TEACHERS’ COMPETENCE NEEDS IN INCLUSIVE EDUCATION:

A Case Study of Primary Inclusive Education teachers’ opinions in Kampala City, Uganda.

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Teachers’ competence needs in Inclusive education: *A Case Study of Primary Inclusive Education teachers’ opinions in Kampala City, Uganda*.

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ABSTRACT

This study mainly investigated the Primary Inclusive education teachers’ opinions about their competence needs in Kampala city of Uganda. It also analyzed the factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/ personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.

It was a descriptive Case study which purposefully involved 4 IE teachers from 4 inclusive primary education schools in Kampala city district of central Uganda. The data was collected by document consultation and an interview method which used a semi-structured interview guide instrument.

The main focus of this study was on the Primary Inclusive education teachers’ opinions about their competence needs; factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/ personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.

The study findings revealed that; teacher SIE training, Teacher experience, teacher’s family, teacher’s salary, class/grade taught, Religious effect, National educational policy, continuous professional development, teacher’s strategies for developing problem-solving and self-evaluation, school teacher support and community support were the factors affecting inclusive primary teacher competence.

Furthermore, the teacher competence analysis revealed that, teachers had positive attitudes and beliefs, limited skills and abilities; limited knowledge and understanding elements within the teacher competence areas related to the four inclusive education core values.

Teachers indicated that a good teacher competence can ease and simplify teachers work, yield a good teacher work performance and learners academic achievement, a competent teacher can
facilitate less experienced fellow teachers and also conduct and guide school related research to solve inclusive educational problems.

They also expressed that the placement of children with SENs in mainstream setting can develop a child’s communication, academic, life, social skills, interpersonal relationships, children benefit from peer tutoring by being helped by their peers without SENs, it promotes unity among learners, learners can develop good self-esteem, confidence, they learn to respect, love and help each other and finally it reduces stigmatization and promotes equality.

Teachers indicated that they face the following challenges: lack of enough SIE teacher training and opportunities, poor teacher support, poor salary, negative attitudes from the community, poor parental support, lack of enough teaching and learning materials, work overload due to unbalanced teacher to student ratio, lack of community support and lack of specialized facilitators.

They suggested that IE teacher competence needs could be improved through the following measures: Provision of in-service SIE teacher training, continuous professional development, improvement of school teacher support, community support, sensitization for development of positive attitudes, provision of teaching assistants, teacher salary increment, restructuring of the national educational policy, improvement of parental support, provision of enough teaching and learning aids, improvement of the collaboration work approach and recruitment of more SEN teachers.
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Dedication

This research is dedicated to my one and only beloved daughter Margaret Olivia Kamoga, my mother Margaret Kamoga, my girl friends Nully Mbabazi and Shamim Naikoba, my brothers and sisters, my Proffesors; Jorun (Norway), Leda (UK), Jan (Czech Republic), Ivar Morken (tutor-Norway), Prof Lage(tutor) and all my course collegues; Montira (Thailand), Luciana (Brazil), Natasha (Bosinia Herzegovina), Foster (Malawi), Lai thin (Malaysia), Alina (Romania), Feriha (Macedonia) and Delix (Malawi).
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Acronyms

EADSNE: European Agency for Development in Special Needs Education
EENET: Enabling Education Network
EFA: Education for All
EU: European Union
ICEVI: International Council for Education of People with Visual Impairment
IE: Inclusive Education
IEP: Individualized Education Plan
MOES: Ministry of Education and Sports
PWDs: People with Disabilities
SEN: Special Education Needs
SENCO: Special Education Needs Coordinators
SIE: Special and Inclusive Education
UBS: Uganda Bureau of Statistics
UNESCO: United Nations Educational, Scientific and Cultural Organization
UN: United Nations
UNISE: Uganda National Institute of Special Education
UNEB: Uganda National Examination Board
UPE: Universal Primary Education
UNCRPD: United Nations Convention on Rights for People with Disabilities
WHO: World Health Organization
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1. INTRODUCTION

“The move to include special children in regular education has come about because of the need and right of all children to be educated in the mainstream, provide them with appropriate and challenging educational programs geared to their capabilities and needs as well as any support and assistance they need and/ or their teachers may need to succeed in the mainstream”. (Dizon, Mercado, M.S.A. & Sacris, 2000, P.7)

1.1 The background of the Study

Uganda is a landlocked country found in East Africa with neighboring countries like Kenya, Tanzania, Burundi, Rwanda and Sudan. It was colonized by the British and attained its independence on 9th October 1962, it has a population of 32,000,000 million people (UBS, 2014), and Kampala is its capital city where this study was conducted. This city has a population of 5.3 million people with an estimation of 2.1% disabled people. Elementary education is free and obligatory including people with disabilities. All public schools are inclusive and responsible for the primary education of children with SENs.

1.2 The Definitions and Description of the study key terms

**Inclusive Education** (IE): “A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. (UNESCO,2005, P.13)

**Special Education Needs** (SENs): All learning difficulties or disabilities that make it harder for a leaner to learn like most of other leaners of about the same age. (GOV.UK, 2015)

**Teacher’s competence**: It’s a wider and systematic view of teacher professionalism, on multiple levels ie the individual, professional training, school environment, the local community, and professional network. (EU,2013)
A Need: A requirement/Necessity of something which is essential or very important rather than just desirable. (Google.co.uk, 2016). In this study, the term need is used to mean all what the teachers require to be competent within inclusive education.

An Opinion: it’s a belief not based on absolute certainty or positive knowledge but based on what seems true, valid or probable to one’s own mind and judgment. (Webster’s New World College Dictionary, 2005). In this Study, the term opinion is used to mean what ideas, thoughts and the judgment primary inclusive education teachers on their current competence needs, status of competence, factors affecting their competence and suggestions for the enhancement of their competence.

1.3 Special and Inclusive Education in Uganda

The development of educational services for learners with barriers to learning, development and participation, including learners with disabilities in Uganda, has developed from a segregation educational system (which started in the 1950s) towards an inclusive educational system where all learners benefit equally. The success of the system, as well as new trends in special needs education require further resources and well-trained teachers with good competences and inclusive understanding of the diverse educational needs among learners.

As a result of Universal Primary Education, which was introduced in 1997, and a greater awareness regarding the positive benefits of inclusive education strategy, a large amount of learners have been enrolled in primary and secondary schools including learners experiencing barriers to learning. Today, as a result of increased amounts of learners with diverse educational needs, schools require more resources in particular inclusive education competent teachers, which is difficult for the country to provide and this has resulted into making the inclusion strategy a mere placement without required differential attention to diversity of leaner’s in Inclusive education schools. (Kristensen & Omagor-Loican, 2000 et al...).

The majority of teachers are still not competent enough to support learners with SENs within inclusive school settings due to lack of SIE specialized training opportunities, limited in-service
training and poor facilitation on how to develop an inclusive child-friendly environment that can accommodate and address the needs and diversity of learners to yield good teaching-learning outcomes. (ICEVI, 2005)

Therefore, there is a need of a strategy that can enforce the policy for SIE teacher training and recruitment of teachers with a good inclusive education teacher competence into every school, so that teachers can be competent enough to address the needs of all learners (diversity) within inclusive settings.

1.4 Statement of the Research problem

Before every teacher there is a lot of demands and expectations set by professional and environment in which should rethink about self and vocation, define educational actions, understanding the way students learn, think, feel and act. Also teachers have to develop skills that promote personal satisfaction and effectiveness, but also knowledge, understanding, attitudes, beliefs and skills that can encourage and develop all learners academic, communication, social skills and self-esteem.

The complexity of teaching work demands competences for daily handling of students learning, behavioral and emotional management, all these demands create, sustain and justify the need for IE teachers to be competent in order to be able to address the diversity of all learners needs within an inclusive education setting.

This research was based on both practice and theoretical evidences which suggest that good teacher competences contribute to good teaching-learning outcomes of students with special education needs in an inclusive education setting. This has been justified and proved by a lot of international research findings on this topic such as (European commission for education and training, 2010-13; Dr. Francesca, 2011; European Union, 2006-9; Dakar, 2000; Salamanca statement, 1994) and a small-scale research based on the assessment of 93 teachers and children with special needs in Uganda’s inclusive education primary schools during the summer period of 2008 (Atim & Okwaput, 2008).

The Salamanca statement on the education of children with special needs and other international declarations emphasize the need for inclusive education as a strategy for achieving Education for
All. This is in line with the proclamations made in the convention on the Rights of Child (UNESCO, 1989) which, among others, urges schools to be responsible for the education of all children.

Furthermore, the Dakar Framework for Action on quality Education for All (UNESCO, 2000) had significant implications on the role of teachers world-wide. Although, many countries have adopted these principles, even developing countries experience challenges in implementing it. (UNESCO, 2000, 1989)

Basing on my six years personal experience working as a special and Inclusive education practitioner in central Uganda, St kitts and Nevis, Cuba and Bahamas Islands, I have realized that most of the primary mainstream teachers don’t possess the required teaching competences required for inclusive education practice, mainly because the majority are trained as regular school teachers and secondly due to lack of specialized teacher training opportunities caused by most of poor government implementation strategies of inclusive education practice. These teachers frequently express their needs in terms of special and inclusive education training and they always point out the lack of special and inclusive education knowledge as their main challenge for the success of their work.

It’s argued that proper teacher preparation is required for the achievement of good teachers’ competence and that this should be a key consideration in the implementation of Inclusive education practice. Drawing from experiences in Uganda, it’s argued that the preparation for inclusive education teachers requires flexibility in the implementation of the existing policies and an adequate allocation of funds in order to meet the increasing demand of inclusive education teachers’ competence needs and the number of inclusive education teachers which is required.

There is a big need to have a deliberate policy for inclusive education teacher training and reorientation of primary inclusive education teachers at all levels to support children with special needs in inclusive education settings. It’s certainly useful to think beforehand about the type of training: how, who, when and where it should be carried out. An enlightened, healthy and innovative population, which is equipped with positive attitudes and skills, forms a broad
foundation for the successful development of Inclusive education practice. (Stackus, Atim & Okwaput, 2006)

1.5 Research questions

(1). What are the factors which affect primary inclusive education teachers’ competence?

(2). What are the primary inclusive education teachers’ opinions about the factors which affect their competence?

(3). What is the current teachers’ competence status for primary inclusive education teachers in Kampala city of Uganda?

(4). What are the primary inclusive education teachers’ opinions/personal perception about their current competence needs for teaching learners with SENs in inclusive education setting and suggestions for the enhancement of these competence needs?

1.6 The Purpose of this study

Taking into account the international community emphasis for promotion of inclusive education and the goals of Education for All (EFA) by 2015 at all levels (UNESCO, 2008 Global Monitoring Report). There is a need to address issues relating to the inclusion of all children within mainstream educational institutions as well as the training of all-inclusive education teachers to eliminate existing gaps within IE practice countrywide and worldwide.

This study investigated/analyzed and yielded results on the following issues: the Primary Inclusive education teachers’ opinions about their competence needs in Kampala city of Uganda. It also analyzed the factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/ personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.
It also provided significant information for Inclusive education teachers, SIE researchers, SIE Students and School administrators on teachers’ competence needs in Inclusive education and its significance for the success/effectiveness of Inclusive education. Lastly, it provided a basis for SIE future research as well as a strategic planning platform for NGOs, government educational officials and SIE policy makers to enhance Inclusive Education practice in the country.

1.7 The Structure of the Dissertation

This dissertation is composed of the following five main chapters. Chapter one contains the general introduction, the study background, statement of the research problem, research questions, the purpose of the study and the structure of the dissertation. Chapter two contains the definitions and clarification of the main concepts used within this study as well as a critical analysis of the existent literature/previous studies related to this study.

Chapter three contains and presents the research methodology used for the conduction of this study. The following are described, research design, methods used for data collection, instruments, study population and sample, procedure for data collection, organization and analysis of data, consideration for validity and reliability, ethical considerations and challenges encountered during the data collection process. Chapter four contains the presentation and analysis of data obtained. Lastly, Chapter five covers the discussion of the findings, study implications, conclusions and recommendations/ suggestions.
2. LITERATURE REVIEW

2.1 Introduction

A literature review sets fundamentals, justifications and a foundation of any scientific research project. This chapter provides an overview of existent literature related to the study topic, it critically analyzes and discusses the relevant international and national contextual literature related to inclusive education, inclusive education teacher’s competence, and it also defines and clarifies some of the major concepts which were used for the conduction of this study.

2.2 Inclusive Education (IE)

The concept of inclusion/Inclusive education originated from special education and was introduced for the first time in history by the successful signing of the Salamanca statement and its frame work for action during the Salamanca world conference on special needs education which took place from 7-10 June/1994 in Salamanca, Spain. This statement was signed by most of the world nations and it paved the way for a human rights based provision of quality educational services to the disabled children in the world. The statement didn’t come up with a universal definition of inclusion but it rather focused on provision of rights, beliefs, principles and guidelines for implementation of inclusion.

This statement proclaims that:

“Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable level of learning” (UNESCO, 1994, p.viii).

This proclamation emphasizes equal rights, opportunity and full access to education for all children without discrimination of any kind.

Furthermore, it states that:

“Every child has unique characteristics, interests, abilities and learning needs” (UNESCO, 1994, p.viii).
This simply means that everybody is different and being different is normal, so the diversity of all children’s learning needs should be valued, taken into account and catered for appropriately. In addition to that it also states that:

“Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs” (UNESCO, 1994, p.viii). In other words, the education system should be structured in a way that can include, support and meet the needs of all learners.

Inclusion/IE as a concept has been diversely defined by different authors, researchers, organizations, governments and theoretical approaches depending on their perspectives, interests, philosophy and contexts.

For instance; UNESCO in its document titled guidelines for inclusive education defines inclusive education as;

“A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. (UNESCO, 2005, P.13)

EENT organization defines inclusion/IE as “a constantly evolving process of change and improvement within schools and the wider education system to make education more welcoming, learner-friendly, and beneficial for a wide range of people” (EENET, 1998).

Skjorten defines inclusion/IE as a practice of educating all or most of the children in the same classroom which is a learning friendly environment where diversity is experienced, embraced and recognized as enrichment for all involved. (Skjørten, 2001).

All the above definitions mentioned and more which are not mentioned highlight, recognize and emphasize the essential principles of inclusion/IE like: a need to value and address diversity needs of all learners, promotion of full participation, reduction of exclusion and promotion of inclusion, promotion of access and equality and learner-friendly environment for all learners within the education system.
However, out of all the existent definitions, the researcher adopted the (UNESCO, 2005) definition for the conduction of this study because of being the most integrated one in comparison to the others. The table 1 below summarizes the details of IE education definition for UNESCO which was adapted for the conduction of this study.

This definition doesn’t only focuses on the learner within the school environment but also involves the culture, the Society/community environment of the learner; and its human right based which is very crucial for the effectiveness of inclusive education practice.
2.3 Key principles of Inclusive Education related to the study

Any scientific practice requires a set of principles which can guide its effective implementation; and so, Inclusive education is based on the following principles: The (UNESCO, 2005 & European agency for development in special education, 2009) among other entities involved in promoting inclusive education highlight and concur on the following key principles as guidelines for promotion of quality in Inclusive education.

“Widening participation to increase educational opportunity for all learners”. (EADSE, 2009, p.15)

This principle focuses on widening the access to education and Promotion of full participation and opportunities for all learners vulnerable to exclusion so that they can realize their full potential. However, access to mainstream alone is not enough as promotion of full participation of all learners into activities which are meaningful to them is very crucial and should be emphasized. Furthermore, (EADSE, 2009, p.17); states that:

“Education and training in inclusive education for all teachers; for teachers to work effectively in inclusive educational settings, they need to have the appropriate values and attitudes, skills and competences, knowledge and understanding”. This simply means that Inclusive education teachers should be well trained and competent in order to be able to meet the needs of all learners.

“Support structures organized so as to promote inclusion; support structures that impact upon inclusive education are diverse and often involve a range of different service professionals, approaches and working methods. Established support structures can act as a support to, or as a barrier to inclusion” (EADSNE, 2009, p.19). This implies that there must be collaboration between IE practitioners and other related professionals in order to promote an effective IE practice.
“Flexible resourcing systems that promote inclusion;” Funding policies and structures remain one of the most significant factors determining inclusion. Limited or no access to certain facilities and provision may actually hinder inclusion and equality of opportunity for learners with SENs” (EADSE, 2009, p.20). This principle emphasizes the need for enough funding in order to promote and sustain an effective IE practice.

“Policies that promote inclusion;” the promotion of quality in inclusive education requires a clearly stated policy. The goal of the school for all should be promoted in educational policies as well as supported via school ethos and leadership, as well as teachers’ practice” (EADSE, 2009, p.21). This means that government should develop, adapt and promote policies and legislations which support IE practice in order to facilitate its effectiveness.

In addition to the above principles there is a lot of other useful guidelines/principles from other authors. For instance;

Kristensen, (2000) argues that, it’s very crucial for the support system to provide continuous and competent advices to both teachers and learners in order to ensure quality IE. She therefore, emphasized that teachers must be provided with enough specialized training as a main tool for supporting all learners in IE settings.

However, the UNCRPD Monitoring and evaluation report on article (24) Education, claims that there is a high misinterpretation and poor implementation of the IE principles and this affects the quality of IE more especially within under-developed nations of the African and south American regions.(UN,2009)

In summary the above principles must be taken into account as guidelines for implementation of IE concept in order to achieve an effective and successful IE practice.
2.4 Policies and Legislations that support Inclusive Education

The international struggle for achievement of a fair and full inclusion of PWDs within the social, economic and political aspects of life, has led to an introduction of a set of policies and legislation to support and advocate for a fair and full inclusion of PWDs in the world. Some of those policies and legislations include the followings;

Universal declaration of human rights (UN, 1948), it ensures the right to free and compulsory elementary education for all children.

UN Convention on the Rights of a child (UN, 1989), it ensures the right for all children to receive education without discrimination on any ground.

The world declaration on Education for all (Jomtien Declaration, 1990); In its article (1), it states that every person-child, youth and adult-shall be able to benefit from educational opportunities designed to meet their basic learning needs.

The UN Standard Rules on the Equalization of opportunities for persons with Disabilities Rule 6; Not only affirms the equal rights of all children, youth and adults with PWDs but also states that education should be provided in “an integrated school setting” and in the “general school setting”.(UN,1993)

The Salamanca Statement & Framework for Action on special Needs education (1994); States that; “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions” It also emphasizes that, “this should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.”(UNESCO, 1994, p.6)

World Education Forum Framework for action, Dakar (EFA goals) and Millennium development goals; It ensures that all children should have access to education and complete free and compulsory primary education by 2015, It puts more focus on the marginalized and the girls. (UNESCO, 2000)
The United Nations Convention on the Rights of People with Disabilities; in its article (24) about Education, it states that: “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning”. (UNCRPD, 2007, p.16)

However, with all these policies and declarations in existence, the world report on disability Claims that, the poor implementation and lack of good legislations, policies, targets and plans tend to be a major obstacle in efforts to provide education for all, it further indicates that the gaps in policy that are commonly encountered include a lack of financial and other targeted incentives for children with disabilities to attend school and a lack of social protection and support for children with SEN and their families. It finally, argued that out of 28 countries which were reviewed only 10 had a policy commitment in areas of teacher training and provision of additional learning materials and support. (WHO, 2011)

### 2.4.1 Inclusive Education Policies and Legislation in Uganda

In Uganda’s context education for all is perceived as a basic human right. For instance;

The constitution of Uganda (1995) article (30) states that: “All persons have a right to education”. In addition to that it suggests that the state shall take actions in favor of groups which are marginalized on the basis of gender, age, disability or for any other historical or traditional reason. This constitutional commitment enables children with SENs to access Education.

The universal primary education Act (1997). It ensures primary education for all children with a priority to children with SEN and girls. This policy improved the access of education to all children, however it has led to the increase in national student’s population and this has caused negative effects like; lack of enough teachers, unbalanced teacher to student’s ratio, and decrease in education quality as teachers can’t support all the learners due to huge numbers of students in classrooms.

Uganda National institute of special education Act (1995); it’s mandated with the function of training of SEN teachers, conducting SEN research, monitoring and evaluation of national SEN
programs. However, Atim & Okwaput in their study titled Training special education teachers: Some experiences from Uganda, argued that; “the preparation of teachers for inclusive education requires flexibility in the implementation of the existing policies and an adequate allocation of funding in order to meet the increasing demand of trained teachers in education sector; there is a need to have a deliberate policy for training and orientation of teachers at all levels to support children with special needs”; They further recommended that; “A strategy for enforcing the policy on recruiting of teachers with proper special education needs training in every school is necessary. Besides, there is a need for a policy that should compel all teachers to undergo special needs education training so that they can be able to support all learners in an inclusive setting”. (Atim & Okwaput, 2003, p. 181)

The people with disability Act (2006); Section (6) prohibits the discrimination of PWDs in education, however, it falls short from addressing indirect discrimination and makes no reference to provision of reasonable accommodation of the individual requirements stated by the UNCRPD. As a result, the notion of forbidden conducts of discrimination in education is still limited.

### 2.5 Curriculum concerns in inclusive education

Curriculum concerns are very crucial in inclusive education practice, basing on the diversity of all learners in an inclusive education model, there is a need to set curriculums which can appropriately address the needs of all learners in order to guarantee the effectiveness of the model.

Unlike the general school curriculum, Inclusive education model provides room for curriculum adaptation which are based on the individual needs of all learners and this can enable all learners to benefit from the common curriculum. Modifications are applied on teaching methods, instructional materials, content, pupil’s activities and lesson planning and evaluations. This is very important for attention to diversity and supporting of all leaners. (UNEB, 2005)

In addition to that, Alenyo (2007) “although all learners can benefit from a common broad curriculum, some of its areas need to be adjusted to meet the diverse needs of all children with SEN. He further argued that like all learners, those with SENs require a programme that can
address their acquisition of cognitive processes and skills, sensory-motor skills, play and social
skills, self-help skills, life skills, and motor and communication skills. Finally, he posed a very
significant question which states that; Are teachers ready to cope up with this new trend?”
(Alenyo, 2007)

Furthermore, Fish, (1989) noted that segregated education model for children with SEN was
partly justified on grounds that diversity of SENs was best addressed through the use of special
curriculum and teaching methodology. (Fish, 1989)

Within the Uganda’s context, from primary one to primary three a thematic curriculum is being
used with local dialects as main language of instruction while from primary four to seven a
general curriculum is used (MOES, 2005). This implies that all children including those with
SENs follow this same curriculum in the mainstream schools.

However, basing on the state of the curriculum, this deposits the whole powers of designing and
modifying the content, teaching methodology and learning resources to meet the individual needs
of all learners.

Teachers need to be innovative, creative and well trained in order to design curriculum
adaptations and IEPs which can appropriately address the needs of all learners. (Mitchell, 1999)

It’s very important to design curriculum adaptations and IEPs basing on learners’ area of needs.
Teachers should work towards the achievement of that target (Molten & Polloway, 2005; Polton
& Dowdy, 2005 et al).

Educational flexible approaches are needed to address the diverse abilities and needs of all
learners where curriculum and teaching methodology are rigid and whenever there is a lack of
appropriate teaching materials. For instance, where information is not delivered in the most
appropriate way such as sign language and where there is lack of teaching aids like Braille,
children with SENs are at risk of high exclusion. Assessment and evaluation methods are mainly
being focused on academic performance instead of individual progress that creates restrictions for
children with SENs. (WHO, 2011)
2.6 Resources and Facilities for Inclusive Education

The provision of adequate resources and facilities is very crucial within IE practice, because they ensure the effectiveness and success of IE practice.

The World Health Organization in its report on disability, noted that limited or inappropriate resources are significant barriers for ensuring and achievement of education for children with disabilities. For instance it stated that; “A study in United states found out that the average cost for educating a child with a disability was 1.9 times the cost for a child without disablility, with the multiplier ranging from 1.6 to 3.1depending on the type and extent of the disability”. (WHO, 2014, P.215)

Furthermore, it claimed that; in most developing nations it’s very difficult to reach all those in need even when educational systems are well planned and support inclusion, the national budgets are often limited and families are frequently unable to afford educational costs. Shortages are reflected by existence of few schools, insufficient qualified special education teachers, inadequate facilities, and lack of learning and teaching material (WHO, 2011).

The preparation of SIE teachers has been recognized and emphasized as a fundamental resource for IE; all teachers must be well prepared to work in inclusive education, this can be facilitated through initial teacher training and access to further in-service training in order to develop the attitudes, beliefs, skills and knowledge to enhance their IE practice in IE settings. (EADSE, 2009)

The mobility and access facilities are very important for the success of IE, this implies that IE settings should be conducive and user-friendly for children with SENs, this includes modification of classrooms, provision of special toilets, pathways, lifts, playgrounds etc. in order to reduce mobility and access barriers for those with SENs.

However, the Dakar Framework for Action highlights that achieving EFA requires an increased financial support by countries and increased developmental assistance from bilateral and multilateral donors but this has not always been forthcoming hence hindering the progress. (UNESCO, 2000)
2.7 Inclusive Education strategies

For any kind of practice to be effective and successful, there must be some strategies designed for its implementation. UNESCO, (1993) designed and recommended the following strategies to be used by IE teachers to facilitate the teaching and learning process within an inclusive educational setting:

2.7.1 Co-operative learning

Co-operative learning means the involvement of all learners into small working group in order to accomplish a given academic task. This can positively impact the academic achievement, social and interpersonal relationships, self-esteem, communication skills and personal development (Gillies, 2000). Mutual work can foster unity and respect among students, sharing of ideas, peer to peer tutoring. For instance students with high academic potential can assist those ones with low potentials and the use of co-operative learning is considered to be vital in mathematical problem-solving and reading comprehension etc. (Gillies, 2000, Ainscow, 1999) However, the teacher should supervise the students group to ensure active participation of all leaners.

2.7.2 Peer support

Peer support means the utilization of classmates to provide support in ways that enhance the learning of both the students with and without SENs in an inclusive setting. This can be implemented through paired reading, group work, quiz reviews and presentations (Kasa & Theohari’s, 2014). However, peer support has been linked to negative results; it’s perceived as a mere interaction between children with and without SENs, and it equates to assistance and instruction of leaners rather than providing them with an opportunity to contribute to the discussions. (Hall & McGregor, 2002)
2.7.3 Assistive Technology

The use of ICTs in SIE has proved to be of a great importance, for instance, the low tech and high tech materials and software can be used to facilitate access to learning and demonstration of content. IE education teachers can utilize ICTs to accommodate students with SENs and also to facilitate their teaching and learning process. These include Augmentative Alternative communication devices (AAC) among others. (Kasa & Theoharis, 2014 et al...)

2.7.4 Paraprofessional support

It’s a support given to the individual student as well as the other students in the class by an adult i.e. Assistant teachers in this case. Teachers can utilize this support to reinforce the teaching and learning process in an inclusive education setting where diversity is common and requires both differentiated and individualized attention which requires a lot of time. (Kasa & Theoharis, 2014 et al...)

2.7.5 Team teaching

It’s a collaboration teaching approach where teachers work mutually to facilitate the teaching and learning process. It also involves teachers observing each other or support each other through the coaching process (UNISE, 2002). In addition; the effective implementation of inclusion in a mainstream school/classroom, there must be collaboration between regular and Special education teachers and students. This will yield exchange of teacher experiences and also development of students’ unity, confidence, and communication, academic, social and life skills. (Smith, 2005; et al)
2.7.6 Inclusive Education Related professional service providers

These are IE related professionals who provide IE related support services to teachers, parents and students i.e. SIE-facilitators, Psychologists, speech therapist and physio therapist, occupational therapist, audiologists and Vision specialists among others. IE Teachers should mutually work hand in hand with these professionals in order to achieve IE goals. (Kasa & Theoharis, 2014 et al...)

Finally, teachers can also take advantage of the entire school, community and parents’ support to facilitate the teaching and learning process of students within an inclusive education setting.

2.8 Challenges of implementing Inclusive Education in practice

Although IE education has achieved a lot of international community support and popularity which has made it to attain great achievements both at policy and practice levels, its existent literature reflects that it’s still facing some challenges which require interventional strategic plans of solutions in order to achieve its maximal effectiveness.

According to WHO report on disability, In spite of the existence of many initiatives for inclusion of children with SENs into mainstream education today, there is still a lack of good legislations, policies, targets and plans which is a major obstacle for efforts towards the provision of quality education for all. The commonly gaps in policies which are encountered include; lack of financial and other targeted incentives for children with SENs to attend school, lack of support services and social protection for children with SENs and their families (WHO, 2011; et al...).

Furthermore, WHO report on disability claims that there is inadequate training and support of teachers, whereby some teachers don’t have enough training, time and resources to support children with SENs. Resource or poor inclusive classroom settings are frequently overcrowded and there is a severe shortage of well trained teachers capable of handling diversity and individual needs of children with SENs. Majority teachers lack sign-language and Braille skills which creates teaching and learning barriers for deaf and blind children. Other support such as paraprofessionals and SIE teacher facilitators are also lacking. (WHO, 2011)
In conclusion the present teacher training/education advances in majority nations haven’t necessarily kept pace with the policy changes which was established by the Salamanca Declaration.

Drawing from the curriculum and pedagogy perspectives, Inclusive education requires flexible approaches which can address the diversity and needs of all learners. Rigid curriculums and teaching methodology, and lack of appropriate learning and teaching materials create high chances of exclusion. For instance, where information is not delivered in the most appropriate way such as sign-language and teaching materials are not available in alternative formats such as Braille, children with deafness and blindness SENs are at risk of exclusion. Finally, the evaluation and assessment systems are mostly focused on academic performance rather than child individual progress, therefore, this restricts children with SENs. (WHO, 2011; et al…)

The attitudinal barriers like teacher, parents and community negative attitudes are a major obstacle to IE. In most developing countries’ culture, people with disabilities are perceived as a form of curse, divine punishment or carriers of bad fortunes and worthless. Due to this, many children with SENs are excluded from school. In conclusion the attitudes of teachers, parents, school administrators, family members and fellow children affects the inclusion of children with SENs in mainstream schools. For instance, some school teachers and head teachers believe that they are not obligated to address the needs of children with SENs.

In a study conducted in South Africa indicated that it’s thought that school attendance and completion are influenced by the belief of school administrators that children with SENs do not have a future in higher education. Finally, a study comparing Haiti with United States found out that teachers’ attitudes and acceptance of children with SENs in both countries depended on types of SENs they perceived to be easier to be worked with in mainstream settings.( WHO,2011; et al…)

Limited and inappropriate resources, lack of Physical access to conducive school environment, Labelling of children with SENs, Violence, abuse and bullying are also highlighted as significant barriers to inclusive education. (WHO, 2014; UNESCO, 2007; et al…)
2.8.1 Challenges of implementing Inclusive Education in Uganda

The development of educational services for learners with barriers to learning, development and participation, including learners with disabilities in Uganda, has developed from a segregation educational system which started in the 1950s towards an inclusive educational system where all learners could benefit equally. However, the success of the system, as well as new trends in special needs education are still facing some challenges which require further interventional strategies for IE practice enhancement.

Atim & Okwaput claim in their study titled Training special needs education teachers: Some experiences from Uganda, that most of mainstream teachers do not have enough training to address diversity, therefore, there is a big need for developing a strategy to enforce the policy on the recruitment of teachers with SIE training in all schools. They further argued that there is also a need to develop a policy that should establish SIE teacher training opportunities and also compel all teachers to undergo into SIE specialized training in order to promote quality education for all.(Atim & Okwaput, 2003).

As a result of Universal primary education(UPE) which was introduced in 1997 as a government’s effort to promote education for all, The population of students in schools has increased in both primary and secondary schools including children with SENs. Presently, the increased population of students has caused class overcrowdness, a need for more teaching and learning materials, and more SIE trained teachers to balance the teacher to students ratio which is more difficult for the government to provide.(Kristensen & Omagor-Loican, 2000 & ICEVI,2005)

The number of specialized/ trained SIE teachers in Uganda at the moment is not very sufficient to address the diversity and individual needs of children with SENs in all schools. This doesnt only affect the quality of attention provided to children with SENs but also the few specialized available trained teachers because they have to overwork in order to provide specialized support to fellow regular trained teachers who are involved in IE education practice. Most of mainstream teachers in schools were trained as regular teachers, they lack SIE specialized training and this affects their competence and the effectiveness of IE practice. (Kristensen & Omagor-Loican, 2000 & ICEVI,2005)
As commonly in any other African countries, the Ugandan society still have a negative attitude towards people with disabilities and IE practice, this is based on traditional beliefs that disability is a result of a curse, misfortune or witchcraft and its contagious. (Atim & Okwaput, 2003; et al...). Although an effort has been made to sensitize the public, there is still a need for continuous sensitization of the teachers and the entire society in order to overcome this challenge.

Other challenges reported include; Limited and inappropriate resources like teaching and learning materials (Braille, computers etc.), lack of Physical accessibility to conducive school environment with specialized facilities for children with disabilities like special toilets, playgrounds, specialized pathways and lifts; Labelling of children with SENs, Violence, physical and sexual abuse, bullying, poor teachers’ salary, poor community support, poor parental support, and lack of enough funding are also highlighted as significant barriers to inclusive education. (Igune, 2009; ICEVI, 2005; Atim & Okwaput, 2003, Kristensen & Omagor-Loican, 2000 et al...)

### 2.9 Teacher training in Inclusive Education

Inclusive Education class teachers have to be trained in specific areas related to the SIE. The Process of formal education of future teacher students is directed to develop those competencies that ensure achieving valuable teaching and learning results. The current educational and school practice demands, require teachers who are professionally prepared to meet such demanding conditions created by specific and different characteristics of student with disabilities. It is reasonable to believe that competent teachers can and will enable sense of success and satisfaction of their students learning.

Ashby (2010) commented that, the process of inclusion was more social than academic oriented with acceptance of students with SEN and developing positive attitudes as main goals. However, Governments through legislature, commit schools and directly teachers to create individual curriculums and Individual education plans for each student with SEN within Inclusive education settings to facilitate successful learning out comes and environment for all.
2.10 Teacher’s role in Inclusive Education

The existent literature on IE highlights and emphasizes the importance of teacher’s role in education in effecting change and moving towards more inclusive education practice. Literature evidence on special and inclusive education teacher’s role shows some patterns emerging. First and foremost, the workload is both complex, heavy and has a tendency to burgeon incrementally, the importance of the whole school involvement is emphasized, the need to assert the leadership role of SENCOs has been heavily emphasized, just like the importance of aligning it to administration and senior management teams in schools, and finally the importance of flexibility in defining of the role has also been emphasized basing on the variation in schools and national cultures.

In summary previous studies on professional needs, roles and responsibilities of special and inclusive education teachers shows that professional development which is longer in duration, regular, well structured, collaborative and embedded in practice is more effective. The literature evidence reflects that education and support of children with SENs requires highly educated, skilled and professionally autonomous committed teachers who can adapt teaching methodology and the curriculum to the diverse needs of children with and without SENs. Therefore, specialized teacher education and continuous professional development are at the core of the development of more inclusive educational practice. (O’Gorman & Drudy, 2011; et al...)

In addition, Smith and Mentis argue that, It’s crucial for IE teachers to develop effective measures which can motivate students to be actively involved in class activities. Such measures include; creating good relationships for learning, facilitation of learning, implementation of flexible teaching methodology, classroom organization and use of appropriate teaching and learning aids. (Mentis, 2005; Smith, 2004; et al...)

Finally, Quinn, Mentis, Smith and Ryba, emphasizes that in order to meet diverse needs of all learners, teachers should use teaching and learning materials, appropriate teaching strategies, collaborate with fellow teachers, parents and other IE related professionals; and also use curriculum adaptations which can appropriately accommodate all learners in an inclusive setting. (Mentis, 2005; Smith & Ryba, 2004; et al...)

In summary, teachers should be collaborative, competent and well equipped with specialized knowledge and skills required in order to be able to play their role in addressing diversity in an inclusive setting.
2.11 The general concept of competence and the context of teacher's competence in Inclusive education

A Competence is a term that is used both scientifically and in everyday language. Its origin comes and can be seen in the Greek notion of ‘arête’ and the Roman term ‘virtus’, and is generally understood as being concerned with what people can do rather than what they know.

The term has a large variety of meanings, and it can be captured by the terms ‘ability’, ‘aptitude,’ ‘capability,’ ‘effectiveness’ and ‘skill’ (Weinert 1999). Competence can be attributed to individuals, social groups or institutions, “when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment” (Weinert 1999). This implies an achievement of permanent attributes which is of value to the community (Brezinka, 1987).

However, the notion of competence, and its plural, ‘competences,’ have, in recent years, been replaced by the narrower version of ‘competency,’ or the plural form ‘competencies,’ discrete skills and activities which individuals can perform. The terms are often used interchangeably without an appreciation of their different meanings.

According to Spector (2001), when a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners.

According to the International Board of Standards for Training, Performance and Instruction (IBSTPI, in Spector, 2001), a competence, using the narrow definition of the term, involves a related set of knowledge, skills and attitudes that enable a person to perform the activities of a given occupation effectively or function in such a way that meets or exceeds the standards expected in a particular profession or work setting (Richey et al., 2001). Typically, a competence is divided into specific indicators describing the requisite knowledge, skills, attitudes and context of performance (Spector, 2001).

There is a lot of different definitions of competence based on different approaches and perspectives but for the conduction of this study the researcher adopted Deakin Crick’s definition
for being the most integrated and in line with the principles of inclusive education concept and practice.

Deakin Crick (2008) define competence as “a complex acombination of knowledge, skills, understanding, values, attitudes and desires which lead to effective, embodied human actions in the world, in a particular domain”.(Deakin Crick, 2008)

The notion of ‘competence’ was introduced in education in connection with the training of teachers during the 1990s and influenced educational reforms in a number of European countries. It signified the need for a more professional role for teachers, particularly in an increasingly decentralized educational system. A more independent and active role of teachers was required both in terms of taking on personal responsibility for their professional development and for planning, evaluating and reflecting on their work (Lindblad et al, 2002).

Today, the competence attributed to the individual is associated with the neo-liberal notion of the “enterprising self”, the (free) individual aspiring to autonomy, striving for fulfillment, recognizing responsibility, and choice (Rose, 1998). Over the last decades, a great deal of attention has been given to the construct “key competence”, primarily to provide a conceptual basis for school-based achievement comparisons in international and national systems of reference. (PISA, PIRLS, TIMSS etc.)

Within this framework the construct refers to specialized competences that can be used to master different demands (Weinert, 1999). While competences specifically refer to the process of becoming and the state of being well qualified, key competences refer particularly to specific competences that can be used to master a variety of situations and demands seen, as in this case, from a diversity perspective.

The discussions pertaining which kind of competences teachers should have, how they develop over time, and they are evidenced and recorded, are connected with debates about assumptions of learning, the purpose of education, the status of profession, existing traditions and culture, society’s expectations from and demands on the teacher, perceived international pressure and the broader societal context and environment in which teaching and teacher education occur in this case inclusive education. (Conway & Collegues, 2009 cited in EU, 2013)
Its of a great significance to clarify the difference between ‘teaching competences’ and ‘teacher competence’. (OECD,2009; cited in EU,2013) Teaching competences are focused on teacher’s role in the classroom setting directly linked to the didactics of teaching – with professional knowledge and skills mobilised for action( Hagger & McIntyre,2006; cited in EU,2013) while Teacher competences imply a wider and systematic view of teacher proffesionalism, on multiple levels ie the individual, school environment, the local community, and professional network. This study was focused on Teacher competence. (EU,2013)

Therefore the concept of competence in teaching field includes the following components:

Tactic and explicit knowledge, cognitive and practical skills as well as dispositions ie motivation, beliefs,value orientation and emotion;it enables teachers to meet complex demands, by mobilizing psycho-social resources in the context, deploying them in a coherent way; it empowers the teacher to act professionally and appropriately in a situation;It helps ensure teachers’s undertaking of tasks effectively( achieving the desired outcome) and efficiently(optimizing resources and efforts); and it can also be demostrated to a certain level of achievement along a continuum(Koster & Dengerik,2008; Gonzalez & Wagenaar,2005; Rychen & Salganik,2003; cited in EU,2013).

The recent increase of teacher competence concept popularity within the teacher education debates has caused international educational community to raise high concerns about it.

For instance, European ministers have reconized that:

“The knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes. ... For this reason, it is essential ... to ensure that those recruited to teaching and school leadership posts are of the highest calibre and well-suited to the tasks they have to fulfil ....great care and attention should ... be devoted to defining the required profile of prospective teachers and school leaders, to selecting them and preparing them to fulfil their tasks ”.(EU, 2009; cited in EU, 2013, p.8)

The teachers’ continuous professional development is highly relevant for both the improvement of educational effectiveness and enhancement of teacher’s commitment and competence, job
satisfaction and identity. Although they are interconnected with national educational system and constraints of specific school contexts features in this case inclusive education. (OECD, 2009). Teacher’s competences have significant effects on leaners’ achievements. It’s suggested that up to three quarters of school effects on leaner’s outcomes can be explained by teacher effects. (Rivkin, Hanushek & Kain, 2005; cited in EU, 2013).

2.12 Teachers’ Competence Needs and Demands in Inclusive Education

Before every teacher there is a lot of demands and expectations set from professional and environment in which should rethink about self and vocation, define longterm targets of educational actions, understanding the way students learn, think, feel and act. Also teachers have to develop skills that promote personal satisfaction and effectiveness, but also knowledge, understanding, attitudes, beliefs and skills that can encourage and develop all leaners academic, communication, social skills and self-esteem.

The complexity of teaching work demands competence for daily handling of students learning, behavioral and emotional management. All these demands creates, sustains and justifies the need for IE teachers to be competent in order to be able to address the diversity of all learners needs within an inclusive education setting.

The consequences of teaching in inclusive classes are being addressed with a special focus on the teacher’s competence as the main factor. It is argued that, the success and failure of special and inclusive education depends on the strategies and practices that teachers in ordinary classrooms use in order to deal with a heterogeneous class with a variety of learners.

To work in inclusive classroom, teachers have to know specific characteristics about disabilities, Special methodologies and strategies of teaching to develop personal competences which can create a stimulating environment for learning. This study explores the factors which affect teacher’s competence, the current status of teacher’s competence, teachers’ opinions about the factors which affect their competence, teacher’s opinions about their competence needs, teacher’s
suggestions for the enhancement of their competence and the personal perception of their own competence on teaching students with SEN in inclusive education settings.

As shown in early studies, teacher quality is an essential factor for a successful student teaching (Blanton et al, 2003). Considering the teacher as the most important factor of inclusive education process, he/she has an obligation to create appropriate and stimulating environment for learning. In dealing with professional demands on creating opportunities for easy SEN students learning, teachers have to possess specific professional and personal competences. Personal competences could be observed through the attitudes and motivation for teaching SEN students in regular schools settings and professional competencies through experience and capacity for provision of differentiated attention and attention to diversity, the SEN knowledge about different disabilities, student characteristics and recognition of their potentials and ways of learning.

### 2.13 Inclusive Education Core Values and Areas of Teacher Competence Needs

The EADSNE Profile model of Inclusive teachers sets four key Inclusive education core values related to teaching and learning as the basis for the work of all IE teachers. “These core values are associated with areas of teacher competence. The areas of teacher competence are made up of three elements: attitudes and beliefs, knowledge and understanding; and skills and abilities. A certain attitude or belief demands a certain knowledge or level of understanding and then skills in order to implement this practical Knowledge in a practical situation. For each competence area identified below, there is essential a particular attitudes& beliefs, knowledge & understanding and skills & abilities elements that underpin them”. (EADSNE, 2012, p.7)

The particular elements (attitudes& beliefs, knowledge & understanding and skills & abilities) which make up the areas of competence are the ones referred to as inclusive teachers competence needs within this study.

The Profile has been developed around the framework of the following core values and areas of competence:
(1). Core value one: **Valuing Learner Diversity** – Learner difference is considered as a resource and an asset to education.

The **areas of competence** within this core value relate to:

- Conceptions of inclusive education;
- The teacher’s view of learner difference.

(2). Core value two: **Supporting All Learners** – Teachers have high expectations for all learners’ achievements.

The **areas of competence** within this core value relate to:

- Promoting the academic, practical, social and emotional learning of all learners;
- Effective teaching approaches in heterogeneous classes.

(3). Core value three: **Working with Others** – Collaboration and teamwork are essential approaches for all teachers.

The **areas of competence** within this core value relate to:

- Working with parents and families;
- Working with a range of other educational professionals.

(4). Core value four: **Personal Professional Development** – Teaching is a learning activity and teachers take responsibility for their lifelong learning.

The **areas of competence** within this core value relate to:

- Teachers as reflective practitioners;
- Initial teacher education as a foundation for ongoing professional learning and development*”. (EADSE, 2012, p.7)

For specific details of attitudes and beliefs, skills and abilities, and also knowledge and understanding elements which underpin each teacher competence area, please refer to appendix A (EADSNE, 2012, p.7). This IE profile model was developed by (TE41) European project which
involved over 55 experts from European countries in order to answer the two following questions:

(1.) What kind of teachers are needed for an inclusive society in a 21st century school?

(2.) What are the essential teacher competences for inclusive education? (EADSNE, 2012)

These two questions partly formed the basis of the purpose of this research project.

However, there is no universal standard IE teacher competence design established for teacher competence development guidance and evaluation.

For the conduction of this study, the researcher adopted this profile for inclusive teacher’s model established by the European Agency for development in Special Needs Education as guide for the analysis of primary inclusive education teacher’s competence needs.
3. RESEARCH METHODOLOGY

3.1 Introduction

This study mainly investigated the Primary Inclusive education teachers’ opinions about their competence needs in Kampala city of Uganda. It also analyzed the factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/ personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.

3.2 Research Design

A Research Design is a methodological detailed plan that guides a researcher in carrying out the study from the beginning to the end (Yin, 2003).

The conduction of this study was based on a qualitative approach taking an explorative-descriptive case study design. This approach was chosen due to its provision of room for collection of extensive first-hand data which can be given verbally by the study participants. (Yin, 2003). The four inclusive teachers who participated in the study formed up the study ‘Cases’.

A Qualitative research approach is “an inquiry process of understanding” where the researcher develops a “complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting” (Creswell & Plano Clark, 2007).

Similarly, (Gall & Borg, 2003) defines it as an inquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretation in a situational manner. Last but not least; Merriam (2002) stated that in qualitative approach the focus is more on understanding the meaning the participants have constructed about their world and their experiences in a particular context and point in time.
In this approach, the researcher makes knowledge claims based on the constructivist (Guba & Lincoln, 1982) or advocacy/participatory perspectives (Mertens, 2003,). In qualitative research, data is collected from participants immersed in everyday life of the setting in which the study is being conducted. The data analysis is based on the values that these participants perceive from their world. Ultimately, it “produces an understanding of the problem based on multiple contextual factors” (Miller, 2000, p.86).

A descriptive case study design was used to collect data through a semi-structured interview guide instrument.

According to Yin; a case study is “an empirical inquiry about a contemporary phenomenon (e.g., a “case”), set within its real-world context- especially when the boundaries between the phenomenon and context are not clearly evident” (Yin, 2009, p.18). A phenomenon in this context could be an event, a process, an experience, a human being or any other object of interest to the study. (Gall, 2003 & Yin, 2003 et al…)

In this study the phenomenon is Primary Inclusive education teachers’ opinions about their competence needs; the factors which affect inclusive teacher’s competence; the current status of inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; teacher’s suggestions for the enhancement of their competence needs and the personal perception of their own competence on teaching learners with SEN in inclusive education settings.

This design was consider appropriate for this study because it can provide the use of instruments that enhance the direct interaction between the researcher and informants hence probing them to express their personal experiences, feelings and suggestions. (Gall, 1996; et al…)

Similarly, Zainal, (2007) argue that “this design sets to describe the natural phenomena which occur within the data in question”. (Zainal, 2007, p.3)

However, the data obtained from a single case cannot be used to draw general conclusions on a huge population because it may not be possible to tell how typical the case really is. This simply implies that the results of the study results cannot be applied from one context to another one of a similar context.
To explore the study phenomenon, Individual Semi-structured interviews were conducted. The participants were asked broad and specific questions; this enabled participants to freely express their opinions, thoughts; perceptions, experiences and suggestions in a more detail way in relation to the study topic. (Best & Kahn, 1998)

### 3.3 Research population and sample

The targeted population for this study was the in-service inclusive primary education teachers working with students with and without special education needs in inclusive classrooms within inclusive primary education schools located in Kampala city District in Central Uganda.

The criteria for selecting the participants included:

1. Being an In-service inclusive primary education teacher;
2. Working direct with children with and without SENs in an inclusive classroom
3. Working in an inclusive primary education school located within Kampala City District;
4. Being a fulltime inclusive class teacher but not an assistant teacher.

A total of 4 teachers who met these criteria were conveniently selected from four different primary inclusive education Schools. The recruitment of teacher participants was done by the researcher and the district special education officer.

A convenience sample (Dillman, 2000) of 4 teachers was selected purposefully. A purposeful sample implies intentionally selecting participants to learn and better understand the study central phenomenon (McMillan & Schumacher, 1994; Miles & Huberman, 1994). The purposeful sample participants’ selection was determined by the main objectives of the study. Participants’ gender and having an IE teaching experience of 5 years and above was the additional criteria used to select the 4 participants. Two female and two male teachers met the criteria and were selected.
3.4 Research methods for data collection

The data was collected using an Interview method. Additional information which was not covered during interviews concerning the schools’ background, staff teachers; enrolment of children with and without SENs, facilities available etc., was obtained by consulting school documents. Using interviews enabled to probe the informants more in order to obtain required detailed data (Gall, 1996; et al). To obtain the information from the informants, note taking and tape recording and were used during the interview sessions.

Through document consultation method, information can be obtained without directly relying on the participation of the informants. (Sarantakos, 1998 & Gall, 1996; et al) This method was used because it creates a possibility of getting high rich information concerning the study phenomenon which was not possible to get during the interview (Sarantakos, 1998; Marshall & Rossman, 1995). However, document method also has some disadvantages; the data obtained may not be reliable; some documents may not be easily accessible; some documents may not be complete and up to date and some documents may not be readable due to some typing and written errors. (Sarantakos, 1998; et al.)

Through the use of these two methods, it was possible to avoid and eliminate bias that would have resulted if a single method was used. Therefore it helped to enhance the credibility and reliability of the study findings (Gall, 1996; et al).

3.5 Interviews

For data collection purposes, an interview was used as the main method; “An interview is a conversation with a purpose”. (Kahn & cannel, cited in Marshall & Rossman, 1999, p.108)

Similarly, Robson (1993) and Befring (2004) describe an ‘interview’ as a conversation between a person who poses questions and a person who responds. In this case it was a face to face conversation with the participants. In qualitative research, interviews are used to enable the researcher to perceive the study phenomenon in the perspective of the interviewee. This enables him/her to elicit descriptive and in-depth data from the participants in their own words (Cohen, Manion &Marrison, 2000 and Kumar, 1996; Gall, Gall & Borg, 1996; et al…).
This method was selected because it’s a useful way of getting large amounts of in-depth purposeful data from individuals direct, quickly by asking a series of structured/semi-structured questions and then probing more deeply using open-ended form of question to get additional information (Gall, et al, 2003) and it also permits the researcher to understand the meanings that people hold for their everyday activities (Marshall & Rossman, 1999).

Borg and Gall, (1989) and Kakooza (1996) argue that an interview method is flexible in that it can be used anywhere, it is adaptable and interactive, it provides greater in depth responses which may not be possible to get through other methods ;and these verbal responses can be spontaneously tape recorded.

However, an interview method has some disadvantages for instance; it is prone to bias that may arise on the side of the interviewer due to poorly designed and presentation of the questions; it may be time consuming for example in terms of waiting for the interviewees by the interviewer; it is expensive when the potential informants are scattered geographically; some respondents may not respond willingly, frankly and accurately. In order to avoid the occurrence of such scenarios, the participants were allowed to express themselves without any form of interference.

Interviews were conducted during morning break and lunch times when the selected teachers were free from conducting lessons in classes. All the Interviews were tape recorded, Tape recording provided an opportunity to retrieve the factual data by listening to them during the transcription sessions. Each interview session lasted approximately 30-40 minutes. It focused on what were the Primary Inclusive education teachers’ opinions about their competence needs; the factors which affect inclusive teacher’s competence; the current status of inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; teacher’s suggestions for the enhancement of their competence needs and the personal perception of their own competence on teaching learners with SENs in inclusive education settings.

Flexibility and punctuality were very crucial on time because teachers had to attend to their individual classes.
3.6 The procedure for interviews

The semi-structured interview guide was developed in English because it’s the official language in Uganda and the language spoken and understood by all the participants, the interview dates and times were set in consultation school authorities.

The interviews were conducted in the schools during morning break and lunch times in quiet places to avoid distraction by non-participants. On each day of interview, the researcher made sure that he was in the interview room 20 minutes earlier than the interviewee. This was very important because it gave room to organize the interview rooms in a friendlier manner and go through the interview guide.

Upon arrival, all interviewees were warmly welcomed and traditionally greeted. This was to make them feel relaxed and confident during the interview sessions. All interviewee were assured of the confidentiality in whatever was given, they were given consent letters for participation in study to sign. Then permission was sought from them to tape record the interviews. All the interview sessions were covered with the help of a tape recorder. This was deemed necessary because it could be referred to during the transcription of the data. This is in line with what is stated by Robson, (2000) that tape recording helps to provide permanent record and gives the interviewer time to concentrate during the interview session.

3.7 The Interview Instrument

A semi-structured interview was selected and used for the data collection; it’s a procedure where a researcher uses a set of purposeful prepared questions as a guide within the interview process. (Taylor & Bogdan, 1998). It contained seven different sections with open-ended questions. (Refer to Appendix H) The intention of using open-ended questions was to give the participants an opportunity to express their ideas in their own words and a void restrictions which might have affected the required data. The questions were constructed in English because this is the official language in the country and it can be spoken and understood well by the participants. Additional questions were asked to probe more of some interviewee for clarifications whenever they
provided unclear responses which seemed not to be the responses expected from the asked questions. These probing questions differed from one informant to the other. This served as a major checklist during the interview and it helped to ensure that the same and correct information was yielded from participants. The same interview guide was used for all the participants.

3.8 The selection of study Schools and Teacher participants

The study was conducted in Kampala City District within the central part of Uganda. The district was chosen because it is the researcher’s workplace and residential area. This then made it easy for the researcher to freely interact with the participants during and after the interviews. There are 253 schools in the district of study area. The schools for study were purposefully selected with assistance from the district department of SNE staff. Four IE schools were selected. All of the schools had inclusive teachers with background knowledge of teaching children with SEN. The selected schools were easily accessible by public transport.

A total of four primary IE teacher participants were purposefully selected from four different IE schools basing on this criteria; one teacher from each school, gender (two females and two males) and having IE experience of five years and above. Purposive selection was necessary because the aim was to get the cases that could generate rich information. (Gall, 2003; et al...) Purposive sampling can be used when the researcher focuses on a typical case. (Robson, 2002; et al...) Gall, Borg and Gall (2003) noted that purposive sampling aims at selecting cases that are likely to be rich in information required for a given study in question.

3.9 Getting entry to the field

The instrument was designed and submitted to the researcher’s tutor for verification and approval on behalf of the Department of Special Needs Education-University of Oslo. Thereafter, a letter of Introduction was issued by the Department to facilitate in the collection of data in Uganda. On arrival in Uganda, The researcher reported to the District directorate of Education and social services in Kampala City to seek for permission to collect the data in the selected schools. The permission was granted and the data collection kicked off right away. (Appendix C)
3.10 The Pilot Study

A Pilot study was conducted in two schools with inclusive teachers who were not going to participate in the actual study. The purpose for pilot study, was to test the reliability and validity of the interview guide and to prove whether it would provide the information it was intended for. That was validating the instrument so that any necessary corrections, supplements and adjustments could be made. It was also to test the efficiency of the tape recorder device. The pilot study feedback reflected some questions with repetition errors, typing errors, grammatical errors and IE specialty language/terminology complexities. All the errors were corrected with modifications accordingly.

Taking into account the issue of unbalanced teacher to pupil ratio whereby in most of over populated classrooms had one teacher per class without teaching assistants, the interviews were then scheduled for two days per participant. This was to allow teachers to organize themselves and look for classroom backups during their absence while participating in interviews.

3.11 Pre-Visits to the study field

Prior to the official start of data collection process, the researcher made a couple of Pre-visits to the selected schools. The main purpose of these visits was to get familiar with the study field context and also to introduce himself to the school administrators and inform them about the aims and objectives of the study project. It was also to make appointments with the interview participants on convenient dates and time. The data collection process took place from the beginning to mid of September 2015. However, July and August were used for seeking and processing of permission for data collection from the concerned authorities.
3.12 The organization and Data analysis

“Qualitative data analysis involves coding the data, dividing the text into small units (phrases, sentences, or paragraphs), assigning a label to each unit, and then grouping the codes into themes. The coding label can come from the exact words of the participants (i.e., in vivo coding), phrases composed by the researcher, or concepts used in the social or human sciences” (Creswell & Plano Clark, 2011, p.208).

The Data analysis process started right away from the field every after each interview session and continued throughout the study conduction process. The analysis was based on the research questions and the content of the interview guide. A thematic-interpretational analysis was used to organize and present the raw data collected; “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail” (Braun & Clarke Virginia, 2006, p.6).

However, “it also often goes further than this, and interprets various aspects of the research topic” (Boyatzis, 1998). “It also involves the searching across a data set – be that a number of interviews or focus groups, or a range of texts – to find repeated patterns of meaning” (Braun & Clarke Virginia, 2006, p.15).

This analysis alternative was purposely chosen due to its theoretical-flexibility, it can be used within different frameworks to answer quite different types of research questions. It suits questions related to people’s experiences, or people’s views and perceptions, it also suits questions related to the construction of meanings.

There are many different ways thematic analysis can be approached but for this study, the researcher used a combination of deductive, inductive and realistic/essential approaches to code and develop themes out of the obtained data. A deductive way involves coding and development of themes directed by existing concepts or ideas, Deductive way involves coding and development of themes directed by the content of obtained data; while realistic/essential way focuses on describing, interpreting and reporting of an assumed reality evident in the obtained data.
The collected data from all the participants’ interviews was organized according to the interview guide headings and sections. This was purposely done to point out and highlight particular aspects of the data that were of greater interest for easy analysis and interpretation.

To retrieve the information from interview sessions, interview taped recordings were played back to assist the researcher clearly get all the responses provided by individual participants. After the transcriptions of all interview data; relevant information obtained from the documents consulted was included in the whole data analysis process.

The all data obtained from both consulted documents and individual cases was coded by the help of a six phase step by step guideline for thematic analysis (Please check appendix E), themes and sub-themes were developed and finally compared across the four cases with a cross-case analysis. The codes, main themes and sub-themes were developed basing on the research questions, semi-structured interview structure/ content, the reality emerged and evidenced from the data; and the objectives of the study.

Finally, a 15-Points concise checklist of criteria to consider when determining the generation of a good thematic analysis was used to cross-check data organization and analysis. (Please check Appendix…. F).
3.13 Qualitative credibility: Validity and Reliability considerations

The credibility involves establishing that the results of the research are believable. This is a classic example of ‘quality not quantity’. It depends more on the richness of the information gathered, rather than the amount of data gathered. There are many techniques to gauge the accuracy of the findings, such as data triangulation, triangulation through multiple analysts, ‘member checks’. In reality the participants/readers are the only ones who can reasonably judge the credibility of the results. (credibility-rsmet,2011)

“The criteria for judging a qualitative study differ from quantitative research. In qualitative design, the researcher seeks believability, based on coherence, insight, and instrumental utility (Eisner, 1991) and trustworthiness (Lincoln & Guba, 1985) through a process of verification rather than through traditional validity and reliability measures. The uniqueness of the qualitative study within a specific context precludes its being exactly replicated in another context. However, statements about the researcher’s positions – the central assumptions, the selection of informants, the biases and values of the researcher – enhance the study’s chances of being replicated in another setting (Creswell, 2003)”. (Creswell, 2003; Eisner, 1991; Lincoln & Guba, 1985; cited in Ivankova & Stick, 2007, p.61).

The validation of the study results means determining the credibility of the obtained information and whether it matches reality. (Merriam, 1988)

Gall, (1996) among others argue that, validity means the certainty of measuring what it is wanted to be measured. They further emphasize that, to achieve a high degree of validity, the researcher has to carefully classify and define the entities he wants to examine beforehand.

According to Maxwell, (1999) qualitative research is comprised of interpretive, descriptive, theoretical, generalized and evaluative validity.

Interpretive validity determines how the informant understands the phenomenon in his/her own words. (Bohman, 1991; Headland, Pike and Harris, 1990 cited in Maxwell, 1992) whereas,
descriptive validity is concerned about ensuring that the provided information isn’t from the researcher but rather from the participants.

In order to avoid the errors that could occur during data collection, participants’ responses were tape recorded using a tape recorder device. Later on the interviews recordings were transcribed by a help of a transcription computer software as well as listening attentively to the tape recordings and write down the responses word by word.

These two types of validity approaches were selected due to their suitability relation to the nature of this study; no claims on the findings can be generalized to a bigger population because the study was based on a purposive sample. Besides, this was a case study of a few IE teachers, finally, the study points out valid perspectives which need to be taken into account rather than claiming to summarize a general view of a huge population within a vast geographical area.

The following forms were also used to ensure validity and reliability considerations: triangulation – converging different sources of information in this case semi-structured interviews and document consultation; member checking – was done by getting the feedback from the pilot-test participants; a Pilot study was carried out to ensure the accuracy of the interview instrument content, detect errors and make corrections; Interview sessions were recorded and the recordings were played back to individual participants at the end of each interview sessions just to make sure that participants confirms whether their responses reflects the essential meaning of their opinions and if not then delete or correct any information which can infringe their confidentiality and creation of other negative issues. (Creswell, 2003; Creswell & Miller, 2002; Ivankova & Stick, 2007)
3.14 Research ethical considerations

Ethical considerations mainly refer to the investigator’s respect of the participant’s privacy, rights, dignity and other issues related to research ethics. (Gall, 2003; et al…)

These issues were addressed at each phase throughout the entire study process.

First and foremost, a research project proposal was drafted and submitted to the course coordination team of the three partner universities for approval before the data collection kicked off.

In compliance with the legal regulations of the Uganda ministry of education and sports and Uganda national council for science and technology, the permission for conducting the research must be obtained (Uganda national Board of research, 2005).

A Request for Review and permission form was filed, providing information about the principal investigator, the project title and type, source of funding, type of review requested, number and type of subjects. The permission for research conduction was granted by Kampala capital city authority directorate of education and social services (appendix C). A research notification form was submitted to the Norwegian social science data board and the research project was approved refer to (appendix B).

An informed consent form/Letter for participants was developed. The form stated that the participants are guaranteed certain rights i.e.; agree to participate in the study voluntarily, and to acknowledge that their rights are protected. This form was given to participants to sign prior to the start of data collection (appendix E); finally, permission was seek from participants to tape record them during interview sessions.

The anonymity of participants was protected by use of fictitious names and keeping their responses confidentially. Interview participants were asked for their permission before tape recording them, they were assigned fictitious names for use in their description and reporting the results. All study data was destroyed after a reasonable period of time. Participants were told that summary data will be disseminated to the professional community, but in no way it will be possible to trace responses from individual participants.
3.15 Challenges faced during data collection process

(1) There was a big delay in processing the permission for conduction of research in Uganda which affected the study’s time table.
(2) There was a lot of road traffic congestion which caused movement delays and loss of interview scheduled appointments.
(3) Some participants had SIE terminology barriers which sometimes affected their comprehension of some interview questions.
(4) Participants were always busy due to classroom work overload and shortage of teaching assistants which affected the interview scheduling.
(5) Some school documents which were consulted were not updated and had some writing errors caused by poor handwritings.

3.16 Dissemination of Research Results

The researcher will provide a hard copy of the research findings of this study to all the 3 Universities involved in the coordination of the EMSIE-M.A program; to the Uganda national council of research science and technology; to each school involved in the research project; several copies to the faculties of education in different universities in Uganda; and finally the research findings will also be previewed and published through international and national special and inclusive education Journals.
4. DATA PRESENTATION AND ANALYSIS

4.1 Introduction.

The main purpose of this study was to investigate the Primary Inclusive education teachers’ opinions about their competence needs in Kampala city of Uganda. It also analyzed the factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.

The Data organization and analysis process started right away from the field every after each interview session and continued throughout the study conduction process. The data organization, presentation and analysis (coding and development of main themes and sub themes) was based on the concepts and ideas of the study, the focus of research questions, the content structure of the interview guide instrument and the reality evidence emerged from the obtained data. A thematic-interpretational analysis was used to organize, analyze and present the raw data collected; “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes, describes and interpret data set in (rich) detail” (Braun & Clarke Virginia, 2006, p.6).

The data presentation and analysis consists of background information of Schools used for the study, background information for participants, Individual case analysis for each of the four participants and finally a cross-case analysis of all the four interviews.

The background information of schools and participants provides the basis of understanding of the characteristics, similarities and differences of the schools, cases and participants involved within the study; the individual case analysis provides a particular understanding of opinions, views, experiences and suggestion of each participant in relation to the study phenomenon whereas cross-case analysis provides an understanding of a general overview of opinions, views, experiences and suggestions of all the participants in relation to the study phenomenon.
4.2 Background information about the schools used for the study sample

As indicated in chapter three, the study was carried out in Kampala capital city district located within the central part of Uganda, please refer to (appendix I) for the geographical location. Four inclusive primary education schools were purposefully selected for the conduction of this study. These schools are represented with the following alphabetical initial letters of their names: M, N, S, W.

School M is located in the urban area as well and was founded in 1931 by the then British colonial administration. At the moment it is under the government of Uganda. Funding of this school is mainly from the central government UPE program and a bit of it from the parents’ contributions. It has 6 male and 22 female teachers.

Two teachers are trained in SIE and 26 are regular trained teachers just capacitated by some IE induction courses and workshops. The school has a student population of 2450 with 252 students with SEN out of the total population. It starts from primary one as the lowest grade and ends at primary seven as the highest grade, it’s a full inclusive school with students with and without SEN taught together in the same classrooms. Its class population ranges between 80-115 students per classroom and the teacher to students ratio is 1:80-115. It has a limited specialized facilities for children with SEN like specialized toilets, some wheel chairs, tables and some of learning aids like braille kits and few computers.

School N is located in the urban area and was founded in 1954 by the government of Uganda. At the moment it is still under the government of Uganda. Funding of this school is mainly from the central government UPE program and a bit of it from the parents’ contributions. It has 8 male and 10 female teachers. It doesn’t have any specialized teacher trained in SIE, all the 18 teachers are regular trained teachers just capacitated by some IE induction courses and workshops.

The school has a student population of 627 with 132 students with SEN out of the total population. It starts from primary one as the lowest grade and ends at primary seven as the
highest grade, it’s a full inclusive school with students with and without SEN taught together in the same classrooms. Its class population ranges between 70-90 students per classroom and the teacher to students ratio is 1:70-90. It has a limited specialized facilities for children with SEN like; specialized toilets, wheel chairs and some of learning aids like braille kits.

School S is located in the urban area and was founded in 1956 by the Christian missionary society. At the moment it is under the government of Uganda. Funding of this school is mainly from the central government UPE program, a bit of it from the parents’ and the catholic church of Uganda contributions. It has 5 male and 20 female teachers. It has one specialized teacher trained in SIE, the rest of 24 teachers are regular trained teachers just capacitated by some IE induction courses and workshops. The school has a student population of 1282 with 98 students with SEN out of the total population. It starts from primary one as the lowest grade and ends at primary seven as the highest grade, it’s a full inclusive school with students with and without SEN taught together in the same classrooms. Its class population ranges between 80-100 students per classroom and the teacher to students ratio is 1:80-100. It has a limited specialized facilities for children with SEN like; specialized toilets, wheel chairs, tables and some of learning aids like braille kits and a few computers.

School W is located in the urban area and was founded in 1952 by the Uganda national Islamic council. At the moment it is under the government of Uganda. Funding of this school is mainly from the central government UPE program and a bit of it from the parents’ and Uganda national Islamic council contributions. It has 2 male and 25 female teachers. It two specialized teacher trained in SIE, all the other 25 teachers are regular trained teachers just capacitated by some IE induction courses and workshops.

The school has a student population of 537 with 108 students with SEN out of the total population. It starts from primary one as the lowest grade and ends at primary seven as the highest grade, it’s a full inclusive school with students with and without SEN taught together in the same classrooms. Its class population ranges between 50-70 students per classroom and the teacher to students ratio is 1:50-70. It has a limited specialized facilities for children with SEN like; wheel chairs and with almost no specialized learning aids.
4.3 Background information about the interviewed teachers

The four interviewed teachers’ names were substituted by the following fictitious names for ethical consideration and privacy purposes; Shamim, Kenny, Nully and Collin.

Shamim
Shamim is a female inclusive education teacher of 30 years old. She is a regular trained grade III teacher with a certificate in primary education. She has a total teaching experience of 10 years with 7 years working with learners with different special needs in an inclusive classroom.

She has received an IE induction course and also assisted several specialized SIE seminars and Workshops. Presently, she teaches P.1, P.2, P.3 and P.5. She can teach all the subjects but shares some subjects with other teachers.

Kenny
Kenny is a male Inclusive education teacher of 35 years old. He is a regular trained grade VI teacher with a certificate in primary education and currently pursuing a diploma in Special education. He has a total teaching experience of 15 years with 5 years working with learners with different special needs in an inclusive classroom. He has received an IE induction and SEN foundation courses and also assisted several specialized SIE workshops. Presently, He teaches P.6, and P.7. He teaches subjects like; mathematics, English, social studies, science, life skills and also shares some subjects with other teachers.

Nully
Nully is a female Inclusive education teacher of 55 years old. She is a regular trained grade V teacher with a certificate in primary education. She has a total teaching experience of 34 years with 12 years working with learners with different special needs in an inclusive classroom. She has received an IE induction course and also assisted several specialized SIE workshops. Presently, she teaches P.4, and P.6. She can teach all the subjects but shares some subjects with other teachers.
Collin

Collin is a male Inclusive education teacher of 52 years old. He is a regular trained grade V teacher with a diploma in primary education. He has a total teaching experience of 22 years with 8 years working with learners with different special needs in an inclusive classroom. He has received an IE induction and SEN foundation courses and also assisted several specialized SIE workshops. Presently, He teaches P.5. He teaches subjects like; mathematics, English, social studies, science, life skills and Religious education.


4.4 Individual case presentation and analysis

The individual case analysis consist of the following main themes and sub themes:

1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

2. The current teacher’s competence status

Sub themes:
- Valuing learner’s diversity
- Supporting all learners in class
- Working with others/collaboration
- Personal professional development.

3. Teacher’s opinions/perception about the current competence needs for teaching learners with SENs within IE settings

Sub themes:
- Teacher’s support services
- Benefits of a good IE teacher competence/ placement of children with SENs in mainstream settings
- Challenges faced by IE education teachers

For a detailed individual case presentation and analysis for each of the four participants, please refer to the appendix I. (Shamim, Kenny, Nully and Collin)
4.5 Cross-case Analysis

In order to obtain a general overview understanding of the study phenomenon, a cross-case analysis was conducted to generate final results for discussion of study findings. The cross-case analysis consist of the following main themes and sub themes:

1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

2. The current teacher’s competence status and possible suggestions for its enhancement.
   
   Sub themes:
   
   ▪ Valuing learner’s diversity( Attitudes & beliefs, Knowledge & understanding, Skills & Abilities and possible suggestions for improvement)
   
   ▪ Supporting all learners in class( Attitudes & beliefs, Knowledge & understanding, Skills & Abilities and possible suggestions for improvement)
   
   ▪ Working with others/collaboration( Attitudes & beliefs, Knowledge & understanding, Skills & Abilities and possible suggestions for improvement)
   
   ▪ Personal professional development( Attitudes & beliefs, Knowledge & understanding, Skills & Abilities and possible suggestions for improvement)

3. Teacher’s opinions/perception about their current competence needs for teaching learners with SENs within IE settings

   Sub themes:

   ▪ Teacher’s support services

   ▪ Benefits of a good IE teacher competence/ placement of children with SENs in mainstream settings

   ▪ Challenges faced by IE education teachers
1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

All the study participants indicated that inclusive primary education teachers’ competence was affected by the following factors: SIE teacher training; teaching experience; personal professional development; school and community support; class/grade taught, Teacher’s salary; Teacher’s family support; Religious effect; Teacher’s development of strategies for problem-solving and self-evaluation and National educational policy.

**SIE Teacher training**

All the participants’ data indicated that SIE teacher training was the main determinant factor of teacher’s competence development. Participants stated that it equips teachers with specialized skills and knowledge required for IE practice effectiveness. However, all the participants stated that they are not professionally trained as IE teachers but rather trained as regular primary education teachers and . For instance Shamim said that:

“Most of us were trained as regular education teachers, we don’t have enough SIE teacher training to exercise inclusive education and this makes our work very complex, we need immediate specialized teacher training so that we can improve our IE teaching competence”

They further expressed that in spite of the basic IE teacher training like; Induction courses, workshops and seminars they have received, they are still not well trained neither prepared enough to effectively perform the duties of an inclusive education teacher; therefore, they expressed a high need of further IE teacher training in order to overcome the challenges they face within the IE practice.

**Teaching experience**

All the participants noted that having enough SIE teaching experience was an influential factor for teacher’s competence development. They indicated that the more teaching experience a teacher develop the more his/her teaching skills and knowledge develop, that improves teaching competence and vice versa. However, they further stated that most of them have high experience
in teaching regular mainstream students but less experience in IE and that makes their work very challenging most of the time.

**Personal professional development**

All the participants recognized the great influence of personal professional development on teachers’ competence development. They stated that they need continuous professional development in order to update, upgrade and broaden their IE teaching knowledge. For instance Kenny expressed that:

“We have to update and broaden our teaching knowledge regularly in order to perform well but unfortunately there is less opportunities available for teacher training”.

However, unfortunately, the availability of IE teacher training opportunities and routes is very limited and competitive due to less government effort to create and provide them to teachers. In addition to that, they also expressed that they rarely update themselves due lack of enough time because they spend most of their time attending to huge numbers of student due to unbalanced teacher to students ratio per classroom and lastly, they can’t afford to fund their professional development due to low teacher’s salary provided by the government.

**School teacher support**

All the participants indicated that school support contributes a lot to teachers’ competence development. They expressed that teachers need school support like; provision of SIE teacher support from the school SENCOs, school administration support, promotion of teachers collaboration, provision of IE teacher facilitation through workshops and seminars; and IE teacher resources like textbooks. For instance Kenny noted that:

“There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the student to teacher ratio is too high, we have classes of 120 students assigned to only one teacher which is too much”.

However, they noted that schools do little to provide this kind of support to teachers due to lack of enough funds.
Community support

Teachers noted that community support is very vital for teachers’ competence development. They expressed that community NGOs have played a big role in providing IE teacher training through workshops and seminar, they provide some IE teacher textbooks to schools and also contribute to sensitization of teachers and the entire public to develop a positive attitude towards IE. However, little has been done and there is still a big need of community support and engagement into IE practice. For instance Collin said that: “We need more support from the community e.g. NGOs to provide professional and IE sensitization support to teachers”

Class/grade taught

The overall participants indicated that the more different classes/grades taught by a teacher increases the teachers’ experience of working with different class grades and dominion of the curriculum. However, some of the teachers who taught both lower and higher grades showed limited IE skills and knowledge which means that there is a lot of other factors associated with IE teachers’ competence development.

Teacher’s salary

All the participants expressed that the teacher’s salary had a great influence on teacher’s competence development. They indicated that, a good and reasonable teacher’s salary motives teachers to work hard and fully commit themselves to work, it reduces teacher’s need to do extra jobs in order to meet personal expenditure and it also generates enough funds for teacher’s personal development funding. However, teacher’s noted that the present teacher’s salary is very low and that discourages teachers to work hard and to fully commit themselves to work. For instance shamim stated that:

“The teachers’ salary is very low in comparison to the hard work we are doing and that discourage us to fully commit ourselves to work because we are always focused on how to get extra funds to meet our daily living expenditure”.

Finally, it affects their possibilities for personal development due to lack of enough funds.
Teacher’s family support

All the participants highlighted the great influence of family support on teacher’s competence development. Teachers expressed that a good family attitude and support towards their teaching career motivate and encourage them to work hard so that they can make their families be proud of them, they further stated that some families can provide teachers with funds for professional development, sensitize them to have a positive attitude towards IE and children with SEN. For instance Nully said that:

“Teachers’ family support is also very important as it motivates us and also contribute to our professional development in cases where family members can afford to offer financial support”.

However, some noted that some family members still have a negative attitude towards children with SEN and IE practice and in such cases the family support is very low.

Religious effect

All the participants stated that the religion has a great influence on the teacher’s competence. They expressed that religions play a role of sensitizing teachers and the entire community about the benefits of IE and attitudes towards people with disabilities, for instance Kenny said that:

“It promotes teachers’ and public positive attitudes towards children with SEN through sensitization”.

They further noted that religious teachers tend to have positive beliefs and attitudes towards IE and children with SEN and this is built by the religious philosophy effect on teachers.

Teacher’s development of strategies for problem-solving and self-evaluation

The overall participants indicated that the teacher’s effort to develop strategies for problem-solving and self-evaluation of work performance to develop a personal pedagogy which guide their work, reduces teachers teaching challenges and also improves the teachers’ work performance. However, the teachers’ tendency to implement this principle was very poor as the majority of teachers had limited knowledge of problem-solving and self-evaluation, rarely developed problem-solving strategies and also rarely performed self-evaluation of their work performance to develop teacher personal pedagogy to guide their work.
National educational policy

All the participants indicated that the national educational policy is very essential and has a big impact on the teacher’s competence development. They stated that it defines and sets the quality of competence teachers should have, it creates and provides opportunities for teacher training, it sets the teacher salary payment scales, it sets the guidelines for teacher professional development and also ensures the effectiveness of teacher’s performance and the success of IE practice.

However, participants expressed that the current national educational policy isn’t effective enough for teacher’s competence development neither the effectiveness of IE practice and isn’t fully implemented as it should be which affects the development of teachers’ competence e.g. Nully noted that:

“The current national education policy isn’t fully supportive to teachers as it should be and this affects the development of teachers’ competence e.g. the government doesn’t pay enough teacher salary neither provide enough IE teacher training opportunities in spite the fact that it introduced universal IE concept without having its teachers well prepared for it”.
2. The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Attitudes and Beliefs

Most of the participants showed an average positive attitudes towards the value of learner’s diversity. They showed love, respect, acceptance and commitment to help all the learners regardless of their needs. For instance Kenny said that:

“I value every child because all of them are children besides having different needs and I think we should be considerate and empathetic because even we or our loved ones one day might end up having a disability and we wouldn’t like to be discriminated due to that but rather to be embraced and helped by everybody”;

However, some showed some minor characteristics of a negative attitude, for instance shamim said that:

“I think it will be better for them to be placed in special schools so that they can receive enough specialized and individual attention”.

Other minor characteristics like; it’s very hectic and not easy to work with children with and without SEN in the same class, it’s very hard to attend to those with SEN because they work very slow, they need more time and consume a lot of teachers time, the time is very limited in most of the cases whereby some of their needs are not properly met. These minor characteristics of negative attitude are mainly caused by lack of teacher’s capability to understand that having a disability isn’t someone’s own will but a nature/God's will, the child’s type and level of disability, lack of teachers’ belief in equality, lack of enough IE teacher training and lack of the ability to understand that its normal to be different.
The overall participants showed positive beliefs towards the value of learner’s diversity. They expressed that, all children are gifts from God, with and without SENs all of them are children and have a right and deserve to be treated equally. For instance Collin said that:

“I treat them equally because all of us are human beings and we need to achieve what we want in life and having a SEN doesn’t mean being disabled.

The following factors proved to be the determinants of teacher’s beliefs: the attitude of the teacher whereby teachers with a positive attitude easily accept children with SEN while those with negative attitudes tend to refuse them, secondly, the teachers SIE knowledge influences a lot as teachers with less SIE knowledge tend to refuse children with SEN within their classes just because they lack the required knowledge to attend to them and that make the work challenging and also make them to believe that these children can’t learn.

**Skills and abilities**

In spite of having good beliefs and attitudes towards the value of learners’ diversity, participants showed limited skills for attention to diversity particularly when it comes to attend to children with SENs. For instance Nully said that:

“Most of the time it’s very challenging for me to meet all the needs of the students with SEN in my class especially those with blindness, deafness, severe and multi-disabilities because I lack enough SIE specialized training”.

They showed limited skills in identification and assessment of SENs, designing of IEPs and application of SIE teaching methodology etc. However, they demonstrated some general basic IE skills like; planning of lesson activities based on children’s needs, utilization of peer to peer tutoring and use of specialized teaching and learning aids.
Knowledge and Understanding

All the participants showed limited knowledge and understanding of learners’ diversity value. They expressed limited specialized knowledge and understanding of most of the SENs in particular; deafness, blindness, Autism and multiple disabilities. For instance Nully expressed that: “Most of the time it’s very challenging for me to meet all the needs of the students with SEN in my class especially those with blind, deaf, severe and multi-disabilities because I lack enough SIE specialized training”.

Their limited knowledge within these areas is affecting the individual attention of children with the above mentioned SENs. However, they had some basic knowledge for attending to children with minor SENs like; visual impairments, specific learning disabilities and hearing impairments. The limitation of teachers’ knowledge and understanding of learners’ diversity seem to be caused by lack of enough SIE teacher training and experience among these teachers.

Teachers’ suggestions for improvement

All the participants suggested that the teacher’s value of learners diversity could be improved through appropriate assessment/identification of children's individual needs, problems which affect their learning and provision of required intervention, engagement of parents and other professionals related to the child's teaching and learning process, Sensitization of teachers so that they improvement their attitude towards children with SEN, equipping teachers with enough SIE training and balancing the teacher to students ratio per class. For instance Kenny said that:

“individual attention of all learners can be improved through appropriate identification of children’s individual needs, problems which affect their learning and provision of required intervention, engagement of parents and other professionals related to the child's teaching and learning process, Improvement of teachers attitude towards children with SEN, equipping teachers with enough SIE training and balancing the teacher to students ratio per class”.
Supporting all Learners:

Attitudes and beliefs

The overall participants showed an average positive attitudes and belief in supporting all learners. They expressed the importance of supporting all learners, a will of helping every child basing on his/her needs, they further expressed positive beliefs that children with SEN can learn and benefit a lot when placed in mainstream classrooms. For instance Collin said that:

“I support all learners in my class by identifying the needs of each child so that when I plan class lessons I design activities for children basing on their needs to provide differentiated attention, I also groups the ones with higher potentials with those ones with less potentials so that they can work together and help each other”; he also stated that: “Students with SEN can do the same activities just like their peers without SEN as long as they are provided with the required assistance they need and besides that they are always assisted by their peers without SEN and that facilitates their learning to be more effective”

Finally, they indicated that IE works and it can yield positive results if it’s implemented effectively.

Skills and abilities

All participants showed basic skills of supporting all learners in an inclusive setting. They indicated that, grouping students according to their learning styles or capabilities, use of ICT’S teaching aids like computers, peer to peer tutoring, utilization of teaching assistants, Involvement of parents in teaching and learning process, collaborative work with other educational related professionals, teamwork teaching among teachers and working with the entire community can enhance all leaners support. For instance Collin noted that:

“I Support all learners in my class by identifying the needs of each child so that when I plans class lessons I design activities for children basing on their needs to provide differentiated attention, I also groups the ones with higher potentials with those ones with less potentials so that they can work together and help each other. Secondly, I usually evaluate students class work
to identify those ones in need of extra help and when identified I provide them with extra help through extra lessons, I use the engagement of parents into the teaching and learning process so that they can also support their children’s’ learning and in cases where extra specialized attention is need I always seek help from administration and specialized professionals”.

However, they demonstrated a limited number of professional IE skills required for the successful support of all learners in an inclusive setting.

**Knowledge and Understanding**

All the participants showed a limited knowledge and understanding of how to support all the learners in IE. They showed limited knowledge about application and variation of SIE teaching methods, designing of curriculum adaptations and IEPs, limited specialized knowledge and understanding of how to support children with some SENs like; Autism disorder, deafness, blindness, multiple disabilities and severe mental disorders. However, they showed some basic knowledge like; engagement of parents in teaching and learning process and working with the school and community to support all the learners.

**Teachers’ suggestion for improvement**

The overall participants suggested that learners support can be improved through equipping IE teachers with enough IE teacher training, promotion of teachers positive attitudes, Use of peer to peer tutoring, cooperative teaching and learning, proper assessment of children’s’ needs, proper implementation of IEPs, engagement of parents into teaching and learning process, work collaboration between schools and the community, provision of required teaching and learning aid/materials and working with other educational related professionals and lastly, balancing of teacher to student ratio per class.
Working with others/Collaboration:

Attitudes and Beliefs

All the participants showed positive attitudes on working together with others within IE process. They expressed concerns and importance of working together with school administrations, parents, community, collaboration among fellow teachers and also collaboration with other educational related professionals in order to provide an effective attention to all learners. However, the teacher’s collaboration work is still affected by parents and community negative attitudes towards IE and children with SENs and also poor engagement of other IE related professional into IE practice. Furthermore, teachers showed positive beliefs towards IE collaboration work approach stating that through collaboration between IE teachers, parents, community and other IE related professionals, IE practice can be enhanced.

Skills and abilities

The overall participants demonstrated reasonable skills of collaboration work approach like; engagement of parents, school administration, community, teaching teamwork and also working together with other IE related professionals.

Knowledge and understanding

All participants showed enough knowledge of working with others to promote IE practice. They know and understand how to collaborate with school administration, parents, community, collaboration among fellow teachers and other IE related professionals in order to make IE process successful. However, this collaboration approach is still being affected by some of school administrators, parents and community negative attitudes towards IE practice and children with SENs.

Teachers’ suggestion for improvement

All participants suggested that IE collaborative work can be improved through promotion of school administration collaboration with teachers, teacher teamwork, sensitization of parents and
the entire public about IE, promotion of SIE related specialists’ engagement into IE practice and community involvement into SIE.

Continuous personal professional development:

Attitudes and Beliefs

All participants showed good attitudes towards continuous professional development. They indicated that they are committed to promotion of reflective evidence-based practice and development of personal pedagogy for guidance of their work. Some expressed interest in developing strategies for problem-solving and systematical evaluation of their own work performance. For instance Nully said that:

“I usually develop strategies for problem solving at the end of term basing on the results of her self-evaluation and students' termly performance, basing on those results she can identify areas of weaknesses and devise solutions for their improvement during the next term period”.

However, they are still very reluctant in exercising these principles due to limited knowledge, lack of enough time, limited resources and lack of motivation.

The overall participants showed positive beliefs on continuous professional development. They indicated that both initial and continuous professional development is very crucial for IE teachers, they further stated that they need to update, upgrade and broaden their IE knowledge in order to overcome IE practical challenges but unfortunately the availability of opportunities for IE teacher training are very limited and competitive.

Skills and abilities

The overall participants showed limited skills for continuous personal professional development in spite of having positive attitudes and beliefs towards it. They rarely update their knowledge, they have limited skills for problem-solving and self-evaluation, they have limited action research skills and put little effort and emphasis on their continuous personal professional development. However, some have received IE induction courses and also assist some workshops and seminars whenever a chance arises.
Knowledge and understanding

The overall participants showed limited knowledge and understanding of continuous personal professional development. The majority indicated that they are not well certain of the educational policy laws and the legal context of their work, responsibilities, and duties towards learners, families, colleagues and teaching professional within IE legal context. However, they expressed a high need for SIE teacher training.

Teachers’ suggestions for improvement

Teachers suggested that the government should create and provide constant and continuous IE teacher training opportunities for teachers, more promotion of teachers’ interest and positive attitude towards continuous professional development, promotion of teachers’ school-based action research, provision of IE teachers’ library resources e.g. textbooks and digitalized IE information, provision of ICTS like; computers and internet, community engagement into IE teacher professional development, Increment of teacher salaries so that teachers can generate enough funds for professional development and provision of teaching assistants and balancing of teacher to students ratio per class so that teachers can have spare time for professional development.
3. Teacher’s opinions/perception about their current competence needs for teaching learners with SENs within IE settings.

Teacher’s support services

Participants noted that they usually receive some minimum support from the government like minimum basic IE teacher training, scholastic materials, some support from parents like books, students meal payments, some support from NGOs like workshops, wheel chairs, teaching and learning aids, scholastic materials, some little support from the community professionals like doctors, musicians, sports men and policemen which train students about traffic, crime and violence in the society. However, they expressed that there is still a big need of teacher support particularly in the area of IE teacher training.

They suggested that teacher support can be improved by teacher motivation through salary increments because the present salaries are too low and this affects the teachers’ commitment and performance as most of them are always worried about how to meet their family expenses and in most cases they have to do extra work to be able to meet their expenses. There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the teacher to student ratio is unbalanced for instance, in some cases classes of 70-120 students are assigned to only one teacher which is too much, provision of more SIE specialized teacher training and support professionals within the schools, promotion of collaboration among schools and the community, promotion of parents engagement into IE practice and more sensitization of the entire community to develop positive attitudes towards IE and children with SENs.
Benefits of a good inclusive education teacher competence /placement of children with SEN in mainstream settings.

The overall participants expressed that having a good teaching competence makes inclusive education teacher work easy, a well-trained IE teacher shares knowledge with others who are less qualified, contributes to the transformation of both the school and community environments into inclusive settings, a good IE teacher competence leads to a good teacher performance, students’ academic attainment and enhancement of a successful IE practice.

Well trained teachers with a good competence can easily facilitate the teaching and learning process effectively, they can work as facilitators within schools and they can as well sensitize the community about the benefits of IE education.

When children with SEN are placed in mainstream classrooms, learn from each other through peer to peer tutoring, there is development of respect for each other, cooperation through working together during learning activities, children with SEN benefit from the help provided by their peers without SEN e.g. mobility help for the blind and physically impaired ones, there is a decrease of discrimination and promotion of equality for children with SEN, it facilitates their learning effectively in comparison to when they are taught in special schools, they learn academic, social, communication, life skills, they can develop self-esteem and confidence, develop good inter-personal relationships and finally, it reduces social stigmatization as their peers without SEN learn to accept, respect and treat them equally.
**Challenges faced by inclusive primary education teachers**

The overall participants expressed that as IE teachers, they lack enough SIE teacher training, there is poor parent support and cooperation, teacher overload as the teacher to students ratio is unbalanced, lack of Access, mobility and ICT Facilities for students and teachers to use within classes, attention to diversity is time consuming, lack of specialized support within schools, community negative attitude where by most of the people believe that children with SEN are curse, they can’t learn and they are useless so they shouldn’t be included within mainstream schools with peers without SEN.

Participants suggested that the challenges faced by IE teachers can be solved by sensitization of the entire community people to build positive attitudes towards IE, balancing of teacher to students ratio, provision of teaching and learning aid materials, promotion of teacher continuous professional development, plead for more governmental and community financial and teacher training support, provision of teaching assistants, teacher salary increments, engagement of parents into IE practice, promotion of IE work collaboration between schools and the entire community.
5. DISCUSSION OF FINDINGS

5.1 Introduction

The main purpose of this study was to investigate the Primary Inclusive education teachers’ opinions about their competence needs in Kampala city of Uganda. It also analyzed the factors which affect inclusive teacher’s competence; inclusive teachers’ opinions about the factors which affect their competence; the current status of inclusive teacher’s competence; teacher’s opinions/personal perception about their competence needs for teaching learners with SENs in inclusive education settings and suggestions for the enhancement of their competence needs.

The discussion of research findings was based on the following research questions:

1. What are the factors which affect primary inclusive education teachers’ competence?

2. What are the primary inclusive education teachers’ opinions about the factors which affect their competence?

3. What is the current teachers’ competence status for primary inclusive education teachers in Kampala city of Uganda?

4. What are the primary inclusive education teachers’ opinions/personal perception about their current competence needs for teaching learners with SENs in inclusive education setting and suggestions for the enhancement of these competence needs?

In order to answer these research questions, the headings on the interview guide formed the basis of data analysis and presentation and discussion of the findings.
5.2 Factors affecting IE teacher’s competence and teachers' opinions about how these factors affect competence.

SIE Teacher training

Specialized teacher training is argued to be the foundation of teacher competence in IE, However, the study findings revealed that the overall participants were trained as regular mainstream teachers and didn’t possess any specialized SIE teacher training besides a few knowledge acquired from basic SIE teacher induction courses, workshops and seminars. The overall participants indicated a high dissatisfaction of their current SIE training and also expressed a high need of SIE teacher training in order to overcome the challenges they face within the IE practice. For instance Shamim noted that:

“Most of us were trained as regular education teachers, we don’t have enough SIE teacher training to exercise in inclusive education and this makes our work very complex, we need immediate specialized teacher training so that we can improve our IE teaching competence”

These results are consistent with Atim & Okwaput who claimed in their study titled Training special needs education teachers: Some experiences from Uganda, that most of mainstream teachers do not have enough training to address diversity, therefore, there is a need for developing a strategy to enforce the policy on the recruitment of teachers with SEN training in all schools.

They further argued that there is also a need to develop a policy that should compel all teachers to undergo into SIE specialized training in order to promote quality education for all.(Atim & Okwaput,2003) However, these findings also contradict the EADSNE IE principle which emphasizes “Education and training in inclusive education for all teachers; for teachers to work effectively in inclusive settings, they need to have the appropriate values and attitudes, skills and competences, knowledge and understanding”. (EADSNE, 2009, p.17; et al...)
**SIE Teaching experience**

‘Experience is the best teacher’ which means the more experience teachers get the more they develop their competence and hence performing at their best. However, the study findings indicated that most of the participants had high experience teaching regular mainstream students but less experience in teaching students with SENs and that makes their work very challenging in terms of working with children with SENs within inclusive classroom settings.

The findings are not consistent with the majority literature evidence which argues that education and support of children with SENs requires highly experienced, educated, skilled and professionally autonomous committed teachers who can adapt teaching methodology and the curriculum to the diverse needs of children with SENs. Therefore, specialized teacher education and continuous professional development are at the core of the development of effective inclusive educational practices. (O’Gorman & Drudy, 2011; et al...)

**Personal professional development**

Teachers need to regularly update their teaching knowledge in order to meet the educational demands and cope up with the new changes within the educational context.

The study findings revealed that the availability of continuous professional development opportunities and routes for IE teachers is very limited and competitive due to less government effort to create and provide them to teachers. For instance Kenny said:

“We have to update and broaden our teaching knowledge regularly in order to perform well but unfortunately there is less opportunities available for teacher training”.

In addition to that, it revealed that teachers rarely update themselves due lack of enough time because they spend most of their time attending to huge numbers of student. This is due to over populated classrooms, shortage of teachers and unbalanced teacher to students ratio per classroom and lastly, teachers can’t afford to fund their professional development due to lack of funds being caused by poor incomes generated by low teacher’s salary provided by the government. However, these findings contradict what the majority literature recommend. For instance, OECD argues that teachers’ continuous professional development is highly relevant for
both the improvement of educational effectiveness and enhancement of teacher’s competence, commitment, job satisfaction and identity. Although they are interconnected with national educational system and constraints of specific school contexts features in this case inclusive education. (OECD, 2009; et al...)

Furthermore, EADSNE, also argue that preparation of IE teachers has been recognized and emphasized as a fundamental resource for IE; all teachers must be well prepared to work in inclusive education, this can be facilitated through initial teacher training and access to further in-service training in order to develop the attitudes, beliefs, skills and knowledge to enhance their IE practice in IE settings. (EADSNE, 2009)

**School teacher’s support**

Specialized teacher support is considered vital to mainstream teachers practicing within IE settings because most of these teachers don’t possess the required competence for dealing with students with SENs.

The study findings indicated that most of these teachers lacked school support like; provision of SIE teacher support from the school SENCOs, teacher assistants, school administration support, promotion of teachers collaboration, provision of IE teacher facilitation through workshops and seminars; and IE teacher resources like textbooks; Teachers expressed that Schools do little to provide this kind of support due to limited funds. For instance Kenny noted that:

“There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the student to teacher ratio is too high, we have classes of 120 students assigned to only one teacher which is too much”.

These results are consistent with WHO report on disability which claims that there is inadequate training and support of teachers, whereby some teachers don’t have enough time and resources to support children with SENs. Resource or poor inclusive classroom settings are frequently overcrowded and there is a severe shortage of well trained teachers capable of handling diversity and individual needs of children with SENs. Majority teachers lack sign-language skills which creates teaching and learning barriers for deaf children. Other support such as paraprofessionals are also lacking. (WHO, 2011; UNESCO, 2007; ICEVI, 2005 et al...)
Community support

The findings revealed that community NGOs have played a big role in providing IE teacher training through workshops and seminar, they provide some IE teacher textbooks to schools and also contribute to sensitization of teachers and the entire public to develop a positive attitude towards IE. However, little has been done and there is still a big need of community support and engagement into IE practice. For instance Collin said that:

“We need more support from the community e.g. NGOs to provide professional and IE sensitization support to teachers”.

Class/grade taught

It’s assumed that the more different classes or grades a teacher is capable to teach, the more experience, curriculum dominion and teaching competence would have.

According to study findings the more different classes/grades taught by a teacher the more teaching experience of working with different class grades and dominion of the curriculum a teacher would have. However, some of the teachers who taught both lower and higher grades showed limited IE skills and knowledge which means that there is a lot of other factors associated with IE teachers’ competence development.

Teacher’s salary

A good teacher salary motivates and encourages teachers to be committed to their work and hence performing excellently.

The study findings revealed that a good and reasonable teacher’s salary motives teachers to work hard and fully commit themselves to work, it reduces teacher’s need to do extra jobs in order to meet personal expenditure and it also generates enough funds for teacher’s personal professional development funding. However, teacher’s noted that the present teacher’s salary is very low and that it discourages teachers to work hard and to fully commit themselves to work. For instance Shamim stated that:
“The teachers’ salary is very low in comparison to the hard work we are doing and that discourage us to fully commit ourselves to work because we are always focused on how to get extra funds to meet our daily living expenditure”.

Finally, it affects their possibilities for personal development due to lack of enough funds.

**Teacher’s family support**

The findings indicated that all the participants highlighted the great influence of family support on teacher’s competence development. Participants expressed that a good family attitude and support towards their teaching career motivate and encourage them to work hard so that they can make their families be proud of them, they further stated that some families can provide teachers with funds for professional development, sensitize them to have a positive attitude towards IE and children with SEN. For instance Nully said that:

“Teachers’ family support is also very important as it motivates us and also contribute to our professional development in cases where family members can afford to offer financial support”.

However, some noted that some family members still have a negative attitude towards children with SENs and IE practice and in such cases the family support is very low.

**Religious effect**

The qualitative finds revealed that all the participants stated that the religion has a great influence on the teacher’s competence. They expressed that religions play a big role of sensitizing teachers and the entire community about the benefits of IE and positive attitudes towards people with disabilities, for instance Kenny said that:

“It promotes sensitization of teachers’ and the entire public to develop positive attitudes towards children with SEN through”.

They further noted that religious teachers tend to have positive beliefs and attitudes towards IE and children with SEN and this is built by the religious philosophical effect on teachers.
Teacher’s development of strategies for problem-solving and self-evaluation

The qualitative findings indicated that the overall participants recognized that the teacher’s effort to develop strategies for problem-solving and self-evaluation of work performance to develop a personal pedagogy which guide their work, reduces teachers teaching challenges and also improves the teachers’ work performance. However, the teachers’ tendency to implement this principle was very poor as the majority of teachers had limited knowledge of problem-solving and self-evaluation, rarely developed problem-solving strategies and also rarely performed self-evaluation of their work performance to develop teacher personal pedagogy which guide their work.

These result contradicts the EADSNE which states that IE teachers should develop strategies for problem solving and self-evaluation of their work performance in order to develop a personal pedagogy which guides their work. (EADSNE, 2012)

National educational policy

The study results revealed that participants recognized that the national educational policy is very essential and should have a big impact on the teacher’s competence development. participants stated that its responsible for defining and setting the quality of competence teachers should have, it has to create and provide opportunities for teacher training, it sets the teacher salary payment scales, it sets the guidelines for teacher professional development and also ensures the effectiveness of teacher’s performance and the success of IE practice.

However, participants expressed that the current national educational policy isn’t facilitating teacher’s competence development neither the effectiveness of IE practice and isn’t implemented appropriately as it should be which affects the development of teacher competence e.g. Nully noted that:

“The current national education policy isn’t fully supportive to teachers as it should be and this affects the development of teachers’ competence e.g. the government doesn’t pay enough teacher
salary neither provide enough IE teacher training opportunities in spite the fact that it introduced universal IE concept without having its teachers well prepared for it”.

These results concur with WHO world report on disability which claims that in spite of the existent of many initiatives for inclusion of children with SENs into education, there is a lack of legislation, policy, targets and plans which is a major obstacle for efforts towards the provision of quality education for all. The commonly gaps in policy which are encountered include; lack of financial and other targeted incentives for children with SENs to attend school, lack of support services and social protection for children with SENs and their families (WHO,2011; et al…).
5.3 The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Attitudes and Beliefs

Attitudes and belief are very influential factors which determine the teacher acceptance of students with SNEs in inclusive settings.

The results indicated that most of the participants showed an average positive attitudes towards the value of learner’s diversity. They showed love, respect, acceptance and commitment to help all the learners regardless of their needs. For instance Kenny said that:

“I value every child because all of them are children besides having different needs and I think we should be considerate and empathetic because even we or our loved ones one day might end up having a disability and we wouldn’t like to be discriminated due to that but rather to be embraced and helped by everybody”;

However, some showed some minor characteristics of a negative attitude, for instance shamim said that:

“I think it will be better for them to be placed in special schools so that they can receive enough specialized and individual attention”.

Other minor characteristics like; it’s very hectic and not easy to work with children with and without SEN in the same class, it’s very hard to attend to those with SEN because they work very slow, they need more time and consume a lot of teachers time, the time is very limited in most of the cases whereby some of their needs are not properly met. These minor characteristics of negative attitude are mainly caused by lack of teacher’s capability to understand that having a disability isn’t someone’s own will but a nature/God's will, the child’s type and level of disability, lack of teachers’ belief in equality, lack of enough IE teacher training and lack of the ability to understand that its normal to be different.

These results concur with UNESCO statement which argues that IE should be
“A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (UNESCO, 2005, P.13; et al)

The findings also indicated that the overall participants showed positive beliefs towards the value of learner’s diversity. They expressed that, all children are gifts from God, with and without SENs all of them are children and have a right and deserve to be treated equally. For instance Collin said that:

“I treat them equally because all of us are human beings and we need to achieve what we want in life and having a SEN doesn’t mean being disabled.

The following factors proved to be the determinants of teacher’s beliefs: the attitude of the teacher whereby teachers with a positive attitude easily accept children with SEN while those with negative attitudes tend to refuse them, secondly, the teachers SIE knowledge influences a lot as teachers with less SIE knowledge tend to refuse children with SEN within their classes just because they lack the required knowledge to attend to them and that make the work challenging and also make them to believe that these children can’t learn.

These findings are consistent with The Uganda people with disability Act (2006); Section (6) which prohibits the discrimination of PWDs in education, however, it falls short from addressing indirect discrimination and makes no reference to provide reasonable accommodation of the individual requirements required by the UNCRPD. As a result, the notion of forbidden conducts of discrimination in education is limited. (PWDs Act; 2006)
Skills and abilities

Teachers need to develop a set of skills and abilities in order to carry out their teaching job successfully.

The findings indicated that in spite of having good beliefs and attitudes towards the value of learners’ diversity, participants showed limited skills for attention to diversity particularly when it comes to attend to children with SENs. For instance Nully said that:

“Most of the time it’s very challenging for me to meet all the needs of the students with SEN in my class especially those with blindness, deafness, severe and multi-disabilities because I lack enough SIE specialized training”.

They showed limited skills in identification and assessment of SENs, designing of IEPs, curriculum adaptations and application of SIE teaching methodology etc. However, they demonstrated some general basic IE skills like; planning of lesson activities based on children’s needs, utilization of peer to peer tutoring and use of specialized teaching and learning aids.

These findings contradicts with Mitchell’s argument which states that teachers need to be innovative, creative and well trained in order to design curriculum adaptations and IEPs which can appropriately address the needs of all learners. (Mitchell, 1999)

Knowledge and Understanding

The study findings indicated that all the participants showed limited knowledge and understanding of learners’ diversity value. They expressed limited specialized knowledge and understanding of most of the SENs in particular; deafness, blindness, Autism and multiple disabilities. For instance Nully expressed that:

“Most of the time it’s very challenging for me to meet all the needs of the students with SEN in my class especially those with blind, deaf, severe and multi-disabilities because I lack enough SIE specialized training”.

Their limited knowledge within these areas is affecting the individual attention of children with the above mentioned SENs. However, they had some basic knowledge for attending to children with minor SENs like; visual impairments, specific learning disabilities and hearing impairments.
The limitation of teachers’ knowledge and understanding of learners’ diversity seem to be caused by lack of enough SIE teacher training and experience among these teachers.

These results are not consistent with EADSNE which argues that the preparation of SIE teachers has been recognized and emphasized as a fundamental resource for IE; all teachers must be well prepared to work in inclusive education, this can be facilitated through initial teacher training and access to further in-service training in order to develop the attitudes, beliefs, skills and knowledge required to enhance their IE practice in IE settings. (EADSNE, 2009)

**Teachers’ suggestions for improvement**

All the participants suggested that the teacher’s value of learners diversity could be improved through appropriate assessment/identification of children's individual needs, problems which affect their learning and provision of required intervention, engagement of parents and other professionals related to the child's teaching and learning process, Sensitization of teachers so that they improvement their attitude towards children with SEN, equipping teachers with enough SIE training and balancing the teacher to students ratio per class. For instance Kenny said that:

“individual attention of all learners can be improved through appropriate identification of children's individual needs, problems which affect their learning and provision of required intervention, engagement of parents and other professionals related to the child's teaching and learning process, Improvement of teachers attitude towards children with SEN, equipping teachers with enough SIE training and balancing the teacher to students ratio per class”.
Supporting all Learners:

Attitudes and beliefs

All the teachers need a set of positive attitudes and beliefs in order to be able and willing to help and support all the learners within IE settings.

The findings revealed that the overall participants showed an average positive attitudes and belief in supporting all learners. They expressed the importance of supporting all learners, a will of helping every child basing on his/her needs, they further expressed positive beliefs that children with SENs can learn and benefit a lot when placed in mainstream classrooms. For instance Collin said that:

“I supports all learners in my class by identifying the needs of each child so that when I plan class lessons I design activities for children basing on their needs to provide differentiated attention, I also groups the ones with higher potentials with those ones with less potentials so that they can work together and help each other”; he also stated that: “Students with SEN can do the same activities just like their peers without SEN as long as they are provided with the required assistance they need and besides that they are always assisted by their peers without SEN and that facilitates their learning to be more effective”

Finally, they indicated that IE works and it can yield positive results if it’s implemented effectively.

These findings concur with EADSE argument which emphasizes the preparation of SIE teachers has been recognized and emphasized as a fundamental resource for IE; all teachers must be well prepared to work in inclusive education, this can be facilitated through initial teacher training and access to further in-service training in order to develop the attitudes, beliefs, skills and knowledge to enhance their IE practice in IE settings. (EADSE, 2009)
Skills and abilities

The results showed that all participants had basic skills of supporting all learners in an inclusive setting. They indicated that, grouping students according to their learning styles or capabilities, use of ICT’S teaching aids like computers, peer to peer tutoring, utilization of teaching assistants, Involvement of parents in teaching and learning process, collaborative work with other educational related professionals, teamwork teaching among teachers and working with the entire community can enhance all leaners support. For instance Collin noted that:

“I Support all learners in my class by identifying the needs of each child so that when I plans class lessons I design activities for children basing on their needs to provide differentiated attention, I also groups the ones with higher potentials with those ones with less potentials so that they can work together and help each other. Secondly, I usually evaluate students class work to identify those ones in need of extra help and when identified I provide them with extra help through extra lessons, I use the engagement of parents into the teaching and learning process so that they can also support their children’s’ learning and in cases where extra specialized attention is need I always seek help from administration and specialized professionals”.

However, they demonstrated a limited number of professional IE skills required for the successful support of all learners with SENs in an inclusive setting.

These findings are consistent with literature from the Uganda context which states that a number of specialized trained teachers is not very sufficient to address the diversity and individual needs of children with SENs.

This does not only affect the quality of attention provided to children with SENs but also the few specialized available teacher because they have to overwork in order to provide specialized support to fellow regular trained teachers who are involved in IE education practice. Most of mainstream teachers in schools were trained as regular teachers, they lack specialized training and this affects the effectiveness of IE practice (Kristensen & Omagor-Loican, 2000 & ICEVI, 2005).
Knowledge and Understanding

The findings indicated that all the participants showed a limited knowledge and understanding of how to support all the learners in IE. They showed limited knowledge about application and variation of SIE teaching methods, designing of curriculum adaptations and IEPs, limited specialized knowledge and understanding of how to support children with some SENs like; Autism disorder, deafness, blindness, multiple disabilities and severe mental disorders. However, they showed some basic knowledge like; engagement of parents in teaching and learning process and working with the school and community to support all the learners.

These results are consistent with Kristensen & Omagor-Loican, 2000 & ICEVI, 2005 arguments which highlighted that most of the teachers involved in IE in Uganda dont possess enough specialized knowledge and understanding required to deal with children with SENs in IE settings. Most of these teachers are mainstream trained teachers but due to the government’s introduction of universal IE primary education, these teachers have to face the challenges of this new concept without being well trained. (Kristensen & Omagor-Loican, 2000 & ICEVI, 2005).

Teachers’ suggestion for improvement

The overall participants suggested that learners support can be improved through equipping IE teachers with enough IE teacher training, promotion of teachers positive attitudes, Use of peer to peer tutoring, cooperative teaching and learning, proper assessment of children’s’ needs, proper implementation of IEPs, engagement of parents into teaching and learning process, work collaboration between schools and the community, provision of required teaching and learning aid/materials and working with other educational related professionals and lastly, balancing of teacher to student ratio per class.
Working with others/Collaboration:

Attitudes and Beliefs

It requires a set of positive attitudes and belief for team work in order for the teachers to carry out team teaching, work with parents and other IE related professionals.

The findings revealed that all the participants showed positives attitudes for working together with others within IE process. They expressed concerns and importance of working together with school administrations, parents, community, collaboration among fellow teachers and also collaboration with other educational related professionals in order to provide an effective attention to all learners.

However, the teacher’s collaboration work is still affected by parents and community negative attitudes towards IE and children with SENs and also poor engagement of other IE related professional into IE practice. Furthermore, teachers showed positive beliefs towards IE collaboration work approach stating that through collaboration between IE teachers, parents, community and other IE related professionals, IE practice can be enhanced.

These results are consistent with EADSNE (2009) which emphasizes importance of the collaborative work among teachers, parents and other IE related professionals in order to promote an effective IE education practice. (EADSNE, 2009)

Skills and abilities

The findings revealed that the overall participants demonstrated reasonable skills of collaboration work approach like; engagement of parents, school administration, community, teaching teamwork and also working together with other IE related professionals.

These findings concur with the following literature which states that IE teachers should collaborate with other IE related professionals who provide IE related support with specific and/or needs i.e. Psychologists, speech and physio therapist, occupational therapist, audiologists and Vision specialists. IE Teachers should mutually work hand in hand with these professionals in order to achieve IE goals. (Kasa & Theoharis, 2014 et al...)
Knowledge and understanding

The qualitative results revealed that all participants showed enough knowledge of working with others to promote IE practice. They know and understand how to collaborate with school administration, parents, community, collaboration among fellow teachers and other IE related professionals in order to make IE process successful. However, this collaboration approach is still being affected by some of school administrators, parents and community negative attitudes towards IE practice and children with SENs.

Teachers’ suggestion for improvement

All participants suggested that IE collaborative work can be improved through promotion of school administration collaboration with teachers, teacher teamwork, sensitization of parents and the entire public about IE, promotion of SIE related specialists’ engagement into IE practice and community involvement into SIE.

Continuous personal professional development:

Attitudes and Beliefs

The findings indicated that all participants showed good attitudes towards continuous professional development. They indicated that they are committed to promotion of reflective evidence-based practice and development of personal pedagogy for guidance of their work. Some expressed interest in developing strategies for problem-solving and systematical evaluation of their own work performance. For instance Nully said that:

“I usually develop strategies for problem solving at the end of term basing on the results of her self-evaluation and students’ termly performance, basing on those results she can identify areas of weaknesses and devise solutions for their improvement during the next term period”.

However, they are still very reluctant in exercising these principles due to limited knowledge, lack of enough time, limited resources and lack of motivation.

The overall participants showed positive beliefs on continuous professional development. They indicated that both initial and continuous professional development is very crucial for IE teachers, they further stated that they need to update, upgrade and broaden their IE knowledge in
order to overcome IE practical challenges but unfortunately the availability of opportunities for IE teacher training are very limited and competitive.

**Skills and abilities**

The results indicated that the overall participants showed limited skills for continuous personal professional development in spite of having positive attitudes and beliefs towards it. They rarely update their knowledge, they have limited skills for problem-solving and self-evaluation, they have limited action research skills and put little effort and emphasis on their continuous personal professional development. However, some have received IE induction courses and also assist some workshops and seminars whenever a chance arises.

**Knowledge and understanding**

The findings showed that the overall participants had limited knowledge and understanding of continuous personal professional development. The majority indicated that they are not well certain of the educational policy laws and the legal context of their work, responsibilities, and duties towards learners, families, colleagues and teaching professional within IE legal context. However, they expressed a high need for SIE teacher training.

**Teachers’ suggestions for improvement**

Teachers suggested that the government should create and provide constant and continuous IE teacher training opportunities for teachers, more promotion of teachers’ interest and positive attitude towards continuous professional development, promotion of teachers’ school-based action research, provision of IE teachers’ library resources e.g. textbooks and digitalized IE information, provision of ICTS like; computers and internet, community engagement into IE teacher professional development, Increment of teacher salaries so that teachers can generate enough funds for professional development and provision of teaching assistants and balancing of teacher to students ratio per class so that teachers can have spare time for professional development.
5.4 Teacher’s opinions/perception about their current competence needs for teaching learners with SENs within IE settings

Teacher’s support services

Participants noted that they usually receive some minimum support from the government like minimum basic IE teacher training, scholastic materials, some support from parents like books, students meal payments, some support from NGOs like workshops, wheel chairs, teaching and learning aids, scholastic materials, some little support from the community professionals like doctors, musicians, sports men and policemen which train students about traffic, crime and violence in the society. However, they expressed that there is still a big need of teacher support particularly in the area of IE teacher training.

They suggested that teacher support can be improved by teacher motivation through salary increments because the present salaries are too low and this affects the teachers’ commitment and performance as most of them are always worried about how to meet their family expenses and in most cases they have to do extra work to be able to meet their expenses.

There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the teacher to student ratio is unbalanced for instance, in some cases classes of 70-120 students are assigned to only one teacher which is too much, provision of more SIE specialized teacher training and support professionals within the schools, promotion of collaboration among schools and the community, promotion of parents engagement into IE practice and more sensitization of the entire community to develop positive attitudes towards IE and children with SENs.

These findings concur with the WHO (2011) report on this ability, which highlights a high shortage of funding of IE, lack of enough teacher support service and shortage of school materials in the third world nations including Uganda. (WHO, 2011)

Furthermore, EADSNE (2009) emphasizes “Support structures organized so as to promote inclusion; support structures that impact upon inclusive education are diverse and often involve a range of different service professionals, approaches and working methods. Established support structures can act as a support to, or as a barrier to inclusion” (EADSE, 2009, p.19).
Benefits of a good inclusive education teacher competence /placement of children with SENs in mainstream settings.

The overall participants expressed that having a good teaching competence makes inclusive education teacher work easy, a well-trained IE teacher shares knowledge with others who are less qualified, contributes to the transformation of both the school and community environments into inclusive settings, a good IE teacher competence leads to a good teacher performance, students’ academic attainment and enhancement of a successful IE practice.

Well trained teachers with a good competence can easily facilitate the teaching and learning process effectively, they can work as facilitators within schools and they can as well sensitize the community about the benefits of IE education.

When children with SEN are placed in mainstream classrooms, learn from each other through peer to peer tutoring, there is development of respect for each other, cooperation through working together during learning activities, children with SEN benefit from the help provided by their peers without SEN e.g. mobility help for the blind and physically impaired ones, there is a decrease of discrimination and promotion of equality for children with SEN, it facilitates their learning effectively in comparison to when they are taught in special schools, they learn academic, social, communication, life skills, they can develop self-esteem and confidence, develop good inter-personal relationships and finally, it reduces social stigmatization as their peers without SEN learn to accept, respect and treat them equally.
**Challenges faced by inclusive primary education teachers**

The overall participants expressed that as IE teachers, they lack enough SIE teacher training, there is poor parent support and cooperation, teacher overload as the teacher to students ratio is unbalanced, lack of Access, mobility and ICT Facilities for students and teachers to use within classes, attention to diversity is time consuming, lack of specialized support within schools, community negative attitude where by most of the people believe that children with SEN are curse, they can’t learn and they are useless so they shouldn’t be included within mainstream schools with peers without SEN.

As commonly in any other African countries, the Ugandan society still have a negative attitude towards people with disabilities and IE practice, this is based on traditional beliefs that disability is a result of a curse, misfortune or witchcraft and its contagious. (WHO, 2011; EADSNE, 2009; Atim & Okwaput, 2003; et al...).

Although an effort has been made to sensitize the public, there is still a need for continuous sensitization of the society in order to overcome this challenge.

Participants suggested that the challenges faced by IE teachers can be solved by sensitization of the entire community people to build positive attitudes towards IE, balancing of teacher to students ratio, provision of teaching and learning aid materials, promotion of teacher continuous professional development, plead for more governmental and community financial and teacher training support, provision of teaching assistants, teacher salary increments, engagement of parents into IE practice, promotion of IE work collaboration between schools and the entire community.
5.5 Study Implications

Being the first and only research on teacher competence needs in IE within the Ugandan special and inclusive education context, it creates a foundational ground for future research. A profound exploration of teacher competence needs in IE will contribute to the enhancement of IE teacher competence, ease the work for future researchers and will make it more efficient and effective. These findings could be of great significance to educational institutions, Organizations, students, government ministries and the entire society.

The findings of this study provided significant information for Inclusive education teachers, SIE researchers, SIE Students and School administrators on teachers’ competence needs in Inclusive education and its significance for the success/effectiveness of Inclusive education. Lastly, it provided a basis for SIE future research as well as a strategic planning platform for NGOs, government educational officials and SIE policy makers to enhance Inclusive Education practice in the country.

In comparison to the existing literature, the study was consistent with most of the SIE related policy, legislation and IE recent issues which are being highlighted by researchers. The findings reflects a consistency on issues related to irregularities of poor implementation and evaluation of the existing SIE polices, limited resources and poor funding. It also concurred with literature related to teacher training issues within the Ugandan context as well as the international context.

Furthermore, the study results revealed a big gap within the IE teacher training and teacher competence. This will send a signal to all the IE education practitioners within the Ugandan context so that they can know where to focus their work and hence improve the IE teacher competence needs and the entire IE practice.

There is a new positive study findings in the competence area of teacher attitudes and beliefs, the study findings didn’t concur with the negative results which most of the studies conducted in African context reflect on teacher attitudes and beliefs in spite of the high rate of stigmatization of disabled people in Africa which is basically caused by the traditional and cultural beliefs against disabled people. Finally, there was a discovery of a religious effect and family effect as a new factor contributor of IE teacher competence development which isn’t commonly reflected within African context of IE research.
5.6 The limitations of the study

- This study was based on a convenient and purposeful sample which limits its results to be used to draw general inferences or conclusions on a larger sample.

- There is less research literature related to teacher competence and IE teacher competence needs within the Ugandan context, this limited the study to some extent.

- The study would have yielded more rigorous results if it was conducted by a mixed method approach.
5.7 Conclusion

This study aimed at establishing the opinions of IE teacher about their competence needs in IE. The results revealed that resources needed for IE practice to be effective are not provided. Most of IE education teachers are not well trained, there is a lack of enough teacher support, negative attitudes and beliefs towards children with SEN from within the school and community, lack of enough teacher training opportunities, irregularities in PWDs policies, poor funding of IE and poor administration within schools, all these factors when summed up they are affecting the IE teacher competence needs making IE teachers not competent enough to practice within inclusive education.
5.8 Recommendations

1. The government should launch immediate initiatives for IE teacher training in order to train the huge number of mainstream teachers who are involved in IE practice without the required IE specialized training/ Competence needed to practice within IE settings.

2. The ministry of education should launch an IE strategic plan to regularly monitor, supervise and evaluate IE teachers in order to ensure that IE teachers possess all the required teacher competence needs for better performance.

3. The government should revise the existing PWDs policy and legislations, design appropriate strategies and target plans in order to meet all the needs of PWDs.

4. There is a need for provision of SENCOs and teacher facilitators within schools to support IE untrained/ mainstream teachers and also a need to promote engagement of other IE related professional into IE practice in order to promote IE work collaboration which can address the needs of all learners.

5. The government should restructure the national educational policy and put it in line with the current demands of the education system with particular focus on IE.

6. There is a need for a continuous public campaign to sensitize the public about the benefits of IE education practice so that the entire society can embrace and support IE.

7. The government should restructure the teachers’ pay scale and make some increments to motive and encourage teachers so that they can fully commit themselves to work.

8. There is a need to allocate more funds within the IE education budget to cater for challenges like limited resources, shortage of teacher training opportunities, employment of more teachers, creating mobility and access facilities, construction of more schools, funding of IE research projects.

9. There is a big need to balance the teacher to student’s ratio within classrooms, by recruiting and training more teachers and provision of teaching assistant to assist class teachers so that the support of all learners can be achieved in IE settings.
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**Appendices**

Appendix: A
EADSNE Inclusive Education Profile Model (T4EI)

1. Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.

The areas of competence within this core value relate to:
- Conceptions of inclusive education;
- The teacher’s view of learner difference.

1.1 Conceptions of inclusive education

*The attitudes and beliefs underpinning this area of competence are that...*

- Education is based upon a belief in equality, human rights and democracy for all learners;
- Inclusive education is about societal reform and is non-negotiable;
- Inclusive education and quality in education cannot be viewed as separate issues;
- Access to mainstream education alone is not enough; participation means that all learners are engaged in learning activities that are meaningful for them.

*The essential knowledge and understanding underpinning this area of competence includes ...*

- The theoretical and practical concepts and principles underpinning inclusive education within global and local contexts;
- The wider system of cultures and policies of educational institutions at all levels that impacts on inclusive education. The possible strengths and weaknesses of the educational system that they work in have to be acknowledged and understood by teachers;
- Inclusive education is an approach for all learners, not just those who are perceived to have different needs and may be at risk of exclusion from educational opportunities;
- The language of inclusion and diversity and the implications of using different terminology to describe, label and categorize learners;
- Inclusive education as the presence (access to education) participation (quality of the learning experience) and achievement (learning processes and outcomes) of all learners.

*The crucial skills and abilities to be developed within this area of competence include*

- Critically examining one’s own beliefs and attitudes and the impact these have on actions;
- Engaging in ethical practice at all times and respecting confidentiality;
The ability to deconstruct educational history to understand current situations and contexts;

Coping strategies that prepare teachers to challenge non-inclusive attitudes and to work in segregated situations;

Being empathetic to the diverse needs of learners;

Modelling respect in social relationships and using appropriate language with all learners and stakeholders in education.

1.2 The teacher’s view of learner difference

The attitudes and beliefs underpinning this area of competence include

It is ‘normal to be different’;

Learner diversity is to be respected, valued and understood as a resource that enhances learning opportunities and adds value to schools, local communities and society;

All learner’s voices should be heard and valued;

The teacher is a key influence on a learners’ self-esteem and, as a consequence, their learning potential;

Categorization and labelling of learners can have a negative impact upon learning opportunities.

The essential knowledge and understanding underpinning this area of competence includes ...

Learners can be used as a resource to facilitate learning about diversity for themselves and their peers;

Learners learn in different ways and these can be used to support their own learning and that of their peers;

Essential information about learner diversity (arising from support needs, culture, language, socio-economic background etc.);

The school is a community and social environment that affects learners’ self-esteem and learning potential;

The school and classroom population is constantly changing; diversity cannot be seen as a static concept.

The crucial skills and abilities to be developed within this area of competence include …

Learning how to learn from differences;
Identifying the most appropriate ways of responding to diversity in all situations;

Addressing diversity in curriculum implementation;

Using diversity in learning approaches and styles as a resource for teaching;

Contributing to building schools as a learning communities that respect, encourage and celebrate all learners’ achievements.

2. Supporting All Learners – teachers have high expectations for all learners’ achievements.

The areas of competence within this core value relate to:
- Promoting the academic, practical, social and emotional learning of all learners;
- Effective teaching approaches in heterogeneous classes.

2.1 Promoting the academic, social and emotional learning of all learners

The attitudes and beliefs underpinning this area of competence include ...

Learning is primarily a social activity;

Academic, practical, social and emotional learning are equally important for all learners;

Teachers’ expectations are a key determinant of learner success and therefore high expectations for all learners are critical;

All learners should be active decision-makers in their learning and any assessment processes they are involved in;

Parents and families are an essential resource for a learner’s learning;

Developing autonomy and self-determination in all learners is essential;

The learning capacity and potential of each learner has to be discovered and stimulated.

The essential knowledge underpinning this area of competence includes ...

Understanding the value of collaborative working with parents and families;

Typical and atypical child development patterns and pathways, particularly in relation to social and communication skill development;

Different models of learning and approaches to learning learners may take.

The crucial skills to be developed within this area of competence include …
Being an effective verbal and non-verbal communicator who can respond to the varied communication needs of learners, parents and other professionals;

Supporting the development of learners’ communication skills and possibilities;

Assessing and then developing ‘learning to learn skills’ in learners;
Developing independent and autonomous learners;

Facilitating co-operative learning approaches;

Implementing positive behavior management approaches that support learner’s social Development and interactions;

Facilitating learning situations where learners can ‘take risks’ and even fail in a safe environment;

Using assessment for learning approaches that take account of social and emotional as well as academic learning.

2.2 Effective teaching approaches in heterogeneous classes

The attitudes and beliefs underpinning this area of competence include ...

Effective teachers are teachers of all learners;

Teachers take responsibility for facilitating the learning of all learners in a class;

Learners’ abilities are not fixed; all learners have the capacity to learn and develop;

Learning is a process and the goal for all learners is the development of ‘learning to learn’ skills, not just content/subject knowledge;

The learning process is essentially the same for all learners – there are very few ‘special techniques’;

On some occasions, particular learning difficulties require responses based upon adaptations to the curriculum and teaching approaches.

The essential knowledge and understanding underpinning this area of competence includes ...

Theoretical knowledge on the way learners learn and models of teaching that support the learning process;

Positive behavior and classroom management approaches;

Managing the physical and social environment of the classroom to support learning;
Ways of identifying and then addressing different barriers to learning and the implications of these for teaching approaches;

The development of basic skills – in particular key competences – along with associated teaching and assessment approaches;

Assessment for learning methods focused upon identifying the strengths of a learner; Differentiation of curriculum content, learning process and learning materials to include learners and meet diverse needs;

Personalized learning approaches for all learners that support learners to develop autonomy in their learning;

The development, implementation and effective review of Individual Education Plans (IEP) or similar individualized learning programmes when appropriate.

*The crucial skills and abilities to be developed within this area of competence include …*

Employing classroom leadership skills that involve systematic approaches to positive classroom management;

Working with individual learners as well as heterogeneous groups;

Using the curriculum as a tool for inclusion that supports access to learning;

Addressing diversity issues in curriculum development processes;

Differentiating methods, content and outcomes for learning;

Working with learners and their families to personalize learning and target setting; Facilitating co-operative learning where learners help each other in different ways – including peer tutoring – within flexible learner groupings;

Using a range of teaching methods and approaches in systematic ways;

Employing ICT and adaptive technology to support flexible approaches to learning;

Using approaches to teaching that are evidence based to achieve learning goals,

Alternative routes for learning, flexible instruction and the use of clear feedback to learners;

Using formative and summative assessment that supports learning and does not label lead to negative consequences for learners;

Engaging in collaborative problem solving with learners;
Drawing on a range of verbal and non-verbal communication skills to facilitate learning.

3. Working With Others – collaboration and teamwork are essential approaches for all teachers.

The areas of competence within this core value relate to:
- Working with parents and families;
- Working with a range of other educational professionals.

3.1 Working with parents and families

*The attitudes and beliefs underpinning this area of competence include ...*

Awareness of the added value of working collaboratively with parents and families;

Respect for the cultural and social backgrounds and perspectives of parents and families;

Viewing effective communication and collaboration with parents and families as a teacher’s responsibility.

*The essential knowledge and understanding underpinning this area of competence includes ...*

Inclusive teaching as based on a collaborative working approach;

The importance of positive inter-personal skills;

The impact of inter-personal relationships on the achievement of learning goals.

*The crucial skills and abilities to be developed within this area of competence include*

Effectively engaging parents and families in supporting their child’s learning;

Communicating effectively with parents and family members of different cultural, ethnic, linguistic and social backgrounds.

3.2 Working with a range of other educational professionals

*The attitudes and beliefs underpinning this area of competence include ...*
Inclusive education requires all teachers to work in teams;

Collaboration, partnerships and teamwork are essential approaches for all teachers and should be welcomed;

Collaborative teamwork supports professional learning with and from other professionals.

*The essential knowledge and understanding underpinning this area of competence includes ...*

The value and benefits of collaborative work with other teachers and educational professionals;

Support systems and structures available for further help, input and advice;

Multi-agency working models where teachers in inclusive classrooms co-operate with other experts and staff from a range of different disciplines;

Collaborative teaching approaches where teachers take a team approach involving learners themselves, parents, peers, other school teachers and support staff, as well as multi-disciplinary team members as appropriate;

The language/terminology and basic working concepts and perspectives of other professionals involved in education;

The power relationships that exist between different stakeholders that have to be acknowledged and effectively dealt with.

*The crucial skills and abilities to be developed within this area of competence include ...*

Implementing classroom leadership and management skills that facilitate effective multiagency working;

Co-teaching and working in flexible teaching teams;

Working as part of a school community and drawing on the support of school internal and external resources;

Building a class community that is part of a wider school community;

Contributing to whole school evaluation, review and development processes;

Collaboratively problem solving with other professionals;

Contributing to wider school partnerships with other schools, community organizations and other educational organizations;
Drawing on a range of verbal and non-verbal communication skills to facilitate working co-operatively with other professionals.

4. Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.

The areas of competence within this core value relate to:
- Teachers as reflective practitioners;
- Initial teacher education as a foundation for ongoing professional learning and development.

4.1 Teachers as reflective practitioners

*The attitudes and beliefs underpinning this area of competence include ...*

Teaching is a problem solving activity that requires on-going and systematic planning, evaluation, and reflection and then modified action;

Reflective practice facilitates teachers to work effectively with parents as well as in teams with other teachers and professionals working within and outside of the school;

The importance of evidence-based practice to guide a teacher’s work;

Valuing the importance of developing a personal pedagogy to guide a teacher’s work.

*The essential knowledge and understanding underpinning this area of competence includes ...*

Personal meta-cognitive, learning to learn skills;

What makes a reflective practitioner and how personal reflection on and in action can be developed;

Methods and strategies for evaluating one’s own work and performance;

Action research methods and the relevance for teachers’ work;

The development of personal strategies for problem solving.

*The crucial skills and abilities to be developed within this area of competence include ...*

Systematically evaluating one’s own performance;

Effectively involving others in reflecting upon teaching and learning;

Contributing to the development of the school as a learning community.

4.2 Initial teacher education as a foundation for ongoing professional learning and development
The attitudes and beliefs underpinning this area of competence include ...

Teachers have a responsibility for their own continuous professional development;

Initial teacher education is the first step in teachers’ professional lifelong learning;

Teaching is a learning activity; being open to learning new skills and actively asking for information and advice is a good thing, not a weakness;

A teacher cannot be an expert in all questions related to inclusive education. Basic knowledge for those beginning in inclusive education is crucial, but continuous learning is essential;

Change and development is constant in inclusive education and teachers need the skills to manage and respond to changing needs and demands throughout their careers.

The essential knowledge and understanding underpinning this area of competence includes ...

The educational law and the legal context they work within and their responsibilities and duties towards learners, their families, colleagues and the teaching profession within that legal context;

Possibilities, opportunities and routes for further, in-service teacher education, in order to develop knowledge and skills to enhance their inclusive practice.

The crucial skills and abilities to be developed within this area of competence include ...

Flexibility in teaching strategies that promote innovation and personal learning;

Employing time management strategies that will accommodate possibilities for pursuing in-service development opportunities;

Being open to and proactive in using colleagues and other professionals as sources of learning and inspiration;

Contributing to the whole school community learning and development processes.

Appendix: B
NSD-Letter of confirmation/Approval of the research project

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

Ivar Mørken
Institutt for spesialpedagogikk Universitetet i Oslo
Postboks 1140 Blindern
0318 OSLO

Vår ref: 44850/MMMIH

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 23.09.2015. All nødvendig informasjon om prosjektet forelå 28.10.2015. Meldingen gjelder prosjektet:

44850
An analysis of Inclusion primary Education teachers’ competence in Kampala City district of central Uganda: A mixed method study

Daglig ansvarlig
Ivar Mørken

Student
Robert Kamoga Semujjiga

Det fremgår av prosjektet allerede er påbegynt ved at informasjon er gitt til utvalget og datatilsynet er gjennomført. Personvernombudet finner dette beklagelig, og mener om at prosjektet som omfattes av meldeplikten skal meldes senest 30 dager før oppstart. Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger omfattes av meldeplikten i henhold til personopplysningsloven forskrifter § 7.27.

Prosjektvurdering

Meldingen gjelder et mastergradsprosjekt, der formålet er å analysere hvilken effekt lærers kompetanse har på inkluderende oppføring i Kampala distrik tet.

Utvalget består av lærere ved ulike skoler i Uganda. Utvalget informeres skriftlig om prosjektet og samtykker til deltakelse. Informasjonsskrivet er godt utført.

Data samles inn ved papirbaserte spørreskjemaer og bydopptak av personlige intervjuer. Personvernombudet tar høyde for at det behandles sensitive personopplysninger om religiøs oppfatning. Vi legger til grunn at prosjektet har fått nødvendige godkjennings i Ugandas.

Personvernombudet legger til grunn at student og veiledere etterfølger Universitetet i Oslo sine interne rutiner for dataforsikring.

Forventet prosjektuddel er 20.11.2015. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjennomkastes. Det gjøres ved å:
- slette direkte personopplysninger (som navn/koblingsnummer);
- slette/omskrive indirekte personopplysninger (identifikatorer som i.eks. bosted, arbeidsplass);
- slette bydopptak.
Avslutning

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med personvernombudet, samt personopplysningsloven med forskrifter.


Personvernombudet vil ved prosjektets avslutning, 20.11.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Ta gjerne kontakt dersom noe er uklart.

Vennlig hilsen

Katrine Utaaker Segadal

Marianne Høgetveit Myrøen

Kopi:
Robert Kamoga Semuyiga, Olav M. Tovilsvei nr. 24, romnr. H0111, studentby, Kringja, 0864 OSLO
Authorization letter for conducting the research project in Uganda

DIRECTORATE OF EDUCATION & SOCIAL SERVICES

KAMPALA CAPITAL CITY AUTHORITY

REF: DES/KCCA/508

21st August, 2015

The Head teacher

Kampala Capital City Authority

RE: PERMISSION TO CARRY OUT RESEARCH

The above subject refers.

This is to introduce Mr. Robert Semuyiga Kamoga a Masters student of University of Oslo, offering a Masters in Special and inclusive Education.

He intends to conduct research on the impact of Teacher competencies on primary inclusive Education practice in Kampala District of Central Uganda.

Please accord him the necessary assistance.

[Signature]

Teopista Birungi Mayanja
DEPUTY DIRECTOR EDUCATION SERVICES

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Appendix: D

**Participant’s letter of consent**

**“TEACHERS’ COMPETENCE NEEDS IN INCLUSIVE EDUCATION:**

**“A Case Study of Primary Inclusive Education teachers’ opinions in Kampala City, Uganda.”**

**Background and Purpose**

The Government of Uganda continues to seek local and international support to address the gaps within the in-service IE teacher training system in order to equip teachers with the required training and foster an effective inclusive education practice. This study aims to investigate IE teacher competence needs in Kampala City District of central Uganda, it will contribute to the fulfillment of the present gap within the in-service IE teacher training system of primary inclusive education teachers hence improving the primary Inclusive education teachers’ needs and IE practice in Kampala City District of central Uganda.

This project is a requirement of a master of arts in Special and Inclusive education degree award of the researcher, it’s coordinated, implemented and supervised by the University of Oslo, Charles University and University of Roehampton London on behalf of European Union commission Erasmus Mundus Program.

The study sample is composed of 4 primary inclusive education teachers from 4 primary inclusive education schools located in different divisions of Kampala district in Central Uganda. This study’s aim is focused on the opinions of the Primary inclusive education teachers’ opinions about their competence needs.

For the successful completion of this study, we need active participation of inclusive primary education teachers from IE public schools to voluntarily participate in our open interviews with audio recording and notes will involve simple questions pertaining factors which affect your inclusive education teaching competence, experience, training, challenges, needs and personal views. The filling of the paper questionnaires will take approximately 25-30 minutes and the interview will take about 30 minutes. There will be no collection of personal data and the data you provide will be handled anonymously during the project process and after it will be destroyed.

The data collection period will start on 7/09/2015 and will end on 12/09/2015, data processing will start on 16/09/2015 and will end on 20th of November the completion date of the project.

All personal data will be treated confidentially. Only the researcher (student) and the supervisor
will have access to the collected data. The collected data/audio recordings will be stored on an
institution password locked and secured computer throughout the project process and it will be
made anonymous and after destroyed on the 20th of November 2015. The participants will be
anonymously recognized during the publication of the research project results. The project is
scheduled for completion by 20th of November 2015.

It is voluntary to participate in this project, and you can at any time choose to withdraw your
consent without stating any reason. If you decide to withdraw, all your personal and contributed
data will be made anonymous. Your will to participate in this project or not/ and to withdraw
your participation within the process of the project will not affect your work or anything
concerning your personal life.

The study has been notified to the Data Protection Official for Research, Norwegian Social
Science Data Services, Uganda national council for science and technology, Uganda National
Research Ethics Committee, Uganda Ministry of Education and sports and Kampala District
Directorate of Education and social services.

If you would like to participate or if you have any questions concerning the project, please
contact; Mr. Robert Semuyiga Kamoga (Researcher) on Tel: 0757665885 or Prof Ivar Morken
(project supervisor from University of Oslo, Norway) on Tel: +47 22858123/ 92460203.

Consent for participation in the study

I have fully received information about the project, I clearly understand its aim, objectives and
implications and I’m willing to participate in it on my own will.

________________________________________________________________________________________
(Signed by participant, date)

Thank you for participating in our study. I once again re- assure you of outmost confidentiality
throughout the study process.

Yours faithfully,

Robert Semuyiga Kamoga

Masters Student, (Principal Researcher)
Department of Special Education Needs
University of Oslo, Norway.
Charles University of Prague- Czech Republic
University of Roehampton, London-UK.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
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</table>
### Table 2: A 15-Point Checklist of Criteria for Good Thematic Analysis

<table>
<thead>
<tr>
<th>Process</th>
<th>No.</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription</td>
<td>1</td>
<td>The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for ‘accuracy’.</td>
</tr>
<tr>
<td>Coding</td>
<td>2</td>
<td>Each data item has been given equal attention in the coding process.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.</td>
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<tr>
<td></td>
<td>4</td>
<td>All relevant extracts for all each theme have been collated.</td>
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<tr>
<td></td>
<td>5</td>
<td>Themes have been checked against each other and back to the original data set.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Themes are internally coherent, consistent, and distinctive.</td>
</tr>
<tr>
<td>Analysis</td>
<td>7</td>
<td>Data have been analysed - interpreted, made sense of - rather than just paraphrased or described.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Analysis and data match each other - the extracts illustrate the analytic claims.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Analysis tells a convincing and well-organised story about the data and topic.</td>
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<tr>
<td></td>
<td>10</td>
<td>A good balance between analytic narrative and illustrative extracts is provided.</td>
</tr>
<tr>
<td>Overall</td>
<td>11</td>
<td>Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.</td>
</tr>
<tr>
<td>Written report</td>
<td>12</td>
<td>The assumptions about, and specific approach to, thematic analysis are clearly explicated.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>There is a good fit between what you claim you do, and what you show you have done - i.e., described method and reported analysis are consistent.</td>
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<tr>
<td></td>
<td>14</td>
<td>The language and concepts used in the report are consistent with the epistemological position of the analysis.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>The researcher is positioned as active in the research process; themes do not just ‘emerge’.</td>
</tr>
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</table>
Appendix: H

The Geographical location of the study area.
Appendix: I

SEMI-STRUCTURED INTERVIEW GUIDE FOR PRIMARY INCLUSIVE EDUCATION TEACHER

Study topic: TEACHERS’ COMPETENCE NEEDS IN INCLUSIVE EDUCATION:

“A Case Study of Primary Inclusive Education teachers’ opinions in Kampala City, Uganda.”

Introduction

- Greetings
- Introduction of the interviewer and the interviewee
- Explanation of the topic
- Assurance
- Requesting permission from the participants to tape record the interview deliberations

1. Background information of the participants

- Gender
- Age
- Religion
- Qualifications
- Class taught
- Teaching experience
- Name of your school

2. Factors affecting teacher’s competence

- In your opinion, What are the factors which affect primary inclusive education teachers’ competence?
- In your opinion, how does the factors you have mentioned affect your competence as a teacher?
3. Evaluation of the current teachers' competence status basing on Inclusive education core values, Areas of teacher competence and elements which underpin each area (attitudes and beliefs, knowledge and understanding, skills and abilities)

- **Valuing Learners Diversity (Inclusive education core value)**
  - Conceptions of inclusive education
  - The teacher's view of learner difference
  - In your opinion, how do teachers feel to teach children with and without special education needs in the same class?
  - In your opinion, what could be the main factors that influence teachers to accept children with special education needs in their classes?
  - How do you meet Individual needs of all children with and without special needs within your class activities?
  - What do you think could be done to improve the individual attention of all children with and without special education needs within an inclusive classroom?

- **Supporting all learners (Inclusive education core value)**
  - Promoting the academic, practical, social and emotional learning of all learners
  - Effective teaching approaches in heterogeneous classes
  - How do you facilitate the learning of all children with and without special education needs in your class?
  - In your opinion, do you think children with special needs can do activities together with their peers without special needs?
  - How do you think children with special needs can be supported to participate in both classroom and extracurricular activities together with their peers without special needs?

- **Working with others/collaboration (Inclusive education core value)**
  - Working with parents and families;
  - Working with a range of other educational professionals
  - How do you promote inclusive education collaborative working approach?
  - How do you effectively engage parents and families in supporting their children’s learning?
  - How do you collaboratively work with other educational and community professionals to promote a successful inclusion of your children?
What do you think can be done to improve the work collaboration among inclusive education teachers and other professionals related to Inclusive education?

**Personal professional development (Inclusive education core value)**

- Teachers as reflective practitioners
- Initial teacher education as a foundation for ongoing professional learning and development

How do you promote reflective evidence-based practice and development of a personal pedagogy to guide your work?

How often do you develop personal strategies for problem solving and systematical evaluation of your own work and performance?

How do you effectively involve others to reflect on inclusive teaching and learning of children with and without special needs?

How do you contribute to the development of your school as an inclusive learning community?

Which initial and basic special and inclusive teacher training do you have?

How often do you receive in-service special and inclusive education continuous training?

Do you know the educational laws and the legal context of your work and your responsibilities and duties towards learners, their families, colleagues and the teaching profession within that legal context?

Do you feel well prepared and satisfied with your current teacher training and competence?

What are the possibilities, opportunities and routes for further in-service teacher education available for the development of knowledge and skills which can enhance your teaching competence?

What do you think should be done to enhance personal professional development of Inclusive education teachers?

4. **Support services**

- Do you receive any kind of support relevant for the teaching and learning of your students?
- In your opinion, what relevant support do you think is needed for inclusive education teachers?
- How do you think inclusive education teachers can utilize such support to facilitate the teaching and learning of children with and without special needs in an inclusive classroom?
How do you think inclusive education teacher support can be improved to enhance inclusive education practice?

5. Benefits

- What do you think could be the benefits of placing children with special education needs in the mainstream primary school?
- In your opinion, how do you think children with special education needs can benefit from the mainstream primary schools?
- What do you think are the benefits of a good inclusive education teacher competence?

6. Challenges

- What challenges do you think you may experience when working with children with and without special needs in an inclusive education setting?
  - School
  - Family
  - Community
- How do you think inclusive education teachers can overcome such challenges you have named above?

7. Conclusion

- Do you have anything else to supplement on our interview?
- Is there anything significant you think that I should ask other teachers?
- Did any of our interview questions made you uncomfortable or upset?

Vote of thanks to the participant

END
Appendix: I

Individual case presentation and Analysis

Shamim

1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

When asked Shamim expressed that; SIE teacher training was the most influential factor which determines teacher’s competence, she noted that she was originally trained as a regular primary education teacher and now with the government introduction of IE education concept, she has to confront a new challenge of inclusive education practice but without being fully trained and this makes teachers’ work very complex. She said that:

“Most of us were trained as regular education teachers, we don’t have enough SIE teacher training to exercise inclusive education and this makes our work very complex, we need immediate specialized teacher training so that we can improve our IE teaching competence”.

Furthermore, she expressed that teacher’s knowledge and experience on working with children with SEN is very important for an inclusive education teacher to be successful, teacher’s professional development is also very crucial for us, we need to update and upgrade our teaching knowledge regularly in order to be competent and perform excellently but unfortunately there is less opportunities available for us to do that, school support in particular the school administration need to work hand in hand with us by providing us the necessary support like; SIE library resources, adjustments in time schedules so that we have time for our professional development.

We need support from the community e.g. NGOs to provide professional and IE sensitization support to teachers, the more different classes/grades taught by a teacher increases the teachers’ experience of working with different class grades, the teachers’ salary is very low in comparison to the hard work we are doing and that discourage us to fully commit ourselves to work because we are always focused on how to get extra funds to meet our daily living expenditure, teachers’ family support is also very important as it motivates us to work hard to make our families be proud of us, Religion is a another influential factor for teachers’ competence as it builds teachers positive attitudes towards children with SEN through sensitization, the teachers effort to develop strategies for problem-solving and self-evaluation reduces teachers teaching challenges and also improves the teachers’ performance.
Finally, She noted that the current national education policy isn’t fully implemented as it should be which affects the development of teachers’ competence e.g. the government is doing very little to provide teacher training opportunities in spite the fact that it introduced IE concept without having its teachers well trained.

2. The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Shamim expressed that it’s very hectic to work with children with and without SEN in the same class, it’s very hard to attend to those with SEN because they work very slow, they need more time and consume a lot of teachers time, the time is very limited in most of the cases whereby some of their needs are not properly met. She further said that:

“I think it will be better for them to be placed in special schools so that they can receive enough specialized and individual attention”.

All children are gifts from God, with and without SEN all of them are children and deserve to be treated equally, the teachers’ attitude and knowledge of SIE influences a lot on the acceptance of children with special needs.

She also noted that in order to meet all the learners’ needs when working with her students, she focuses on identification of children’s needs’ and provision of individual attention, engagement of parents and family within the teaching and learning process, seek specialized support from colleagues and school administration whenever any need arises.

In order to improve the individual attention of all learners, she suggested that teachers should be provided with enough SIE support and training, parents should be engaged in teaching and learning process, teacher to student ratio should be balanced, teachers’ salary should be incremented to motivate teachers and more sensitization of inclusive education teachers so that they can understand the situation of children with SEN and develop courage and sense of helping them out.

Supporting all learners:

She expressed that it’s very important to meet all learners individual needs, In order to achieve this, I use different flexible teaching methods based on the needs of my students e.g. She said that:

“While I’m teaching, I use note cards for those with visual impairments to copy notes and blackboard for regular students”.

I provide one to one extra individual attention to those with SEN and also use curriculum adaptations to prepare different activities based on the needs of the students.

Students with SEN can also do the same activities with their peers without SEN as long as they are provided with the required help, In fact they feel motivated and they are being helped with their peers without SEN. E.g. They play sports and games together.
She suggested that the participation of children with SEN in both class and extra-curricular activities can be improved by combining them together with their peers without SEN during activities, Instruct and encourage their peers to help them during activities, provide them with the required help they need, motivate them and build a positive attitude in their peers so that they can accept and love them.

**Working with others/collaboration.**

She expressed that she promotes collaboration working approach through engagement of parents into the teaching and learning process, working together with other teachers from within the school and other IE related professional within the community.

She noted that she usually engage parents and families of her children through regular teacher and parents meetings where problems affecting her students’ performance are discussed with parents for the improvement of the teaching and learning process.

She also noted that she collaboratively work with other educational related community professionals like doctors, psychologists, audiologists etc. through joint workshops, seminars, SIE specialized consultations for teaching and learning process facilitation.

Shamim suggested that the collaboration work can be improved through more public SIE sensitization, encouragement of teachers to collaboratively work with the school and community, provision and allocation of SIE professionals within schools and promotion of parents’ engagement within their children’s learning process.

**Personal professional development.**

Shamim expressed that she usually promote teacher reflective evidence-based practice and develop her personal pedagogy through self-evaluation of her own performance, sharing her teaching experiences and challenges with other fellow teachers.

She also noted that, continuous professional development is very crucial for every teacher, At least once a term during holidays she assists some SIE workshops and seminars organized by NGO's in order to improve her teaching skills, and develop personal strategies for work problem-solving and systematical evaluation of her work performance.

She also noted that she usually involve others to reflect on IE through sensitization by showing them the positive teaching and learning results of children with SEN and also the benefits of placing them in mainstream schools. E.g. she said that:

“If children with SEN are placed with peers without SEN in the same classroom, it doesn’t mean that they will pass SEN to them neither can it affect the learning of their peers without SEN instead they both have positive things to learn from each other”.

She contributes to the development of her school as an inclusive environment through encouraging community parents who have children with SEN to enroll them to her school, she has attended two SIE fresher/Basic foundation courses and hope to go for a diploma in IE.

She also stated that she usually update herself termly during school holidays, e.g. she said that:
“Last holiday we had one workshop about deafness and cochlear implants”.

But the teacher training possibilities are very limited and competitive, the government rarely provide them and the only few which are available are provided by NGO’S dealing in disability and inclusive education issues.

She suggested that teachers’ personal professional development can only be improved through teacher’s Salary increment to motivate teachers, provision of SIE teacher training opportunities, provision of SIE teaching support to the regular teachers by SEN coordinators and other SEN related specialists. Balancing of teacher to student’s ratio, provision of SIE teacher library resources and provision teaching assistants so that teachers can have enough time for personal studies.

3. Teacher’s opinions/perception about their current competence needs for teaching learners with SENs within IE settings.

Teacher’s support services.

Shamim expressed that the available teacher support is very limited, We need more scholastic materials e.g. books, SIE teacher library resources, more trained teachers and teaching assistants are needed because the teacher to students ratio is un balanced, there is too much students in classes for only one teachers per class, more parental support is needed, SEN teaching aids, Access and mobility facilities e.g. special toilets, chairs, wheel chairs, glasses, Braille etc. More teacher SIE specialized training particularly in the areas of ASD, multiple disabilities, blindness and also in sign language.

She said that: “teacher support services can be utilized by teachers for facilitation of the teaching and learning process, conduction of research, drafting curriculum accommodation, personal professional development etc”.

She suggested that, teacher support services can be improved by provision of more teacher training opportunities, recruitment of more trained teachers and teaching assistants, balancing of teacher to students ratio per class, provision of SENCO within schools, salary increments, promotion of parental support, public sensitization about IE, provision of enough scholastic materials, teaching and learning aids and promotion of collaborative work a mong teachers, school administrators, other educational related professionals and the entire community.

Benefits of a good inclusive education teacher competence /placement of children with SEN in Mainstream settings.

Shamim expressed that, a good teacher’s competence equip a teacher with all the necessary knowledge and skills required for a successful teaching performance, She also noted that it easily facilitate teaching and learning process, it yields a high teacher work and students’ performance, it provides teacher’s appropriate attention to diversity, provision of professional assistance to other less qualified teachers and enhancement of a successful IE practice.
She noted that the placement of children with SEN in mainstream classrooms sensitizes their peers without SEN about disabilities and teach them to love them, work with them, help them and to know that they are also part of the society, they learn positive things from their peers, they build their self-esteem, they learn to be confident and secure, they benefit from peer tutoring, they learn academic and social and communication skills and it reduces their segregation and stigmatization.

**Challenges faced by inclusive primary education teachers**

Shamim expressed that as teachers they are being challenged by Lack of enough teaching and learning materials/aids like ICTS etc., lack of enough time for attention to diversity in classroom, Identification of SEN, poor parental support e.g. she said that:

“**most of the parents have a negative attitude about Inclusion more especially those of students without SEN, they believe that children with SEN can pass them to their children without SEN and they also believe that their children are not well attended to because teachers spend most of their time attending to those ones with SEN**”.

Negative community attitude towards IE, Lack of enough SIE teacher training, she said that:

“**Most of the teachers are not well prepared to deal with inclusion because the lack IE teacher training and the opportunities available for training are very limited and competitive**”;

Lack of SIE teacher library resources for teachers’ personal professional development, poor teaching salary which discourages teachers from full commitment to their work, Un balanced teacher to students ratio as student population per class is too high for only one teacher, lack of enough SIE teacher training opportunities and lack of enough school administration and teaching assistant support.

She suggested that the above challenges can be solved through Sensitization of the community about the benefits of Inclusion e.g. by showing them the advantages of it, provision of SIE teacher training to equip teachers with required training, balancing of teacher to students class ratio, provision of teaching assistants to assist teachers, provision of SEN ICT facilities, provision of specialized teaching and learning materials/aids, teacher salary increments to motive teachers, promotion of parents’ engagement into inclusive education process and establishment of a multi-disciplinary committee to assess children with SEN and design their IEPs etc.
Kenny

1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

When asked Kenny expressed that; IE specialized teacher training is a crucial factor for teacher’s competence development, he indicated that he doesn’t feel well prepared enough to deal with IE. He said that:

“most of the time I get challenged by some SEN in particular the deaf and blind because I don’t know how to use braille neither do I know sign language, so this makes my work very challenging”.

Furthermore, he expressed that teacher’s experience on working with children with SEN is also very important for an IE teacher to be successful, teacher’s professional development is very crucial for us, we have to update and broaden our teaching knowledge regularly in order to perform well but unfortunately there is less opportunities available for teacher training, school support more especially from the school administration and mutual support among fellow teachers is needed.

We need support from the community e.g. NGOs to provide professional and IE sensitization support to teachers, the more different classes/grades taught by a teacher increases the teachers’ experience of working with different class grades, the teachers’ salary is very low and that discourage us to fully commit ourselves to work because we have to do extra jobs to get extra money for our daily living expenses, teachers’ family support is also very important as it encourages us to work hard, Religion is a another influential factor for teachers’ competence as it promotes teachers’ and public positive attitudes towards children with SEN through sensitization.

The teacher’s effort to develop strategies for problem-solving and self-evaluation reduces teachers teaching challenges and also improves the teachers’ performance. Finally, he noted that the national educational policy isn’t very supportive to teachers as it should be and this affects the development of teachers’ competence e.g. he said that:

“The government isn’t providing enough teacher training support/ opportunities in spite the fact that it introduced IE concept without preparing its teachers first”.
2. The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Kenny indicated that, It’s a bit hectic has it requires variation of teaching methods based on the needs of the students, certain teachers have negative attitudes and he believes that it’s mainly caused by overwork to meet these students needs and lack of enough IE training. E.g. he said that:

“I value every child because all of them are children besides having different needs and I think we should be considerate and empathetic because even we or our loved ones one day might end up having a disability and we wouldn’t like to be discriminated due to that but rather to be embraced and helped by everybody”.

He expressed that teachers ability to accept children with SEN in inclusive classrooms depends on their capability to understand that having a disability isn’t someone’s own will but a God's will, the child’s type and level of disability, teachers’ belief in equality, having a positive attitude and enough IE teacher training.

When asked how he meets individual attention of all learners, he noted that you have to discover the child's needs first, the abilities/potentials/weaknesses and then you can be able to meet their needs through the use of appropriate teaching methods and other support. The use of various levels of assistance and also curriculum adaptations are very important and helpful for intervention.

He suggested that individual attention of all learners can be improved through appropriate identification of children's individual needs, problems which affect their learning and provision of required intervention, engagement of parents and other professionals related to the child's teaching and learning process, Improvement of teachers attitude towards children with SEN, equipping teachers with enough SIE training and balancing the teacher to students ratio per class.

Supporting all Learners:

Kenny expressed that he facilitates the learning of all children by grouping them according to their learning styles or capabilities, use of ICT'S teaching aids like computers, peer to peer tutoring, utilization of teaching assistants, Involvement of parents in teaching and learning process, through collaborative work with other educational related professional and teaching with other teachers.

He further expressed that children with seen can do the same activities with their peers without SEN as long as they are provided with the required support, they can also learn through peer to peer learning being helped by their peers without SEN.

He also noted that the support for all learners can be improved through guidance and counselling them e.g.

“Those with SEN shouldn’t sub estimate themselves in comparison to peers without SEN and so we have to counsel the peers without SEN to embrace, accept and help their peers with SEN hence increasing their participation”.

Avoid activity discrimination and always promote a positive attitude, equality and mutual work among students.
Working with others/Collaboration:

Kenny expressed that he promotes collaborative work through involvement of parents in the teaching and learning process, teacher collaborative work, assisting joint teacher SIE workshops, seminars and research projects with NGO's and the community, working with community sports and games professionals to provide sports and physical education training and finally work with police department to conduct traffic and crime prevention students’ trainings.

He noted that he promotes parental engagement in school issues through parents’ teachers’ association meetings where he encourages parents to help their children with school work, providing them with scholastic materials and also to make sure that they send their children at school regularly and in time.

He indicated that he normally collaborate with other professionals for students specialized assessment e.g. psychologist, Doctors and Audiologists, for specialized SIE consultations e.g. sign language and Braille specialists, P.E and sports professionals.

He suggested that collaborative work can be improved through sensitization of parents and the entire public about IE, promotion of SIE related specialists’ engagement into IE practice and community involvement into SIE.

Personal professional development:

Kenny expressed that he promotes reflective evidence-based practice and develop his personal pedagogy to guide his work through self-evaluation, conduction of class-school based research, Utilization of SIE available resources like textbooks, internet, and consultation of SENCO and exchange of ideas among fellow teachers.

He noted that he usually develop personal strategies for problem solving and self-evaluation of his work performance during and every after lessons basing on the challenges he discovers and encounters during the teaching and learning process.

When asked how he effectively involve others to reflect on IE, he said that:

“I normally try to show others that everybody got a special need but the difference is the level and type of that need, so when we discover that need then we can be able to deal with it”.

He further stated that through guidance and counselling he always show fellow teachers and entire public that everybody can have a special need at any moment of life so these children deserve a right to be accepted, helped and included within mainstream schools with equal treatment. Finally through sensitization using evidence based results of the teaching and learning process we can make others to reflect on inclusive education and hence develop a positive attitude towards it.

He contributes to the transformation of his school into an inclusive environment by engaging of parents and other professionals into the inclusive education process e.g. He said that:

“I encourage parents to enroll their students with SEN to our school and also invite music and sports teachers to train our children with SEN into these areas and also to facilitate community music and sports activity exchange between children with SEN and their peers without SEN”.

He noted that he possess basic SIE training acquired through a teacher induction course, workshops conducted by the UNISE and Cheshire UK NGO during termly holidays,
He normally updates his IE training during termly holidays whenever there is any workshops or seminars provided because the available opportunities are very limited and competitive.

When asked if he knows the national educational laws and IE legal context he said that:

“I’m not so fully aware of all but at least I know the basic ones like dressing smart, being punctual, promotion of equality and unity among students, maintenance of private and confidential information about students and their families etc. For example, we have a lot of children with AIDS within the school and any information about them and their families is kept confidentially among those ones who are concerned only”.

When asked about the available opportunities and routes for further teacher in-service training, he said that:

“The opportunities are very limited and competitive, they are mainly provided by NGO’s dealing in SIE during the termly holidays and teachers have to request for participation on their behalf. The government rarely provide training opportunities and teachers have to find them on their own most of the time and that discourage teachers to upgrade themselves”.

Kenny stated that teacher’s professional development can be improved by Provision of constant and continuous SIE training opportunities because most of the teachers lack specialized training, e.g.

“Most of the teachers were trained as regular teachers longtime ago, they have never worked with children with SEN, they don’t have IE training and now the government is implementing IE education, so they are facing a lot of challenges and that affects the success of IE practice in Uganda”.

More sensitization of teachers to develop positive attitude towards children with SEN because some of them are still discriminating them and finally balancing of teacher to students ratio because there is too much students in a class for only one teacher so the attention to diversity is very difficult for teachers.

3. Teacher’s opinions/perception about their current competence needs for teaching learners with SENs within IE settings

Teacher Support services:

Kenny noted that they receive scholastic and teaching aid materials like books, pencils, chalk etc. Some few support from some parents and also some training support from some NGO’s like Cheshire UK and others but the support from the government is really very poor and need to be improved with immediate effect.

When asked about the support needed by IE teachers, he said that:

“There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the student to teacher ratio is to high, we have classes of 120 students assigned to only one teacher which is too much”.

Finally we need more SIE specialized teacher training and support professionals within the schools.

He noted that teacher support is utilized for teacher upgrading, facilitation of teaching and learning process, sensitization and building of SIE positive teacher attitude, building curriculum adaptations for children etc.
He suggested that teacher support can be improved by teacher motivation through salary increments because the present salaries are too low and this affects the teachers commitment and performance as most of them are always worried about how to meet their family expenses and in most cases they have to do extra work to be able to meet their expenses. There is a need for teaching class assistants to reduce the teacher load and also to easily facilitate the teaching and learning process because in most classes the teacher to student ratio is unbalanced we have classes of 120 students assigned to only one teacher which is too much and finally we need more SIE specialized teacher training and support professionals within the schools.

**Benefits of a good inclusive education teacher competence /placement of children with SEN in Mainstream classes.**

Kenny noted that it makes inclusive education teacher work easy, a well-trained IE teacher share knowledge with others who are less qualified, contributes to the transformation of both the school and community environments into inclusive settings and finally a good IE teacher competence leads to a good teacher performance, students’ academic attainment and enhancement of a successful IE practice.

When children with SEN are placed in mainstream classrooms, learn from each other through peer to peer tutoring, there is development of respect for each other, cooperation through working together during learning activities, children with SEN benefit from the help provided by their peers without SEN e.g. mobility help for the blind and physically impaired ones, there is a decrease of discrimination and promotion of equality for children with SEN, it facilitates their learning effectively in comparison to when they are taught in special schools, they learn academic ,social, communication and life skills.

**Challenges faced by inclusive primary education teachers**

Kenny expressed that as IE teachers, they lack enough SIE teacher training, there is poor parent support and cooperation, teacher overload as the teacher to students ratio is unbalanced, lack of Access, mobility and ICT Facilities for students and teacher to use within classes, attention to diversity is time consuming and finally lack of specialized support within schools and community negative attitude where by most of people believe that children with SEN are curse, they can’t learn and they are useless so they shouldn’t be included within mainstream schools with peers without SEN.

He suggested that the challenges faced by IE teachers can be solved by sensitization of the concerned people to build positive attitudes towards IE, balancing of teacher to students ratio, provision of teaching and learning aid materials teacher auto-update and plead for more governmental and NGO financial and teacher training support.
1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

Nully expressed that SIE teacher training was the most influential factor which determines teacher’s competence, she also said that:

“Being trained as a regular primary education teacher, working in inclusive education has been so challenging for me in spite of the IE teacher induction course, some workshops and seminars I have received, IE teachers should be well trained in order to confront IE challenges”.

Furthermore, she expressed that sufficient teacher’s knowledge and experience on working with children with SEN is very important for an inclusive education teacher to be successful, teacher’s personal professional development is also very crucial because IE keeps on changing continuously, teachers need to update their teaching knowledge regularly in order to perform excellently but unfortunately there is less opportunities available for us to do that.

The school support in particular the school administration has to work hand in hand with teachers by providing them required support like; Scholastic materials, SIE library resources, adjustments in time schedules so that they can have time for professional development; community support e.g. NGOs to provide professional and IE sensitization support to teachers, the teachers’ salary is very low and that discourages teachers from working hard, teachers’ family support is also very important as it motivates us and also contribute to our professional development in cases where family members can afford to offer financial support.

Religion is another influential factor for teachers’ competence as teachers’ family support is also very important as it motivates us and also contribute to our professional development in cases where family members can afford to offer financial support.

Finally, she noted that the national education policy isn’t fully supportive to teachers as it should be and this affects the development of teachers’ competence e.g. the government doesn’t pay enough teacher salary neither provide enough IE teacher training opportunities in spite the fact that it introduced universal IE concept without having its teachers well prepared for it.

2. The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Nully expressed that it’s not easy to teach both children with and without SEN in the same classroom, she said that:

“it’s time consuming and you have to multi-task whereby its very challenging but personally I feel good to work with them because they need help to learn and besides they are also children just like those ones without SEN”.

When asked what determines teachers to accept children with SEN, she noted that it’s the positive attitude towards these children and also the level of teacher's SIE knowledge and capacity to deal with these children.

She stated that she meets all the learners’ needs by giving those with SEN, simple work which is within their learning potentials, she said that:
"I repeat the same content for them several times to make sure that they understand it well, I provide extra individual attention to those ones in need of it and also recommend their parents to provide them extra homework support and coaching”.

She suggested that all learners’ needs can be met by Provision of teaching assistants to help main teachers, proper identification of children’s’ needs, provision of appropriate intervention, and also the balancing of teacher to pupil ratio can yield improvement of individual attention of all children.

**Supporting all Learners:**

When asked how she supports all learners in class, she said that:

“by grouping students with and without SEN to work together and also grouping those with high learning potential together with the ones with low potentials so that they can help each other during class activities”;

She also uses different flexible teaching methods like explanation, demonstration and teaching aids like ICT e.g. computers.

When asked if children with SEN can do the same activities with their peers without SEN, she noted that they can do activities together with the help of their peers and the teacher though not all the activities but most of them so it depends on the nature of the activity.

When asked how participation of children with SEN can be improved, she stated that first and foremost they need to be loved and shown love so that they can be motivated, feel secured and loved. The teacher should encourage those ones without SEN to accept, help and not stigmatize the ones with SEN.

**Working with others/Collaboration**

Nully that when she suspects or discover that a child has SEN, she always refer him/her to the multi-disciplinary committee for evaluation and after being evaluated she engages the parents, fellow teachers and other concerned professionals to work within her during the intervention process of the child or children in question.

She further said that:

“Whenever I detect any child's need, I usually invite the parents for discussion about the improvement of the child’s learning, I guide parents about how to help their children with school work at home and also encourage them to consult me whenever they need any help concerning the facilitation of their children’s' learning”.

She also noted that whenever she comes across children with cases which she can’t handle, she always seek for further specialized support e.g.

“I always consult audiologists and sign language specialist about how to deal with children with hearing impairments and deafness as well as consulting Braille specialist when working with blind children”.
In terms of community collaboration we always work with NGO's which deal with SIE e.g. we always attend joint SIE teacher workshops organized by Cheshire UK organization during school termly holidays.

She suggested that collaborative work can be improved through the promotion of SIE related professionals' engagement into inclusive education process, promotion of parental involvement in teaching and learning process and also encouragement of teamwork teaching and exchange of SIE experiences among teachers.

**Personal professional development:**

Nully expressed that she normally promotes a reflective evidenced-based practice through self-evaluation of her work performance, through conduction of teacher joint action research and also through consulting her students about the problems they face during class and extracurricular activities so that she can devise solutions for them.

She further stated that she usually develop strategies for problem solving at the end of term basing on the results of her self-evaluation and students' termly performance, basing on those results she can identify areas of weaknesses and devise solutions for their improvement during the next term period.

She noted that she usually involve others to reflects on IE through sensitization of parents and fellow teachers e.g.

“I always guide parents about how to facilitate the teaching and learning process of their children at home and also try to talk to fellow teachers showing them that these students can learn but they need patience, extra individual attention which is based on their needs and they need to be motivated a lot”.

She expressed that she has the basic inclusive education training which she acquired through an IE induction course but she is professionally a regular trained teacher without enough IE teacher training. E.g. she said that:

“Most of the time it’s very challenging for me to meet all the needs of the students with SEN in my class especially those with blind, deaf, severe and multi-disabilities because I lack enough SIE specialized training”.

She also expressed that she rarely receive regular IE teacher training; on this note she said that:

“I received an induction course two years ago and I have received one IE workshop conducted by Cheshire UK organization last year. The IE teacher training opportunities are very limited and competitive in the district”.

She noted that she isn’t very certain about all the national educational laws and legal context of IE and her work but she know the basic ones for the teachers.

When asked about the available opportunities for IE teacher training, she said that:
“The opportunities are very limited and competitive, the government is doing almost nothing to provide IE training to the teachers and the few opportunities which are available are being provided by NGO's dealing with IE education for example Cheshire UK which conducts IE workshops sometimes during school holidays but it’s also very hard to access these workshops because they are very competitive due to a limited number of teachers which are required by the workshop organizers”.

She suggested that the government should create and provide more IE teacher training opportunities like in-service training, regular workshops and seminars and it can also allocate SENCO's in every school to help teachers who lack SEN knowledge.

3. Teacher’s opinions/perception about the current competence needs for teaching learners with SENs within IE settings.

Teacher support services:

Nully stated that generally there isn’t too much support but we get a few which is available for example, Scholastic and teaching aid materials from the government, parental support from a few parents as the majority are not very supportive e.g

“Whenver you call them to discuss issues concerning their children they never show up”

There is also a few support from fellow teachers and the community NGO's which sometimes donate school access, mobility and ICT facilities and also provide some IE workshops.

She expressed that in the first place teachers need IE teacher training; enough scholastic, learning and teaching aid materials. The teacher to students ratio should be balanced and teaching assistants should be provided e.g “In my class I have to attend to a hundred students including those with SEN so it’s too much for one teacher and it affects the provision of individual attention to diversity as one teacher can’t reach out to all the students”;

Finally the teacher salary should be incremented to motivate teachers for work commitment.

She also stated that if they can get this support as teachers, they can use it for the development of their teaching competence and also to facilitate the teaching and learning process. She said that:

“For example, before I went for the last workshop I had a boy in my class with behavior and learning disorders, I didn’t know what to do with him and I was about to chase him out of my class but when I assisted this workshop I acquired knowledge about behavior disorders and I managed to deal with this boy and now he is doing well”.

She suggested that the government should invest more funds for regular IE teacher training, equipping school libraries with SIE resources for teachers, provide more scholastic teaching and learning aid materials and also it should promote the engagement of community and NGO's into SIE practice.
Benefits of a good inclusive education teacher competence /placement of children with SEN in Mainstream classes.

Nully expressed that having a good Inclusive education teacher competence makes the teacher work easy, it facilitates the teaching and learning process positively hence resulting into a good teacher’s work and students’ academic performance. Lastly, a teacher with a good teaching competence can help to guide other teachers with less competence within the school.

She noted that when children with SEN are included into mainstream they can be helped by their peers without SEN, They feel loved and not isolated or stigmatized and that builds their confidence and self-esteem hence improving their academic performance, they can learn social, academic and communication skills.

Challenges faced by inclusive primary education teachers

When asked about IE teacher challenges, Nully expressed that the first challenge is work overload, lack of enough time and its management e.g.

“If I decide to focus on children with SEN, those without SEN are left out because I don’t have a teacher assistant and I have 100 students in my class to attend to alone”.

Secondly, most of the time I lack the specialized knowledge to attend to some children e.g those with blind and deaf disabilities, I don’t have any training with Braille neither sign language; the lack of enough teaching and learning aid materials also affects the facilitation of the teaching and learning process most of the time; there is always a challenge of making the children without SEN to accept and work with those ones with SEN at the beginning of the term as they tend to refuse and stigmatize them but it’s always solved as the term moves on and lastly, the lack of parental support as most of the parents of children with SEN don’t mind about their children's learning issues and those with children without SEN have a negative attitude about their children being taught together with those ones with SEN.

She suggested that, to solve these challenges there is a need to balance the teacher to students ratio, provision of regular SIE training to teachers, sensitization of parents and the entire community about the benefits of Inclusive education so that they can develop a positive attitude, provision of teaching and learning aid materials will facilitate the teaching and learning process, increase of teacher salary will improve teachers’ commitment to work and their performance and finally, the sensitization of class students without SEN to develop a positive attitude towards their peers with SEN.
Collin

1. Factors affecting IE teacher’s competence and teachers opinions about how these factors affect competence.

When asked Collin expressed that; IE specialized teacher training is the main factor which teacher’s competence development, he indicated that besides receiving an IE teachers’ induction course and assisting some IE workshops, he doesn’t feel well prepared enough to deal with IE. He said that:

“I don’t have enough training to handle children with all categories of SEN for example, I can’t handle children with Autism, deafness and those with multi-disabilities, I can only handle those ones with minor SEN like specific learning disorders and behavior disorders”.

Furthermore, he expressed that teacher’s experience on working with children with SEN is also very useful for an IE teacher to be successful, teacher’s professional development is very crucial for every teacher for teaching knowledge upgrading, but unfortunately there is less opportunities available for teacher training, school support more especially from the school administration and mutual support among fellow teachers is needed, support from the community e.g. NGOs to provide professional and IE sensitization support to teachers.

The teachers’ salary is very low and discourages teachers to fully commit themselves to work because they have to do extra jobs to get extra money for daily living expenses, teachers’ family support is also very important as it encourages teachers to work hard, Religion is a another influential factor for teachers’ competence as it promotes teachers’ and public positive attitudes towards children with SEN through sensitization. Finally, he noted that the national educational policy isn’t very supportive to teachers as it should be and this affects the development of teachers’ competence.
2. The current teacher’s competence status and possible suggestions for its enhancement.

Valuing Learners diversity:

Collin expressed that he doesn’t have any problem to work with children with SEN in his class. He said that:

“*I treat them equally because all of us are human beings and we need to achieve what we want in life and having a SEN doesn’t mean being disabled*.”

When asked about the factors which determines teachers’ acceptance of children with SEN, he stated that the first factor is the attitude of the teacher whereby teachers with a positive attitude easily accept children with SEN while those with negative attitudes tend to refuse them, secondly, the time because it takes more time to attend to children with SEN while you need less time for the students without SEN, Lastly is the level and type of disability a child may have e.g. it’s easy to accept a child with a mild disability than one with a severe or multiple disabilities and also the teachers SIE knowledge influences a lot as teachers with less SIE knowledge tend to refuse children with SEN within their classes just because they lack the required knowledge to attend to them.

He noted that he meets all learners’ needs identifying the needs of each child first so that when he plans class lessons he designs activities for children basing on their needs and he also group the ones with higher potentials with those ones with less potentials so that they can work together and help each other.

He suggested that learners’ individual attention can be improved by the engagement of parents within the teaching and learning process; He said that:

“This can improve the individual attention of all children because parents knows more about their children and they can provide important information about their children to teachers and this can be used to design the suitable attention of a child. E.g. In the case of a visually impaired child a teacher might not know the exact measurements of the child's sight but if the child's parents are engaged in the process then they can provide that information to the teacher hence accommodating the child properly within the classroom”.

Secondly the consultation of SIE specialist is very important as it provides teachers with means for proper child individual attention. Lastly, there is a need for provision of regular SIE teacher training and sensitization of teachers to have a positive attitude towards these children so that they can attend to them appropriately and finally, the teacher to students ratio should be balanced so that teachers can have enough time to meet the individual needs of all students within the class and also child assessment procedures should be put in place to assess children and design IEP based on their needs because most teachers don’t have the capacity and knowledge to do it by themselves and that affects the individual attention of children.
Supporting all Learners:

Collin expressed that he supports all learners in his class by identifying the needs of each child so that when he plans class lessons he design activities for children basing on their needs to provide differentiated attention, he also groups the ones with higher potentials with those ones with less potentials so that they can work together and help each other. Secondly, he usually evaluate students class work to identify those ones in need of extra help and when identified he provide them with extra help through extra lessons, he uses the engagement of parents into the teaching and learning process so that they can also support their children’s learning and in cases where extra specialized attention is need he always seek help from administration and specialized professionals.

He noted that Students with SEN can do the same activities just like their peers without SEN as long as they are provided with the required assistance they need and besides that they are always assisted by their peers without SEN and that facilitates their learning to be more effective.

He suggested that the successful participation of children with SEN in school activities could be achieved through the sensitization of teachers and fellow peers without SEN so that they can love, respect, accept and help them during these activities, secondly, the provision of teaching and learning aids, access and mobility materials and facilities can also improve their participation and finally, motivating and treating them equally can make them secure and develop their self-esteem and confidence required for full participation. There is also a need to provide regular teachers with the SIE basic training so that they can acquire the knowledge required for the teaching of these children.

Working with others/Collaboration

Collin expressed that, as teachers they always work as a team and when they identify some challenges they meet and discuss them, design possible solutions and if there is a need for specialized assistance they seek it from the specialized professionals through the help of the school administration. Secondly, they engage parents and community to work with them to improve the facilitation of teaching and learning process.

He stated that he promotes the parents engagement process, through guidance and counselling of parents to develop a positive attitude towards the learning of their children e.g. They encourage them to attend parents and teachers’ regular school meeting, help their children with school work, provide their children with scholastic material, paying school fees in time, avoid absenteeism of children, report any child related issues to the teachers and encourage them to provide specialized medical attention required by their children.

He further expressed that he usually collaborate with sports and music community specialists to provide music and sports classes to his children, he said that:

“For instance we usually work with community musicians to teach and prepare our students for music festival competitions as well as collaborate with sports specialist to train our students for Special Olympics games”.

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Whenever it’s possible they also conduct joint research, seminars and workshops with other IE related community professionals like psychologists, Therapists, religious leaders, policemen, Doctors and politicians.

He suggested that in order to improve work collaboration, there is a need for more public sensitization about the benefits of IE education so that the entire community members can develop a positive attitude towards it and hence supporting it fully, this can be done through launching of IE national public awareness campaigns.

**Personal professional development:**

Collin expressed that through personal self-evaluation of his daily lessons and the academic performance of his students, he usually identify his areas of achievements and those ones with weaknesses and basing on that practical results he devise means of improvement which can be specialized consultation, teacher teamwork, engagement of parents into the teaching and learning process, improvising, transformation of teaching methods and learning aids, auto-didactic or conduction of joint action teacher research etc.

He stated that he usually develop strategies for problem-solving and personal pedagogy to guide his work every after his lessons and topic and also through evaluation of himself and his students performance i.e. if the lesson and topic objectives have been met or not and basing on the learning outcomes he devise strategies for the improvement of the unachieved objectives and his personal work performance.

He noted that he always make others to reflect on IE through guiding them about how to deal with these children in class and also showing them positive academic evidence-based results of all his students so that they can prove and believe that inclusion works and it’s a positive concept which can benefit not only students without SEN but also those ones with SEN as well.

He indicated that, as an Inclusive teacher he usually establish relationships with other teachers so that they can share experiences, discuss teaching challenges and devise solutions for them, he also tries to encourage parents to enroll their children at his school as well as encouraging them to support their children’s learning process as much as they can. Finally, he is always engaged in sensitization of school children, non-teaching staff and community members not to stigmatize these children but accept and help them because they are also part of the society and deserve the same treatment as any other society members.

He expressed that he is a professional regular teacher though he received SIE induction course and he has also participated in some IE workshops but he doesn’t feel well prepared yet and desires to go for further IE teacher training.
He also noted that:

“The availability of SIE teacher training opportunities is very limited because the government does little to provide them to teachers and the few available ones are provided by NGOs which deal in IE education but they are also very limited and competitive so on that not I rarely receive in-service continuous training”.

In relation to educational laws and IE legal context, he expressed that he knows the general laws and regulation for instance, the ministry of education professional code of conduct, the public service act, teacher ethics etc. but he is not so well certain about those ones which govern IE in particular.

When asked about the availability of IE teacher training opportunities, he noted that they are very few and competitive because the government does little to provide them to teachers and the few ones which are available are provided by NGOs. He said that: “for Instance since Kampala city council took over the administration of all public schools 4 years ago, we haven’t received any training opportunity up to now unless they will be provided in the future”.

He suggested that, if possible the government should provide IE teacher training opportunities within higher education institutions or provide IE facilitators to empower teachers within their respective schools, it should also provide SIE library resources for teachers within schools and also increment the teachers' salaries so that they can have enough funds to cater for their personal professional development. He said that:

“For Instance in my school library there is no single book for SIE not even digitalized resources which teachers can consult in case they need technical support”.

Finally, the government need to balance the teacher to student class ratio so that teachers can’t overwork and also have time for their professional development, in most schools the teacher to student class ratio is between 80-100 students for one teacher and this is too much for only one teacher.
3. Teacher’s opinions/perception about the current competence needs for teaching learners with SENs within IE settings.

Teacher’s Support services:

He expressed that they usually receive some minimum support from the government like scholastic materials, some support from parents like books, students meal payments, some support from NGOs like workshops, wheel chairs, tactical teaching and learning aids, scholastic materials, some little support from the community professionals like doctors, musicians, sports men and policemen which teach our students about traffic, crime and violence in the society.

For Instance we have just received a donation of computers and funds for the renovation of our school library from the American Association of Scouts. Besides that there is still a great need of more support especially in the area of SIE teacher training because most of the teachers were trained as regular teachers and now with the introduction of Inclusive education concept in all schools teachers are confronting a lot of challenges.

He expressed that in his opinion before anything else they need SIE training because if they are well trained then they can do the job well utilizing the few available resources and the rest of resources can come later. He further said that:

“If I'm properly trained then I will be able to facilitate the teaching and learning process of my students effectively, I will be able to help my fellow teachers who are less competent, I can use that support to sensitize the community members so that they can develop a positive attitude towards IE and may be also engage themselves into the IE practice”.

He suggested that the government should invest more funds within the IE practice, It should sensitize the community about the benefits of inclusive education so that it can develop a positive attitude towards it, It should promote the engagement of the entire community into the IE practice.
Benefits of a good inclusive education teacher competence/placement of children with SEN in Mainstream classes.

He noted that well trained teachers with a good competence can easily facilitate the teaching and learning process effectively, they can guide and empower fellow teachers with less competence and experience, they can work as facilitators within schools and they can as well sensitise the community about the benefits of IE education.

He further noted that the placement of children with SEN into mainstream schools, can develop these students’ confidence and self-esteem, it promotes cooperative work, respect, and equality and unity with their peers without SEN, Students with SEN are being helped by their peers without SEN during class and mobility activities. It reduces social stigmatization as their peers without SEN learn to accept, respect and treat them equally. It enhances the development of their academics, communication skills and interpersonal relationships.

Challenges faced by inclusive primary education teachers

Collin noted that, the time management is always very hard because it takes time to provide individualized attention to meet the needs of all students within the class, the assessment of children’s’ SEN is very challenging, Lack of enough IE teacher training also makes the work very hard for teachers and this affects the attention to diversity, Lack of enough teaching and learning aids and poor ICT makes the facilitation of the teaching and learning process difficult, Poor parental support also affects the students learning and the teachers' work, Children with severe and multi-disabilities are very hard to attend to, the students without SEN and community members' negative attitude towards IE affects the entire IE practice. He said that:

“For instance, One day I was talking to one of the community parents and he told me that he has educated all his children but they have failed to get jobs so where will my deaf students get jobs if his normal graduated children can’t get them, meaning that I’m wasting time to teach my deaf students”.

Lastly, the teacher to student’s ratio isn’t favorable at all as every teacher has to attend to 80-100 students within a classroom of children with diverse needs and the behavior management is very difficult in most cases due to huge numbers of students for only one teacher.

He suggested that the key is to train teachers properly, sensitise the community about IE practice and the rest of the challenges can only be solved by the government intervention.