides that a Public University may get funding from “grants or contributions from Central Government as may be appropriated by Parliament”. To be able to get this funding, the University Council has to make and submit to the Minister for approval, estimates of the income and expenditure of the Public University for the next ensuing year, within a period of three months before the end of each financial year, such estimates have to include, among others, charges for maintenance of the University’s building and other assets (S.62).


The National Development Plan, in Section 230, recognizes that Persons with Disabilities face various forms of barriers resulting from insensitive disability friendly regulatory frameworks which ultimately lead into unequal access to services in the area of education among others by persons with disabilities. Section 120 of the Policy identifies key constraints in the delivery of inclusive education in Uganda to include inappropriate National Examination of learners who are deaf; failure by government to formalize specialized support services for the PWDs including Sign Language Interpreters, Braille; unsustainable supply of specialized instructional materials & equipment, which by their nature, are highly specialized. Furthermore, inadequate data collected on learners with special needs; defective and unfavourable existing infrastructure in most education and training institutions which hampers inclusive education.

The National Development Plan acknowledges that learners with disabilities still face challenges accessing and receiving specialized support in higher institutions of learning. Section 116 of the same Plan further notes that public funding to higher education remains at 0.3 percent of GDP, which is below the recommended share of at least 1 percent. The Plan also acknowledges that the provided funding does not match demand as student numbers are increasing by an annual average of over 10 percent. It can then be expected that inclusive education in the higher institutions of learning is suffering because of this limited funding.

A critical analysis if the Development Plan indicates government’s focus on Inclusive Education in primary and secondary institutions, with less focus on the PWD education needs in tertiary institutions. The government however has stipulated its intention to remedying the situation as seen in Intervention of developing and implementing programs targeted to disadvantaged communities, marginalized groups and students with special learning needs.

To achieve equitable access to relevant and quality education and training; government plans to provide gender sensitive sanitation facilities that would address special needs of girls and boys. For enhanced the integration of science and technology into the national development process; government plans to Mainstream and actively involve the PWDs in all Science Technology & Innovations (STI) activities.

It therefore is important that advocacy organizations like CSBAG keenly follow up on such commitment by government to ensure that PWDs’ education in Uganda, especially in higher institutions, gets the due funding to fully benefit from the education system.

Table 1 below provides a summary review of the National level laws and policies and their alignment with the UN Convention on the Rights of People with Disability, with a focus on the provisions on Education.
Table 1: Showing Alignment of National Level laws and Policies with the UN CRPD

<table>
<thead>
<tr>
<th>UN CRPD</th>
<th>National Level Policies on PWDs</th>
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</thead>
<tbody>
<tr>
<td>Adopted by UN General Assembly in 2006</td>
<td>Ratified by the Republic of Uganda on 25 September 2008</td>
</tr>
<tr>
<td><strong>Article 24 (1):</strong> Right of persons with disabilities to Education and inclusive education system at all levels</td>
<td>• <strong>Article 30 of the Constitution:</strong> “all persons have a right to education”</td>
</tr>
<tr>
<td></td>
<td>• <strong>PWD Act, 2006: Section 5 (j)</strong> - Government to commit not less than 10% of all educational expenditure to the educational needs of PWDs.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Universities &amp; Other Tertiary Institutions Act (2001): Section 28</strong> – All qualified citizens to be admitted to Public Universities without discrimination. Affirmative action considered in favour of disadvantaged groups e.g. PWDs</td>
</tr>
<tr>
<td><strong>Article 24 (2):</strong> Full inclusion of PWDs in general education system; providing reasonable accommodation of, and support towards individual requirements to facilitate effective education</td>
<td>• <strong>PWD Act, 2006: Sections 6(1) and 6(2)(c), and The Universities &amp; Other Tertiary Institutions Act (2001): Section 24</strong> - Persons with disabilities to access any benefit or service provided by an educational institution.</td>
</tr>
<tr>
<td></td>
<td>• <strong>PWD Act, 2006: Sections 19 &amp; 20</strong> – Education institutions (both public and private) have a responsibility of making appropriate adjustments for PWDs easy access to facilities at the institutions e.g. suitable exits &amp; entrances to toilets and lecture rooms, rails, elevators, lifts and ramps etc.</td>
</tr>
<tr>
<td><strong>Article 24 (3):</strong> Facilitate PWDs acquisition of life and social development skills for equal and full participation in education. E.g. facilitating them to learn sign language, braille, alternative script and delivering their education in the appropriate communication mode</td>
<td><strong>Section XXIV (c) of the Constitution of Uganda:</strong> Promoting the development of sign language for the deaf.</td>
</tr>
<tr>
<td><strong>Article 24 (4):</strong> Employment of qualified sign language / braille teachers including teachers with disability to train professionals and staff in education institutions at all levels.</td>
<td><strong>The Uganda National Institute of Special Education Act, 2005</strong> – To train education personnel in inclusive education, conducting research, developing materials and so on</td>
</tr>
<tr>
<td><strong>Article 24 (5):</strong> General tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.</td>
<td><strong>Universities &amp; Other Tertiary Institutions Act (2001): Section 28</strong> – As already discussed</td>
</tr>
</tbody>
</table>
3.9 PWDs Related Policies In The Selected Public Universities

The research established that with the exception of Mbarara University of Science and Technology, Makerere and Kyambogo Universities each already had an approved policy dedicated to issues of Persons with disabilities, as well as other University policies, documentation and guidelines that have provisions on persons with disability.

The review of the policies at Mbarara University of Science and Technology, which among others included the University Human Resource Policy, the Research Policy, the Information and Communication Policy, the Quality Assurance Policy, and the HIV/AIDS Policy, did not indicate any provisions for special education needs at the University. It therefore implies that in the absence of a written down policy, it can be construed that whatever provisions there are for students with disabilities at Mbarara University of Science and Technology are fortuitous but not guided by any instrument. It then means that the rights of access to inclusive education for all students, including students with disabilities may not be guaranteed at the University.

Suffice to note that ensuring quality and inclusive education for all at higher institutions of learning requires that the context and environment at the higher institutions of learning is enabling for all individuals to participate effectively in the learning processes and all other social activities. This can be seen from the provisions that exist at the higher institutions of learning regarding Student Entry Applications, Admissions and Registration processes; Student Academic Life; Student Accommodation and General Welfare; and Funding among others. The research reviewed University Policies for consistence with International and National provisions for inclusive education along those lines.

3.9.1 University Entry Applications, Admissions and Registration

In line with the Section 24 (2) (b) of the Universities and Other Tertiary Institutions Act, 2001 that requires Public Universities to provide higher education to all persons, including persons with disabilities, persons with disability can apply for any Course of Study of their choice at University. It was indeed established that affirmative action exists for persons with disabilities to enable their admission into Public Universities.

With effect from the 2005/2006 Academic Year, Sixty Four (64) students are admitted annually on government sponsorship under the Disability Scheme, and these slots are distributed amongst the six current Public Universities in Uganda. This number represents 1.6 percent of the Four Thousand (4,000) slots available for government-sponsorship annually in Public Universities. With an estimated 12.5% of Uganda’s population having at least one form of disability as per the 2014 Population and Housing Census, there is still need for increasing on the numbers of the students joining Public Universities on the Disability Scheme.

The Makerere and Kyambogo Universities’ policies on Students with Disabilities both provide for admission of students with disabilities without any discrimination to courses of their preference whether in-service or pre-service, as long as they meet entry requirements. Both Universities’ policies provide for Disability and Special Needs Assessment Committees whose role is to provide preliminary assessment of all persons with disability and special needs during the admission process for purposes of making proper arrangements in advance with regard to identified students’ needs.

At the time of filling the Public Joint Admissions Board Forms for University entry at Senior Six, there are provisions for students to indicate whether they have a disability
and specify the nature of the disability. They are further required to attach photographs showing the level of disability or medical reports as evidence of being disabled.

At the time of admission, the policies also provide for creation of special desk and sensitized staff to aid the registration and orientation of these students for proper integration into the Universities. It is at this stage, as per the policies reviewed, that appropriate helpers/guides for these students with disabilities are identified and allocated depending on the assessed need. Whereas the Offices of the Dean of Students have previously acted as the focal offices where matters of Students with disability are handled right from the time of admission, the new Policies reviewed for both Makerere and Kyambogo University provide for the establishment of a Disability Support Centre to co-ordinate efforts and services to meet the academic and welfare needs of PWDs.

3.9.2 Student Academic Life

Policies and Regulations on Student Academic life in an Inclusive University enable students with disabilities and special needs to meaningfully participate in the University’s teaching and learning programs. Such policies, among others, provide for individualized support services for example teaching and learning aids appropriate for the respective students’ nature of disability within the general learning environment at the University, and creating accommodative and accessible spaces and physical facilities for learning interaction.

Kyambogo University’s Policy on Disability stipulates among other facilities at the Disability Support Centre to include a Braille and Low Vision Support Unit providing support to students and staff with sight impairments; Sign language Support Unit to provide support to students and staff with hearing and communication impairments; a Motor and Multiple Impairment Support Unit providing support to students and staff with motor and multiple impairments; and a Dyslexia and Intellectual Impairment Support Unit to provide support to students with dyslexia. All these Units are to be equipped with relevant tools to support learning of the students. Kyambogo University is indeed a leader in the areas of providing inclusive education and rehabilitation training for teaching and non-teaching staff to equip them with skills of handling persons with disability and special learning needs, as well as creation of an information resource centre for persons with disabilities and special learning needs. Indeed, as part of the curriculum for the University’s Teacher Training Programme and all other Programmes in the Faculty of Special Needs and Rehabilitation, students are taught about Inclusive Education and equipped with skills like Sign language, Braille communication and rehabilitation of PWDs. The availability of these skills among a variety of students at the University goes a long way in creating a conducive environment for PWDs and Special Needs. The University’s policy further provides for assistance to PWDs and Special Needs students in all faculties in terms of printing tests and examinations in braille and large print format for those with visual impairments, sign language interpretation for deaf students, and allowing extra time during examinations for PWDs depending on severity of disability.

Makerere University’s Policy on Students with Disabilities also provides for creation of a conducive environment for students with disabilities in terms of availing teaching and learning facilities including assistive devices, providing computers suitable for use by students with disabilities and conducting research for the creation of knowledge around disability. The policy also provides for production of examinations in formats that students with disability are able to understand, providing extra time for course works and exams where applicable, and provision of special rooms and
invigilators where need determines. Just like all other students, the policy stipulates the University’s commitment to placing students with disability on field attachment and providing appropriate facilitation for the students with disability and their helpers during this period of field attachment. The University’s Accessible Information Policy and Procedures emphasizes its commitment to ensure equitable and inclusive access to its facilities, services, events and academic programs on all its campuses and education centres for people with disabilities and provides for availing information in alternative formats appropriate to persons with disabilities; positioning of all internal and external signage to be clearly visible to persons with disability; publication of electronic information in formats consistent with print and web accessibility standards; and provision of auditory information with clarity and quality sound while making alternative formats available on request for example, captioning and transcription, audio loops, and other specialized equipment for hearing impairment. The University's Freshers' Joining Instructions stipulate the existence of a specific ICT laboratory for users with disability. The University's Timetabling and Class Times Policy also provides that students and staff requiring specialist timetable accommodation, due to among others disability, must request in advance from the Head of Teaching Department in the first Instance and the University Counselling Service if the matter cannot be resolved9. It goes ahead to state that “such requests must be forwarded to the Availabilities and Timetabling Unit in advance of the timetable being developed”. This therefore calls for proactiveness on the part of Special Needs Students or their personal guides to know when timetable publication days and submit their requests on time. However, much as the Policy talks of keeping changes to the final timetable to a minimum, it allows for consideration of changes in circumstances including when the need to accommodate reasonable adjustment for students with disabilities or medical condition arise10.

3.9.3 Student Accommodation and General Welfare

Policies regarding student accommodation and general welfare for persons with disability and special needs facilitate their access to University resources and generally their stay at the University. For example, considerations in accommodation and transport system minimize the inconvenience of accessing places of residence, study rooms and other physical spaces at the University. Other provisions would be in terms of feeding, access to health facilities and other support facilitation for the students with disability and special needs.

The Office of the Dean of Students at Makerere University is responsible for general students’ welfare and encourages students with disabilities and special needs to disclose any specific needs regarding their learning and health so that they get appropriate alternative arrangements and support11. The Office further provides for “automatic accommodation in halls of residence at the University for all those students admitted under the Disability Scheme”12. Consideration is also given to other students with disability and special needs who will have disclosed their status, irrespective of the method of entry into the University. Government sponsored students with disability whose assessment indicates they need one, are assigned personal guides/helpers who are paid a modest allowance, fed and provided with accommodation. Privately sponsored students with disability requiring helpers are also allocated accommodation for their helpers but the cost of their accommodation is borne by the sponsoring agency. The University's Policy on Students with Disability provides for accommodation of students with disabilities in rooms nearest to dining halls for easy access to meals or have the food brought to them by their assigned helpers, and accommodation nearest to places of convenience for easy access whenever they want to use them.
The provisions regarding feeding and accommodation for PWDs at Kyambogo University are similar to those at Makerere University. Kyambogo University policy stipulates that students on government sponsorship are allocated rooms in halls of residence as well as privately sponsored students who can pay for the accommodation, and the ground floor or first floor rooms are reserved for the PWDs for easy access. Students with food allergies are encouraged to have their food preferences known to the Domestic Bursars accompanied by a recommendation from the Director of the University Health Centre. The University in its Strategic Plan commits to providing assistive devices like braille materials, personal guides, wheel chairs, tricycles and a commuter van to facilitate mobility to PWDs. It further commits to ensuring that all buildings, road networks, walkways and other facilities are accessible by students with disabilities and special needs.

3.9.4 Funding for Students With Disabilities

Funding for students with disabilities relate to financial assistance that they require on the basis of their assessed need for example hearing aids, low vision devices, white canes, crutches, calipers, audio recorders and other assistive devices to ease their learning and stay at the University.

Whereas the Makerere University Policy stipulates that it is the responsibility of the funding agency (either government or private agency) to provide appropriate support to the Student with Disability’s academic and non-academic needs, the Kyambogo University policy commits to extending some financial assistance to privately sponsored students with disability as well. The Universities’ role of determining the cost of technical assistance needed by each student with disability rests with the Disability and Special Needs Assessment Committee who, after conducting assessments and examinations, pass on the recommendations to the respective students’ sponsors (government or the private agency). Both Universities in their policies commit to creating a vote in the budget for students with disabilities. Makerere University further commits to establishing a committee with the mandate to fundraing for PWD activities for the University.

Table 2 below provides a summary review of the University level policies and their alignment with the UN Convention on the Rights of People with Disability, with a focus on the provisions on Education.
### Table 2: Showing Alignment of University Level Policies with the UN CRPD

<table>
<thead>
<tr>
<th>UN CRPD</th>
<th>University Level Policies on PWDs</th>
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<tr>
<td><strong>Makerere (MUK) and Kyambogo (KYU) Universities have approved Policies on Disability. Mbarara University of Science and Technology (MUST) does not have one.</strong></td>
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**Article 24 (1):** Right of persons with disabilities to Education and inclusive education system at all levels

- Both MUK and KYU policies on disability commit to equality and non-discrimination, inclusion and participation of students with disability right from admissions processes to life at University.

**Article 24 (2):** Full inclusion of PWDs in general education system; providing reasonable accommodation of, and support towards individual requirements to facilitate effective education

- MUK Policy on Disability: Section 6.6 (Making suitable adaptations to existing and ALL new physical infrastructure to accommodate PWDs); Section 6.15 (Suitable accommodation in halls of residence); Section 6.7 & 6.8 (Assessment of individual needs of students with disability)

- KYU Policy on Disability: Section 4.1 (c), (d), (e) & (f) – Involvement of PWDs in planning, implementation, monitoring and evaluation of all activities; Affirmative action on the basis of disability; Reasonable modifications and adjustments to physical facilities, instructional methods and materials, examinations, work requirements and procedures; Non-discrimination

**Article 24 (3):** Facilitate PWDs acquisition of life and social development skills for equal and full participation in education. E.g. facilitating them to learn sign language, braille, alternative script and delivering their education in the appropriate communication mode

- MUK Policy of Disability: Sections 6.11 and 6.12 (University to avail appropriate teaching and learning materials for students with disability); Provide Computer lab appropriate for PWDs needs; Accommodative provisions in Examinations.

- KYU Policy on Disability: Section 4.2 (Establish a Disability Support Centre to among others provide specialized instructional materials for PWDs, and provide guides and other appropriate assistive services.

**Article 24 (4):** Employment of qualified sign language / braille teachers including teachers with disability to train professionals and staff in education institutions at all levels.

- MUK Policy on Disability: Section 6.17 (Appointment of staff to facilitate service delivery to students with disability; training of all staff).

- KYU Policy on Disability: Section 4.2.2 (Staff of the Disability Support Centre to be equipped with the following skills; Sign Language, Sighted guiding, Orientation and mobility and Personal assistant training

**Article 24 (5):** General tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

- As already discussed above.
St Joseph’s Nsambya Girls Secondary school students consulting with Musa Mwambu how the Perkins brailier operates for person with visual impairment as their mode of writing.

Kyambogo University guild president Mr Lugalavu Lawrence addressing leaders of students with disabilities about the disability policy.
4.0 Findings from the Survey

4.1 Uganda’s Education Sector at a Glance

Education sector budget has averaged at 11% as share of the total national budget for over four years, only third to Works and transport and Energy and Mineral Development Ministries at 19% and 12% respectively.

It should be noted from the onset that whereas Education sector claims more than 10% of the national budget, funds in the sector are spent largely on recurrent expenditure. Using FY 2015/16 approved budget allocation, 81% was spent on recurrent expenditure in which 59% went to Wage expenditure while 22% was for Non-wage expenditure respectively leaving only 19% as Development expenditure. This means that all the institutions in the sector largely spend on recurrent activities with limited capital investments. This accounts for the dilapidated buildings, lack of adequate housing for education service providers, poor inspections and above all inadequate space for the ever increasing number of students.

Consequently, Special Needs students suffer most in face of limited budgets for capital investments since most of the aids such as specialized wheel chairs, friendly laptops and buildings are charged on development expenditure. The general limited funding of the PWDs sector by government is acknowledged in Sections 120, 116 and 230 of the Second National Development Plan 2015/16 – 2019/2020.

As can be observed from Figure 1. Below, education sector allocations have been growing across the board from UGX 1,079.75Bn in FY2010/11 to the projected allocation of UGX 2,382.93 in the National Budget for 2016/17.

Figure 1: Education Sector Allocation and Growth Rate Trends

Source: Ministry of Finance Planning & Economic Development

As earlier alluded to, in the education sector the growth of budgetary allocations in period under review has only meant growth of recurrent budgets as evidenced under Figure 2.below
It was further noted that whereas Section 5(j) of the Persons with Disability Act provides that the government commit not less than 10% of all educational expenditure to the educational needs of PWDs, the Ministry of Education funding for the department of Special needs has been averaging between 0.3% and 0.6% of the Ministry’s budget as illustrated by Table 1 below. This demonstrates that funding for People with disabilities related activities is not given prominence as envisaged by the Act and other international obligations.

Table 3: Showing the %ge Share of SNE Department to MOES Total Budget.

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<tbody>
<tr>
<td>SNE Department</td>
<td>1.301</td>
<td>1.209</td>
<td>1.209</td>
<td>1.21</td>
<td>1.1100</td>
<td>2.93</td>
</tr>
<tr>
<td>Education (MOES)</td>
<td>253.15</td>
<td>280.22</td>
<td>356.33</td>
<td>476.56</td>
<td>413.89</td>
<td>424.41</td>
</tr>
<tr>
<td>SHARE</td>
<td>0.51%</td>
<td>0.43%</td>
<td>0.34%</td>
<td>0.25%</td>
<td>0.27%</td>
<td>0.69%</td>
</tr>
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</table>

4.2 Funding for University Education

The Education Sector Strategic Plan (2007-2015) notes that Government funding for Higher Education in terms of contribution per student had been declining since the 1970s and averaged an allocation less than 15% of the Education Ministry’s budget yet student numbers have increased at an average rate of 10% per year. Nevertheless, of recent, Universities have witnessed increments in their financing over the period under review. For example, Makerere University funding which was at UGX 62.24BN in FY 2010/11 is now at UGX 125.7bn for FY 2016/17. Mbarara University funding, for the same period, started at UGX12.19bn and is now at UGX26.6bn, while Kyambogo University that was at UGX 18.46bn in FY 2010/11 is now at UGX33.05BN in FY 2016/17.
An analysis of the composition of University funding indicates that the Government of Uganda (GoU)'s contribution for Public Universities has grown from UGX 3.48bn in the FY 2010/11 to UGX 29.75bn in the FY 2016/17 (see Figure 3 below). To the contrary, external financing was reduced to zero in the FY 2015/16 and FY 2016/17.

Source: Ministry of Finance Planning & Economic Development

From figure 4 above, the wage budget has growth at an average rate of 13.6% and this is not the same for the non-wage budget.
4.3 Funding For PWDs in Public Universities

It was noted during the study that whereas the Government of Uganda funds public Universities as presented in the previous sections, the specific information regarding funding for PWDs in these Universities was not available. Rather, it was established that PWDs funding is part of the wider government funding information available at the Universities. There are therefore no specific budget lines for PWD-specific programs in the Universities. The implementation of PWD related programs, items or activities is actually part of other expenditure plans of the Universities.

Suffice to note that the number of sponsored students in Public Universities under the Disabilities Scheme has remained stuck at 64 every academic year since 2005/2006 yet the number of applicants on the scheme has kept increasing, and these slots are distributed among the current six Public Universities.

For purposes of this study, the Consultant tracked the government sponsorship package received by students with disabilities and the respective universities’ general investment into areas relevant to PWDs. These areas include tuition, meals, and accommodation; Staff with skills in Inclusive Education; Accessible Environment; Assistive devices and materials and any other direct funding. The Consultant however did not investigate the amounts of funds universities invest(ed) in the various expenditure lines as this would tantamount to an audit and hence beyond the scope of the study.

4.3.1 Tuition, Accommodation and Meals.

Tuition, Accommodation and Meals throughout a student’s course of study form the general package offered by Government for all the sponsored students, including those with disabilities and special needs. Indeed, all the students interviewed acknowledged receiving this package.

At Makerere University, accommodation and meals for government-sponsored students can be given in kind at Halls of Residence or in terms of Food and Living out Allowance to enable the students’ access to the services out of campus. However, it was established
that as a matter of policy, all the students admitted under the Disability Scheme at Makerere University are accommodated and provided meals from the University’s Halls of Residence. There were indications in all the Universities visited, that special provisions in terms of room allocation are made in University Halls of Residence for the students with disabilities and special needs to be accommodated in easily accessible rooms, for example, ground floor rooms in case of storied residence halls or rooms near places of convenience. The students interviewed at Kyambogo University expressed concern that in most cases the washrooms and toilets are usually dirty, and are used by all students, which creates a problem for some disabled students who use them in terms of health risks and difficulty in reaching the facilities therein.

Some students at Makerere University also expressed concern that the consideration of room allocation for students with disability and special needs is only available after their first year of study since on admission, allocation lists for room accommodation place them with other students without regard to their special needs. As one student at Makerere University said, “special room allocation is done for continuing students and not for freshers”. At Mbarara University, one student expressed concern that “the rooms are not enough” while another student commented that one can get a special appropriate room “after a long tiresome process”. These voices point to cases of the universities not considering the special needs of some of these students at the point of admission based on their disclosure in their application forms or lack of self-confidence on the part of the students to proactively articulate their special needs to the concerned offices at the time of joining the University, for consideration.

4.3.2 Assistive Devices, Guides and Materials.

Persons with disabilities and special needs require assistance particular to their respective disabilities and needs to enable them fully participate in the learning and general life while at University. These include devices like hearing aids, tricycles for the physically disabled, typewriters, brailer machines and walking sticks for the visually disabled, and personal guides among others. It was established that the Universities conduct Medical Checks/Review before admitting students under the Disability Scheme for purposes of ensuring that the deserving students are admitted on this scheme. This information is also used by the relevant University administration to later cater for the selected students with disability.

On an annual basis, usually in the First semester, the students on the Disability Scheme undergo an assessment, conducted by University Administration together with experts contracted from government departments to determine the level of need for each student with disability. Following this assessment, the Universities provide direct financial assistance to the students with disability, ranging from UGX. 50,000 to UGX. 600,000 as per the personal interviews with the students. This money is channeled directly to the respective students’ bank accounts by electronic funds transfer. It is this money that the students use to meet some of their scholastic materials. Whereas this funding has been available for students with disability at Makerere and Kyambogo Universities since the early 2000s, it was established that students at Mbarara University of Science and Technology only started receiving this funding in 2013. They started by receiving UGX 100,000 annually but after a series of negotiations with the University Administration, it has been increased to UGX 200,000.
The students however, expressed dissatisfaction with the delayed disbursement of the funds, and the little funding allocated to them after assessment vis-à-vis their perceived needs and the level of inflation in the economy. There was also concern about the competence of the Assessment Committees. As one student at Makerere University reported, "The assessors are not trained to assess especially the unseen disabilities. Also, there are usually so many students requiring assessment yet the assessors are few". It was

The Universities employ personal guides and helpers for students with disabilities to enable them have access to a barrier free physical environment at the University premises. The University pays these guides a monthly salary plus meals, and accommodation. This was indeed confirmed through the individual interviews with the students with disability at the Universities visited. There was however concern that it is only the students with a visual / sight disability who enjoy this privilege yet there are other disability cases that would need this kind of support. There were also concerns of little pay for these personal guides which affects their effectiveness in doing their assigned responsibilities as well as non-uniformity of their pay across the Public Universities. Indeed, one student at Makerere University commented thus; “the UGX 70,000 which our guides are paid per month is very little compared to Kyambogo University, where the pay is UGX 300,000 per month”. This difference in payment was attributed to the fact that at Makerere University, guides are provided with meals and accommodation yet at Kyambogo University, they receive only meals and no accommodation. Students also reported perpetual delay by the University Administration to release the pay for the guides, a process that is usually done in a lumpsum towards end of a Semester which demoralises the guides; and the scenarios where the respective students with disability are not involved in selecting their own guides.

When it comes to the learning environment, the universities have tried to provide some students with the relevant learning materials especially the visually disabled who are provided with braille materials, large format prints, and other equipment like special typewriters. However, some of these devices are reportedly not in good working condition as expressed in the following students’ comments; “Sometimes it breaks down and you need to repair it” and, “They are old and no longer work well. We need new ones”. It was noted that students with other impairments related to hearing, physical / motor, and biological hardly received any assistive devices to support their learning needs.

Regarding the courses of study at University, it was established that most times, the students with disability are allocated courses that are not necessarily their choices. This concern was mostly registered at Kyambogo University, that most students with disability are allocated courses in the Faculty of Special Needs and Rehabilitation when it is not their preferred choice. A discussion with the administrators in the universities visited attributed this to the rigorous needs in some of the courses that might not suitable for the students with disability based on the assessments made. For example, at Mbarara University of Science and Technology, a staff in the Office of the Dean of Students explained that the University has limited enrolment of students with disability into the Bachelor of Medicine and Surgery Course because most of them have impairments that make them unsuitable to handle the rigors of the course like ward rounds and handling patients. She also explained that the students on the Bachelor of Medicine and Surgery Course use the University Hospital whose facilities (like no walk ways and narrow ward doors) would for example make it difficult for a student with disability using wheel chair to move around.
4.3.3 Staff Capacity in PWDs Learning Needs

University staff in administration, in the faculty, and the supporting sections play a very big role creating a conducive environment and supporting learning of persons with disabilities and special needs at University. This requires staffs being aware of the needs of such students, and being able and willing to encourage the participation and learning of the PWDs despite their special needs that would normally impede their full learning. Whereas these can be professional counselors, medical personnel, sign language interpreters, and experts at braille language interpretation and PWDs Rehabilitation, for purposes of encouraging inclusion in learning, all staffs should be provided with most of these skills so that they are able to create the needed adjustments and accommodations in the general learning activities.

Kyambogo University was found to have done better than the other Universities in regards to this area, through its Faculty of Special Needs and Rehabilitation. There is a fully-fledged faculty that provides training regarding Inclusive Education to all the University teaching staff and the students in the faculty. This has greatly helped to create an accommodative environment for PWDs at the University. The administrators have gone an extra mile and provided sign language interpreters to the students with hearing impairments though some of the students interviewed commented that this support of language interpreters is only available during the face-to-face classroom lectures but not outside the lecture discussions. They also expressed concern that the interpreters are paid little money, which pay delays most times. One student with a hearing impairment at Kyambogo University however narrated how she struggled during Internship because she did not have assistance of a sign language interpreter.

At Makerere University, students expressed concern that sign language interpreters are not available in all the faculties. It was also noted that much as students with a visual impairment at the University are allowed to use braille devices for their classroom and test/examination sessions, it is only Kyambogo University that has trained braille language interpreters. It therefore means that these students’ answer sheets are first taken to Kyambogo University for interpretation, a process that usually delays the process of getting marks and feedback results from these students’ tests and examinations.

The Universities have generally adopted the practice of allowing the disabled students extra time during examinations and tests though it seemed not to be a uniform practice by all lecturers as expressed by the interviewed students thus; “It is at the Invigilator’s discretion”, “It is often after a hard struggle” and “This is known by few lecturers. Others do not add extra time”.

4.3.4 Accessible Physical Facilities and Study Spaces

Having physical facilities and study spaces that are accessible to students with disability and special needs in Public Universities is a fulfillment of Sections 19 and 20 of the Persons with Disabilities Act, 2006 and Section 24 of the Universities and Other Tertiary Institutions Act, 2003 among other legal provisions in related to Inclusive Education in Uganda. These provisions require among others that suitable exits, entrances, staircases, rails, ramps elevators and lifts, and pathways to parking areas be created for persons with disabilities. The Universities have shown commitment to having their buildings meet the required standards of easy access by all the University students including the PDWs.
At Makerere University, most of the new buildings were found to be compliant for example, the Main Library and College of Business and Management. Makerere University has further created special reading rooms for students with disability especially for reading from, reserved on the ground floor in the Main Library and established there a computer laboratory for the visually disabled. However, there was a concern that only the basement and ground floor of the Main Library can be easily accessed by a physically disabled student using a wheel chair yet some reading materials can only be found on the upper floors. As one Bachelor of Laws student reported, “The Law and Africana Sections of the library are located on the upper floors of the Library. I find it difficult to climb up there to get primary references so I end up depending on photocopied notes. I usually go to the library once a week on the weekend”.

The Kyambogo University students interviewed expressed concern that none of the few storied structures has a lift and that few of the buildings at the university have ramps for easy access by students with disability. Whereas Makerere University provides for re-allocation of lecture rooms to cater for the needs of students with disability, as long as this information is availed to the relevant authorities on time, it was established that in some cases, this is not considered and disabled students end up suffering with for example climbing steps for lectures. As one Makerere University Law Student put in “Some students study from level three yet they are physically challenged”. Just like in the other Universities, this is because most of these buildings are old and have not been modified to create rails, ramps and pathways for easy access by PWDs, and no special facilities like reading rooms, and toilets have been created for them. The University administrators attributed this to limitations in funds and structural requirements of the old structures.

At Mbarara University, it was found that the new campus was found to be PWDs user-friendly, with a facility for students with disability.

Regarding health care, it was established that no special arrangement existed in the universities for the students with disabilities that might require medical attention. However, at Makerere and Mbarara Universities, medical services could be freely accessed from the University Hospitals, just like it is the case for all other university students. At Kyambogo University, any student requiring medical attention is referred to private service providers outside the university. At Makerere University, services of Professional Counselors are available on every hall of residence at the university in case the student needs professional psychosocial support.
5.0 Conclusions and key issues from the study

5.1 Allocation of Public Funding to Universities

Government funding for PWDs in Universities is particularly still very low in the face of increasing numbers of students with disabilities and the expected obligations the Universities have in providing access to education for all including persons with disability and special needs. It is a result of this low funding that brings about the Universities’ failure to implement their well-intentioned policies aimed at creating an inclusive education environment. With limited funding, Universities cannot provide the appropriate teaching and learning materials for PWDs, easily accessible lecture rooms, study spaces and other infrastructure among others.

From the study, it was also established that reports and budgets available at the University and Ministry level provide block activity outputs and figures of funding without disaggregating according to gender or nature of vulnerability. As a result, the research could not isolate data on PWD funding or specific activities and programmes being implemented to support inclusive education at the Universities visited.

5.2 Planning and Budgeting in the Universities

A Strategic Plan of any institution is supposed to indicate its intent and direction over a future period of time. It was however established that the Strategic Plan of Makerere University hardly makes any mention of the issues of Persons with Disability. The one of Kyambogo University makes

5.3 Policies on Disability

Makerere and Kyambogo University have specific policies on persons with disabilities. A review of these policies indicates that they are comprehensive enough to cover most of the important provisions to enable the Universities’ provision of inclusive education in conformity with the CRPD. It was also found out that a number of students interviewed were not aware about the existence of the approved policies of PWDs at their respective Universities. This was partly attributed to limited sensitization and awareness creation about the approved policies. And whereas these policies existed at the two Universities, their full implementation was still lacking due to limited funding and limitations in structural adjustments. A case in point is the modifications for previously constructed buildings for easy accessibility which would be a costly venture the Universities given their meager funding.

Mbarara University of Science and Technology was found not to have a specific policy on PWDs, implying that whatever positive provisions that existed for enabling learning of PWDs were not necessarily by design.

5.4 Awareness about Disability

The study established that an awareness gap regarding issues of students with disability and how the education environment can become inclusive on the part of all stakeholders including the students with disability themselves, the fellow students, and the university administrators and lecturers. This partly explains the hustles that students go through while at university. Some interviewed students had concerns that university staffs lack awareness skills, willingness and ability to handle persons with disability and special needs yet this is critical if the University education environment is to be accommodative and inclusive and provide the needed self-confidence and esteem for these students to fully benefit from the learning environment at University.
Members of the coalition well coming new students during the Kyambogo University Bazaar. From the right, we have Ms. Faridah Nabbanja from NUWODU followed by Mr. Mwambu Musa from AYDU and to the right, we have Ms. Nyapol Peace a student from Kyambogo University.

First Year students with disabilities at Makerere University during their orientation at the beginning of the semester organized by NUWODU as part of the Coalition activities.
6.0 Recommendations from the study

**UNIVERSITIES**

1. **Improve Capturing of data on PWDs in Public Universities.**

   The Universities should capture data on Persons with Disabilities, disaggregated by Gender and disability; and this should be well articulated in their periodic reports. This is critical if issues of PWDs are to be well-articulated, monitored and advocated for.

2. **Operationalization of University Policies on Persons with Disability and Inclusive Education.**

   The Coalition recommends that Makerere University and Kyambogo University who already have Policies on PWDs should operationalize them, starting with some of those activities that are low cost, given the funding constraints. These activities include awareness creation about the policy and its provisions; installing signage in University premises for observance of traffic and road safety regulations; and monitoring and auditing the implementation of the policy through the relevant University bodies.

   The Coalition recommends that as part of the proposed project activities, Mbarara University comes up with a policy on disability as a critical commitment step towards providing inclusive education in these institutions. The Coalition will offer advisory support where necessary.

3. **Awareness on Issues of Inclusive Education**

   Universities should provide continued sensitization and training aimed at imparting staffs with the needed skills to handle the learners with specific educational needs.

   Universities should introduce a course unit on Special Needs and Rehabilitation in all their course units to enable students acquire the needed awareness and appreciation of how issues on disability should be handled in all spheres of society.

   Universities should employ Persons with Disability on their staff roll so as to create the needed role models for their University students.

**CIVIL SOCIETY ORGANIZATIONS (CSOS)**

4. **Increase Government Budget Allocation to PWDs in Universities.**

   The Coalition should lobby the government, particularly Parliament, Ministry of Finance, Planning and Economic Development, and the Ministry of Education and Sports to increase the funding for PWDs in Universities, in line with government’s commitments under Section 5(j) of the PWDs Act and other international obligations.

   Additionally CSOs should monitor Government as well as University budgets and policies to ensure implementation of disability responsive budgets and outputs.

**CENTRAL GOVERNMENT**

5. **Operational Guidelines Regarding Policies on Persons with Disabilities.**

   Government should have a Standardized Index to measure progress by Universities in implementing their policies on disability.
REFERENCES


My name is _____________________________ and I am conducting an assessment on behalf of The Civil Society Budget Advocacy Group (CSBAG). CSBAG is a coalition of Civil Society Organizations (CSOs) at National, and District levels that advocate for equitable, pro-poor local and national budgets.

The purpose of this interview is to obtain information policies for Special Needs Students in this University. This data will provide The Civil Society Budget Advocacy Group with a basis for informed advocacy regarding University policies on Persons With Disabilities and financing for Inclusive Education in Public Universities.

The survey is voluntary and you can choose not to take part. The information that you give will remain confidential and will solely be used for purposes of this report.

Could you please spare about 15 minutes for the interview?

THANK YOU

SECTION 1: IDENTIFICATION PARTICULARS

<table>
<thead>
<tr>
<th>Name (Optional)</th>
<th>Date of Interview</th>
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<tbody>
<tr>
<td>University (Circle)</td>
<td>1= Makerere 2= Kyambogo 3 = Mbarara</td>
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<tr>
<td>Course of Study</td>
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<tr>
<td>Year of Study</td>
<td>Sex of Interviewee (Circle)</td>
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<tr>
<td>Nature of Sponsorship (Circle)</td>
<td>1 = Government 2 = Private</td>
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<td></td>
<td>3 = Student Loan 4 = Donor</td>
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<tr>
<td>Resident Status (Circle)</td>
<td>1 = Resident 2 = Non Resident</td>
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<td>Mode of Study (Circle)</td>
<td>1 = Day 2 = Evening</td>
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<td>3 = Weekend 4 = External/Modular</td>
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<td>5 = Online</td>
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<td>Student’s Special Need / Impairment (Circle)</td>
<td>1= Visual 2= Hearing</td>
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<td>3= Sight 4 = Motor/Physical</td>
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<td>5= Learning/Intellectual 6= Speech</td>
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<td>7= Biological/Genetic e.g. Dwarfness, Albinism.</td>
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<td>8= Health e.g. Epilepsy 9= Others</td>
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</table>
### SECTION 2: AWARENESS

#### 2.1 What National Level policies are you aware of that address issues of Students with Disabilities?

<table>
<thead>
<tr>
<th>Number</th>
<th>Policy Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Constitution of the Republic of Uganda, 1995</td>
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<tr>
<td>2</td>
<td>The National Council For Disability Act 2003</td>
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<td>3</td>
<td>National Education Policy 1992</td>
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<td>4</td>
<td>The Persons with Disabilities Act (2006)</td>
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<td>5</td>
<td>Access to Information Act, 6, 2005</td>
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<td>6</td>
<td>Universities and Tertiary Institutions, 7, 2001</td>
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<td>7</td>
<td>Uganda National Institute of Special Education Act, chapter 138</td>
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<td>8</td>
<td>Others (specify)</td>
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</tbody>
</table>

#### 2.2 Does the University have a policy on Students with Disabilities?

- 1 = Yes
- 2 = No
- 3 = Don't Know

#### 2.3 If YES, state the policy(ies) or provisions therein

- 1 = Yes
- 2 = No
- 3 = Don't Know

#### 2.4 Are you aware about the availability of government sponsorships for students with disability at University?

- 1 = Yes
- 2 = No
- 3 = Don't Know

#### 2.5 Are you aware about any kind of support that government/universities are supposed to provide to students with disability?

- 1 = Yes
- 2 = No
- 3 = Don't Know

#### 2.6 If YES, mention the kind of such support

- 1) Direct Financial Allowance
- 2) Tuition Sponsorship
- 3) Accommodation Sponsorship
- 4) Meals Sponsorship
- 5) Medical Sponsorship
- 6) Personal Guide / Assistant
- 7) Mobility Aids e.g. Clutches, Wheel chair, artificial limbs
- 8) Teaching Aids e.g. Recorder, embosser machine, typewriter, blailes
- 9) Learning Aids e.g. Hearing Aids, Sign language interpreters
- 10) Learning Materials e.g. textbooks, engineering tools, fine art tools
- 11) Others (specify)
### SECTION 3: STUDENTS WITH DISABILITIES - ACCOMMODATIVE FACILITIES / SERVICES AT UNIVERSITY

2.1 Please mention if any of the following PWD-accommodative facilities / services exist at this university

<table>
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<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Comment</th>
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### SECTION 4: STUDENTS WITH DISABILITIES’ FUNDING / SUPPORT BY UNIVERSITY/GOV'T

<table>
<thead>
<tr>
<th>4.1 Have you received any funding/support from government/university in this study year?</th>
<th>1= Yes</th>
<th>2= No</th>
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</table>

4.2 If NO, Why not?  
4.3 If YES, please specify the Type, Value, and Frequency of the support  

<table>
<thead>
<tr>
<th>Type</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Direct Financial Allowance</td>
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<tr>
<td>2) Tuition Sponsorship</td>
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<td>4) Meals Sponsorship</td>
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<td>5) Medical Sponsorship</td>
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<td>6) Personal Guide/Assistant</td>
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<td>7) Mobility Aids e.g. Clutches, Wheel chair, artificial limbs</td>
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<td>8) Teaching Aids e.g. Recorder, embosser machine, typewriter, braille</td>
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<td>9) Learning Aids e.g. Hearing Aids, Sign language interpreter,</td>
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<tr>
<td>10) Learning Materials e.g. textbooks, engineering tools, fine art tools</td>
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4.4 What method(s) does the university use in channelling this support to beneficiary students?  

4.5 What is your opinion regarding Students with Disabilities’ funding at this university? Adequacy, timing, criteria of beneficiary identification, methods of channelling the support etc  

4.6 What should government/the University do to address the Students with Disabilities’ Funding challenges, if any?
APPENDIX 2 – Question Guide For Interviews With University Officials
Public Expenditure Tracking Survey on Financing of Students with disability in Makerere, Kyambogo and Mbarara Universities

INTERVIEW WITH UNIVERSITY OFFICIALS - GUIDE

SECTION 1: IDENTIFICATION PARTICULARS

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Interview</th>
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<tbody>
<tr>
<td>University (Circle)</td>
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<tr>
<td>Duration at the University</td>
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SECTION 2: UNIVERSITY POLICIES ON PERSONS WITH DISABILITY

2.1 Does the University have an approved policy on Students with Disabilities? 1= Yes 2= No

2.2 If NO, why not? Do you have any draft? Does the University have plans to introduce such a policy in future? What steps are you taking to have it introduced?

2.3 If YES (in 2.1 above), what are the policies or provisions therein? To what extent is/are the policy (ies) being implemented?

2.4 What has been the trend of admission numbers of students with disability at this university for the last 5 academic years (2010/11 to 2014/15)?
   - As a % of the total enrolment
   - Disaggregated by gender
   - Disaggregated by course of study
   - % of those on government sponsorship.

2.5 Does the University receive funding specifically for students with disability?
   - If Yes,  Please provide information on the amount of funding for the last 5 years (2010/11 to 2014/15).
   - Any specific categorization / breakdown of the areas funded? E.g. infrastructure, teaching and training, direct student transfers?
   - What was the University’s budget for students with disability during this period?
   - Compare funding budgeted and received. Are there any funding gaps? Is this govt funding adequate to meet the University’s policy aspirations regarding students with disability?
   - How are the funds transferred to the University? How frequently?
   - Have the disbursement timings been in tandem with the University’s plans during the years?
   - How is accountability made for this funding?
   - Any constraints / challenges?

2.6 What specific facilities has the University put in place to create an accommodative environment for the learning of students with disability? E.g. PWD lecturers, professional language interpreters, places of convenience, special reading rooms, hiring personal guides/assistants, etc
   - Please provide information on the university’s expenditures on these facilities and quantities for the last five years (2010/11 to 2014/15)
   - How many students with disability benefited from direct support under this govt funding?
   - What is the criteria used in identifying the beneficiaries of direct govt support?

2.7 What mechanisms can the government put in place to meet the aspirations of the students with disability in this university?
APPENDIX 3 – Demographic Characteristics Of The Students Interviewed

Below: Distribution of Students Interviewed by University of Study

Below: Distribution of Students Interviewed by Gender

Below: Distribution of Students Interviewed by Nature of Impairment
END NOTES
(Endnotes)

2. Section 7(b)(ii) of the Ministry of Education and Sports’ Information on Public Universities Admissions 2016/2017 Academic Year
5. Section 120
6. Section 116
7. Intervention viii under the Education Sector Objective of Achieve equitable access to relevant and quality education and training.
8. Section 6.8 (1) of the Makerere University Policy of Students with Disabilities, and Section 4.3 (b) of the Kyambogo University Policy on Disability.
9. Section 5.5 (2) and (3) on Equity Considerations
10. Section 5.6(3)
11. Freshers’ Joining Instructions (2013)
12. Announcement by the Office of Dean of Students Makerere University. Can be accessed online from https://news.mak.ac.ug/2015/06/accommodation-year-one-students-2015-16#sthash.l6t3RwDz.dpuf
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