

**STAKEHOLDERS' PERCEPTIONS AND ATTITUDES TOWARDS
INCLUSION OF CHILDREN IN STREET SITUATIONS IN
MAINSTREAM EDUCATION IN UGANDA**

**BY
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DECLARATION

Declaration by the Candidate

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DEDICATION

I dedicate this work to my beloved brother Amutuheire Andrew, for your sacrifices towards my education and career, your endless support is priceless. Lastly, I dedicate this thesis to my special friend Mukisa Isma whose love, understanding, and profound moral support enabled me to complete this thesis.

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ABSTRACT

The United Nations Sustainable Development Goal number four target five seeks to eliminate all forms of discrimination in education for marginalized groups including children in vulnerable situations like those in street situations. However, their inclusion in mainstream education has not been examined. Literature identifies stakeholders' perceptions and attitudes as the major determinant of inclusive education. This study, therefore, aimed to examine stakeholders' perceptions and attitudes towards the inclusion of children in street situations in mainstream education in Kampala district. The study objectives were: to explore perceptions of children in street situations towards their inclusion; to assess the teachers' attitude towards inclusion of children in street situations; to assess the head teachers' attitude towards school-based support for the inclusion of children in street situations, and to explore the perceptions towards collaborative practices amongst stakeholders for enabling the inclusion of children in street situations in mainstream education. Self-perception theory by Daryl Bem and Social-constructivism theory by Lev Vygotsky guided this study. The study involved 40 schools from which 264 teachers and 33 head teachers were selected by Simple random sampling. Additionally, nine children in street situations who are school dropouts, and five officials from government and Non-governmental organizations were selected purposively. A pragmatic paradigm was adopted employing a convergent parallel mixed method research design. Quantitative data were collected using a questionnaire and qualitative data were collected using semi-structured interviews. Quantitative data were analyzed using descriptive and inferential statistics while qualitative data were analyzed using thematic analysis. Quantitative results revealed that teachers' attitude ($F(3, 259) = 0.807, P > 0.05$) and head teachers' attitude ($F(1, 29) = 1.558, p > 0.05$) were insignificant hence were not strong predictors for educational inclusion of children in street situations. Likewise, qualitative findings revealed that teachers' and head teachers' attitudes do not anticipate educational access to children in street situations. The perceptions of children in street situations revealed that they encounter social, environmental, financial, and interpersonal barriers that hinder them from attending regular schools. Respondents perceived collaboration as key to effectively include children in street situations in education. However, there were limited stakeholder collaborative practices regarding the inclusion of children in street situations in education. The study thus concluded that stakeholders' perceptions provided good insights towards supporting educational inclusion efforts of children in street situations in Kampala, Uganda even though their attitudes were not a major hindrance to this educational inclusion. The study, therefore, recommended that the government through her institutions should eliminate barriers to education that children in street situations encounter with adequate support and services, adopt inclusive education skills in teacher professional development, assess schools' preparedness for inclusion, and strengthen collaborative practices amongst stakeholders through policy formulation and allocation of funds to implement a well-designed educational program based on the learning needs of children in street situations.

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ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
BERA	British Educational Research Association
CRC	Child Restoration Centre
CSC	Consortium for Children in street situations
DEO	District Education Officer
FGD	Focus Group Discussion
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
IE	Inclusive Education
KCCA	Kampala Capital City Authority
MDG	Millennium Development Goal
MGLSD	Ministry of Gender, Labor and Social Development
MMR	Mixed Method Research
MoES	Ministry of Education and Sports
NCP	National Child Policy
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PEEP	Parents Economic Empowerment Programme
PwD	People with Disabilities
SDG	Sustainable Development Goal
SNE	Special Needs Education
STD	Sexually Transmitted Diseases
UNCRC	United Nations Convention on the Rights of a Child

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Overview of the Chapter

This chapter presents the background of the study, this was followed by the statement of the problem, the objectives of the study, and the research questions that the study sought to answer, this chapter also included a statement of the hypotheses of the study, this was preceded by the justification of the study, the significance of the study, assumptions of the study, scope of the study, limitations of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the Study

Children in street situations phenomenon are becoming a complex global problem and each country around the globe has encountered this growing phenomenon. Children in street situations are among the world's hardest-to-reach children who are not able to be included in mainstream schools and encounter high school dropouts from formal educational programs due to several societal and health barriers they face (Uthayakumar, 2019). Children International (2019) reports that the education of a child is important for molding responsible childhoods and ultimately to greater economic prospects as adults. This is because the aim of education among children is not only about knowledge but to provide equal opportunities for all children to fulfill their potential, especially in areas where equal and quality education is provided.

UNICEF (2019), estimates the worldwide number of children in street situations which totals up to 300 million. Among these, 70 million are in Africa and the figure accelerates as the world population rises. There are various definitions of children in street situations depending on given criteria and among the global bodies that define them include the United Nations (2012), WHO defines Children in street situations as boys

and girls for whom the street, unoccupied dwelling places, wastelands have become their home and source of livelihood who lack adequate supervision and protection from responsible people. This means that a street child may be working on the street, homeless, or a school dropout.

World Health Organization (WHO) categorizes children in street situations as those who reside on street, in centers of protection, or orphanages, and they risk losing homes because of weak family ties and as a result, they are forced to spend the night outside their homes. Children in street situations are also defined by UNESCO and UNICEF as children who live and work in the street either alone or with their families which gives them a sense of freedom regardless of the exposure to dangers and life difficulties they face. Considering several factors or causes that push these young children to the streets according to several research studies, the most mentioned causes are poverty and barriers to access to education (Rofiah et al., 2020; Retrak, 2017). Globally, education has been considered a vital tool for the social, economic, and political development of any country and efforts have been made toward equal and quality education for all.

The UN Convention on the Rights of a child, Article 28, states specifically that children and young people have the right to education, and schools should make efforts to reduce dropouts from school and also make primary education free and compulsory (UN, The 30th anniversary of 2019). Several international treaties and protocols have affirmed education for all (UNCRC, 1989; UN, 1948; UNESCO, 1990; UNESCO, 1994; UNESCO, 2015; OAU, 1990), and Uganda has ratified these treaties. To ensure education for all, there was a shift in patterns to educate all learners regardless of their diversities in the same environment through inclusive education as stated by UNESCO (1994). This initiative charged governments with a responsibility to ensure pre and in-

service training of teachers to implement inclusive education and minimize discriminatory practices and barriers to all learning aspects.

The United Nation's 2030 Agenda aims at getting all children, adolescents, and youth into education by 2030 leaving no one behind, Despite the commendable progress and rising rates in the global enrollment in primary schools, estimated to be 91%, this excludes information on children in street situations enrolled in schools whereas they are not also included in the 9% not enrolled in schools (Uthayakumar, 2019). This calls for a need for action to ensure children in street situations gain from the efforts of inclusive and quality education for all to make an effort towards SDG4 in the UN SDGs. SDG4 calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030 with an emphasis on inclusion and equity for building a foundation for quality education and learning. UNESCO (2017) affirms this and reiterates that educational environments require to be safe, non-violent, and inclusive for effective learning which can be attained only if member states ensure inclusion and make efforts to address all forms of exclusion, disparity, vulnerability, marginalization, and inequality in education to ensure access, participation, and completion.

Inclusive education refers to a system of education that accommodates all, learners with or without disabilities to learn together in a conducive environment. Kumar et al. (2020) demonstrate how inclusive education requires a multi-stakeholder approach system comprising learners, parents, community, administrators, teachers, and policymakers. Inclusive education does not only target groups of excluded societies and children with special needs in regular classrooms but welcomes the diversities of individuals, creates opportunities for full participation in aspects of schooling, equal opportunities for all, and provide an appropriate environment for certain categories without excluding them so that they can achieve their maximum potential (UNESCO, 2009).

Bandyopadhyay et al. (2021), highlight implementation challenges of inclusive education as improper planning and government initiatives, inadequate funding in terms of equipment, infrastructure, materials, and technology to manage and achieve a desired inclusive classroom, lack of a clear vision and understanding of inclusive practices, inadequate investment in training and curriculum of teacher's training program. This in turn reduces the supply of skilled teaching personnel, failure to embrace the philosophical views towards inclusive practices, understanding amongst stakeholders, and attitudes of educators and authorities towards inclusion.

Considering the earlier highlighted challenges of inclusive education, this study intends to explore the perceptions of stakeholders and examine their attitudes towards the inclusion of children in street situations. Starczewska et al. (2012) as cited by Okech et al. (2021) explain the link between perceptions and attitudes pointing out that perceptions provide for how people understand what they see or hear while attitudes provide for how people act towards something. Attitudes of those charged with the implementation should not be taken for granted while achieving goals of implementation because positive attitudes enable the implementers to carry out objectives whereas negative attitudes can become a challenge to the implementation of inclusive education of children with disabilities and other special needs (Okech et al., 2021). Stakeholders' perceptions are considered vital to the successful implementation of inclusive education programs in regular schools (Mutungi et al., 2014).

Recent research studies carried out in Iran indicate that 82.9% of children in street situations are illiterate. These studies have explored the need to provide basic educational opportunities for children in street situations but the main concerns and expectations of these children concerning the rights they hold towards education have

not been attended to which rises a need to investigate what could be the major expectations concerning the education of such marginalized groups to unravel how education can be used to their advantage (Nouri, 2019). Suggestions have been made to draw special attention to the education of children in street situations and availing them opportunities to realize their potential and discover their talents. Besides the declaration of free and compulsory primary education in most African countries like Nigeria, many children still drop out of school and get involved in child labor to raise income for sustaining their families while others are homeless. Most times, these children leave their homes because of domestic violence, poverty, sensation seeking, and peer influence among others. They move to the Capital-Lagos from all parts of the country and the direct result of this situation is a daily increase in crime wave. Fatimayin continues to assert that a sizable number of Nigerian children do not attend school and live on the streets, these children represent a marginalized, vulnerable, and victimized segment of the society which is one of humanity's most complex and serious challenges (Fatimayin, 2012).

A study carried out in Ethiopia, reveals that only 24.4% of the children in street situations are currently attending school which is a low percentage despite a strong suit of laws, programs, and policies that provide a basis for getting all school-aged children into schools and ensure that school environments are friendly to all learners. The introduction of free primary education in Ethiopia has not shown any improvement in education access since the country still registers extremely low school enrollment both at primary and secondary school levels, high repetition rates, and extremely large numbers of learners dropping out at lower primary levels.

The federal Democratic Republic of Ethiopia came up with a Growth and Transformation Plan (GTP, 2010) that declared that the government will double its

efforts in developing human resources by improving access and quality of education in the next five years from 2011 to build on progressive achievements. However, the findings of this study show that 75.6% did not go to school or dropped out at the primary level (Hassen, 2018). The question is where do these children go after dropping out of school?

A study done in South Africa by Dladla et al. (2018) shows concern in what is happening in school regarding how learners who are children in street situations are perceived by their teachers since research has consistently shown that some of the children in street situations inhabit the street and also attend school although they lack adult supervision and other resources which contribute to their drop out from school. The advantages of school attendance by children in street situations include; being optimistic about the future, the school providing a safe and secure environment, change in social behavior, and developing resilience and basic skills among others (Malindi et al., 2012) as cited by (Dladla, 2018).

Cummings (2017) acknowledges that there is a gap in policies and a lack of response from the educational authorities regarding the teaching and learning of children in street situations while in developed countries like the United States, the Education of children in street situations is not just a socio-economic issue but also an educational concern since it has been central to the planning of educational authorities. Whereas most African countries have not invested much in inclusive education for instance children in street situations in South Africa are in a vulnerable situation despite their vulnerability, the circumstances of children in street situations and their access to education have not improved over decades (Dladla, 2018).

The Incheon 2015 conference in Kenya, called for free public primary and secondary education, among the two MDGs, one had advocated for ensuring each child gets access to free primary education and eradication of poverty and hunger that cannot be attained with the exclusion of some society members from the school. Kenya's vision 2030 aspires to attain the status of a harmonious and thriving nation. Its social pillar envisions the strategies to be embraced to reinforce access and retention of vulnerable children in the education cycle to cater to special categories (the Kenyan Republic, 2007) as cited by (kisirkoi, 2016). Free primary education in Kenya led to a significant increase in primary school enrollment including children in street situations however, many children appeared again on the streets due to a lack of quality adult supervision that geared the children's freedom to engage in street activities. Children in street situations in Kenya are living in vulnerable conditions and if the phenomenon is not well handled, it may cause political coercion and cause havoc since Nairobi city and other urban centers are currently witnessing large numbers of children loitering and begging on the streets, and this has led to the emergence of street families (kisirkoi, 2016) which is a great challenge to the country's economy.

Tanzania has also been faced with the challenge of orphans and vulnerable children in difficult circumstances. Research carried out by Global giving (2013), estimated 437,500 children in street situations in Tanzania which continues to accelerate. Dar-el-salaam alone had 112,085 children on the streets followed by Mwanza with an estimate of 88450 children on the streets and then Arusha with 67012 children on the streets. Children in street situations in Tanzania are termed as "Watoto wa Mitani" who are bereaved of their right to education and the majority of them hardly access formal education due to hardships they encounter accompanied by exploitation. The majority of the children in street situations do not know how to read and write whereas some

have never attended school. some have dropped out of formal schooling forced by the circumstances under which they live (Right to Education Project, 2008). They experience great difficulties in their daily life and are viewed as a threat to the communities and societies that have failed to fulfill their responsibility of educating them (Kisembo, 2012) cited by (Mtaita, 2015).

In Uganda, the wave of children in street situations phenomenon is still shooting high as evidenced by a report on the enumeration of children in the four locations across four major urban centers of Iganga, Jinja, Mbale, and Kampala carried out by Retrak Uganda. This report revealed that there is an estimate of 11,700 children, aged 7-17 years working on the streets across four locations, 2,600 children, aged 7-17 years, and 1400 children living and working on the streets in Kampala respectively. The street is now evaded by street families and some parents/caregivers view their children as breadwinners who should secure additional financial support for the family whereas other children are orphans and/or not aware of their parents who should be responsible for their education (Retrak, 2017).

According to the enumeration report (2017) prepared by Retrak Uganda, children in street situations report that their family's inability to cater to and meet their school demands is a major push factor for them coming to the streets. With the introduction of Universal Primary Education in 1997, primary school enrollment has gradually increased in Uganda. However, the dropout rate at the primary level is also alarming and these children end up on street. As such, 80% of children living on the streets and 38% of children working on the streets of Kampala are excluded from education (Retrak 2017).

The National Child Policy (2020) includes guiding principles of inclusion and non-discrimination, a key action (in section 5.2) to increase the completion of education, however, there is no concrete action specified to indicate how this increase will be achieved. The policy excludes clearer concrete actions on how access to education will be enhanced, with an increase in the allocation of resources from the central government. Children in street situations are vulnerable and they face difficulties in enrolling and completing education. This implies that most children in street situations are excluded from education, therefore, their unique nature should be considered for Uganda to achieve SDG4 considering an inclusive education setting requires a change in the system, not the child to include all children in education (UNICEF, 2014).

This system of inclusive education involves several stakeholders who play various roles in the process of inclusion. However, inclusive education implementation challenges can be attributed to unclear attitudes and perceptions on the part of stakeholders (Okech et al, 2021). Buhera et al. (2014) posit how it is vital for inclusive education to be broadly articulated with harmonious understanding amongst all stakeholders to enable its effective implementation. This justifies the proposal for this study to explore the perceptions of stakeholders and assess their attitudes towards the inclusion of children in street situations in mainstream education.

For millions of children living on the streets worldwide according to a UNESCO report, Education is the most effective way of re-integration into society. It would develop empowerment for children on the streets and also prevent them in difficulties from ending up on the streets, Education is an important tool for rapid development both at individual and national levels. It is therefore imperative that no one is denied it and if we are to change the lives of children in street situations good, that accessible quality education must be provided for them (Fatimayin, 2012). This is because education is

still considered a vital tool for the development of individuals and nations both socially and economically.

1.2 Statement of the Problem

It is clear that access to education in many countries including Uganda is a challenge for many young children and contributes to children ending up on the streets (Retrak, 2017). Despite the improvement in primary education enrollment in Uganda since the introduction of Universal Primary Education in 1997, 30% of ordinary children and 75% of pupils with disabilities enrolled in primary education drop out of school every year and hardly complete this level of education (MoES, 2017). Progress has been manifested in recent decades toward education for all. However, there remain significant gaps especially in reaching and including children in street situations in mainstream education. Uthayukumar (2019) demonstrates how children in street situations are the world's hardest-to-reach children who are hardly included in mainstream schools and encounter high school dropouts from formal education programs due to the barriers they face. As such, the 91% increase in global enrollment in primary schools excludes information on children in street situations whereas they are also not included in the 9%, not in schools. In the Ugandan context, 80% of children living on the streets and 38% of children working on the streets of Kampala are excluded from education (Retrak, 2017). Whereas several policies have been formulated to guide inclusive education, children in street situations are still excluded from education.

Numerous existing studies have examined attitudes and perceptions of stakeholders towards inclusion with a focus on children with disabilities (Okech et al, 2021; Shiwani, 2021; Supriyanto, 2019; Fatimayin, 2012; Singh & Shiba et al., 2021; Rofiah, Sudiraharja & Ediyanto, 2021; Mwarari, 2021; Khan, Hashmi & Khanum, 2017;

Bandhyopadhyay & Dhara, 2021). However, researchers have given less attention to stakeholders' perceptions and attitudes towards the inclusion of children in street situations in mainstream education. Could the challenges faced in the implementation of inclusive education be attributed to unclear attitudes and perceptions on the part of some policy implementers and or stakeholders? If the exclusion is not addressed, children in street situations will not gain from the efforts of inclusive and quality education for all, and their right to education will continue to be violated which will, in turn, hinder the achievement of their life goals and full participation in society. This would also leave Uganda far away from achieving SDG4 which aims at inclusive and quality education for all, Africa's Agenda 2063 which strives for a world that is just, rights-based, equitable, and inclusive, and Uganda's vision 2040 aims at considering universal primary education as a basic as well as a human right. It is against this background that the researcher aims to explore the perceptions of stakeholders and assess their attitudes towards the inclusion of children in street situations in mainstream education in Uganda.

1.3 Purpose of the Study

The major purpose of this study was to examine stakeholders' perceptions and attitudes towards the inclusion of children in street situations mainstream education in the Kampala district to ensure children in street situations gain from the efforts of inclusive and equitable quality education for all.

1.4 Specific Objectives of the Study

- i. To explore the perceptions of children in street situations towards their inclusion in mainstream education in Kampala district, central Uganda.
- ii. To assess the attitude of teachers towards the inclusion of children in street situations in mainstream education in Kampala district, central Uganda.

- iii. To assess the attitude of head teachers towards school-based support for the inclusion of children in street situations in mainstream education in Kampala district, central Uganda.
- iv. To explore the perceptions towards collaborative practices amongst stakeholders for enabling the inclusion of children in street situations in mainstream education in Kampala district, central Uganda.

1.5 Research Questions

- i. What are the perceptions of children in street situations towards their inclusion in mainstream education in Kampala district, central Uganda?
- ii. What is the attitude of teachers towards the inclusion of children in street situations in mainstream education in Kampala district, central Uganda?
- iii. What is the attitude of head teachers towards the school-based support for the inclusion of children in street situations in mainstream education in Kampala district, central Uganda?
- iv. How collaborative practices could be supported to enable the inclusion of children in street situations in mainstream education in Kampala district, central Uganda.

1.6 Hypotheses of the Study

This study sought to test the following null hypotheses;

H0₁: There is no statistically significant relationship between teachers' attitudes and the inclusion of children in street situations in mainstream education.

H0₂: There is no statistically significant relationship between attitudes of head teachers and school-based support for the inclusion of children in street situations in mainstream education.

1.7 Justification of the Study

With the escalating number of children on the streets who have less or no access to education, leaves a complex phenomenon in the growing economies of Uganda specifically Kampala inclusive. Children in street situations like any other child have a right to access education regardless of their status (UNCRC, 1989; UN, 1948; UNESCO, 1990; UNESCO, 1994; UNESCO, 2015; OAU, 1990) which would keep them engaged to grow into important citizens contributing to human capital growth of the country.

The Education Act 13 of 2008 section 4 and 5 clause 1 provides for the policy on the provision of education and training as a joint responsibility of the state, parent, guardian, and other stakeholders, every person shall enjoy and be provided with basic education. The Act also highlights the responsibilities of stakeholders involved whereas section 9 of the Education Act 13 prohibits education fees in UPE or UPPET programs indicating under clause 3 that UPE schools should not send away any pupil or deny any access to education for failure to pay any contribution towards the school.

In line with Uganda's vision 2040 educational reforms, Uganda aims at considering Universal Primary and Secondary Education consolidated as basic education as well as a human right, The National Child Policy (2020) also provides guiding principles for inclusion and non-discrimination, However, Uganda seems to be far away from achieving the goals of these policies because some members are still excluded from education. Excluding children in street situations from education can be attributed to a lack of clearer actions and guidelines to integrate them into mainstream education as well as unclear perceptions and attitudes toward implementing inclusion of children in street situations among some part of stakeholders (Okech et al., 2021).

Regardless of all these aims, policies, and guidelines, Uganda continues to experience high numbers of children in vulnerable conditions, and children in street situations inclusive. The policies in education and social work do not indicate how to transform these children into productive members of society for Uganda to achieve middle-income status and attain SDG4 which aims at an inclusive and equitable quality education.

Failure to address the current situation, then Uganda would continue to produce citizens who are more of a liability than an asset to Uganda's economic growth and development based on the fact that the number of children in street situations who are not attending school would continue to hike, the country would encounter continuous generations of a such vulnerable population that is highly unproductive, the crime rate would arise, reduction in human capital growth hence compromising the nation's development.

More so, children's rights would continue to be violated, and the excluded children in street situations will not gain skills for participation in society and maximize their full potential in life. This justified the urgent need for this research to provide answers to the main research question of what are stakeholders' perceptions and attitudes toward the inclusion of children in street situations in mainstream education. Education is still considered a social equalizer and it is an imperative tool required for raising the socio-economic status of individuals as well as the development of nations.

1.8 Significance of the Study

This study sought to explore the perceptions and assess attitudes of stakeholders towards inclusion of children in street situations in mainstream education, this study would be imperative in the following ways:

- i) This study is of great value to the Ministry of Education and Sports because it revealed the loopholes of the ministry in implementing universal primary education and recommended that the ministry should come up with clearer guidelines for including all children in education, collaborate with other relevant stakeholders and own the process of inclusive education.
- ii) The study revealed the policy gaps that exist concerning the inclusion of children in street situations in education. It further provided policymakers with information and recommendations for formulating a more comprehensive policy for guiding the effective implementation of inclusive education of children in street situations formulating more practical policies based on empirical evidence and with clearly defined roles and responsibilities of all relevant stakeholders.
- iii) The study provided government bodies with resourceful information specifically Kampala Capital City Authority, Ministry of Gender, Labor and Social Development, and Ministry of Education and Sports who are challenged with the problem of children on street to make informed action plans and decisions to successfully include children in street situations in education. More so, this study is beneficial to Budget Monitoring and Accountability Unit in adjusting and redirecting resources towards improving practices of including children in street situations in mainstream education of children in street situations.
- iv) The findings of this study are of great value to other researchers, especially with the scarce empirical literature on the inclusion of children in street situations in education. Therefore, this study adds to the existing knowledge

on the inclusion of children in street situations as well as stakeholders' perceptions and attitudes towards educating children in street situations.

- v) This study is of effective use to NGOs in their process of facilitating and capacitating children in street situations to access education especially in revealing the challenges NGOs encounter during the whole process and recommending how to overcome such barriers essential for equipping the children in street situations with skills, knowledge, values, and attitudes necessary for improving their lives and for purposes of sustainability in the future.
- vi) This study is of great value in understanding stakeholders' various roles and responsibilities in the process of educating children in street situations, and who is answerable for the education of children in street situations.

1.9 Assumptions of the Study

This study assumed that all public primary schools in the Kampala district embrace inclusive education and that selected stakeholders would provide honest responses on their views and attitudes towards including children in street situations in mainstream education. This study also assumed that stakeholders' perceptions and attitudes are predictive tools for the effective implementation of the inclusion of children in street situations in mainstream education.

1.10 Scope of the Study

This study was conducted in selected public primary schools in the Kampala district, Central Uganda. This is because being the capital city, the area attracts the highest number of children on the streets who do not attend school. Kampala district has the highest number of public primary schools where these children can access free and quality primary education. However, there is scarce empirical literature on the inclusion

of children in street situations in mainstream education as well as stakeholders' perceptions and attitudes towards the same. The study targeted children in street situations who have dropped out of school and/or are on street but would wish to re-enroll back to schools. This is because the researcher wanted to understand the excluded regarding their views towards joining mainstream education. This study also targeted teachers and head teachers from selected public primary schools because they are the main educators who directly implement inclusive practices therefore their attitude towards the phenomenon would be valuable to this study. Lastly, this study targeted representatives from selected NGOs, the Ministry of Education and Sports, Ministry of Gender, Labor and Social Development, and Kampala Capital City Authority because they are involved in the process of formulating guidelines, extending care and protection of vulnerable children, and have valuable information about the existence of collaborative practices in enabling the inclusion of children in street situations. This study used interviews to collect qualitative data and questionnaires to collect quantitative data.

1.11 Limitations of the Study

The limitations of this study were attributed to sampling and methodology. For instance, this study sampled only public primary schools for they are the ones mandated for providing inclusive education. As such, some public primary schools have not integrated children from the street into mainstream education whereas some private, non-formal schools have integrated children from the street into mainstream education. Public primary schools were considered because by law they should be universal and inclusive following the educational frameworks that mandated public primary schools to implement inclusive education.

This study excluded the community and caregivers/parents who are part of the stakeholders in inclusive education although they are deemed to have valuable information regarding this study. Inclusive education involves a wide range of stakeholders but would not be considered given the time and financial constraints. This study sampled children in street situations who have dropped out of school and are on street but would wish to re-enroll to school with or without caregivers whereas some children in street situations who are partly in children's homes under some family care and other children with less interest in education were not included. The perceptions of selected children in street situations were limited by the language barrier and limited understanding of inclusive education which was overcome by the use of a local dialect while conducting the study.

1.12 Theoretical Framework

The theoretical framework refers to the patterns that support a theory in your research study which justifies the existence of the problem under investigation (Labaree, 2013). It summarizes notions, ideas, and theories developed from previously published knowledge that helps a researcher to have a theoretical ground for data analysis and interpretation (Kivunja, 2018). This study adopted the Self-perception theory and Social-Constructivism theory.

1.12.1 Self-Perception Theory

The theory originated from the early works of social psychology and was developed by Daryl Bem in 1965 who argued that individuals conclude depending on attitudes toward their behavior and the circumstances in which this behavior occurs. Self-perception theory explains the findings in terms of how people infer the causes of their behaviors. This was reflected in the perceptions of children in street situations towards their inclusion in mainstream education. The majority of them highlighted the causes and

barriers as well as the circumstances under which they reside that hinder them from attending regular schooling.

Bem's self-perception theory was further developed by him in 1972 and argued out that, individuals become aware of their attitudes, beliefs, emotions, and other internal states by concluding partly from observations of their behavior and possible causes of that behavior. Bem's second claim was that individuals with no hint of their internal states are in the same line as external observers who depend on external clues to conclude their attitudes and beliefs. This explained the notion behind teachers' and head teachers' varied attitudes toward including children in street situations in mainstream education. Several research studies demonstrate how the attitudes of teachers and head teachers are influenced by different factors such as the understanding of inclusive education. School's preparedness, and professional development among others.

Bem's theory of 1972 supports the notion that conditions and circumstances as a result of an experience in the field can influence pre-service teachers' perceptions, assumptions, and beliefs and that experienced teachers act as mediators toward desired behaviors, positive attitudes, and self-perception of a student. This could enhance how pre-service teachers could think critically about the particular classroom responsibilities and how they perceive their professional development as educators (Bem, 1972).

Self-perception represents beliefs of one behavior that influence the creation of another behavior, a new attitude emerges if an individual initiates a behavior that is more aggressive than implied by their attitude (Bandura, 1977). Self-perception is the inbuilt belief of a person about their potentialities, and an individual builds his or her behavior based on a developed personality and perception pattern of themselves. Lobeko (2019) asserts that self-perception is manipulated by experience and assessment of the

environment through communication, education, and training which reflects a person's attitude to himself demonstrating emotions such as liking, disliking, anger, and happiness among others. Self-perception is highly dependent on the ability of the individual to react alternatively to his behavior and its controlling variables. It is also confined to the premise that the overt behavior of an individual paves the way to understanding the inner states of a person (Moheb & Bailey, 2020)

According to Moheb et al. (2020), Bem's self-perceptual theory is applicable in educational studies and practices, especially in assessing self-views to accelerate good performance, for instance, the theory was successfully applied in investigating patterns of self-perception in secondary schools in Spain. An exploration of Bem's self-perception theory in an educational context revealed that self-perception is a product of social interaction for instance the teacher possesses the ability to influence students' self-perception as well as student behavior.

Woosman et al. (2017) applied self-perception theory to explain residents' attitudes about tourism development through travel histories and highlighted that individuals' understanding influences their actions and behaviors. Identifying individual opinions can push them to incorporate and behave accordingly (Wheeler & Petty, 2001) as cited by (Woosman et al., 2017). This demonstrates the value of identifying the perceptions of various stakeholders in this study especially stakeholder perceptions towards collaborative practices for enabling children in street situations to get access to education would push the agenda to prioritize the education of these children.

Numerous scholars applied Bem's self-perception theory in an education context and revealed that unfavorable attitudes and perceptions may affect the ability of the individual to adapt their behaviors which may result in psychological issues therefore

self-perception theory is used to change people's attitudes and curb the individual's psychological problems. Self-perception theory is also a therapy for helping individuals get rid of social anxiety which is helping individuals with poor social skills to learn them. Understanding teachers' and students' attitudes and beliefs would help in the implementation and improvement of educational programs (Yee & Balinese, 2007; Grover et al., 2013; Chai et al., 2017) as cited by (Moheb et al., 2020).

In this current study, this theory is applicable in a way that the views and attitudes of selected stakeholders participating in this study would influence the way these stakeholders would respond or behave towards the phenomenon under investigation since this theory gives the credence to the notion that self-perception aligns with self-efficacy, self-confidence and self-esteem hence applicable in educational management as well as addressing social problems (Moheb et al., 2020). However, the self-perception theory does not demonstrate including learners in mainstream schooling but claims that self-perception is a product of social interaction. This theory does not acknowledge learning in an inclusive environment that would influence the behavior, attitudes, and beliefs of learners, teachers, and other educationists. Lastly, the self-perception theory neglects the aspect of collaboration to gather more self-views necessary for improving educational programs hence the need for another theory that would accommodate the mentioned weaknesses.

1.12.2 Social-Constructivism Theory

This study also adopted the Social-constructivism theory by Lev Vygotsky (1896-1969). This theory states that "Social worlds develop out of individual's interactions with their culture and society". Vygotsky emphasized that learning should be collaborative in the construction of knowledge through social interaction. The main tenets of this theory that guided this study according to Vygotsky include; education

leading to development that is a result of social learning through social relationships, criticized segregation and mindless inclusion, and learner maintained within the mainstream social and cultural environment. (Kapur, 2018) highlights the overview of social constructivism in inclusion, he also encouraged social learning in an environment that accommodates all learners regardless of their diversities to be given equal opportunities in learning.

This theory best suits this study because it emphasizes the value of education in developing the lives of individuals through social interactions and learning within the mainstream social and cultural environment. The theory also emphasizes the need for collaboration in an inclusive setting. This collaboration could be among stakeholders in planning and advancing inclusive education of children in street situations or within the classroom to encourage learning from peers, teachers, parents, and others.

Vygotsky introduced a new method of teaching-learning that focuses on children with special needs, a paradigm that is practice-oriented which creates a positive approach and ensures a favorable experience for children with special needs. Vygotsky (1962) stressed the role of social learning because of its impact on cognitive development through learning and interaction with teachers, peers, children, parents, and teachers. Vygotsky's main assumption of constructivist theory is that knowledge is socially and culturally mediated which emphasizes the need for collaboration in an inclusive setting. Patil and Patankar assert that experiences gained out of interactive sessions in collaboration help to establish opportunities for children with special needs and help them to think and problem-solving skills with peers (Patil, 2016).

Botha and Kourkotas (2016) argue out that, children with behavioral difficulties and anti-social behaviors subject themselves to exclusion, rejection, and isolation within or

outside the school setting, therefore, adopting an inclusive model for teaching such children to address their anti-social behaviors and also establish constructive relationships with their peers and teachers. More so, inadequate training of teachers in inclusive education is reported as a reason why teachers lack understanding of inclusive approaches and the need for effective collaboration with professionals which are a prerequisite for effective implantation of inclusive education.

Patil and Patankar stress the need to give children with special needs equal opportunities to take part fully in everyday life activities and regular classrooms with normal peers as a founding principle of inclusive education, and Vygotsky's theory explains the perspective of the social-constructivist and explains the main principles of inclusion. Patil and Patankar argue out the needs required for children with or without disabilities to learn together which include; well-designed educational programs, adequate support, and services for the student, teacher professional development, and sufficient funding for schools to develop programs for students based on their needs as well collaborative practices amongst stakeholders such as parents, teachers, administrators, specialists, and external agencies.

The processes of constructivist teaching and learning in an inclusive setting are based on the assumption of social-constructivist approaches that stem from teachers expecting all students to learn, learning takes place in different ways and teachers must use multiple methods of teaching to allow students to demonstrate their knowledge.

1.13 Conceptual Framework

According to Kivunja (2018), a conceptual framework is the logical conceptualization of the entire research project. It comprises the researcher's thoughts on the identification of the research topic, the problem that is to be investigated, techniques,

procedures, and instruments to be used as well as analysis of findings (Ravitch & Riggan, 2017) as cited by (Kivunja, 2018). In summary, a conceptual framework is a diagrammatic representation of the relationship between variables in a study under investigation. The Quantitative framework displayed how attitudes of selected stakeholders who are teachers and head teachers were assessed concerning their support towards the inclusion of children in street situations whereas the qualitative diagram represented the perceptions of selected stakeholders towards inclusion as well as collaborative practices that enable inclusion of children in street situations.

Figure 1.1 represents how the researcher conceptualizes Head teachers' and teachers' attitudes. Teachers' attitudes were measured on a self-efficacy scale. This scale was used to measure the attitudes of teachers because it is crucial in determining how people perceive and respond to different situations (Bandura, 1977). Self-efficacy can influence psychological states toward behavior to motivation. Three dimensions were extracted from the items on a self-efficacy scale. They include; student behavior, teacher competence, and teacher motivation. This would greatly measure teachers' attitudes towards the inclusion of children in street situations in mainstream education.

The attitude of head teachers toward school-based support for the inclusion of children in street situations was measured on a semantic differential scale comprising bi-polar adjectives to measure head teachers' attitudes towards providing school-based support for the inclusion of children in street situations in mainstream education. The dependent variable (inclusive education) was conceptualized in terms of access, engagement, and quality. It is manifested in the literature review that the attitudes of teachers and head teachers would influence the implementation of inclusive education.

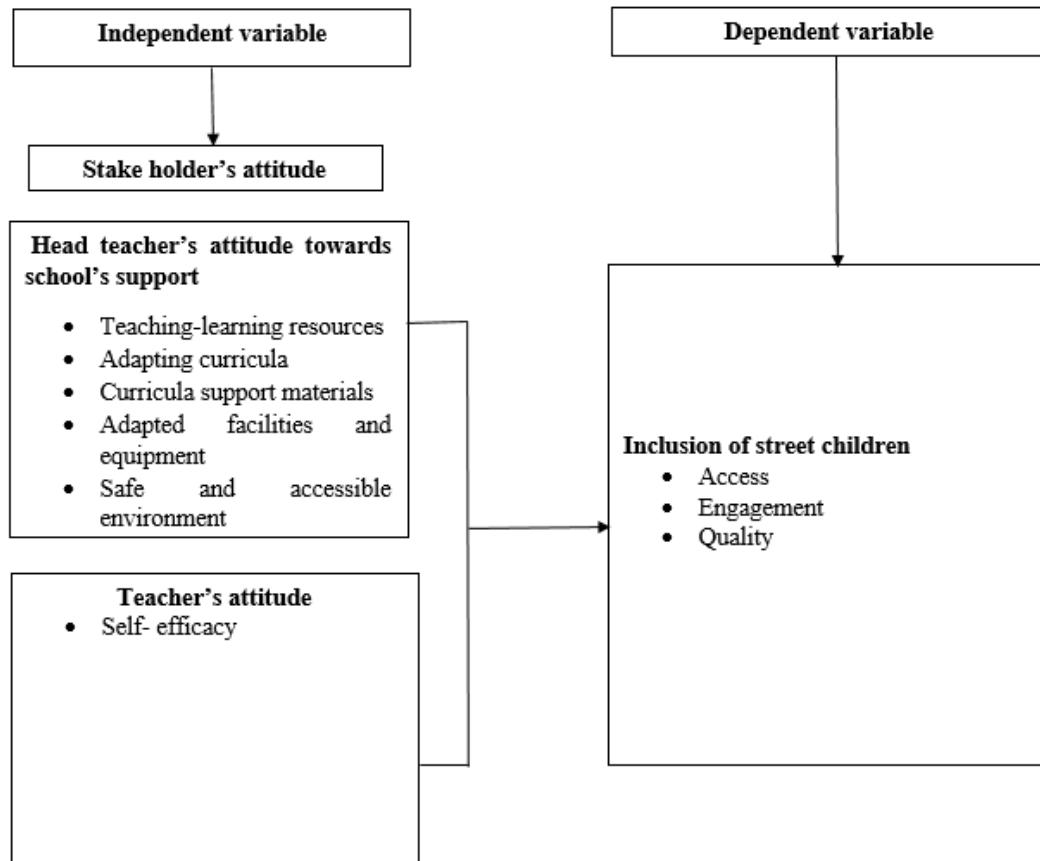


Figure 1.1: Operationalization of quantitative variables

Figure 1.2 represents qualitative concepts of how the perception of selected stakeholders shows the views of children in street situations towards joining mainstream education concerning factors that influence their inclusion which is not limited to socioeconomic, family, behavioral, and school factors. More so the figure shows the collaborative practices that could exist in enabling the inclusion of children in street situations such as disseminating policies related to inclusion, researching areas of need in the home of inclusion, and implementing the policy. It is conceptualized that the beliefs and opinions of selected stakeholders would help in the implementation of inclusive education. The narration of children in street situations experiences would be vital in gathering their opinions regarding their education. More so, the views of other

actors in the process of inclusive education would provide the best approaches to enabling the inclusion of children in street situations in mainstream education.

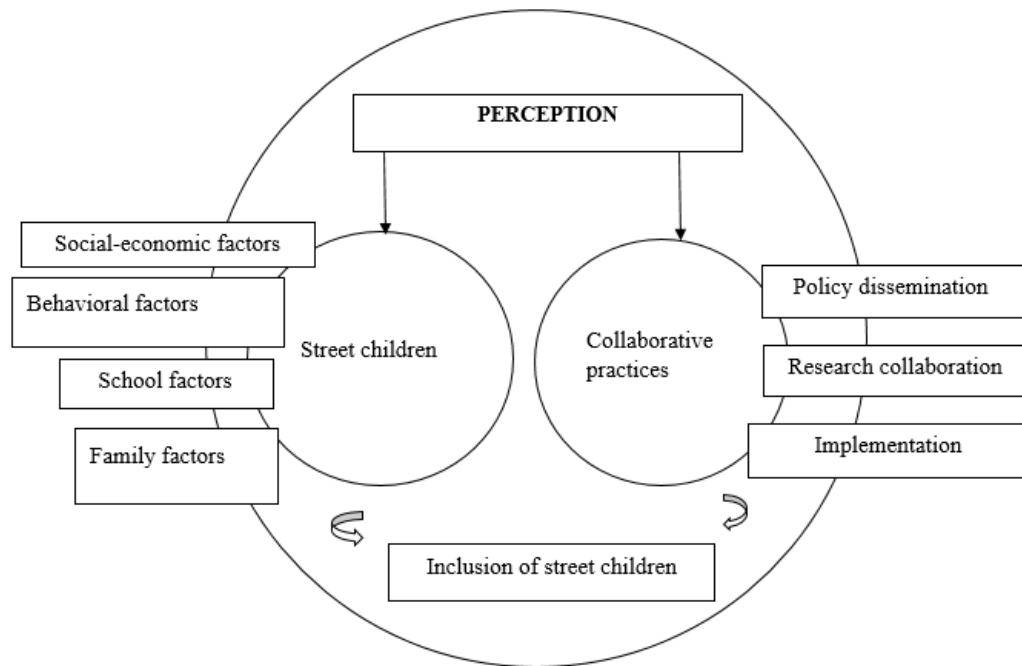


Figure 1.2: Operationalization of qualitative constructs

1.14 Operational Definition of Terms.

Perception

Perception is how something is understood and it is based on how individuals interpret the world in which they live and make sense of it. This study looked at perception in terms of views and subjective experiences of selected stakeholders and their influence on the inclusion of children in street situations in mainstream education.

Attitudes

An attitude is defined as someone's ideas regarding their feelings towards a certain behavior. An attitude may be a positive or negative, favorable or unfavorable evaluative reaction that is directed towards someone's beliefs, feelings, and behavior. In this

current study, attitude is the way how teachers and head teachers feel about inclusive education and how they act towards it.

Children in street situations

Children in street situations refer to those below the age of 18 for whom the street, unoccupied dwelling places, and wastelands have become their home and source of livelihood and have fewer attachments with their families. This implies that a child on the street working, a school dropout, or a homeless boy or girl. This study focused on children in street situations who have dropped out of school and/or are on street but would wish to go back.

Inclusion

Inclusion can be defined as a process of recognizing the need for schools to accommodate diverse students with different abilities by putting into practice the policies and cultures and also taking the responsibility to eliminate the barriers that hinder that possibility.

Inclusive Education

Inclusive education is a process of considering and responding to the diverse needs of all learners by providing opportunities to participate in learning, full participation in the community and cultures, and minimizing all kinds of discrimination within and from education.

Mainstream Education

It refers to inclusion of learners with special education needs into general education settings or regular schools to ensure that needs of all learners are addressed and barriers that can potentially hinder their participation in education are eliminated.

Stakeholders

Stakeholders in this study refer to any person who has a stake or personal interest in the work and activities of the school for the welfare of the learner and the school. They include; children in street situations, teachers, head teachers, and Representatives from selected Non-Governmental Organizations, Kampala Capital City Authority, Ministry of Education and Sports, and Ministry of Gender, Labor, and Social Development. These are involved in making and implementing policies of inclusive education.

Collaborative Practices

These are practices that involve a joint effort of people who have an interest and responsibility in the well-being of a child that unites to provide educational needs of children in street situations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a description of broad ideas of what is already known in the field related to the area under investigation, bringing out a clear justification of why this particular study is important through the exploitation of the gap. The chapter discusses the concept of education status of children in street situations, followed by International, Regional and National frameworks on inclusive education. This was preceded by a review of the perception of children in street situations towards joining mainstream education and teacher's attitude towards inclusion of children in street situations, this chapter also provided a broad view of the attitudes of head teachers towards school-based support for the inclusion of children in street situations and collaborative practices amongst stakeholders in enabling the inclusion of children in street situations. Finally, the researcher identified the gap and give a summary of the chapter.

2.1 Education Status of Children in Street Situations

Children in street situations refer to children below the age of 18 for whom the street has become their habitual abode and/ or a source of livelihood (Kumar, 2020). Research studies show that there are more than 150 million children who live on the street because of various causes that are not limited to orphanhood, natural calamities, domestic violence, weak family ties/family breakages, war, and poor socioeconomic conditions (Shrivastava et al., 2016) as cited by (Kumar, 2020). Children in street situations are defined in various perspectives depending on their status but generally, a street child is a child whether female or male who resides or works on the street and for

whom the street has become the source of livelihood (Bhat & Qudir, 2014) as cited by (Kumar, 2020).

The UNCRC defines a child as a human being below the age of 18 years. This convention has been ratified by 192 member countries Uganda inclusive, and pays great attention to education, considering it crucial for life development skills. Children in street situations are vulnerable to any harmful conditions and are disadvantaged in terms of access to formal education, a sense of belonging, general services, and support.

Education status is an important indicator in measuring a child's well-being and speculates one's opportunities in life because it envisions potential growth and economic viability. However, this is not the case for orphans and vulnerable children due to the challenges they go through daily (Mwoma, 2016). This study focused on the perceptions and attitudes of stakeholders towards the inclusion of children in street situations who are also part of the Orphans and vulnerable children. USAID (2004) stresses that millions of children are considered vulnerable because of their exposure to life threats such as poverty, sickness, conflict disease, and accidents. Because of this vulnerability, their right to education is not guarded and hence are excluded. Access to quality primary education lays a foundation for a child for continued learning. USAID and CRS (2008) as cited by Mwoma (2016) report that school attendance helps a child that has experienced trauma to overcome the negative impact of their experiences since education is a good indicator for measuring the socio-economic aspects of individuals and nations.

According to the Evaluation report (2013) for UN MDGs, Sub-Saharan Africa registers high school drop-outs of children at a tender age in the whole world with half of the children that enrolled for primary education failing to complete the last grade of primary

schooling (UN, 2013. P16). This drove the UN agenda toward Sustainable Development Goals hence SDG 4 aimed at advancing inclusive and quality education to promote lifelong learning opportunities for all. The Enumeration report (2017) prepared by Retrak Uganda reveals that many children are living and working on the streets of Kampala and there is no distinction between those working and those living on the streets since both groups have limited attachments to their families and move freely with no adult care and supervision. According to the report, 80% of the children living on the streets of Kampala are excluded from education likewise the working children across all urban locations. Planning and implementing initiatives for including these children in education would avail them with life skills and experience for the socio-economic development of themselves and their families.

According to Kuparadze (2010), the birth of a group of victimized children known as children in street situations is a result of poverty and social indifference. Such kinds of children require special attention and help to improve their life skills. This requires a comprehensive system that involves building the capacity of the children and parents/caregivers who are charged with the responsibility of raising them. In Georgia, most children who drop out of school miss both education and essential life skills such as appropriate schooling, literacy, and numeracy. These are usually developed through interaction with peers during the education process which is very important to an individual for him or her to play a meaningful role in society (Kuparadze, 2010). Kuparadze's study aimed at assessing the significant gaps and factors that affect the education of children in street situations and suggested strategies for interventions at various stakeholder levels purposely for increasing access to meaningful education, and integrating literacy with vocational training for children in street situations. However,

this study is focused on the views and attitudes of selected stakeholders towards including children in street situations in mainstream education.

Children in street situations are traumatized children who are underprivileged in terms of social interactions caused by shortcomings of their upbringing therefore, involving them in the process of schooling requires schools to be fully prepared for the admission of such children. The views toward the approaches of including children in street situations in mainstream schooling should align with those of inclusive education and this should be initiated by national authorities to protect children's rights through a policy directive although it requires preparation of schools in advance to care for children in street situations which is a system within which emphasis should be on schools' preparedness (Kuparadze, 2010).

Concurring to Nouri and Karimi (2019), Education has appeared to affect person workforce results such as better pay, reduced vulnerability, moved forward wellbeing, and sanitation homes, and an expanded capacity to get to data and take an interest in different social and financial forms, the non-appearance of an appropriate and comprehensive arrange to help working children remains the foremost challenging thing whereas accomplishing objectives of instruction for all. This serves as proof for conducting a conspire for retaining out-of-school children through the arrangement of sufficient reserves to secure impeded and working children and the interest of neighborhood communities, non-governmental organizations (NGOs), and charities (Service of Education-Iran, 2015). The need for education makes children especially helpless to manhandle such as child labor and trafficking, sexual, physical, and medicate mishandling, presentation to STDs, HIV/AIDS, they squeeze out a living

beneath unforgiving conditions and have no get to formal instruction like their peers (Fatimayin, 2012).

Lema (2014) asserts that it is noteworthy that all children including children in street situations access education because education is a prerequisite for reducing destitution, boosting agriculture, and living conditions of rural people. In this manner, the education framework ought to debilitate any shape of segregation in terms of sex, race, color, ethnicity, religion, dialect social or financial status.

2.2 International, Regional, and National Frame Works on Inclusive Education

Considering the international frameworks, the Universal Declaration of Human Rights (1948) states that everyone has a right to education. Various international and regional treaties have reaffirmed education for all and they include; the Convention on the Rights of the Child (CRC), UNESCO Convention against Discrimination in Education, Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), African Charter on Human and People's Rights (ACHPR), International Convention on Economic, Social and Cultural Rights (ICESCR) and The African Charter on the Rights and Welfare of the Child (ACRWC).

The UN Convention on the Rights of the Child provides guidelines for the education and training of all children for better integration into society and for children to achieve their best level of independence. Article 28 (1) (a) stipulates that state parties should recognize the right to education of a child based on an equal opportunity which made a move towards making primary education free and compulsory to achieve this right progressively. However, UNCRC does not provide guidelines for inclusive education.

According to UNESCO (1994) Salamanca Statement and Framework for Action, the school must cater to all children regardless of their social, emotional, physical,

intellectual, linguistic, or any other conditions. UNESCO (2000) also formulated the Dakar Framework for Action while the Dakar World Education Conference highlighted the value of inclusive education and stated that the inclusion of children from disadvantaged backgrounds such as children with special needs, remote communities, ethnic minorities, and others excluded from education must be an integral part on the strategies to achieve Universal Primary Education. Still, this statement seems incomplete with a lack of clearer guidelines for inclusive education.

Uganda has ratified all these treaties and many more including the International Covenant on Economic, Social and Cultural Rights Article 13 which recognizes a right to education for all without any kind of discrimination and set a framework for the full realization of this right. The United Convention on the Rights of People with Disabilities Article 24 states that parties shall ensure an inclusive education system for all levels and lifelong learning and must ensure that both the process and outcomes of developing an inclusive education system comply with Article 3.

Considering the regional treaties Uganda subscribes to the African Charter on the Rights and Welfare of the Child Articles 11 which stipulates that a child's education shall aim at promoting and developing a child's personality, talents, and mental and physical abilities among others to their fullest potential. Section (3) (d) of the same article urges states to initiate and advance interventions that encourage school attendance and retention in schools.

Uganda is still far from achieving this based on the high dropout rates of primary school children. More so, the African Charter on Human and People's Rights Article 17 states the right to education for all. It encourages inclinations state parties to ensure the total scope of the right to education by allowing all children to appreciate free and obligatory

essential instruction without distinction by continuously giving satisfactory budgetary and other assets in their education budget; guaranteeing rise to the opportunity and common openness, both physical and financial, for all persons to education without discrimination; providing high quality and appropriate programs in education which suit individual needs of all sectors in the society, for example, children in vulnerable conditions such as those on street, children with disabilities, pregnant children, migrant children, refugee children, internally displaced children, pregnant children and children from marginalized communities; among other things.

The national and legal frameworks are formulated following the 1992 Government Whitepaper on Education which aimed at eradicating illiteracy and equipping individuals with basic skills and knowledge and the ability to contribute to building an integrated, self-sustaining, and independent national economy. Uganda's second National Development Plan (NDP II), integrated SDGs stresses the relevance of SDG4 in ensuring inclusive and equitable quality education and promoting life-long opportunities for all.

The Education (pre-primary, primary, and post-primary) Act (2008) clause 4 section 1, states clearly that provision of education and training to the child shall be a joint responsibility of the state, the parent or caregiver, and other stakeholders whereas clause 2 stipulate that basic education shall be provided and enjoyed by all persons. Furthermore, regarding this Act, there is a Universal Primary Education policy (1997) and a Universal Secondary Education policy (2007). Considering primary education, Uganda's Education Act states that it shall be universal and compulsory for pupils aged 6 years and above.

However, despite this law introducing Universal Primary Education and no fees charges for children at the primary school level, the major reason for the lack of access to education for all children on the streets of Kampala, Iganga, Mbale, and Jinja is the inability to meet the cost of school (Retrak, 2017). This posits a need for a review of this policy to include concrete guidelines for advancing education for all with the inclusion of children in street situations in schools who cannot afford the cost of school.

The Education Sector Strategic Plan provides for equal access to quality education and training, with emphasis on the delivery of relevant and quality education and training sports, and enhancing efficiency and effectiveness of education at all levels which are based on NDPII and international commitments. The Government of Uganda under her Ministry of Gender, Labor and Social Development approved the recent National Child Policy (2020) includes a key action (in section 5.2) to increase the completion of education, The policy also provides guiding principles for inclusion and non-discrimination however there is no concrete action specified to indicate how inclusion would be affected.

2.3 Past Studies in the Area

2.3.1 Children in street situations' Perceptions of Inclusive Education

According to Uthayakumar et al. (2019) reported that children in street situations find difficulties and are unable to enroll in formal education due to several factors including lack of permanent address and legal identification while those who can enroll in schools often encounter discrimination, stigmatization, and marginalization from their peers and teachers which hinders and disrupts their classroom attendance as well as performance in class. This also can worsen the situation of vulnerability among these children in street situations who often suffer from exploitation and neglect, physical

and sexual abuse, and trauma that may have adverse effects on their psychological development and health status hence adversely implicating their attendance in schools (Uthayakumar, 2019). This indicates a need to develop an approach to education for these special types of learners to support their health and psychological needs.

Kisirkoi et al. (2016) reported that the views of children in street situations towards their schools and teachers show that children in street situations prefer female teachers to male teachers who are polite, caring, patient, and good at teaching. The study also revealed that children in street situations prefer teachers who can freely interact with them, and understand their problems, and like their learning centers for being orderly and disciplined in the center accompanied by creativity in learning, prayers, socialization with one another, and free choice of games. This motivates a learner to participate in and attend learning activities, portray decent behavior to keep the opportunity of learning, and also acquire self-esteem.

UNICEF (1995) in collaboration with the Government of Kenya reported that it is very difficult for children in street situations to attend lessons in a normal primary school because they value their independence and freedom to operate in the streets rather than to be confined in a school. Children in street situations have adopted unique values which poses a great challenge to them to enroll and retain school because they require time to work and they value their jobs which they do to earn a living than education (Mtaita, 2015).

A study done by Fatimayin (2012) indicates that 88% of children in street situations who were interviewed expressed their wish to go to school while 12% declined which is a clear indication that children in street situations are willing to be educated. Salo (2009) as cited by Mtaita (2015) suggested the mechanisms that would help children in

street situations easily get back to school that is, by providing them with money or food so that they do not work and have time for school.

Kisirkoi et al. (2016) interviewed a sample of 53 children in street situations from Nairobi central business district including children in street situations undergoing rehabilitation in learning centers and reported on life expectations of children in street situations learning in the centers. The study revealed that children in street situations were ready to participate in all learning activities, acquire skills that would help them compete in the job market, earn a living, and fulfill their life desires. This would also influence their behavior towards learning in the classroom and also help them discover their potential in learning.

The perceptions of the children in street situations revealed that they possess different needs due to the different circumstances they face. They do participate in various activities which may be less developmental to their life or to have better future career opportunities. This calls for an immediate and positive change in the perceptions and attitudes held by stakeholders involved and across the school system (Nouri, 2019).

Children in street situations' perception of learning were attached more to their parents who view them as breadwinners and do not acknowledge the value of education in the life of a child hence dropping out of school due to dysfunctional families, and economic hardship. Whereas less productive parents with little understanding of the right upbringing and welfare of a child also deny their children a chance to access education (Kuparadze, 2010). Families are key in the upbringing of any child. Future families OVC program in Olivenhoutbosch, South Africa, supports parents/guardians to care for their families with support initiatives such as stress management, developing parenting skills, building capacity on domestic violence, and economic strengthening of

households (Kris, 2020). These initiatives are necessary for stable families that are important in helping their children get access to services and be able to keep and monitor their children in school.

Mtaita (2015) asserts that children in street situations' perceptions towards themselves will lead to deciding whether they want to remain as children in street situations or would want to get access to education and this also molds their behavior towards teachers and schools. Alternatively, different strategies that include ways of getting rid of their negative perceptions would be developed before they are enrolled in schools (Mtaita, 2015).

Children in street situations' perceptions of the learning process indicated that children in street situations drop out of school due to economic and family-related problems and take to the streets or mere childish laziness. The study also indicated the preference of children in street situations to attend classes periodically rather than systematically based on factors like lack of motivation to study, lack of time for working children, limited learning abilities, the complexity of textbooks, the limited value attached to education and unsuitable teaching methods that out of date which makes victimized children less interested in the learning process (Kuparadze, 2010). Children in street situations have not benefited from the efforts made toward inclusive education across the globe. As such, many research studies have put more emphasis on the education of children with disabilities and have not categorized children in street situations and this is why this study was done to contribute to the efforts toward SDG4 with emphasis on children in street situations.

2.3.2 Teacher's Attitude towards Inclusion of Children in street situations

In research carried out by Enable-Ed and USDC in 2017 across Uganda interviewed district inspectors on the key challenges of inclusive education in their districts and the highest percentage of the respondents indicated inadequate skilled personnel, inadequate funding for SNE, and negative attitude toward inclusive education., negative teacher's attitude, inadequate infrastructure, and teaching materials. This piqued the researcher to direct the study towards understanding the attitude of teachers. Furthermore, the district inspectors' responses emphasized more on the need to provide training to teachers to enable them to provide Inclusive Education which they regarded as far greater than the need for additional funding and NGO support.

According to Dladla et al. (2018), teacher's explanation of how they understand learners who are children in street situations may underlie how the teachers respond to the education needs of such learners who attend school based on how the concept of Children in street situations is socially constructed that influences attitudes about those to whom the term is applied and paves way for various agencies to undertake directions towards addressing the phenomenon.

An inclusive approach in the classroom depends entirely on the attitude of the teachers (Kumar et al., 2020). It is believed that a positive attitude of teachers toward inclusion tends to prepare them to adjust their teaching approaches to accommodate different individual learning needs whereas teachers' negative attitude toward inclusive education affects the effectiveness of the teaching and learning process negatively and also obstructs the successful implementation of teaching and learning process (Gal, Scherer & Engel-Yeger, 2010; Cassady, 2011; Taylor & Ringlaben, 2012). Teacher attitude has not shifted to the desired point regardless of their key role in education,

teachers ought to have information, and understanding of changes in education and acquire aptitudes to move forward their competency as a teacher who handles all sorts of learners which can be accomplished by enhancing their knowledge of inclusion to effect a positive attitude which would, in turn, predict their thinking, feeling and behavior towards inclusion (Supriyanto, 2019).

Teachers' self-efficacy, knowledge, and training positively influence their attitudes towards inclusive practices (Supriyanto, 2020; Bandyopadhyay & Dhara, 2021). Training teachers in the arena of Inclusive Education and Special Needs Education is recognized as key to improving the school quality system. Whereas there is a focus on up-skill in-service teachers through CPD and implementation of curriculum changes for pre-service teachers, this is being done through developments carried out in mainstreaming SNE in teacher education programs in 56 PTCs, However, the curriculum for these PTCs is not revised yet and many teachers complete without accessing SNE training and Uganda still considers Kyambogo University as the only higher education institution authorized to train SNE teachers (USDC, 2017).

In a study done by Kisirkoi et al. (2016), center managers and teachers who were involved in the study revealed that they had identified great potential and skills in children in street situations and suggested that for children in street situations to learn, their basic needs should be facilitated including the provision of food, shelter, and clothing through well-organized programs supported by the central government. Teachers and center managers who participated in the study on education and retention of children in street situations also proposed sports and games to be imperative in helping the children in street situations forget negative memories, and aim at discovering and developing their talents rather than being drug addicts (Kisirkoi, 2016).

According to Kugaradze et al. (2010), The attitude toward a professional social pedagogue that should be adopted by school teachers and those involved in the process of engaging children in street situations in class included the ability to penetrate children's lives and detect their psychological state, motivation to trust children and their potential capacities, ability to use various teaching methods, sense of humor, affection for the children, professional insight and observation, organizational skills, culture of pedagogic interaction, a high level of professionalism and training, knowledge, and love for the profession, speech technique and culture (Kugaradze, 2010). Teachers require teaching/ learning strategies to create a learner-friendly environment for all children to reduce school dropouts due to harsh teachers and unfriendly environments. This would also reduce the number of children masquerading on the streets (Kisirkoi, 2016).

A study done by Mtaita (2015) on perceptions of children in street situations and the role of the community in supporting their access to education asserts that the views of primary school teachers on children in street situations portray their behavior towards the children in street situations and how they handle the children. Kugaradze (2010) reports that teachers often make adjustments to teaching while working with children in street situations on children's wishes, opinions, advice, intensity, and duration of group reading classes to intensify children's self-confidence which helps teachers to motivate the children, create a learner-friendly environment in which the children express unreservedly which was noteworthy to reveal their character and identity, set their objectives and acquire skills for free and basic examination. Kisirkoi et al. (2016) report that teachers and center managers proposed that if children in street situations were equipped with education, then, there is a possibility that they would be productive for themselves and society like any other child with access to quality education.

A study done by Mwoma and Pillay (2016) reported a large percentage of teachers and learners who were the respondents confirmed the fact that teachers motivated learners who were orphans and vulnerable that had challenges with their performance to strive harder and achieve their academic goals. This support is accelerated towards ensuring equal access to basic education for all children besides their status. However, this posed challenges in supporting OVC such as insufficient time for special attention to OVC, the inability of OVC to read and write, lack of concentration in school work among OVC, low self-esteem among OVC, absenteeism, and lateness to school, and lack of cooperation between teachers and parents/guardians on their children's matters (Mwoma, 2016).

According to Kugaradze (2010), the attitudes of teachers toward integrating children in street situations into schools is difficult and hard to achieve the ultimate level of development of children in terms of their preparedness for school to manage intensive learning and schools prepare for such challenges by employing appropriate methods of teaching and improving teaching staff loyalty. Teachers' input adds to the knowledge of why the children in street situations phenomenon persist despite the free education for all and teachers' attitudes would lead to refusing or accepting children in street situations into their schools and classrooms (Mtaita, 2015).

Considering a literature review done by Supriyanto (2019) on teacher's attitudes toward inclusive education, suggests education stakeholders in every country engage in improving the attitude of teachers towards inclusive education by providing the right policies, facilitating adequate training for both pre and in-service teachers to enhance the understanding and application of inclusive education principles and skills in a classroom setting, providing necessary resources which include inclusive teaching

methods, appropriate accommodation, and individual planning. This review also concluded that the policies should consider the types and severity of the disability, especially where teachers are not in a position to include learners with severe intellectual disabilities and emotional and behavioral disorders in general classrooms (Supriyanto, 2019).

The SALVE international under the Consortium for Children in street situations global network research aims at motivating and encouraging learners who are children in street situations through creative play to build a strong love for education as well as helping teachers to build a strong relationship with their learners which helps to instill a sense of self-confidence in children in street situations and also feel supported. All of this is targeting the development of appropriate teaching methods that suit the learning needs of children, and develop their capacities and abilities. Teachers' attitude is positive toward inclusive education however, they require adequate external support to provide and apply appropriate approaches to diverse learners hence the successful implementation of inclusive education would be dependent upon the support given (Supriyanto, 2019)

2.3.3 School-Based Support for Inclusion of Children in street situations

For inclusion to be effective, schools must be ready with innovations that begin by introducing inclusive education, identifying children with special needs, developing curriculum, instructional media, teaching methods, teacher competencies, and assessments to both academic and non-academic services that require arrangement in a way that favors children with special needs to follow the learning process well all of which requires finance and a significant amount of time. Schools must also prepare to

manage classes with diversities by use of curriculum and individualized learning (Fitria, 2012; Lisdiana et al., 2018) as cited by (Rofiah et al., 2020).

A study done by Mwarari (2020) revealed different indicators of inclusive practices and among the mentioned were; the availability of adapted curricula and support curriculum materials, availability of sufficient resources to support inclusion and enrollment of special needs learners in regular schools. This can be affected by the school's leadership. From the researcher's findings, it was revealed that most head teachers and teachers acknowledge high enrollment of children with special needs in regular classes which is consistent with other studies (Odongo, 2012; Peter & Nderitu, 2014). This seems to exclude children in street situations. In the context of inclusive education, most schools lacked adapted curricula and curricula support materials, teaching-learning resources, safe and accessible environments, and feeding programs, which reflected a challenge in the effective implementation of inclusive practices (Mwarari, 2020).

In a report compiled by Uthayakumar et al. (2019) under the Consortium for Children in street situations, asserts that several hidden costs of education are involved like uniforms, shelter, food, and textbooks among others that children in street situations and their families cannot afford for children in street situations to enroll in mainstream schools alongside free school enrollment. This would create an unrealistic situation that is undesirable and not sustainable to force these children into street situations in school since they have to take some time away from school to work and this limits their educational opportunities. This calls for a comprehensive understanding of their situation while paving a way for their education and developing educational approaches

that would allow a combination of both access to education as well as work to sustain their lives (Uthayakumar, 2019).

Hayes and Bulat (2018) assert that head teachers are responsible for identifying programs that involve stakeholders, and parents inclusive to support the educational needs of children in school with special needs, and also provide for training teachers in special needs education to foster effective implementation of inclusive education. This could also be applied to the inclusion of children in street situations in education. The findings of Shiwani (2021) reveal that head teachers lack a common understanding with stakeholders in the system which is imperative to outsource funds for inclusive education programs whereas some head teachers and school committees outsource funds for facilitating programs of their interest due to poor coordination among the stakeholders. Shiwani recommended that schools should adopt a well-coordinated structure for partnerships and broaden participation and engagements in training, collaboration, strategic planning, outsourcing funds, as well as support services for inclusive education implementation.

Among the programs carried out by ANPPCAN in Kenya, is empowering children as advocates of their rights and under this program, a project was developed that targeted children, parents, teachers, members of the school boards of management, local administration, Government departments, and ministries and its major aim was to scale up child participation and empower children, especially orphans and vulnerable children as advocates of their rights. According to ANPPCAN (2019), the project deployed different strategies to achieve its objectives which included; awareness raising on child rights and child protection, advocacy, training, networking and partnerships, peer-to-peer monitoring, and implementation of income-generating activities, and

establishing and strengthening of child protection structures. All the strategies mentioned are imperative in aiding children in street situations who are vulnerable to enrolling and remaining in school.

School-based support in terms of provision of a safe and accessible environment is significant in helping the children in street situations access education by encouraging them to help them realize their potential, equipping them with vocational skills that are necessary for earning them a living, and providing livelihood programs for their families such that their parents or guardians can be able to support their children remain in school. For instance, CHETNA in India counsels, encourages, and engages parents to support their child's education and help them with obstacles likely to be faced in sending their children to school (Uthayakumar, 2019). More so, a program carried out by ANPPCAN in Kenya, developed another project that is, The Parents Economic Empowerment Programme which targeted parents with children in schools in Loitoktok and Busia counties. The major aim of the PEEP project was to increase household incomes through group formation in which parents save and loan out funds for businesses and other income-generating activities to support orphans and vulnerable children (ANPPCAN, 2019).

In a study done by Kris and Mphuthi (2020), it was reported that parents /guardians had a very clear perception toward lack of educational support harms their children's lives and they also regard future family education support as very important in redressing children's challenges, raising their chances to excel in school, and increasing access to education for underprivileged children. Children in street situations are vulnerable and require attention if they are to be revived and in this case, parents/guardians are also key stakeholders in the process of their transformation.

However, Mwoma and Pillay (2016) reported that there is a need for workshops to sensitize parents/guardians to support OVC with school/homework as well as personal hygiene, build their capacity building on the value of child support under their care while at home and in school environments, follow up visits to assess the needs of both the OVC and their caretakers, and identifying the needy parents/guardians by social workers to provide them with social grants, were the supportive strategies that Mwoma and Pillay's study suggested for parents/guardians to support the educational needs of OVC.

According to Kris and Mphuthi (2020), the perception of parents/guardians on psychosocial and social education support of orphans and vulnerable children is imperative to help children who have trauma, and help them to strengthen family relations and make the family a better place. It is also believed that social education support is significant in helping their children enhance positive behavior, teaching them respect, keeping them out of crime, and helping children to be responsible and make appropriate decisions regarding their lives (Kris, 2020). In this way, head teachers can engage parents of children in street situations to collaborate effectively on enhancing access and retention of children in street situations in schools.

The study done by Kuparadze identified a key problem in the enrollment of children in street situations in public schools as a lack of a basis to distribute them among grades whether they should be distributed according to their age, their abilities, or their capacity to get along with the learning stages. Schools must adopt specific curricula and curricula support materials that align well with the needs of children in street situations as well as build the capacity of teachers and head teachers on inclusive practices. School attendance of children in street situations could be one of the measures that could reduce

the risk of children taking up street life. However much important the role of the school in a street child's life, there exist gaps in the understanding of teachers on learners who are children in street situations in terms of how they identify, describe and characterize them and the relationship with the learners (Dladla, 2018). This also necessitates the school to provide training to in-service teachers to improve their understanding of inclusive practices.

Considering several research studies that have examined attitudes toward inclusion, a teacher's capacity is a key element in implementing inclusive education. Hashmi and Khanum (2017) recommended that inclusive education be included in the teacher education syllabus as well as development programs for equipping in-service teachers with inclusive education skills. More so, the findings of Buhere et al. (2014) reveal that special training is required for head teachers to improve their understanding of implementing inclusive programs in their schools. This is because mainstream schools are not ready to implement inclusive education.

A study done in Nepal reported that education of victimized children gives them a social privilege room for well-being, and good health assists children in street situations to design their own lives (Dutta, 2018) as cited by (Kumar, 2020). Educating and empowering these children and getting them off the streets would be advantageous because the crime wave is likely to reduce thus allowing citizens a measure of security and a secure development-friendly atmosphere in the country (Fatimayin, 2012).

During the research done by Kuperadze in Georgia, Parents acknowledged the importance of education to their children and their attitudes expressed an increase in cooperation however some gave preference to vocational training other than school education. The need for stakeholders to cooperate with unable parents was also realized

to provide a better strategy for helping the children in street situations overcome the social stigma. A study by Fatimayin (2012) on the education of children in street situations: A role beneficial to stakeholders revealed that 49 of the 50 stakeholders that were interviewed view children in street situations as constituting social menace because of their behavior, habits, and deeds of these children. However, the study also revealed that the causes of this phenomenon can be managed and that there is a need to educate and train these children to be useful citizens.

A study done by Mwoma and Pillay (2016) revealed that the government implemented a no-fee policy and a large percentage of teachers and learners who were the respondents also revealed that schools provided books and stationary to all learners who are vulnerable, food through the government soup kitchens as well as provision of uniforms from the organizations. However, the study also revealed the need for collective responsibility for all stakeholders to play their roles effectively to support the educational needs of OVC both at home and in school.

Nouri et al. (2019) emphasize the creation of a learner-friendly environment by school heads and principals to assist children in street situations reveal their nature unreservedly as well as share their expectations, and dreams because health and education are crucial in exploring a child's inner potential (Kumar, 2020). If stakeholders in inclusive education understand the primary needs and expectations of children in street situations in education, they could actively engage in formulating and implementing educational policies that favor children in street situations (Nouri, 2019), In addition to this, the head teacher's positive attitude is the most significant predictor of effective implementation of inclusive education (Mwarari, 2020).

Mtaita (2015), asserts that the community must protect children against violence and community members are key stakeholders in resolving the problem of children in street situations because they are in close contact with these children daily and ought to know more information about them. The vulnerable children need protection support as perceived by parents and guardians which is important by providing child abuse by their community members (Kris, 2020). Mtaita (2015), stresses the responsibility of individuals in societies to act as parents and custodians of the young because the children in street situations phenomenon is a product of society's ills and is increasing to alarming proportions therefore it is necessary to address the interest of all community members, identify their respective responsibilities at the individual level, non-governmental, governmental, media, private business, religious groups among others to ensure successful collaboration with the community (Brink, 2001) as cited by (Mtaita, 2015).

Among the intervention strategies supporting the educational needs of OVC is improving the environment in which they live as well as facilitating their basic needs. That is; the family, the government, the school, and the community play a key role in ensuring that OVC gets access to basic education (Mwoma, 2016). For instance, societies expect teachers to ensure quality education in the school community because this has an impact on the general performance in education (Neal & Neal, 2013) as cited by (Mwoma, 2016). Participants in this particular study revealed and suggested the need for extra teachers or social workers in each school to whom OVC could be referred for further support since OVC learners require extra time, remedial instruction as well as strong motivation from the teachers.

2.3.4 Collaboration amongst Stakeholders in Enabling Inclusion of Children in street situations

Several international conventions recognize the need for collaboration. For instance, the Convention on the Rights of PWDs advocates for collaboration amongst stakeholders and effective support services to cater to the needs of learners with special needs. The Handicap International (2013) acknowledges the need for head teachers to collaborate with other stakeholders to provide support services and educational resources required for implementing inclusive education. WHO (2011) reports that increased partnerships amongst stakeholders help to supplement government efforts and also enhance collaboration. This is important for effective management of the school's resources as well as for promoting good accountability and transparency (the Republic of Kenya, 2018b).

Enable-Ed and USCD (2017) discusses areas identified for future advocacy and focus on effective implementation of inclusive education among them is research, to understand ways of judging learning outcomes, explore the role of SNE teacher, and other methodologies that can be adopted to push Inclusive Education forward as well as internal barriers that affect the degree of inclusion, this study intends to explore the collaborative practices in enabling the inclusion of children in street situations concerning research, policy dissemination and implementation. Furthermore, emphasis was put on networking to enhance collaboration and partnerships in resolving inconsistent information and data on inclusion and disability between UBOS and MoES, greater connection and understanding amongst stakeholders, solid partnership with the ministry and funding agencies as well as the institutionalization of SNE in teacher training curriculum with inclusive education (USDC, 2017).

Among the inclusive and educational programs under the Consortium for Children in street situations, the global network is Save the Children India which works collaboratively with teachers, to educate them to use child-friendly and interactive teaching methods to engage learners and make learning interesting (Uthayakumar, 2019). Considering the inconsistencies in data provided on children in street situations, Merita and Terina (2017) suggest collaboration amongst stakeholders to identify and assess learners with special needs through recording learner information in a database system that can always be updated to capture the rate of retention.

The collaboration between NGOs and education providers is reflected in the work of Lema (2014) on the role of government and community in supporting children in street situations to gain access to education and showed a great role done by NGOs in educating children in street situations in Tanzania through the provision of necessary scholastic materials for every child to former attendees of pre-school until the end of primary education, providing support to children in street situations aged 13-17 access vocational training as well as helping children in street situations to reunite with their families, access basic education and health care (Lema, 2014). Regarding this, it remains necessary to begin with the integration and re-union of children in street situations into family care followed by integrating them into mainstream education. This would in turn enhance their retention in schools and minimize dropouts.

Several NGOs establish learning centers necessary for rehabilitating children in street situations. For instance, Kisirkoi et al. (2016) conducted a study that aimed at equipping children in street situations who have been exposed to harsh conditions on the street with self-value, positive self-image, and self-esteem. NGOs in most countries across the world aim at improving the lives of vulnerable people sometimes employing

education in all forms as a strategy for instilling skills, values, and attitudes to the vulnerable group necessary for taking on their lives.

Children in street situations like any other child have a right to basic education. Stakeholders should collaborate with researchers to disseminate policy on inclusive education, acknowledge their realities for the development of educational programs, and develop alternative inclusive models for children in street situations which call for collaboration between governments, children in street situations, and NGOs for successful implementation, and sustainability of designed models (Uthayakumar, 2019). The policy is also stressed in research done by Enable-Ed and USDC in 2017 as a key area of advocacy and focus, formulation and development of curriculum, resource mobilization support as well as the need to clearly define children with disabilities indicative of their physical, multiple and learning difficulties necessary for consistency in documentation (USDC, 2017).

According to Kisirkoi et al. (2016), educational professionals in learning centers recommended enabling children in street situations to develop desirable skills and attitudes, also revealed that educational professionals proposed academic subjects, support subjects, and trade skills necessary in equipping children in street situations with skills that would compete in the job world, however, practical subjects and basic literacy would help them most than pure academics (kisirkoi, 2016).

Kuparadze (2010) reports that children in street situations should be provided with social pedagogies which are significant for life skill development, social rehabilitation, and preparation of children in street situations for school. These pedagogies if availed in educational rehabilitation centers and schools would assist the children in meeting their expectations in the teaching-teaching process. Research done in rehabilitation

centers indicated a need to introduce education into their working strategy for social integration and life skill development as one of the rights of children (Kuparadze, 2010). Teachers must also collaborate with other stakeholders in planning, implementing, and evaluating, this also calls for a need to involve parents significantly in the process of education to make learning effective and efficient (Rofiah et al., 2020).

2.4 Research Gap

Inclusive education comprises a complete systems approach, complete education environment, full person approach, reinforced teachers, value and respect for diversity, a learning-friendly environment, effective transformations, monitoring, and acknowledgment of collaborative partnerships (USDC, 2017). Considering several international, regional, and national frameworks that have put inclusion at a forefront of education, children in street situations have less or no access to education and are not welcomed equally in schools because of their status (Singh & Shiba et al., 2020; Rofiah et al., 2020; Njoka et al., 2012). In a situation where some students are denied access to education of any form either directly or indirectly, then it is termed exclusion. UNESCO (2015) asserts that exclusion does not only occur in education but also within education and schools.

Inclusive education identified education for all among the key strategies to address marginalization and exclusion issues (Khan, 2017). Reviewed studies reveal that perceptions and attitudes of stakeholders such as teachers and head teachers are key predictors and can pose challenges to the effective implementation of inclusive education (Okech et al., 2021; Singh & Shiba et., Cassady, 2011; Taylor& Ringlaben, 2012; Bandyopadhyay, 2021; Khan et., 2017, Mwarari, 2020). From the above literature, it is clear that scholars focused on attitudes and perceptions towards inclusion

with a focus on children with disabilities whereas few studies have focused on the inclusion of children in street situations in education, therefore exclusion of children in street situations from and within the school could be a missing link in achieving SDG4 since this goal cannot be attained with the exclusion of some society members from education. This study, therefore, sets out to examine the perceptions and attitudes of stakeholders towards the inclusion of children in street situations in mainstream education in the Kampala District.

2.5 Chapter Summary

Table 2.1: Summary of empirical review and gaps in knowledge and methodology identified

Objective	Authors	Literature	Gap
Children in street situations' perception of inclusive education	Uthayakumar et al. 2019; Kisirkoi et al. 2016; Nouri, 2019; Kuparadze, 2010; Mtaita, 2015.	Challenges; lack of permanent address and legal identification, marginalization, stigmatization, discrimination, special challenges, preference for female to male teachers, economic and family problems, and lack of parental involvement.	Enablers to inclusive education
Teacher's attitude towards inclusion of children in street situations	Enable-Ed and USDC, 2017; Dladla et al. 2018; Kumar et al. 2020; Supriyanto, 2020; Bandyopadhyay and Dhara, 2021.	Key challenges faced by teachers in implementing SNE, teacher's attitude towards inclusion of children with disabilities, self-efficacy, and training	Strength of relationship between teachers' attitude and inclusive education
School-based support for the inclusion of children in street situations	Rofiah et al. 2020; Mwarari, 2020; Hayes and Bulat, 2018; Shiwani, 2021; Buhere et al. 2014.	School's readiness to implement inclusive education, Indicators of inclusive practices, school leadership, head teacher's engagements and partnerships, special training for head teachers, lack of common understanding, and engaging parents.	Strength of relationship between head teachers' attitude and support for inclusive education.
Collaboration amongst Stakeholders in enabling the inclusion of children in street situations	Enable-Ed and USDC, 2017; Merita and Terina, 2017; Lema, 2014; Lagat, 2019.	Research, networking, and partnerships Collaboration to outsource funds and provide support services	Scanty literature on collaboration and views on how these partnerships could be supported.

Other related studies

Authors	Topic	Methodology	Findings	Knowledge and methodological gaps
Fatimayin, F.F (2012), Nigeria, Lagos	Education For Children in street situations, A Role Beneficial To Stakeholders	Descriptive survey with a sample size of 100 randomly selected children in street situations, and 50 stakeholders (parents, teachers, adolescents, and law enforcers)	A large percentage of children in street situations would want to go to school and whereas 50% of stakeholders involved in the study supported that these children be educated and trained	The design used in this study does not seem to deem able for studying the problem under investigation. This reviewed study did not focus on predictive tools for influencing the inclusion of children in street situations.
Florence, K.K (2016). Kenya	Education Access and Retention of Children in street situations: Perspectives from Kenya	This study was conducted in Nairobi, Kenya, and adopted a survey research design, sampled 33 children in street situations living on streets out of 320 targeted. This study also samples 20 children in street situations in rehabilitation centers	The study revealed that quality accelerated education delivered through an appropriate and relevant curriculum would lead to the development of a child and the nation	This reviewed study focused only on children in street situations and the sample size is inappropriate for a survey design. The sample size in this study was considered appropriate and hence generalizable.
Fredrick (2015), Ilala municipality, Tanzania	Perceptions of Children in street situations and the role of community in supporting their access to education.	The study used questionnaires, interviews, and FGDs to obtain information from 10 children in street situations, 32 primary school teachers, 35 pupils, 40 community members, and 2 district officials	The findings revealed that some teachers identified children in street situations as normal that can be accepted to school again, whereas some considered them as polluted by street life. Children in street situations considered themselves to be normal and the community responses on support would be in form of food, shelter, clothing, and other necessities	This reviewed study did not specify the design used in formulating research instruments as well as data collection and analysis. It was mainly focusing on community perceptions towards children in street situations. However, the education of such children was of less concern which this study addressed.

Joyce, W. Lema (2014) Arusha, city	The role of the Government and community in supporting children in street situations access to education	This study adopted a mixed method approach and used questionnaires, interviews, and documentary reviews to obtain information from 20 parents, 30 children in street situations, 5 NGO representatives, 5 ward executive officials, 6 local leaders, and 3 religious leaders.	Tanzania has not been able to provide ways in which children in street situations access education and community members do not feel the responsibility of fighting for the rights of children.	This reviewed study focused on government and community responsibilities of helping the children in street situations access education and excluded education providers who are teachers and head teachers. This current study included them because they are believed to have a significant influence on the education of children in street situations.
Kuparadze, Maia (2010), Georgia	Education as a means of social integration of children in street situations in Georgia	This researcher adopted a mixed methods approach and collected data from observation, surveys, questionnaires, and academic testing throughout a 3-year study of four daycare centers for children in street situations	This study showed the value of psychological and educational support, the introduction of specialized staff, and the process review for the provision of care based on children's individual needs significantly raise their likelihood of integrating both into society and education.	This reviewed study was conducted in Georgia but did not indicate a specific design for mixing the methods and how data was analyzed. This current study was conducted in the Kampala district, employing a concurrent triangulation mixed methods design where data for both qualitative and quantitative was collected separately, analyzed separately, and merged at the interpretation stage.
Fatimayin, F.F, (2016), Nigeria	Implementing Children in street situations' right to Education in Nigeria	The researcher adopted a descriptive survey research design and used a questionnaire to gather data from 80 randomly selected study participants	Children in street situations should be educated and cared for like other children	This reviewed study was done in Nigeria and excluded other stakeholders that are involved in the process of implementing the inclusion of children in street situations in education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the procedures adopted to conduct this study essential for generating data that was used to answer the study research questions. It incorporates the research approach, paradigm, and design, the study area, target population, sample size of the study, and sampling procedure of the study. Furthermore, the chapter includes the data collection methods that were used to generate data, validity, and reliability of findings, procedures followed to collect data, and data analysis techniques are also included under this chapter. Finally, the ethics observed in this research study are also incorporated.

3.1 Research Approach

Creswell and Clark (2018) define research approaches as techniques and procedures for conducting research that stretch from broad presumptions to comprehensive data collection methods, analysis, and interpretation. Based on the research problem, the researcher's experience, and the audience for the study, this study adopted a mixed-method approach that incorporates the collection and integration of both quantitative and qualitative data using specific designs, philosophical worldviews, research methods, and theoretical underpinnings. The underlying assumption of the mixed method approach is that this form of inquiry generates additional imagination beyond the information provided by either qualitative or quantitative alone and provides a complete understanding of the research problem (Creswell & Creswell, 2018).

The mixed method approach comprises both quantitative and qualitative approaches in a single inquiry and this combination helps a researcher to develop analytical techniques that yield richer data, enables collaboration of each other through

triangulation, seeking elaboration enhancement, illustration, clarification of the outcomes from the other strategy as well as utilizing the outcomes from one strategy to assist advise the other strategy (Creswell, 2016).

According to Regnault et al. (2018), Mixed Method Research provides insight to the researcher to study the research question from different perspectives that is, combining rich meaningful perceptions of complex realities from the qualitative inquiry with systematic generalizable data from the quantitative inquiry. In this study, the researcher was concerned with the views of children in street situations towards their inclusion in regular schools, and the views of stakeholders (key informants) towards collaboration as a strategy to enable children in street situations to access education, and this information was derived using the qualitative approach whereas the quantitative approach was employed by the researcher to assess the teachers' attitude and head teachers' attitude towards support for the inclusion of children in street situations in mainstream education.

3.2 Research Paradigm

According to Johannes et al. (2014), a Research paradigm refers to a set of commonly held beliefs and assumptions within a research community about ontological (what reality is), epistemological (nature and form of knowledge), and methodological concerns (how knowledge is derived). This study adopted a pragmatic paradigm. Feilzer (2010) defines pragmatism as a deconstructive paradigm that acknowledges the use of mixed methods in research focusing on what works regarding research questions under investigation.

This philosophical thinking uses positivism and interpretivism paradigms in a mixed way. Several philosophers and researchers (Patton, 1990; Tashakkori and Teddlie,

2003a, and 2003b; Alise & Teddlie, 2010; Biesta, 2010) argued that it was impossible to approach the truth about the real world solely by depending on a single scientific method as advocated by positivist paradigm neither was it possible to determine social reality as constructed under interpretivism paradigm hence theorists developed an approach to research that could be more practical and pluralistic to shed light on the actual behavior of participant's beliefs and consequences in their settings. This became the origin of the pragmatic paradigm that advocates for mixed methods to find the best way to understand human behavior (Creswell & Clark, 2018).

According to Perera (2018), The ontological assumptions of pragmatism are that reality is constantly negotiated, debated, and interpreted in its usefulness whereas the epistemological point of view is that, any way of thinking that leads to pragmatic solutions is useful whether it is interpretivism or positivist (Creswell, 2008) hence the researcher employed both approaches to answer the main research question. Researchers also emphasize focusing on the research question and the problem using all approaches available to understand the question.

3.3 Research Design

According to Creswell and Clark (2018), a research design refers to a strategy that provides specific guidelines and procedures in research. Convergent parallel mixed methods design was suitably applied in this study. This is a mixed methods design in which the researcher consolidates both qualitative and quantitative data to provide a complete understanding of the research problem.

The two methodological perspectives complemented each other in this study and operated side by side (Creswell and Clark, 2018). Qualitative and quantitative datasets were compared to establish the point of convergence and divergence which enabled the

researcher to make distinct conclusions. It was a one-phase data collection where equal weight was given to either of the methods, data was then presented and analyzed separately, and later integrated at the discussion and interpretation stage.

In this current study, quantitative data comprised of independent variables; student behavior, teacher competence, teacher motivation, and head teachers' attitude were tested to predict the inclusion of children in street situations in primary education and were used to test the study hypotheses. Whereas the qualitative data comprise perceptions of children in street situations towards their inclusion in regular schools, perceptions of stakeholders (key informants) towards collaboration for enabling the inclusion of children in street situations in mainstream education were explored and aided in answering the research questions. The research findings from both approaches were then integrated at the interpretation stage for validation. Convergent parallel mixed methods design was employed to triangulate and verify findings as well as overcome weaknesses in one single method by using the strength of another (Johnson & Turner, 2003; Flick, 2009; Creswell, 2012; Pardede, 2018; Creswell, 2018).

The convergent parallel mixed-method research design provided a comprehensive analysis of the research problem, jointly corroborating the findings of both approaches as well as limiting the overlapping weakness of each dataset. The following figure 3.1 illustrates the process involved in collecting and analyzing the data. From the research question in this study, there was a need to compare the qualitative with the quantitative findings on stakeholders' perceptions and attitudes towards the inclusion of children in street situations in mainstream education.

CONVERGENT PARALLEL MIXED-METHOD RESEARCH DESIGN

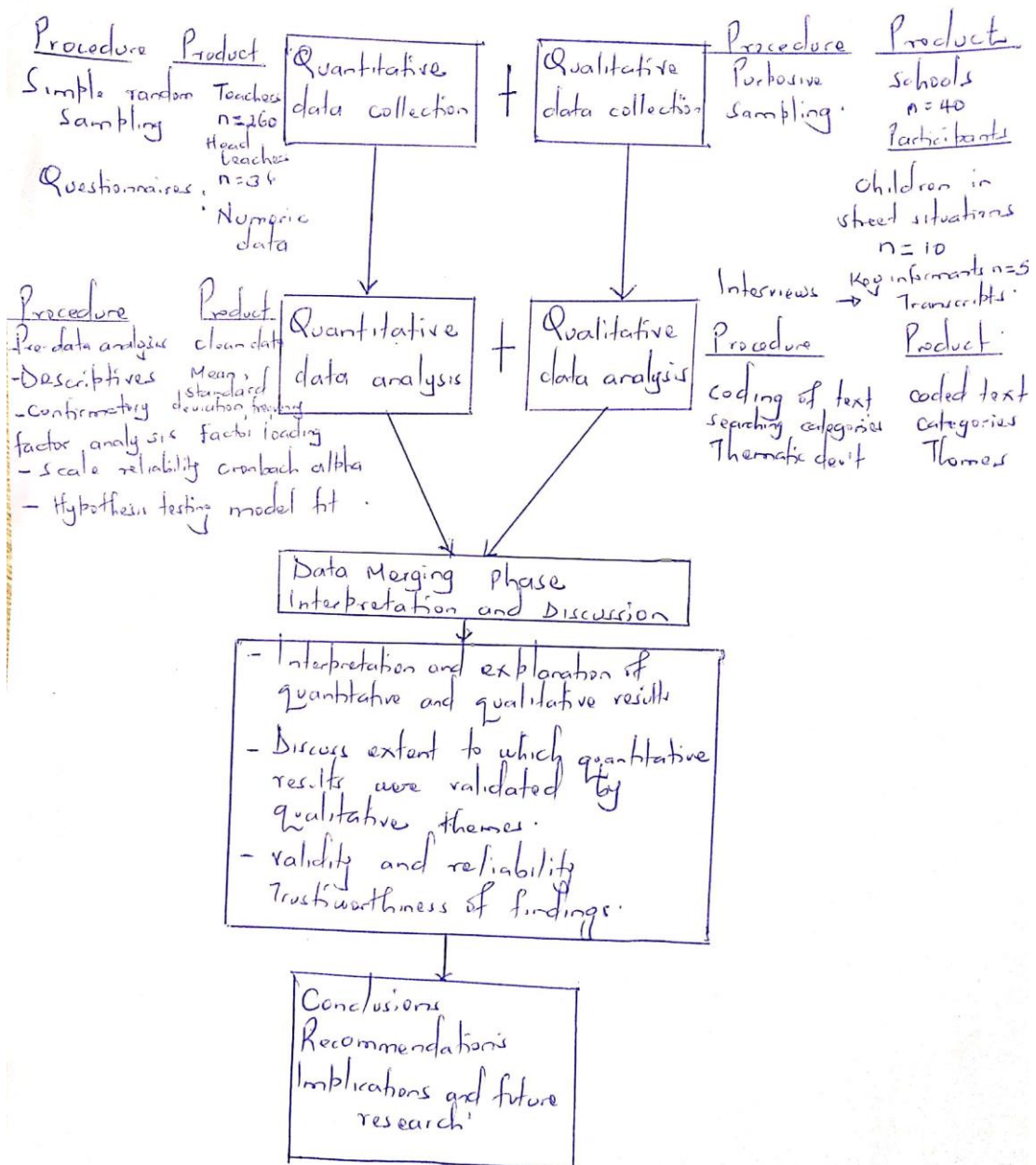


Figure 3.1: Research Design Strategy

3.4 Study Area

This study was conducted in selected public primary schools and within Kampala district, central Uganda. The district comprises five divisions which include, the Kampala Central division, Rubaga division, Kawempe division, Makindye division, and Nakawa division. It borders Mukono district from the East, Wakiso district from the south, Luweero in the North, and Mpigi in the west. The district has 9 sub-counties,

98 parishes, and 799 villages. The district has over 1685 schools with 746 nursery schools, 681 primary schools, 149 secondary schools, 5 Btv schools, 99 tertiary schools, 2 teachers' college schools, 1 international school, and 2 special needs schools. Of the 681 primary schools, 79 are public primary schools.

Kampala district being a city attracts a large number of people from all parts of the country and from abroad with an interest in trade activities and in search for social services as well as job opportunities, the district has a large number of public primary schools with the increasing population in the area which was 3,298,000 in 2020, a 5.1 increase from 2019. This rate of urbanization is accompanied by a rising number of children in street situations who are seen wandering on the streets because of several factors. The study area was chosen because it has the largest number of children in street situations in Uganda who have no access to education following the recent enumeration report (2017) by RETRAK Uganda and has scanty empirical literature on the topic under investigation.

3.5 Target Population

This study targeted primary schools which were selected based on the size and capacity of the school to implement inclusive education for purposes of obtaining information from teachers and head teachers regarding their support for the inclusion of learners who are from the street. The 79 public primary schools in Kampala district implies that there are 79 head teachers and among these 40 were targeted from the purposively sampled 40 public primary schools. Basing on the assumption that each school averagely has 20 teachers, this implies that there are 1580 teachers from 79 public primary schools. However, only 800 teachers were targeted from the 40 purposively selected public primary schools. This study further targeted the commissioner for youth and children affairs-MGLSD, the Directorate of gender and community services and

production-KCCA, 3 selected NGO representatives in the Kampala district, and 10 children in street situations who have dropped out of school and/or were on street but would wish to re-enroll back to schools. The justification for targeting each of these groups includes; The schools are managed by Headteachers who provide school-based support for inclusive practices and are key players in the implementation of inclusive education, Teachers are direct players in motivating, mentoring, and engaging children in street situations at the classroom level. The views of children in street situations towards their expectations of joining mainstream education are also imperative because they influence their enrollment and retention in school. Representatives from the government and NGOs influence collaborative partnerships of helping children in street situations access education.

3.6 Sample Size

The sample size is the number of participants required in a study to represent a population (Chander, 2017; Kibuacha, 2021). Chander reports on sample size estimation and indicates that the sample size defines the strength and impact of the study. However large sample size can consume time, waste financial resources, and lead to ethical concerns and a small sample size can undermine the effectiveness of the study. He continues to identify the major factors that influence the sample size which include; outcome-measure effect, method of sampling, study design, standard deviation, study power, and significance level.

The selection of participants was drawn with the help of Kothari's formula based on conventional standards of a 95% confidence level and a 5% margin of error. This study involved 311 respondents. The qualitative approach included; 9 children in street situations, 3 representatives from NGOs, 1 government official from MGLSD, and 1

from KCCA, while the quantitative approach involved 264 teachers and 33 head teachers as respondents.

The sample size determination for the finite population for quantitative data was calculated using the formula by Kothari (Kothari, 2004) as shown below:

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2(N-1) + Z^2 \cdot p \cdot q}$$

Where

(N) = Target population.

(z) = Z-score at confidence level 95% is 1.96.

(e) = Margin of error 5% (0.05).

(p)= Population portion assumed to be 50% (0.5)

(q) = 1 – p is (0.5)

The selection of the respondents is displayed in Table 3.1

Table 3.1: Sample Size Distribution for Quantitative Sample

Description	Target population	Accessible population	Sample Size
Teachers	800	264	N=800, S=260, At 95% confidence level and 5% margin of error.
Headteachers	40	31	Where N=40, S=36

Table 3.2: Sample Size Distribution for Qualitative Sample

Category of respondents/Target	Number of targeted respondents	Number of met respondents	Criteria
NGO's representatives	3	3	Must be dealing with the education of children in street situations
Government representative	1	1	Must be in charge of children in street situations
KCCA official	1	1	Must be in charge of children in street situations
Children in street situations	10	9	Must be a school dropout but would wish to go back to school.

3.7 Sampling Procedure

Tadakaluru (2018), defines sampling as the process of selecting a group of individuals from a population to study them, and characterize the population as a whole. This study adopted both probability and Non- probability sampling techniques. The public primary schools were purposively selected based on their size and capacity to implement inclusive education. Respondents for the qualitative part were selected based on their position in the inclusion of children in street situations that is, representatives from NGOs, Government, KCCA, and children in street situations, were selected using purposive sampling because they are considered to have vital information concerning the inclusion of children in street situations and also their collaboration in helping children in street situations access education. This method of sampling was used because it provides an opportunity to create generalizations from the data and also information is gotten straight from the source hence having a low margin of error. However, the researcher took control of bias from the purposive sampling technique.

Teachers and Headteachers who are part of the respondents on the quantitative part were selected using proportional random sampling a probability sampling technique where each element in the population has a uniform and individualistic chance of being chosen. This method of sampling was chosen by the researcher because it is easy to use with large samples, suitable for data analysis, and free from bias and prejudice.

3.8 Data Collection Methods

Methods are techniques used for generating data from the participants and are a set of instruments used to gather data (Creswell, 2007; Creswell, 2009). MMR researchers combine both qualitative and quantitative methods in a study in line with the stated objectives. In this current study, the researcher used two data collection methods; Questionnaires and Interviews.

3.8.1 Questionnaire

According to Form plus (2019), a questionnaire involves the process of collecting data through an instrument consisting of a series of questions usually written on a paper or digital form where researchers give the questionnaire to the sample prompt to receive responses. A semi-structured questionnaire was administered to obtain responses from teachers and head teachers to reflect their feelings, emotions, and beliefs regarding their support for the inclusion of children in street situations. This method was assumed to be very effective because it is easy to visualize and analyze, can be administered to large numbers, can cover all areas of the topic, and is cost-effective. A questionnaire guide was used as a tool to obtain the relevant information.

3.8.2 Interviews

An interview is a face-to-face interaction between the researcher and the informant with a single purpose of collecting relevant information to satisfy a research purpose. In this current study, structured interviews were used to obtain relevant information from Children in street situations directed towards understanding the informant's views towards joining mainstream education and also, and structured interviews were used to obtain information from children in street situations and representatives from NGOs, Government, and KCCA aimed at understanding their perspectives towards inclusion as well as the collaborative practices that exist in enabling children in street situations access education.

An interview guide as a research instrument was used to gather data whereas an audio recorder and a digital camera were used as data collection tools. Interviewing as a method of collection helped a researcher to obtain deep and accurate data though it is expensive and time-consuming.

3.9 Validity and Reliability of Research Instruments

According to Scribbr (2019), validity involves the accuracy of a measure while reliability involves the consistency of a measure and both concepts are used to evaluate the quality of research.

3.9.1 Validity of research instruments

Validity of a research instrument in quantitative research refers to the extent to which an instrument measures what it is supposed to measure whereas Leung (2015) defines validity in qualitative research as the appropriateness of tools, processes, and data in terms of research questions, design, sampling, data analysis, results, and conclusions. This study addressed three aspects of establishing validity that is; face, content, and construct validity (convergent and discriminate validity). An instrument is considered to have face validity if it captures all the questions that cover the clear concept, is focused, and is understandable (Cooperation & Development, 2013).

According to Creswell (2002), Content Validity refers to the degree to which an instrument covers the overall content of the given construct that it ought to measure". To ensure content validity, the researcher presented the provisional version to experts in the field for their comments before terming it a standardized instrument.

Taherdoost, (2016) defines Face validity as the degree to which an instrument appears to be related to a given construct. A questionnaire has face validity if it appears to be feasible, consistent in style and formatting, readable, and has clarity in terms of the language used (Taherdoost, 2016). To ensure the face validity of research tools, the instrument was presented before experts in the field to be scrutinized to determine the relevancy of questions concerning research objectives. It was confirmed that the questionnaire items measured what they intended to measure.

Construct validity refers to how well a researcher transforms an idea or concept that is a construct into a functioning and operating reality (Taherdoost, 2016). This is validity needed for standardization and has to do with how well the constructs covered by the instrument are measured by different groups of related instruments Souza et al. (2017). The researcher used statistical techniques for the item and factor analysis to test for the construct validity among items of a questionnaire. Items were internally correlated with high factor loadings of 0.4 and above hence convergent validity. Discriminate validity was high evidenced by items loading highly on a single construct.

3.9.2 Reliability of research instruments

Reliability of research instruments in a quantitative approach refers to the extent to which a measuring instrument is repeatable and consistent whereas Reliability in qualitative research is defined by Golafshani (2003) as the extent to which the results can be accurate when the research is replicated under the same conditions. A researcher must standardize the conditions of the research and keep them as consistent as possible not be to affected by external factors, apply methods consistently and consider reliability throughout the whole data collection process.

Gibbs (2007), suggests procedures for checking for reliability in qualitative research, among them is; checking transcripts for mistakes, cross-checking codes, and collaboration among team researchers. These were adopted by the researcher to check for reliability in the qualitative part.

The questionnaire was tested for internal reliability as a measure of the degree of similarity among the number of items in an instrument. The researcher used Cronbach's alpha to determine the internal consistency among the items set in a questionnaire. The general acceptable lower limit of Cronbach alpha coefficient is 0.7 was regarded as

acceptable (Hair et al., 2010) hence this was upheld In this study. Below is the procedure of how research tools were piloted to ensure reliability:

3.9.2.1 Piloting of the questionnaire

Kampala district as the study area borders Mukono district from the East, Wakiso district from the south, Luweero in the North, and Mpigi in the west. The researcher chose one of the districts neighboring Kampala to pilot the research instruments. Wakiso district was chosen and selected 3 schools to carry out piloting of the questionnaire for teachers and head teachers. According to Kothari, (2004), at least 10% of the study participants should be sampled for a pilot study. The three schools were purposively selected because they align with the criteria for the research, they are public and primary and are in the neighboring district of the area proposed for the study, These are, st Joseph's primary school, Wakiso, Nansana church of Uganda primary school, Nansana Muslim primary school. The participants were the teachers and head teachers whose questionnaires are different and each was piloted. 10% of 260 teachers who were targeted gives us a sample size of 26 teachers. These were randomly sampled from the 3 schools. More so, 10% of 36 head teachers that were targeted give us a sample size of 3 for the pilot study, and these were also gotten from the 3 schools. After the data from the pilot study was entered into Stastical Package for Social Sciences and reliability tests were subjected to the data, and the following are the results of the reliability tests for both questionnaires.

Table 3.3: Reliability Statistics for Independent variable; Teacher's attitude (self-efficacy for inclusive practices)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.912	.907	24

Source: Pilot survey data (2021)

This variable included 24 items measuring teachers' attitudes on self-efficacy for inclusive practices on a scale of 1=Nothing, 2=very little, 3= Some, 4= Quite a bit, and 5= A great deal. The Cronbach's Alpha coefficient is 0.907 which indicates greater consistency in the items in measuring teacher's attitude

Table 3.4: Reliability Statistics for Dependent variable; Inclusive Education

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.796	12

Source: Pilot survey data (2021)

This variable included 12 items measuring the inclusion of street children in mainstream education on a scale of 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree. The Cronbach's Alpha coefficient is 0.796 which indicates an acceptable level of reliability or internal consistency of items in a questionnaire.

Table 3.5: Reliability Statistics for Independent variable; Head teachers' attitude

Cronbach's Alpha	N of Items
.849	7

Source: Pilot survey data (2021)

This variable included 7 items measuring the Head teacher's attitude in terms of school support for inclusive practices on a semantic differential scale of 1 and 7= extremely, 2 and 6 = moderately, 3 and 5 = polar adjective (bad, good, wise, foolish, etc) and 4= Neutral. The Cronbach's Alpha coefficient is 0.849 which indicates greater consistency in the items measuring the Head teacher's attitude.

Table 3.6: Reliability Statistics for Dependent variable; Inclusive Education

Cronbach's Alpha	N of Items
.955	12

Source: Pilot survey data (2021)

This variable included 12 items measuring inclusive education on a scale of 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree. The Cronbach's

Alpha coefficient is 0.955 which indicates greater consistency of items in a questionnaire.

The above pilot study results confirm that the questionnaire is measuring what it intends to measure and if you used it again and again under the same conditions could produce the same results. This made the researcher confident to proceed to data collection after the piloting of the instruments.

3.9.2.2 The qualitative pilot of the instruments

The interview guide for the street children and key informants was formulated by the researcher according to the objectives of the study and went through processes of peer review, and also was verified by an expert in the field of research. Permission was requested from a supporting NGO to stand in as caregivers of street children and they allocated a guide to approach the children from the street. A few street children were sampled from Wakiso Town Street to respond to the questions to check whether the questions are simple and clear. More so, one official from that supporting NGO offered to respond to the questions from the interview guide of the key informants to check for their credibility. The feedback showed that some questions were a bit complicated and needed to be simplified for easy understanding. Later on, the questions in the interview guide were modified to suit the clear purpose of the study.

3.9.3 Trustworthiness of the interview guide

The researcher was guided by the four principles of trustworthiness put forward by Lincoln and Guba (1985) namely; credibility, dependability, transferability, and Confirmability to ensure the credibility and dependability of qualitative findings. This is emphasized by (Creswell,2014; Patton, 2014) who also mentions the four principles as a criterion for ensuring trustworthiness in qualitative research.

Credibility ensures that results represent the correct interpretation of participants' original views which is equivalent to internal validity in quantitative research (Lincoln & Guba, 1985). To ensure credibility, the researcher purposively selected children in street situations and other key informants who were engaged for a long time through in-depth interviews. The findings from several respondents were later converged and validated with information from existing related literature. More so, member checking was done regarding the summarized responses with the respondents to verify and receive feedback on the interpretation of findings. Lastly, the final report, specific themes, and final descriptions were taken back to selected participants to check for accuracy and obtain clarity regarding the interpretation of the findings (Creswell, 2014).

Transferability in qualitative research implies that the findings can be generalized and applied in similar contexts (Lincoln & Guba, 1985). To ensure transferability, the researcher triangulated data from different sources, used rich thick descriptions of data, member checking, and prolonged time with the participants to confirm and verify the findings of the study.

According to Merriam (1995, p57), dependability can also be termed internal reliability where the findings of a study reflect the best of the researcher's ability, the data collected. Creswell (2014) asserts that triangulation for different data sources of information occurs by examining evidence from the source and basing it on it to build a coherent justification of themes. The researcher triangulated different data sources to ensure consistency in results and also used an audit trail that comprised of steps taken during the research process, research materials as well as emerging findings.

Confirmability refers to the degree to which the research findings can be verified by other researchers. It focuses on whether the interpretation of the respondent's views is

derived from the original data (Lincoln & Guba, 1985). To ensure the confirmability of qualitative findings, the researcher piloted the interview guide to ensure the accuracy and quality of the guide before the final data collection and analysis. During the process of gathering data, an audio-tape recorder was used to ensure accuracy. The recorded interviews were then transcribed which helped the researcher to search for codes, categories, and themes. This was aimed at providing evidence that interpretations and inferences made were grounded on the data.

3.10 Data Collection Procedure

The researcher sought an introductory letter from the School of Education, Moi University. This was preceded by obtaining a research permit from the Research Ethics committee. In Uganda, the union body responsible for research ethics is the Uganda National Council of Science and Technology (UNCST). This council has several universities as members of the Research Ethics Committee. The researcher sought ethical clearance from Uganda Christian University a member of the Research Ethics Committee to be allowed to undertake the study. Since the study was based in selected primary schools in Kampala, the researcher also thought for authorization from the office of the Director of Education and Social Services-KCCA to be permitted to carry out a study in schools. The researcher also sought permission from the government bodies that are responsible for the social welfare of vulnerable children, for instance, the Ministry of Gender, Labor and Social Development (MGLSD) to be allowed to conduct a study on the children in street situations. Informed consent forms were provided to all participants with a clear indication of the purpose of the study to seek permission from the participants by having them sign the consent form.

3.11 Data Analysis Techniques

3.11.1 Qualitative data analysis

Qualitative data analysis is defined as the process of systematically searching and arranging interview scripts, and observation notes among others to accumulate a deeper understanding of the phenomenon. Qualitative data generated through semi-structured interviews were subjected to thematic analysis. (Scribbr, 2021) defines thematic analysis as a qualitative method of data analysis focused on interpreting and understanding the phenomenon where large amounts of text are re-grouped into codes, summarized into categories and themes, and even possibly tabulated. Creswell (2013), provides general guidelines on how such analysis be done that is; transcribing, arranging, and analyzing the data collected, reflecting on overall meanings, coding the data, generating a description of themes, and finally representing the description and themes.

The researcher began by transcribing the data collected through interviews while playing the recordings more often followed by cross-checking for errors. The researcher followed Braun and Clarke's (2006) six steps which include; i) familiarizing yourself with the data, ii) Generate codes, iii) Search for categories and themes, iv) Review themes, v) Define and name themes, vi) Write-up. These steps were adopted by the researcher which led to themes emerging from the data.

3.11.2 Quantitative data analysis

Quantitative data analysis involves techniques that use mathematical and statistical modeling, measurement, and research to understand behavior. Quantitative data generated through questionnaires were analyzed using descriptive and inferential statistics. The descriptive analysis helped to summarize data in a meaningful way using measures of central tendency and dispersion whereas simple linear and multiple linear

regression analysis helped to draw conclusions based on results obtained from a sample and test hypothesis using SPSS as a statistical package for analyzing data.

3.11.2.1 Descriptive analysis

This study adopted a univariate perspective to generate frequencies, means, and standard deviations with the help of the Statistical Package for Social Sciences. The frequencies were used to show the percentage of head teachers that were positive or negative in providing support for the inclusion of children in street situations in mainstream education. The mean is the measure of central tendency used to summarize features of a dataset (Kothari, 2004). This was used to summarize scores of teachers' attitudes towards the inclusion of children in street situations in mainstream education. The standard deviation is the measure of the dispersion of each observation from the mean. This was generated and low standard deviations were observed which indicated that observations within the data set were not far away from the mean.

3.11.2.2 Inferential analysis

This study also adopted both bivariate and multivariate analysis techniques to make inferences from the data. These techniques included simple linear regression which is based on the assumption of a linear relationship between two variables. This was done to test the hypothesis on whether there is a statistical relationship between head teachers' attitudes and school-based support for inclusion and the results are in chapter four in detail.

Factor analysis as a multivariate technique was used to extract dimensions from items measuring the attitude of teachers. Three dimensions that is; student behavior, teacher competence, and teacher motivation were extracted from items measuring teachers' attitudes. This led to further performance of statistical techniques and the researcher

performed a multiple linear regression which assumes a linear relationship between multiple independent variables and a single dependent variable. Multiple linear regression was used to test the hypothesis of whether there is a statistical relationship between teachers' attitudes and the inclusion of children in street situations in mainstream education and the results are detailed in chapter four.

Table 3.7: Data Analysis Procedure

	OBJECTIVES	INDEPENDENT VARIABLE	DEPENDENT VARIABLE	ANALYSIS
i)	To explore the perception of children in street situations towards inclusion in mainstream education	Children in street situations' perception	Inclusion	Thematic
ii)	To assess the attitude of teachers towards the inclusion of children in street situations in mainstream education	Teacher's Attitude	Inclusion	Multiple Linear Regression
iii)	To assess the attitude of head teachers towards school's support for the inclusion of children in street situations in mainstream education	Head teacher's Attitude (School-based support)	Inclusion	Simple Linear Regression
iv)	To explore the collaborative practices in enabling the inclusion of children in street situations in mainstream education	Perception (Collaborative practices)	Inclusion	Thematic

3.12 Ethical Considerations

Research ethics refers to the diversity of values, norms, and procedures that help to control and manage scientific activities (NRE committee, 2019). This definition is also in agreement with Rukwaru (2015) who defined research ethics as a systematic set of values, standards, and procedures that help to account for and modulate scientific activity. According to Creswell (2014), Research ethics involves a process of formulating guidelines of scientific morality in practice. They provide researchers and the research community with information and ideas regarding the generally accepted

norms of research ethics, prevent scientific delinquency, and may be used as assessment tools for individual cases, planning, reporting, and publishing research projects (Creswell, 2014). The NRE committee (2019) identifies key areas in research ethics which include; Research, society and ethics, Respect for individuals, groups and institutions, and the community. The researcher, therefore, focused on the seven core principles as outlined by Thomas (2017) including seeking permission, informed consent, voluntary participation, confidentiality, privacy, and no harm to participants” (Thomas, 2017, p.152 as cited by Olao, 2019).

The researcher ensured the confidentiality and privacy of the participant’s information. Protection of information provided by the respondent and code of ethics about the destruction of lists of names and other information that could lead to the identification of the respondent was strictly followed. Rukwaru (2015) asserts that confidentiality involves the protection of private information for individuals whereas Privacy involves the freedom of any individual to identify the time, extent and general circumstances under which private information would be shared with or withheld from others (Olao, 2019). Participants are entitled to privacy and accorded rights regarding confidentiality and anonymity and therefore researchers should exercise them (BERA 2011). In this current study, the researcher ensured that personal data was identified and processed privately while publication and dissemination of the research material plan are to be anonymized unless consent is sought from them to release the information in case they are not connected to confidentiality.

BERA (2011) provides ethical guidelines for educational research, and among them is voluntary informed consent, the association emphasizes that researchers must follow all the steps necessary to ensure participants understand the process in which they would participate in the study, the purpose of their participation, how it would be used

and to whom it shall be reported to. More so, McLeod (2011) indicates that obtaining informed consent includes providing adequate information on the nature of confidentiality and the purpose of the research. In this current study, the researcher took an obligation to inform the participants of the purpose of the research and obtain consent from them. This helped to prevent violations of personal integrity and safeguard the freedom and self-determination of participants.

BERA (2011) requires researchers to comply with article 3 which puts the best interests of a child to be a primary consideration in all actions relating to children, and 12 of the UN convention on the rights of a child requires children who are capable of forming their view to be granted a chance to express themselves freely on matters affecting them. This current study dealt with children in street situations and therefore the researcher collaborated with a support organization that covered the guardianship of children in street situations and provided approval to the researcher. The supporting organization also provided consent forms on behalf of the child which was signed by the organization itself, the researcher, and the child. The researcher also complied with legal requirements in working with school children/ vulnerable children and endeavored to protect them from emotional or other harm since they were at risk of experiencing discomfort or distress during the research process.

The use of incentives in the design and reporting of the research may be problematic as it may cause bias in sampling and participant responses (BERA, 2011). The researcher explained the purpose of the study and why it is important to the participants to obtain voluntarism and informed consent other than the use of incentives.

Plagiarism is defined as referring to another person's work without acknowledging the author whereas Fraud is faking data that has not been collected. The researcher

endeavored to paraphrase and cite sources of other person's work following good practice for purposes of credibility of the research.

According to BERA (2011), Researchers must recognize the right of any participant to withdraw from research for any or no reason. In this case, the researcher informed the participants of their right to draw from research at any time and did not at any time persuade them to re-engage in the research.

Data Protection Act (1998) provides for the legal requirement concerning the storage and usage of personal data. In this case, the researcher ensured data is securely kept and any form of publication would not compromise the confidentiality and anonymity of the participant. The researcher also sought permission from the participant in case the information has to be disclosed to a third party and to confirm that the permission has been granted.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

4.0 Introduction

This study aimed to examine stakeholders' perceptions and attitudes towards the inclusion of children in street situations in mainstream education in the Kampala district to ensure children in street situations gain from the efforts of inclusive and quality education for all.

This chapter presents data, interpretation, and discussion of findings. Several data analysis methods were employed in this study since both qualitative and quantitative data were gathered aimed at answering the research questions of the study. In this chapter, therefore, the researcher presents qualitative data as per the major themes that emerged from interviews with the key informants commensurate to the literature reviewed and quantitative data analyzed using descriptive and inferential statistics. This is preceded by interpretation while discussion of findings was done concurrently for both quantitative and qualitative data for purposes of triangulation and complementarity.

4.1 Presentation and Analysis of Empirical Data

Findings under this section on objective one and four were purely qualitative whereas findings on objective two and three were presented quantitatively supported by emerging themes from the qualitative data as discussed below;

4.2 Demographic information for qualitative respondents

The qualitative aspect of this study targeted 10 children in street situations, 3 representatives from selected NGOs, 3 government officials from the Ministry of

Gender, Labor and Social Development, Kampala Capital City Authority, and Ministry of Education and Sports. This study interviewed 9 children in street situations following key attributes of those who had dropped out of school and would wish to re-enroll for school from within the Kampala district, 3 NGO representatives from Save Children in street Situations-Uganda, Dwelling Places, and Children at Risk Action Network basing on their involvement in matters of children in street situations. This study further interviewed the commissioner for youth and children affairs from the Ministry of Gender, Labor and Social Development since his office is directly in contact with children in street situations and 1 probation officer from Kampala Capital City Authority.

Table 4.1 Description of participants

Name of Participant (pseudonym)	Gender	Designation	Location
Faith	Female	Street child	Kawempe
Keith	Male	Street child	Kawempe
Dan	Male	Street child	Kawempe
Shafik	Male	Street child	Rubaga
Honest	Female	Street child	Kawempe
Marvin	Male	Street child	Rubaga
Ken	Male	Street child	City center
Kato	Male	Street child	City center
Akram	Male	Street child	City center
Brenda	Female	Education officer	Dwelling places
Anoline	Female	Worker	Children at Risk Action Network
Deborah	Female	Probation officer	Kampala Capital City Authority
Dianah	Female	Worker	Save Children in street situations-Uganda
Fredrick	Male	Commissioner for youth and children affairs	Ministry of Gender, Labor and Social Development

4.3 Themes and sub-themes emerging from the data

Following the steps of preparing the data for analysis, exploring the data, analyzing the data, and representing the data as suggested by (Creswell and Clark, 2018) in their book on designing and conducting Mixed Methods Research. The researcher transcribed data from the interviews with children in street situations and key informants and the following themes were identified;

Table 4.2: Summary of qualitative findings

Stakeholder's perceptions and attitudes toward the inclusion of children in street situations in mainstream education		
What are perceptions of children in street situations towards their inclusion of children in street situations	Theme 1 Categories	Barriers to inclusion Social challenges Financial Challenges Environmental Challenges Interpersonal Challenges
	Theme 2 Categories	Enablers to the inclusion Rehabilitation of children in street situations Reintegration of children in street situations Retention of children in street situations
What is the attitude of teachers towards the inclusion of children in street situations	Theme Categories	Teachers' attitude Positive attitude Negative attitude
What is the attitude of head teachers towards school's support for the inclusion of children in street situations	Theme Categories	Head teachers' attitude Positive attitude Negative attitude
How can Stakeholder's collaborative practices be supported to enable the inclusion of children in street situations	Theme 1 Categories	Nature of collaborative practices Stakeholder relationships Role performance
	Theme 2 Categories	Barriers to collaborative practices Policy gap Inadequate research Inadequate resources Self-centered objective
	Theme 3 Categories	Suggested support for collaboration Need for a multi-sectorial approach Comprehensive research Formulation of children in street situations policy Sensitization Policy sensitization Adequate financing

4.4 Perceptions of children in street situations towards including them in mainstream education in the Kampala district

In-depth interviews were conducted with the children in street situations themselves and the key informants who were asked to share their experiences and views towards including children in street situations in mainstream education to generate data necessary for answering the first research question. The researcher interviewed children on the street who had dropped out of school but would wish to re-enroll regarding their views towards including them in mainstream education whereas the key informants who were interviewed were those directly dealing with children in street situations or an NGO setting or a government setting. The data generated were analyzed using thematic analysis and below is a diagram summarizing the themes and categories for the first research question.

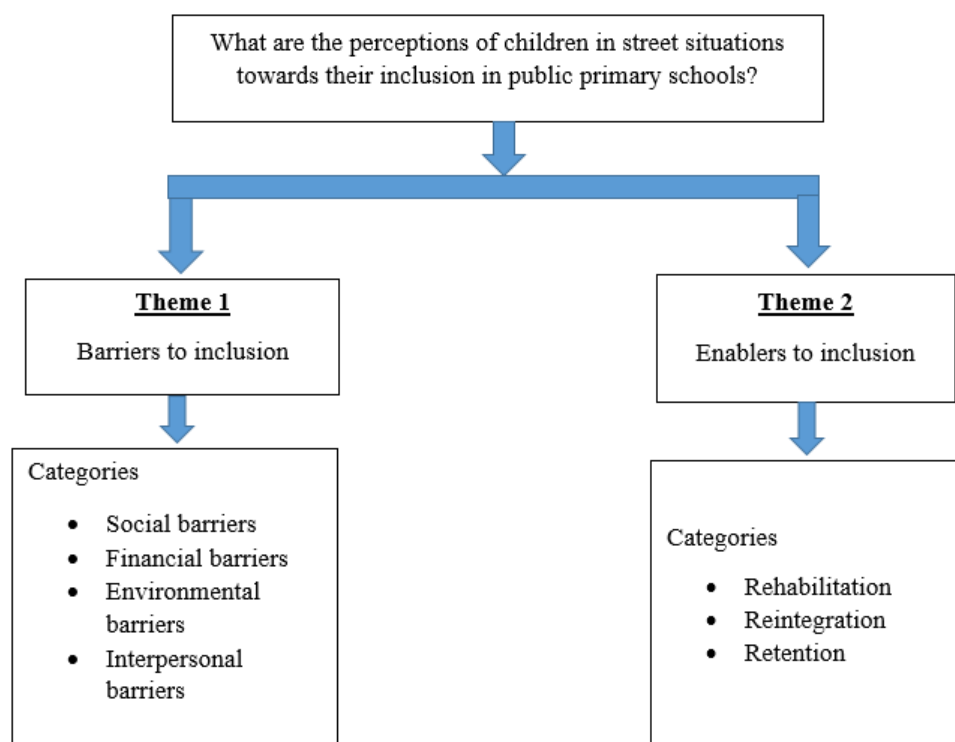


Figure 4.1: Summary of themes for research question 1

Source: Field Data (2022).

The findings on stakeholders' perceptions towards the inclusion of children in street situations show two themes that emerged from the data gathered from the children in street situations and the key informants in response to how they perceived including children in street situations in mainstream education. The themes are *Barriers to inclusion and Enablers to inclusion*. they are discussed below in detail.

Theme 1: Barriers to inclusion

Findings in figure 4.1 indicate responses of children in street situations that they encountered barriers that hindered them from being included in mainstream education hence limiting their access to education since public schools would have accommodated them because of their status. The barriers to inclusion were categorized in terms of social, financial, environmental, and interpersonal barriers. Findings on barriers to inclusion are presented and analyzed below

a) Social barriers

The participants revealed that the community perception held towards them is negative. Children on the street are regarded as children with no morals originating from failed homes and they are seen as thieves nevertheless some children on the street have bad behaviors of pickpocketing and use of abusive language towards their peers. A few children on the street who get a chance to attend school expressed their feeling of being marginalized by their teachers and fellow learners. This hinders the opportunity of children from the street situations to join mainstream schools due to loss of confidence and self-esteem as well as suffering from depression. One of them said:

“Teachers don't like us because they think we don't have the knowledge and skills to study, they think we are spoilt children. Even our fellow learners don't like associating with us, police and other people harass us because they think we have bad behaviors but not all of us are like that and that's why we don't like being at school”.

(Individual interview, street child, Keith, p.18, line 1-3, {2022-01-28}).

This kind of discrimination among children from the street was validated by a participant who revealed that it is a big challenge for children in vulnerable circumstances to access social services like health and education. In terms of joining mainstream education, the participant revealed that children from the street have no responsible caregivers to register them at school and who are accountable for a child's well-being both at home and at school. This participant was quoted saying:

“If a child from the street went to Mulago hospital to access health services, he or she would be automatically chased away because of how they looked like. Likewise, if a street child went to a public school to be enrolled, he or she would not be welcomed because of the vulnerable status depicted by the child. Here in Kampala, teachers chase away children with no school uniform and other scholastic materials. This leaves a street child unable to continue learning with the rest of the children in mainstream education”. (Individual interview, CRANE, Anoline, p.7, line 33-37, {2022-02-12})

b) Financial barriers

The participants reported a range of financial barriers that hinder them from meaningful inclusion in mainstream schools mainly reflected in the scarcity of financial and economic resources like scarce scholastic materials, lack of school fees, high demands of the school that are not affordable, food, shelter, clothing, health care among others to survive. Participants in this study revealed that Universal Primary Education in Uganda is not entirely free as it is claimed and public primary schools put Parent's Teacher's Association and development fees to be met by learners. A high percentage of the participants revealed that children with or without families cannot afford to pay school fees along scholastic materials and other demands of the school are not affordable. One of the participants was quoted saying:

“My mother did not have money to pay for my school fees and they kept chasing me at school. At home, we have no money to buy food so I come to the street to make some money so that I can give it to my mother and we buy food. If I get a sponsor to pay for my school fees, I can go back

to school and study". (Individual interview, street child, Honest, p.20, line 22-24, {2022-01-28}).

Children in street situations mentioned the poor economic situation of their parents /caregivers as a barrier to inclusion in education. This was also reaffirmed by other respondents who acknowledged that the majority of the families of these children are below the poverty line and hence cannot provide adequate care to their children while at home and also meet the school requirements.

c) Environmental barriers

In this study, the participants showed that the COVID-19 pandemic exposed them to the street, because of a lot of challenges that came alongside the pandemic and their guidelines. they lost a few street jobs that were earning them a living which forced the children to drop out of school. Other participants also revealed that they have no homes which is a big challenge for them especially when they are attending school. They lack where to drop off after school, bathe and wash their clothes and also they encounter feeding challenges. A participant was quoted saying:

"We don't have a house and sometimes sleep in pipes when we go to school, no one cooks for our food to eat and we have no money to buy soap to wash our clothes and bathe and at school, is not like the street where you can be shirtless or even wear your dirty shirt because if you go with dirty clothes, other children will not sit with you and also teachers will push you out of class". (Individual interview, street child, Kato, p.18, line 21-24, {2022-01-28}).

Participants showed that the school environment is also unfriendly to them, sometimes the subjects they teach are irrelevant to them. In other circumstances, children are below academic achievement by one or two or even more years which they find inconvenient to join lower classes with their age. Participants revealed how they do not fit into the school environment. This was later confirmed by participants who said that teachers are not trained to handle children from vulnerable circumstances therefore they are not

responsible for how a child from the street should fit in the mainstream class. This participant was quoted saying:

“Teachers are trained to handle children from normal circumstances not lampoons of the street and therefore the teacher’s attitude towards children from the street is expected to be negative because accordingly, this teacher is risking the progress of the rest of the children because of one child and if at all children from the street are to be included in mainstream education, they should be rehabilitated first and teachers should be given adequate training on how to handle these kinds of children”. (Individual interview, CYC, Fredrick, p.6, line 14-19, {2022-02-21})

d) Inter-personal barriers

Participants reported differing school preferences among children in street situations including those who prefer vocational schooling to regular schooling, some children prefer the boarding section of schooling to day schooling, some children prefer being at school whereas others prefer being on street, and some children prefer learning with fellow children in mainstream classes whereas other do not like learning at all. All this was reported based on different circumstances of a child that exposed them to certain choices hence making it a challenge to understand the dynamics of children in street situations necessary for planning for their inclusion in education.

Apart from differing preferences of children in street situations, participants also reported that peer influence is the greatest vice on the street. It was indicated that some children will drop out of school because their friends dropped out of school. More so, even spoilt children on the street influence others to behave contrary to societal norms and expectations. This leaves them with no chance to join regular education because the community thinks it is useless to educate such children.

Another interpersonal barrier that hinders children from joining mainstream education is the lack of parental support. Participants reported that there is a lot of negligence and lack of accountability among parents or caregivers of children on the street. This was

revealed by some participants who showed that their high level of absenteeism from school is because of their caregivers who force them to stay at home and help them with some work and in the end, they are left out and leave school for the street. More so, participants revealed that caregivers neglect the responsibility of taking their children to the extent of sending them on street to do child labor which limits their opportunity of joining mainstream schooling.

Theme 2: Enablers to inclusion

In this study, participants expressed their views and experiences on the way forward to the inclusion of children in street situations in mainstream education. This was a result of participants acknowledging the view that children in street situations should be included in mainstream education regardless of their challenges. The participant's expression of the way forward to the inclusion of children in street situations in education was presented in the following categories;

a) Rehabilitation of children in street situations

In this study, participants perceived the rehabilitation of children in street situations as a key step before including children in street situations in mainstream education. According to the views of participants, children in street situations are subject to vulnerable conditions which result in low self-esteem and confidence, anxiety, and depression. On the street, the children are exposed to diverse behaviors that deviate from the norm therefore it would be imperative to consider their rehabilitation first. It was revealed by the participants, that during this process of rehabilitation, the children are offered guidance and counseling, and adequate psychosocial support necessary for providing a coping mechanism to reintegrate back into a normal setting. This was evident in the quotations below:

“It is impossible to grab a child from the street and plant them in the mainstream class because it becomes a challenge to the teacher and poses a threat to other learners in a classroom since their behavior can influence other learners”. (Individual interview, PO- KCCA, Deborah, p.13, line 3-5, {2022-02-25})

“Rehabilitation of children from the street is very important before they join mainstream education. This is because teachers are trained to handle children from normal circumstances and normal family situations not lampoons of the street”. (Individual interview, CYC, Fredrick, p.6, line 2-6, {2022-02-21})

“Here we have a rehabilitation home where we put those children that we rescue from the street for a minimum of 3 months and a maximum of 6 months because it’s necessary before inclusion, but after we reintegrate and take them to mainstream education”. (Individual interview, EO, Brendah, p.11, line 1-3, {2022-02-7})

b) Reintegration of children in street situations

Participants reported that it is better to reintegrate children with their families because family is the best place for the child to grow and develop. For instance, for those who are homeless, it was reported that a safe space should be provided to them, and be given a chance to choose what is good for their lives. It was revealed by the participants that at this point of reintegration, the need for sponsorship in terms of school fees and well-being is necessary so that children from the street are prepared for a life away from the streets. This was evident in the quotations below:

“Reintegration of a street child first is what we take to be necessary here. We take children after rehabilitation to reunite them with their families whereas those who wish to join either mainstream education or vocational studies are given a chance to choose their interest and depending on the capacity of a child”. (Individual interview, EO, Brendah, p.10, line 12-14, {2022-02-7})

“I left school because my mother had no school fees because if I get a sponsor, I can go back to school and study with the rest”. (Individual interview, street child, Ken, p.20, line 28-29, {2022-01-28}).

“There is an Auntie who promised to take me back to school, if she comes back I will go to school and study with the rest” (Individual interview, street child, Akram, p.17, line 30-32 {2022-01-28}).

“In some other countries, children who are homeless are provided with a safe space where they sleep, bathe and wash which is not the

case in Uganda". (Individual interview, CRANE, Anoline, p.7, line 34-36, {2022-02-12})

c) Retention of children in street situations in mainstream schools

Different research studies have shown that with the introduction of Universal Primary Education, there was a significant increase in primary school enrollment, and among the children who were enrolled in primary schools were children in street situations but in a short while, these children drop out of school and are once again on streets. Participants in this study were of the view that concrete actions be taken to ensure that children withdrawn from the street are retained in schools. Among the actions that were suggested by the participants include training both pre and in-service teachers on how to handle such category of learners, providing activities that are socially attractive, designing flexible timetables to adopt several teaching strategies that facilitate individual differences, adequate staffing, and a flexible curriculum design for the children in street situations that takes into account non-formal perspective and learner's needs for livelihoods.

4.5 Analysis and Presentation of Quantitative Findings

Quantitative data analysis is regarded as a powerful research form that serves large-scale research but can also serve small-scale research and is highly dependent on fitness for purpose. (Cohen et al, 2018). The researcher used SPSS a widely used statistical package for social sciences. This section presents a descriptive and inferential analysis. It includes the response rate, pre-data analysis, and demographic data of the participants.

4.6 Response Rate

This study intended to collect data from 260 teachers as well as 40 head teachers. The researcher employed a skillful technique and distributed extra questionnaires to

eliminate the chances of poor response feedback. Data was successfully collected from 264 teachers and 33 head teachers. This represents a response rate of 82.5% and 77.5% respectively which is deemed acceptable as according to (Kothari, 2004) that a response rate above 70% is excellent.

Table 4.3: The response rate for teachers

Response	Total
Number of distributed questionnaires	320
Number of returned questionnaires	264
Number of unreturned questionnaires	56
Response rate	82.5%

Table 4.4: The response rate for Headteachers

Response	Total
Number of selected respondents	40
Number of met respondents	31
Number of unmet respondents	9
Response rate	77.5%

4.7 Pre-Data Analysis Screening

Pre-data screening is the process of acknowledging clean data essential for conducting more statistical analyses (Abdulwahab & Galadima, 2011). The data collected was sieved and sorted as a pre-requisite for performing inferential analyses. The data were assessed for accuracy to check whether it was entered correctly. More so, a complete checkup of typos, errors, reverse coding, wrong entries missing values, and detecting multivariate outliers was done to organize data for analysis with the aid of the Statistical Package for Social Sciences.

4.7.1 Examining missing values

According to Hair et al. (2010), missing values may negatively affect the findings of any research if they are not given attention by the researcher. Missing values are defined as data values that are not stored for a variable in the observation of interest. In

this study, the researcher checked all the collected questionnaires to ensure complete data before performing analyses. The data was then captured in SPSS, descriptive statistics were run specifically frequencies and percentages to distinguish the rate of occurrence of the missing data. The researcher investigated the form of missing data and defined the extent of missing data for single cases, variables, and overall. The researcher concluded that missing values were extremely small less than 5% of the sample therefore could not affect the inferences made from the findings of the study (Hair et al., 2010). Accordingly, the researcher dropped the missing values from the analysis since they could not affect the generalizability of the findings.

4.7.2 Assessment of outliers

Outliers are defined as maximal values that exist within a data set with a possibility to skew the findings. Tabachnick and Fidell (2013) propose eliminating values that lie outside the rank of + or – 3.29 standard deviations off the mean. According to them, this method eliminates scores expected to make up only 0.10%. Outliers in this study were spotted using a multivariate perspective using Mahalanobis distance. Mahalanobis Distance is which is quite effective in detecting outliers for multivariate data especially if a linear relationship is assumed between variables. Accordingly, Mahalanobis Distance values that lie below 0.001 are considered multivariate outliers and are eliminated from the data set. This was done by the researcher to ensure data is free from outliers. However, to ensure the accuracy of the data, a significant value was computed using CDF chi-square and Mahalanobis Distance, and values below 0.001 were also considered outliers and eliminated from the data set.

4.8 Demographic Information of the Respondents

This section captures the demographic information of both teachers and head teachers of primary schools in the Kampala district. The demographic attributes of teachers and

head teachers included age, gender, and level of education summarized below in tables 4.5 and 4.7 for teachers and head teachers respectively to indicate demographic patterns that emerged from the original data.

Table 4.5: Demographic description of teachers

Variable	Category	Frequency	Percentage
Gender	Female	154	58.6
	Male	109	41.4
Age	Below 20 years	2	8
	20-25 years	26	9.9
	26-30 years	50	19.0
	31 years and above	185	70.3
Level of Education	SNE teacher	44	16.7
	Non-SNE teacher	157	59.7
	Pre-service	10	3.8
	In-service	52	19.8
	Total	263	100

Source: Field data (2022)

From table 4.5, the majority of the respondents were female (154) 58.6% compared to their male counterparts (109) 41.4%. For age, 70.3% of the respondents both male and female were above 30 years, 19% of the respondents lied between 26-30 years, 9.9% of the respondents lied between 20-25 years whereas 8% of the respondents were below 20 years.

Table 4.6: Gender * Level of Training Cross tabulation

		Level of Training				Total
		SNE teacher	Non-SNE teacher	Pre-service	In-service	
Gender	Male	16	63	5	25	109
	Female	30	92	5	27	154
Total		46	155	10	52	263

Source: Field data (2022)

The results from Table 4.6 indicate that out of 263 primary school teachers who completed the questionnaire, some were SNE teachers, Non-SNE teachers, and pre and in-service teachers. The demographics indicate that 46 (17.5%) had trained in Special

Needs Education of which the majority of the female respondents had trained in SNE 30 (65.2%) compared to their male counterparts 16 (34.8%). 155 (58.9) teachers did not train in SNE but were fully trained as primary school teachers and out of 155 non-SNE teachers, the majority were females 92 (59.4%) compared to their male counterparts 63 (40.6%). This can be attributed to increased enrollment of females than males in primary school education training. 52 (19.8%) of the teachers were training while teaching (in-service teachers) and females were 27 (51.9%) and males were 25 (48.1%). The least number of respondents were those who were in their teaching practice (pre-service teachers) totaling up to 10 out of 263 and males were 5(50%) as well as females 5(50%).

Table 4.7: Demographic information for head teachers

Variable	Category	Frequency	Percentage
Gender	Female	16	51.6
	Male	15	48.4
Age	40-49 years	6	19.4
	50 years and above	25	80.6
Level of Education	Bachelors	28	90.3
	Master	3	9.7
	Total	31	100

Source: Field data (2022)

The demographic characteristics of the respondents include the gender, age, and level of education of 31 head teachers in primary schools in the Kampala district. Out of 31 head teachers who completed a questionnaire, 16 (51.6%) were females whereas 15(48.4%) were males. 6(19.4%) head teachers out of 31 were between 40-49 years of age whereas the rest 25 (80.6%) were 50 years and above. 28 (90.3%) head teachers had completed a Bachelor's degree whereas only 3 (9.7%) had a master's degree of education.

4.9 Descriptive Analysis of Study Variables

The descriptive analysis describes and presents data for purposes of organization and enumeration (Cohen et al, 2020). The descriptive statistics of mean, minimum, maximum, and standard deviation were obtained for variables of teachers' attitude, Head teachers' attitude, and inclusive education.

4.9.1 Teachers' attitude

Objective 2: To assess teachers' attitudes towards inclusion of children in street situations in mainstream education, twenty-four (24) items measuring teacher's self-efficacy for inclusive practices were tested using a five-point Likert scale ranging from; Nothing (1), Very little (2), Some (3), Quite a bit (4) and a great deal (5). The results presented in table 4.8 shows descriptive statistics of 24 survey items on the attitude of teachers towards including children in street situations in mainstream education with mean scores ranging from the lowest 3.62 for "how much can you assist families in helping their children do well in school" and the highest 4.36 for "how much can you do to make learning stimulating and enjoyable". Thirteen items out of twenty-four were below the grand mean of 4.041 implying that teachers' attitudes did not influence the inclusion of children from the street in mainstream education. The low self-efficacy among teachers also implied a negative teacher's attitude towards the inclusion of children from the street. These items had an overall standard deviation is 0.899 which is a relatively low standard deviation indicating that the variability in the spread of scores was low.

Table 4.8: Descriptive Statistics showing Frequencies, Minimum, Maximum Mean, and Standard Deviation on Items of teachers' attitude

Tested Item	N	Min	Max	Mean	Std. Dev
How much can you do to get to the most difficult students?	264	1	5	3.71	1.002
How much can you do to control disruptive behavior in the classroom?	264	1	5	4.13	.934
How much can you do to motivate students who show low interest in schoolwork?	264	2	5	4.16	.815
How much can you do to get students to believe they can do well in school work?	264	2	5	4.35	.770
How much can you do to help your students think critically?	264	2	5	4.12	.764
To what extent can you make your expectations clear about student behavior?	264	1	5	3.95	.851
How well can you respond to difficult questions from your students?	264	1	5	4.04	.845
How well can you establish routines to keep activities running smoothly?	264	1	5	4.01	.841
How much can you do to help your Students value learning?	264	2	5	4.27	.805
How much can you gauge student comprehension of what you have taught?	264	2	5	4.05	.797
How much can you do to foster student creativity?	264	1	5	3.91	.822
How much can you do to get children to follow classroom rules?	264	2	5	4.30	.770
How much can you do to improve the understanding of a student who is failing?	264	2	5	4.00	.820
How much can you do to calm a student who is disruptive in class?	264	1	5	4.11	.784
How much can you do to adjust your lessons to the proper level for individual students?	264	1	5	4.01	.904
How much can you do to foster a healthy relationship with your learners?	264	1	5	4.12	.907
How well can you keep a few problem students from ruining an entire lesson?	264	1	5	3.91	.932
How well can you respond to defiant students?	264	1	5	3.83	.938
How much can you assist families in helping their children do well in school?	264	1	5	3.62	1.036
How well can you implement alternative strategies in your classroom?	264	1	5	3.92	.890
How much can you use a variety of assessment strategies?	264	1	5	3.98	.931
How well can you provide counseling to learners' psychological and emotional needs?	264	1	5	4.13	.889
How much can you do to provide a supportive environment to learners with individual differences?	264	1	5	4.00	.883
How much can you do to make learning stimulating and enjoyable?	264	2	5	4.36	.753
Grand mean	264	1.33	5	4.041	0.862

Note: This table demonstrates the frequency (N), Minimum, Maximum, Mean, and Standard deviation (SD) for the items on teachers' self-efficacy for inclusive practices

Source: Filed Data (2022)

Eleven items with a grand mean of 4.19 which was close to code 4 on a Likert scale indicated a high self-efficacy among teachers implying that the attitude of teachers was

positive towards including children in street situations in mainstream classrooms. These items had an overall standard deviation of 0.817 which is a relatively low standard deviation implying that the variability in the spread of scores was low.

4.9.2 Descriptive statistics of the dependent variable; Inclusive education

The respondents were asked the extent to which they agree or disagree with the inclusion of children from the street based on their social, behavioral, and academic factors. On a five-point Likert scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1), respondents were asked to indicate the rate of agreement or disagreement with including children from the street in mainstream classes using twelve (12) items. The results in table 4.9 indicated that the mean range of 3.10-3.78 and the overall grand mean was 3.426. The standard deviation ranged between the range of 1.183-1.337 and the overall standard deviation of 1.265. The relatively low standard deviation implied a low variability in the spread of scores. Six items were below the mean with a grand mean of 3.237 implies no influence of teachers' attitudes on the inclusion of children in street situations in mainstream education whereas six other items were slightly above the mean with a grand mean of 3.615 implying a slight influence of teachers' attitude towards inclusion of children in street situations in mainstream education.

Table 4.9: Descriptive Statistics showing Frequencies, Minimum, Maximum Mean, and Standard Deviation on Items of inclusive education

Tested Item	N	Min	Max	Mean	Std. Dev
Pupils who do not follow school rules for conduct should be in regular classes	264	1	5	3.52	1.325
Pupils who are verbally aggressive towards their peers should be in regular classes	264	1	5	3.33	1.264
Pupils who are physically aggressive towards their peers should be in regular classes	264	1	5	3.10	1.260
Pupils who cannot control their behavior and disrupt activities should be in regular classes	264	1	5	3.13	1.274
Pupils who are frequently absent from school should be in regular classes	264	1	5	3.36	1.277
Pupils whose speech is difficult to understand should be in regular classes	264	1	5	3.52	1.337
Pupils who have difficulty in expressing their thoughts verbally should be in regular classes	264	1	5	3.67	1.222
Pupils who are shy and withdrawn should be in regular classes	264	1	5	3.78	1.183
Pupils whose academic achievement is 1 year below others in the grade should be in regular classes	264	1	5	3.38	1.199
Pupils whose academic achievement is 2 or more years below others in the grade should be in regular classes	264	1	5	3.12	1.246
Pupils who need an individualized functional academic program in everyday reading and math skills should be in regular classes	264	1	5	3.63	1.263
Pupils who need training in self-help skills and activities of daily living should be in regular classes	264	1	5	3.57	1.326
Grand Mean	264	1	5	3.426	1.265

Note: This table demonstrates the frequency (N), Minimum, Maximum, Mean, and Standard deviation (SD) for the items on the inclusion of children in street situations

Source: Filed Data (2022)

4.10 Dimension Reduction using factor analysis

Dimension reduction involves the process of reducing features of a given data set to represent more meaningful properties of the original data set. This was done by the researcher to eliminate redundant features in the data set and to check for construct validity and reliability. Dimension reduction is done using factor analysis which is a

multivariate statistical technique used to examine the pattern of the interrelationship among a large number of items in a variable and compress them into a more meaningful set of constructs that are highly interrelated and are deduced to represent a dimension within the data (Hair et al., 2018). The general purpose of factor analysis is to find a way to summarize large amounts of information contained in the original variable into a smaller set of new composite factors with minimum loss of information.

4.10.1 Assumptions for factor analysis

Factor analysis is concerned with specifying the unit of analysis, achieving data summarization, reducing data, and selecting variables to allow the use of factor analysis results to be used with other multivariate techniques (Hair et al., 2018). The conceptual deduction for conducting factor analysis is that there should be some underlying structure existing in the set of the selected variables. In factor analysis, the nullifying consideration relies on the complexion and structure of the variables. Secondly, the sample is homogeneous to the underlying factor structure.

4.10.2 Factor rotation

Based on the research problem, exploratory factor analysis was adopted to identify structures and reduce data on teachers' self-efficacy for inclusive practices. The researcher adopted a principal component analysis extraction method employing a PROMAX with the Kaiser Normalization rotational method which is an oblique factor rotation that allows correlated factors instead of maintaining independence between the rotated factors. This was done to achieve simpler and theoretically more meaningful factor solutions. PROMAX rotation and testing solutions ranging from 1 to 4 factors were conducted on the inter-correlations of 24 original items. A three-factor solution provided the best fit for the constructs of interest. The factor loading of 0.40 was

considered a significant threshold for interpretation purposes since the sample size for the study was 263 (Hair et al., 2018).

4.10.3 Factor analysis for teachers' self-efficacy for inclusive practices (Teachers' attitude)

The dimension (teacher's attitude) was originally measured on a teachers' self-efficacy scale for inclusive practices with twenty-four (24) items that were subjected to extraction and three predictor factors were extracted from the original teachers' self-efficacy for inclusive practices. The labels were instinctively developed by the researcher based on their suitability for demonstrating the underlying dimensions of a specific factor. The final results were the label that represented each of the derived factors as precisely as possible. One factor was labeled student behavior which included eight items with factor loading scores ranging between 0.403 and 0.592. The second factor was labeled teacher competence which included five items with factor loading scores ranging between 0.424 and 0.710, the third factor was labeled teacher motivation which included seven items with factor loading scores ranging between 0.412 and 0.615, It is recommended that for a factor to be identified at least four items must load on a factor and a threshold factor loading of 0.40 and higher was considered significant for interpreting purposes (Hair et al., 2018). Some items within the extracted predictor factors were dropped and deleted because they did not meet a threshold of 0.40 and therefore were not considered for further analysis. The items were internally related and were not overlapping for another construct which indicated convergent validity. Results of factor analysis also indicated that items were loading highly on a single item which was an assurance of discriminate validity whereas Items that had cross-loading were deleted and further oblique rotation using the PROMAX approach to improve the structure and distinct groups of variables were derived for further analysis. The results

of the extracted factors with their factor loadings are indicated in Table 4.10 below as well as deleted items are denoted by (*).

Table 4.10: Rotated pattern matrix

Factor-Item	Factor Loading
Student behavior	
To what extent can you make your expectations clear about student behavior?	0.592
How well can you respond to difficult questions from your students?	0.560
How well can you establish routines to keep activities running smoothly?	0.553
How much can you do to control disruptive behavior in the classroom?	0.551
How much can you do to help your students think critically?	0.493
How much can you do to get to the most difficult students?	0.440
How much can you do to foster a healthy relationship with your learners?	0.421
How much can you gauge student comprehension of what you have taught?	0.403
How much can you do to adjust your lessons to the proper level for individual students?	*
Teacher competence	
How much can you assist families in helping their children do well in school?	0.710
How well can you respond to defiant students?	0.638
How well can you implement alternative strategies in your classroom?	0.530
How much can you do to foster student creativity?	0.466
How much can you do to motivate students who show low interest in school work?	0.424
How much can you do to improve the understanding of a student who is failing?	*
Teacher Motivation	
How much can you do to make learning stimulating and enjoyable?	0.615
How much can you do to get children to follow classroom rules?	0.611
How much can you do to provide a supportive environment to learners with individual differences?	0.542
How well can you provide counseling to learners' psychological and emotional needs?	0.519
How much can you do to help your Students value learning?	0.469
How much can you do to get students to believe they can do well in school work?	0.441
How much can you use a variety of assessment strategies?	0.412
How well can you keep a few problem students from ruining an entire lesson?	*
How much can you do to calm a student who is disruptive in class?	*

Extraction Method: Principal Component Analysis.
Rotational Method: Promax with Kaiser Normalization.
a. Rotation converged in 14 iterations.

Source: Field Data (2022)

4.10.4 Factor analysis for inclusive education

The dependent variable had twelve (12) items from the original survey instrument. These items were subjected to extraction and all items were loaded onto a single factor therefore

a uni-dimensional factor was derived comprising of all the twelve items with factor loadings ranging between 0.538 and 0.620 as indicated in the table below.

Table 4.11: Rotated component matrix

Factor-Item	Factor Loading
Inclusive education	
Pupils who do not follow school rules for conduct should be in regular classes	0.620
Pupils who are verbally aggressive towards their peers should be in regular classes	0.666
Pupils who are physically aggressive towards their peers should be in regular classes	0.675
Pupils who cannot control their behavior and disrupt activities should be in regular classes	0.671
Pupils who are frequently absent from school should be in regular classes	0.664
Pupils whose speech is difficult to understand should be in regular classes	0.690
Pupils who have difficulty in expressing their thoughts verbally should be in regular classes	0.671
Pupils who are shy and withdrawn should be in regular classes	0.604
Pupils whose academic achievement is 1 year below others in the grade should be in regular classes	0.559
Pupils whose academic achievement is 2 or more years below others in the grade should be in regular classes	0.543
Pupils who need an individualized functional academic program in everyday reading and math skills should be in regular classes	0.510
Pupils who need training in self-help skills and activities of daily living should be in regular classes	0.538

Extraction Method: Principal Component Analysis.

1 component extracted

Source: Field Data (2022)

4.11 Validity and Reliability

Construct validity ensures internal consistency among measurements of a construct and the importance of construct validity is conforming to all the requirements of validity and reliability (Hair et al., 2018). The researcher computed the reliability coefficient to check the internal consistency among items of a given construct. This was done to ensure that individual items are measuring the same construct and are highly inter-

correlated. The generally accepted lower limit of Cronbach's alpha coefficient is 0.70 and above to confirm greater internal consistency of items measuring a given construct and this was upheld in this study. The following results in table 4.12 indicate the extracted variables against their Cronbach's alpha coefficients.

Table 4.12: The reliability coefficient of the extracted variables

Variables	Cronbach's alpha	Number of items
Student behavior	0.719	8
Teacher competence	0.745	5
Teacher motivation	0.713	7
Inclusive education	0.853	12

Source: Field data (2022)

For the questionnaire for head teachers, factors were not subjected to extraction because they did not meet the assumptions of factor analysis, however, their Cronbach's alpha was computed to check for internal consistency among items and results for the independent variable (attitude towards school's support) which consisted seven items, their Cronbach alpha coefficient is 0.885 which is above the lower acceptable limit. The Cronbach alpha for the dependent variable (Inclusive education) is 0.766 which is also acceptable.

4.12 Test of Normality

Data was subjected to tests of the normal distribution to ensure normality of data as a requirement for further statistical analyses. A multivariate perspective was adopted to check for multivariate outliers within the data set using squared Mahalanobis Distance. Mahalanobis Distance is quite effective in detecting outliers for multivariate data especially if a linear relationship is assumed between variables. Accordingly, Mahalanobis Distance values that lie below 0.001 are considered multivariate outliers. Eliminating these multivariate outliers caters to normality, linearity, and homoskedacity. This was done by the researcher to ensure the normality of the data.

However, to ensure the accuracy of the data, a significant value was computed using CDF chi-square and Mahalanobis Distance, and values below 0.001 were also considered outliers and eliminated from the data set. This enabled the researcher to use a Q-Q plot of Mahalanobis Distance against Chi-square to ensure the values within the data set were following a normal distribution.

4.13 Regression Analysis Results for Teachers' Attitudes and Inclusive Education

H0₁: There is no statistically significant relationship between teachers' attitudes and the inclusion of children in street situations in mainstream education.

Multiple linear regression was performed at a 95% confidence level. To determine how well teachers' attitudes can predict inclusive education and a regression equation was established as follows: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$.

Where Y is inclusive education, X₁ is student behavior, X₂ is teacher competence, X₃ is teacher motivation β is the coefficient of correlation, and ε is the residual. Below are the regression results;

Table 4.13: Model summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. error of the Estimate	Durbin-Watson
1	.096 ^a	.009	-.002	.78047	1.654

a. Predictors: (Constant), Teacher motivation, Student Behavior, Teacher competence

b. Dependent Variable: Inclusive education

Source: Field data (2022)

Based on the results in table 4.13, The "R" column represents the value of R, which is the coefficient of correlation that can be considered to be one measure of the quality of the prediction of inclusive education. A value of 0.096 indicates a poor level of prediction. This implies that, as much as teachers' attitude is a poor predictor of

inclusive education, there exists a very weak positive correlation between teachers' attitude and inclusive education.

The "R²" represents a value that indicates the coefficient of determination which is the proportion of variance in inclusive education that can be explained by attitude. In this case, 0.9 % of the total variation in inclusive education can be explained by teachers' attitudes. This implies that a total of 99.1% of the variation in inclusive education can be explained by other variables that are outside the model.

An F-test was done to test the hypothesis that there is no statistically significant relationship between teachers' attitudes and inclusive education and the results are shown in the table below;

Table 4.14: ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.475	3	.492	.807	.491 ^b
	Residual	157.764	259	.609		
	Total	159.239	262			

a. Dependent Variable: Inclusive education

b. Predictors: (Constant), Teacher motivation, Student Behavior, Teacher competence

Source: Field data (2022)

Table 4.14 indicates the significance test of the model in predicting inclusive education. The regression model was not significant at an $F(3, 259) = 0.807, P > 0.05$. The hypothesis tested was that teachers' attitude was not statistically fit to predict inclusive education. Based on the findings, the F-test is not statistically significant since the probability value (0.491) is greater than the significance value (0.05) which implies that teachers' attitude does not predict inclusive education hence we fail to

reject the null hypothesis and conclude that teachers' attitude has no statistical influence on inclusive education.

To support the quantitative findings in this study, through an interview, participants were asked to share their views and perceptions regarding the attitudes possessed by teachers towards including children in street situations in mainstream education in Kampala District, Uganda. The categories that emerged from the data are shown below in figure 4.2.

Cherry (2018) defines attitude as a set of feelings, beliefs, and actions towards a certain thing, person, object, or event. In this study, participants provided differing views on the attitude of teachers towards including children in street situations in mainstream education. The majority of the children themselves acknowledged that while they were at school, teachers gave them fair treatment whereas others did not. Other key informants were of the view that teachers' attitude is not a prerequisite to the inclusion of children in street situations in mainstream education hinging on various roles of different stakeholders in the process. It was revealed that a teacher's attitude may influence the retention of a child from the street in education rather than access or inclusion in education. The following figure represents the summary of findings for research question two;

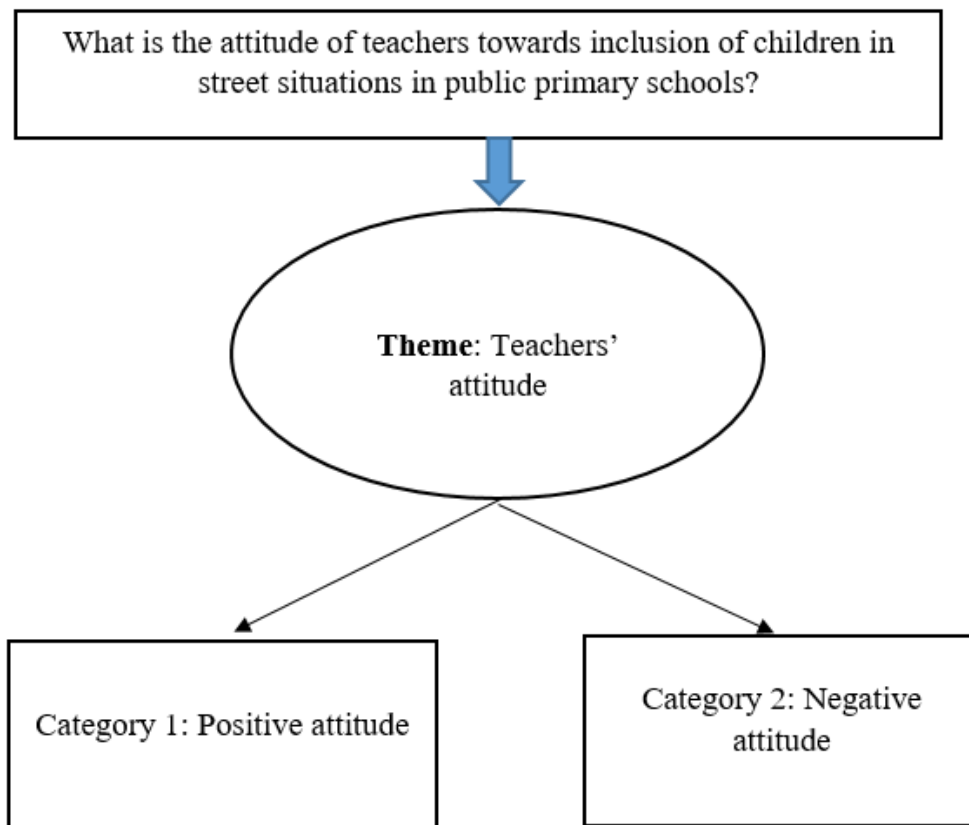


Figure 4.2: Summary of findings for research question 2

Diagrammatic Representation of Qualitative Findings on teachers' attitude towards inclusion of children in street situations in mainstream education.

Source: Field Data (2022).

Theme: Teachers' attitude

This theme was explained by two categories; a *positive attitude* and a *negative attitude*.

In this study, participants expressed mixed reactions regarding teachers' attitudes toward including children in street situations in mainstream education. Participants revealed that the attitude of a teacher is affected by different factors which lead to either a positive or a negative attitude. Accordingly, teachers who have a deeper understanding of inclusive education skills and principles, facilitated with adequate resources would have more positive attitudes than teachers who lack them. It was also reported in this study, that a teacher's attitude towards including a child from the street is vital at the classroom level not at the initiation stage nevertheless some participants

reported teachers' positive attitudes whereas others reported teachers' negative attitudes.

a) Positive attitude

Teachers' positive attitude includes a state of mind that allows teachers to envision and expect good things from the children in street situations in a classroom setting. In this study, participants reported that teachers' positive attitude towards learners from the street is influenced by peculiar factors. Participants especially the children themselves reported that teachers did not harass them because of their status however they encouraged them to maintain good behavior and study hard to change their situation. The following quotes are a manifestation of the teacher's positive attitude towards learners from the street:

"Teachers never mistreated us, they encouraged us not to go back to the streets but I prefer being on street to going back to school". (Individual interview, Street child, Keith, p.17, line 4-6, {2022-02-12})

"Teachers loved us, they encouraged us not to go to the street, and it's me who refused because I wanted to make money". (Individual interview, Street child, faith, p.18, line 1-2, {2022-02-12})

"Teachers used to teach us well because they knew we don't have money at home, they did not beat us, they would tell us to study hard". (Individual interview, Street child, Dan, p.21, line 1-2, {2022-02-12})

Other participants including government and NGO workers viewed teachers' attitudes as a subject of student behavior, teacher competence, sensitization, and a supportive environment. It was reported that teachers' positive attitude towards learners from the street is highly dependent on their behavior in a classroom setting. More so, the availability of support from the administration in terms of refresher courses, socially attractive activities and teaching materials, and allowances for extra activities accelerates teachers' positive attitude towards learners from the street. Participants revealed a key aspect that induces a teacher's positive attitude and that is sensitization,

according to the participants, teachers need to be sensitized about such a category of learners and “how to cater to them imperative for learner’s academic progress and achievement. Some participants were quoted saying:

Teacher’s attitude is positive toward such learners depending on how they are sensitized”. (Individual interview, CRANE, Anoline, p.9, line 1-2, {2022-02-12})

“A teacher’s attitude depends, some teachers like us while some don’t. But also some children in street situations have bad behaviors that’s why all teachers think we are the same and don’t like us”. (Individual interview, Street child, Akram, p.22, line 1-2, {2022-02-12})

b) Negative attitude

A negative attitude involves poor acceptance of children from the street into mainstream classrooms by the teachers. Participants in this study reported that teachers’ negative attitude is expected because teachers are trained to cater to children under normal circumstances. It was clear that unless teachers are trained on how to handle children from street situations, their attitude towards such learners is expected to be negative. The children themselves reported that some teachers are negative towards them mainly because of the behavior of learners from the street in a classroom setting. More so, learners from the street are always un clean and lack the necessary scholastic materials which results in the low academic achievement of such learners. Below are some of the quotations from the participants:

“Headteachers’ and teachers’ attitudes have nothing much to do with the inclusion of children in street situations, these children do not come out of the norm and so teachers may not know how to receive them unless they are first re-habilitated. Because teachers are trained to receive and deal with children from normal family situations, they are not trained to deal with children who are lampions of the street which brings the whole process of withdrawal, rehabilitation, tracing and resettlement, and then re-integration of such children first”. (Individual interview, CYC, Fredrick, p.6, line 1-6, {2022-02-21})

“Most of the teachers are negative about children from the street because of their weird behaviors, a teacher might affect retention but

not access to education".(Individual interview, EO, Brendah, p.12, line 1-2, {2022-02-7})

"The teachers will be sending a child directly from the street away because of their status and likely cause on other children, otherwise they need a special kind of support after rescue before they are taken to mainstream schools". (Individual interview, worker-SASCHU, Dianah, p.16, line 1-3, {2022-01-28})

"I think teachers' attitude is negative toward children from the street because they are spoilt and when they go to class with other children they teach them bad behaviors. Teachers also think that children in street situations are not knowledgeable". (Individual interview, Street child, Dan, p.20, line 1-3, {2022-02-12})

"I used to be at school but I did not like being there. Teachers harassed us that we are the ones who spoil other children. They would chase us if we did not have a school uniform and enough books in class. I don't like being at school". (Individual interview, Street child, Shafik, p.24, line 1-3, {2022-02-12})

The above quotations are a manifestation of teachers' negative attitudes towards the inclusion of children in street situations in regular classrooms. However, the negative attitude can be influenced and changed so that teachers can be receptive to such learners.

4.14 Head teachers' attitude towards school-based support for inclusion of children in street situations in education

Objective 3: To assess head teachers' attitudes towards school's support for the inclusion of children in street situations in mainstream education, a semantic differential scale was used to understand the emotive feelings of head teachers towards providing school-based support to children from the street to enable them to be included in mainstream education. The semantic differential scale was used to measure connotative meanings of attitudes to understand the value head teachers attach to the provision of support to include children in street situations in mainstream education. Results in table 4.15 indicated the feelings of head teachers towards providing support for the inclusion of children in street situations in mainstream education.

For AT1 with adjectives good-bad, indicate that 15 (48.4%) out of 31 head teachers revealed that it is extremely good to provide school-based support to learners from the street whereas only 3 (9.7%) revealed that it is extremely bad to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was moderately good to provide school-based support to learners from the street whereas none indicated that it is moderately bad to provide school-based support to learners from the street. 2 (6.5%) head teachers revealed that it was good to provide school-based support to learners from the street whereas none indicated that it is bad to provide school-based support to learners from the street. Only 1(3.2%) head teacher was neutral about whether it is good or bad to provide school-based support to learners from the street

For AT2 with adjectives wise-foolish, results indicate that 6 (19.4%) out of 31 head teachers revealed that it is extremely wise to provide school-based support to learners from the street whereas only 1 (3.2%) head teacher revealed that it is extremely foolish to provide school-based support to learners from the street. 14 (45.2%) head teachers revealed that it was moderately wise to provide school-based support to learners from the street whereas only 1 (3.2%) indicated that it is moderately foolish to provide school-based support to learners from the street. 5 (16.1%) head teachers revealed that it was wise to provide school-based support to learners from the street whereas none indicated that it is foolish to provide school-based support to learners from the street. 4(12.9%) head teachers were neutral about whether it is wise or foolish to provide school-based support to learners from the street

Table 4.15: Descriptive Statistics showing percentages on Items of measuring head teachers' attitudes on a semantic differential scale.

Code		7	6	5	4	3	2	1		Responses	
AT1	Good	15	10	2	1	0	0	3	Bad	31	
	Count	48.	32.	6.5	3.2%	0%	0%	9.7%			
	Row%	4%	3%	%							
AT2	Wise	6	14	5	4	0	1	1	Foolish	31	
	Count	19.	45.	16.1	12.9	0%	3.2	3.2%			
	Row%	4%	2%	%	%		%				
AT3	Useful	5	12	7	3	3	1	0	Useless	31	
	Count	16.	38.	22.6	9.7%	9.7%	3.2	0%			
	Row%	1%	7%	%			%				
AT4	Beneficial	11	6	5	5	3	0	1	Harmful	31	
	Count	35.	19.	16.1	16.1	9.7%	0%	3.2%			
	Row%	5%	4%	%	%						
AT5	Rewarding	4	10	10	3	3	0	1	Punishing	31	
	Count	12.	32.	32.3	9.7%	9.7%	0%	3.2%			
	Row%	9%	3%	%							
AT6	Desirable	6	10	10	1	1	2	1	Undesirable	31	
	Count	19.	32.	32.3	3.2%	3.2%	6.5	3.2%			
	Row%	4%	3%	%			%				
AT7	Valuable	15	4	10	0	2	0	0	Worthless	31	
	Count	48.	12.	32.3	0%	6.5%	0%	0%			
	Row%	4%	9%	%							
Totals									31		
									100%		

Source: Filed Data (2022)

For AT3 with adjectives useful-useless, results indicate that 5 (16.1%) out of 31 head teachers revealed that it is extremely useful to provide school-based support to learners from the street whereas none revealed that it is extremely useless to provide school-based support to learners from the street. 12 (38.7%) head teachers revealed that it was moderately useful to provide school-based support to learners from the street whereas only 1 (3.2%) indicated that it is moderately useless to provide school-based support to learners from the street. 7 (22.6%) head teachers revealed that it was useful to provide school-based support to learners from the street whereas 3 (9.7%) head teachers indicated that it is useless to provide school-based support to learners from the street. 3(9.7%) head teachers were neutral about whether it is useful or useless to provide school-based support to learners from the street.

For AT4 with adjectives beneficial-harmful, results indicate that 11 (35.5%) out of 31 head teachers revealed that it is extremely beneficial to provide school-based support to learners from the street whereas only 1(3.2%) head teacher revealed that it is extremely harmful to provide school-based support to learners from the street. 6 (19.4%) head teachers revealed that it was moderately beneficial to provide school-based support to learners from the street whereas none indicated that it is moderately harmful to provide school-based support to learners from the street. 5 (16.1%) head teachers revealed that it was beneficial to provide school-based support to learners from the street whereas 3 (9.7%) head teachers indicated that it is harmful to provide school-based support to learners from the street. 5(16.1%) head teachers were neutral about whether it is beneficial or harmful to provide school-based support to learners from the street.

For AT5 with adjectives rewarding-punishing, results indicate that 4 (12.9%) out of 31 head teachers revealed that it is extremely rewarding to provide school-based support to learners from the street whereas only 1(3.2%) head teacher revealed that it is extremely punishing to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was moderately rewarding to provide school-based support to learners from the street whereas none indicated that it is moderately punishing to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was rewarding to provide school-based support to learners from the street whereas 3 (9.7%) head teachers indicated that it is punishing to provide school-based support to learners from the street. 3 (9.7%) head teachers were neutral about whether it is rewarding or punishing to provide school-based support to learners from the street.

For AT6 with adjectives desirable-undesirable, results indicate that 6 (19.4 %) out of 31 head teachers revealed that it is extremely desirable to provide school-based support to learners from the street whereas only 1(3.2%) head teacher revealed that it is extremely undesirable to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was moderately desirable to provide school-based support to learners from the street whereas 2 (6.5%) head teachers indicated that it is moderately undesirable to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was desirable to provide school-based support to learners from the street whereas only 1 (3.2%) head teacher indicated that it is undesirable to provide school-based support to learners from the street. Only 1 (3.2%) head teacher was neutral about whether it is desirable or undesirable to provide school-based support to learners from the street.

For AT7 with adjectives valuable-worthless, results indicate that 15 (48.4%) out of 31 head teachers revealed that it is extremely valuable to provide school-based support to learners from the street whereas none revealed that it is extremely worthless to provide school-based support to learners from the street. 4 (12.9%) head teachers revealed that it was moderately valuable to provide school-based support to learners from the street whereas none indicated that it is moderately worthless to provide school-based support to learners from the street. 10 (32.3%) head teachers revealed that it was valuable to provide school-based support to learners from the street whereas 2 (6.5%) head teachers indicated that it is worthless to provide school-based support to learners from the street. None of the head teachers was neutral about whether it is valuable or worthless to provide school-based support to learners from the street.

In general, head teachers' attitude toward school support for the inclusion of children in street situations in mainstream schools is positive since the majority of the head

teachers indicated that it was extremely good, moderately wise, extremely beneficial, moderately rewarding, moderately desirable, and extremely valuable to provide school-based support to children from the street to enable them to join mainstream education.

4.15 Descriptive statistics of the dependent variable, Inclusive education

The respondents were asked the extent to which they agree or disagree with the inclusion of children from the street based on their social, behavioral, and academic factors. On a five-point Likert scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1), respondents were asked to indicate the rate of agreement or disagreement with including children from the street in mainstream classes using twelve (12) items. The results in table 4.16 indicated that the mean range of 2.23-4.13 and the overall grand mean was 3.196. The standard deviation is within the range of 0.700-1.400 and the overall standard deviation of 1.101. The relatively low standard deviation implied a low variability in the spread of scores. Six items were below the mean with a grand mean of 2.66 implying that head teachers' attitude towards school-based support does not influence the inclusion of children in street situations in mainstream education whereas six other items were slightly above the mean with a grand mean of 3.73 implying a slight influence of head teachers' attitude towards school-based support on the inclusion of children in street situations in mainstream education.

Table 4.16: Descriptive Statistics showing Frequencies, Minimum, Maximum Mean, and Standard Deviation on Items of inclusive education

Tested Item	N	Min	Max	Mean	Std. Dev
Pupils who do not follow school rules for conduct should be in regular classes	31	1	5	2.71	1.371
Pupils who are verbally aggressive towards their peers should be in regular classes	31	1	5	2.81	1.400
Pupils who are physically aggressive towards their peers should be in regular classes	31	1	5	2.23	1.334
Pupils who cannot control their behavior and disrupt activities should be in regular classes	31	1	5	3.10	1.193
Pupils who are frequently absent from school should be in regular classes	31	1	5	3.35	1.082
Pupils whose speech is difficult to understand should be in regular classes	31	1	5	2.35	1.050
Pupils who have difficulty in expressing their thoughts verbally should be in regular classes	31	2	5	3.48	1.151
Pupils who are shy and withdrawn should be in regular classes	31	2	5	4.13	.718
Pupils whose academic achievement is 1 year below others in the grade should be in regular classes	31	1	5	3.61	1.116
Pupils whose academic achievement is 2 or more years below others in the grade should be in regular classes	31	1	5	2.77	1.087
Pupils who need an individualized functional academic program in everyday reading and math skills should be in regular classes	31	1	5	3.71	1.006
Pupils who need training in self-help skills and activities of daily living should be in regular classes	31	2	5	4.10	.700
Grand mean	31	1.25	5	3.196	1.101

Source: Field data (2022)

4.16 Tests of Normality

Data was subjected to tests of the normal distribution to ensure normality of data as a requirement for further statistical analyses, a univariate perspective was adopted and a Shapiro-Wilk test was used to detect deviations from normality with the help of SPSS. The significant values of the Shapiro-Wilk test were less than the probability value at a 95% confidence level (0.05) hence the data on objective 3 was not following a normal distribution. The Shapiro Wilk test results are indicated in table 4.17 below;

The hypotheses considered were;

H_0 :Data is normally distributed

H_1 :Data is not normally distributed

Table 4.17: Normality tests

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Inclusive education	.187	31	.007	.899	31	.007
Attitude	.234	31	.000	.824	31	.000

a. Lilliefors Significance Correction

Source: Field data (2022)

From the table above, the significance values of the Shapiro-Wilk test are less than the probability value of 0.05 at a 95% significance level therefore the null hypothesis is rejected and the alternative upheld. This propelled the researcher to consider the use of the bootstrap technique to be able to perform further statistical analyses since the data violated the assumptions of normality and normal distribution is a prerequisite for conducting parametric statistics. (Gissane, 2016). Bootstrapping is a technique that operates by resampling with the replacement of the original sample data through constructing a large number of smaller samples each of which forms a sample size. (Wilcox, 2017). This is done to assume statistical accuracy from the data with a likeliness of sample bias in the sample data. The bootstrapping procedure was applied by the researcher to measure a linear relationship between head teachers' attitudes towards school support and the inclusion of children in street situations in mainstream education.

4.17 Regression Analysis Results for Head Teachers' Attitude towards School-Based Support and Inclusive Education.

H0₂: There is no statistically significant relationship between attitudes of head teachers and school-based support for the inclusion of children in street situations in mainstream education.

A simple linear regression was performed at BCA 95% confidence level. To determine how well head teachers' attitudes toward school-based support can predict inclusive education and a regression equation was established as follows: $Y = \alpha_1 + \beta_1 X_1 + \varepsilon$.

Where Y is inclusive education, X_1 is the attitude, β_1 is the coefficient of correlation, and ε is the residual. Below are the regression results;

Table 4.18: Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.226 ^a	.051	.018	.50834

a. Predictors: (Constant), Attitude

Source: Field data (2022)

Based on the results in table 4.18, The "R" column represents the value of R, which is the coefficient of correlation that can be considered to be one measure of the quality of the prediction of inclusive education. A value of 0.226 indicates a poor level of prediction. This implies that, as much as the attitude of head teachers' is a poor predictor of inclusive education, there exists a weak positive correlation between attitude and inclusive education.

The "R²" represents a value that indicates the coefficient of determination which is the proportion of variance in inclusive education that can be explained by attitude. In this case, 5.1% of the total variation in inclusive education can be explained by head teachers' attitude towards school-based support. This implies that a total of 94.9% of

the variation in inclusive education can be explained by other variables that are outside the model.

An F-test was done to test the hypothesis that there is no statistically significant relationship between head teachers' attitudes towards school-based support and inclusive education and the results are shown in the table below;

Table 4.19: ANOVA

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.403	1	.403	1.558	.222 ^b
	Residual	7.494	29	.258		
	Total	7.897	30			

a. Dependent Variable: Inclusive education

b. Predictors: (Constant), Attitude

Source: Field data (2022)

Table 4.19 indicates the significance test of the model in predicting inclusive education. The regression model was not significant at an $F(1,29)=1.558$, $P > 0.05$. The hypothesis tested was that head teachers' attitude toward school-based support was not statistically fit to predict inclusive education. Based on the findings, the F-test is not statistically significant since the probability value (0.222) is greater than the significance value (0.05) which implies that head teachers' attitude toward school-based support does not predict inclusive education hence we fail to reject the null hypothesis and conclude that Head teachers' attitude on school-based support has no statistical influence on inclusive education.

To support the quantitative findings in this study, through an interview, participants were asked to share their views and perceptions regarding the attitudes possessed by head teachers towards school-based support for including children in street situations

in mainstream education in Kampala District, Uganda. The categories that emerged from the data are shown below in figure 4.3

In this study, participants reported the attitude of head teachers toward school-based support in terms of enrollment of children in street situations in their schools regarding the availability of adapted curricula and support curriculum materials, and availability of sufficient resources. Participants revealed that the head teachers' attitude has less to do with including children in street situations in mainstream education. This is because they lack a common understanding with stakeholders in the system to engage in training, collaboration, strategic planning, and outsourcing funds, as well as support services for inclusive education implementation, especially for children in street situations. One major theme emerged from the thematic analysis and the figure below represents the summary of findings for this research question;

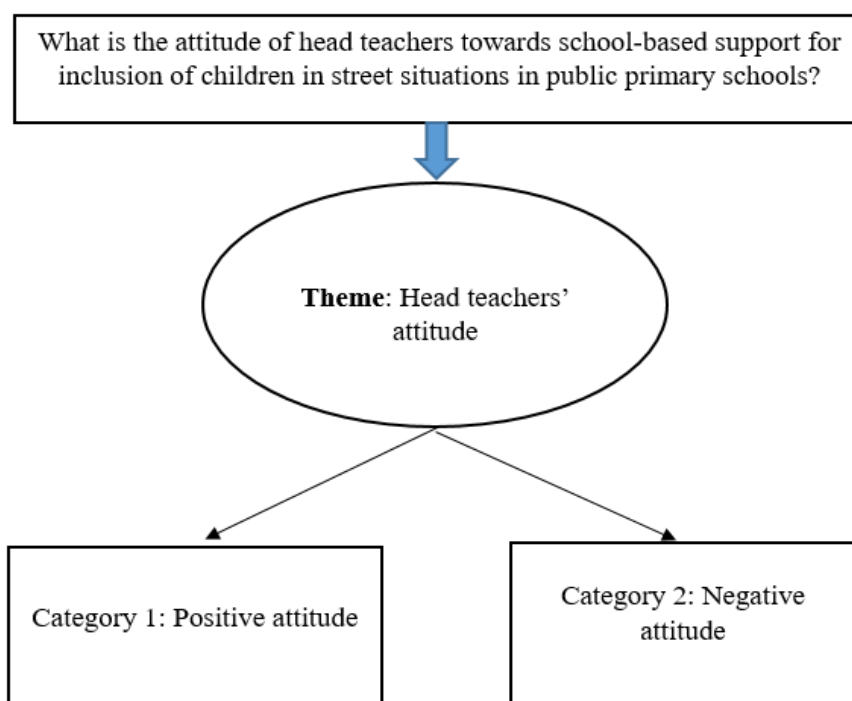


Figure 4.3: Summary of findings for research question 3

Diagrammatic Representation of Qualitative Findings on head teachers' attitude towards school-based support for the inclusion of children in street situations in mainstream education.

Source: Field Data (2022).

Theme: Head teachers' attitude

The head teachers' attitude also portrayed mixed feelings regarding the inclusion of children in street situations. Head teachers' responses indicated a strong positive attitude and support for the inclusion of children in street situations in regular schools whereas other respondents nullified their submissions as vague since the majority of them do not enroll such kinds of children in their respective schools. Some of the responses from the head teachers depicted a positive attitude towards supporting children in street situations to gain access to education.

a) Positive attitude

Head teachers' attitude was positive about providing school-based support for including children in street situations in mainstream education. The majority of them mentioned that some schools accommodate learners from the street and support is offered by the school through training teachers on the concept of "leaving no one behind", organizing refresher courses, seminars, and workshops for teachers to equip them with skills of including all children in the classroom, encouraging teachers to engage with the learners regularly and offer psychosocial support, guidance, and counseling to learners from the street. These portrayed head teachers' positive attitude toward providing support for including children in street situations. It was revealed in this study, that head teachers' positive attitude is affected by an understanding of the concept on and skills for inclusive education.

b) Negative attitude

Participants in this study also revealed poor reception of children in street situations by the head teachers. This was evidenced by the low enrollment of children in street situations in public primary schools. Participants also reported a lack of schools' preparedness to include children in street situations in regular classes as a stimulator

for the negative attitude of head teachers. This could be interpreted in terms of inadequate curriculum resources, and human and financial resources to effectively implement inclusive education. It was reported that all these resources could facilitate the provision of a friendly and supportive environment to learners withdrawn from the street and a need to first rehabilitate the child was emphasized to reduce the burden the school is likely to carry in an attempt to integrate such a child in mainstream education.

One of the participants was quoted saying:

“The head teachers are not very receptive to such children, which means such children should first be handled with a special kind of support, or the one who brings them to school should introduce them to the head teachers such that they provide a supportive environment”. (Individual interview, PO- KCCA, Deborah, p.14, line 24-27, {2022-02-25}).

4.18 Perceptions towards collaborative practices for enabling the inclusion of children in street situations in mainstream education in the Kampala district

Collaboration is imperative if the inclusion of children in street situations in mainstream education is to be affected, findings from the thematic analysis depicted the nature of collaborative practices that exist among the stakeholders, and barriers to collaborative practices, and this led to the answers to the fourth research question where participants revealed the support for collaborative practices to enable inclusion of children in street situations in education. Below is a figure that represents a summary of the findings for this research question.

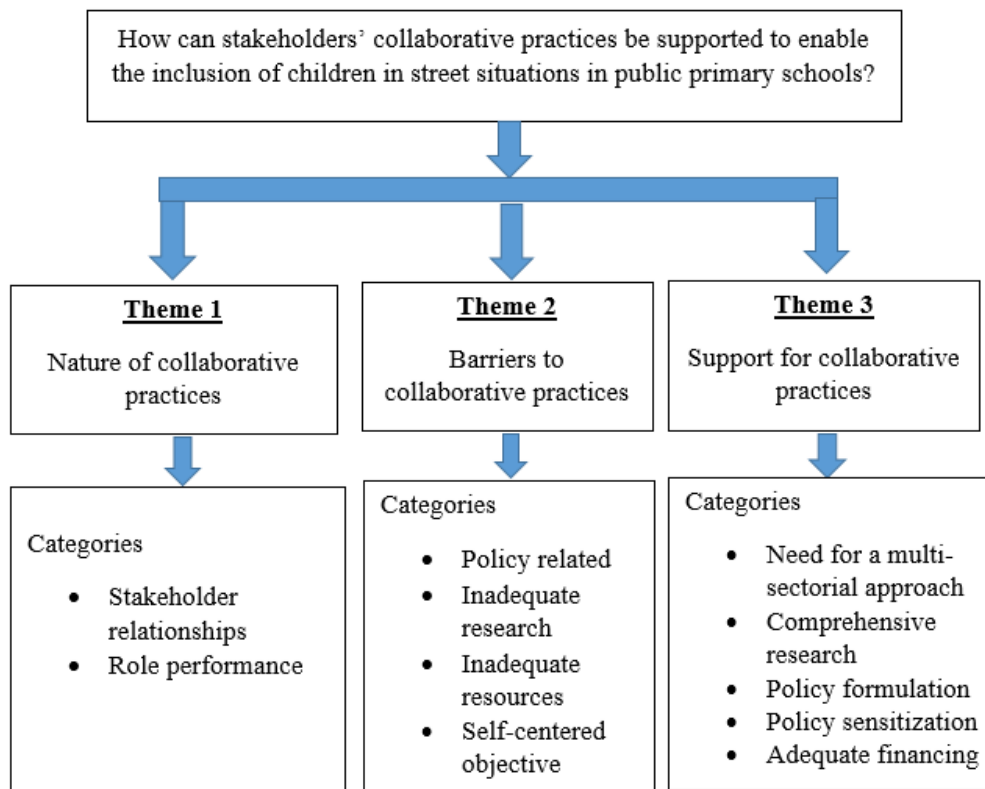


Figure 4.4: Summary of findings for research question 4

Diagrammatic Representation of Qualitative Findings on stakeholders' perceptions towards collaborative practices for the inclusion of children in street situations in mainstream education.

Source: Field Data (2022).

Theme 1: Nature of collaborative practices

In this study, collaborative practices refer to an inclusive joint working on the inclusion of children in street situations in mainstream education in a contemplated manner. Participants in this study expressed their views on disabling practices of their collaboration with relevant stakeholders. It was revealed in this study, that a weak collaboration exists among relevant stakeholders in the process of initiating and advancing the inclusion of children in street situations in mainstream schools. Below are the main categories discussed in detail that constructed this theme, stakeholder relationships, and role performance.

a) Stakeholder relationships

Stakeholder relationships refer to the practice of constructing mutually beneficial connections amongst stakeholders with a common interest. It also refers to how different individuals and groups work and cooperate for the mutual benefit of all. In this study, the stakeholder relationships involve the cooperation and communication between the school community, Non-Governmental Organizations, and the Government working jointly to enable the inclusion of children in street situations in mainstream education. Participants in this study reported different views on the relationships they hold with different stakeholders. A section of them revealed that there were less meaningful relationships amongst stakeholders in effecting the inclusion of children in street situations in mainstream education. Specifically, the Ministry of Education and Sports as the main ministry has limited relations with the NGOs and school communities in addressing the education of children in street situations. Some of them said:

“As an NGO dealing with street children, we have never been in contact with the ministry of education and sports or reached out to them because this group of children seems to be out of their interest”. (Individual interview, EO, Brendah, p.10, line 28-30, {2022-02-7})

“The Ministry of Education and sports is not concerned about young children on streets and out of school, their attention is driven to learners with special needs whereas this category of vulnerable children is neglected”. (Individual interview, PO- KCCA, Deborah, p.12, line 16-18, {2022-02-25})

Participants in this study also reported positive stakeholder relationships in terms of some cooperation although they acknowledged that it was to a lesser extent with specific actors. This was evidenced by the following quotations:

“We collaborate with MGLSD as key stakeholders, they support us, guide us, regulate us, provide a Management Information System for reporting purposes, seek funding, allocation of resources to rescue children, support each other to improve policies i.e. the NCP. There is a time when the ministry channeled billions of shillings to rescue the street children after some advocacy advancements. The ministry

also provides guiding documents like alternative care for children and others". (Individual interview, worker-SASCHU, Diana, p.14, line 30-34, {2022-01-28})

"We don't all the time engage with children, but for a few we rescue, we get a chance to interact with their parents, police, sister NGOs, and local leaders because we want the child to be received back in the community". (Individual interview, CRANE, Anoline, p.8, line 37-39, {2022-02-12})

"Dwelling places have conducted training with the police and child protection enforcers on how to handle the children". (Individual interview, EO, Brendah, p.11, line 6-8, {2022-02-7})

"There used to be a lot of collaboration between the government (KCCA) and NGOs, where NGOs would sensitize police on how to rescue children not by beating them because they don't know the reasons as to why they are on street but it changed". (Individual interview, CRANE, Anoline, p.9, line 4-6, {2022-02-12})

"The government doesn't directly withdraw, but they support through technical guidance by coming up with guidelines ie 208 street children strategy, evidence-based planning, working with KCCA to come up with an ordinance on the commercialization of begging on the street following KCCA consultations from the ministry in 2021". (Individual interview, CYC, Fredrick, p.6, line 22-25, {2022-02-21})

"CRANE does some training in the community, police, judges, caregivers, lawyers, teachers, magistrates, courts, children against the law, social workers, child protection actors, and religious leaders. We have worked with police to set up child-friendly spaces and even for sleeping especially those in conflict with the law. Train most of the actors". (Individual interview, CRANE, Anoline, p.8, line 24-27, {2022-02-12})

"We partner with schools to support our children after rehabilitation and we communicate with stakeholders often to rescue, rehabilitate and reintegrate. We have this school as the re-integration center but at a later stage, we collaborate with mainstream schools and take through some special support that should be provided to these children". (Individual interview, worker-SASCHU, Diana, p.14, line 36-40, {2022-01-28})

The above quotation indicates the relationships NGOs have with some part of the stakeholders in matters regarding children in street situations but this does not mean that they are entirely responsible for the education and well-being of children on street. This shows that other stakeholders in the process are not playing their roles.

b) Role performance

Inclusive education involves a wide range of stakeholders ranging from administrators, staff members, parents, community members, families, organizations, media outlets, advocacy groups, and cultural institutions among others and each one has a role to play in initiating and advancing inclusive education of a target group. It was revealed in this study, that the inclusion of children in street situations in society and schools is mostly charged with NGOs through voluntary work and little support from the government. The majority of the respondents acknowledged that most relevant stakeholders are neglecting their role in the process of including children in street situations in school whereas a lot of responsibility is left to NGOs who also perform within their capacity. Participants reported that a few government entities (KCCA, MGLSD) provide a hand in the withdrawal and rescue programs of the children and the education of the children is left to a few NGOs with a similar program. Participants also revealed that parents are dull actors in the process and also contribute to the street life of their children. All this is evidenced by the following quotations:

“These children are on the streets by omission because someone has not done what is required of him or her as a parent, as a community officer, as a politician, as a technical officer and that’s why these children are on the streets”. (Individual interview, CYC, “Fredrick, p.4, line 27-29, {2022-02-21})

From experience, when we re-integrate children from street situations, the support is mainly gotten from NGOs primarily although there is some collaboration with the government like KCCA supports NGOs to enable the process of rescue and withdrawal from the street. However, parents are dull actors in the process”. (Individual interview, worker-SASCHU, Diana, p.14, line 4-7, {2022-01-28})

“Dwelling places work with the government (KCCA) to rescue the children because the whole process cannot be left alone to NGOs, Government supports and guides some of the rescue programs”. (Individual interview, EO, Brendah, p.10, line 19-1, {2022-02-7})

“We take the procedures to integrate these children by closely working with police and probation officers to withdraw, then work with NGOs to rehabilitate in special homes. However, there is a policy

and programmatic gap which calls for the need of a policy to highlight the guidelines for including street children in mainstream education". (Individual interview, CYC, Fredrick, p.5, line 29-33, {2022-02-21})

"We have engaged parliamentarians before in 2019, and we tabled a motion before the MP in charge of children which was received in parliament and approved and promised to share it with the Ministry of Gender but it was never debated". (Individual interview, CRANE, Anoline, p.8, line 8-10, {2022-02-12})

"We have been able to rescue 200 street children, have them rehabilitated, and taken them to school for those who wanted or were reunited with their families". (Individual interview, CRANE, Anoline, p.8, line 11-13, {2022-02-12})

"We work with parents to offer parental guidance and psychosocial support to their children, civic education to train them on parenting, and improve their socio-economic conditions". (Individual interview, worker-SASCHU, Diana, p.14, line 34-37, {2022-01-28})

Participants also reported their perceptions towards caregivers of children in street situations. Some of them said:

"Parents these days transact with their children in return for money and other benefits, they push their children into child labor and see their children as a source of income which is challenging to convince a parent that the education of such a child is very important". (Individual interview, worker-SASCHU, Diana, p.13, line 9-11, {2022-01-28})

"Some caregivers don't have money or they are just irresponsible ie drunkards and don't mind whether their children go to school". (Individual interview, CRANE, Anoline, p.9, line 20-21, {2022-02-12})

The involvement of parents in the process of educating their children was emphasized because family reintegration contributes more to the academic progress of a learner. This could be achieved if the government strengthens efforts of collaboration among stakeholders and put a strong suit of laws against child neglect.

Theme 2: Barriers to collaborative practices

Barriers are obstacles that make it difficult for something to be achieved. In this study, barriers to collaborative experiences are hindrances that limit stakeholders from

working together in harmony to educate children in street situations. Participants in this study reported different opinions about collaborative practices. These barriers are categorized as, policy-related, inadequate research, inadequate resources, and self-centered objective. Below the categories are discussed in detail;

a) Policy related

The policy is formulated at all levels of the education system notably at the school and classroom levels. (Ball, 2010). Accordingly, policies address pertinent issues including acceptable behavior by employees, create an operational framework and ensure compliance with standards. In this study, the participants especially the key informants perceive the policy and procedures on equal access to education as not explicit about including children in street situations in mainstream education. Participants expressed their views on the absence of a clear policy on children in street situations which compromises collaboration amongst stakeholders in effecting the education of children in street situations.

In this study, the participants revealed programmatic and action gaps that exist due to the lack of a policy on children in street situations. They reported that government directs resources only if they prioritize a policy or program. As such, government programs related to inclusion have the least resource envelopes which push the government to operate on a hierarchy of priority in terms of excluded groups. Participants continued to report that government programs on inclusion have their focus on people with disabilities whereas some groups of children who are in vulnerable situations are neglected. It was clear that some programs targeting children on the street are initiated by Non-Governmental Organizations and government extends a hand of support, especially during rescue programs for children on the street. However, participants revealed that there exist programmatic and action gaps in rehabilitating and

re-integration of children from the street so that they can be able to join mainstream education. One of the participants was quoted saying:

“The government mainly supports rescue programs for children from the street as well as offering technical guidance to Non-Governmental Organizations that take over other programs. This is because of government priorities which leave some of the programs with fixed budget lines to implement”. (Individual interview, CYC, Fredrick, p.6, line 22-24, {2022-02-21})

“It is upon the NGOs and Civil Society Organizations that take over the rehabilitation of children in street situations and also educate the children within their capacity and means therefore several children in street situations are left with no opportunity to join mainstream education”. (Individual interview, worker-SASCHU, Diana, p.13, line 28-30, {2022-01-28})

Besides little government support for children in street situations related programs, participants also revealed that the Ministry of Education and Sports is not fully effecting their role to account for “education for all” programs. It was revealed by participants that during the efforts of including children in street situations in mainstream education, the Ministry of Education and Sports does not come in to support them. A participant was quoted saying:

“If the Ministry of Education and Sports is accountable for Universal Primary Education but a section of young school-going children are loitering on the street, even those who try to attend schools are chased away because of school fees, yet in public primary schools according to the Education Act, primary education is free and schools are prohibited from sending away children for school fees, who is then supposed to take action, This means that Universal Primary Education is not entirely free and children in street situations find it difficult to join main stream education because they can’t afford the school demands”. (Individual interview, EO, Brendah, p.11, line 1-3, {2022-02-7})

Nicolai (2021), reports that governments advance a higher level of education policy recognition to children in remote and rural areas, marginalized linguistic groups, girls, and children with special needs and disabilities whereas lower levels of educational

policy attention are advanced to orphans, children without registration and street-connected children. In this study, participants reported that there is no direct policy on the inclusion of children in street situations. The policy is a prerequisite for the successful implementation of a program. It provides general guidance toward implementing strategies to achieve a given mission. In this study, participants expressed their opinions towards the absence of a policy on children in street situations as a major barrier to the inclusion of these children in mainstream education. According to the participants, the absence of policy limits accountability of actions among different stakeholder roles and responsibilities. The policy limits the participation of different stakeholders in enabling the inclusion of children in street situations in mainstream education.

It was clear that participants agreed that children in street situations should be included in mainstream education because they have a right to education like any other child however the policies, guidelines, and procedures that guide education for all are not explicit and have no clear concrete actions on how to include children in street situations in mainstream education. A participant emphasized how children connected to the street are neglected in terms of education policy and that there is a lack of information concerning the education of children in street situations. This participant was quoted saying:

“Some of the children in street situations are in school at the mercy of sponsors and NGOs that come in to support them. The government including the Ministry of Education and Sports has not advanced any education policy to guide their inclusion in mainstream schools. For example, there is a policy on children with disabilities and special needs but there is no policy directed toward street-connected children and their education”. (Individual interview, EO, Brendah, p.10, line 22-26, {2022-02-7})

b) Inadequate research

In this study, participants reported that there is a lack of evidence-based research on the dynamics of children in street situations. Evidence-based research facilitates evidence-based planning as well as formulation of a comprehensive policy based on the ground research. Participants revealed that practitioners and researchers give little attention to children in street situations hence there is inadequate information about them and a knowledge gap in matters concerning children in street situations education inclusive.

Participants noted that:

“Lack of evidence-based research studies to evaluate the impact of these policies on the action, no mechanism of sharing what is working and not working in regards to tested practices and models, no forum that unites actors, to share the successful procedures”. (Individual interview, CYC, Fredrick, p.6, line 5-8, {2022-02-21})

“There is a lack of clear information regarding matters of street children”.(Individual interview, worker-SASCHU, Diana, p.13, line 28-29, {2022-01-28})

“The main challenge faced, is the knowledge gap, even when policies are there, people are not aware of them, they don’t know where to find information, and they lack awareness”. (Individual interview, worker-SASCHU, Diana, p.14, line 9-10, {2022-01-28})

“A knowledge gap exists in a matter concerning the education of children in street situations”. (Individual interview, CRANE, Anoline, p.8, line 23-24, {2022-02-12}).

The lack of evidence-based information on the dynamics of children in street situations limited the interaction amongst stakeholders and which ministries, departments, and agencies should get involved. Participants channeled the lack of information to poor responsibility and accountability as well as a lack of resources to conduct research studies.

c) Inadequate resources

Participants reported different perceptions of the availability of resources not only as a barrier to the inclusion of children in street situations in mainstream education but also

as a hindrance to collaborative partnerships among stakeholders on the same issue. In this study, it was reported that resources are largely mobilized from NGOs whereas government allocation of funds to vulnerable children is often inadequate and not prioritized. Some of the participants said:

“Currently, the biggest money mobilized over 1.5bn is from CSOs not from the government not that it is not interesting but because government budget lines are so lean So there is a lack of adequate resources”. (Individual interview, CYC, Fredrick, p.6, line 1-3, {2022-02-21}).

“Most policies end on paper and are not implemented which goes back to government priorities plus funding, for example, if the government prioritizes something, they can advance money towards it”. (Individual interview, CRANE, Anoline, p.8, line 19-21, {2022-02-12}).

“Street-related activities like commemorations, Funding is got from NGOs although we still have to work with the government like the Ministry of Gender because they still have the mandate to street children’s say though they are constrained therefore there is a gap of resources”. (Individual interview, CRANE, Anoline, p.8, line 21-23, {2022-02-12}).

“The challenge of resources to implement the inclusive practices, the inadequate human resource, and inadequate capacity to train and execute inclusive education”. (Individual interview, worker-SASCHU, Diana, p.14, line 15-17, {2022-01-28})

Participants reported that inadequate availability of resources limits planning for collaboration as well as practice for collaboration. This is because resources can facilitate meetings, debates, and conferences that may build the capacity of relevant stakeholders to understand the issue and what roles they play in implementing the issue.

d) Self-centered objective

The objective of stakeholders in the process of initiating and advancing inclusive education of children in street situations is to provide the children with an opportunity with the most appropriate learning environment to achieve their full potential regardless of their status. But this seems not to be the case because different stakeholders aim at

fulfilling their objectives which further their agendas. This is clearly shown in the following quotations:

“NGOs are not aligned to work in line with government policies, they focus on their mission and vision and most of them are skewed towards accessing resources and funding. A few of them approach line ministries for guidance”. (Individual interview, CYC, Fredrick, p.6, line 3-5, {2022-02-21})

“The Ministry of Education and sports is not concerned about young children on the streets and out of school, their attention is driven to learners with special needs whereas this category of vulnerable children is neglected”. (Individual interview, PO- KCCA, Deborah, p.12, line 16-18, {2022-02-25})

“Government bodies that are concerned about these children on street look majorly at the funding window which limits their activities to what is affordable to them, and when this category of vulnerable children is not among the priorities of the government, then funding is not allocated to the cause”. (Individual interview, CRANE, Anoline, p.8, line 22-23, {2022-02-12}).

More so, participants expressed their views on the objectives of the school community as focusing on performance and neglecting the vulnerable young children who are denied an opportunity to learn because of different circumstances. Some of them said:

The school community seems not to be bothered by the children in street situations, their role is within the school environment, but the educators are part of the general community and are parents who should be concerned about young children on the street because these children drop out of these schools and go back to the street. (Individual interview, PO- KCCA, Deborah, p.12, line 11-14, {2022-02-25})

The head teachers sometimes receive funds from Non-Governmental Organizations aimed at helping such children but head teachers use them to better their interests. They also keep sending away such vulnerable children for school fees well knowing they are vulnerable. (Individual interview, EO, Brendah, p.11, line 13-15, {2022-02-7})

Theme 3: support for collaborative practices

With the acknowledgment of collaboration as the strategy for enhancing the inclusion of children in street situations in education, participants reported different views on how collaboration could be strengthened. The following categories support this theme:

a) Need for a multi-sectorial approach

Findings in this study revealed that there is a need for a multi-sectorial approach that engages all the line ministries and relevant stakeholders to comprehensively understand the dynamics of children in street situations as well as improve the entire education system that fosters more child-centered learning. Participant's perceptions involved:

“A collective effort of ideas from all relevant actors(parents, line ministries, non-state actors, school environment (educationists), social workers, health workers, legal enforcement officers) and children themselves on how they are to benefit from education. it is through the inter-ministerial committee that brings all line ministries together to understand the dynamics of these street children to come up with new strategic guidelines for parents and children to believe that they can go back to school and access education”. (Individual interview, CYC, Fredrick, p.6, line 32-37, {2022-02-21})

“There is a need for a multi-sectoral approach, strengthen the National Children's Authority, provide with resources to plan for al”. (Individual interview, worker-SASCHU, Diana, p.15, line 7-9, {2022-01-28})

“Bring on board all the key actors especially those that are supposed to enforce and then be supported to enforce”. (Individual interview, PO- KCCA, Deborah, p.12, line 25-26, {2022-02-25})

Participants were of the view, that the government should strategize and develop programs that unite all relevant actors in the process of educating children in street situations. The collective effort and ideas from different stakeholders in various agencies and institutions could solve the challenge of children on the street and education can be used as a strategy to eliminate children on street as well as improve their lives.

b) Comprehensive research

This is research that involves various aspects that affect the life of a child on street. Participants acknowledged that there is a need to conduct a comprehensive study that is imperative for the formulation of a comprehensive policy on children in street situations and also guide practices and test working and non-working models.

Participants expressed the need to understand the push and pull factors that lead to a persistent hike of children on street, they reported research studies in collaboration with line ministries and relevant stakeholders could also enhance the collaboration needed to initiate and advance street inclusive education of children in situations. Some of the participants said:

“Supporting other districts to pass ordinances and by-laws address the root causes of street children, especially the districts where these children come from through comprehensive study to study the push factors and ground research”. (Individual interview, CYC, Fredrick, p.7, line 4-6, {2022-02-21})

“You cannot work with street children without a concept of psychosocial support which calls for cooperation from a certain department in the ministry of health, need to understand the concept of a right of a child”. (Individual interview, CYC, Fredrick, p.6, line 37-39, {2022-02-21})

Evidence-based information informs policies and decisions regarding the practical strategies for including children on the street in education. Participants reported that scholars, educationists, and government planners should invest draw emphasis on inclusive education of children in street situations if effective programs are to be designed to solve the issue of children on the street.

c) Formulation of children in street situations policy

Participants expressed the need for coming up with a policy on children in street situations to develop a well-considered response mechanism for dealing with children living in street situations. If the education of children on street is to be affected, there is a need for a policy guideline to be formulated to understand the dynamics of children on the street beginning with identification, the rescue of the child, provision of relief services to the child, linking the child to social services and monitoring for policy implementation. In this way, stakeholder roles and responsibilities in the collaborative effort will be streamlined and different stakeholders will be held accountable in the

entire process of initiating and advancing inclusive education of children in street situations. One of the participants was quoted saying:

“We need a whole drive towards formulating a policy on the reintegration of street children in mainstream education”. (Individual interview, CYC, Fredrick, p.7, line 6-7, {2022-02-21})

The policy gap was mentioned as a barrier to the inclusion of children in street situations in education as well as collaboration. In this sense, the participant indicated that the formulation of a comprehensive policy would be the genesis for the education of children in street situations. This is because stakeholders would understand their responsibilities and endeavor to deliver as per their roles.

d) Sensitization of the policy.

Participants were of the view that even with policy formulation, there remains a great need to sensitize all relevant stakeholders about the policy. Accordingly, policies are formulated and end on paper, they are more theoretical because the intended implementers lack knowledge about them. Sensitization is also necessary for training actors on their roles which would make the entire process flexible. Participants were quoted saying:

“The main challenge faced, is the knowledge gap, even when policies are there, people are not aware of them, they don’t know where to find information, they lack awareness., For example, the ministry pulled out guidelines on parenting, but I tell If you went to the community and asked how many people have just seen it, you will be surprised, about 2% would be in the know, and no one is there to educate the stakeholders about the new policy”. (Individual interview, worker-SASCHU, Diana, p.14, line 9-13, {2022-01-28})

So basically the gov’t and we are not doing enough to sensitize the people about the existing policies or break them down into layman’s language to be understood by everyone”. (Individual interview, worker-SASCHU, Diana, p.14, line 13-15, {2022-01-28})

Participants reported that a policy in place would be effective if relevant stakeholders are aware of the policy and its working. This is because policymakers design the best

policies but they end on paper because the intended user lack awareness of the designed policies. Therefore, it was suggested that the government should plan and conduct capacity-building programs together with other actors to equip relevant stakeholders with a clear understanding of the policy.

e) **Adequate financing**

Financing is the process of raising funds to facilitate inclusive practices and processes for children in street situations. In this study, participants reported that adequate financing is essential in enhancing collaboration amongst stakeholders. This financing would facilitate the sensitization of guidelines and policies formulated among stakeholders, regular meetings and communication, planning, staffing, and management as well as advancing school resources required to enable the children to attend regular classes. This is evidenced by the following quotations:

“Even with the introduction of policies, funding should be provided to enable their effective implementation”. (Individual interview, PO-KCCA, Deborah, p.12, line 26-27, {2022-02-25})

“Government should put in hand support with resources, facilitate the existing remand homes like kampingisa with enough food and enough teachers and support the schools that handle street children”. (Individual interview, CRANE, Anoline, p.9, line 17-19, {2022-02-12})

“Required is financial support for collaboration, solving the issue of the least resource envelope for vulnerable groups”. (Individual interview, PO- KCCA, Deborah, p.12, line 23-25, {2022-02-25})

Finance resources were also highlighted as a challenge to collaborative practices. As a result, participants suggested that allocation of resources should be taken as key by government planners whereas other means of resource mobilization could be adopted to enhance collaboration.

4.19 Discussion and Interpretation of Findings

This section includes the discussion and interpretation of the findings of the study. The discussion of findings is arranged according to the study objectives which include; perceptions towards the inclusion of children in street situations, teachers' attitudes, head teachers' attitudes towards school's support for inclusion, and perceptions towards collaborative practices for enabling the inclusion of children in street situations in mainstream education. The discussion of findings is aimed at establishing the points of agreement and disagreement concerning existing literature as reviewed in chapter two as well as unearthing the latest findings of the study.

4.19.1 Perceptions of children in street situations towards including them in mainstream education in Kampala district.

Data on this objective was analyzed using thematic analysis to answer the first research question; What are the perceptions of children in street situations towards including them in mainstream education in the Kampala district?

Participants in this study revealed barriers to inclusion of children in street situations in mainstream education ranging from social, environmental, financial, and interpersonal barriers. Uthayakumar (2019) acknowledges that children in street situations encounter unique barriers that hinder them from accessing education that many other children don't face. They often lack legal identification and a permanent address which hinders their enrolment in formal education. The EFA declaration emphasizes being proactive in identifying barriers faced by some learners in an attempt to access educational opportunities and identifying available resources both at the community and national level, to exploit them to overcome these barriers. This was also affirmed by the World Education Forum engagement in Dakar, 2000 which declared that EFA must take into

account the needs of the poor and disadvantaged in an attempt to initiate inclusive education.

Participants in this study reported social barriers to inclusion mentioning negative community perceptions towards children in street situations including their teachers and fellow learners. They are viewed as spoilt and useless children which deprives them of their self-esteem and confidence to fully integrate into regular classes. This concurs with the findings of (Niboye, 2013; Friberg & Martinsson, 2017) who reported that the community perceives children in street situations as dangerous and potential criminals. The community is not cooperative with NGOs who come to the rescue of such children hence neglecting their responsibility of providing a hand in rehabilitating children in street situations. It was revealed in this study, that children in street situations hardly access social services such as health care, education, and general support because of their status.

According to Kuperadze (2010), children in street situations are traumatized and are underprivileged in terms of interaction and social contact which is caused by shortcomings in their nurturing. This agrees with the findings of this study which revealed stigmatization and discrimination faced by children who enroll in formal schooling perpetuated by their peers and teachers. A few who can enroll in formal education often face unfairness, inequity, and stigmatization by their teachers and peers which accelerates psychological health threats among the children hence hindering their academic attainment and enrolment in schools (Uthayakumar, 2019). This calls for schools' preparedness in advance to admit and involve children in street situations in mainstream schools and also play a major role in caring for them although this requires a complex approach (Kuperadze, 2010).

Children in street situations who had attended school at some point mentioned financial constraints as a major barrier to access to education. It was clear that the majority of the children prefer being at school to the street but are limited by a lack of finances and support to cater for school fees, scholastic materials, and other expenses on food, shelter, clothing, and health care. Children in street situations are vulnerable and most of them come from broken homes and hence cannot afford the cost of education either on their own or by their caregivers for those who have them.

The government is expected to come up with procedures and practices for providing effective support to enable all children to be in school. However, this is not the case, as the government's support is minimal mainly about rescue programs but a question of what next for these children after rescue is left to a few who provide support in terms of rescue, and rehabilitation subject to financial constraints. Further effective strategies such as tracing the children's families, reuniting them with their families, and follow-up and day-out programs are rarely met because they require a huge amount of funds to be effected which cannot be met by NGOs alone. This implies that the integration and education of children in street situations are done at the mercy and capacity of NGOs but are not seen as a basic human right for the children.

Participants in this study also mentioned barriers regarding interpersonal relationships specifically broken family relationships as a barrier to the inclusion of children in mainstream education. Accordingly, bad parenting concerning violence in homes, misbehavior of parents, and societal neglect influence children to leave their homes, drop out of school and opt for the streets. This is in accord with Mohan (2020) who mentions family-related problems as prime causes for pushing young children on the streets. Families are responsible for providing for the basic needs of a child's academic and social development. This implies that family remains a key role to play in including

a child on street in mainstream education and therefore, proposed strategies for effective inclusion should focus on engaging and supporting families for the benefit of a child's social and academic development. Genovesi et al. (2021) reported that pupils with developmental disabilities are faced with social, emotional, and learning needs that the mainstream teachers hardly address hence face exclusion and cannot fully participate with their peers.

It was revealed in this study, that a way forward to inclusion necessitates, rehabilitation, reintegration, and retention of children from the street in regular schools. Several approaches are adopted by NGOs to rehabilitate children in street situations which begin with conducting interviews with the children on the street, screening and checking their health, providing them with counseling, and tracing and reuniting them with their families among other important strategies limited to certain financial constraints (Niboye, 2013). This could be attributed to little government support for the rehabilitation processes of children in street situations. This is in accord with Niboye's findings which stressed out challenges faced by NGOs in rehabilitating children in street situations and among them are financial constraints that hinder the implementation of more effective strategies such as family tracing, reunification, and follow-up and outreach programs. According to Niboye (2013), minimal government support is provided to children in street situations as well as NGOs in the rehabilitation process. Rehabilitation was mentioned as a key step to initiating inclusion of children in street situations in mainstream education because it helps to achieve physical and psychological recovery of a child. It prepares a child who has undergone difficult circumstances to get back to normal and improves their quality of life.

Kuparadze (2010) acknowledges that the integration process is challenging for both schools and children. As such, it is nearest to impossible to achieve a child's

development within a given time since children from the street find it difficult to adopt intensive learning. This calls for schools to prepare their staff in terms of competence, loyalty, and use of effective and appropriate teaching methods necessary for integrating such children fully.

4.19.2 Teachers' attitude towards inclusion of children in street situations in mainstream education

H0₁: There is no significant relationship between teachers' attitudes and the inclusion of children in street situations in mainstream education. Teachers' attitudes were measured on a self-efficacy scale that consisted of 24 items. These items were reduced to three dimensions from the factor analysis. These include; student behavior, teacher competence, and teacher motivation. According to the findings in this study, there is no evidence of a statistically significant relationship between each of the independent variables and the inclusion of children in street situations in education. This was in agreement with the qualitative findings which confirmed that teachers' responsibility to a learner happens at the engagement stage of including the learner at a classroom level therefore their attitude ought to be less significant at the initiation stage of inclusive education.

Whereas previous research has proven that teachers' attitude is imperative for the successful implementation of inclusive education (Sharma, et al, 2008, Hattie, 2009; Gal, Scherer & Engel-Yeger, 2010; Cassady, 2011; Taylor & Ringlaben, 2012; Kumar et al., 2020), it is evident that inclusive education involves distinct stages which call for the involvement of different actors at each stage. In Uganda, the majority of children in street situations have limited or no access to education, therefore, it is necessary to put more emphasis on initiating the inclusion of children in street situations in education and prepare teachers to engage them in the classroom.

More so, previous studies on teachers' attitudes toward inclusive education have not examined teachers' attitudes towards the inclusion of children in street situations but rather on children with disabilities. Children in street situations encounter several difficulties as a result of the circumstances under which they live therefore their inclusion in mainstream education requires a complex system that begins with rehabilitation, reintegration, and preparation of schools to receive such children. This also could justify why teachers' attitudes may not a good predictor for the inclusion of children in street situations in mainstream education.

From the thematic analysis, participants revealed that teachers' negative attitudes are expected toward including children in street situations in regular classrooms which is against UNESCO (2015) emphasizes a positive attitude towards a learner regardless of their needs, attributes and abilities whereas other teachers may be positive toward including children in street situations in mainstream education. However, it was also revealed that teachers' positive attitude is affected by an understanding of inclusive education, inadequate resources to implement inclusive practices, and inadequate training and preparation of teachers for inclusive education. These results concur with the findings Supriyanto, 2020; Bandyopadhyay & Dhara, 2021) as well as findings of a review of studies done by Genovesi et al, (2021), who mentions that teachers' positive attitude is hindered by a lack of understanding of disability, inadequate time, skills and other resources.

As shown in the thematic analysis, the participants indicated that teachers' attitude is negative regarding the behavior of children in street situations. This justifies teachers' poor reception and acceptance of such children in inclusive classrooms in the fear of the rest of the children because they perceive children in street situations as badly behaved and could easily influence their peers which might hinder learners' academic

achievement. According to Rofiah et al. (2020), class teachers are charged with the responsibility of creating a conducive social atmosphere to accommodate all children intensifying behavior that puts into consideration the differences among learners. This deviates from the findings of this study which revealed that teachers are trained to engage children in normal circumstances unless their capacity is built on how to handle learners who deviate from the norm.

Studies reviewed by Genovesi et al (2021) reported that a negative teacher's attitude, poor teacher-pupil relationship, and low self-confidence levels among learners are caused by pupils' aggressiveness and disruptiveness. This kind of inappropriate and uncontrollable behavior leads to teachers' negative attitudes toward inclusive education (Chhabra et al, 2010). This corroborates with qualitative findings which revealed that the aggressiveness of children in street situations leads to teachers' negative attitude towards them.

The qualitative findings revealed that teachers are not prepared enough to handle children from the street and engage them in the main classroom. They receive insufficient training to implement inclusive practices and lack understanding of inclusive education principles which includes adapting to the learning needs of individuals (Okyere et al., 2019c). Training programs for inclusive education among in-service teachers are rarely provided (Wodon et al., 2018; World Bank, 2018) while pre-service teachers are not taught inclusive education skills. According to Khabar (2020), teachers require significant training to prepare them for the environment of inclusive education. Teachers are also required of honest, sound ethics and are friendly to motivate the learner. Teachers are also charged with the responsibility of engaging parents in the process of educating their children to facilitate efficient and effective

learning. Also, teachers are expected to collaborate with other stakeholders in planning, implementing, and evaluating (Fitria, 2012).

Teachers are required to apply active learning approaches in inclusive classrooms which encourage interaction and collaboration among students embracing a paradigm shift from competitive learning to a cooperative learning approach. However, teachers need to be motivated to enhance their practice by addressing their training and supervision needs, providing them with incentives and a better working environment (Evans & Acosta, 2020; Conn, 2017).

In conclusion, education stakeholders in Uganda should engage in improving the attitude of teachers toward inclusive education by issuing the right policies, facilitating adequate training for both pre-service and in-service teachers necessary for teachers to understand and apply inclusive educational practices in a classroom setting, providing necessary resources which include inclusive teaching methods, appropriate accommodation, and individual planning. This review also concluded that the policies should be comprehensive to address the learning needs of children in street situations, especially where teachers are less favorable to including learners with severe intellectual disabilities, and emotional and behavioral disorders in general classrooms (Supriyanto, 2019).

4.19.3 Head teachers' attitude towards school-based support for the inclusion of children in street situations in mainstream education

H0₂: There is no significant relationship between head teachers' attitudes towards school-based support and the inclusion of children in street situations in mainstream education. According to the findings in this study, there is no evidence of a statistically significant relationship between head teachers' attitudes toward school-based support

and the inclusion of children in street situations in mainstream education. This implies that head teachers' attitude toward school-based support was not a strong predictor of the inclusion of children in street situations in mainstream education.

Previous research studies indicate that head teachers' attitude is a strong predictor of inclusive education (Mwarari,2020) and head teachers are generally positive towards the inclusion of students in mainstream education however, they show reservations about including all students, especially those with social, emotional, and behavioral difficulties (Khochen & Radford, 2012). Qualitative findings revealed that whereas some head teachers would avail support to children in street situations in an attempt to attend regular schooling, other head teachers do not enroll such children in schools, and the provision of school-based support entirely depends on an initial plan or directive from the Ministry of Education and Sports or the government to integrate children in street situations in education.

In Uganda, action programs have not been initiated to formerly include children in street situations in education. As such, funds are not availed in schools to enable support of children in street situations to access education. Therefore, some schools which can provide support receive funding from NGOs to support such children. The majority of them mentioned that some schools accommodate learners from the street and support is offered by the school through training teachers on the concept of "leaving no one behind", organizing refresher courses, seminars, and workshops for teachers to equip them with skills of including all children in the classroom, encouraging teachers to engage with the learners regularly and offer psychosocial support, guidance, and counseling to learners from the street.

However, head teachers mentioned several factors that influence the attitude of head teachers including the school's preparedness for inclusion, and inadequate financial, human, and educational resources to facilitate inclusive practices. This concurs with the findings of (Khochen & Radford, 2011; Okyere et al., 2019b) which revealed that multiple factors are responsible for influencing the head teachers' attitude and these factors are barriers to inclusive education in schools. Their study reported inadequate human, financial, and education resources as a major hindrance to inclusive practices in schools. It requires an investment of such resources in schools and at the classroom level to provide inclusive teaching methods, adequate accommodation as well training of staff.

From the thematic analysis, results indicate that some head teachers are negative about including children from the street in mainstream education and are not receptive to such children. This could be attributed to a lack of knowledge and understanding of inclusive education by the head teachers hence hindering effective implementation of inclusive practices. This finding corroborates with the findings of (Bii & Taylor, 2013; Gichaba, 2011; KIE, 2011; Mwangi & Orodho, 2014; Njoka et al., 2011; Ogolla, 2011; Peter & Nderitu, 2014) This also leads to negative head teachers' attitude towards school-based support for the inclusion of children in street situation in mainstream schools.

4.19.4 Perceptions towards collaborative practices for enabling the inclusion of children in street situations in mainstream education.

Three themes emerged from the thematic analysis to answer the fourth sub-research question: "How can stakeholders' collaborative partnerships be supported to enable the inclusion of children in street situations in mainstream education?" stakeholders involved in this study acknowledged that collaboration is imperative mainly to understand the dynamics of children in street situations and collectively plan and

implement effectively the inclusion of children in street situations in mainstream education. The main themes that emerged from the thematic analysis included the “*nature of collaborative practices*” that existed amongst some relevant stakeholders regarding their relationships and role performance, “*barriers to collaborative practices*”, and “*Support for collaborative practices*”.

Participants in this study expressed their views on the nature of collaborative practices that existed among the school-environment actors, NGO, and government actors for including street children in mainstream education. It was revealed that the relationship among these stakeholders was generally weak. Participants acknowledged that a less meaningful relationship existed between the government (KCCA, MGLSD) and NGOs dealing with children in street situations. The NGOs cooperated and communicated with Kampala Capital City Authorities as well as the Ministry of Gender, Labor, and Social Development (office of the commissioner for youth and child affairs) on a timely basis, especially during the implementation of rescue programs. It was clear that the government was less involved in the integration and education of children in street situations in mainstream education however some NGOs collaborate with schools to educate some children withdrawn from the street.

The majority of the respondents acknowledged that most relevant stakeholders especially parents are neglecting their role in the process of including children in street situations in school whereas a lot of responsibility is left to NGOs who also perform within their capacity. According to Teresa, (2014), Parents are required to involve in activities that relate to a child, for example, decision making, evaluation and assessment, and well as resource provision. However, respondents in this study mentioned that parents of children in street situations neglect their role in the process of including their children in school and contribute greatly to their children’s street life

whereas WHO, (2011) emphasizes bringing parents on board who are actively engaged in creating the educational opportunities for their children to facilitate the process of inclusion. For effective contribution to inclusive education, stakeholders need to understand their roles and responsibilities (Hwang & Evans, 2011). This should be backed up by a good working relationship and effective communication if collaboration is to thrive and communication is crucial to a good working relationship (Holstrom, 2017). According to Ainscow, (2016), communication is crucial for maintaining dialogue and understanding among stakeholders, especially in planning and implementing inclusive practices. It is important for gathering multiple ideas and perspectives toward the successful implementation of inclusive practices. The genesis for initiating and advancing inclusive practices is the sharing of existing approaches through collaboration amongst relevant stakeholders leading to experimentation with new practices that will reach out to all learners (Ainscow, 2016b).

Theme two from the thematic analysis highlighted barriers to collaborative practices identifying *inadequate research, resources, and self-centered objective* as the categories under the theme. Resources allocated towards the implementation of inclusive education are inadequate. In this case, there are no budgetary allocations regarding the education of children in street situations in Uganda since government programs are mainly focused on the rescue of children from the street. The available little resources are mobilized from CSOs and NGOs to rescue and reintegrate children from the street however the education of such children cannot be left to the support organizations which require government planning and involvement in the inclusion of children in the street situations to mainstream classes. Inadequate financial resources especially teacher resources are a barrier to the successful implementation of an

inclusive school system (e.g. Aichele and Kroworsch 2017; Armstrong, and Spandagou 2011; Schwab 2018; UNESCO 2009; Vorapanya and Dunlap 2014).

Different stakeholders in the process have different motives to further their agendas other than the education of children in street situations. These motives could be monetary, and visionary among others. In this case, the government officials, school leaders, and NGOs who receive funding for the children's education do not direct them to their original purpose. This hinders collaboration among stakeholders for the same cause. This is in agreement with Bouillet, (2013) who emphasizes that collaboration can only thrive among members with an established goal and clearly defined roles. In this study, it was clear that resources are inadequate to enhance collaboration among stakeholders. This was also reported by United Nations Organization (2015) that resources may be insufficient in some contexts. However, with clearly defined goals, roles, and responsibilities, the few resources available could be put to effective use and promote good accountability among stakeholders (Hernandez, 2013) and also lay strategies for mobilizing more resources necessary for supporting collaboration among stakeholders in the process of initiating and advancing the inclusion of children in street situations in education.

Theme three revealed the support that could be provided to strengthen collaborative practices amongst stakeholders which is useful for enabling the inclusion of children in street situations in mainstream education. The majority of the participants reported a need for a multi-sectoral approach that brings together all relevant stakeholders to develop and share mechanisms aimed at initiating and advancing the inclusion of children in street situations in education. A review done by Genovesi et al, (2021) suggests involving all relevant stakeholders as the best strategy for inclusive education. This was based on the view that whereas NGOs can provide in-service inclusive

education training programs and resources, the major support should be the national authorities if inclusive education is to be sustained.

According to the European Agency for Special Needs and Inclusive Education, effective collaboration and partnerships aid in broadening perspectives and enhance mutual understanding, shared principles are essential to inform the coherent development of policy and practice. There is a need for strong links and mutual support between those working at all levels of the system and suggestions, feedback, and ideas of different stakeholders need to be debated about to gain political and societal consensus which requires morality, responsibility, and accountability. Khabar (2020).

This study also revealed a need for comprehensive research studies on the dynamics of children in street situations to guide the formulation of a national policy on children in street situations which must be sensitized and financed to enhance collaboration, provide accountability, and strengthen role responsibility amongst stakeholders. The problem of children in street situations is recognized globally however there is little knowledge about it evidenced by a lack of relevant data and research. (Mlinarević, & Antonija, 2019). This calls for a need for evidence to monitor the progress of children, evaluate the impact of interventions, review the effectiveness of policies and processes and plan new initiatives. (Ainscow,2020). This evidence should inform strategies and the impact of existing practices on access, engagement, and quality of all children.

It was identified in this study, that a policy gap exists concerning the inclusion of children in street situations in mainstream education. The analysis done by Genovesi et al, (2021) on educational policies in Europe mentioned that inclusive education policies should include a clear definition of special education needs, parental engagement, support for teachers, guidance for individual learning outcomes if inclusive education for pupils with developmental disabilities is to be promoted. (van Kessel et al., 2021).

However, in most African countries Uganda inclusive has not initiated efforts to formulate a national policy on children in street situations. This could justify little attention towards the education of children in street situations.

A policy gap was mentioned by stakeholders as a major barrier to the inclusion of children in street situations in mainstream education. A national policy on street children is a starting point for the implementation of inclusive education. It defines the plan, human financial and infrastructure resources, and also includes concrete actions on how inclusion will be implemented especially for children in street situations. However, this is not available in Uganda. The 25th anniversary of the Salamanca declaration which happened in September 2019, stressed the need for policy changes to include an effective strategy for implementation focusing on barriers faced by some children that marginalize them because of contextual factors. In addition, overcoming such barriers becomes a way for developing forms of education that are effective for all children hence an overall improvement of education systems as a result of inclusion.

A favorable external policy environment on inclusive education is required to support inclusive developments rather than undermine the school's efforts with a clear and wide definition of what inclusion and equity mean (Ainscow, 2020). In addition, these policies should be based on the competencies and experiences of all actors who are involved in the lives of children and the children themselves.

This study also emphasized the provision of adequate human, financial, and infrastructure resources as vital for effective and sustainable inclusive education. (UNESCO, 2020). Therefore, governments are required to mobilize both financial and human resources if they are to foster inclusive education which may not be under their

direct control but through forming partnerships with relevant stakeholders who can own and support the change process. (Ainscow, 2020)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The major aim of this study was to examine stakeholders' perceptions and attitudes toward the inclusion of children in street situations in mainstream education in the Kampala district to ensure children in street situations gain from the efforts of inclusive and quality education for all. This study adopted a mixed-method approach situated in a pragmatic paradigm. The study used a convergent-parallel mixed method research design collecting both qualitative and quantitative data. Interviews were used to generate qualitative data from 9 children in street situations and 5 key informants whereas questionnaires were used to generate quantitative data from 263 teachers and 31 head teachers from 40 public primary schools in the Kampala district. The self-perception and social-constructivism theories were used to make meanings of the findings. This chapter presents the summary of the findings in response to the research questions, conclusions as discussed in chapter four, and recommendations for inclusive education stakeholders based on the implications of this study and also suggests areas for further research.

5.1 Summary of Findings

This section presents the summary of study findings according to the objectives of the study.

5.1.1 Perceptions of children in street situations towards inclusion in mainstream education

This section summarizes the findings of objective one which was to answer the first research question "what are the perceptions of children in street situations towards including them in mainstream education?".

It was found that children in street situations have a strong preference for regular schooling but are limited by social, financial, environmental, and interpersonal barriers. Children in street situations are deprived of self-esteem and confidence which limits their social interaction with the rest of their peers in a school setting. The school environment especially teachers are not receptive to such children because of their wild behaviors that do not conform to the classroom setting. The community perception held towards children in street situations is strongly negative and they are viewed as children with no morals originating from failed homes. This violates their right to access social services like education and health because they are considered a threat to society.

The poor economic situation of families of children in street situations has also denied them access to education. This is because poor parents cannot afford the cost of school. In Uganda, Universal Primary Education is not entirely free as it is claimed. Some school fees are charged and this fee cannot be afforded by these vulnerable children and their families. Poverty is a major push factor for street life and is a major barrier to inclusive education. It was found out that besides school demands, a child requires proper shelter, food, clothing, and good health to be able to attend school regularly.

The children in street situations mentioned that the school environment is not friendly to them. This was portrayed in irrelevant curricula taught at school that the children find inappropriate to suit their needs. It was found out that children and their parents lack understanding of the value of education in transforming their lives. In this study, parents were considered dull actors in the process of education of a child. It was revealed that the majority of the parents neglect their children and are careless with the well-being of their children whereas some of the parents stop their children from going to school because they regard them as a source of income.

It was found that the elimination of these barriers could enhance access and retention of children in street situations in schools. More so, to enable inclusive education for these children, key procedures should be followed. For example, rehabilitation, reintegration, and retention. Rehabilitation of a child immediately after the rescue was emphasized as key to preparing a child for inclusion. This would be followed by the reintegration of these children with their families because family is a great player in the upbringing of a child and those without families could be provided with a safe home and be given a chance to choose what is important in their lives.

It was reported that family reintegration would also involve programs aimed at strengthening family structures through capacity building and livelihood programs to enable families to sustain the economic livelihoods of their children as well as meet their education needs. Lastly, programs aimed at retention would be developed and implemented such as follow-up/outreach programs, monitoring, and evaluation to document successful and failed interventions. All this would reduce school dropouts of these children and enhance their retention in schools.

5.1.2 Teachers' attitude towards inclusion of children in street situations in mainstream education

This section summarizes the findings of objective two which was to answer the second research question “what is the attitude of teachers towards the inclusion of children in street situations in mainstream education?” This study established that teachers' attitude is less significant in predicting the inclusion of children in street situations in regular schools. This could be attributed to the group targeted for inclusion since researchers target children with disabilities or with special needs whereas the education of children in vulnerable circumstances especially those in street situations is not extensively studied. This corroborated with findings from the thematic analysis where participants

in this study revealed that teachers' attitudes may be significant at the classroom level during the advancement stage of inclusive education whereas teachers' attitudes may be less significant during the process of initiating inclusive education for children in street situations. This is because the major actors in the planning process are the external stakeholders for example government planners, Ministry of Education, and Sports officials, and policymakers although collaboration with internal stakeholders for example educationists and other implementers in the process is considered vital. The planning stage involves policy formulation, conducting research studies, budget allocation, and implementation plan which requires less involvement of a teacher at this stage. However, the teacher's attitude would be significant during teacher and school-preparedness for inclusive practices, teacher's professional development, and implementation.

it was also revealed that teachers' positive attitude is affected by an understanding of inclusive education, inadequate resources to implement inclusive practices, and inadequate training and preparation of teachers for inclusive education. Therefore, if all these are improved, teachers would be prepared enough to actively involve children from the street in regular classrooms.

5.1.3 Head teachers' attitude towards school-based support for the inclusion of children in street situations in mainstream education

This section summarizes the findings of objective three which was to answer the third research question "what is the head teachers' support towards school-based support for the inclusion of children in street situations in mainstream education?" This study established that head teachers' attitude toward school-based support is less significant in predicting the inclusion of children in street situations in regular schools.

Participants revealed that the head teachers' attitude has less to do with including children in street situations in mainstream education because they lack a common understanding with stakeholders in the system to engage in training, collaboration, strategic planning, and outsourcing funds, as well as support services for inclusive education implementation, especially for children in street situations. However, some head teachers depicted positive attitudes toward supporting the inclusion of children in street situations in education such as accommodating learners from the street and providing support offered by the school through training teachers on the concept of "leaving no one behind", organizing refresher courses, seminars, and workshops for teachers to equip them with skills of including all children in the classroom, encouraging teachers to engage with the learners regularly and offer psychosocial support, guidance, and counseling to learners from the street.

A negative attitude was reported by other participants who revealed that most head teachers are not receptive to children in street situations and the majority of them do not enroll them in their respective schools. This was attributed to a lack of knowledge and understanding of inclusive education, especially for children in street situations. Headteachers implement what the government and the Ministry of Education and Sports have initiated and they are engaged as actors in the planning process, therefore their attitude would be more significant after the process of inclusive education has been initiated. Other factors like school preparedness for inclusion of children in street situations would be assessed to influence the attitude of head teachers.

5.1.4 Perceptions toward collaborative practices for enabling the inclusion of children in street situations in mainstream education

This section summarizes the findings of objective four which was to answer the fourth research question "How could stakeholders' collaborative partnerships be supported to

enable inclusion of children in street situations in mainstream education?” The themes that emerged from this objective depicted the nature of collaborative practices that existed amongst stakeholders. It was evident that collaboration was limited due to less meaningful relationships between NGOs and schools, NGOs and government (KCCA, MGLSD). There was limited or no communication amongst stakeholders regarding the education of children in street situations because the inclusion of children in street situations in education has not been prioritized by the national authorities nor the Ministry of Education and Sports, and the government has not issued a policy to streamline who is questionable to street children’s inclusion in education.

More so, the nature of stakeholders’ collaborative practices was limited by unclear roles and responsibilities of different stakeholders in the process of including children in street situations in education. Parents/ caregivers of children in street situations highly abandon their children and neglect their role of providing learning needs to their children, are not concerned about their education and consider their children as breadwinners who should provide for the home through street activities. On the other hand, the government has not come up with a strategy to alleviate poverty in districts where these children originate from. Providing support to poor families would help parents to sustain the livelihoods of their children and also cater to their learning needs. The Ministry of Education and Sports has not shown concern for young children on the streets who are out of school and even those who drop out due to failure to meet the school demands.

The second theme highlights barriers to collaborative practices. It was evident that the lack of evidence-based research leaves a knowledge gap on matters of children in street situations including their education and as a result, stakeholders do not see it valuable to collaborate for the children’s well-being because the problem remains silent.

Participants revealed that resources are inadequate for enabling collaboration. This is because there are no budgetary allocations for the education of children in street situations and a few available resources mobilized by NGOs are misused due to the self-centered objectives of NGOs and school leaders. This is because some NGOs are skewed to their vision and have their agenda not successful inclusion of children in street situations in education. Likewise, some head teachers receive funds to facilitate the inclusion of children in street situations in school but divert the resources due to other purposes not intended. This limits collaboration amongst stakeholders.

Finally, all the above led to answers to the fourth research question and it was revealed that collaborative partnerships can be supported by adopting a multi-sectorial approach that involves all relevant stakeholders to deliberate and shares effective strategies and mechanisms for including children in street situations in education. This was followed by conducting evidence-based research studies to provide evidence to monitor the progress of children, evaluate the impact of interventions, review the effectiveness of policies and processes and plan new initiatives. It was evident that even after the formulation of a comprehensive policy guided by evidence-based data, the government should allocate enough resources to facilitate effective implementation of the policy and also carry out capacity building amongst stakeholders to sensitize them about the policy, stakeholders involved, and the benefits of the policy. This would enhance the collaboration necessary for enabling inclusive education of children in street situations.

5.2 Study Conclusions

The perceptions of relevant stakeholders can lead to vital information on factors that hinder or facilitate inclusive education as stipulated by UNESCO in 2020. In addition, understanding the resistance of some stakeholders to inclusive education is required to develop action strategies to overcome such resistance. The negative perceptions of

children in street situations, parents, and other stakeholders can be changed to enhance their understanding of the value of education as a tool for socio-economic transformation. More so, the elimination of barriers to inclusive education would grant a chance to children in street situations to gain from the efforts of inclusive and quality education for all.

It was concluded in this study, that the government and social workers should target to eliminate barriers that block children in street situations from accessing education, put strict laws on parents who neglect their children, and build the capacity for guardians/parents on the importance of supporting children under their care both at home and in school. In this way, a further step towards preparing teachers and schools to receive such children in regular schools would be taken backed by a strong collaborative effort among relevant stakeholders to effectively implement the inclusion of children in street situations in mainstream education.

It was also concluded that teachers' and head teachers' attitudes do not strongly predict inclusive education, especially for children in street situations. This is because their attitudes are determined by their understanding of inclusive education skills and the roles they play in the inclusive education system. However, the attitudes would have a significant impact on the engagement of learners at the classroom level. In this regard, teacher training would be necessary to enhance teachers' appreciation of diversity, encourage them to implement inclusive teaching practices, and would help them to deconstruct negative attitudes regarding the inclusion of children in street situations in education.

Schools should also adopt a well-coordinated framework for collaborative partnerships and enhance participation and involvement in the training necessary for improved

knowledge and understanding of the concept of and skills for inclusive education. Schools should also engage in partnerships with relevant stakeholders in planning, and mobilizing resources, and also put more emphasis on preparing the school to receive learners from the street.

To include children in street situations in education, several system components have to fall into place which requires the involvement of all stakeholders. In addition, to successfully implement inclusive education, stakeholders have to be prepared suitably to embrace inclusive education. This is because almost all sectors of society have a stake in a child's education. These stakeholders include; regular classroom teachers, special education teachers, school administrators, government, community, Non-Governmental organizations, parents, peers, the children themselves, foundation bodies, the church, media, and private companies among others directly or indirectly interested in the education and welfare of a child. It is upon the well-coordinated and collaborated efforts of these stakeholders that successful inclusive education is to be manifested.

5.3 Theoretical Contribution

This study was positioned in self-perception theory by Daryl Bem 1965 and Social-constructivism theory by Lev Vygotsky (1896-1969). It is acknowledged that some assumptions of these theories were applicable in some contexts whereas others cannot. Daryl Bem's self-perception theory explains the notion that beliefs about one behavior influence the creation of another behavior. This principle corresponds to the findings that were revealed in this study. It helped the researcher to explain and understand the negative perceptions held towards children in street situations which leads to limited support to bring these children as part of the community by their peers, teachers, and the rest of the community. Moreso, it explained the preferences of children in street

situations as a result of their behavior and the circumstances under which their behavior occurs.

Self-perception is manipulated by experience and assessment of the environment through communication, education, and training which reflects a person's attitude. This study recognized that a gap exists in communication and understanding of the experiences and educational needs of children in street situations therefore stakeholder views and attitudes are not informed by the knowledge of inclusive education. Headteachers and teachers are not experienced enough to assess the learning environment of children in street situations which affects their attitude towards including and supporting them to join mainstream education.

Self-perception is a product of social interaction and can be used to change people's attitudes. As such, stakeholders in the process of inclusive education would interact with each other to change the community's perception of children in street situations and influence the attitudes of teachers and those of learners and in the end, teachers would be able to influence the behavior of children in street situations, help them learn social skills, and get rid of social anxiety which suits in Bem's self-perception theory. However, this theory does not draw on principles of inclusion that should be incorporated.

Bem's self-perception theory claims that understanding teachers' and students' attitudes and beliefs would help in the implementation and improvement of educational programs however, based on the findings of this study, the attitude was not a good predictor of effective implementation of inclusive education for children in street situations. This implies that other factors could contribute greatly to this cause other than attitude. This study revealed that inclusive education is a process with distinct

stages which begins with the initiation of inclusive education and at this stage, the attitude would be less significant hence advocating for a policy initiative as the initial step before assessing the attitudes of educationists. In other words, this theory should incorporate the factors responsible for the development of attitudes in the improvement of education programs.

Due to the weaknesses in the first theory, this study adopted the Social-constructivism theory by Lev Vygotsky to accommodate them. The first theory claimed that self-perception is a product of social interaction but it does not address inclusive learning and collaboration in the construction of knowledge. The social-constructivism theory encourages social learning in an environment that accommodates all learners regardless of their diversities to be given equal opportunities in learning. This informed this study that stresses the need to include children in street situations in the mainstream social and cultural environment. However, this theory does not consider the barriers that may hinder a learner's inclusion in mainstream education therefore should incorporate them and lay a strategy to eliminate them.

The social-constructivism theory criticized segregation and mindless inclusion. This helped the researcher to explain the need to consider the education of children in street situations as a right, not tokenism. Accordingly, children in street situations should be maintained within mainstream education such that they develop through social learning and interaction.

The theory also encourages collaborative learning in an inclusive setting to construct knowledge and emphasizes adopting an inclusive model for teaching children with behavioral difficulties and anti-social behaviors to establish constructive relationships with their peers and teachers. However, it does not embrace the value of collaboration

among all relevant stakeholders as a strategy to enable inclusive education therefore this theory should include stakeholder collaboration as a tenet guiding policy and practice of inclusive education of children in street situations.

In conclusion, the application of Lev vygotsky's social-constructivism theory by Patil and Patankar identifies the needs required for children with or without disabilities to learn in an inclusive setting. They include; well-designed education programs, adequate support, and services for the learner, teacher professional development, sufficient funding for schools to develop programs for learners based on their needs, and collaborative practices amongst stakeholders. This study concurs with the mentioned requirements and hence guided the following recommendations.

5.4 Recommendations

Based on the findings of this study on Stakeholders' perceptions and attitudes towards the inclusion of children in street situations in mainstream education, the following key recommendations were made inform policy formulation and practice among stakeholders relevant to inclusive education.

5.4.1 Recommendations for Policy

The current policy frameworks in Uganda that relate to inclusive education and child well-being are not specific regarding the inclusion of children in street situations and do not include clearer actions on how to include children in street situations in education. Therefore, the policymakers ought to develop a comprehensive policy for children in street situations that puts into consideration all aspects of their well-being, and education and clearly defines the roles and responsibilities of all stakeholders in the life of children in vulnerable circumstances.

5.4.2 Recommendations for the Ministry of Education and Sports

- i) The Ministry of Education and Sports should collaborate with National Curriculum Development Centre to review and include inclusive education skills training as a component of the teacher training syllabus to prepare all pre-service teachers for an inclusive setting.
- ii) The Ministry of Education and Sports should enhance the training of in-service teachers on inclusive education skills and follow-up to supervise and account for the implementation of inclusive education practices.
- iii) The Ministry of Education and Sports should prepare schools to integrate children from the school into mainstream classes by issuing specific guidelines for including such children and providing the necessary material resources for implementing inclusive education of learners from the street for example adaptive curriculum resources.
- iv) The Ministry of Education and Sports in collaboration with the Education Service Commission should spearhead the provision of appropriate remuneration for teachers to motivate them to enhance teacher performance and practice as well as long-term student achievement.
- v) The Ministry of Education and Sports should embrace the value of collaborative partnerships in initiating and advancing inclusive education of children in vulnerable circumstances to establish mechanisms for sharing the barriers and facilitators of inclusive education informed by a well-coordinated effort of teachers, school administrators, parents, NGOs, and all line ministries.
- vi) The Ministry of Education and Sports should document and develop an inclusive education policy that covers the education of children in street situations, conduct capacity-building programs to increase awareness of

stakeholders on the policy, stakeholder roles, and responsibilities, and undertake evaluations regarding the progress and impact of inclusive education programs.

5.4.3 Recommendations for Ministry of Gender, Labor and Social Development

- i) The Ministry of Gender, Labor and Social Development should adopt a multi-sectorial approach that involves all relevant Stakeholders including the community, Parents /caregivers, school community, law enforcers, media, NGOs and CBOs, Ministries, Agencies and Departs to enhance collaboration and develop complex systems for inclusion of children in street situations in society and schools.
- ii) The Ministry of Gender, Labor, and Social Development should set up an active communication structure for sharing mechanisms of what works and what doesn't for example district education forums, inter-ministerial forums, head teachers' forums, social media forums, and regular policy communication platforms to track the flow of information so that the knowledge gained can be used to discuss the policy initiatives with the stakeholders.
- iii) The Ministry of Gender, Labor, and Social Development should facilitate and conduct research studies on the dynamics of children in street situations, and base on that research as evidence to ensure stakeholder participation in policy formulation.
- iv) The Ministry of Gender, Labor, and Social Development should lobby for funds from the government planning agencies as well as an international organization to ensure effective allocation of financial resources to matters of children in street situations regarding their education and well-being.
- v) The Ministry of Gender, Labor, and Social Development should collaborate with district local leaders, especially from districts that are a source of large

numbers of children to Kampala streets to strengthen family structures, laws, and ordinances on child protection and build the capacity of the local community to fully participate in the protection and well-being of their children.

- vi) The Ministry of Gender, Labor, and Social Development should develop a comprehensive monitoring and evaluation system that tracks and measures if programs have been implemented according to plan. In this way, all line ministries, departments, and agencies will account for their actions towards rescuings, rehabilitating, and integrating children in street situations into education and society.

5.4.4 Recommendations for Kampala Capital City Authority

Kampala capital city is the host district for children on street from Napak, Gulu, Mbale, Jinja, Mbarara, and other districts. This becomes a major threat to the capital because it strains the budgetary funds allocated toward the development of the capital. Based on the findings of this study, the following recommendations were made;

- i) Kampala Capital City Authority should collaborate with other districts where these children come from to come up with action programs, procedures, and ordinances at the local level to control the flow of children from their districts of origin to the capital.
- ii) Kampala Capital City Authority actively rescues children from the street and refers them to remand homes on a timely basis. However, based on the finding of this study, it was revealed that this is not an appropriate solution to the problem of an increasing number of children in street situations, therefore, should consider embracing the value of education as means of turning these children into resourceful citizens.

- iii) In light of the above recommendation, Kampala Capital City Authority should collaborate with line ministries and NGOs to mobilize resources for rehabilitating and including children in street situations in education whether formal or vocational.

5.4.5 Recommendations for Teacher Professional Development

Teacher training for both pre and in-service teachers is highly recommended for the successful implementation of inclusive education. Inclusive education skills ought to be included in the training syllabus for teachers to enhance their understanding of inclusive education whereas professional development programs for in-service teachers should be organized by the education ministry to equip in-service teachers with skills to manage and advance inclusive education.

5.4.6 Recommendations for Further Research

Research on children in street situations attracts limited attention of researchers, especially regarding inclusive education. Much attention is given to children with disabilities and special needs yet this research proved that children on the street situation do not lie in either of the mentioned categories unless a child on street has a disability. Therefore, this study recommends that further research should be done on the policy and practice of inclusive education of children in street situations. This will help to guide the formulation of policy and practice.

Further research should also be done on parental and community involvement in the education of children in street situations. It was also recommended that further research should be done to assess the significance of teachers' and head teachers' attitudes towards the engagement of learners from the street in schools and classrooms after the initiation of inclusive education.

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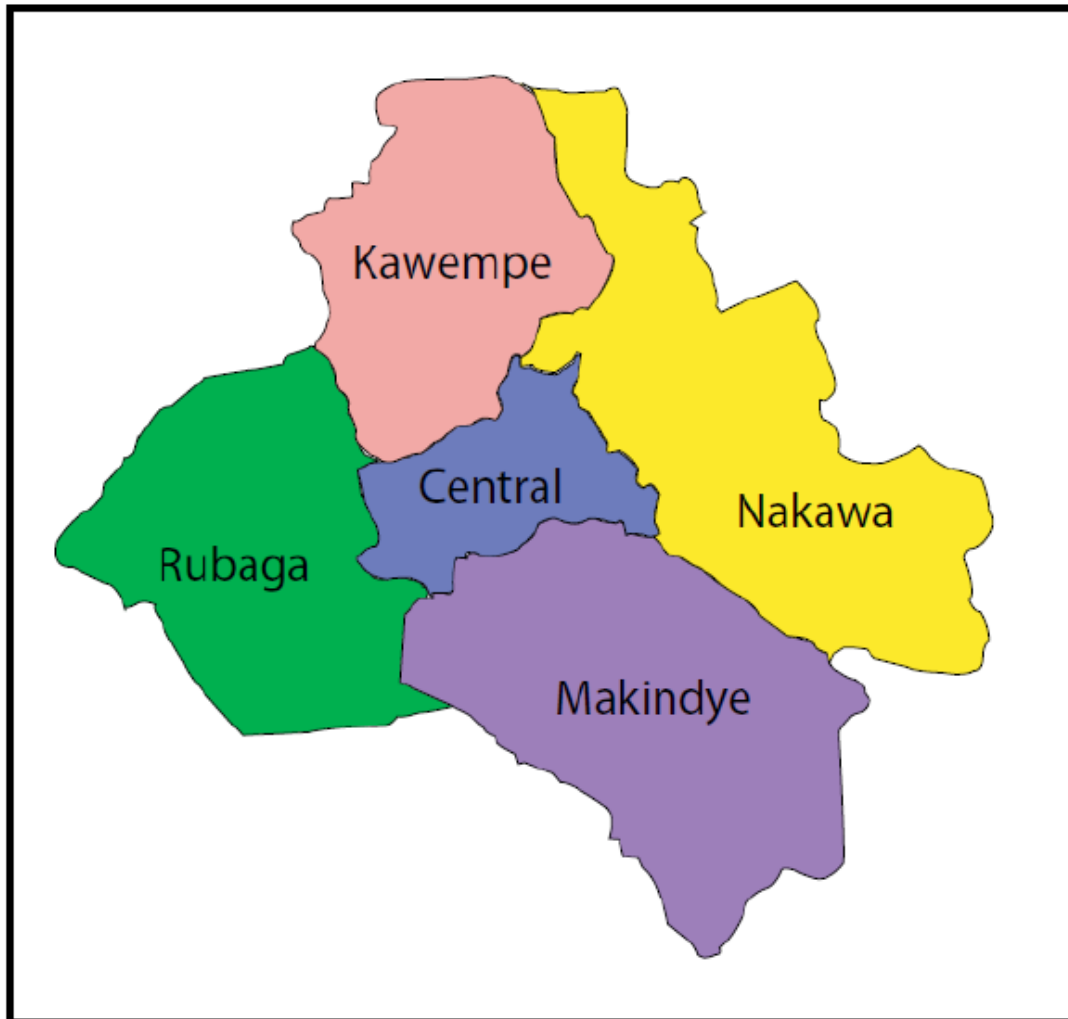
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APPENDICES

Appendix I: A Map of Kampala City Divisions



Source: https://www.researchgate.net/figure/Map-showing-the-five-divisions-of-Kampala-district-Rugadya-2007_fig2_277257241

Appendix II: Questionnaire for Head Teachers

Dear Sir/Madam.

I am **Atuhaire Annah** a student of Moi University, Eldoret, Kenya. I am pursuing a master's degree of education in research. I am conducting a study on "Stakeholders' perceptions and attitudes towards inclusion of street children in mainstream education in Kampala district, Central Uganda". This study is a requirement for award of master of education in research. I kindly request for you to take at least 30 minutes to fill out this questionnaire. Confidentiality of respondents is assured and the information provided will only be used for study purposes. You have been identified as one of the resource persons for this study and your genuine response will be of great importance to the study.

SECTION A: DEMOGRAPHIC DATA

i) Gender 1) Male 2) Female

ii) Age

1). below 30 years 2). 31-39 years

3). 40-49 years 4) 50years and above

iii) Type of institution 1) Public 2) Private

iv) Level of Education

1) Bachelors 2) Master 3) Doctoral

v) Marital Status

1) Single 2) Married 3) Divorced

4) Widowed

SECTION B: INCLUSION OF STREET CHILDREN BASED ON THEIR SOCIAL, ACADEMIC AND BEHAVIORAL FACTORS

On a scale of; **strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, strongly Disagree (SD) = 1.** Please indicate how much you agree or disagree with the following statement towards inclusion of street children with social, behavioral and academic factors.

	Factors	SA(5)	A(4)	N(3)	D(2)	SD(1)
F1	Pupils who do not follow school rules for conduct should be in regular classes					
F2	Pupils who are verbally aggressive towards their peers should be in regular classes					
F3	Pupils who are physically aggressive towards their peers should be in regular classes					
F4	Pupils who cannot control their behavior and disrupt activities should be in regular classes					
F5	Pupils who are frequently absent from school should be in regular classes					
F6	Pupils whose speech is difficult to understand should be in regular classes					
F7	Pupils who have difficulty in expressing their thoughts verbally should be in regular classes					
F8	Pupils who are shy and withdrawn should be in regular classes					
F9	Pupils whose academic achievement is 1 year below others in the grade should be in regular classes					
F10	Pupils whose academic achievement is 2 or more years below others in the grade should be in regular classes					
F11	Pupils who need individualized functional academic programme in every day reading and math skills should be in regular classes					
F12	Pupils who need training in self-help skills and activities of daily living should be in regular classes					

SECTION C: HEAD TEACHERS' ATTITUDE TOWARDS SCHOOL- BASED SUPPORT FOR INCLUSION

Please circle a number on each line what best indicates your feelings towards school's support for inclusion of street children interms of availability of teaching-learning resources, adapted currircula and curricula support materials, feeding programs, and a safe and accessible environment. For me, supporting street children to join main stream classes would be....

AT1	Good	7	6	5	4	3	2	1	Bad
AT2	Wise	7	6	5	4	3	2	1	Foolish
AT3	Useful	7	6	5	4	3	2	1	Useless
AT4	Beneficial	7	6	5	4	3	2	1	Harmful
AT5	Rewarding	7	6	5	4	3	2	1	Punishing
AT6	Desirable	7	6	5	4	3	2	1	Undesirable
AT7	Valuable	7	6	5	4	3	2	1	Worthless

SECTION D

- a) In your own opinion, how does teacher's attitude influence inclusion of street children in main stream schools?

- b) Which support do you provide to teachers to enable inclusion of street children in main stream schools?

- c) In your own opinion, How could collaborative practices be supported to enable inclusion of street children in main stream education

TSE3	How much can you do to motivate students who show low interest in school work?					
TSE4	How much can you do to get students to believe they can do well in school work?					
TSE5	How much can you do to help your students think critically?					
TSE6	To what extent can you make your expectations clear about student behavior?					
TSE7	How well can you respond to difficult questions from your students?					
TSE8	How well can you establish routines to keep activities running smoothly?					
TSE9	How much can you do to help your Students value learning?					
TSE10	How much can you gauge student comprehension of what you have taught?					
TSE11	How much can you do to foster student creativity?					
TSE12	How much can you do to get children to follow class room rules?					
TSE13	How much can you do to improve the understanding of a student who is failing?					
TSE14	How much can you do to calm a student who is disruptive in class?					
TSE15	How much can you do to adjust your lessons to the proper level for individual students?					
TSE16	How much can you do to foster a healthy relationship with your learners?					
TSE17	How well can you keep a few problem students from ruining an entire lesson?					
TSE18	How well can you respond to defiant students?					
TSE19	How much can you assist families in helping their children do well in school?					
TSE20	How well can you implement alternative strategies in your class room?					

TSE21	How much can you use a variety of assessment strategies?					
TSE22	How well can you provide counselling to learners psychological and emotional needs?					
TSE23	How much can you do to provide a supportive environment to learners with individual differences?					
TSE24	How much can you do to make learning stimulating and enjoyable?					

SECTION C: INCLUSION OF STREET CHILDREN BASED ON THEIR SOCIAL, ACADEMIC AND BEHAVIORAL FACTORS

On a scale of; **strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, strongly Disagree (SD) = 1.** Please indicate how much you agree or disagree with the following statement towards inclusion of street children with social, behavioral and academic factors.

	Factors	SA(5)	A(4)	N(3)	D(2)	SD(1)
F1	Pupils who do not follow school rules for conduct should be in regular classes					
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F4	Pupils who cannot control their behavior and disrupt activities should be in regular classes					
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F6	Pupils whose speech is difficult to understand should be in regular classes					
F7	Pupils who have difficulty in expressing their thoughts verbally should be in regular classes					
F8	Pupils who are shy and withdrawn should be in regular classes					
F9	Pupils whose academic achievement is 1 year below others in the grade should be in regular classes					
F10	Pupils whose academic achievement is 2 or more years below others in the grade should be in regular classes					
F11	Pupils who need individualized functional academic programme in every day reading and math skills should be in regular classes					

F12	Pupils who need training in self-help skills and activities of daily living should be in regular classes					
------------	--	--	--	--	--	--

SECTION D

- a) Is there any support you receive from school to enable you in the process of including street children in main stream education? If yes, please mention the kind of school's support offered for inclusion.

.....

- b) In your own opinion, how do you think collaborative practices could be supported to enable inclusion of street children in main stream education?

- c)
-

THANK YOU FOR YOUR TIME

Appendix IV: Interview Guide for Children In Street Situations

1. Can you narrate your experience at school?
2. What are the factors that pushed you to drop out of school?
3. Do you wish to go back to school if given a chance? If yes, what do you think schools should consider to retain children from street in education?
4. Why do you prefer the street to school?
5. What do you think of teacher's attitude towards learners from the street?
6. What do you think of education as an opportunity to integrate fully in the society?
7. What are your expectations in a school community?
8. Do you think you can learn with fellow students in the same class room?, if no, why?
9. What do you think the government can do to help you access education?
10. What is your interest in future careers?

THANK YOU FOR YOUR TIME

Appendix V: Interview Guide Key Informants.

1. Do you understand the concept of inclusion and the target groups for inclusion? If yes, explain.
2. Do you think street children should be included in main stream education? If yes, why?
3. Are you aware policy frame works in education or social work that inform the education of street children? If yes, what are they?
4. How do stakeholders base on such policies to help street children access education?
5. What do you think are the implementation challenges of such policies related to inclusion of street children?
6. Whom do you think are the key players in implementing effective inclusion of street children in main stream education?
7. What is your opinion on Head teacher's and teacher's attitude as the key predictor of effective implementation of inclusion of street children in main stream schools?
8. How is your work relationship with parents, teachers, Head teachers, Ministry of Education and Government officials directly dealing with inclusive practices?
9. How often do you communicate with other stakeholders in inclusive education?
10. In what areas do you collaborate with other stakeholders in inclusive education?
11. Do you think collaboration or lack of collaboration has an impaction in education of street children? If yes, how? If no, why?
12. How do you think collaboration amongst stakeholders should be supported to enable inclusion of street children?

THANK YOU FOR YOUR TIME

Appendix VI: Individual Consent Form for Key Informants**INDIVIDUAL CONSENT FORM****MOI UNIVERSITY****SCHOOL OF EDUCATION****DEPARTMENT OF EDUCATION MANAGEMENT & POLICY STUDIES****P. O. BOX 3900-30100 ELDORET**

RESEARCH PROJECT: STAKEHOLDERS PERCEPTIONS AND ATTITUDES TOWARDS INCLUSION OF STREET CHILDREN IN MAINSTREAM EDUCATION IN KAMPALA DISTRICT, CENTRAL UGANDA.

RESEARCH STUDENT: ATUHAIRE ANNAH

Dear sir/madam

I am a research student from Moi University School of education. I am undertaking a Study on **Stakeholders Perceptions and Attitudes towards Inclusion of Street Children in mainstream education in Kampala District, Central Uganda**. You are a participant in this research and have been selected to participate because of your knowledge and expertise on street children. I therefore seek your consent to participate in the study. Participation in this research study is voluntary. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information. You are expected to participate in an interview. You will be video recorded or tape recorded during the sessions.

Your privacy, confidentiality of your identity and that of information will be adhered to as your real names will not be used. Your information shall be kept safe within reach of the researcher alone and all physical records of identifying information will be destroyed two years after the conclusion of this study. Findings will be published online or in print journals; and both written and video reporting may be presented at local, provincial, national or international academic conferences for the purposes of furthering an understanding of inclusion of street children. There are no risks of participating in this study because findings of this study will only be used for academic purposes only and protection of identities and information is guaranteed. The benefits of participating in this study will be improving knowledge of practice of professionals in special needs,

promote inclusive education that in the end allow more street children to access education hence improve their lives and of their families.

Participation in the research study is voluntary; you have the right to withdraw at any point in the study. You may decline to answer all or some of the interview questions. We will retain any data that includes other participants. We will not retain any data that is specific to the one individual upon withdrawal. Efforts will be made to ensure no further data collection from you is obtained.

Your signature on this form indicates that you understand to your satisfaction the information provided to you about your participation in this research project, and agree to participate as a research participant.

If you have any concerns about the way you will be/have been treated as a participant, Please contact nyagajonah@yahoo.com, cell +254720537265

SIGNATURES

RESEARCHER

NAME

SIGNATURE.....

DATE.....

CELL.....

PARTICIPANT

NAME.....

SIGNATURE.....

DATE.....

CELL.....

Appendix VII: Institution Consent Form For Teachers & Head Teachers**INSTITUTION CONSENT FORM****MOI UNIVERSITY****SCHOOL OF EDUCATION****DEPARTMENT OF EDUCATION MANAGEMENT & POLICY STUDIES****P. O. BOX 3900-30100 ELDORET**

RESEARCH PROJECT: STAKEHOLDERS PERCEPTIONS AND ATTITUDES TOWARDS INCLUSION OF STREET CHILDREN IN MAINSTREAM EDUCATION IN KAMPALA DISTRICT, CENTRAL UGANDA.

RESEARCH STUDENT: ATUHAIRE ANNAH

Dear sir/madam

I am a research student from Moi University School of Education. I would like to undertake a study on **Stakeholders Perceptions and Attitudes towards Inclusion of Street Children in Mainstream Education in Kampala District, Central Uganda**. Your school has been selected in this study because it is public and inclusive. This requires teachers to fill a questionnaire on their attitude towards inclusion of street children in mainstream education, and head teachers to fill a questionnaire on their attitude towards school's support for inclusion of street children in mainstream education.

If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information. The school and the participant's privacy, confidentiality of identity and that of information will be adhered to as your real names and that of institution will not be revealed. Information shall be kept safe within reach of the researcher alone and all physical records of identifying information will be destroyed two years after the conclusion of this study.

Written findings will be published online or in print journals; and both written and video reporting may be presented at local, provincial, national or international academic conferences for the purposes of furthering an understanding of inclusion of street children.

There are no risks of participating in this study because findings of this study will only be used for academic purposes only and protection of identities and information is

guaranteed. The benefits of participating in this study will be improving knowledge of practice of professionals in special needs, promote inclusive education that in the end allow more children from the street to access education hence improve their lives and families.

Participation in the research study is voluntary, you have the right to withdraw or at any point in the study. You may decline to answer all or some of the questions. We will retain any data that includes other participants. We will not retain any data that is specific to the one individual. Upon withdrawal, Efforts will be made to ensure no further data collection from you is obtained. Therefore i seek your consent to use the school for the study.

Your signature on this form indicates that you understand to your satisfaction the information provided to you about your participation in this research project, and agree to participate as a research participant.

If you have any concerns about the way you will be/have been treated as a participant, Please contact nyagajonah@yahoo.com, cell +254720537265

SIGNATURES

RESEARCHER

NAME

SIGNATURE.....

DATE.....

CELL.....

HEAD TEACHER

NAME.....

SIGNATURE.....

DATE.....

CELL.....

Appendix VIII: Consent Form-Use Of Children’s Information And Images



Consent Form – Use of Children’s Information and Images^{1,2}

Save Street Children Uganda (SASCU) exists to promote the rights of Children in Street Situations (CSS) in Uganda. The images and information collected in accordance with the below conditions of use are intended to be used to promote CSSs’ rights and the work carried out by SASCU.

As an organisation, we prioritise the welfare and safety of all children and young people. In accordance with our child protection policy, we will not permit any information, photographs, video or other images of you to be taken without your consent and the consent of your parent/caregiver/supporting organisation.

We will take all steps to keep the images secure and ensure they are used solely for the purposes they are intended for. If you or your parent/caregiver/supporting organisation become aware that these images are being used inappropriately you should inform us immediately.

Conditions of use by SASCU

1. This form is valid for **five years** from the date you sign it. After five years, **unless we ask you if we can continue to use your data and you agree**, we will delete the personal data from our records (including images/video etc.).
2. We will not use your personal details or your surname in a photographic image or video, on our website, or in any of our printed publications.
3. We will not include personal e-mail addresses, postal addresses, telephone or fax numbers, or any other identifying information that may disclose your specific location on our website or our printed publications.
4. If we use your individual photograph (meaning a photo of you on your own, not in a group), we will not use your name in the text or caption next to the photograph unless we have your explicit agreement to do this – in addition to this consent form.
5. We may use a different name (to ensure your anonymity) when we are publishing your information, photographic image or video, only if you agree to this in option 6 of ‘permission granted’ in this form.
6. If we write your first name in the text of a publication or webpage, we will not use your photograph alongside the text.
7. We may use group photographs or footage with very general labels, such as “an awareness-raising campaign” or “outreach in schools”.
8. We will only use your image if you are suitably dressed, to reduce the risk of such images being used inappropriately.
9. We will ensure that the information we publish about you is accurate and does not put you at risk of harm. We will only collect information about you with your full informed consent and the consent of your parent/caregiver/supporting organisation.
10. You are entitled to ask us what personal information about you we are keeping on our records; request that any description of you is changed, corrected or deleted; and you can tell

¹ Adapted from the consent form of CSC

² Where children and/or adults are unable to read this form, its contents should be used as the basis for a careful explanation of the consents and permissions it contains. Where a child does not have a parent/ guardian or supporting organisation to provide consent, a judgement should be made regarding their capacity to provide informed consent for use of their images/stories.



us to delete any information about you that we hold on our records. You do not have to give a reason for why you are asking us to do this.

11. Your consent to our use of your information can be changed or withdrawn at any time by contacting us at info@sascu.org

Permissions granted:

Please circle your answer

1. May we use your story in printed publications that we produce for promotional purposes?	Yes / No
2. May we use your photograph (unidentified) in printed publications that we produce for promotional purposes?	Yes / No
3. May we use your story on the internet?	Yes / No
4. May we use your photograph on the internet?	Yes / No
5. May we record your image on video or webcam and share this publicly, including on the internet?	Yes / No
6. How would you like to be referred to when we use your story, image, or video? (please tick all that apply) a. Using your first name only b. Using a different name ('pseudonym') c. Using the first letter of your first name	

I, _____ (*child's name*) have read and/or had the above conditions explained to me, I understand the conditions and I consent to **SASCU** obtaining my information, image or video in line with these conditions.

I, _____ (*parent/caregiver/supporting organisation*), confirm that I understand how **SASCU** intend to use this child's information, image or video and can confirm that I also consent to their information being obtained and used in this way.

Signed (child):
Date:
Signed (parent/caregiver/supporting organisation):
Date:
Signed (SASCU):
Date:

Appendix IX: Child Protection Statement



Dwelling Places - Child Protection Statement

INTRODUCTION

Dwelling Places (DP) is a Christian, non-governmental organization dedicated to the rescue, rehabilitation, reconciliation and resettlement of street children, abandoned babies and high-risk slum families. Through holistic care, these children are relocated into safe, loving homes back in society. The Vision of Dwelling Places is to see **"A society where every child has a chest to rest his head on, and a place to call home"**. We seek to remove and help in the prevention of street children and street migration by empowering the family unit.

Everyone associated with DP must comply with all aspects of this statement and to read and sign that they have understood each section. This is a summary of the child protection policy, giving the latent points for how individuals should conduct themselves when working with DP. This summary has been written in the first person and is a statement of intent for the individual who signs it.

PERSONAL STATEMENT

I am aware that if found guilty of any form of child abuse, legal action either in Uganda or abroad may be taken against me by Dwelling Places. I have never been accused of child abuse or paedophilia (the condition of being sexually attracted to children) in the past or present, and I commit myself to protect all children from all forms of abuse.

CHILD PROTECTION PRINCIPLES

1. Everything that I do will be in the best interests of the child
2. I am committed to protecting children from all kinds of risk or harm and will cause no further harm to children
3. I have never been accused of child abuse and I have never had children taken from my care
4. I will report any incident, allegation or complaint about harm to children that I observe
5. Protecting children is a part of my responsibility
6. I believe that all children have equal rights to protection from abuse, exploitation and inequality
7. I will encourage children and young people to fulfil their potential
8. The welfare of children and young people will be my primary concern in whatever I do with Dwelling Places
9. I will take responsibility to help create a safe place for children and support their care and protection
10. I owe a duty of care to the children with whom they work and a responsibility to meet minimum standards of protection for the children in my care
11. I affirm that children born or unborn have fundamental worth and that every child is born equal with unique talents
12. I commit to listen to, believe in and act for children. I will work with children to protect them from harm
13. I will endeavour to speak up for children at risk in every possible arena, be that in their local communities, or in the assemblies of the rich and powerful who make decisions that profoundly affect children's lives



14. I believe children have the right to speak and be heard and to involve them in their own protection
15. I accept the United Nations Convention of the Rights of the Child as a basis for our understanding of the rights of children globally. A child is anyone under the age of 18 years.

STATEMENT OF COMMITMENT

1. I will take precautions to help create a safe place for children and their protection
2. I believe all children have the right to protection from abuse irrespective of race, social background, gender, skin colour, disability, religion or beliefs
3. I recognise responsibility to safeguard the welfare of children and commit to protect them from abuse
4. I believe that it is never acceptable for a child to experience abuse or exploitation of any kind
5. If I am concerned about the welfare of a child, I will immediately contact the Dwelling Places Child Protection Office

BEHAVIOUR PROTOCOLS

1. I will use praise and reward for good behaviour as a method of discipline and the use of verbal discipline and withdrawing of privileges where that does not prove effective
2. I will ensure that I am not left alone with children when I am on DP business unless a DP Social Worker in charge of the child knows the place, reason, purpose and time
3. I will treat all children with professionalism, dignity and respect in attitude, language used and actions
4. I will regard children positively and value them as individuals who have specific rights and a contribution to make
5. I will work with children in a spirit of cooperation and partnership based on mutual trust and respect
6. I will value the views of children and take them seriously
7. I will avoid inappropriate dress and be culturally sensitive to the environment in which the organisation is based
8. I will avoid any behaviour which could be misinterpreted by someone as inappropriate between a child and an adult
9. I will be visible to other adults when talking with children
10. I am aware that children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention
11. I will be culturally sensitive to attitudes of physical contact. Touch will be age-appropriate and generally initiated by the child, rather than myself
12. I will respect a child's boundaries and their right to privacy and help children to develop their own sense of their rights as well as helping them to know what they can do if they feel that there is a problem
13. I will create and maintain an open culture in which any issues or concerns can be discussed
14. I will be accountable to others so that any potentially abusive behaviour can be challenged
15. I will not invite children to the place where I am staying, especially where they will be alone with me
16. I will never hit or otherwise assault or physically abuse children or discipline a child or abuse the child verbally such as by using shouting, swearing or demeaning language



17. I will not have children with whom I am working to stay overnight at my home unsupervised unless authorised by the Head of Child Protection or Country Director
18. I will not sleep in the same bed as a child with whom I am working
19. I will never touch children in a manner, which is inappropriate. I will never touch children inappropriately in areas that would normally be covered by shorts (above the knees) and t-shirt. I will never kiss or tickle in an inappropriate way
20. I will never engage in physical activity that is sexually provocative, inappropriate, offensive or exploitative or could be interpreted as assault or abuse
21. I will never develop physical or sexual relationships with children, or relationships that could be deemed in any way exploitative or abusive
22. I will never expose children to inappropriate materials such as pornographic videos and literature
23. I will not use language, make suggestions or offer advice which is inappropriate, teasing, offensive or abusive
24. I will not do things for children of a personal nature that the children can do for themselves
25. I will not excuse, or participate in, behaviour of children which is illegal, unsafe or abusive
26. I will not act in ways intended to shame or humiliate children
27. I will not discriminate against, show different treatment to, or favour particular children while excluding others
28. I will not offer to transport children in my personal vehicle without another adult being present or the journey first being approved by a DP Manager. The child will be sat in the back and will use a seat belt
29. I will not transport more than the legal number of passengers in a vehicle
30. I will ensure that visitors are not left unsupervised with children without another adult being in sight
31. If I am concerned about a child, I will inform the Child Protection Officer
32. I will not discuss suspicions with anyone other than the Child Protection Officer

If a child discloses abuse to me, I will:

1. React calmly
2. Show acceptance of what the child says
3. Reassure the child that they did the right thing in telling me
4. Look at the child directly
5. Tell the child that I will need to let someone else know. I will not promise confidentiality
6. Take what the child says seriously, even if it involves someone I feel sure would not harm them
7. Be aware that the child may have been threatened or bribed not to tell anyone
8. Not judge the child
9. Not lay blame – even if the child has broken a rule, they are not to blame for the abuse
10. Listen to what I am told, even if it is difficult to believe
11. Never push for information or ask leading questions. If the child decides not to tell me after all, then I will accept that and let them know that I am always ready to listen
12. Ask just enough to clarify my understanding of what is being said, so that I can pass the information on
13. Ensure that the child is safe
14. If the child needs urgent medical attention, I will make sure that the Head of health, or Resident Nurse, know that it is a child protection issue
15. Make a written record of the conversation as soon as possible and sign and date that record
16. Not contact parents or other carers until advice and guidance has been sought from the Child Protection Officer



What to do after a child has talked about abuse

When a child has spoken to me about an allegation of abuse, or their concerns about someone's behaviour towards them, I will:

1. Make written notes as soon as possible (preferably within an hour of being told)
2. Complete the DP concern form
3. Keep all handwritten notes, even if they are typed subsequently
4. Report the discussion to the Child Protection Officer (or, if the latter is implicated, the Country Director). If both are implicated, report to the Chairman Board of Directors
5. Not discuss the suspicions or allegations with anyone other than the Child Protection Officer
6. I will only share information about a child protection allegation or incident with the Child Protection Officer who will be responsible for referring the case on in accordance with the DP child protection policy
7. I will report my concern within 24 hours

VISUAL IMAGES POLICY

References to '**visual images**' include photographs, videos, wherever and however they are stored in various varieties of hard copy and soft copy. In using visual images, both photographic stills and video, DP's overriding principle is to maintain respect and dignity in our portrayal of children and child carers, while accurately raising public awareness of the reality of 'children at risk' situations.

I am not entitled to create, produce, download, gather, store, use or disseminate any visual image that:

- does not respect the dignity and self-worth of the subject
- is exploitative or manipulative as far as the subject is concerned (e.g. by asking the subject to cry for the camera)
- misleads the viewer of the visual image as to the actual situation of the subject of the image
- distorts reality and / or does not accurately reflect or portray reality, either deliberately or implicitly

Where possible when taking photographic or video shots of individuals, I will ask permission of the child, responsible adult, guardian or carer before proceeding. If possible, I will get written consent for taking the image. I will endeavour to note the name of the photographed subject wherever possible and ensure this is recorded when the image is placed in storage. If the name of the subject is not known, or if using a name might have a negative impact on the life of the subject or their carer(s), a generic title will be used in storing the image

Image Use Must be Truthful

1. Wherever possible, I will endeavour to use a balance of visual images to reflect the reality of a situation (e.g. positive and negative, hope and suffering)
2. I will not use an image of one thing and describe it as, or imply it is, an image of another. (e.g. I will not use an image of one project to illustrate the work of another.)
3. I will not use an image of someone unconnected with DP and describe it as, or hold it out to be, or imply it is
4. I will not use an image in a way that misrepresents the true situation. Thus an image illustrating a general situation should not be held out as illustrating a specific situation, and an image representing an exceptional situation should not be held out as generally true

Must be Faithful

1. When using a visual image, and wherever possible, I will store the name of the photographed subject, unless the name is not known or it will have a negative impact on the child or their carer(s), in which case a generic title should be used for the image. In this situation, the name and visual identity must be disguised. This is particularly important for children who have been the victims of sexual exploitation and abuse. For publications, names should be changed.
2. For those children who may have been victims of sexual exploitation and abuse or rescued from violent circumstances, personal information and details of children, which may identify them and increase any potential risk of harm to them will not be used. This includes giving the location of the project where the child is based, giving the child's full name or details of his/her family
3. I will get informed consent to use information obtained in interviews and/or images of children who have been interviewed will be obtained from children (if they are of an age, understanding and possess the maturity to do so) and from their parents and/or guardians

Must be Honourable

1. I will not use a visual image which is dishonourable to children, uses sexualised images of children, sensationally presents children, could be harmful to the subject(s), is distasteful or indecent, is erotic, pornographic or obscene, contains gratuitous images of extreme suffering, nakedness or death
2. I will maintain standards of taste and decency consistent with the values of DP.
3. I will always be sensitive to the wishes, concerns and advice of the Dwelling Places in the gathering and use of visual materials

ELECTRONIC MEDIA RELEASE POLICY

The following serves as an agreement between Dwelling Places and photographer/videographer.

By signing the agreement, the photographer/videographer and participating organisation confirms that they understand the terms and conditions with which they may create and make use of photographs.

Before photographs may be taken of any children, permission needs to be granted by the child, and consent by their parent/guardian and Dwelling Places (individual/organisation) assumes responsibility to arrange the necessary consent.

No visual image may be created or used that:

- Does not respect the dignity and self-worth of the child
- Is exploitative or manipulative as far as the subject is concerned (e.g. asking the child to cry for the photo)
- Misleads the viewer as to the actual situation of the subject of the image (e.g. labelling children as HIV orphans)
- Distorts reality or does not accurately reflect reality
- Discloses personal information about the child or family

Any profile photographs of children should be taken with the permission of the child, and may not be used in any documentation or electronically without the informed consent of DP.

Photos may not be taken of children who are in protection of the court.

The photographs that are used by the photographer or organisation) must:



- Be approved for use by DWELLING PLACES before they are made public
- Only be used for the purpose of (the event; date of event)
- Not be used for any other promotion, publication or campaign
- Not be sold to any third party
- Depict children in a truthful manner and no false information or negative labelling should be conveyed
- Not disclose any personal or identifying details of the children and their family
- State that the photographs were taken and published with the permission of the child and consent from the parents/guardian and DWELLING PLACES

Declaration:

By my signature, I declare that I have read, understood and agree with all parts of this contract and will strive to fulfill all parts therein.

Name, Signature and date AJUMIRE ANNAM ~~ANNAM~~ 27th/01/2022

Appendix X: Letter of Introduction to the Research Study



DIRECTORATE OF EDUCATION AND SOCIAL SERVICES

REF: DESS/KCCA/508

14th March 2022

The Head Teachers
Government Aided Primary Schools
KAMPALA

RE: INTRODUCTION LETTER FOR MS. ATUHAIRE ANNAH

The Dean, School of Education, Prof. J.K. Chang'ach at Moi University in a letter dated 17th January 2022, introduced the above mentioned student who is pursuing a Masters of Education degree at the University.

Ms. Atuhaire intends to conduct research on the topic; **'Stakeholders Perceptions and Attitudes towards Inclusion of Street Children in Public Primary Schools in Uganda.'**

The purpose of this communication, is to request you to accord her the necessary assistance to undertake this research.

Herewith attached is the letter from Moi University.

For a better City.

Esuku David

FOR: DIRECTOR EDUCATION AND SOCIAL SERVICES

Copy: Supervisor Education Services, Kawempe Division
Supervisor Education Services, Nakawa Division
Supervisor Education Services, Central Division
Supervisor Education Services, Makindye Division
Supervisor Education Services, Rubaga Division

P.O. Box 7010 Kampala - Uganda
Plot 1-3 Apollo Kaggwa Road
Tel: 0204 660 000 SMS code: 7010
Toll free line: 0800990000
WhatsApp: 0794 274 444, Email: info@kcca.go.ug
@KCCAUG
WWW.KCCA.GO.UG

Appendix XI: Introductory Letter From Moi University



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8

(053) 43555

Fax: (053) 43555

P.O. Box 3900

Eldoret, Kenya

REF: MS/R/5287/21

DATE: 17th January, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF ATUHAIRE ANNAH – (MS/R/5287/21)


The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

“Stakeholders Perceptions and Attitudes Towards Inclusion of Street Children in Public Primary Schools in Uganda.”

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

 17.01.2022

PROF. J. K. CHANG'ACH

DEAN, SCHOOL OF EDUCATION



Appendix XII: Research Authorization



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

To: ANNAH ATUHAIRE

03/01/2022

Moi University
+256754048786

Type: Initial Review

Re: UCUREC-2021-237: STAKEHOLDERS PERCEPTIONS AND ATTITUDES TOWARDS INCLUSION OF STREET CHILDREN IN PUBLIC PRIMARY SCHOOLS IN KAMPALA DISTRICT, CENTRAL UGANDA., 1, 2021-12-09

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **30/12/2021** approved the above referenced study.
Approval of the research is for the period of **03/01/2022** to **03/01/2023**.

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **03/01/2023** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

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

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	ENGLISH	1	2021-12-09
2	Data collection tools	ENGLISH	1	2021-12-09
3	Protocol	English	1	2021-12-09

Yours Sincerely



Peter Waiswa
For: Uganda Christian University REC

Appendix XIII: Plagiarism Report

SIMILARITY INDEX REPORT-Annah

ORIGINALITY REPORT

3%

SIMILARITY INDEX

PRIMARY SOURCES

1

ir.mu.ac.ke:8080

Internet

1136 words — 2%

2

ir.canterbury.ac.nz

Internet

354 words — 1%