

Addis Ababa University
School of Graduate Studies College of Business and Economics
Department of Public Administration and Development Management

Perception of Selected Individuals towards the
Implementation of Affirmative Action in the Education Sector
Kampala-Uganda.

Kasiisa Eva

Advisor: Costantinos BT Costantinos, PhD

June 2015

Addis Ababa

Ethiopia

**Perception of Selected Individuals towards the
Implementation of Affirmative Action in the Education Sector
Kampala-Uganda.**

**A Thesis Submitted to the
Department of Public Administration and Development Management, Addis Ababa
University, in Partial Fulfilment of the Requirement for Master
Degree in Public Management and Policy**

June 2015

Addis Ababa

Ethiopia

**Perception of Selected Individuals towards the
Implementation of Affirmative Action in the Education Sector
Kampala-Uganda**

Approved by Board of examiners:

Costantinos BT Costantinos

Advisor Signature Date

Internal Examiner Signature

Date

External Examiner Signature Date

List of Abbreviations

COPE	Complementary Opportunity for primary Education
EIC	Equality in the Class Room
EPRC	Education policy Reform Commission
GEM	Girls Education Movement
GOU	Government of Uganda
MGLSD	Ministry of Gender, Labour and social Development
MOES	Ministry of Education and Sports
NAPW	National Action Plan for Women
NDP	National Development Plan
NGP	National Gender Policy
NSGE	National Strategy for Girls education
PEG	Promotion of Girl Education
PWDS	Persons People with Disabilities
UNCDC	Uganda National Curriculum Developed culture
UNISE	Uganda National Institute of Special Education
UPE	Universal Primary education
UPET	Uganda post-primary Education and Training
USE	Universal Secondary Education

Abstract

The purpose of this study is to look at the perception of the selected individuals that is gender and persons with disabilities towards the implementation of affirmative action in the education sector in Kampala-Uganda.

This research used both qualitative and quantitative methods to examine the policy contributions in the education sector.

The instruments utilised to collect data were questionnaire, interview and secondary information sources. To report the findings, descriptive statistics were used. On the whole, the findings indicate that gender and persons with disabilities are still discriminated even though government states that affirmative policies have been implemented in the education sector. Hence both gender and persons with disabilities facing problems like women not being represented equally with men.

Also persons with disabilities are not considered with facilities needed in the education sector and still discriminated. As a result, the study provides some recommendations aimed at redressing the situation where by the government has to put an independent ministry dealing with the marginalised groups so that it keeps on monitoring and evaluating these services. Also to make sure that all facilities are provided for gender and disabilities thus improve on the policy implementations of affirmative action in the education sector.

Table of Contents

Contents

Dedication	Error! Bookmark not defined.
Acknowledgements	Error! Bookmark not defined.
List of Abbreviations	vi
Abstract	vii
Table of Contents	viii
List of Tables.....	xi
List of Figures	xii
CHAPTER ONE.....	13
INTRODUCTION 13	
1.1 Background of the Study	13
1.2 Statement of the Problem	18
1.3 Research questions	19
1.4 Objectives of the study	19
1.4.1 General Objective	19
1.4.2 Specific Objectives	19
1.5 Significance of the Study.....	20
1.6 Scope of the Study.....	20
1.7 Limitation of the Study.....	21
1.8 Organization of the study	21
CHAPTER TWO.....	23
LITERATURE REVIEW 23	
1.1 Introduction	23
1.2 Conceptual Definition of Terms	23
1.2.1 The Status of Education in Uganda	27
1.2.2 Ministry of Education and Sports (MoES) and Guide Lines.....	29
1.2.3 Higher education institutions	29
1.2.4 The institutions in general.....	29
1.2.5 Universities	30
1.3 Policy implementation and its contributions and success of affirmative action.....	30
1.4 Context of Formulating and implementing education affirmative action policies	32
1.5 Government policy with Gender	33
1.5.1 Factors affecting women in the education sector.....	34
1.6 Persons with Disabilities	38
1.6.1 Criteria for assessment and selection of students with disabilities.....	42
1.6.2 The Person with Disabilities Act, 2006	43
1.6.3 Uganda National Institute of Special Education (UNISE) Act, 1998 (persons with disabilities)	43
1.6.4 Factors influencing special educational provisions to people with disabilities	44
1.6.5 Problems faced by the disabilities.....	47
1.7 Affirmative Action Initiatives in Education	48
1.8 Existing affirmative action provisions and policies.....	51

RESEARCH METHODOLOGY	55
3.1	Introduction 55
3.2	Research Design 56
3.2.1	Research Approach 56
3.2.2	Area and Population of the study 57
3.2.3	Sample 57
3.3	Sampling Techniques 58
3.4	Sources of Data 58
3.5	Data Gathering Tools 59
3.5.1	Qualitative Date Gathering Tools 59
3.5.1.1	Questionnaires 59
3.5.2	Quantitative Data Gathering Tools 60
3.5.2.1	Questionnaires 60
3.5.2.2	Use of Structured Questionnaires 60
3.6	Methods of Data Presentation and Analysis 61
3.6.1	Qualitative Data Analysis 61
3.6.2	Quantitative Data Analysis 62
3.6.2.1	Descriptive Analysis 62
3.7	Ethical Consideration 63
CHAPTER FOUR	64
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	64
4.1	Introduction 64
4.2	Demographic Date Presentations, Analysis and Interpretation 64
4.2.1	Age Categories of Respondents 65
4.2.2	Sex/ Gender of Respondents 65
4.2.3	Marital Status of Respondents 66
4.2.4	Education Level Attained by Respondents 67
4.2.5	Occupation of Respondents 68
4.3	Policy contributions on gender success 69
4.4	Government Policy contributions on people with disabilities 71
4.5	Existence of Policy Implementation and its Contributions and success of affirmative action 73
4.6	The arguments of affirmative action on gender 75
4.6.1	Barriers to Female Leadership at School Level 76
4.6.2	Participation of Women in Tertiary Institutions 76
4.6.3	Barriers to Women’s Upward Mobility at Makerere University 79
4.7	Constraints within the Admission Criteria of disabilities 81
4.8	Factors Influencing Provision of equal Educational Opportunities to PWDs 86
4.8.1	Introduction 86
4.8.2	PWDs Accessibility to Physical Structures 87
4.8.3	PWDs accessibility to University roads and walkways 87
4.8.4	PWDs accessibility to Halls of Residence and Lavatories. 89
4.8.5	PWDs Accessibility to Information 90
4.8.6	PWDs accessibility to libraries 91
4.8.7	PWDs accessibility to textual and instructional materials 92
4.8.8	Resource Constraints 92
4.8.9	Provision of adjustments to PWDs 94
4.8.10	Social Constraints 97
4.8.10.1	Negative attitudes 97

4.9	Examining the extent of affirmative action policy contributions with the person of disabilities	99
4.10	Managing the Impact and Success of Affirmative Action Programs in Education	101
CHAPTER FIVE		104
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		104
5.1	Introduction	104
5.2	Summary.....	104
5.3	Conclusion.....	106
5.4	Recommendations	108
Bibliography		110
Appendix 1: Interview Questionnaire		115
Appendix 2:		118
	Interview questionnaire part 2	118
DECLARATION.....		120

List of Tables

<i>Table 1: Distribution of Age of Respondents</i>	65
<i>Table 2: Table showing mean and standard deviation of respondents</i>	65
<i>Table 3: Marital status of Respondents</i>	66
<i>Table 4: Distribution of education Level attained by Respondents</i>	67
<i>Table 5: Distribution of occupation of Respondents</i>	68
<i>Table 6: Awareness for girls' education</i>	69
<i>Table 7: Awareness for government policies</i>	69
<i>Table 8: Aware of Government Policies on Girl education Cross tabulation Count</i>	70
<i>Table 9: In support for disabilities education</i>	71
<i>Table 10: Awareness on government policies on disabilities</i>	71
<i>Table 11: Distribution of Academic Staff by Sex over a Period of 12 Years at Makerere University</i>	77
<i>Table 12: University's Top Management</i>	78
<i>Table 13: Level of accessing the University's roads and walkways by the different PWD</i>	87

List of Figures

<i>Fig 1 : Uganda's Education and Training System</i>	33
<i>Fig 2: Sex/ Gender of Respondents</i>	66
<i>Fig 3: Marital Status of Respondents</i>	67
<i>Fig 4: Highest Academic level Attended by Respondents</i>	68
<i>Fig 5: Source of Information to PWDs concerning the Affirmative Action Scheme (n = 5)</i>	83
<i>Fig 6: PWDs problems while accessing toilets and shower rooms (n=26).</i>	89
<i>Fig 7: Problems PWDs encounters while accessing the MUK main library (n=26)</i>	91
<i>Fig 8: Lecturers' knowledge/skills in teaching SWDs (n=5)</i>	93
<i>Fig 9: Makerere University expenditure on PWDs needs</i>	95
<i>Fig 10: Makerere University Students' attitudes towards PWDs</i>	97

CHAPTER ONE

INTRODUCTION

The purpose of this exploratory research is to examine the perception of selected individuals that is gender and persons with disabilities (lame crippled, deaf, and blind), towards the implementation of affirmative action in the education section in Kampala-Uganda. This chapter provides a background; it also states the research and research questions. The research objectives are clarified and a brief description is given of the significance and scope of the study and organization of the paper.

1.1 Background of the Study

Affirmative action means special consideration for disadvantaged groups in publicly funded opportunities. The purpose is to level the playing field as the groups preferred are often those that have discriminated against in the past. Many governments around the world have affirmative action policies in public service composition, in publicly provided education and in government contracting decisions. Affirmative action aims to alter public organizations' demographics by increasing proportion of targeted groups. But the same lack of opportunity which caused under-representation of the disadvantaged group(s) also makes desired skills scarce in those preferred groups.

Implementation success of affirmative action can help understand which institutional reforms are likely to succeed or fail in that particular administrative tradition.

Affirmative action's implementation experience can provide insight on how staff incentives can challenge project implementation. Officials often resist reforms when they perceive that their current status quo will be disturbed or benefits will be eroded. For example, incorporating more women in the government's workforce requires wider consideration of family-friendly policies and flexible schedules.

In Malaysia, 1% of total public employment in federal, state and local governments and statutory boards is reserved for handicapped persons according to Service Circular 10 of 1988. The visually handicapped, hearing and speech-impaired and the physically handicapped are included in this affirmative action, but only those handicapped persons registered with the Ministry of National Unity and Social Development are eligible.

In South Africa, affirmative action is targeted towards race, gender and disability. As a result of apartheid, an overwhelming majority (97%) of those in middle and senior management positions were white in 1990. Africans and coloured (official term describing persons of mixed race) dominated homeland administrations. But even after these were amalgamated with the government, their proportion in management positions did not increase. By 1994, 85% of top government managers were white men, 10% were Asian men, 2% were white women and 0.06% were Asian. The affirmative action's report format does not even contain a column for compiling information on disabled persons' employment. The very small remaining balance (2.94%) of top management were African men and women, and coloured men. Within 4 years, at least 30% of new recruits at senior and management level would be women. Within 10 years, people with disabilities would comprise 2% of the public service.

Available documentation suggests that these targets were not based on any objective data.

South African public service has explicit targets for women. The reason could be that apartheid had discriminated against women: very few senior management positions were held by white women, while coloured women were not represented at all. However, this is still below the 30% target set by the government. In South Africa, the

record of affirmative action for the disabled has been so poor that the Department of Public Service and Administration does not even keep proper statistics.

India has affirmative action for women in local government composition but not in central government employment.

In Nigeria, there are no women in the top three levels (chief secretary, staff, and super-scale) in state and local governments. No public service positions are reserved for women.

Formal education was first introduced in Uganda by Christian Missionaries in the 1880s. Before then, informal education was being provided by parents to their children at home basically preparing them for future parenthood. As Kabesiime (2010) notes, historically, access to education was the privilege of children of the rich and this only expanded to mass participation with time. The first schools set up by the government were for children of administrators and chiefs around urban areas. Few girls' schools, especially at secondary level, were established leading to a serious gender inequality. As recent as the 1990s, the nation's education system was full of gender inequality in enrolment, drop outs, and performance. These conspicuous disparities have been attributed to historical and cultural beliefs that regarded males as being more important than females; as a discourse which related to the class-specific role of women as cultured wives and mothers. Since there were few schools during this time, the persons with disabilities could not be considered to go to school as there were no facilities for this group.

The Government's introduction and continued support of the Universal Primary Education (UPE), Uganda Post-Primary Education and Training (UPET) and recent Universal Secondary Education (USE) have created a strong foundation for development of human capital. The Government has mainstreamed gender issues in

most aspects of human development. The girl-child has been emphasized both under UPE and USE programmes; while in public universities women have been given 1.5 extra points, thereby reducing gender disparities in enrolment (Uganda National Report, 2010:6).

The Constitution of the Republic of Uganda (1995), under article 21, guarantees equality of all persons under the law in all spheres of political, social, and cultural life and the enjoyment of equal protection by the law in all aspects. As Mugambe (2007) points out, Uganda's commitment to equality is therefore embedded in its most supreme law (see also, Mushemeza, 2009).

In the following sections, an attempt is made to explore affirmative action in each of the categories of special focus (i.e. Gender, and Persons with Disabilities) in relation to policy contributions and success in education. Some of the issues involved are intertwined.

According to Tomasevski (1998), at the time of the Universal Declaration of Human Rights, women could not vote. The United Nations' priority was therefore to secure political rights for women so as to give them a political voice. This political voice has made their inequality visible but legal reform does not necessarily follow.

According to Tomasevski (1998), when women were addressed in those early human rights treaties, it was as child bearers, through the protection of motherhood. It was discovered much later that the protection of motherhood jeopardized women's equal rights because it aimed to protect children rather than the women.

In the education sector, according to Mushemeza, (2009) it was also observed at the time that girls were discriminated against. Boys' education was always preferred. Whenever parents failed to raise sufficient funds, girls were the first to be recalled from schools. Girls who became pregnant were denied a chance to continue their

education while the boys responsible got off the blame and continued to study (Mushemeza, 2009: 169).

Despite the fact that the persons with Disabilities Act which was passed in 2006, to date there has been no regulations passed for its implementation. The ministry of Gender, Labour and Social Development (who are responsible for the implementation of disability policy), has stated that these are now in the process of being finalised (Rymone, et al, 2009).

Persons with Disabilities are to a great measure the avoidable product of other people's behaviour and action; Vulnerability is the result of denied opportunities and unjustifiable social exclusion. Beyond all differences, this propensity to be treated differently is what makes individuals become part of a vulnerable group and experience social and occupational disadvantages (Aeberhard and Raskin, 1997).

According to Aeberhard and Raskin, (1997) people with disabilities may see their struggle for equal treatment in employment frustrated because of lack of knowledge about their abilities or even because of sympathy for their 'suffering', whereas people belonging to other minorities are more likely to face outright hostility and less decisive government support in their favour. Such differences could trigger some useful reflections among those of us who see disabled people as the major or exclusive target of discrimination and display little concern for other groups struggling for fair treatment.

In the following sections, an attempt is made to explore affirmative action in each of the categories of special focus (i.e. Gender, and Persons with Disabilities) in relation to policy contributions and success in education. Some of the issues involved are intertwined.

It is observed from the mentioned studies that the education offered as affirmative action is inefficient and ineffective. But still some issues have been left which needs more study, specifically examining the policy contributions and success in education, with the special focus on gender and persons with disabilities.

1.2 Statement of the Problem

Uganda is one of the poorest countries of the world, with agriculture as the major earning sector in the economy, which economy has women as the major contributors.

Worth noting is the fact that persons with disabilities contribute to the economy as well. The problems experienced by women, and persons with disabilities in Uganda have persisted despite the economic recovery, increased social sector funding, rehabilitation of services, and a return of peace in most parts of the country. One has to be reminded that there has been government intervention in terms of affirmative action programs and policies to help women, and the persons with disabilities.

Since the problems of women and the persons with disabilities still exist, one is compelled to take a critical look at some of the policies being pursued to alleviate their problems. While there has been a substantial amount of both academic and non-academic interest in issues of affirmative action programs and policies targeting women, and persons with disabilities particularly in the area of education, there is a paucity of research on the actual performance of affirmative action programs and policies in Uganda. It is against this background that this paper explored the knowledge gap on the impact of affirmative action by examining and assessing the impact and success of affirmative action policies and programs targeting women, and persons with disabilities in the area of education. Specifically the government of Uganda has put sufficient attention on implementing the policies of affirmative action, targeting gender, and persons with disabilities in education sector. In this regard,

some questions come to mind; have these policies been implemented? Have these policies been successful?

1.3 Research questions

Specifically, this study aimed to answer the following research questions:

- What is the context within which policy is being formulated and implemented?
- What have been the actual initiatives in the area of education?
- How is the impact and success being managed as far as affirmative action programs and policies in the area of education is concerned?
- What are the factors or problems affecting persons with Disabilities?
- What are the factors affecting women in the education sector?

1.4 Objectives of the study

1.4.1 General Objective

The main objective of this study was to examine the contribution to the formulation and implementation of relevant affirmative action policies and programs, particularly in education; defining the main characteristics of the affirmative action policies and analysing under which conditions such policies were realized.

1.4.2 Specific Objectives

In detail, this study intended to examine the following specific objectives:

- To examine the context within which policy is being formulated and implemented.
- To examine whether, people are aware of the government affirmative action policy contributions.
- To examine how is the impact and success of affirmative action programs and policies in the area of education are being managed.

- To identify the factors that hinders the affirmative action thus the policy contributions and success in the education sector.

1.5 Significance of the Study

It will contribute and create awareness regarding the issue of affirmative action in Uganda and the policy contributions and success in the education sector. This research will help both gender and disabilities and the entire community when the government improves on the policies and also implement them.

- Firstly, this study would contribute to the policy maker since the information gathered might be useful for them to justify the return on the government to improve no their implementation in the education sector.
- In addition, the study will contribute to the existing but limited information on the policy contributions and success in the education sector concerning the affirmative action in Uganda.
- The study can serve as a springboard for interested researchers, who would like to undertake further studies in the area. It therefore might assist future researcher to come out with better and comprehensive findings within the scope of this study.
- The study can be used as a learning tool for the researcher for further research works

1.6 Scope of the Study

The study will deal with gender that is girls going to school, how affirmative action has worked on the education sector on gender. How the disabilities like the blind, deaf and lame managing at school with the help of affirmative action, policy

contributions in the education sector.

1.7 Limitation of the Study

The researcher was confronted with certain difficulties in the course of the study which worthy of mentioning. A major problem encountered in this study was that of time. As the researcher is in Ethiopia and used to move time to time to go to Uganda to interview the respondents to avoid disappointments. However, the researcher could make appointments with the respondents to get the information. The researcher could also time to time visit different libraries for the secondary information updated concerning the topic. Also there was a problem of costs as the researcher is in Ethiopia and used to travel to Uganda to collect the data for the study. However the researcher managed to overcome the problem and successfully finished the research by portioning the finances accordingly.

1.8 Organization of the study

This research paper comprises five chapters. Chapter one presented the background to the study, statement of the problem, research questions, and objective the study, significance, scope and limitation of the study.

Chapter two deals with literature review. The chapter focuses on an extensive review of the available literature relevant to the purpose of the study and the resultant theoretical framework that this study is essentially based on.

This was followed by chapter three which describes the techniques used in conducting the present study; it also addresses the research approach, strategy, samplings method, target population, and various data collection methods including primary and secondary data collection. Ethical issues are also discussed in this paper.

Chapter four presents a discussion of the qualitative data gathered during this study. It

includes the results from interviews. This chapter also presents the findings from the analysis of the quantitative data collected using the study instrumentation.

Chapter five, which is the concluding chapter, discusses the overall findings of the study including the implication of the target groups and government workers. The chapter investigates the results of the study's findings and confirms them with reference to previous scientific research in the literature, to clarify the significance of the findings. This was followed by the conclusion, recommendations and possible areas for future research.

CHAPTER TWO

LITERATURE REVIEW

1.1 Introduction

The purpose of this literature review is to look at the basis for affirmative action policy and intervention in education in Kampala- Uganda. The emphasis, therefore, is mainly on those studies that have tried to study education policies targeting disadvantaged groups, i.e. Gender, and Persons with Disabilities in particular, within the educational system of Uganda. The issues involved overlap, i.e. many, if not most of the issues touched on here are not unique to Uganda, but other third world countries as well. Secondly, Issues affecting Gender, also affects Persons with Disability.

1.2 Conceptual Definition of Terms

In order to appreciate and understand some of the key concepts and terms that will be used in the study, an attempt has been made to define these concepts in order to avoid any ambiguities that would be associated with their usage. It must be stated that the definitions provided are conceptual and operational definitions. This is to provide clarity, precision and agreement on the terms and concepts used. Hence, the key concepts and terminologies used in this study are explained in the subsequent paragraphs.

Disability: Disability is part and parcel of every society. There is no generation or society without a disabled person. Yet the term disability encircles the mentally ill, the visually impaired, people with behavioural and Affirmative Action. ([www.Merriam Webster.com](http://www.Merriam-Webster.com))

Deafness: Deafness, hearing impairment, or hearing loss is a partial or total inability

to hear. It is caused by many different factors, including age, noise, illness, chemicals and physical trauma. (Wikipedia)

Crippled/ Lame: Lame is a person unable to walk or move properly who has difficulties in walking or doing something on his or her own. That is a person unable to use a limb or limbs. (Wikipedia)

Blindness: is defined as the state of being sightless. A blind individual is unable to see. Therefore blindness denotes the inability of a person to distinguish darkness from bright light in either eye. (Andrew, 2009).

Policy: A policy is a principle or protocol to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by the Board of or senior governance body within an organization whereas procedures or protocols would be developed and adopted by senior executive officers. Policies can assist in both subjective and objective decision making. Policies to assist in subjective decision making would usually assist senior management with decisions that must consider the relative merits of a number of factors before making decisions and as a result are often hard to objectively test e.g. work-life balance policy. In contrast policies to assist in objective decision making are usually operational in nature and can be objectively tested e.g. password policy (Ambrose, 2009)

Gender:

The concept of gender provides an analytical framework that does not focus on women but on the processes that recreate and reinforce inequalities between women and men. Gender inequalities between women and men are not only a cost to women but to society as a whole and must be regarded as societal issues rather than as women's concerns. (Mugabe,2007).

Persons with Disabilities

Disadvantage is to a great measure the avoidable product of other people's behaviour and action; Vulnerability is the result of denied opportunities and unjustifiable social exclusion. Beyond all differences, this propensity to be treated differently is what makes individuals become part of a vulnerable group and experience social and occupational disadvantages (Aeberhard and Raskin, 1997).

Affirmative Action

Affirmative action is a controversial policy. Lauded by many, the attempt at social engineering has also been condemned by some as unnecessary and by others as counterproductive to the goal of social equality (Crosby and Clayton, 2001:71).

Affirmative action has meant many different things to many people. According to Crosby and Clayton, an array of different governmental programs has at one time or another been labelled affirmative action (2001:72).

For Wangare et al. (2009), affirmative action is a policy or program for correcting the effects of discrimination. Wangare et al. assert that affirmative action is a practice that redresses discrimination in society and is therefore meant to promote equal opportunities between men and women.

Mugambe (2007) points out that gender inequality is not about women's lack of integration in the society or lack of skills, credit communication disorders, the poor who cannot meet their essential needs, people with learning deficiencies, physical and health problems. Such problems are a result of factors including infection by diseases, intoxication, genetic inheritance, war, malnutrition and accidents. (Ssendagire Paul, 2006)

Affirmative action is a two-pronged effort that includes “the right of all persons to be accorded full and equal consideration on the basis of merit” (K.U Medical School) and, concurrently, a policy of actively “hiring and promoting qualified individuals in protected groups such as minorities, disabled veterans, Vietnam-era veterans and women” (U. of South Dakota). It was created to focus on education and jobs, and the policies were put in place to take active measures, under the framework of non-discrimination, to ensure that disadvantaged groups that had prevalently suffered discrimination have the same opportunities as whites.

The U.S. Department of Labor describes affirmative action as the “banning of discrimination and requiring of contractors and subcontractors to take... action to ensure that all individuals have an equal opportunity for employment, without regard to race, colour, religion, sex, national origin, disability or status as a Vietnam era or special disabled veteran.” (Dept. of Labor 2002)

What arguments are presented against it?

The controversy surrounding affirmative action is directly related to public perceptions or misperceptions of the policy, coupled with its equivocal nature.

- Critics would argue that affirmative action is demeaning to minorities by sending them the message that they are “not capable enough to be considered on their own merits” (Strauss 1995). Supporters argue that affirmative action is effective in increasing diversity within institutions and organizations and that its compensatory nature outweighs such imperfections (Green 1976).
- Opponents of affirmative action assert that in the American tradition of limited government involvement in the private sector, the burden ought to be upon minority communities themselves, in place of the federal government, to

rectify cultural obstacles to achievement; they further maintain that these cultural aspects of minority communities are more profound impediments towards economic equality of the races than is socioeconomic status (Gryphon 2005).

- One of the most common moral arguments against affirmative action is that it violates our societal value of individualism and merit. (Skrentny 1996) People with more liberal views tend to argue that the individual is the singular unit of society and that our society is designed to allow each individual to fulfil his own desires. Affirmative action, they argue, eliminates this concept of individuality by placing people in different groups according to certain characteristics such as race or gender (Skrentny, 1996). Those arguing in favour of affirmative action claim that sex and race are often taken into account whether affirmative action exists or not. And based on empirical evidence, individuals of a race or gender that is discriminated against are judged based on those characteristics before considering their merit or qualification for the job or university.

Theoretical Review

1.2.1 The Status of Education in Uganda

Education in Uganda, like many other countries in the Sub-Saharan Africa region, have been shaped by a mix of influences; among them indigenous cultures, Christianity, Islam, and a network of western-type schools set up by missionaries and colonial governments. Fast growing populations and adverse economic conditions caused enrolments to stagnate and educational quality to decline in much of the region in the early 1980s (see Hyde, 1993). In Hyde's view, given fiscal constraints and

continuing population growth, the challenge is to diversify the means of financing education, to maximize the efficiency and quality of the existing system and to expand the education infrastructure selectively. And that a central concern is narrowing the education gap between men and women by removing the barriers to sending girls to school and keeping them there.

The Government of Uganda (GOU) attaches great importance to improvement of education services since it plays a vital role in promoting sustainable development. In Uganda, education services at all levels (primary, secondary and more recently tertiary) are provided both by private and public sector as well as communities since it is both a social and economic profitable investment. However, the Government-aided schools still constitute the majority (Uganda National Report, 2010:16).

The commission argued that gender disparity in Education is a broad based issue that must be handled from social, political, economic and traditional points of view. The 1964 Education Act for non-denominational schools and the later Act of 1970 gave the government full control over schools, but due to inadequate staff, lack of supervision and enforcement on the side of government, girls' schooling was not promoted and even the existing education policies were not effectively implemented (Kabesiime, 2010: 332).

The EPRC was established through General notice No 57 of 1987 with the aim of reforming the education system. The initial report of the commission was followed up by the white paper upon which the current education system is based. Implementation of the policy was reported in three phases. Phase one (Short Term) was implemented from 1992/93 to 1996/97. Phase two (Medium Term) was implemented from 1997/98 to 2001/02. Phase three (Long Term) was implemented from 2002/3 and beyond. The policy was directed at making education relevant, of high quality and capable of

achieving unity, economic prosperity and genuine independence for Uganda (Kabesiime, 2010: 334). According to Kabesiime, lack of funds has led to the postponement of implementation of these phases until 1997. Further, that much as opportunities for girls could have been created, there was not any specific plan in place to uplift girls' education that would lead to development of skilled gender balanced labour force.

1.2.2 Ministry of Education and Sports (MoES) and Guide Lines

The main roles of MOES in the implementation of UPE, as specified in the guidelines of 1998, are as follows:

- training and retraining of teachers;
- providing instructional materials in the form of textbooks and teacher's guides;
- contributing to the construction of basic school facilities (e.g. classrooms, libraries);
- supervising, monitoring and evaluating implementation of UPE;
- Providing curriculum, monitoring and assessment standards.

1.2.3 Higher education institutions

The state of Higher Education in Uganda is well documented in the 2010 report produced by the National Council for Higher Education. In the following, we shall look at the major categories of institutions of higher education as revealed by this report:

1.2.4 The institutions in general

Higher education institutions are learning establishments that admit students

with advanced certificate of education commonly known as 'A' level. They admit students who have completed full secondary education. According to National Council for Higher Education (2010) report, whereas in 2006 there were 148 institutions providing education at that level, the number had grown to 181 in 2010 representing a percentage growth of 18% in the four-year period. These institutions were of three types:

1.2.5 Universities

Universities are the highest institutions of higher education in Uganda. They are authorised to award degrees, diplomas and certificates. Their distinctive feature is that they conduct research so that in addition to disseminating knowledge, they create new knowledge through research and publication. Further, they are institutionally free to design their curricular, hire and fire both staff and students within the law and set their vision and mission without interference from external sources. In 2010 the number of universities increased from 26 to 29, a percentage of 14%. Of these universities, five (5) were public and twenty four (24) private. Public universities are partly funded and fully owned by the state. Private universities are owned by individuals or organisations (National Council for Higher Education, 2010:9)

Despite the fact that the persons with Disabilities Act which was passed in 2006, to date there has been no regulations passed for its implementation. The ministry of Gender, Labour and Social Development (who are responsible for the implementation of disability policy), has stated that these are now in the process of being finalised (Raymond, et al,2009).

1.3 Policy implementation and its contributions and success of

affirmative action.

In practice, the UPE programme is not universal, but has a realistic tendency towards universality. Before implementation, the policy was extensively discussed at various fora, including educational institutions, in the cabinet and at parliamentary level. Under this programme, the government commits itself to providing primary education for a maximum of 4 children per family. In order to comply with Uganda's constitutional requirements on affirmative action in favour of marginalised groups, 2 of the 4 must be girls, if a family has children of both sexes. In addition, if a family has a child with disability, he or she must be granted the highest priority in enrolment under this programme. (Ndeezi, 2000)

The government of Uganda is committed achieving the Millennium Development Goals (MDGs) by 2015; For instance, achieving Universal Primary Education by 2015 through implementing the UPE Program in the Ugandan education system. This is supported by Functional Adult Literacy programs targeted at male and female adults. However, regardless of the need to achieve the benchmarks of the MGDs, the final decision to implement UPE was more out of donor and internal political pressure before, during and after the 1996 elections. The opposition put up a formidable challenge and promised to offer free education for primary school age going children and the government had to react by offering the same to strike the right cord with the electorate and disarm the opposition as well as enchant the donor community as it was revealed.

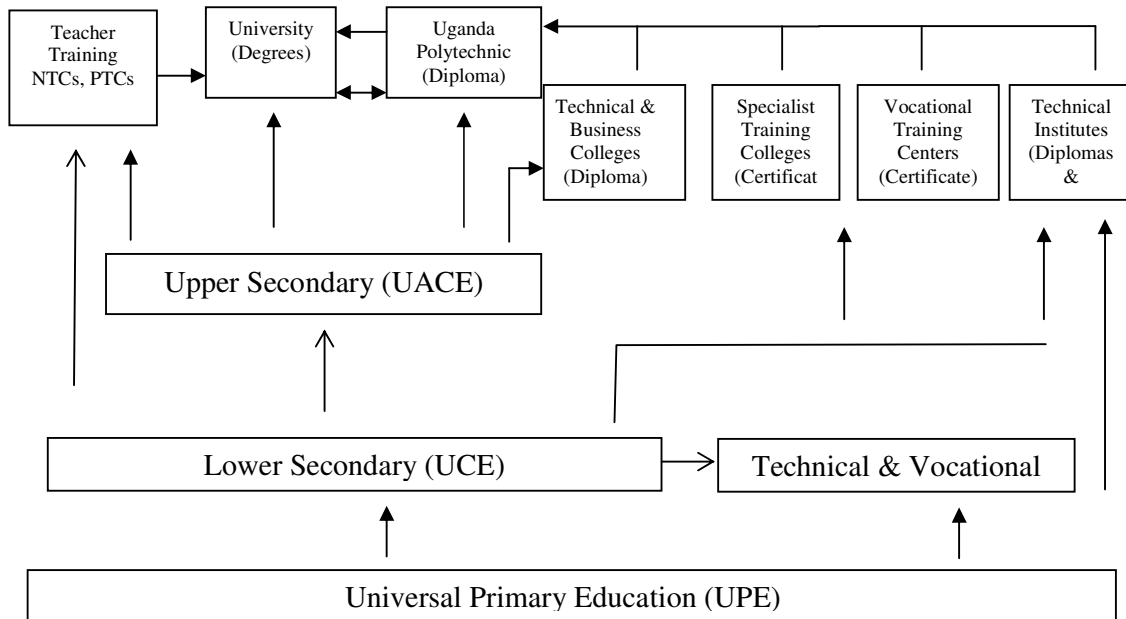
This is evidence that the people who are supposed to benefit from the program are very grateful and satisfied. As a result of the same form of internal and external pressure that ushered in the UPE program, the government has taken on the Universal Secondary Education (USE) starting with the academic year 2007. However, according

to the millennium Development Goals, do not indicate the persons with disabilities thus being neglected (Uganda report, 2003).

1.4 Context of Formulating and implementing education affirmative action policies

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993). The constitution of the republic of Uganda articles 30 makes education for Ugandan Children a human right, and in article 34 children are entitled to basic education by the state and the parents. Uganda's formal education system starts with seven years of primary school (ages 6-12), which is free according to the current Universal Primary Education (UPE) policy. This is followed by six years of secondary education (ages 13-18), which is also free under the current Universal Secondary Education (USE) policy. This level is succeeded by three to five years of University or tertiary education depending on the profession selected by the individual. Figure 1 shows the education and training trajectories in Uganda.

Fig 1: Uganda's Education and Training System



1.5 Government policy with Gender

According to Tomasevski (1998), at the time of the Universal Declaration of Human Rights, majority of the world's women could not vote. The United Nations' priority was therefore to secure political rights for women so as to give them a political voice. This political voice has made their inequality visible but legal reform does not necessarily follow.

Since time immemorial, the education of girls and women has lagged behind that of boys and men in Uganda. As Tripp and Kwesiga (2002) argue, the obstacles to gender parity are embedded in the cultural norms and practices valued by the patriarchal arrangements of our society through which the policy makers and implementers have been modelled.

The concept of gender provides an analytical framework that does not focus on women but on the processes that recreate and reinforce inequalities between women and men (Mugambe, 2007). Mugambe asserts that gender inequalities between women and men are not only a cost to women but to society as a whole and must be

regarded as societal issues rather than as women's concerns.

In the education sector, according to Mushemeza, it was also observed at the time that girls were discriminated against. Boys' education was always preferred. Whenever parents failed to raise sufficient funds, girls were the first to be recalled from schools. Girls who became pregnant were denied a chance to continue their education while the boys responsible got off the blame and continued to study (Mushemeza, 2009: 169).

The Ministry of Education and Sports (MOES) has implemented UPE, USE and affirmative action in higher education for undergraduate degree programmes since 1990. Under the above policies, girls' enrolment has increased significantly. However, as Kabesiime (2010) notes, it has also been observed that graduates do not correspond with enrolment because of high dropout rates.

According to Kabesiime, since the implementation of these policies, the focus of researchers that deal with low participation of girls in education slightly shifted to 'low academic performance'. This is because some girls enrol with lower entrance points in case of affirmative action in higher institutions of learning.

1.5.1 Factors affecting women in the education sector

Even if affirmative action is seen as something which is good and which has helped women to come up in society, education, politics and other fields, there are other factors or critics affecting women in the education sector.

Some critics consider affirmative action as a welfare or charity scheme for women. Although gender equity issues affect society as a whole, some people construct the beneficiaries of affirmative action as objects of charity (Morley, 2004).

Most affirmative action policies are not self-sustaining. They are often externally

funded and conceived and thus cannot continue if the donor funding is withdrawn as in most cases the government cannot or afford to facilitate some activities of affirmative action.

Affirmative action has been accused of not having any effect on gender equity. Gender disparities often persist. Research done on gender equity interventions in high education has shown that academics working in universities have varied view of affirmative action (Lilambaet al.2006).

Some argue against affirmative action on the basis that women do not need positive discrimination because they are capable. One Nigerian academic interviewed in Morley (2004) said: “I believe both sexes are endowed equally. The fact that someone is a lady does not mean she is not endowed academically and intellectually.”

It is argued that encouraging preferential treatment in university admission and hiring or appointing women to leadership positions perpetuates the myth that women are inferior. Women who enter university through affirmative action are considered inferior. This discourages other students from joining. (Nungu 1999).

Challenges towards the realisation of gender equality in Malawi

- Malawi faces a number of challenges, including the following three critical challenges, in the implementation of the BDPFA as well as the MDGs and other commitments Inadequate Government funding for gender programmes and activities.
- Inadequate funding is one of the major bottlenecks to achieving gender equality and women empowerment. Funding to gender programmes and activities, including towards the implementation of gender related laws, is fragmented and inadequate. Almost all the programmes on gender are

supported by development partners. Gender budgeting guidelines that were developed by the Ministry of Gender in 2005 have not translated into targeted funding for gender programmes. Weak institutional mechanisms and inadequate human capacity.

- The National Gender Policy (2000-2005) defined the National Gender Machinery (NGM) in Malawi as the Department of Gender Affairs in the Ministry responsible for Gender, and it is headed by a Director. The positioning of the NGM in a line Ministry has fundamentally compromised its authority and influence on central Government policies, strategies and programmes. As a result, gender issues are not taken seriously at central Government level and by senior and high level policy makers. This is clearly reflected in the Malawi Growth and Development Strategies (MGDSI & II) which, as the main Government development documents, have failed to adequately mainstream gender in all its priority areas although gender is included as a stand-alone section.
- The NGM (which according to Commonwealth is supposed to comprise public, civil society and private sector), has had no presence at regional/division, district and local levels of the Government service delivery structures. The gender functions of the NGM in these levels were delegated to a sister department in the Ministry (Community Development), whose officers also had no clearly defined responsibilities on gender issues. This left district level gender equality and women empowerment activities with limited coordination. Additionally, the NGM has had limited control over some of the support mechanisms set up to support implementation of the BDPFA. Malawi Gender Trainers' Team (MGTT) was set up by the NGM to build capacity

across the sectors in gender mainstreaming and gender analysis. The team eventually disintegrated and the team members turned into individual consultants.

The Gender Equality and Women Empowerment Programme (2012-2016) that is being coordinated by the Ministry responsible for Gender with financial support from EU and technical support from UNFPA is supposed to help in revamping the MGTT and strengthening the coordination and monitoring roles of the NGM generally.

In addition the Ministry responsible for Gender is working towards upgrading key positions and creating new ones up to the district level, which is an assurance of Government commitment to creating strong institutional mechanisms for the promotion of gender equality and women empowerment.

- The use of Gender Focal Points (GFP) to mainstream gender in the public sector has not been successful. GFP are designated by their respective Ministries and Departments, and these have mostly been low level officers with no clear mandates on their roles. Therefore, it is difficult for such officers to influence policy and decisions, hence inadequate mainstreaming of gender issues in most institutions.
- Slow approval of policies and Bills- Government and the Parliament have been slow in approving policies and Bills. The revised National Gender Policy was drafted in 2008 after the first policy expired in 2005.

To date, it is not approved. This means that for several years now, gender and women empowerment programmes and activities are being implemented without a policy. There are also bills which are critical for the promotion of gender equality and women empowerment that are taking too long to be

enacted. For example, a proposed law on Marriage, Divorce and Family Relations has been outstanding since 2006; and a proposed law to govern customary land Bill since 2010.

1.6 Persons with Disabilities

The UN Convention on the rights of Persons with Disabilities (2006) states that "Persons with Disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full effective participation in society on an equal basis with others" (cited in Busuulwa, et al. 2009)

Despite all the above legal developments in affirmative action, PWDs continue to face challenges relating to their rights to education, health, physical and information access, public transport and employment. It is as a result of such pending challenges that the researcher has been motivated to make a contribution by researching on Affirmative action in Uganda and find out how far with the policy contributions and successes in education sector (Busuulwa, 2009).

Rights of persons with Disabilities at international level

In the history of international relations and international law, the protection of human rights is a relatively new phenomenon. Its inception dates back to the charter of the United Nations, which is credited for providing background to establishment of human rights norms, with the impact of human rights becoming a matter of international concern but no longer a matter of domestic jurisdiction.

States have been urged to stop human rights violations through treaties and near to people's cultures, are the regional human rights treaties (European, American and

African human rights systems). To the extent that states are now aware that human rights are universal, inure to every human being regardless of sex, colour, race and geographical boundary.

For the case of disabled people, this is reflected by development of world action for disabled people and United Nations standard rules on equal of opportunities. However this “framework” does not in itself constitute a sufficient guarantee that human values and dignity will be universally respected and enhanced.

Dughard John (1996) observes that it is not clear whether the UN charter clauses have no legal obligations to states. The UN charter did not create any enforcement machinery for human rights although it creates different organs, which generally could not pass binding resolutions, Buergenthal (1994, p.24) observes:

Although the subject matter mandate spelt out in article 55 is broad, it covers limited powers to UNO. The charge is to promote human rights and that is assigned to UN general assembly and ECOSOC, both organs whose resolutions on this subject are not legally binding. The pledge of member states under article 56 is limited to the promotion of the achievements of the purposes set forth in article 55 that is to promote universal respect for and observance of human rights and freedoms.

This shows that even the United Nations which is supposed to impose rules on member states has not enforced the binding resolutions and hence need to implement the human laws on disabilities.

Historical perspective of society to the lives of persons with Disabilities

Oral history indicates that, in the earlier days, elimination of handicapped was achieved by nature herself, through the operation of the law of survival for the fittest.

Most of the primitive tribes would discard their disabled persons on the grounds of

physical unfitness to fight wars and wild animals. Deformed children were killed outright, without any objection from the tribal chiefs. The Eskimos and the Dene tribes of North America were accustomed to killing their old and disabled fellow human beings because they were unfit for the hard struggle for existence. The **Masai** and quite a few other tribes of Africa, the Dieri, the Carib and many tribes of Australia and Hawaii were also following the same inhuman practice of abandoning their disabled. Tribes like the Navajo and Macri treated them jocularly and nicknamed. (Add India, 2001)

According to Daniel, the Babylonians did not admit any person with physical blemishes or deformed Levite, priest to officiate in any activities. But the attitude towards the cripple as a member of the society was one of consideration. This is shown in the laws of Moses, which noted that a cripple was not to be destroyed. The twelve defects given in the Old Testament that disqualified a priest from officiating were: “blindness, crooked backed and dwarfness. (Add India, 2001)

Early Greeks destroyed crippled members because of their ideal of bodily perfection. The Athenians allowed their crippled children to die of cold and neglect, while the Spartans took theirs to the hilltops and killed them. Even great thinkers like Plato and Aristotle gave their approval to the gruesome practice of disposal of the disabled. In Plato’s ideal state there was no room for the physically unfit. According to him the body and the soul are two aspects of single whole so that a defect in one indicates or involves a defect in other. (Add India, 2001)

Likewise, Aristotle declared: “Nothing imperfect or maimed shall be brought up.” According to all the above history concerning the disabled, it indicates that even the early years, people could not really consider them in the society and hence most law makers could not implement laws to help them.

General overview of the Disabled people in Uganda

A majority of 'ordinary' Ugandan believe that, the disabled peoples' needs can be fully met by specialised, charitable, non-profit service agencies and the disability organisations, which raise money from donors on a promise of providing caring services needed by disabled people to reduce the impact of the impairment on the individual to enable them fully participate. On the other hand, the government staff employed to work directly with disabled people like rehabilitation officers and community development assistants do not always reflect a sufficient sensitivity to the equality of rights of disabled persons or to their capacity to function independently in society.

In the past, government, legislators, policy makers and others involved in the operation of government programmes, often designed social policies without disabled people in their minds. This is evident from the physical layout of the buildings in which such services and policies are often put into effect. In an effort to redress the ensuing inequality, the government responded by creating specialised and segregated programmes for disabled person, this was as early as the 1960s and still in some policies today, the disabled are forgotten.

The previous wall of discrimination is still perpetuating, affecting a majority of disabled persons in a self-generating vicious circle. Because society has entertained pervasive attitudes about disabled persons, with assumptions that disabled person are incapable of participating in many if not most of life's opportunities. Despite a host of pro-disability legislations, society's institutions, able-bodied persons often tend to entertain the view that disabled persons are incapable of participating in the mainstream ,since they have never been seen participating in it in the past.

Even if it's stated in article 32(1) of the 1995 Uganda constitution that disabled persons' experience with discrimination is similar to the experience confronting women, and other disadvantaged groups in society. There are certain features confronting persons with disabilities, which may be unique for example, in the past, the attitude of the community towards disabled people made them institutionalised, which did not happen to women and youth. Even at the councils and schools disabled people are often viewed as different. Hence they are at a disadvantage when attempting to assert their rights. This indicates that the disabilities are still discriminated in society as it has been seen in the general overview.

1.6.1 Criteria for assessment and selection of students with disabilities.

Goacher, et al (1989) while focusing on the implementation of 1981 Education Act in Britain, observe that there is need to set up a committee system for identifying and making educational provision for students with special needs from all quarters. This should constitute parents, organizations, psychologists, teachers and doctors. Their main concern was that there was due emphasis based on the difference within students deemed disabled. They further point out that the medical model, which was being used to identify and assess students for special educational treatment, was inadequate. It provided parents with limited rights to have their views heard (Jones 1989). The assessment, therefore, appeared to be seen on the whole, as a bureaucratic process within the education department rather than as a way of consulting with professionals in all three services to come to an understanding of children's needs.

In 1975 new procedures for identifying students and assessing for special educational treatment were developed. These gave a much greater role to

educational psychologists and advisers in assessing students and deciding on suitable provisions. Further emphasis was placed on the importance of involving parents in discussions about their students' needs.

However, all these studies were carried out in Britain and the context in which they were carried out is certainly different from that of developing countries and institutions such as Makerere University. In addition, they were carried out in 1989 and may not be relevant to circumstances prevailing today.

1.6.2 The Person with Disabilities Act, 2006

According to this, section 5 says that government shall promote development of persons with disabilities, encourage education. It will also formulate and design of educational policies and programs that promote the special needs and requirements of persons with disabilities. Also formulation of policies that give children with disabilities access to relevant education at all levels pay particular attention to the requirements of the girl child and children in rural areas. However according to (Ambrose, 2009) there is gap implementation as there is lack of sign language interpretation services and other services as required by persons with disabilities.

1.6.3 Uganda National Institute of Special Education (UNISE) Act, 1998 (persons with disabilities)

This was a big attempt by government to promote education of children with disabilities through building the capacity of teachers to handle children with special education needs. The Act provides for the establishment of UNISE that is responsible for, among others, training of special needs education teachers. NUDIPU is also represented on UNISE council to promote the interests of the disabled people. Other

programmes that are provided for by UNISE are community based rehabilitation and training for community based workers. According to Emong (2004), the impact of UNISE is that the trained teachers have enabled government to establish 'EARS' centres at the district level and subsequently at the lower levels. These centres are responsible for assessment and placement of children with disabilities to schools and other services like health and provide training to teachers to enable them cope with the needs of disabled children at school (Emong, 2004: 127). The example of Ngora High School in Kumi district which has been made a model school for integrated secondary education for the deaf has assigned language interpreters who have been provided for the deaf students in class. These favourable policies have resulted to a progressive percentage increase in enrolment of children with disabilities at primary and secondary schools as well as those completing school (Ambrose, 2004:128f).

However, Ambrose, (2004) also notes that the current training of teachers by UNISE to handle children with disabilities and subsequent support to department of special needs education and career guidance addresses only primary education. To a great extent secondary education, vocational and tertiary education is neglected. According to Ambrose, this situation hits harder the deaf students and the blind that need substantial special support at these levels of Education. As Ambrose explains, this situation limits advancement to secondary levels and subsequently professional training for disabled people.

1.6.4 Factors influencing special educational provisions to people with disabilities

Although the Education White Paper (1992) stipulates that adequate accessibility and support services designed to meet the needs of PWDs should be provided, a number

of problems are encountered in the provision of these needs. One of the major problems highlighted by the Education White Paper (1992) is the fact that institutions for special education are not only inadequate but they are also faced with such problems as lack of special adaptive instruments for PWDs needs.

While contributing to the debate, Kurt (1998) further observes that most institutions were initially planned without considering the PWDs. With the integration of students with disabilities, institutions have come across a number of problems which, among others, include: toilet facilities designed for certain disabilities, accommodation, walkways, libraries, the dining halls and lecture theatres. All these need to be adjusted in one-way or another to suit variation of disabilities that are common among the populations.

Federico Mayor, in a UNESCO (1994:37) Report restates that school perspectives for special educational needs cannot advance in isolation. It must be part of an overall educational strategy and indeed of new social and economic policies. This needs a review of the policy and practice in every sub-sector within education from pre-school to University to ensure that curricula activities and programs are to the maximum extent possible fully accessible to all.

Peter (1981) agrees with Mayor about the development of a common curriculum framework. However, he observes that there are many pedagogical, structural, resources and training problems. These need to be addressed for all pupil including those with special needs in a concerted way. While contributing to the debate, Kandyomunda (1998) observes that the feasibility of children with disabilities in accessing equal opportunity to education lies primarily with availability of trained teachers, teaching and learning materials, school ethos and structure. Although a combination of these may be attainable in specialized institutions founded for PWDs, at present such a situation is

hardly attainable in our ordinary schools. Teachers generally lack knowledge and skills of how to accommodate disabled students in their regular classroom activities.

Deutschen (1998) observes that the recent introduction of computer technology and other devices calls for a new orientation and demands paper qualifications from persons skilled in industrial, computerized and technological work processes in the firms and organizations.

Baguwemu (1995) notes that students with disabilities stand to benefit from the special educational needs if they are accompanied by vocational guidance. According to him, vocational guidance facilitates students with choice of future careers based on their aptitudes, abilities, likes and dislikes, as well as the full knowledge of the opportunities available in the employment world and in their communities in particular.

For students with disabilities, vocational guidance is often of greater necessity if they are to benefit from any training provided. This is because they need help to minimize the limitation imposed by their disability.

Most PWDs are sometimes endowed with more abilities than disabilities and very few jobs require more than a few physical functions. So, for students with disabilities to adequately benefit from the provision of special needs, vocational guidance ought to be integrated with this provision. Baguwemu (1995) observes that owing to special needs of students with disabilities such guidance and responsibility should be placed on shoulders of a specialist in disability. This could be a teacher or staff, lecturer or any other person outside the institution. This can help the students with disabilities to benefit from the services provided by the institution.

According to Shopi (1996), higher education continues to be a challenge for

PWDs. There is unwillingness on the part of educational institutions to provide accommodation for students with physical disabilities and lack of special facilities such as chairs and reading braille. As a result, PWDs are unlikely to have educational opportunities that will allow them access to highly valued and well-paying professional positions.

Atria (2003) observes that affirmative action policy is very unclear at the moment. He wonders whether it means that PWDs or special needs should be included in the same class with their non-disabled peers or whether it means that the education includes all. He adds that whereas the UPE is a form of Affirmative Action in favour of people with special needs, unfortunately, it is not backed by the resources required to make it effective. He further notes that the concerned authorities have not set up the infrastructure necessary for full integration of PWDs into the present education system.

1.6.5 Problems faced by the disabilities

Disabilities encounter high- levels of social exclusion, marginalisation and discrimination. The vast majority of children with disabilities do not attend primary schools, and even for those who do, the vast majority do not complete their primary education. This in turn leads to further exclusion, because few are able to gain sustainable long-term employment (Ambrose, 2009)

In Northern region of Uganda many have their whole lives living in international displaced camps. Many disabilities were unable to access humanitarian aid provided by mainstream agencies. Further more people with disabilities are the last to leave IDP camps, thereby creating “disability ghetto”.

As the government is beginning to close all the camps, those with disabilities are

finding it increasingly difficult to leave. This is because of the inhospitable physical environment and the government regulations that make it impossible for them to meet the criteria in order to receive grants that assist them in returning to their former homeland (Gloria, 2010)

Within Uganda, there are services for people with disabilities, but these are inadequate to meet the level of demand. The ministry of Gender, Labour and Social Development runs community- based rehabilitation programmes in 10 districts, but it is not in a position to scale up these services to cover the whole country.

Special issues, such as the need for sign language instruction compounds the forces driving social exclusion. If the teacher at local community school is unable to speak sign language well, then his or her ability to effectively teach a *Deaf* child's is extremely limited. (Ndeezi 2000)

Emong (2004) asserts that there is a high rate of school dropout among children with disabilities. And that this is due to number of factors, namely: inadequate trained special needs teachers; inaccessible school environment; lack of special learning materials, assistive devices, and negative attitude by community. According to Emong (2004), the most affected are the deaf, severely physically impaired and the blind that are in the mainstream schools (Emong, 2004).

1.7 Affirmative Action Initiatives in Education

The education sector plays a vital role in providing sustainable development through capacity building of the population in various skills, raising awareness on various issues of national importance and improving general standards of living (Kwesiga 2002). The education system aims at training children and adults in a range of skills from basic education to professional development. Parents send their children to

school to give them a chance to be successful in life in order to outgrow the biting poverty.

The issue of gender disparities in education has been one of concern to government and all civil society stakeholders. The Government of Uganda (GOU) policy provides for equal opportunities in education and other sectors for both sexes. The GOU through the Ministry of Gender, Labour and Social Development (MGLSD) formulated the National Gender Policy (NGP) to help advocate for gender equity at all levels in all aspects of life. The Ministry of Education and Sports (MOES) in collaboration with the GOU and the international community have in addition put in place a number of initiatives/interventions/policies (Kabesiime, 2010: 336f).

The Uganda National Curriculum Development Centre (UNCDC) has been revising primary education curriculum since 1992 to make it more gender responsive as part of the Primary Education Reform. The UNCDC recognises that gender equality is not mentioned in the outline of the Education Sector Investment Plan (ESIP) (Amanda, 2000).

On the UPE policy document of 1997, Emong (2004) notes that out of four children from a family benefiting from universal primary education, priority is given to disabled child. All schools constructed under the school facilitation grant should be built accessible and conducive for children with disabilities. Further, notes that currently, sign language has been incorporated in the primary syllabus to be taught in primary; and Five (5) regional schools to cater for post primary education specifically for the deaf students were planned. An example among the five regional schools is Ngora High school in Kumi district. Few sign language interpreters have been provided for the deaf students in class. However, there is need for the government as its dealing with the affirmative action to increase on the number of interpreters.

In the following sections, an attempt is made to explore affirmative action in each of the categories of special focus (i.e. Gender, and Persons with Disabilities) in relation to policy contributions and success in education. Some of the issues involved are intertwined.

Theoretical framework

This study is conceived within the theoretical framework of political economy. Mamdani (1999) sees the notion of political economy as an attempt to explain relations in society on the basis of access and control of resources, and the social outcomes of such unequal relationships. Thus, political economy depends on traditional political venues like, parliaments, public bureaucracies, business organizations and the people who inhabit them, and they are conceived as the generalized medium of mobilizing commitments and obligations among groups.

The perspective of political economy offers an intellectual justification in the management and relationships in society, and draws its inspiration from the work of Karl Marx and Friedrich Engels. These scholars' analysis of the social structure and social change can be used as a starting point for a discourse on implementation of affirmative action for people with disabilities. The scholars believed that the relations between unequal classes in society alienates the disadvantaged people, and also estranges them from the benefits that accrue to them (Shopi, 1996).

According to Bacchi (1996) Affirmative Action hinges upon terms like equal 'opportunity' and 'merit' among others. In a public institution like Makerere University, it is found, for instance, that in spite of affirmative action, students with disabilities continue to have serious problems because the University Administration has not committed the necessary resources towards the welfare of

the disabled. Hence, those with disability continue to feel alienated from the mainstream activities in the University, a situation that is aggravated by what they perceive as an inherent belief among the able that the disabled are unable.

Bucchi (1996) notes that whereas Affirmative Action for targeted groups may be genuine, it may be a component of "reverse discrimination and unwarranted policies." Nevertheless, the argument here is that, since the practices at issue are parts of an organizational system of operation, good personnel practices are all that is required to update administrative procedures.

Implementation of Affirmative Action for students with Disabilities can therefore be well explained in the framework of political economy in that education institutions are initiated by government to ensure equal access to educational opportunities for people with disabilities in Uganda. On the other hand, however, students with disabilities (the disadvantaged) are at the mercy of those who are advantaged, and the implementation of corrective measures is controlled by those who are already advantaged.

1.8 Existing affirmative action provisions and policies.

The UN has recognized the awareness and need for action to improve the plight of PWDs worldwide. The UN recognizes that one of the rights that should be enjoyed by PWDs is the right to education. Article 26 of the Universal Declaration of Human Rights 1948 clearly states that: "everyone has a right to education and shall be free, at least in the elementary and fundamental states". This suggests that education is a basic right to everyone without discrimination (UN 1993).

Parallel to the above development is the laid down framework by the World Conference on Education for All (EFA) held in Jomtien, Thailand in (1990) that guarantees education for all including children with special educational needs and

emphasizes the flexibility of the curriculum. Provision 29 on curriculum flexibilities reads: "Children with Special needs should receive additional instructional support in the context of regular curriculum, not a different curriculum. The guiding principle should be to provide all children the same education, providing additional assistance and support to children requiring it."(UNESCO 1994).

In developing countries the case for PWDs continues to be a challenge to reckon with. Munhuweyi and Ndawi (2000), observe that many societies are making effort to address varied needs of children with disabilities. The idea is to avail to those with disabilities the kind of education that will not only *give* them skills but also empower them to integrate fully into society despite their disabilities.

Dansey (1998) notes that the yearning for lifelong education for all categories of people, both able-bodied and disabled, has been gathering momentum worldwide. Some vulnerable groups, including the disabled have recently formed an "Association of destitute" in Nigeria along main roads as a means of survival. This trend has caused embarrassment to all levels of government in Nigeria.

Dansey (1998) further affirms that the United Nations charter on equal opportunities stresses education "for all" irrespective of a person's mental or physical state or sensory abilities. In the wake of modern developments in developing countries, scientific, industrial and technological growth, coupled with the introduction of computer software and hardware', the world has shifted. Thus, the plight and needs of the disabled should be better addressed and adjusted to the trend, so that they can be more useful not only to themselves but to their countries too.

If the innate abilities, creativity and talents of the disabled could be tapped sufficiently through provision of special needs, they would ultimately make great contributions to

national growth and development. It therefore follows that systematically designed instruments and educational programmes need to be put in place and provided to students with disabilities in order to allow them invent new things and transform their abstract ideas and perceptions to reality. Training programmes need to be funded and equipped with modern tools and equipment in an enabling environment with highly trained and qualified staff as instructors to direct their programmes (Dansey, 1998).

Dansey's argument is worth noting because institutions should provide for the special needs of PWDs in order to make them fit in the advancing world of work. For training of PWDs to be meaningful, functional and successful, they must be enabled and authorities in institutions need to focus their attention on a number of issues. According to Dansey, these include; identification of the PWDs and their categories in institutions, identification of their needs, interests, abilities and common traits in order to plan them and psychological counselling to identify the areas of occupational interests of the students with disabilities. In addition, there should be provision of up-to-date information about opportunities and requirements of different jobs so that the disabled can make wise decisions about the future, decide on appropriate training that will enable them live responsible lives, regular funding of material and book production and development of the necessary infrastructure for the disabled, to enable them advance at about the same pace of development as other students in the institutions, integration of computer as a solution for the adjustment and total rehabilitation of the disabled.

It can be noted, therefore, that the special services that the PWDs require do not only include things like Braille, crutches and wheel chairs but more than that. Some special services have to be incorporated in the actual training in various ways. For instance, on planning special education in South Africa, Kurt (1998) made a number of issues in

connection to training programmes and legislation with reference to children with disabilities. He suggests that training institutions and governments should be requested to include basic special methods and techniques in facilitating the disabled children, disabled children should be allowed to remain longer in school if necessary and the institutions or government should take responsibility for such period of children's learning. Furthermore, governments should provide for realistic affirmative single allowance and this should be applicable to all children who are disabled, government should formulate, after consultation, policies, programs and time frame for affirmative action in respect of PWDs.

Despite the fact that a number of enactments and studies have been made, they do not provide the means to the management of institutions on how to enforce these policies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter specifically discusses the research setting, the research design, how data for the study was collected and handled. In addition, it presents the relevant statistical analytical tools that are employed for analysing the results gathered during the study. It also deals with the logic behind the methods that are used in the context of the research and explains why a particular method or technique was used.

The research specifically dealt with gender and persons with disabilities and to check if there are implementations on affirmative in the area of education. This research was conducted in Makerere University where both gender and persons with disabilities can be captured. The group mainly targeted are girls going to school and women working in this institution. Also targeted disabled students at the university.

The number of people interviewed were 35 respondents and the questionnaires distributed were also 35 to the respondents. However the questionnaires collected were from the respondents were 26 in number.

The interview part was to introduce the respondents to the questionnaire, to tell him or her how the questionnaire is confidential and for educational purposes, to ask his name, age, occupation and some part of the questionnaire of yes or no answers and the people interviewed were disabilities, gender, shoeshiners, teachers and government workers.

The questionnaire part was for the respondent himself or herself to answer on how he understands the policies on affirmative action in the education sector without any fear to give information and later collected after finishing.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). The type of the design that was applied for this study is exploratory research design. Because it helps to discovery ideas and insights of government about the problem under study and make easy to describe the basic features of the data in the study. In consequence, the respondents' profile and their perceptions towards policy contributions and successes in the education sector were explored and described.

3.2.1 Research Approach

This research included both quantitative and qualitative (Mixed methods) approaches to assess attitude, behaviour, insights, perceptions and experiences on the affirmative action in Uganda, with the policy contributions and successes in Uganda. The rationale behind using these combinations of qualitative and quantitative research design was to give depth and breadth to the finding looking at the problem from different perspectives. Quantitative research techniques were employed to gather numerical data and used statistical analysis to arrive at meaningful conclusions. On the other hand, qualitative techniques seek together analysis rather than data in words and concepts quantification, (punch 2005). Both approaches and their associated data collection methods have advantages and disadvantage. According to Creswell (2007), mixed research design is useful to capture the best of both quantitative and qualitative approaches. Qualitative techniques allow researchers to understand the views of person concerning an organization or the behaviours of people in a social or professional setting (punch 2005)

A research project that employs both qualitative and quantitative techniques can be

said to be using a mixed method approach. This approach incorporates different types of data to help in better answering the research question (Hayati, et al, 2006). It has been suggested that a mixed method approach is best suited to exploratory research, as the questions being posed have not been answered before (Gable, 1994; Karami, et al, 2006; Scandura & Williams 2000). A mixed method, method approach adds to the credibility of outcomes as the quantitative data is supported by qualitative data.

Employing both qualitative and quantitative techniques brings a further perspective to the research questions. As Punch (2005) contends, qualitative techniques help in determining the attitudes, behaviours, and perspectives of the research subjects while quantitative techniques help understanding the environment of the study.

3.2.2 Area and Population of the study

The area of the study was Makerere University Kampala-Uganda. The study population constituted of the students with disabilities, teacher administrator women, government workers, and business people in the targeted area and shoe shiners.

3.2.3 Sample

The sampling was drawn from teachers, disabled students, government workers, shoe shiner and business. The sample size was 35 respondents sampled randomly from the study. However 26 were interviewed, of which 18 were male and 8 female. The number deviated from the initially proposed sample due to many cases of non-response and apathy to interviews. The respondents that were interviewed during the study included teachers, students, people in the education sector, business people and traders, women and persons with disabilities.

Sampling unit is a considered by a researcher for selection at stage of sampling. The sampling unit of this study wasteachers from Makerere University, disabled students from Makerere University, government workers from the ministry of education,shoe shiners and business people in the same institution. The affirmative action was assessed and analysed both the government and other non-government people.

3.3 Sampling Techniques

Lind (1997) defines a sample as a portion, or part of the population of interest. Sampling, according to Kumeopor (2002) also defined as the use of definite procedures in the selection of a part for the express purpose of obtaining from its description or estimates certain properties of the whole. Some of the major reasons of sampling in research, include the destructive nature of certain tests and research, the physical impossibility of checking all items in the population of some researches due to the sheer numbers, the cost of involved and also the time factor when trying to deal with all the members of a sample.

3.4 Sources of Data

To come up with pertinent finding and to provide credible recommendation, this study utilized two sources of data: primary and secondary. The primary sources of data for the study were obtained from respondents in relation of the questionnaires administered and interviews. Other materials were very useful as they served as secondary sources of data. This included published articles, journals, and thesis and related studied, books. In addition, it was gathered from ministry of education and Uganda bureau of statistics. Acquiring secondary data was more convenient to use

because they are already condensed and organized.

3.5 Data Gathering Tools

Data were collected combining both aspects of qualitative and quantitative research method. This enabled the researcher to give a better breadth and depth looking at the problem from different angles, to complement the data each other and substantiate the findings. In addition, these were in order to increase participation rate in the study. The researcher was interested in getting the responses from the government and the non-government in order to get the views of both sides and analyse. In order to increase the response rates prior appointments were made to those who were interviewed.

3.5.1 Qualitative Data Gathering Tools

The qualitative data was collected using the tools such as interviews and documents. The researcher used primary data gathering tools because as it is original it gives current and factual information about the problem under study.

3.5.1.1 Questionnaires

Interview guide was used during interview of key informants like the persons with disabilities in tertiary and these were 4 (15.4%) respondents, 5(19%) teacher administrators who are women in tertiary institution, and 5(19%) policy makers in the government and ministry of education and sports, 3(12%) shoe shiners and 9 (34.6%) business people having business in the institution. Thus the total number of questionnaires were 35 and 26 (74.3%) were collected.

3.5.2 Quantitative Data Gathering Tools

3.5.2.1 Questionnaires

Kumekpor (2002) defines a questionnaire as a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated. These questions are intended to be answered by a particular or specific group or individuals, deemed to have, or to be knowledgeable about the problem under investigation.

They are cost effective and reduce distortions in data resulting from any 'interviewer biases introduced during the interview process. Twamas (2001) argues that questionnaire is important in research because it is an efficient method to collect statistically quantifiable information and also an efficient method in which many respondents can be reached within a short space of time. Also, it provides a greater sense of security because the data will be collected in a face to face interaction with the respondents.

Since the research aimed to discover deeply held personal attitudes and beliefs, some of which may be sensitive in nature, the anonymous nature of the questionnaire allows respondents to express their inner beliefs, attitudes, and perceptions freely.

3.5.2.2 Use of Structured Questionnaires

Structured questionnaires were administered to respondents in different categories due to the need for extreme clarity to enable the respondent fill the questionnaire without the involvement of the researcher. Questionnaires helped the respondents to read through the question several times and understand in order to give the most suitable answers.

The primary data was gathered to study the policy contributions and success of affirmative action in the education sector. For the purpose of this study, this was organised into two sections and was used to collect primary data from respondents.

Section one consisted background questions such as age, sex, level of education,

marital status and occupation. Section two was designed to test respondents about the policies on affirmative action in education sector.

Validity and reliability of research instruments

This approach measured the degree to which the tests of policies of affirmative action have contributed to the success of gender and disabilities in the education sector. In order to establish the content validity of measuring instrument, the researcher identified the overall content to be represented and was randomly chosen from the content that accurately represented the information in all areas. By using this method the researcher obtained a group to represent and be measured and that was the teachers, government workers, the disabilities etc.

Reliability of the instruments

The reliability of the research instrument concerned with the extent to which the instrument yielded the same results on repeated trials. To ensure that the instruments are reliable, the researcher used the latest method in which the same test was given to the same people after a period of time.

The reliability of the test (instrument) was estimated by examining the consistency of the responses between the two tests. The test-retest method was used because it is a simple, clear-cut way to determine reliability, although it can sometimes be costly and impractical.

3.6 Methods of Data Presentation and Analysis

3.6.1 Qualitative Data Analysis

Qualitative content analysis is defined by Mayring (2000) as ‘an approach of empirical, methodological controlled analysis of texts within their context of

communication, following content analysis rules and step by step models, without rash quantification, In qualitative data analysis coding of data is very important in order to discover what is important and what is to be learned, and deciding what to tell to other qualitatively. The researcher used qualitative data analysis tools of open coding. Open coding is used to build concepts from a textual data source. It includes labelling concepts, defining and developing categories based on their properties and dimensions.

3.6.2 Quantitative Data Analysis

This was done by identifying important themes from the collected data and supplemented by information given by the interviews. Data from questionnaires was analyzed using statistical package for social scientists (spss) and information obtained was presented in form of frequency tables, pie charts and bar graphs. The package was preferred because it is one of the most popular research analysis software (Lee, 2005) due to its extensive analytical capacity and ease administration of data.

3.6.2.1 Descriptive Analysis

The collected data were analysed using descriptive analysis (Patton, 2002). This approach made it easy to describe the basic features of the data in this study. In consequence, the respondents' profile and their perceptions to affirmative action, policy contributions and successes in education sector with a special focus on gender and persons with disabilities. The respondents' profile such as their sex, age, educational background, work experience and other aspects as much as circumstances allowed the respondents. The results that were obtained during data analysis are presented in tables and figures.

3.7 Ethical Consideration

Consent of respondents was sought before participating in the study. This was by implied consent. According to Berg (2007) implied consent is indicated by the respondent taking the time to complete lengthy questionnaire. In this circumstance, the purpose of the study and the expected outcome of the questionnaires were explained by the researcher in order to provide a comfortable atmosphere in which to elicit honest answers. It was made clear that their contribution was voluntary and they had full authority to refuse or to withdraw if they changed their mind about participating. Participants were assured of the privacy of their information, and that their identities would not be revealed and were given time to answer the questions which were collected after.

The Participants were allowed to ask any questions and clarify any sort of ambiguity regarding the questionnaire before they answered it, mitigating the chance of faulty responses by giving the participants a comprehensive understanding of the study and its aims. In addition, all assistance, collaboration and source from which information were drawn are acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is devoted to the presentation and analysis of data obtained from the field. Frequencies, percentages and charts were used to determine the affirmative action, their policy contributions and success in the education sector.

The chapter is presented in two sections. The first section is limited to the demographic characteristics of the respondents. The demographic characteristics analysed included sex, age, education attainment of the respondents. These characteristics were considered very important in the study because of the influence they had on policy contributions and success in the education sector with affirmative action in Uganda.

The second section involves the interpretation and analysis of the views of respondents as sought in accordance with the views of responses they provided. This section is analysed and organised in relation to the objectives of the study.

Response Rate

This section presents the response rate from the survey, using the statistical tools and methods chosen for data analyses with summarised analysis on the results. The number of questionnaires distributed was 35. However the number of questionnaires collected were 26 who were able to answer the questionnaires, of which 18 of them were male and 8 were female.

4.2 Demographic Data Presentations, Analysis and Interpretation

The following questions have been used to collect general information from the respondents. These include age, gender occupation, level of education and marital

status. Collected information has been presented as follows.

4.2.1 Age Categories of Respondents

Majority of the respondents interviewed (that is, 61%) were in the 20-29 age category while. However, only 2 respondents were aged less than 20 years.

Table 1: Distribution of Age of Respondents

Age group	Frequency distribution
15-20	3
21-26	11
27-32	6
33-38	2
39-44	2
45-50	2

Source: Survey data, 2013.

The age distribution indicates that majority of the respondents fell in the age bracket of 21-26 representing 42% of the respondents.

Table 2: Table showing mean and standard deviation of respondents

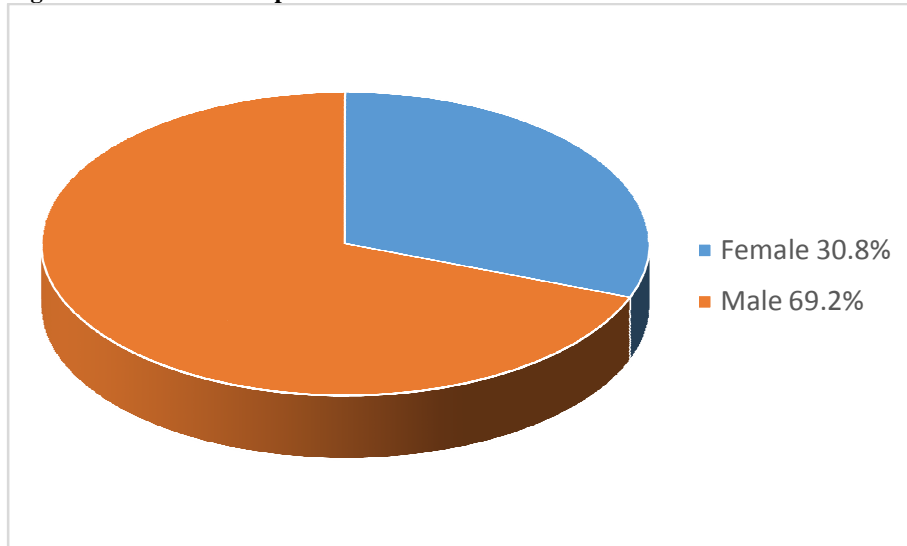
	N	Minimum	Maximum	Mean	Std. Deviation
Age	26	18.00	50.00	28.2308	8.61769
Valid (listwise)	N 26				

Source: Survey data, 2013

The minimum age of the respondents was 18 while the maximum age was 50. The mean age of the respondents was 28.2 with a standard deviation of 8.6 as seen in the table above.

4.2.2 Sex/ Gender of Respondents

Fig 2:Sex/ Gender of Respondents



Source: survey data, 2013

According to the results, majority of the respondents 18 (that is 69.2%) were male whereas 8 (30.8%) were female which adds to 26 respondents. These gender distributions are illustrated in the pie chart above.

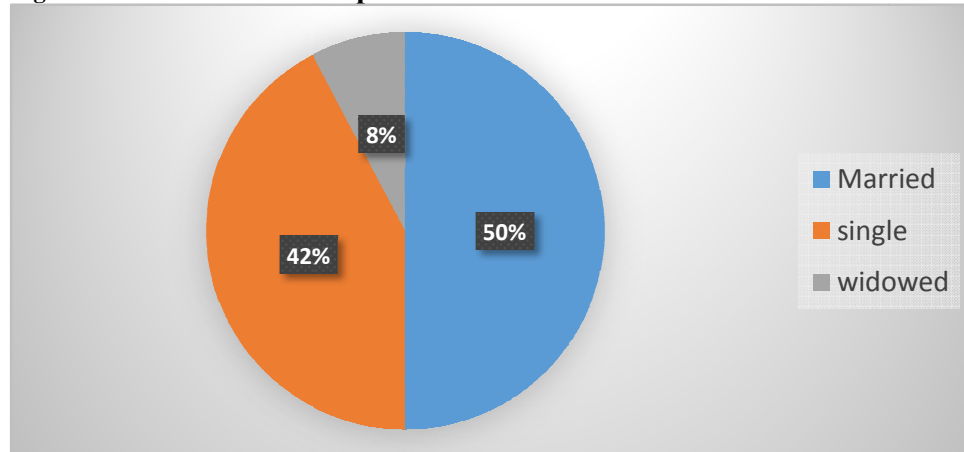
4.2.3 Marital Status of Respondents

Table 3:Marital status of Respondents

Marital status	Frequency	% Distribution
Married	13	50
Single	11	42.3
Widowed	2	7.7
Total	26	100

Most 13 (50%) of the respondents were married while 11(42.3%) were single. On the other hand, 2 (7.7%) were widowed. These distributions are provided in the table above. The pie chart below gives a further illustration of the distribution of the marital status of respondents.

Fig 3: Marital Status of Respondents



Source: source data, 2013

4.2.4 Education Level Attained by Respondents

Table 4: Distribution of education Level attained by Respondents

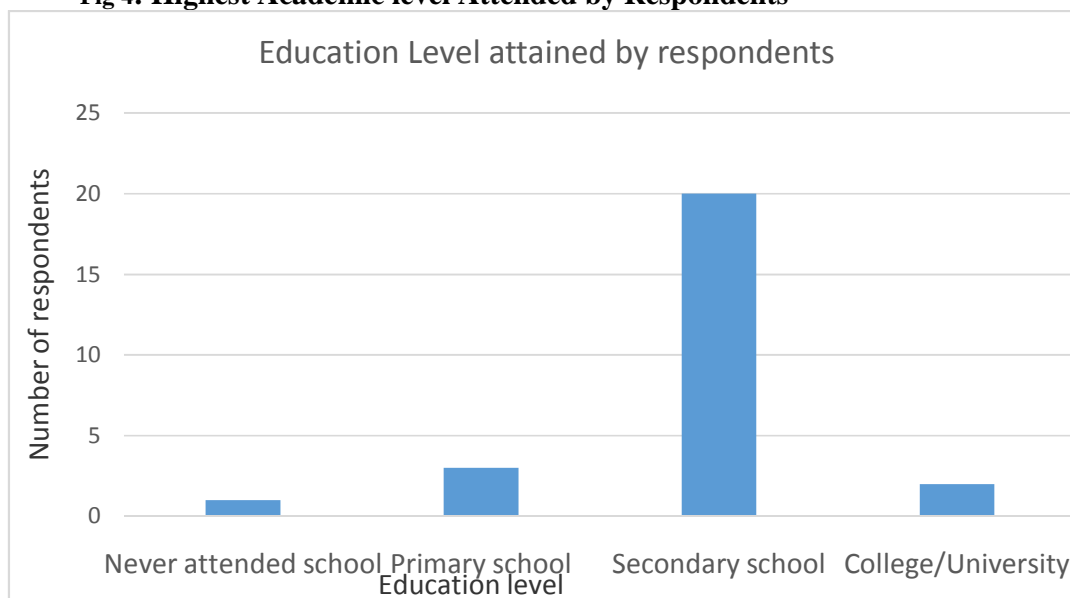
Education level	Frequency	% Distribution
Never attended school	1	3.8
Primary school	3	11.5
Secondary school	20	76.9
College/University	2	7.6
Total	26	100

Source: survey data, 2013

The level of education of the respondents was considered a very important variable in this study .According to the findings, 20 (76.9%) of the respondents had attended school till secondary level, whereas3 (11.5%) had achieved a primary education(some are disabled). In contrast, 1 respondent (lame) never went to school, contrary to 2 respondents that attended university/ college.

The graph below further illustrates the distribution of the highest education institution level attained by respondents.

Fig 4: Highest Academic level Attended by Respondents



Source: Survey data,

4.2.5 Occupation of Respondents

Table 5: Distribution of occupation of Respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid shoe shiner	3	11.5	11.5	11.5
govt worker	5	19.2	19.2	30.8
business	9	34.6	34.6	65.4
teacher	5	19.2	19.2	84.6
student	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Source: survey data 2013

According to the findings, 5 (19.2%) of the respondents were teachers, 4 (15.4) were students.

While another 9 (34.6%) were business traders, on the contrary, 5 (19.2%) of the respondents were government worker. While 3 (11.5%) were shoe shiners.

DATA ANALYSIS AND FINDINGS OF THE RESEARCH

The analysis and findings on the impact of government policy contributions and success on gender and persons with disabilities in the field of education is presented below.

4.3 Policy contributions on gender success

Data analysis was conducted using statistical package for social sciences (SPSS) 19.0.

Table 6: Awareness for girls' education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	23.1	23.1	23.1
	No	20	76.9	76.9	100.0
	Total	26	100.0	100.0	

Source: Survey data 2013

Table 6, presents the awareness of respondents about girls' education, revealed that out of the 26 respondents interviewed, 6 respondents were in support of girl child to go to school representing only 23.1%, while the majority representing 76.9% were not in support of girl child going to school as illustrated in the table above.

Table 7: Awareness for government policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	15.4	15.4	15.4
	No	22	84.6	84.6	100.0
	Total	26	100.0	100.0	

Source: Survey data 2013.

Table 7, presents the awareness of respondents about any government policies to support the girl child to attain education, 4 (15.4%)out of the 26 interviewed representing stated that they were aware of government policies regarding educating the girl child while 84.6% stated that they were not aware of any policies. The people were not aware of the policies and hence few girls go to school.

Comparison of education level and awareness of government policies on girl education.

Table 8: Aware of Government Policies on Girl education Cross tabulation Count

		Aware of Government Policies on Girl education		Total
		yes	no	
Education level	Never attended school	0	1	1
	Secondary	2	18	20
	university/college	2	0	2
	Primary	0	3	3
Total		4	22	26

Source: Survey data 2013

From the table above, it was observed that those with low levels of education were not aware of government policies on girl education. For example, the two respondents interviewed who had attained university level education were aware of government policy on girl education as seen in the table above.

4.4 Government Policy contributions on people with disabilities

Table 9: In support for disabilities education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	11.5	11.5	11.5
No	23	88.5	88.5	100.0
Total	26	100.0	100.0	

Source: Survey data, 2013.

Table 9, presents the awareness on government policies on disabilities, the majority of the respondents interviewed (96.2%) when asked whether they were aware of any policies by government to promote people with disabilities to go to school stated that they were not aware of such policies. They stated that there were no schools constructed by the government with teachings aids for people with disabilities. They also stated that even schools constructed by government don't have facilities for people with disabilities.

Table 10: Awareness on government policies on disabilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	3.8	3.8	3.8
No	25	96.2	96.2	100.0
Total	26	100.0	100.0	

Source: survey data, 2013

This indicates that there is a gap of the government not implementing the policies of the affirmative action to help the persons with disabilities, as there is a lot to be done in schools like teachers of the disabilities, access to the facilities such as the buildings and other activities.

Analysis and findings of Qualitative Analysis

Introduction

This chapter discusses the results of the qualitative phase of the research, the in-depth interviews of some policy government workers in the education sector and some persons with disabilities. The objective of the research was to determine the policy contributions and success in the affirmative action with the ministry of education under study.

Themes for Analysis

This section presents the results of the same-structured interview conducted in policy contributions and success in affirmative action with the education sector .The interview guide was one the themes chosen to identifying the policy contributions and success effectiveness in-depth interviews were conducted with policy government workers who were 3 respondents and 3 respondents for persons with disabilities (including lame, deaf and blind).

Questions were discussed in the semi-structured interviews.

- Have the policy contributions and success of affirmative action been implemented?
- What are the arguments on policies of Gender with the affirmative action?
- What are the constraints within the admission criteria with the disabilities?
- What are the factors influencing provision of equal educational Opportunities to PWDs?
- To what extent has the affirmative policy contributions helped the persons with disabilities?

- How did the government manage the Impact and Success of Affirmative Action Programs in Education?
- What are the problems faced by both gender and persons with disabilities with these policy contributions in the education sector?

4.5 Existence of Policy Implementation and its Contributions and success of affirmative action

Under this section, we move beyond statistics and express the problem in a more practical way. Qualitative data is gathered from views of the respondents sampled. The policy formulation and implementation is not a way to respond quickly to current needs as the process takes time. There is always a gap in time between the policy's adoption and its implementation. Sometimes, actual activities predate the documentation and implementation of the policy. Sometimes, practices precede the policy process. As a result, it is very difficult for many individuals, let alone the lay man, to relate their daily activities to the actual policies, let alone articulating the process of policy and initiation. From the initial consultations with the respondents, it became evident to the researcher that articulating the process of policy formulation and initiation was proving to be hard even for those involved. This was reflected in their request to get some time before being interviewed. This implied that the task of explaining policy is not simple since they do not have immediate answers on the formulation process. All interviewees revealed, either directly or indirectly, the absence affirmative action policy implementations in action. The findings are in line with (Ndeezi, 2000) who established that in practice, the programme is not universal with gender and persons with disabilities.

Similar was stated by (Ambrose 2009) who stated that even though, there are policies

to be implemented, and it's so hard for the government to implement them.

This means that the work cannot be done if the policies are not implemented in the education sector successfully. Out of the respondents who said that there was policy contributions of the affirmative action, 3 of the respondents know that there are policies contributions in the education sector helping gender and persons with disability and those are people working with the ministry of education. Though others showed that they were not as sure as they needed time to prepare themselves.

However, all the 3 respondents of disabilities relied on hearsay that there are policy contributions of affirmative action in the ministry of education, but they did not even know whether the policies have been implemented because there was no sign of the government helping the disabilities as they are not going to school because of lack of the facilities needed. This was also said by (Margaret, 2013) who said that there is lack of curriculum which affects their education. All respondents stated that though there are policies on gender, many girls do not finish their education because of the poverty with the parents. They end up dropping out of school and get married.

Affirmative action has been accused of not having any effect on gender equity. Gender disparities often persist. Research done on gender equity interventions in high education has shown that academics working in universities have varied view of affirmative action (Lilambaet al., 2006).

This means that, there is a lot to be done by government in order to improve on the policy implementation by sensitising the society and make sure that the government has enough funds for the programme.

4.6 The arguments of affirmative action on gender

According to the respondents who did not support affirmative action on gender because they do not know why women do not struggle on their own to achieve their goals. Some critics consider affirmative action as a welfare or charity scheme for women. Although gender equity issues affect society as a whole, some people construct the beneficiaries of affirmative action as objects of charity (Morley, 2004).

Most affirmative action programmes or policies in universities are not self-sustaining. They are often externally funded and conceived and thus cannot continue if donor funding is withdrawn.

Affirmative action programmes have been accused of not having any effect on gender equity. Gender disparities often persist. Research done on gender equity interventions in high education has shown that academics working in universities have varied view of affirmative action (Lilamba et al, 2006).Some argue against affirmative action on the basis that women do not need positive discrimination because they are capable. One Nigerian academic interviewed said that both sexes are endowed equally. The fact that someone is a lady does not mean she is not endowed academically and intellectually (Morley, 2004).It's argued that encouraging preferred treatment in university admission and hiring or appointing women to leadership positions perpetuates the myth that women are inferior. Women who enter university through affirmative action are considered inferior. This discourages other students from joining (Nungu, 1999).Therefore though there are people who benefit with the affirmative action policy with gender in the education sector, majority do not prefer or support it as they continue making women inferior yet both men and women are supposed to be equal according to the constitution.

4.6.1 Barriers to Female Leadership at School Level

The path to top management was typically built by gaining experience as the head of a department, boarding school matron or other positions of responsibility at the school level. Female teachers often did not take this career path because of childbearing responsibilities or lack of spousal support for their progress. In some instances, their male peers and superiors in the schools would engineer their exclusion from the official promotion procedures. Such challenges often hinder female teachers who aspire to become head teachers, as they have been held back from developing the appropriate experience and skills required for promotion.

The government addressed the problem of unequal access in the White Paper of 1991. However, there was no systematic policy of non-sexist education to overcome cultural and social barriers to participation of girls in education. Although in theory the merit principle is used to guide the selection of head teachers by the Teaching Service Commission, most positions are filled on the basis of trust, rapport and/or patronage (Sperandio 1998, 2003).

Women are accustomed to a male community-based culture that frowns upon upward social mobility and self-promotion. Female teachers also often lack the support of their head teachers, community members, spouses or even family members with respect to their application for promotion. Some women cannot contemplate taking on a headship position which would almost certainly involve managing male teachers. Lack of self-esteem, role models and mentors contribute to women's reluctance to apply for leadership positions in the education sector (Kagoda and Sperandio, 2009)

4.6.2 Participation of Women in Tertiary Institutions

Makerere University is the oldest university in East Africa, founded in 1922. In 1991 the Department of Women and Gender studies was established and in 2010 this department was raised to the status of the School of Women and Gender Studies

under the college of Humanities and Social Sciences. In 2001/02 Makerere University developed a Gender Strategic Plan. The university incorporated a gender mainstreaming perspective into the Strategic Plan of 2001/05 and 2002/2020. Makerere University began the creation of the Gender Mainstreaming support structures to coordinate gender mainstreaming activities in the university. This was established under the department of the Academic Registrar to address gender inequalities in the university.

There are significantly more women in lower-to-middle level positions as compared to senior academic positions. Promotions are few and far in between. Only one additional female professor has been appointed in the last 12 years and only two women are in top management of the university. There are opportunities and challenges available for growth both at institutional and individual levels (Kyomuhendo and Rotino, 2009).

Table 11: Distribution of Academic Staff by Sex over a Period of 12 Years at Makerere University

Category	1996		2000		2004		2006		2008	
	M	F	M	F	M	F	M	F	M	F
Professor	39	1	44	2	44	2	37	1	42	2
Associate Professor	47	3	46	4	60	8	61	9	73	14
Senior Lecturer	149	22	175	26	159	32	136	42	142	43
Lecturer	332	96	418	85	321	85	279	92	305	100
Assistant Lecturer	119	28	122	40	120	55	204	96	233	114
Total	686	150	805	157	861	182	717	242	795	273

Source: Directorate of Human Resources, 2008

The number of male academic staff increased more than that of females. Representation of women in Professorship and Associate Professorship positions, i.e. the *'cream of academic leadership'* is extremely poor (Kyomuhendo and Rotino, 2009).

There are only two female employees in top management. Under-representation of women in this management structure has made top management a type of *'men's club'*, which raises doubts over the power dynamics and whether the two female staff have a real voice in decision making especially when it comes to voting on decisions affecting women, they cannot do much.

Table 12: University's Top Management

Position	Male	Female	Total
Vice Chancellor	1	0	1
Deputy Vice Chancellor	1	1	2
University Secretary	1	0	1
Academic Registrar	1	0	1
University Bursar	1	0	1
Dean of Students	1	0	1
University Librarian	0	1	1
Director, Planning	1	0	1
Director Human Resources	1	0	1
Total	8	2	10

Sources: Directorate of Human Resources 2008

Yet there are enabling policies at Makerere University that women have not taken advantage of in order to advance both academically and professionally. These policies include the extra 1.5 points for girls (awarded automatically over and above the required number of points for all students) as they join public universities; the Gender Mainstreaming department scholarships that target women only; the policy that ensures if there are two deputy positions in a faculty, department etc., one of these must be occupied by a woman; and the new strategic plan that has a specific clause to address gender disparities at the M5 and M3 salary scales at the University (Gender Mainstreaming Report 2008).

4.6.3 Barriers to Women's Upward Mobility at Makerere University

According to information from the Department of Gender Mainstreaming the following issues were identified as some of the barriers to women's progression upward:

- i. There are structural/institutional barriers that create an uneven playing field for women and hinder their progress. For example, there are obstacles in the organization's policies, practices, process and procedures. These include the patriarchal organizational culture, unclear allocation of the staff development fund, limited sharing on study research and publishing opportunities. Also very few women actually apply for research funds, which may be due to lack of proposal writing skills. It is also argued that in the absence of organized networks to support women at the university, they miss out on available research funding and other opportunities.

- ii. Women face the challenge of balancing multiple roles of parenting, work, studying and research. Due to their socialization and other factors, women lack confidence and/or have low self-esteem that undermines their pursuit for leadership. Their lives are complex, where they are often juggling good motherhood with competition among men who are more likely to be free from parenting roles. Lack of day care facilities in the university community also hinders women's ability to balance their personal and public roles.
- iii. Women lack the required postgraduate training and skills to compete for promotion and positions of leadership. Times for study, research and writing are also rare for women.
- iv. In addition, the process of promotion has often lacked transparency. This is aggravated by '*women not supporting fellow women*'.
- v. Society expects men to be natural leaders and challenging this stereotype is an uphill task. There is discrimination and marginalization of women in all forms of leadership. There are few role models and mentors from women leaders. With this kind of domestic life women fear additional responsibilities that will increase the pressure on them. Gabona (2011) argues that

A new kind of academic leadership is needed; one that recognizes the changed environment of higher education:- in today's environment, senior administrators need to be both seasoned academics and entrepreneurs able to raise funds, not only from government but also from donors, business community and ordinary citizens. This requires a keen understanding of finance, an outgoing and engaging personality, the gift of persuasion, patience and at the same time a keen understanding of the academic process, teaching,

research needs and human relationships. Not all this can be taught, but much of it can be learned through training and special courses for senior administrators.

Very few women with the right qualifications are inspired to take up such responsibilities.

- vi. Sexual harassment is a reality for some women, especially those in lower ranks. Affected women are frequently intimidated to the extent that they often fail to assert themselves when aspiring for promotion.

There is a lack of knowledge about gender and its effect on career development, among respondents in education sector.

4.7 Constraints within the Admission Criteria of disabilities.

Below is an excerpt from a physically disabled student during the focused group discussions held.

Ben was asked to take snaps but on bringing them, he was told that the snaps couldn't show the nature of his disability. But the man is so blind and he cannot see anything. He was made to take others, queue up in long lines with the normal students throughout the sunny day only to be told in the evening that they had to come back the next day. Ben was later on tossed around like for a full week and on admission, he was given BA Social Sciences yet he wanted BA Education. He tried to change the course but he was denied that chance.

Such a narration is, but a slight mention of the several obstacles disabled students have to overcome before they are enrolled into the main stream of University

education at Makerere University. Generally, this study discovered three major obstacles:

- i) Insufficient publicity of the affirmative action scheme outside Makerere University;
- ii) Long queues both at registration points and at the Banks; and
- iii) Denial of the right to offer courses of their (PWDs) own choice.

Below the author explains these three obstacles in detail, according to the research findings:

i) Insufficient publicity of the Affirmative Action Policy/Scheme

The response below is one of the responses from the focus group discussion with PWDs when asked about the problems they find with being admitted to Makerere University:

People come to know about the scheme by chance. The scheme is not well known to many, it is like a secret and even some people in Makerere don't know about it. Some people are too 'mean' with information.

This is further complemented by the quantitative study findings as shown in the figure below:

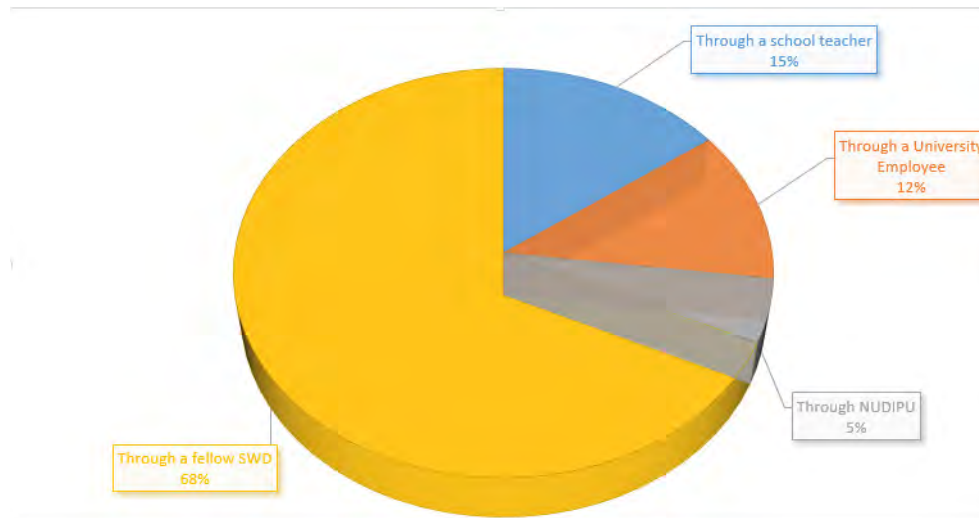


Fig 5: Source of Information to PWDs concerning the Affirmative Action Scheme (n = 5)

Figure 3, reveals that most (68.3%) PWDs get to learn about the affirmative action scheme through their fellow PWDs. There are however two problems the researcher noticed with this mode of information transfer:

i) PWDs compete within themselves in order to gain access to the privileges from this scheme. Surely one of the effective ways to out-compete their fellows is never to pass on the information about the scheme to them at all. The only time the person seeking for admission to the University via the Affirmative Action scheme will hold concern over their fellows without knowledge of the scheme will be after she/he is admitted. However, this might be too late for the fellow PWDs; and

ii) Judging from the definition of disability (Yeo, 2001), entrusting the responsibility of making the public awareness of the affirmative action scheme will almost mean never publicizing it at all. Such a responsibility entails moving between schools and communities while alerting fellow PWDs in

secondary levels about the existence of the scheme. Unless facilitated, few would volunteer to undertake such a task.

iii) Thus, the challenge to Makerere University administration while managing Affirmative Action in this aspect is to develop effective awareness measures concerning the policy. One of the disabled students who participated in the study admitted into the University via the direct entry scheme in fact confessed not having even the slightest knowledge concerning the existence of the scheme.

ii) Long registration queues

The major problem during my registration was accessibility to the offices and then the long lines; bouncing me from one office to another. Officials keep telling you to go to several offices for data cards etc....

An explanation from a Forth Year Food Science and Technology physically disabled student explains.

There is need to define what disability is and consider its nature while registering PWDs. For instance, whereas a blind student would somehow be comfortable queuing behind normal students for registration, the wheel-chaired student might not. Baguwemu (May 2003) mentioned that failure to attach meaningful definitions to words, terms or objects (such as PWDs) affects our attitude towards the objects the terms, words or concepts have in question. “The definition given to the term disability can influence the way which normal people respond to those with disability”, Baguwemu adds. In this aspect, the study observes a need for Makerere University’s administration to define who a disabled person is if registration barriers are to be overcome. On effectively doing this, a special desk should be reserved specifically meant for PWDs registration. This desk should consist of persons

specifically trained to attend to disabled student's needs, one who will be sensitive and tolerant on their pleas. On the other hand, however, the researcher realizes that setting up such a desk will come with a need for further financial requirements with the University will be obliged to meet, thus posing a challenge to the administration.

Manifestations of the constraints in the Admission of PWDs

Several of the interviewed disabled students complained about the administrative constraints in the system of their admission. Because of the bureaucratic nature of the criteria, disabled students reported that they commence their lectures late – that is three or four weeks later after their normal counterparts. A special case in this regard is quoted of Dungu James – a physically disabled student who participated in the study's focus group discussion. His name had not been registered with his faculty even by the time he sat for his First Year First Semester Examinations. As such, his marks couldn't be displayed on the notice board. His problem was however solved in the Second Semester after he had made several movements between offices. "Naboth", a blind student, added further that disabled students are almost considered unadmitted by Faculties. Thus they are made to move around with their letters of admission, they are sometimes considered to be private students and lecturers sometimes add 'PS' (meaning Private Student) while writing their registration numbers. "Naboth" was admitted with private sponsorship registration numbers, which caused him to face similar problems with the Faculty administrators. When he contacted the Academic Registrar, he was informed that his case 'was forgotten'.

4.8 Factors Influencing Provision of equal Educational Opportunities to PWDs

4.8.1 Introduction

The 1994 World Declaration on Education for all (EFA) stresses the need for guidelines and integrating special educational needs into exclusive education

Children (students) with special needs should receive additional instructional support in the context of regular curriculum, not a different curriculum. The guiding principle should be to provide all children (students) with the same education, providing additional assistance and support to children requiring it (UNESCO 1994:67).

Article 26:1 of the Universal Declaration of Human Rights states that "Everyone has a right to education ... and higher education shall be accessible to all on the basis of merit". Thus, Makerere University, as an institution of higher learning, is faced with the challenge of providing equal educational opportunities to all of its students, including PWDs. Gena (1999) argues that if at all Makerere University provides positive awareness and formal inclusion of disability issues into its curricula, it will lead to a more open and flexible campus environment.

Provision of such educational opportunities, however, cannot be effected without a challenge, both to the management and to the students themselves. While discussing the challenges faced by PWDs in post primary institutions, Kalyango (2003) mentions six major constraints. Among these are (i) long distances PWDs have to move to and from educational institutions, (ii) Poor sanitary conditions (iii) Inaccessibility of educational material to PWDs in the institutions (iv) Negative attitudes of school administrators, parents and the society towards PWDs. Whereas Makerere University has instituted (to some extent) adaptive mechanisms to overcome such challenges, the problem is still existent. This section discusses the researcher's findings concerning (i) the constraints faced by the Makerere University administration while managing the Affirmative Action scheme and (ii) the mechanisms Makerere University has put in place to overcome the constraints.

4.8.2 PWDs Accessibility to Physical Structures

The study inquired about the level of accessibility to physical structures by PWDs in Makerere University. Such physical structures include University roads, Halls of Residence and lavatories, lecture rooms, administrative buildings, and sports and recreation facilities/activities. As part of the Affirmative Action scheme, the aim of such an inquiry was to discover the constraints faced by the administration while providing equal accessibility to PWDs concerning such physical structures. On identifying the constraints, the study examined the available mechanisms instituted by the administration to overcome them.

4.8.3 PWDs accessibility to University roads and walkways

The study found out that PWDs find it difficult while walking around the University roads. 5 (83%) of the disabled students interviewed mentioned that they find it hard while walking around the University roads. Asked the reason why, 7(71.1%) of them complained of the many steps (and humps) that are located almost on each University walk-way.

Table 13: Level of accessing the University's roads and walkways by the different PWD

	Roads and walkways accessibility			Total
	Easily accessible	Moderately accessible	Inaccessible	
Nature of Disability				
Blindness		5 83.3%	1 16.7%	6 100.0%
Deafness	1 33.3%	1 33.3%	1 33.3%	3 100.0%
Physical disability	6 18.4%	7 71.1%	4 10.5%	17 100.0%
Total	7 17.0%	13 50%	6 12.8%	26 100.0%

Table 13, shows that that physically disable students are the most severely affected category as regards road accessibility. The study found out that the problem

concerning walking around Makerere University roads is more pronounced during examination times, when they have to get to the examination rooms early. Also, disabled students from the Faculties of Social Sciences and Arts mentioned that they find it difficult if they have to attend lectures schedules in distant lecture theatres' (for example footing from the Faculty of Arts to the Faculty of Veterinary Medicine).

Interviews with the Faculty Administrators revealed that mobility problems which disabled students face are well known to the administration. Several (62.5%) of the interviewed lecturers confessed that disabled students constantly miss out on the first parts of the lectures since they are rarely in time. To curb this, a commuter bus was suggested to be put in place specifically to route disabled students between distant lecture theatres. The challenge to management thus in this aspect it's to raise enough funds both for the purchase and maintenance of such a vehicle.

The study findings concerning the provision of equal accessibility to University roads by PWDs reveal that, to a large extent, Makerere University management faces a challenge while managing the affirmative active scheme. While discussing the possibility of providing a commuter bus to aid PWDs movements around and University, Namazzi (2000) mentions that the current level of the University funding cannot afford it.

Interviews with the Dean of students, Faculty Administration and other University officials revealed that there is no mechanism instituted by the University to solve such a problem. This however may be categorized under the violation of rule 5 of the Standard rules on the Equalization of Opportunities of the Disabled Persons, which states that; "Initiate measures to remove obstacles to participation in the physical environment ... to ensure accessibility to various areas in society, for instance, concerning housing, buildings..."

4.8.4 PWDs accessibility to Halls of Residence and Lavatories.

The study discovered that at 75% of the interviewed disabled students find difficulty while accessing toilets and shower rooms both in the Halls of Residence and in Faculty buildings. Fig. shows that the greatest problem while accessing such facilities is because they are dirty, most of the times. This problem was discovered to have the biggest impact among the physically handicapped students.

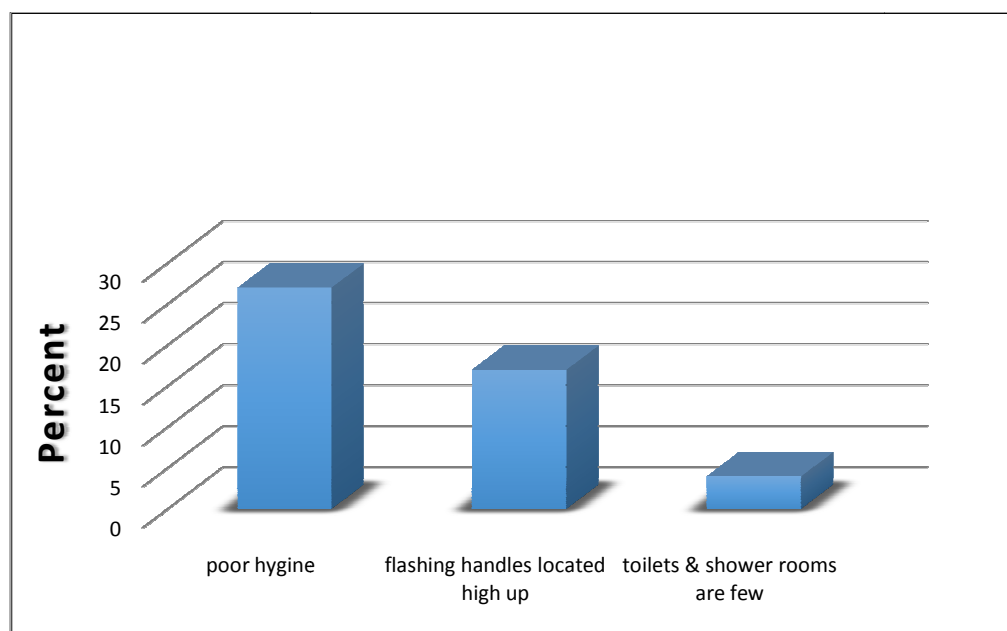


Fig 6: PWDs problems while accessing toilets and shower rooms (n=26).

Asked about the possible solutions to the problems, 72.7% disabled students suggested that the University should introduce special sports programs meant to suit their disability, whereas 27.3% advocated for more indoor games. The challenges to management however, regarding the above suggestions can be best viewed from that the Hall wardens commented about the matter. In their view, the University has so far done nothing concerning the development of sports potential for the disabled students because of three major hindrances.

- (a) The Hall administrator (and the University at large) has not yet been convinced of disabled students' potentials in sports,;
- (b) There is a traditional belief that favours able-bodied students above their disable counterparts whenever it comes to sport activities; and
- (c) The Games and Sports Department has not yet setup any programs to facilitate PWDs in sport activities.

Thus, in short Makerere University has not yet instituted any mechanisms to counteract the challenge it is posed while handling PWDs sport and recreational requests. This is a challenge to management of the affirmative action scheme.

4.8.5 PWDs Accessibility to Information

It is identified that PWDs in Uganda are faced with several handicaps regarding accessibility. Among the identified handicaps are: lack of proper infrastructure, lack of accessibility to information itself, lack of a social and enabling environment, lack of resources, lack of right materials, among others. The study found out that most disable students in Uganda suffer marginalization and discrimination because they lack proper accessibility to information. And as such, their access to privileges such as those from education is limited. However, rule 6 of the UN Standard Rule on the Equalization of Opportunities for Disabled Persons requires all disabled persons to be provided with equal opportunities as their able – bodied counterparts, including those from education.

This study inquired about the accessibility of Makerere University disabled students to textual/instructional material and libraries. This would further help in assessing the different challenges the administration faces while managing the Affirmative Action schemes, as well as examining the mechanisms in place to counteract the challenges.

4.8.6 PWDs accessibility to libraries

Ogwang (1999:26) found out that the problem of inaccessibility to library facilities among disabled students prevailed up to a ratio of 77%. His study pointed out sections such as the African and the IDA as being almost inaccessible both to physically disabled and blind students. This study however discovered that the prevalence of the problem of library inaccessibility among PWDs is rated up to 88.9%. The difference in the statistics between this study and Gena's (1999) can be explained basing on the time frame when the two studies were carried out and also the difference in the methodology of the two studies. Ogwang's (1999) study was based on a simple size of 10 respondents whereas this study used a sample size of 26 respondents to arrive at these results.

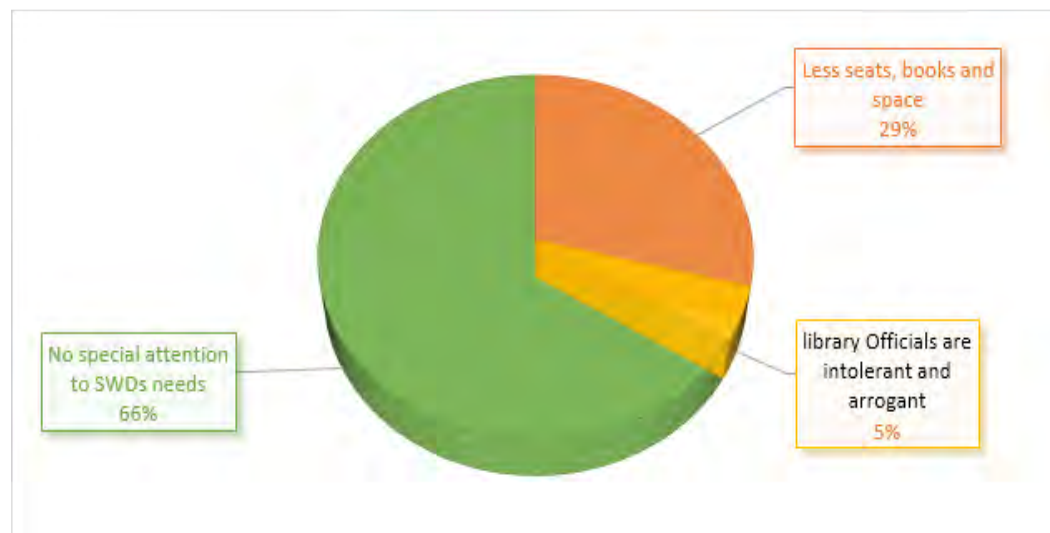


Fig 7: Problems PWDs encounters while accessing the MUK main library (n=26)

It shows the study findings concerning the problem students encounter while accessing the Main Library. Most (66%) of them complained of the absence of any special attention to their needs and this was complemented by some few (5%) who made mention of the arrogant and less considerate attendants in the Library. The architectural design of Makerere University library disregards any disable student's

needs. In fact, 10.4% of the interviewed disabled students mentioned that they totally gave up going to the Main Library. The steps in the Library, less seats and the way books are shelved never give ample accessibility of such textual material to disabled students.

Complaints were not raised about Internet accessibility within the Library – disabled students mentioned that they cannot go early (as their normal counterparts) to the library to a book computers connected to the internet. The Academic Registrar's Internet room was particularly pointed out for lacking, seats, thus users only have to stand, while using them – which standing is so hard (if not impossible) for the disabled students.

4.8.7 PWDs accessibility to textual and instructional materials

Fifty seven point one percent of the interviewed students reported that they were not satisfied with the textual and instructional materials they receive from Lecturers. 73.1% of the interviewed students' leaders reported that the way Lecturers instruct PWDs needs to be adjusted since it does not fit their needs.

4.8.8 Resource Constraints

- Lack of skilled personnel

Kandyomunda (1998) noted that the feasibility of PWDs in accessing education depends much on the availability of trained teachers, teaching and learning materials, school ethos and structure. He further reported however that teachers in Uganda generally lack the knowledge and skills on how to accommodate disabled students into their regular classroom curricula. Birabi's (2002) research further added that most Lecturers, administrators, secretaries and other staff members in Makerere University were never trained to handle PWDs. Her research found out that Lecturers respond to

visually impaired students in different ways: 35.7% reporting that the presence of blind students in their classes slowed down their lecturing speeds, 6.7% do nothing at all about their presence in the lecture halls, whereas 3.6% mentioned that they could not adjust to minority needs.

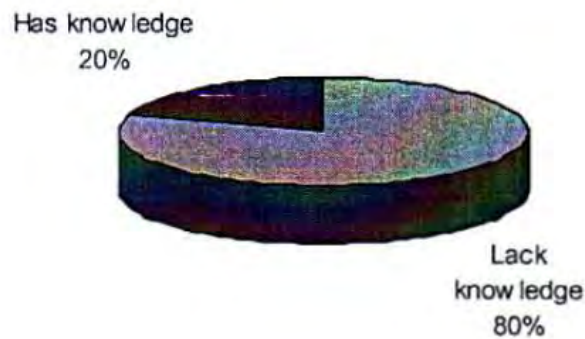


Fig 8: Lecturers' knowledge/skills in teaching SWDs (n=5)

This study's interaction with Lecturers confirmed Birabi's (2002) assertions. Fig 9 shows that 80% of the interviewed Lecturers lacked skills on how to teach PWDs. Even the 20% who confessed that they possessed such skills mentioned that they obtained them through experience, not training. Thus, the challenge faced by Makerere University administration while implementing the Affirmative Action scheme is the lack of trained personnel to handle the needs of PWDs. Such training can however be obtained from UNISE, since its goal states "To become a centre of excellence for training teachers and other professionals in the field of special needs education and rehabilitation and conduction of research relevant to its mandate within the region". Interviews with the Academic Registrar revealed however that the University has no prospects of training such professionals (Lecturers) who will handle PWDs matters. Such lack of skilled, efficient and motivated personal has greatly hindered effective implementation of the affirmative policy. However, the

academic registrar confessed the need for such training in the following way.

There is need to create awareness, we need an office specifically established to deal with problems of PWDs. They are in their own cocoon and nobody seems to be caring. They need someone to talk to them and workshops should be held where they can talk freely.

Academic Registrar's response during an interview with the researcher.

4.8.9 Provision of adjustments to PWDs

In 1991, the Makerere university Visitation committee (MUVC) recommended intuition reforms meant for a sustainable revitalization of the plight of PWDs at Makerere University (Oule 2001:12). In effect, the university has since been constantly set aside a certain amount of funds from its budget specifically meant for uplifting the plight of PWDs. Fig 4.6 shows the study's discoveries from Dean of Students concerning such expenditures. Such assistance to PWDs is dispensed to them in form of allowances based on the level and nature of their disability as verified by the University Hospital, Office of the Dean of Students and the Hall of residence.

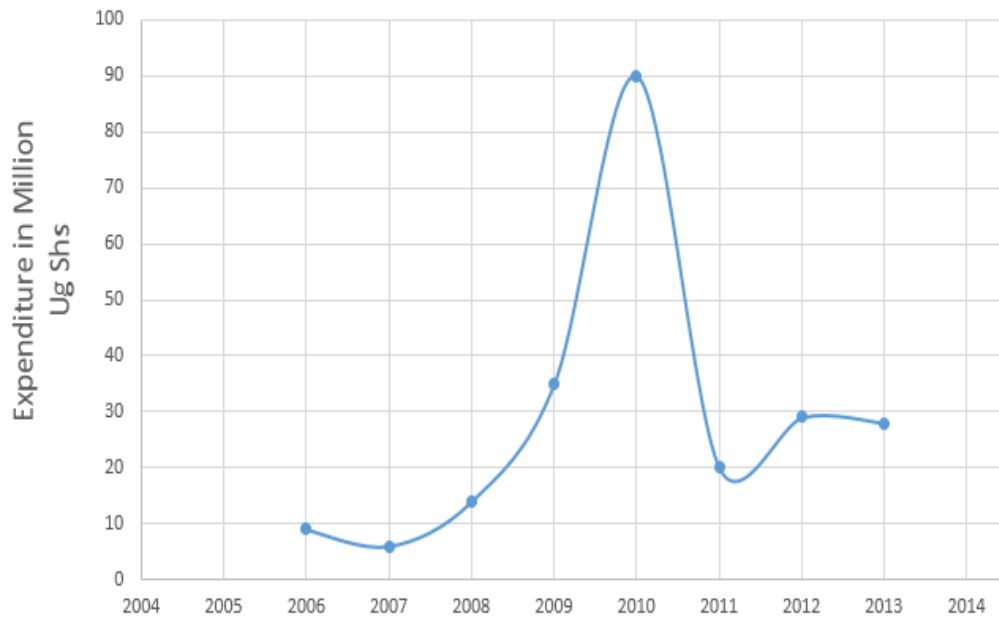


Fig 9: Makerere University expenditure on PWDs needs

Another way through which such assistance is passed over to disabled students is through purchase of adaptive equipment such as wheel chairs, brailing machines, callipers, clutches, etc. This study found out that 52% of its respondents were beneficiaries from such adaptive equipment. However, respondents were asked how adequate such provisions is when it comes to meeting all their academic (and social) needs, 57.7% mentioned that such assistance is ‘fairly adequate’ whereas 38.5% ranked the provision as ‘inadequate’.

Most of them expressed their gratitude towards the administration (specifically the office of the dean of students) for such provisions and added however that such assistance is not adequate enough to meet all their needs vis-à-vis their disability needs.

The study further discovered that some disabled students are entitled to financial assistance at faculty levels. 21.3% of the interviewed disabled students reported that

their faculties offer them faculty allowances that is mostly meant to assist them in their educational pursuits most specially in carrying out research. At Hall levels, however, no such financial assistance was found to be given to the disabled students. 32% of the student leaders at Hall levels who were interviewed reported that the only way their offices interact with disabled students is through paying extra attention to them most especially when it comes to room allocation.

Interviews with the dean of students revealed to the researcher one major challenge the office meets while dispensing user assistance(financial) to disabled students, that is, some students what to take advantage of the benefits from the affirmative action even without disability. The nature and the intensiveness of students' disabilities are checked and confirmed by the university Hospital. However, the best officer for PWDs in the office of the dean of students reported that it (the university Hospital) has not handled its tasks honestly. The desk officer recalled, and brought it to the attention of the researcher how a certain female student come to her office and demanded to be a beneficiary from the affirmative action allowances since (the student) had scars all over her face. Several other students were quoted having forged blindness so as to become beneficiaries from such allowances. However, when asked the mechanism put in place to avoid other further occurrences of such masquerades, the desk officer for PWDs confessed the absence of any. Thus the challenges Makerere University Administration is faced while implementing the affirmative action scheme while dispensing the financial user assistance to PWDs are, (i) Lack of enough fund to meet all the needs of PWDs at the university and (ii) Lack of an identification standard for who a disabled person is.

4.8.10 Social Constraints

4.8.10.1 Negative attitudes

Communities generally regard disabled people as incapable of taking control of their lives. In extreme cases, normal persons regard disabled persons as lesser beings to be rejected, or they are seen as objects of pity and charity (Kandyomuhunda 1996:30). However, article 21 (1) of the Ugandan constitution, 1995 states that all persons are equal before and under the law in all spheres. Article 21 (2) give no room for discrimination on any ground of sex, race, colour, Ethnicity, tribe, birth, creed, religion, social or economic standing, political opinion or disability. 40% of the interviewed disabled students reported that the biggest problem they find at Makerere University is social discrimination. However, most (59.3%) of the interviewed students' leaders reported that PWDs are fairly treated.

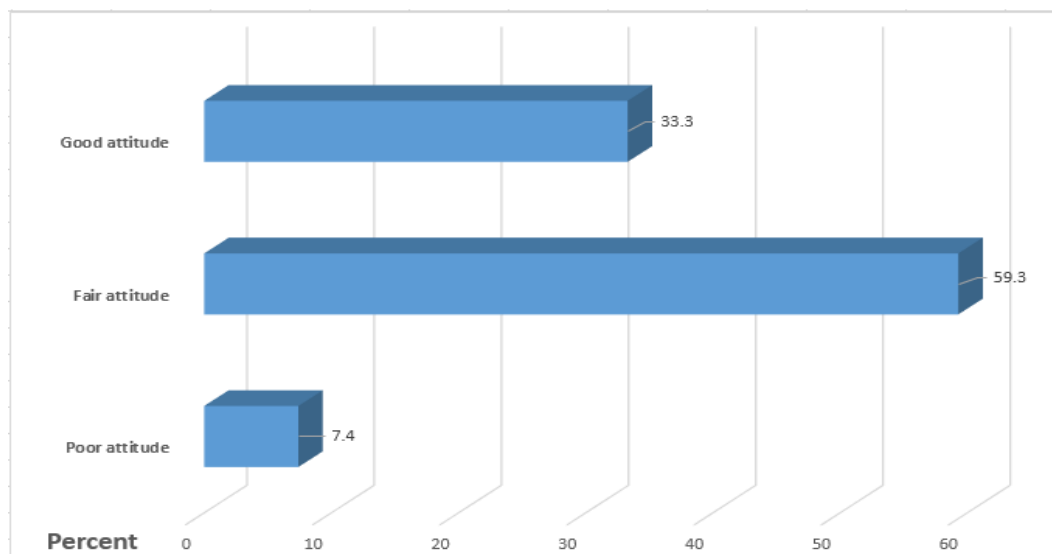


Fig 10: Makerere University Students' attitudes towards PWDs

Among the major problems that have emerged due to the affirmative action scheme towards PWDs mentioned by the academic registrar was social stigmatization. He explained to the researcher thus; "Some normal students call the disabled names

e.g. 'you come on the disability ticket' which is traumatizing, unfortunately this is among both Lecturers and students”.

Birabi (2002) mentions that such names as *Kateyamba* – one who cannot help themselves, *Kasiru* – stupid thing, *kigala* – one who's Deaf, etc. given to physically disabled, mentally retarded and deaf students, respectively, in one of the local languages(Luganda) makes PWDs develop low self-esteem. Thus several of the isolate themselves from curse-mates or even roommates. Everyday usage of the English language includes a number of derogatory and discriminatory terms for PWDs. In the group discussion with PWDs, they said that many of these terms had evolved through the miss use or colloquial use of terms ascribed to particular disabilities. A classic example is of “Naboth” who said that he was referred to by the residences of Nsibirwa Hall as “the state frog” because of his nature of disability where he moved hoping on the ground. Students lamented that the University Administration has no guidelines on non-discriminatory language relating to PWDs.

The researcher found out that the university has not carried out any awareness programs to raise awareness and responsiveness of staff (and students) to the needs of PWDs. Most administrators and lectures interviewed said that little or insignificant steps have been made. In a file report 2002 of the dean of students records, the dean of students said that the biggest challenge the university had was that the Administration had not created awareness among the lectures and PWDs about the needs of PWDs.

In addition, the university had not put in place any staff development and training opportunities for staff members to enable them to completely meet, educational and support needs of PWDs. This was according to all the Wardens and Faculty Administrators interviewed.

4.9 Examining the extent of affirmative action policy contributions with the person of disabilities

This study also sought to identify the extent of affirmative action policy contributions with persons of disabilities. All the 3 respondents claimed that the government is helping the persons with disabilities as stated in their Act which was implemented in 2006 which was not right with what was on the ground.

(Busuulwa et al, 2009) in specific terms, points out that article 32 of the constitution of Uganda provides that “the state shall take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason created by history, tradition, or custom, for the purpose or redressing imbalances which exist against them. Parliament shall make relevant laws for the establishment of an equal opportunities commission, for the purpose of giving full effect to this clause”

The respondents stated that to a greater extent the government with affirmative action has not helped the persons with disabilities as they face many challenges as discussed below.

Despite very progressive legislation aiming at securing people with disabilities equal rights and dignity, the fight for an inclusive society in Uganda is far from over. For instance, deaf students are obliged to pay for their own interpreters at university lectures (Ambrose, 2009).

There is also interpretation gap as there is lack of sign language interpreter services on television. The law states clearly that a television station shall provide sign language inset or subtitles in the at least one major new cast program each day and in all special programs of national significance. This is not done (Murry, 2009).

Affirmative action is wanting and this was identified by (Ajuna, 2011). There is recognition Makerere university’s initiative of according special consideration to the disabled students by admitting them when the affirmative action policy for the

disabled students had not yet been formulated.

Though there is affirmative action in place with government policies which specifies for free education in Uganda, persons with disabilities are still paying a lot of money that is the tuition is too high for the parents who have children with disabilities and hence end up dropping out of schools without government intervening (Muzusa, 2013).

Another challenge which is faced by the person with disabilities though affirmative action policies are implemented is that there is lack of curriculum which affects their educations and this is a big problem with disabilities in schools. And also there are no expertise in schools as the government cannot motivate the teachers as they are given the same salary yet they have a lot to do (Oketcho, 2013).

The policy emphasises the mainstreaming of all categories of children, proudly deaf children are not yet benefiting from the scheme. According to the findings carried out, there are no facilities in schools and hence there is a lot to be done by the government for the policies of affirmative action.

In addition, emphasis is on day schools. Children with visual and physical disabilities are finding it increasingly difficult to travel for a long distances to and from school on a daily basis. Also mobility aids like crutches, wheel chairs and white canes for the blind are provided for in the program. Neither is the physical environment in most schools accessible (Ndezi, 2008).

Also the people with disabilities encounter high-levels of social exclusion, marginalisation and discrimination. The vast majority of children with disabilities do not attend primary schools, and even for those who do, the vast majority do not complete their primary education. This in turn leads to further exclusion, because few are able to gain sustainable long-term employment (Murangira, 2009).

This was also evidenced with (Raymond, 2009), that within Uganda there are if there are services of government helping persons with disabilities, then they are inadequate to meet the level of demand and maybe there are in other districts where he did not make a research and affirmative action policies leaving a gap of the disabilities not being helped.

The university and other tertiary institutions Act of 2001, gives affirmative action (extra points) to students with disabilities in admission to universities and other tertiary institutions.

The Act creates a national council for Higher Education with a representative of people with disabilities and that of special needs education. The Act also requires universities and institutions to ensure that there is physical accessibility before they are registered (Busuulwa et al, 2009).

However, despite all the above legal developments in affirmative action persons with disabilities continue to face challenges relating to their rights to education, physical and information access and employment. It has been to such pending challenges that a researcher has been motivated to make a contribution by researching on affirmative action policies in the education sector targeting gender and people with disabilities. In this regard, there is a lot needed by the government in order to help the people with disabilities by not only implementing but also to put the laws into action and hence a big gap with the affirmative action plans in the education sector.

4.10 Managing the Impact and Success of Affirmative Action Programs in Education

According to the 3 respondents working with the ministry of education stated that the government of Uganda has a Universal Primary education policy (UPE) which makes primary education free. The mid-point review report (2010) on Uganda's efforts

towards attaining the MDGs considered that the country is on track to meet its 2015 targets on universal primary education. Uganda was also assessed as being on track to eliminate gender disparity in primary and secondary education levels by 2015. Gender gaps in enrolment in primary school narrowed significantly, with the proportion of girls in primary school rising to 49.8 percent in 2006 from 44.2 percent in 1990.

However, this success hides tremendously high and increasing drop-out rates, as well as poor access to schools in most rural areas. Primary education enrolment rates do not reflect the gender disparity in completion rates both at primary and secondary levels. Retention in primary school is low and reveals gender disparity, with 53 percent of boys and 42 percent of girls completing primary school. Enrolment figures for secondary education show gender disparities, with only one third of girls continuing in school to the age of 18, compared to 50% of boys (Uganda National Development Plan, 2010/2011 – 2014/2015).

A common feeling in rural communities in Uganda is that schools are simply unavailable: they are generally too distant from their communities. In rural areas, girls often start schooling at an already advanced age. Risks associated with walking long distances to school are one of the factors preventing enrolment of girls at a young age. Girls enrolling later tend not to 'fit in' and are often at increased risk of sexual harassment and pregnancy.

Civil society and local authority representatives in Northern Uganda raised the problem of inadequate funding to the schools by the government. As a result, contrary to government policy, the Local Council in Lira District requests contributions from parents to supplement school funding. According to respondents, children of parents

who cannot contribute have stopped going to school. If parents can afford to pay for some but not all children, priority is given to boys (Kagoda, 2008).

However, these respondents from the ministry of education did not say much about contributions and success of affirmative action and they did not say anything concerning the persons on the disabilities. This indicates that according to the research, little has been done on the gender and nothing on the disabilities.

When the 3 respondents of person with disabilities were interviewed on the issue of impact and success on the affirmative action plans, it showed that the government has left out the persons with disabilities totally. This was evidenced with (Mulangila, 2007) who stated that the persons with disabilities encounter high –levels of social exclusion, marginalisation and discrimination. The vast majority of disabilities do not attend primary schools, and even for those who do, the vast majority do not finish their primary education. This in turn leads to further exclusion, because few are able to gain sustainable long-term employment.

It was also seen that though the government put affirmative action policies implementing that education is free for all, this is not true as persons with disabilities pay a lot of money in schools for the facilities used and hence the researcher seeing a big gap with the policies as gender and person with disabilities are left out and not benefiting (Kasuule 2006).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was conducted in Kampala, Uganda. The purpose of this study was to check the implementation of affirmative in the education sector with selected individuals that is gender and persons with disabilities. The researcher identified the topic of interest and carried out a research in to prove for the gap. This is where the researcher used to formulate the conceptual framework after finding relevant information of the literature. Out of thirty five questionnaires distributed, 26 questionnaires were collected from the respondents.

Affirmative action policy contributions and success in the education sector is about quality issues- the quality of diagnostic; the specificity of learning objectives; the way the policy design is put together to match the particular needs of the people; the crucial element of success afterwards.

5.2 Summary

The purpose of this study was examine the whether the policies of affirmative action in the education sector like girls going to school, if the government is helping person of the disabilities, to find out if the government is implementing those policies on affirmative action.

First were the demographic factors or personal information about the respondents which need to be considered in the study as it could describe the respondent's characteristics and their background. The demographic part was dealt based on the descriptive analysis. The aims of the analysis were to see the total percentage of those respondents base on demographic factors which as mentioned earlier include: sex/ gender, age, education level, marital status, and occupation.

- Sex of respondents shows that the males respondents are (18) in number accounted to (69%) while female respondents accounted (8) and is represented by (31%). According to the age of the respondents, the minimum age was 18 while the maximum was 50. And the mean age of the respondents was 28.2 with a standard deviation of 8.6.
- Majority (50%) of the respondents were married, 43% were single, and 7% were widowed.
- The respondents involved in the study were teachers, students, shoe shiners and business traders.

Different questions were asked to the sample group if they are in support of girls going to school and the awareness of the policies for girls attaining education .Also for person with disabilities questions were asked to the sample group of respondent if they support disabilities going to school and if there are aware of any government policies to promote disabilities.

- Even though the government indicates that there was the implementation of the affirmative policies in the ministry of education, there is a lot which is still needed to improve as the gender and disabilities are still faced with problems or challenges.
- The findings of the study dealt with the arguments on gender with the affirmative action as its seen that women still have barriers on leadership at schools, and the participation of women in tertiary institutions is still low.
- There is lack of transparency in the promotion of women and hence barrier in women mobility at Makerere university where the research was carried out.
- According to the research, there are constraints in the admission of the

disabilities in the registration process, difficulties in accessing physical structures, face a problem no interpreters and pay a lot of money in the institutions.

5.3 Conclusion

- Government has not come up with systematic policies to overcome cultural and social barriers for the participation of women getting high positions in the education sector as it is still believed that women cannot be trusted with leadership positions.
- The participation of women in tertiary institutions is very low. The number of male academic staff is still more than female staff even when there are policies on affirmative action. For example, there are only two top female leaders and this affects women when it comes to voting concerning gender issues.
- There is lack of transparency in the promotion of women and hence barriers in women's upward mobility at Makerere university. And also society expects men to be natural leaders as there is still discrimination of women to leadership thus policies not implemented.
- Also in the research, there were constraints within the admission criteria of the disabilities. It was realised that there is insufficient publicity on the affirmative action outside Makerere University as most of the disabilities miss out the opportunities because they are not aware indicating less publicity on affirmative action .And even the few who are aware, get information through their fellow disabilities. At registration,still the disabilities face a problem of long queues and hence not considered and the denial of the right to offer courses of their own.

- The guiding principle should be to provide all students with the same education as per UNESCO 1994:67. However, these provisions cannot be effected as there many challenges like long distance for disabilities, poor sanitary conditions and negative attitudes of school administrators towards the disabilities which shows that there is that gap of policies on affirmative action in the education sector.
- There is a problem with accessibility of physical structures in the institution of Makerere University. There is no consideration of disabilities with the roads in the institution as there are steps in other places and a crippled student cannot not get access to such areas. This also implies with halls of residents and lecture rooms showing that the policies are not implemented.
- The negative attitude to the disabilities is that communities regard them as incapable of taking control of their lives and they are seen as objects with different nicknames like “kasiru”.
- On the issue of government managing the contributions and successes on affirmative action, disabilities still face challenges in the education sector, as majority according to the sample group, deaf students pay for their interpreters. Generally the disabilities are paying a lot of money in the institution.
- Also according to the enrolments in schools and institutions in the education sector, it hides the tremendously high increasing dropouts according to the problems faced by the gender and persons with disabilities. Hence showing that the government has a lot to do with implementing the policies of affirmative action in the education sector.

5.4 Recommendations

Based on the research findings the following recommendations are forwarded.

Policy Makers of the education sector

- Education sector should foster a culture of continuously improving the knowledge, experience competence, skills and attitudes of their policy workers to meet the ever-changing demands of its jobs. Towards meeting this objective, affirmative policies should be viewed as pivotal to the sustainability and efficient operations of this education sector, hence the need for continuous investment by the government to the education sector. This implies that policies should be formulated in well and prescribed manner and should specify all the responsibilities to ensure that it solves the problems and close the gap of gender and persons with disabilities.
- The government of Uganda should try to sensitise the community about the policy contributions in order to achieve and get better successes for the affirmative action in the education sector of Uganda. Also to train all the policy officers such that they are able to explain clearly to the people when asked about the policies of affirmative action and what it does, and which group of people is targeted.
- There should be adverts on radios, televisions and other public charts everywhere. They should also go to schools to inform them about these groups which are targeted to help those who are not aware of these programs.
- In order for the schools to produce better results, there is need to put serious measures like send all the equipment used in time, increasing the number of teachers with the ratio of students. Above all, there is need to motivate the teachers by increasing their salaries for the living so that they concentrate in schools than going out to look for other jobs to and on their living.

Planners decision makers be specified in the education sector

- Another important policy implication is that there should be specific planners and decision makers specifically designed and authorised to be independent so that everyone is able to identify who is responsible and be reminded of their duties. This entails increasing the allocation of resources which in turn will increase its contributions and successes with the affirmative action in the education sector, and hence will foster high performance in the country.
- It is therefore important to guarantee the quality of education so as to safeguard public interests in sound standards of education. To achieve greater successes in the implementation of affirmative action programmes, to the people targeted ought to work with higher education institutions to define academic standards and quality, and also carry out and publish reviews against these standards.
- The government should pass an employment policy to ensure that those with disabilities are given top priority in fields like education. A history teacher on a wheelchair is as effective as one without any disability. Instead of grasping the government should create special employment & radio programs for the disabled.
- Sensitizing people about disability issues should be intensified and done so regularly. This will help the disabled develop their self-confidence and overcome self-pity. Some disabled people have done this and used their disability as a blessing, tapping their own potential. For example, some disabled Ugandan musicians like “Bucha man’ and Sam Gombya have won hearts because of the quality of their music. Thus if the recommendations are put into practice, then policy contributions of affirmative action will be a success in Uganda with the marginalisedgroup.

Bibliography

- Aeberhard, J. Hodges and C. Rask in (editors) (1997): *Affirmative Action in the employment of ethnic minorities and persons with disabilities*, International Labour Office, Geneva.
- Academic Registrar's Department (2010) File Minutes, Makerere University Kampala.
- Add India, (2001): *Building Abilities: A hand book to work with people with disabilities*.
- Ajuna, P. (2009): *The perceived impact of distributional education policies on students' admission at Makerere University*. Dissertation (Masters).
- Alex Ndeezi, (2000): Report on Ambitions National Disability.
- Amada and Amanda (2000) *Mainstreaming Gender through Sector Wide Approaches in Education. Uganda Case study*, ODI: London.
- Ambrose, P. (2009). *Disability Legislation in Uganda*, Fountain Publishers, Kampala. Pp. 12-35.
- Atria Catherine (2003): *The public Administration theory primer education policy and administration*.
- Beigi, B.L., (2007). *Qualitative research methods for the social science*. Pearson education.
- Bategeka, Lawrence and Okurut, (2006): *Universal Primary Education/Uganda. Policy Brief 10*. Available at: www.odl.org.uk/Inter-regional_Inequality.
- Birabi (2002): *A report on the Makerere university research, administrative and financial reforms*.
- Bucchi .M. (1996): *Ministry of Public Administration, Local Government and Democratic Governance*.
- BPA - Beijing Declaration and Platform for Action. Fourth World Conference on Women 15th September 1995. Born (1997); Friedrich Ebert Shifting.
- Busuulwa, A.and A.Baguwemu (2009): *An assessment of the impact of Affirmative Action on the quality of life of persons with disabilities in Uganda*. National Union of Disabled Persons of Uganda, Kampala. pp. 56-78.
- Corbin, Juliet and A.Strauss (2008): *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Los Angeles, CA: Sage.
- Creswell, John W. (1994): *Research design: Qualitative and quantitative approaches*, Thousand Oaks, CA: Sage

- Creswell, John W. (2007): *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Second Edition, Thousand Oaks, CA: Sage.
- Creswell, John W. (2009): *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition, London, Sage.
- Crosby, Faye J and Clayton, Susan (2001): *Affirmative Action: Psychological Contributions to Policy*, in: *Analyses of Social Issues and Public Policy*, vol 1, issue 1, pp. 71-87.
- Emong, P. (2004): *Appraisal of Affirmative Action, on the promotion of rights for persons with disabilities in Uganda: A case study of Kumi District (1995 to 2002)*. A bachelors' thesis, Makerere University.
- Gable, RW (1975): *Development Administration*.
- Gabona, E. (2011) *Higher Education Policy in Uganda; Current and Future Trends*. A Paper presented in a workshop on Building Institutional Capacity for training and Leadership Management of Ugandan Universities.
- Goacher, B., Evans, J, Welton, J, and Wedell, K. (1988): *Policy and provision for special education needs*, London.
- Gender Mainstreaming Division (2008) *Report of Women and Leadership Residential Workshop*. Kampala.
- Gena, G. (1999): *Research in Developmental disabilities*.
- Gloria, p. (2010). *Action on the Disabilities and Development*, New York; McGraw-Hill Company.
- Green, Stephen G. "Affirmative Action and Academic Hiring" 1976.
- Gryphon, Marie. "The Affirmative Action Myth." *Cato institute policy Analysis*, No 540 April 6, 2005.
- Kabesiime, M. (2010): *Schooling Ugandan Girls: A policy historiography*, in *Journal for Critical Education Policy Studies*, pp. 326-360.
- Kagoda. A. M. and Sperandio. J. (2009) *Uganda Women Moving beyond Historical and cultural Understanding of Educational Leadership*. In Sob hart.H. (Ed) *Women Leading Education across the Continents*. Rowland and Littlefield Education. New York. Pp49-57
- Kahubire, Baguma B (1997): *Affirmative Action for Women, Children and the Disabled: The underprivileged classes in Uganda since 1986 to date*, bachelor's thesis, Makerere University.
- Kandyomunda Basil, (1998): *Children with disabilities in Uganda: The hidden reality*.
- Kasule, I. (2001): *A Contemporary Analysis of the position of persons with disabilities*

in Uganda and the Law relating to them. Bachelor Thesis, Makerere University.

Kothari, C.R., 2004. *Research methodology: methods and techniques.* New Delhi: New Age International Publisher.

Kristen, K. (1995). *Planning Special Education in the new South Africa.* MM. South Africa.

Kumekpor, T.B.K., (2002). *Research Methods and Techniques in social sciences.* Accra,

Kwesiga J.C (2002) *Women's Access to Higher Education in Africa: Uganda's Experience.* Fountain Publishers. Kampala.

Kyomuhendo.G.B and Rotino. R. (2009) *Draft Report of Women's Career Progression at Makerere University: Opportunities and Challenges.* Makerere University. Kampala.

Kurt, (1998): *Public budgeting and financial management.*

Lang Raymond, (2009): *Disability Scoping Study.*

Lee, Jr, Robert D. (1998): *Developments in state Budgeting. Trends of Two decades.* Public Administration Review 51.

Lihamba, A., L. Shule, and R. Mwaipopo (2006): *Arguments against Affirmative Action on Gender.* New York.

Lilambael, (2006): *London Review of Education vol 1.*

Lunenburg, Fred C. And Beverly J. Irby (2008): *Writing a successful thesis or dissertation: tips and strategies for students in the social and behavioural sciences.* Thousand Oaks, CA: Corwin Press.

MOES (1998 b). *Education Strategic Investment Plan 1998-2003.* Kampala.

Morley, L. (2004). *Affirmative Action, Gender Equity and University admissions,* London, pp.9

Mugambe, Mpima,D. (2007): *Gender policies in Uganda: The thorny road to gender equality.* A report submitted to Development Policy Management Forum (DPMF), Addis Ababa, Ethiopia.

Mamdani, M. (1996): *Hand book of Public Administration.*

Morley, (2004): *Affirmative Action, Gender equality.*

Munhuweyi and Ndawi (2000): *An introduction to educational administration.*

Murangira, Ambrose, (2009): *Department for International Development with*

Disability, Uganda. Fountain publishers. Kampala.

Mushemeza, Elijah Dickens (2009): *Contributions of Women in Influencing Legislation and Policy Formulation and Implementation in Uganda (1995-2005)*, in: Africa Development, Vol. XXXIV, No's 3 &4, pp. 167-206.

Muzusa, H. (2012). The Disabilities and Education Systems in Iganga. Kampala. pp. 45

National Council for Higher Education (2010): *The State of higher education and training in Uganda 2010: A report on higher education delivery and administration.*

Nungu J.M. (1999): Affirmative Action and Quest for university education Kenya Nairobi.

Nyanzi L (2002). *Gendering Education Policy: The Uganda Case.* Women's Worlds 2002 conference paper.

Odaet, Cooper F. (1990): Implementing Educational Policies in Uganda. World Bank Discussion Papers No 89, The World Bank, Washington, D.C.

Ssendagire Paul, (2006): Health, Human rights and disability.

Shop, (1996): Problems of implementation. Public administration and development.

Sperandio. J. (1998) *Girl's secondary education in Uganda: unintended outcome of well-intentioned policy*, doctoral dissertation. University of Chicago. Chicago.

Strauss, David A. "Affirmative Action and the public interest" the Supreme Court Review, vol 1995 p 1-45.

Tomasevski, Katarina (1998): *Rights of Women: From Prohibition to Elimination of discrimination*, in *International Social Science Journal*, vol 50, issue 158, pp. 465-591.

Trip and Kwesiga (2002). *The Women's Movement in Uganda. History, Challenges, and Prospects.* Kampala: Fountain Publishers.

Turyahikayo, Wilberforce (2008): *A survey of Education Liberalisation Policies and their Effect on the Quality of Education in Public Institutions of Higher Learning in Uganda.* Dissert. Kampala, Makerere University,

Uganda National Report (2010): *Implementation of Programme of Action for the Least Developed Countries for the Decade 2001*, Kampala, Ministry of Finance, Planning and Economic Development, 2010.

UNESCO (2005). UNESCO's *EFA Global Monitoring Report* Paris, UNESCO, 2005

UNICEF (1997) *Implementing Universal Primary Education: Effects on Schools,*

Communities and Pupils.

Wagare (2009): *Affirmative Action: A Kenyan Case*, Munich, GRIN publishing GmbH. <http://www.grin.com/en/e-book/184461/affirmative-action-a-kenyan-case>

World Bank (1993). *Measuring the gap: Female Education in Sub Saharan Africa*. World Bank, Washington D.C.

Appendix 1: Interview Questionnaire

Addis Ababa University
School of Graduate Studies
College of Business and Economics
Department of Public Administration and Development Management
An Interview Questionnaire

Dear Respondents,

This questionnaire is prepared to conduct the research on perception of selected individuals towards the implementation of affirmative action in the education sector in Kampala-Uganda. This study is under taken for the award of master degree in Public Management and policy by Addis Ababa University. Therefore, your participation is completely voluntary but very important to representatives of the study as well as for the success of my academic achievements.

Please be assured that all information provided in the field questionnaire shall be treated with at most confidentiality and used for the research purpose only. Please do not write your name or contact details on the questionnaire. Please answer all questions.

I would like to thank you in advance for your kind cooperation.

Section A: Background information

This section of the questionnaire refers to background information. Although we are aware of the sensitivity of the questions in this section, the information will allow us to compare groups of respondents. Your co-operation is appreciated.

Instructions:

Please 'Tick' in the box against your choice for the relevant questions, or write out your solutions for the open questions.

1. Age (in complete years):

- 1. Less than 20
- 2. 20-29
- 3. 30-39
- 4. 40-49
- 5. 50+

2. Sex:

- 1. Male
- 2. Female

3. Marital status:

- 1 Married
- 2 Single
- 3 Widowed
- 4. separate/ Divorced
- 5. Other (specify)

4. Highest level of education attained.

- 1. Never went to school
- 2. Primary school
- 3. Secondary school
- 4. College/University

5. Occupation of Respondents.....

SECTION B: OBJECTIVE QUESTIONS

6. Do you support girls going to school?

1. Yes 2. No

7. Do you support persons with disabilities to go to school?

1. Yes 2. No

8. Are you aware of any policies by government to support girl child?

1. Yes 2. No

9. Are you aware of any policies by government to support the people with disabilities?

1. Yes 2. No

THANK YOU FOR YOUR CO-OPERATION.

Appendix 2:

Interview questionnaire part 2

Addis Ababa University
School of Graduate Studies
College of Business and Economics
Department of Public Administration and Development Management

RESEARCH TOPIC: Perception of selected individuals towards the implementation of affirmative action in the education sector in Kampala-Uganda.

CONSENT AGREEMENT FOR THE INTERVIEW

I am a master student at Addis Ababa University to conduct research on policy contributions and success on affirmative action in the education sector.

The aim of this study is to identify practices of policy contributions of affirmative action in the education sector with special focus on gender and persons with disabilities. You can help in this study by consenting to complete an interview. As a participant you will be asked to express your expert opinion and judgments on the current policy contributions effectiveness on the affirmative action in the education sector.

I would like to thank you in advance for your kind co-operation.

Interviewee: ----- Date of interview: -----
Place: ----- Time of Interview: -----
Duration of Interview: -----

1. Have the policy contributions and success of affirmative action been implemented?

2. What are the arguments on policies of Gender with the affirmative action?
3. To what extent has the affirmative policy contributions helped the persons with disabilities?
4. What are the constraints with in the admission criteria with the disabilities?
5. What are the factors influencing provisions of equal education opportunity?
6. How did the government manage the Impact and Success of Affirmative Action Programs in Education sector?
7. What are the problems faced by both gender and persons with disabilities with these policy contributions in the education sector?

Thank you for your participation.

DECLARATION

Addis Ababa University
School of Graduate Studies
College of Business and Economics
Department of Public Administration and Development Management

This is to certify that the thesis prepared by **Kasiisa Eva** entitled Perception of selected individuals towards the implementation of affirmative action in the education sector in Kampala-Uganda, which is submitted in partial fulfilment of the requirements for the Degree of Master in Public management and policy (MPMP), complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed _____

Kasiisa Eva

Approved by Board of Examiners:

_____ Signature _____ Date _____

Advisor

_____ Signature _____

Date _____

Internal Examiner

_____ Signature _____ Date _____

External Examiner.