



Resilience of African Medicine: From Marginalisation by, to Integration with Western Type of Medicine

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Abstract

African traditional medicine is and has a system on its own. It is the oldest and possibly the most diverse of all therapeutic systems in the world. It existed before the Western-type of medicine which has historically and conceptually marginalised it. This marginalisation which is both scientific, external, and anthropological, gives rise to an epistemological dimension, all this compounded by marginalisation by African institutions, including government policies. This article presents and analyses interviews of five African medicine practitioners and one non-practitioner. Using a qualitative phenomenological approach, we conducted in-depth interviews and collected data from the respondents. We present case studies of each of them in turn and discuss the key findings. We see that despite this marginalisation, African medicine has resisted being totally wiped out, and if anything, seems to be growing from strength to strength, thus demonstrating a strong resilience. To overcome this marginalisation, African medicine does not have to wait to be legitimised or recognised by those who deny its value, although this is what one should look for in the final analysis. It is the responsibility of African policy makers and academicians, therefore, to endeavour to recognise and give African medicine the value it has and deserves, so that it can benefit Africans and humanity as a whole.

Key words: African medicine, external marginalisation, resilience, genuine integration, herbal medicine, spiritual medicine

Introduction

African medicine, hereinafter called AM, is a system of its own. It is the oldest and possibly the most diverse of all therapeutic systems in the world (Gurib-Fakim, 2006). Indeed, it existed before, and still exists and operates along what is now called Western-type of medicine (WTM), also called “modern” medicine. This latter is practiced by people who have been trained in institutions established outside the indigenous communities. We are using the expression “Western-type” to highlight the fact that this type of medicine is no longer limited geographically to the West since the latter, through its economic, religious, educational and military power, has managed to impose itself and its systems throughout the world. African medicine on the other hand, is owned by, and exists in the community.



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African medicine cannot be discussed without considering that from the time it came into contact with WTM, it has been marginalised or held in contempt, first by outsiders, but today also by some Africans themselves. This can be seen in the way it is described or conceptualised. When AM is also seen as being part of what is called traditional medicine, it is qualified as “complementary”, “alternative”, “traditional”, at best, or “superstitious”, or “witchcraft” at worst. Even when it appears to be given value in journals bearing one of the mentioned qualifiers, the impression one gets is that AM is perceived as “secondary”: it comes to complement, or is an alternative to, another type medicine which assumes a primary place, which in this case it is WTM. In this discussion we find the definition that World Health Organisation (WHO) gives about traditional medicine useful and applicable to AM, but also limited. The WHO defines traditional medicine as “the sum total of the knowledge, skills and practices based on the theories, beliefs and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health, as well as in the prevention, diagnosis, improvement or treatment of physical and mental illnesses” (WHO, 2000). The qualifier “traditional” carries a certain pejorative connotation since it is usually contrasted with “modern”, a qualifier of WTM which is also called qualified as allopathic, bio-medicine, conventional, main-stream, orthodox and evidence-based. One can see that AM is relegated to a health system which is not conventional, and lacks evidence, if we go by the given qualifiers. This raises an epistemological question with regard to who determines what is conventional or evidence-based. The methods used might be different but one has to avoid the situation of attributing value to different approaches. Moreover, if one is to consider the work that is being done on herbal medicine and the number of journals and other publications, analyses of trends show a significant increase in interest in AM (Popović et al., 2016; Treister-Goltzman & Peleg, 2015), and increased use and popularity (Ahmad Khan & Ahmad, 2019; G. Anywar et al., 2020; Ekor, 2013).

In attempts to integrate AM and WTM, one should note in Uganda, the National Drug Authority (NDA) has approved use of a herbal medicine, Covidex, as supportive treatment in managing of viral infections, including Covid-19 (NDA, 2021), while others such as Covilyce-1 are yet to be approved (Ojwee and Omona, 2021). These approaches which use laboratories to investigate herbal remedies should also be seen as part of AM. In light of all this, one will be obliged to revisit how we define AM in relation to WTM. That is why we have chosen to call it what it is: “African medicine”. However, AM does not only have scientific and economic value for Africa alone, but also for humanity because of its inherent strength, and especially that herbal medicine also holds a key to solving some medical problems such as resistance to synthetic drugs, bone setting and to treating mental disorders.

The marginalisation of AM is not limited to conceptual issues, or to denying its efficacy. The marginalisation is more insidious in as far as it dehumanises and sidelines the holders and practitioners of AM. In this sense an anthropological and ethical dimension comes in. If it is complementary or alternative, the implication is that AM comes from people who are not able to produce primary or modern medicine. This marginalisation also paradoxical. While WTM has generally refused to integrate AM, at the same time it exploits and abuses the positive aspects of AM. In this area, the biopiracy of materials and knowledge of AM with lack of respect for the rights of custodians and practitioners of AM has very serious legal and ethical implications. For instance, the Edmond Institute in 2006 published a list of 36 pirated African resources relating to AM (McGown, 2006), and Arihan and Gençler Özkan (2007) focused much more on the respect of intellectual property rights.

The matters are complicated further because, through the historical and sociological processes of negation of the African by outsiders, Africans themselves have internalised this negation and some accept that are



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not capable of managing their own affairs. This means that the integration of AM into current practices and policies should address the anthropological and epistemological and ethical marginalisation which denies the full humanity, knowledge and science of Africans, and this must start with the Africans themselves. All this helps us to see that if we want to work for integrating AM with WTM, we have to consider that the issues related to this endeavour do not only come from two health systems meeting, but that it is an encounter between two worldviews, and this must be appreciated with the challenges it raises.

Materials and methods

Using a qualitative phenomenological approach, the authors initiated conversations the respondents supplemented with participant observation (Andriotis 2009). We conducted in-depth interviews and collected data from the respondents. We present case studies of each of them in turn and discuss the key findings. As an ethical consideration, prior informed consent was obtained from all the respondents interviewed. The actual names of the respondents have been concealed.

Results & discussion

Presentation of some fieldwork and experiences

We present some fieldwork and experiences which will help us to understand better the nature of AM with different respondents.

Respondent 1

Respondent 1 was renowned bonesetter and traditional surgeon, but also used herbs to treat different diseases. On of the visit, there was a lady who had badly broken her pelvis and was being treated. He had made his own instruments from pieces of metal he had recovered from different places. His collection of tools and instruments comprised knives, hooks and saws, of different types and shapes, very well shaped to be used in different parts of the body. The healer was particularly known for operating on fractured skulls and other bones. He would cut out the damaged part after removing the skin with a hot metal. When asked about what he did to control pain he replied that his patients were courageous people. He also told the interviewer that while cutting through the skull, he could tell at what level of the bone he was, and this helped him to be careful not to damage the brain. Craniotomies are not-uncommon in Africa and previous studies have reported traditional surgeons conducting this complicated procedure among the Kisii and Turkana peoples of Kenya without damaging the brain (Nyamwaya, 1992; Sofowora, 1996). Surgery and bone setting were the preserve of the medicine-people in Kenya and Uganda (Ackerknecht, 1947). To emphasise this point, some of the first ever recorded Caesarean sections were performed traditionally using herbs in Uganda in 1879 (Ackerknecht, 1947; Dunn, 1999), implying that this practice could have begun much earlier than when it was first recorded.

Respondent 1 had acquired very good knowledge of the human body. He had a detailed and well-kept records of the people he had worked on, with the dates, names and places of origin inscribed on the piece of bone he had removed from the patient. However, he regretted having failed to get access to the President of the Uganda for assistance to put up a facility where he could also use anaesthesia to control pain. The respondent claimed that he had approached the representative of the President in the area to help accessing him but had failed.



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This practitioner could have rendered a more useful service if he had been assisted to share his experience in suitable facility with the necessary equipment. His case illustrates how it is difficult for WTM to bring on board or integrate AM. WTM mistrusts AM even when the latter is used by so many people. In Uganda generally, the two tended to either oppose each other or to operate separately, although there were attempts, mainly from the AM practitioners to integrate some aspects of WTM. The treatment outcomes of traditional bone setters have been shown to be good for closed fractures of the shaft of the humerus, ulna, radius and tibia, but poor for peri-articular and open fractures in Nigeria (Onuminya, 2004). Despite the positive aspects, many studies have focused on the negative aspects and complications resulting from poorly managed cases (Aderibigbe et al., 2013; OlaOlorun et al., 2001; Udosen et al., 2006).

Respondent 2

This respondent was a very well-known practitioner of AM. He is trusted by many Christians because he is a Catholic religious brother and priest. He has exposed what he sees as trickery in some aspects of AM. He has a big garden of herbal medicine. The respondent that, for all diseases that exist God had provided remedies in plants. The respondent added that the problem was not God but we who do not know how to use medicinal plants. Respondent 2 combines healing with spirituality. The respondent a lot of confidence because of his position. He also has laboratory services with his work: to a certain extent he has found a way of integrating AM with WTM. He is making a collection of well documented medicinal plants, and is doing some research. The respondent has contributed to questioning prejudices of some Christians have about AM. The combination of spirituality with healing by experienced and highly respected herbalists has previously been reported in Uganda (Okot et al., 2020). As we can see from this example, practitioners of AM do try to integrate aspects of WTM, but not the other way round.

The importance of plants in AM should be considered with the fact that approximately 420,000 plant species that exist on earth (Govaerts, 2001), with limited scientific knowledge on them in spite of their huge potential. About 25% of all prescribed Western drugs contain active ingredients originally isolated as natural products from plants (Miller, 2001). Even more worrying is the fact that 22-47% of plant species, are threatened with extinction (Pitman et al., 2002).

Respondent 3

Respondent 3 specialises in spiritual and physical healing, and is more known for the former. He first took us to a hut where there were patients. The respondent pointed out a lady, whom, he told us, had arrived a few days before with a serious mental disturbance. He told us that now she had stabilised. AM is known to deal with some mental illnesses without using synthetic drugs (Ndeti et al., 2013), while getting good results and in a short time. He introduced his patients to us as his “visitors”. This is an important detail to note: in WTM there is a tendency to stigmatise sick people by calling them patients. After we had taken a refreshment of milk, he took us around in the banana plantation where there were different types of herbs. We asked him whether any one of his children was learning from him. The respondent said there was one but with one regret, that the young people want to start practicing before being experts, because they are after making money. He insisted that, before he was allowed to practice, he had to know a number of names of medicinal plants. This shows that genuine African healers are aware of the fact that there are conditions for being an honest and well-qualified healer. He showed us different objects used for the different deities. Spiritual healing is associated with rendering cult to or veneration of deities, usually ancestors who get



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elevated to the level of deities. Although spiritual healers in Uganda usually operate secretly, he is very open about his work and critical of commercialisation of AM.

Respondent 4

Respondent 4 was specialised in setting bones but have since passed on. The healer has a very big establishment in which he and his wife are treating people. They manage all types of fractures. He told us that his work was facilitated when patients brought their x-rays. This shows that the tendency to present African healers as being resistant to using WTM technology should not be exaggerated. He said that many patients escaped from the hospital, after either not getting treatment after some time, or due to discomfort from some treatments involving hanging their limbs on weights to set the bones, or after the doctors decided to amputate their limbs. We met some people who had escaped from the hospital. Respondent 4 told the interviewer of a case of a gentleman who was treated in the hospital and was discharged but was condemned to use a wheel chair. He had to break the bones again and reset them and that now the man was walking again. There is no doubt that AM has an exceptional contribution towards orthopaedics.

Respondent 4's reported that their healing powers are hereditary indicating a spiritual power that facilitates the healing. It would appear that his wife is able to set bones because she is associated with her husband. Their facility could benefit people if he was given assistance to expand, and improve it through training for instance.

AM bone setting has undoubtedly saved limbs from being lost. In the case of Respondent 4, as we have seen elsewhere, there is willingness to incorporate some elements of WTM in his practice. On the other hand, generally, western-trained orthopaedics do not respect or recognise the contribution of AM to bone setting. There is evidently an anthropological and epistemological problem. For some of us, it is not easy to imagine how, in the first place, one can heal a fracture without applying the physical interventions required in the WTM. Secondly, it is inconceivable, especially for those educated in the Western epistemological paradigms, that power of healing without using physical applications exists, and that it can be passed on, if it exists, genetically or otherwise. What is being contested here is not efficacy but rather the epistemological issues that fractures can be dealt with without using physical applications. To illustrate this point further, we quote Ackerknecht who said "unfortunately, I feel unable to explain why in 1879 there existed in Kahura in Uganda a black surgeon performing the Caesarean section safely and, in some respects, better than many of his contemporary white colleagues. It is suggested that, as we have already seen, East Africa shows generally a better surgery than any other region inhabited by primitives" (Ackerknecht, 1947). The author rather condescendingly conceded the superiority of African traditional medicine.

Respondent 5

Respondent 5 who has also since passed on was a religious sister of the daughters of St. Therese of the Child Jesus, commonly known as the Banyatereza Sisters. The respondent used different types of herbal medicines and also training some young girls. When we arrived, we found there a highly placed government official who had come to thank her for the treatment she had given him. When the interviewer asked the gentleman what his problem had been, he told us that he got involved in a car accident and his spleen got damaged. He went to the national referral hospital of Mulago where he was examined. He was told that they were going to operate him but he feared, and in the meantime heard about this sister who was treating



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people using herbs. The respondent went to her and she gave him several litres of a plant extract. After some time, he went back to the hospital and was told that his spleen was now all right. Genuine practitioners of AM usually do not charge exorbitant sums of money for treatment. Those who get healed are expected to go back with a token of gratitude.

When we asked the sister whether she was not finding a challenge in treating people since she was a religious sister, she told us that her superiors had given her permission to render this service to the people. The background to this question is that during the medieval ages, religious sisters and priests were not allowed to become medical practitioners (Faqiri, 2020). Additionally, generally Christianity either discouraged use of AM which was associated with witchcraft or just tolerated it. When one of the authors (Kanyandago) who is a priest organised a seminar in Mbarara and asked people to bring samples of medicinal plants, some people were surprised to see that a priest was interested in AM. This mistrust persists among some Catholic Charismatic Renewal groups which are a spiritual movement searching for renewing the Church in the use of the gifts (charisms) of the Holy Spirit, especially healing and speaking in tongues. Some of the groups involved in this renewal have adopted a rigid and fundamentalist understanding of the teaching of the Church which would support a negative attitude towards use of herbal medicine and some AM spiritual or other practices. But this is not limited to these groups. In 2004 when one of the authors Kanyandago celebrated 25 years of priestly service, a journalist interviewed him about his life. In the interview the priest pointed out that sometimes he puts medicinal herbal plants at the altar when celebrating mass to thank God for giving us medicinal herbs. A former missionary who read the article in the newspaper warned him that this could be taken to be a practice of witchcraft. As one can gather from this, the mistrust, misconception and misunderstanding of AM and its related aspects still exists.

The work of Respondent 5 helps us to emphasise that the mistrust of AM has an anthropological angle. The fact that some Christians hold in contempt use of AM is not only a matter of faith or religion. Christians have been exposed to the Western worldview which generally does not appreciate African practices. This is an anthropological issue related to how people perceive themselves and others; it is a matter of how our worldview influences us. It is important to note this in our discussion on the relationship between AM and WTM. Moreover, the mistrust and discouragement of use of AM also has an ethical aspect. If people are not encouraged to use what is at their disposal to promote spiritual and physical wellbeing, this has a negative impact on their lives by neglecting what is theirs and accessible, thus compromising promotion of their health.

Some personal experiences

In addition to presenting what we got from interviewing some AM practitioners Kanyandago would like to add a few personal experiences to show how AM is a system on its own. When I was growing up, that is in the 1950's, there was hardly any facility using WTM in our area. In fact, except for very rare medical cases, people hardly ever went to health centres or hospitals. People used a lot of medicinal herbs to treat all kinds of problems. I could easily identify, name and use those that treat headaches, stomach-aches, sprains, and wounds. Today I have lost knowledge of quite a number of these. Additionally, some of those I know have gone extinct. Our land which used to have many different types of species has been impoverished of this biodiversity because of clearing shrubs and trees for grazing exotic cows. For example, I was not able to find a plant called *Guizotia scabra*, (ekiterankuba in Runyankore), which is used to treat wounds. Despite all these setbacks, I still use a lot of herbs including those for treating malaria which include extracts of Aloe vera and neem tree (*Azadirachta indica*).



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Another personal experience of Kanyandago is related to bone setting. While working at Uganda Martyrs University, our shuttle had an accident on the road near the university. Many of our colleagues sustained injuries and one lady who was six months pregnant broke her pelvis. She was taken to a hospital and advised to remain there under close supervision until the time she would deliver. In the meantime, I talked to her parents and gave her a name of an African bonesetter. This bonesetter was contacted and went to see the pregnant colleague. The healer set up whatever was necessary in the hospital and returned home from where she continued her treatment. Within about a week, the sick lady left the hospital and delivered safely. This treatment involved visiting the sick person and continuing the treatment remotely.

Among the Banyankore of western Uganda, however, there is a common practice of treating fractures without even the healer ever meeting the sick person physically. This practice of remote healing still exists throughout the country and raises a lot of questions about its efficacy. Depending on one's academic and religious background, some might even find this rather bizarre. The problem however is not that the method does not work, but that our perception and appreciation of it are challenged by our epistemological categories which are grounded in scientism. The latter is very well described as "...the broad-based belief that the assumptions and methods of research of the physical and natural sciences are equally appropriate (or even essential) to all other disciplines, including philosophy, the humanities and the social sciences. It is based on the belief that natural science has authority over all other interpretations of life, and that the methods of natural science form the only proper elements in any philosophical (or other) inquiry." Note that scientism is a belief which has been turned into a scientific and philosophical dogma which excludes from what can be seen as truth all that does not fit into it and is not produced by the methods of natural sciences The Basics of Philosophy: Scientism, https://www.philosophybasics.com/branch_scientism.html

The nature of AM

AM is practiced by healers in the context of the community. Usually there is a link between the spiritual, mental, social and physical elements in AM. This holistic approach ensures an integrative methodology in healing. WTM tends to separate the four, by creating institutions which specialise in each of them. In most cases AM does not require experimenting on animals or on people. However, knowledge of medicinal herbs may be acquired by observation animals and which plants they animas eat. Furthermore, it is known that medicinal plants are also revealed by ancestors during dreams (Sofowora, 1996). If well used by experienced healers, medicinal plants do not have very disturbing side-effects. The healers know what antidotes to use when they prescribe strong medicines. The Banyankore of western Uganda have a proverb linked to this: Egabo ya seeri togiheera mwana mubazi, meaning that you should not rely on food as an antidote from far when you give a strong medicine to a child. AM enhances the promotion of biodiversity since people know the useful plants should be protected and well managed.

AM is intimately associated with promotion of ethics. A lot of precautions are taken when prescribing medicine. For example, among the Banyankore, and generally in Uganda also, it is known that a healer may not refuse to give a mother medicine even if that person has nothing to give. AM is a complex social system which is rooted in the African worldview. It was originally not meant for making profits.



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AM has an approach to mental health that is not invasive and violent. Africa for a very long time did not have psychiatric institutions where mentally sick people were held under supervision. While it is true that in some cases mad people were mishandled, the general picture was rather positive (Monteiro, 2015). In western Uganda, mad people used to move around and sleeping and eating wherever it was possible but they were chained.

The presentation of the positive aspects of AM does not mean that it has no challenges. We have already pointed out some of them. However, the process and search for integration is likely to be derailed if we focus on problems. Moreover, the WTM is usually given umbrella recognition of being good despite the numerous problems that are besetting it.

Other considerations in looking for integration

Having presented a few fields study cases and the nature of AM, we highlight other factors that need to be considered if we want to get true integration between AM and WTM. Therefore, a lot more needs to be done to develop and streamline AM to support integration (Anywar et al., 2021).

Need for knowing the history of medicine

AM must be seen as a health system on its own (A. Anywar et al., 2021). Indeed, this system had managed to create some relative healthy conditions before the arrival of the Europeans and Arabs, the existing health problems notwithstanding. In order to give AM its due importance, therefore, it is important to refer to history to appreciate AM's resilience and importance. It is now generally recognised that Africans had developed immunity against some diseases and had evolved ways of managing some. Ransford, (1983) portrays a condescending attitude about Europe going to save African from diseases by stating "But the very presence of these sickly villagers proclaimed their descent from stock which had been able to maintain itself against these same parasites that had now become their masters. Yet it was some time before I realised that it was the prolonged association between their forbears and local parasites which had led to a selective survival of those more resistant men and women who were protected against the diseases either by chance genetic qualities or by accidental possession of overlapping immunities derived from related infections" (Ransford, 1983).

We recognise that the equilibrium that Africans had established was destroyed by the European intrusion into the continent. "But once the Europeans appreciated the result of their intrusion real efforts were made by the colonial authorities to remedy the position" (Ransford, 1983). He furthermore says that although the people of old Africa were "generally free from the 'crowd diseases' of large population concentrations, they were continually exposed to virulent tropical infections.

It is now established that Europe brought diseases to these places and that for some of these diseases the natives had no resistance. These include chicken pox, cholera and small pox in the Americas the latter deliberately used as biological weapon against the invaded populations (Nunn & Qian, 2010). In Africa the list includes cholera, yellow-fever, meningitis, measles, small pox, and influenza (Patterson, 1974). There is also evidence that between 1924 and 1955 there were processes and interventions which facilitated later



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the spread of HIV infections in central and West Africa (Giles-Vernick et al., 2013). It is important to take note of all this because there has been a tendency to present Africa as the source of diseases that disturb humanity. We cannot discuss the integration of health systems without referring to how diseases have been caused.

Attempts of integration in Uganda

While WTM tends to exclude other types of health systems, interestingly enough in Uganda some associations of African healers have taken initiatives to bring on board WTM practices. This is contrary to how AM practitioners are often presented as being rigid, “traditional” and closed. We have already seen from some examples of field work those similar initiatives had already been taken by individuals. At national level, the National Council for Traditional Herbalists and Associations (NACOTHA) has been very critical of African healers who are unethical in their practices and has been asked to contribute towards writing the Mental Health Bill, 2014. As Uganda took steps to control the spread of HIV/AIDS, the Traditional and Modern Health Practitioners Together Against AIDS (THETA) was created to make its contribution with a core mandate is “to improve health and access to health care through promotion of collaboration between the traditional and biomedical health care systems” (<https://thetauganda.org.ug/>)

Conclusion

Despite being marginalised, AM has demonstrated a unique capacity of resilience and has survived deliberate attempts to destroy it. This strength should be used to rehabilitate the AM system for negotiating integration also on AM’s terms. Integration is a process which should be well managed by the practitioners of AM and WTM, including those responsible for making policies and laws. Beyond medical and health issues, integration should include the anthropological, epistemological and ethical aspects of the encounter between the two different knowledge and health systems. In this endeavour, one should use a double-pronged approach which is complementary. Practitioners of AM and African academicians and politicians should position and define AM as an autonomous health system, and try to recapture what has been distorted or lost. Its holistic approach that combines physical, social, mental and spiritual elements to address health issues can benefit humanity, and not only Africa. The already cited example of using herbs to manage antibiotic resistance should not be neglected. Integration will require that the terms used to define or name AM should be changed to stop the process of marginalisation. Instead of using qualifiers like “alternative”, “traditional” or “complementary”, we should use a more appropriate like “African”. AM could be a solution, not only to African health issues, but also to a range of health problems facing humanity.

and the system in which it operates still remain largely underdeveloped and underfunded. A lot more needs to be done to streamline the practice and have it integrated into mainstream healthcare or better still, developed into fully fledged independent research.

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Assessing active and latent human factors in Eastern Africa aviation operations using a distress thermometer and GIS

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Abstract

An examination of the current and previous human factors risks in the aviation operations of Eastern Africa showed that the risks were both the latent and active. The study below then set out to broaden and zero down these risks, it used a GIS tool which was able to capture latent human factors risks through ranking 40 randomly selected airports in the region, while the distress thermometer was able to capture active risks including various existing aeromedical factors. The study reveals a multitude of factors in latent factors leading to Loss of Control (LOC) accidents triggered by external environmental factor, predominantly meteorological, terrain and wildlife. The performance of individuals in this study was affected by stress (domestic and work related), health, fitness, timelines and time pressure, sleep, fatigue, pain and nervousness. Recommendations from the study show that we must give priority to airmen scientists to produce and further the work in the direction of physiology and occupational medicine. Furthermore designing possible regional interventions to address identified human factors issues.

Key words: Aeromedical factors, active human factors, latent human factors, distress thermometer, GIS.

Introduction

The science of human factors is about the human being and his or her working or living situations; it is also about man relating with procedures, machines, the environment around him and how he relates with other people too. The major objective human factors is to make effective systems, which encompass welfare and efficiency of the human being.

Human error is the major cause of over 70% of aviation accidents worldwide. More evidence from black box readings shows that 70- 80% of aviation accidents are due to human error (FAA, 2010). Human factors or human error is currently responsible for 80% of aviation accidents. (FAA, Winningham, 2020) (Colangelo. S. 2021) (Muecklich, 2023) This has to be put in context regarding developing countries which have had poorer safety records for some time now. This creates the need for determination of the active and latent risks in the target region.



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In the East African region, most of the constituent countries have a poor safety record as compared to others on the globe and this continues to be a persistent conclusion in aviation safety research (ICAO, 2014). These countries just like the rest of the world lack aeromedical assessment tools because the ones currently used in aviation do not fit in with the current aviation environment due to greater analytical demands which are both physiological and cognitive. The next generation of tools should include pre- flight assessment of crew's aeronautical decision making and data retention capabilities as well as in-flight performance and enhancement. The next generation of aerospace advances, requiring better aeromedical risk assessment paradigms, informed and guided by in-flight monitoring as well as preflight evaluations.

The Human Factors Analysis and Classification System (HFACS) methodology was used to analyse final accident investigations reports from two Eastern African countries: Kenya and Uganda was applied. The 42 finalized reports for accidents occurring between 2000 and 2017 were analyzed as shown in the map in figure 1. In all unsafe acts predominated with Kenya 44%, Uganda 50%. Categorizing violations found exceptional violations were highest with Kenya at 77% and Uganda 81%. Pre-conditions for unsafe acts follow closely after the unsafe acts (Nassimbwa *et. al.*, 2022). This is evidence that the region has a number of active and latent human factors risks the can be further identified, studied and elaborately analysed to improve aviation safety. As noted in studies like the one above, aircraft accidents are increasing in terms of human factors rather than technical and maintenance factors. Identifying emerging riskfactors, their consequences and making informed recommendations is key (GAO, 2012, Oster, 2013)

Research questions

1. What interventions can be designed to detect active human factors risks?
2. What interventions can be designed to detect latent human factors risks



Materials and Methods

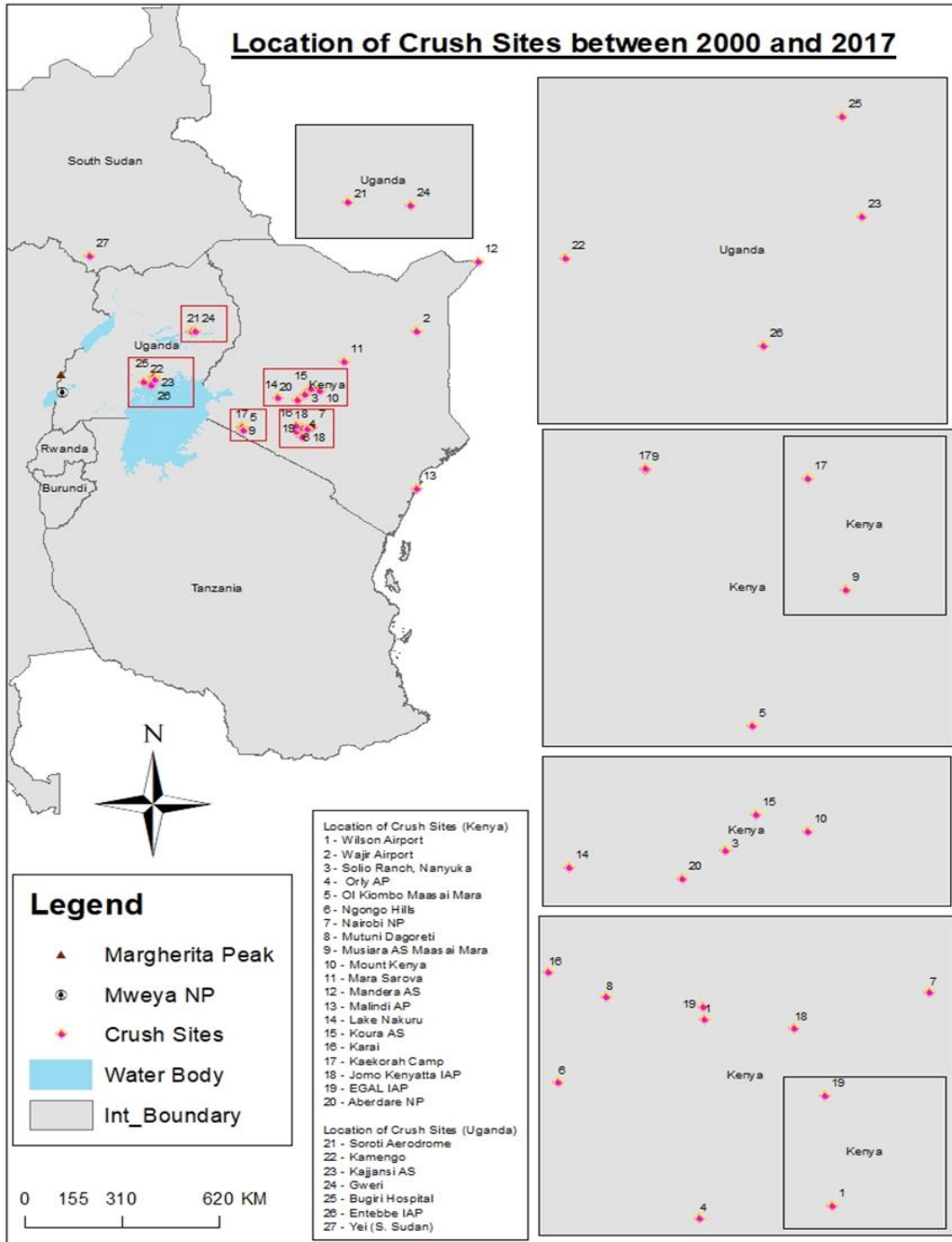




Fig 1: Map of crash sites in Kenya and Uganda 2000 – 2017

Source: Primary data

GIS tool

To collect GIS information, Global Positioning System (GPS) coordinates for locations of aerodromes was used to map the airports for ranking. Mapping and profiling Ugandan and Kenyan airports and aerodromes: A total of 40 Airports /Aerodromes from both Uganda and Kenya were considered for this study. They were randomly selected basing on their size. Large and medium sized were considered. Their respective Geographic Coordinates were acquired from <https://latitude.to/map/ug/uganda/airports/page/1> and https://en.wikipedia.org/wiki/List_of_airports_in_Uganda for Ugandan Airports and <http://www.fallingrain.com/world/KE/airports.html> for the Kenyan Airports respectively. Microsoft Excel was then used to create Comma Separated Values (CSV) from which a shape file of point data was derived. ArcGIS (ArcMap 10.6.1). Geographical Information Systems (GIS) Software was used to visualize, map and profile the Airports. The other data layers used was acquired from Open Street Maps (OSM) at <http://download.geofabrik.de/africa/>. The Digital Elevation Models (DEM) for both Uganda and Kenya which were used to create the Elevation Profiles which were acquired at 30 Meters Resolution. Overlay analysis was the form of Spatial analysis performed to come up with the two maps (fig 2 and fig 3) that depict the location of the different Airports, National Parks, Forests, Lakes and Rivers, the Elevation Profiles and their influence on the airports in Kenya and Uganda. Note: Kenya and Uganda are at the center of the Eastern African region and that is why they were selected for this particular study.

Distress thermometer

A purposive sample of 46 participants from 13 aviation operating companies in Kenya and Uganda was taken to gain feedback for the distress thermometer. Key informants included; Pilots, engineers, ATC, ground operators, safety and security operators was done in order to obtain relevant information from the participants. Key informant feedback was gathered using a questionnaire for survey incorporated with a distress thermometer.

Purposive sampling of key informants; pilots, engineers, ATC, ground operators safety and security personale was done, adoptive sampling was employed latter where necessary



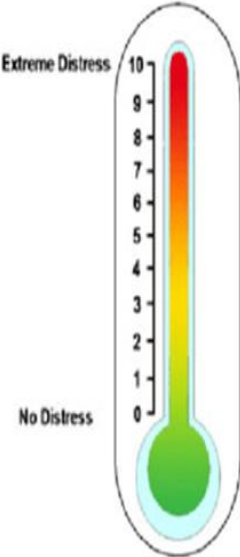
<p>First please circle the number (0-10) that best describes how much distress you have been experiencing in the past week including today.</p>	<p>Second, please indicate if any of the following has been a problem for you in the past week including today. Be sure to check YES or NO for each.</p>	
	<p>YES NO <u>Practical Problems</u></p> <p><input type="checkbox"/> <input type="checkbox"/> Child Care</p> <p><input type="checkbox"/> <input type="checkbox"/> Housing</p> <p><input type="checkbox"/> <input type="checkbox"/> Insurance/financial</p> <p><input type="checkbox"/> <input type="checkbox"/> Transportation</p> <p><input type="checkbox"/> <input type="checkbox"/> Work/school</p> <p><u>Family Problems</u></p> <p><input type="checkbox"/> <input type="checkbox"/> Dealing with children</p> <p><input type="checkbox"/> <input type="checkbox"/> Dealing with partner</p> <p><input type="checkbox"/> <input type="checkbox"/> Dealing with close Friend/relative</p> <p><u>Emotional Problems</u></p> <p><input type="checkbox"/> <input type="checkbox"/> Depression</p> <p><input type="checkbox"/> <input type="checkbox"/> Fears</p> <p><input type="checkbox"/> <input type="checkbox"/> Nervousness</p> <p><input type="checkbox"/> <input type="checkbox"/> Sadness</p> <p><input type="checkbox"/> <input type="checkbox"/> Worry</p> <p><input type="checkbox"/> <input type="checkbox"/> Loss of interest in usual activities</p> <p><input type="checkbox"/> <input type="checkbox"/> <u>Spiritual/religious concerns</u></p>	<p>YES NO <u>Physical Problems</u></p> <p><input type="checkbox"/> <input type="checkbox"/> Appearance</p> <p><input type="checkbox"/> <input type="checkbox"/> Bathing/dressing</p> <p><input type="checkbox"/> <input type="checkbox"/> Breathing</p> <p><input type="checkbox"/> <input type="checkbox"/> Changes in urination</p> <p><input type="checkbox"/> <input type="checkbox"/> Constipation</p> <p><input type="checkbox"/> <input type="checkbox"/> Diarrhoea</p> <p><input type="checkbox"/> <input type="checkbox"/> Eating</p> <p><input type="checkbox"/> <input type="checkbox"/> Fatigue</p> <p><input type="checkbox"/> <input type="checkbox"/> Feeling Swollen</p> <p><input type="checkbox"/> <input type="checkbox"/> Fevers</p> <p><input type="checkbox"/> <input type="checkbox"/> Getting around</p> <p><input type="checkbox"/> <input type="checkbox"/> Indigestion</p> <p><input type="checkbox"/> <input type="checkbox"/> Memory/concentration</p> <p><input type="checkbox"/> <input type="checkbox"/> Mouth sores</p> <p><input type="checkbox"/> <input type="checkbox"/> Nausea</p> <p><input type="checkbox"/> <input type="checkbox"/> Nose dry/congested</p> <p><input type="checkbox"/> <input type="checkbox"/> Pain</p> <p><input type="checkbox"/> <input type="checkbox"/> Sexual</p> <p><input type="checkbox"/> <input type="checkbox"/> Skin dry itchy</p> <p><input type="checkbox"/> <input type="checkbox"/> Sleep</p> <p><input type="checkbox"/> <input type="checkbox"/> Tingling in hands/feet</p> <p><u>Other problems</u></p> <p>_____</p> <p>_____</p>

Fig 2: Distress thermometer adopted as a distress screening tool

Source: https://www.researchgate.net/figure/Patient-Distress-Thermometer-and-problem-list_fig6_41002052 (8/10/2024)



Results

Latent human factors: Aerodrome ranking in terms of Human Factors

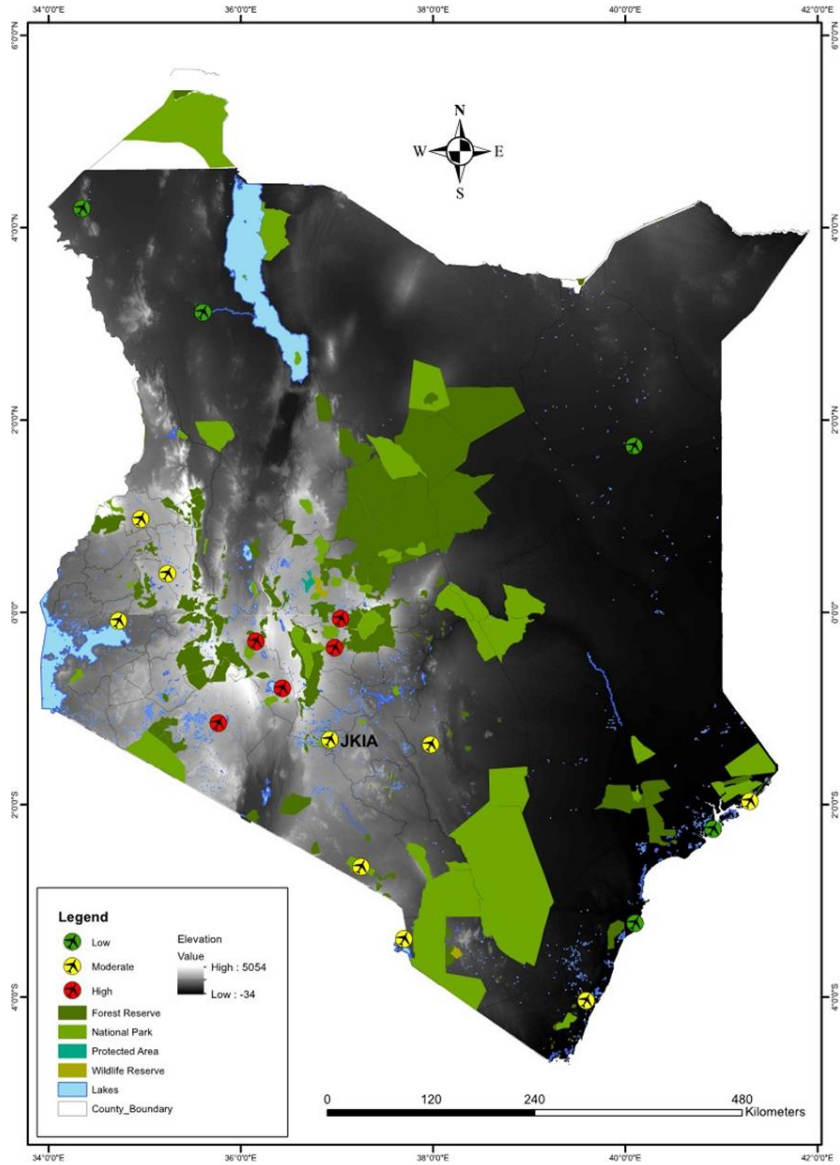


Fig 3: A Map of airports and aerodromes with high latent risk factors in Kenya

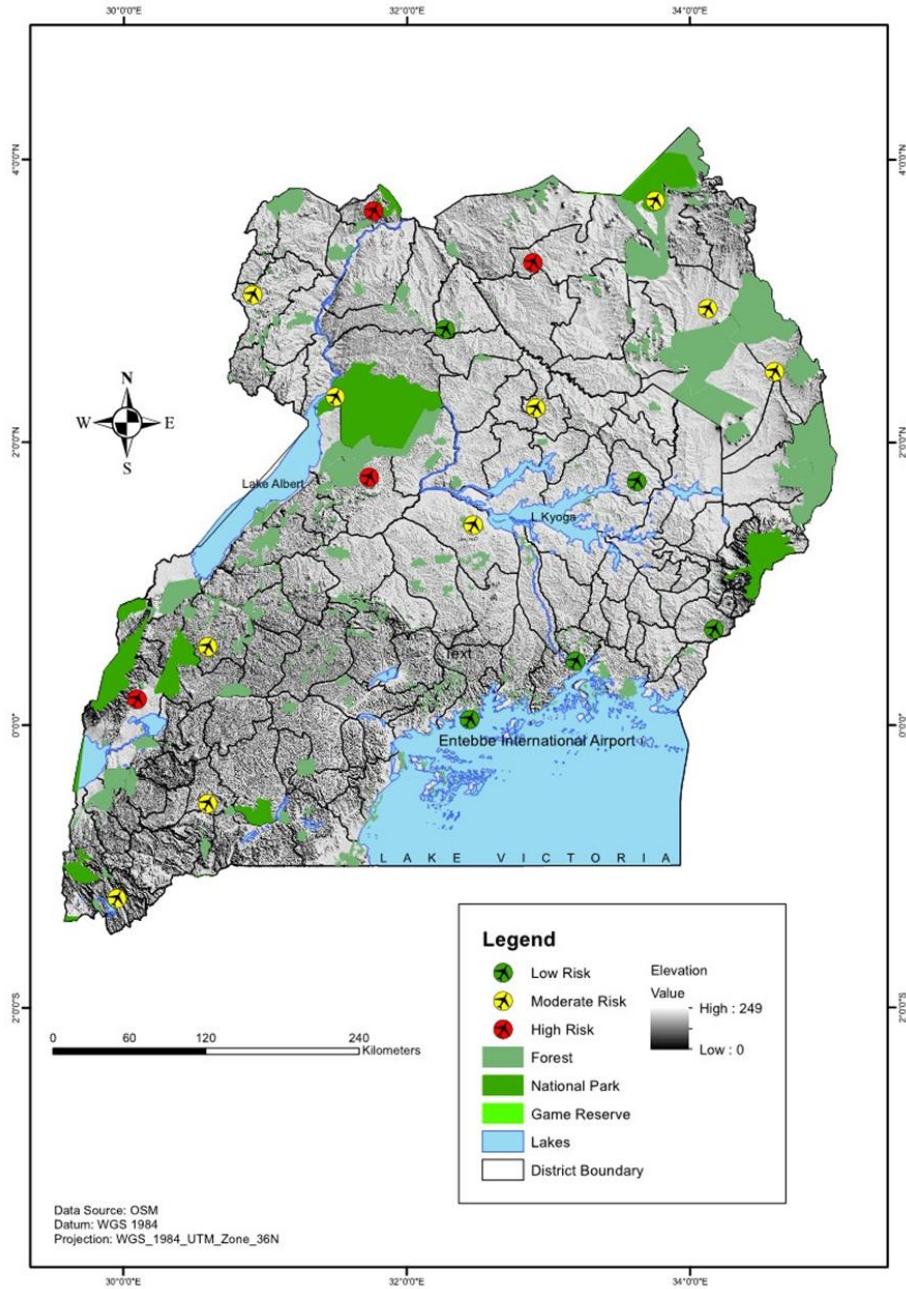


Fig 4: A Map of airports and aerodromes with high latent risk factors in Uganda

Red: Wilson, Kasese, Kisoro, Kidepo, Moyo, Kaabong, Masindi, Mweya, Kakuma, Marsabit

Orange: Mbarara, Jomo Kenyatta, Kihhihi, Kotido, Kalongo, Lira, Arua, Moroto, Kabong, Malindi, Magadi, Amudati, Lodwar, Mombasa



Green: Entebbe, Kajjansi, Arua, Soroti, Gulu

The above ranking shows different airports/ aerodromes rating by participants in terms of human factors risks, red ranking as the ones with the worst human factors risks and green with the least risks.

Active human factors: Results from the distress thermometer

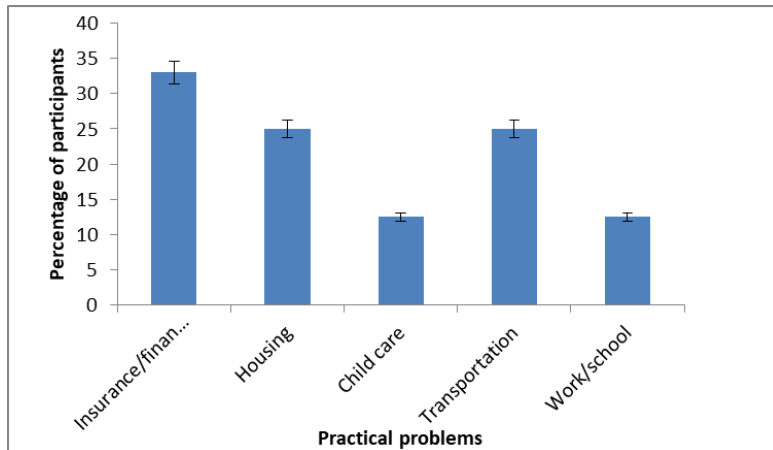


Fig 5: Practical problems faced by participants from Kenya and Uganda.

The above figure shows different practical problems causing distress to participants from the two countries. Insurance/ finances ranked highest followed by housing and transportation and lastly childcare and work/school.

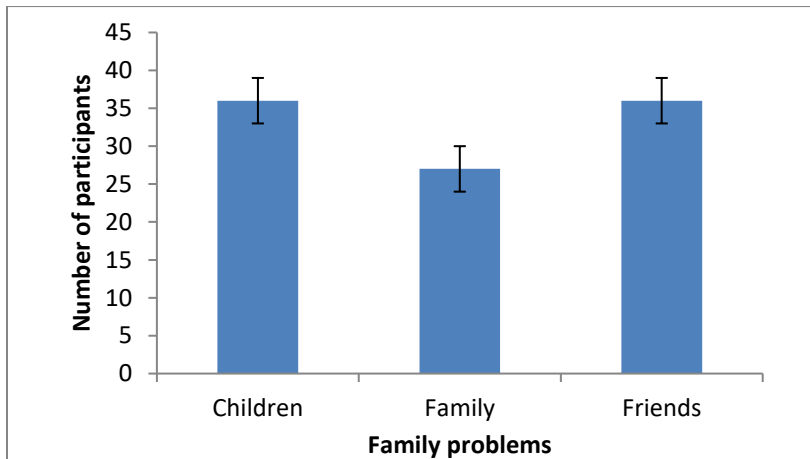


Fig 6: Family issues faced by participants from Kenya and Uganda



The above figure shows different family issues causing distress to participants from the two countries. Concerns about friends and children ranked highest and concerns about a spouse ranked lowest.

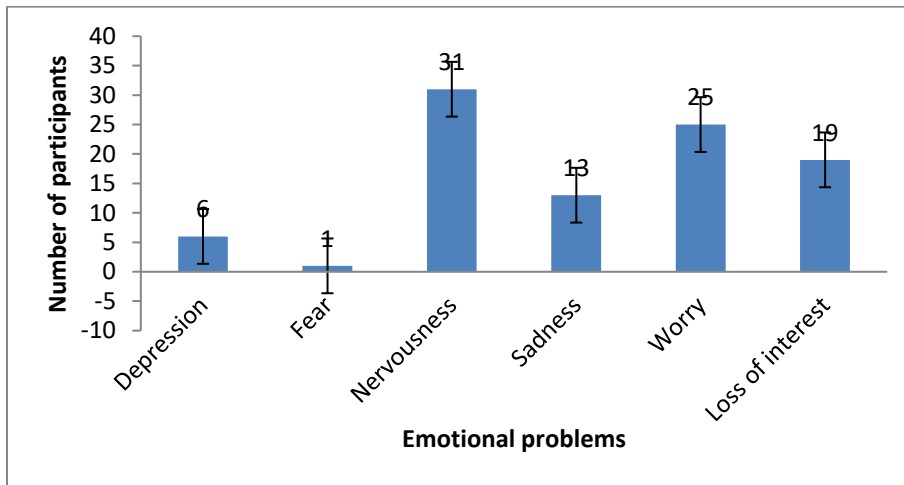


Fig 7: Emotional issues faced by participants from Kenya and Uganda

The above figure shows different emotional issues causing distress to participants from the two countries. Concerns arising were mainly about nervousness, worry and loss of interest.

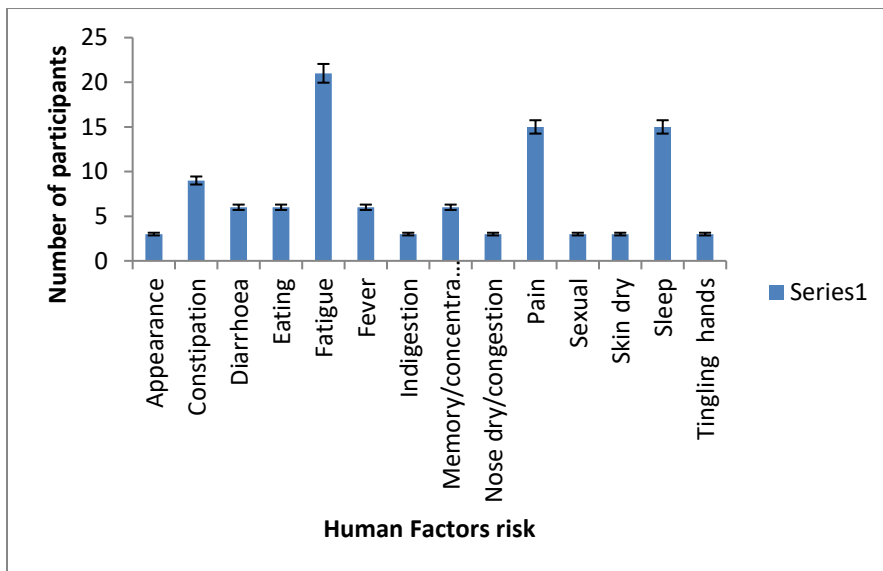


Fig 8: Physical problems faced by participants from Kenya and Uganda.

The above figure shows different physical problems causing distress to participants from the two countries. The major problems arising are mainly fatigue, pain and sleep related issues.



Other issues worth noting are constipation, diarrhea, eating disorders, fever and memory/concentration.

Data analysis

R squared of 0.881 showed a strong chance that the different aeromedical factors sleep, high anxiety levels, cigarette smoking and shortness of breath were used to predict problem solving.

Variable	P- Value
Coping with work	0.198
Concerns	0.510
General Health	0.077
Anger management	0.573
Sleep	0.005
Concentration	0.564
Appetite	0.378
Tiredness	0.494
Well being	0.256
High levels of anxiety	0.021
Shortness of breath	0.011
Cigarette smoker	<0.001
Alcohol user	0.759
Weight gain issues	0.578

Tuesday, July 04, 2023, 9:14:49 AM

The dependent variable problem solving were predicted from a linear combination of the independent variables, they were statistically significant at sleep (P=0.005), high levels of anxiety (P=0.021), shortness of breath (P=0.011) and cigarette smoking (P<0.001).

Discussion

Latent human factors: Human factors ranking of aerodromes in Kenya and Uganda



The aerodromes ranked red (Fig 3 & 4) were selected as unfavorable and stressing to the participants as they pushed them beyond their limitation. Participants noted that these airports would put them at maximum stress when in use mainly during landing and taking off. It was noted that this was mainly in terms of environment (terrain, weather, wildlife and much more). The participants from engineering, safety, security, management and ATC noted that these airports were too busy so workload and high levels of vigilance affected their levels of human performance. Moderate stress was experienced at those marked orange and minimum stress was at those marked green.

These aerodromes ranked red (Fig 3 & 4) share similar information with map of aircraft crashes in the study area has certain locations marked out mainly in Kenya being captured again by the maps in Fig 1. Both maps in fig 1 and fig 2 capture Wilson airport and the surrounding areas were marked red because they recorded latent human factors issues and this was because of the mountainous terrain around the flight path which brings about foehn winds which are due to orographic cloud formation on the lee side of the mountain range, fog and low stratus clouds, mist, early morning frost and a national park in the vicinity which brings about wildlife interference. Other key areas marked red in Uganda by fig 3 and similarly have a history of accidents in fig 1 include National park areas of Kasese/Rwenzori mountains National Park (NP), Queen Elizabeth NP, Kibaale, Murchison falls NP, Bwindi impenetrable forest experience wildlife interference in form of birds and animals crossing the runways, forming weather and forested area responsible for large numbers of wildlife and weather formation. This is also evident in previous findings by the same authors (not shown) that where wildlife and weather related accidents are noted at landing and takeoff in both countries evident in fig 1. For example the crash of Cessna 208B 5X GBR Grand Caravan in Mweya while landing (descent or approach) on 31st Dec, 2022 at 1315 LT. Another example is the crash of a Cessna 208B ZS ADL Grand Caravan on Mt. Margherita, Rwenzori mountains killed 3 on 28th August 2006, poor weather conditions among other factors led to controlled flight into terrain after the crew failed to follow prescribed route and executed a direct route over the mountain at an unsafe altitude in poor visibility due to weather.

Active human factors: Findings from the distress thermometer

The fig 7 reflects elements in social psychology (in particular demotivation) which were captured as nervousness, loss of interest and worry. Social psychology is one of the factors affecting performance; demotivation is due to monotonous chores hence loss of interest. Demotivation in individuals happens and is affected by multiple factors; 1.Task being undertaken (chore and monotonous or Individual sees little value in the task) 2. Environment affects motivation and this tallies with Prof James Reason's research finding in Human Factors

Practical and family problem included physical; insurance, finances and housing Fig 5 and 6 respectively. Family issues: fig 6 shows children and friends were all indicators of stress. Stress could be viewed as both work-related and domestic because it is impossible to separate one's personal life from work, these two will certainly interfere with each other. Stress can also be



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brought about by overload, so if an individual appears to suffer from stress, they should avoid critical and complex tasks so as to reduce the chance of error.

Aeromedical factors affecting performance included stress (domestic and work related), health and fitness time lines and time deadlines, sleep, fatigue, pain as well as nervousness (which may be as a result of lack of situational awareness) in fig 8.

Fatigue or tiredness; if an individual exhibits tiredness or signs of fatigue, they should not take on any life-threatening tasks so that they are not liable to committing an error. A key informant (management) in the study informants stated that; “*All flying involves some level of stress and fatigue*”. Fatigue can also be due to time on task (Van Dongen, *et al*, 2011). Gilbertova and Gilvicky, (1967) reported that monotonous tasks enhance fatigue effects, but this is often suppressed by novel or demanding tasks. Fatigue is reported to destructively contribute to the increasing rate hazard of incidents and accidents (Dorrian *et. al.*, 2007). Fatigue does affect attention, Stern *et. al.*, (1994) reached the following determination in their research, when fatigue rises there is a breakdown of inhibitory control as the human changes his/her gaze control. Martins *et. al.*, 2014 notes that the reduction of cockpit crew to only two individuals has greatly increased emotional fatigue. This is evident with the current large transport planes which have four engines (and approximately 600 passengers) they have complex operation under the control of two individual flight crew. These perform all the flight operations, flight monitoring, checks and emergency procedures. All the tasks can only be fairly distributed among three members in the cockpit.

Sleep: On average an adult should sleep for 7- 9 hours per day, (Caldwell, 2012). Sleep is essential for proper mental function, optimum performance and it has a restorative function. A person who is deprived of sleep has reduced alertness as well as a low attention which always requires of extra effort to attend d to simple tasks.

Alcohol (results not shown): In aviation it is mandatory that an individual should wait for eight hours to elapse between taking alcohol and their next flight (8 hours ‘bottle to throttle’). It is even safer to have a minimum of 12 hours. The World Health Organization (WHO) notes; taking caffeine or alcohol before/during a flight will exacerbate hypoxia and its effects, impairs the efficiency of the human body, as well as increase the urination urge and disrupt the sleep patterns, hence affecting performance. Furthermore consumption of alcohol degrades sleep quality and hangover effects from taking alcohol makes jet lag and travel fatigue worse. (Campbell and Bagshow, 2002). Studies show performance deteriorates with consumption of alcohol since the safety of any flight depends on correct decision making, appropriate actions under abnormal situations. All this is deterred under the influence of alcohol due to poor judgment, reduced muscular strength and reflexes, affected coordination, diminishing memory, decreased sense of responsibility, impairment in hearing and vision, lower reasoning power and attention span. All this increases the rate at which one commits errors.



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Smoking (results not shown) various substances including nicotine is not acceptable in aviation since it reduces night vision, causes CO poisoning and makes one more susceptible to hypoxia. It requires 48 hours for one's body to dispose of CO in blood. In 1976, the Federal Aviation Administration was requested to ban smoking in the cockpit throughout a civilian flight operations and give 8 hours of not smoking before a commercial flight. It was also noted that withdrawal symptoms may occur due to preflight and in-flight smoking (Dille, 1981)

Other concerning factors from previous studies done by the same authors and not documented here show that there are weight issues, gastural intestinal infections, pain, nervousness and other substances and violations of operating in the aviation industry when individuals are past the required age limit.

Weight concerns in the region are mainly related to abrupt gain, excessive weight gain and obesity. Obesity is an excess of fat tissue in the body and is calculated using height and weight to come up with a body mass index (BMI). Obesity reduces tolerance to hypoxia, decompression sickness and acceleration (Pilot's handbook of Aeronautical knowledge, 2008). There are certain health dangers related to obesity, including a high risk of; gallbladder disease, dyslipidemia, type 2 diabetes mellitus, insulin resistance, sleep apnea and loss of breath. There will also be a reasonable increase to a risk of; hypertension, coronary heart disease, stroke, gout and osteoarthritis. These increases in health risks and problems have an effect on the individual crew as well as on the safety of a flight (Civil Aviation Department of Hong Kong)

Age: It is worth noting that performance degradation increases with increasing age of the crew. They show different travel characteristics when one are to compare younger and older crew. Eyesight and hearing change with age as do the physical and mental conditions, as mobility decreases and anxiety increases. (Burghouwt, G. *et. al.*, 2006)

Gastural Intestinal infections causing pain: These are a common cause of incapacitation of crew during flight. They are usually from food or water and may be caused by viral or bacterial infection or may be due to irritation of the gut by substances such as curried food, alcohol or spices. They are always incapacitating during flight.

Nervousness reduces situational awareness. When a person feels stressed, they will notice muscle tension, an increase in their heart rate, increased blood pressure, higher levels of anxiety and increased fatigue. Stress symptoms interrupt the crew's cognitive functions by affecting information retention time and memory capacity. One of the key informants in aviation training noted that;

“Operators should note that the crew is worried and nervous. They are not involved in organizational planning and briefing is insufficient. Training, knowledge and skills on required machines are lacking. Poor decision making, lack of motivation, poor crew resource management and lack of periodic checks are also a problem. So refresher training in key aeronautical areas is highly recommended”.



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The distress thermometer is a viable tool that can be further modified to detect current and existing aeromedical risks. It does a pre-flight and on ground assessment of the current state of the crew before they embark on a task. This is similar to Steinkraus, et. al., 2012 suggestion in the F-22 and U-2 examples which reemphasized something ASMs, have always known: that the best aeromedical assessment is functional—observing flyers performing duties in flight while tracking behavioral and physiologic parameters. Flight surgeons flying with their crews understand this concept. We cannot put a flight surgeon on every mission, but perhaps it is time to put an analogue on board—a system that will give us information that translates to better safety and performance.

Conclusion

The GIS tool was able to capture latent human factors risks as the study reveals a number of causes of Loss of Control (LOC) accidents prompted by existing environmental factors, existing meteorological conditions and terrain in the region. Which were responsible for loss of flight control, distraction, inappropriate flight mode, confusion, startle effect and loss of situational awareness.

While the distress thermometer was able to capture active risks which included: sleep, high levels of anxiety, shortness of breath and cigarette smoking. Others were pain, weight and age time pressure and deadline, pain, sleep, fatigue, worry and nervousness.

Recommendation

Priority must be given to airmen scientists to produce up to date aviation physiology studies and work-related aviation medicine, to enrich the scarce literature and solve current and existing human factors challenges. The GIS tool and distress thermometer are viable tools that can be further modified to detect latent and active human factors risks. They can be used for pre-flight and on ground assessment of the current state of the crew and environment before one embarks on a task.

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Fiscal decentralization and solid waste management in Kawempe division, Kampala Capital City Authority (KCCA), Uganda.

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Abstract

Poor Solid Waste Management (SWM) remains a challenge at the global, regional and local levels despite decentralization mechanisms in place. The purpose of the study was to examine the relationship between fiscal decentralization and solid waste management in Kawempe division in KCCA. The study employed a correlation research involved only quantitative approaches. The target population involved the people of Kawempe North and that of Kawempe south. The sample size was 399 respondents selected using simple random sampling technique. The data was collected using a questionnaire which was non self-administered and the analysis was spearman's rank correlation. The findings from the study show that there was a strong positive and significant relationship between fiscal decentralization and solid waste management in the Kawempe division ($r=0.832$, P-value (0.000) <0.01). The study concluded that fiscal decentralization is so instrumental in the effective management of solid wastes in the Kawempe division. The study recommends that the government increases the allocation of finances/ incentives on solid waste management in Kawempe division as it would act as a motivational factor in fighting poor solid waste disposal

Keywords: *Fiscal Decentralisation, Solid Waste Management (SWM), Local Taxation, Revenue and Expenditure, Revenue Growth, Revenue Sharing, Fund Transfers and Lower Local Governments.*



Introduction

Poor Solid Waste Management is a continually growing problem at the global, regional and local levels despite decentralization mechanisms in place (Kyere, Addaney, & Akudugu, 2019). Ineffective Solid waste management (SWM) is one of the global concerns on health and environmental conservation that needs immediate attention so as to control the adverse effect of waste disposal on human beings and on the climate. In India, poor solid waste management is one of the major problems emerging despite decentralization practices adopted that give powers on local solid waste management planning, decision making, and revenue mobilization among others. The solid waste management practices in India are ever changing with growth in population, quantum and types of waste generated, and keeping up the pace has become a challenge for the country given the decentralization mechanisms in place (Kyere et al., 2019).

Solid waste management remains a major challenge to management governments in Africa irrespective of the implementation of decentralization system. In the perspective of Ghana, poor solid waste management is competing with more pressing economic and social issues such as social protection programs, education, and health. The increasing rate at which waste is generated in the cities is alarming; yet government has not been able to respond in an equal measures. The government of Ghana has therefore decentralized the waste management system in the country. With this development, local government authorities and private sector actors are now playing key roles in waste management in the country (Kyere et al., 2019).

In Uganda, solid waste management is very huge challenge in almost all the local governments in spite of the fact that the government has managed to implement decentralization reforms that would encourage effective solid waste management. Most studies and media reports in Uganda have attributed the problem of poor solid waste management to poor local government financing, failure to enforce existing solid waste management laws, political interferences, lack of community participation, poor attitude by the public towards waste collection, inadequate local planning, and people's tendency to throw garbage anywhere including environmentally sensitive areas (Kyere et al., 2019).

Solid Waste Management is currently one of the most critical services, whose quality and coverage has caused serious public outcry in slum areas of Kawempe division due to poor decentralization mechanism where the divisions are not given full mandate and authority to manage its solid wastes (Uganda, 2011). Solid waste management is one of the serious problems in Kawempe division and Kampala district as a whole that has undermined the council's capacity for proper management and efficient disposal despite decentralization mechanisms in place. Kawempe like other division /municipalities in Kampala in general enjoyed the urban administration monopolistic statutory requirement of collection, storage and disposal of waste until of recent in 2006 when some private waste collectors were brought on board (Katusiime, 2019; Kiuwua & Alemiga, 2017; Maderu & Omona, 2021; Muhairwe, 2008; Mukwaya, 2013).



However, a number of challenges in management of solid waste have remained in Kawempe and these challenges can be traced from lack of community participation in issues pertaining solid waste management, interference from the central government on decisions on solid waste management, poor local planning, and limited resources disbursed from the central government to support solid waste management in Kawempe division. Thus, need for the study in Kawempe division to examine the relationship between decentralization and solid waste management (Muhairwe, 2008).

Statement of the Problem

The Decentralized Solid Waste Management is essential in providing clean environment and hygienic living condition by reducing the quantity of waste at source. Decentralization is not only sustainable and financially viable but also helps to improve on effective solid waste management which in turn improves on the quality of life of people. However, this impression with Kawempe Division (KD) largely differs from the ideals in a far as managing solid waste is concerned with numerous illegal dumping sites (Madinah, Boerhannoeddin, & Ariffin, 2016; Okot-Okumu & Nyenje, 2011).

In short, there is ineffective decentralization practices, technological, and environmental, poor law enforcement mechanisms, among others that bring about poor solid waste management in Kawempe division (Madinah & Boerhannoeddin, 2016; Nabukeera, Boerhannoeddin, & Noriza, 2014). Consequently, Kawempe division continually struggles with diverse poor solid waste management practices partly due to gaps in the resource envelope. The division also suffers from poor solid waste management characterized by among others: breeding of vectors, offending odor and poor littering of solid waste (Kiwuwa & Alemiga, 2017). The division has more than 57 illegal dump sites (landfills) (Madinah & Boerhannoeddin, 2016; Nabukeera et al., 2014) making it very risky for humans and environment (Madinah, 2016; Madinah et al., 2016; Madinah & Hanifah, 2019). This consequently exposes people to public health risks and diseases like: typhoid, cholera, typhus and other diseases caused by vectors and rodents (Kiwuwa & Alemiga, 2017; Madinah, Boerhannoeddin, & Rriffin, 2014). If this problem persists in Kawempe division, there is a great possibility of area natives increasingly going through tough times that will involve immense health risks especially during the rainy season with too much odor, increased volumes of leachet and pathogen carrying organisms.

Objective of the study

1. To investiagte the relationship between local tax decision making and solid waste management in Kawempe division.

Hypothesis

1. There is a relationship between local tax decision making and solid waste management in Kawempe division.



Conceptual framework

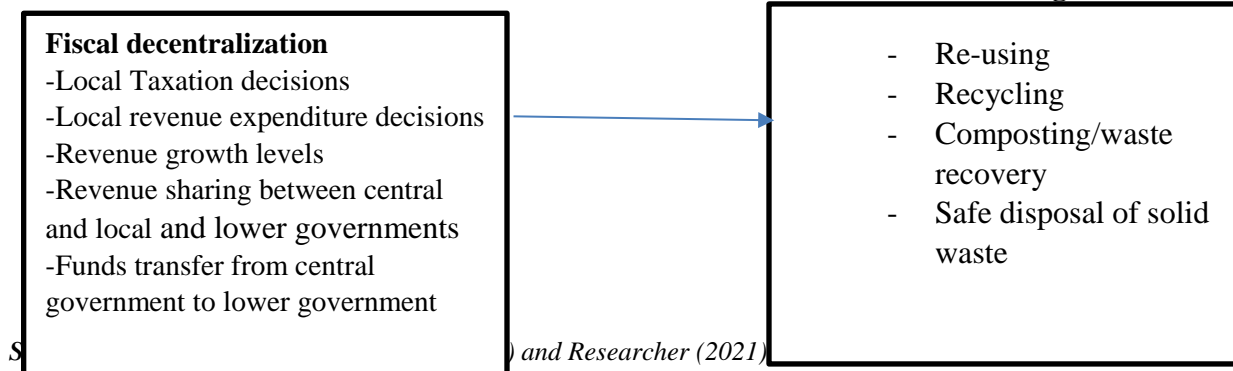
The conceptual framework highlights the relationship between decentralization and solid waste management. The conceptual framework is adopted from that of (Mwangi & Thuo,2014).

Independent Variable (IV)

Dependent Variable (DV)

Decentralization

Solid Waste Management



The conceptual framework above presents the relationship between decentralization and solid waste management. Decentralization is measured in terms of fiscal decentralization while Solid Waste Management (SWM) encompasses reusing, recycling, composting/ waste recovery, and safe disposal of solid waste. If effectively implemented, decentralization has a direct positive association with solid waste management and vice versa.

Significance of the Study

The finding may help not avail the importance of fiscal decentralization but also provide effective ways of implementing fiscal decentralization in order to improve solid waste management in Kawempe division. This will be realized through suggesting modifications on the existing taxation policies and methods regarding revenues and expenditure.

Literature review

Fiscal decentralization involves transfer of responsibilities for expenditures and/or revenues to lower levels of government. One important factor in determining the type of fiscal decentralization is the extent to which subnational entities are given autonomy to determine the allocation of their expenditures. Fiscal decentralization plays an instrumental role in solid waste management in lower government (Okot-Okumu & Nyenje, 2011).



Relationship between local tax decision making and solid waste management in Kawempe division, KCCA

Y. Yang, Tang, and Zhang (2020) studied the effect of fiscal decentralization on solid waste management in China. Their findings showed that fiscal decentralization had a positive and significant effect on solid waste management in China. The scholars found that when there was an increased allocation of financial resources from the central government to lower governments resulted into effective solid waste management in the lower governments and cities in China. However, the study by Y. Yang et al. (2020) put a lot of focus on the effect of fiscal decentralization on solid waste management in China yet the current study specifically focused on the relationship between fiscal decentralization and solid waste management in Kawempe division. The current study also ascertained whether there was an increased allocation of financial resources from the central government to Kawempe division and how it has helped to improve solid waste management (Nabukeera, Noriza, & Boerhannoeddin, 2015).

Relationship between local tax expenditures and solid waste management in Kawempe division, KCCA

Hart and Welham (2016) found a significant positive relationship between fiscal decentralization and solid waste management among local governments. Hart and Welham (2016) observed in their study that the central governments were allocating financial resources to local governments which matched with their level of responsibilities and this enhanced good waste management at the local government level. However, the current study examined whether fiscal decentralization is significantly related with solid waste management in Kawempe division. In addition, the study ascertained whether the central government allocates financial resources to local governments which match with their level of responsibilities.

Relationship between revenue growth levels and solid waste management in Kawempe division

Okot-Okumu and Nyenje (2011) examined Municipal solid waste management in Uganda under decentralization policy. The study measured decentralization in terms of fiscal decentralization. The scholars observed that there was enhanced solid waste management among several urban councils which were empowered with increased resources in terms of revenues and these enabled the municipal councils to handle waste management demands. Results indicated the waste was predominantly biodegradable (78%) with generation rate of 0.55 (0.3–0.66) kg/capita/day and collection coverage of 43.7% (Okot-Okumu & Nyenje, 2011). In circumstances where the community was faced with persistent solid waste, the masses could afford the traditional mechanisms like waste recovery, recycling and use. Meanwhile, the current study focused on examining whether fiscal decentralization had a positive and significant relationship with solid waste management in Kawempe division (Maderu & Omona, 2021).

Methodology



The study used a correlation research design which involved only quantitative approaches only. A correlational research design measures a relationship between two variables without the researcher controlling either of them. This study utilized only quantitative research approaches. The quantitative approach enabled easy analysis through the use of descriptive statistics and correlation analysis on the study subjects (Bickman, Rog, & Hedrick, 2009; Brewer & Crano, 2000).

Study Population - use black for all headings

A study population is defined by (Moffatt, 2015) as a sum of elements with relatively similar characteristics explained in the research interest/problem. The study population consisted of 224,932 community members from Kawempe North and 113,733 from Kawempe south.

Sample Size Determination - use black for all headings

A satisfactory sample size is an essential aspect of a realistic study since it aims at making generalizations about an entire population (Taherdoost, 2017). The researcher considered the sample size determination method by Yamane(1967) since the study population (N) was known and the Margin of Error (MoE) which is denoted as “e” is known.

The appropriate sample size (n) was given by,

$$n = \frac{N}{(1+Ne^2)}$$

Where

n is the required sample size

N is the study population size or accessible population size

e is the margin of Error which was 0.05 since the study was conducted at 95% confidence level.

$$n = \frac{338,665}{(1 + 338,665(0.05)^2)}$$

$$n = 399$$

The computed sample size of the study was 399 respondents

Sampling Procedure

This study utilized only probability sampling method such as simple random sampling.

Probability Sampling

This study used simple random sampling when selecting community members for structured interviews. Simple random sampling can be employed in a predicament where every person has the same opportunity of being chosen to take part in the study (Mugenda& Mugenda, 1999). The study therefore used simple random sampling for selecting community members to whom questionnaires were administered to. The table 1 below presents the summary of the target population, sample size, and sampling techniques;



Table 1: Target Population, Sample Size and Sampling Techniques

Category	Population	Sample size	Sampling technique
Kawempe division North	224,932	265	Simple random sampling
Kawempe division South	113,733	134	Simple random sampling
Total	338,665	399	

Source: Uganda Bureau of Statistics (2017)

Methods - use black for all headings

The study used questionnaire since it is convenient when conducting research with a big target population. This method saves time, less expensive and it is fast. It enables collection of vast amounts of data in a short time and less expensively. This method was appropriate when selecting community members in Kawempe division for structured interviews.

Data Collection Instruments - use black for all headings

The study used non-self-administered questionnaires in collecting primary quantitative data. The rationale for choosing this tool was that it is easy to analyze, takes less time, and cost effective (Mugenda, 2013). The questionnaire used a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) and a nominal scale in order to provide reliable responses.

Document Review Checklist- use black for all headings

The document review checklist contained a list of documents that the researcher reviewed to get secondary data on solid waste management in Kawempe division. The documents that were reviewed included; KCCA reports dumping indices at Kiteezi landfill and other related documents

Quality Control Methods - use black for all headings

Validity

Instrument validity testing is defined as a test aimed at assessing the suitability and avail the extent to which questions are understandable and underpin the variables of study (Sekaran & Bougie, 2016). In order to test and improve the validity of data collection instrument, the validity of the instruments was tested using the Content Validity Index (CVI) and taking only variables scoring above 0.7 accepted for research (Sjöström, Holst, & Lind, 1999).

The Content Validity Index was measured using the formula

$$CVI = \frac{\text{Number of items declared valid}}{24} = 88.9\%$$



Reliability

Instruments' reliability is defined as the extent to which the measurements of a test remain consistent over repeated tests of the same subject under identical conditions (Tiira & Lohi, 2014). The internal reliability or consistence of the instrument was measured using the Cronbach's alpha coefficient taking only variables with an alpha coefficient value more than 0.7 (Tiira & Lohi, 2014). The Cronbach's alpha coefficient was generated through the use of SPSS Software as shown below.

Table 2: Reliability Statistics - use black for all headings

Cronbach's Alpha	No. of Items
.736	22

The questionnaire was reliable since the Cronbach's Alpha coefficient was above 0.7.

Data Collection Procedure

A cover letter was obtained from Islamic University in Uganda (IUIU) to permit the researcher to collect data. Anonymity and confidentiality of the respondents was observed by not asking the respondents for their names and contacts on the questionnaires. The cover letter from IUIU was used during data collection. The researcher obtained permission from Kawempe local government offices to carry out the study.

Data Management and Processing

The data collected was edited, coded and entered into SPSS for further analysis. The researcher used SPSS software version 21 to capture and to analyze the data from the questionnaires. Questionnaires with duplicates and missing responses were dropped from the data set before analysis.

Data Analysis

Quantitative data was analyzed using simple descriptive statistics and correlation analysis. Descriptive statistics like percentages, means, and standard deviations were used when analyzing single variables. To test the relationship between variables, spearman's rank correlation was used since the variables were measured in nominal scale. The significance of the association between the variables of interest was tested and conclusions were drawn basing on the P-values at a given level of significance (0.01) (Norušis, 2006).

Ethical Considerations

The researcher adhered to the professional ethical conduct of research. The researcher got a letter of introduction from the university research coordinator. Ethical considerations were taken care of by the researcher briefing the respondents on the purpose of the research that it was purely for



academic purposes, their relevance in the research process and expectations from them. The respondents were informed that data provided was to be kept with utmost confidentiality. The researcher maintained a close relationship with the respondents and any form of bias or plagiarism in the data collected was avoided for the success of the study. The rights of the respondents were observed for example the right to withdraw from the study, the right to reject some questions and the right to access the findings of the study (Gajjar, 2013).

Results

A total of 399 structured questionnaires were issued out to the case study area for collecting quantitative data and the researcher was able to receive back a total of 378 questionnaires representing an overall response rate of 94.7%.

Gender of Respondents

The respondents were asked to indicate their gender during the investigation in the study. The results on their responses are presented in table 4.1.

TABLE 4.1: GENDER OF THE RESPONDENTS

	Frequency	Percentage
Valid	Female	136 36
	Male	242 64
	Total	378 100.0

Source: Primary data, 2021

Table 4.1 presents respondents' response in relation to their gender. Out of the 378 respondents, 242 (64%) respondents were males and these constituted the majority in the study while 136 (36%) were females and represented the minority of the respondents in the study. The study findings may imply that more males than females were enrolled in the study which had significant influence on the findings since males have more knowledge on decentralization and solid waste management compared to their female counterparts.

Age Group of Respondents

The respondents were asked to indicate the age group where they belonged and their responses are shown in table 4.2.

TABLE 4.2: AGE GROUP OF RESPONDENTS

	Frequency	Percentage
Valid	18-25 years	113 29.9
	26-35 years	162 42.9



36-44 years	83	22
Above 45years	20	5.3
Total	378	100.0

Source: Primary data, 2021

Table 4.2 highlights the responses of the respondents in terms of their age groups. The findings indicated that 162 (42.9%) of the respondents were aged between 26 and 35 years and these represented the majority of the respondents in the study, followed by 113 (29.9%) respondents who were aged between 18 and 25 years, and 83 (22%) respondents were aged between 36 and 44 years. Meanwhile 20 (5.3%) were above 45 years and these represented the least respondents in the study. The results may imply that the study was represented by adults who were responsible enough and knowledgeable in decentralization and solid waste management, thus an indication that the study was represented by facts.

Marital status of respondents

In the case of marital status, the respondents were asked to indicate their status of marriage in the study. Their responses are presented in table 4.3.

TABLE 4.3: MARITAL STATUS OF RESPONDENTS -

	Frequency	Percentage
Valid		
Single	147	38.9
Married	196	51.9
Divorced	35	9.3
Total	378	100.0

Source: Primary data, 2021

Table 4.3 highlights responses from respondents in context of their marital status. The findings indicated that 196 (51.9%) were married and these were the majority while 147 (38.9%) were single followed by 35 (9.3%) who had divorced and represented the minority in the study. This implies that the study was represented by respondents who were largely responsible in terms of intellect and were able to give facts.

Education Background of the Respondents

In the perspective of education, the respondents were asked to indicate their level of education in the study. Their responses are presented in table 4.4



TABLE 4.4: EDUCATION BACKGROUND OF THE RESPONDENTS

	Frequency	Percentage
Valid		
Illiterate	17	4.5
Primary	77	20.4
Secondary	159	42.1
Diploma	84	22.2
Degree & Above	41	10.8
Total	378	100.0

Source: Primary data, 2021

According to table 4.4, 159 (42.1%) respondents were holding secondary education and this level represented majority of the study respondents, this was followed by 84 (22.2%) respondents who had Diploma education, 77 (20.4%) had primary level, and 17 (4.5%) were illiterate thus representing the minority of respondents in the study. This implies that the study was represented by respondents who had substantial knowledge in regards to the study subjects.

Fiscal Decentralization and Solid Waste Management in Kawempe Division

Descriptive analysis on Fiscal Decentralization in Kawempe Division

The study examined six constructs to assess the perceived level of respondents on fiscal decentralization in Kawempe Division. The findings on the constructs are presented in percentages, means, and standard deviations. The mean results above 3 show high understanding level of respondents on fiscal decentralization while the mean results less than or equal to 3 shows low understanding level of respondents on fiscal decentralization in Kawempe division. The findings are presented in table 4.5.

TABLE 4.5: DESCRIPTIVE FINDINGS ON THE PERCEIVED LEVEL OF FISCAL DECENTRALIZATION IN KAWEMPE DIVISION

Statements	SD	D	NS	A	SA	Mean	SD
	(%)	(%)	(%)	(%)	(%)		



There is increased allocation of financial resources from the central government to Kawempe division	4 (1.1%)	80 (21.1%)	42 (11.1%)	234 (61.9%)	18 (4.8%)	3.48	0.913
The central government allocates financial resources to kawempe division which match with their level of responsibilities	16 (4.2%)	167 (44.2%)	55 (14.6%)	125 (33.1%)	15 (4.0%)	2.88	1.044
There is growth in revenue collection in Kawempe division	4 (1.1%)	32 (8.5%)	30 (7.9%)	261 (69.0%)	51 (13.5%)	3.85	0.793
The division receives equal funds transfer from the central government	10 (2.6%)	132 (34.9%)	36 (9.5%)	183 (48.4%)	17 (4.5%)	3.17	1.045
There is revenue sharing between the central government and Kawempe division on the taxes collected from the division	5 (1.3%)	76 (20.1%)	31 (8.2%)	252 (66.7%)	14 (3.7%)	3.51	1.045
The division receives incentives from the central government on environmental policy implementation in the area of solid waste management	10 (2.6%)	80 (21.2%)	25 (6.6%)	242 (64.0%)	21 (5.6%)	3.49	0.972

Source: Primary data (2021)

Table 4.5 presents the descriptive statistics on the perceived level of fiscal decentralization in Kawempe division. The results from the study revealed that there is increased allocation of financial resources from the central government to Kawempe division as agreed by majority of the respondents (mean=3.48, SD=0.913). The findings may imply that Kawempe division is able to manage and finance solid waste management in the division as it receives financial resources from the central government. The findings are in agreement with (J. Yang & Li, 2014; Y. Yang et al., 2020) who found out that when there was an increased allocation of financial resources from the central government to lower governments resulted into effective solid waste management in the lower governments and cities in China.

The study found that a bigger proportion of respondents disagreed that the central government allocates financial resources to Kawempe division which match with their level of responsibilities as indicated by a mean value (2.88) which is below the threshold of 3. This shows that the allocations made by central government to Kawempe division do not match their solid waste management responsibilities and this could retard the successful implementation of interventions to reduce the poor solid waste management in the division. However, the findings are in disagreement with (Hart & Welham, 2016) who observed in their study that the central governments were allocating financial resources to local governments which matched with their level of responsibilities and this enhanced good waste management at the local government level.



Concerning revenue collection, the study found that there is increased revenue collection in Kawempe division as agreed by the highest proportion of respondents in the study (mean=3.85). This means that Kawempe division collects enough revenue which could help in effective solid waste management in the division. The findings are consistent with (Widmer & Zweifel, 2012) who contended that there was growth in revenue collection among lower local governments and this reduced on the amount of solid waste disposal since the local governments were able to finance activities that enhance good solid waste management.

The study outcomes show that Kawempe division receives equal funds transfer from the central government as agreed by most of the respondents (mean= 3.17). The findings may imply that the division is capable of managing some of the solid waste management activities since it receives some additional financial support from the central government. The findings are also in line with (Kostka, 2014; Kostka & Nahm, 2017) who stated that local governments increased on solid waste management when they received equal funds transfer from the central government.

In relation with revenue sharing between the central government and Kawempe division, the findings indicate that majority of the study respondents were in agreement that Kawempe division shares the revenue collected with the central government (mean=3.51). The findings may imply that the division receives a proportion of local revenue collected and this may be significant in managing solid waste management. The findings are in disagreement with (Zhang, 2006) who observed in their study that there was no revenue sharing between the central government and lower cities which exacerbated poor solid waste management thus degrading the environment.

Lastly, the study found that the division receives incentives from the central government on environmental policy implementation in the area of solid waste management as strongly supported by majority of the study participants (mean=3.49). The findings may imply that there is effective solid waste management since the division receives incentives on environmental policy implementation on solid waste management. The findings are in agreement with (Ran, Zhang, & Hao, 2020) who contended that provincial governments that were receiving incentives on environmental policy implementation improved on solid waste management for instance reduction in littering garbage.

Empirical test on the relationship between Fiscal Decentralization and Solid Waste Management in Kawempe Division

The relationship is examined using spearman's rank correlation test at 5% level of significance as shown in table 4.6.

TABLE 4.6: SPEARMAN'S RANK CORRELATION ANALYSIS BETWEEN FISCAL DECENTRALIZATION AND SOLID WASTE MANAGEMENT IN KAWEMPE DIVISION

	Fiscal Decentralization	Solid Waste Management
--	-------------------------	------------------------



		Correlation	1.000	.832**
		Coefficient		
	Fiscal Decentralization	Sig. (2-tailed)	.	.000
Spearman's rho		N	378	378
		Correlation	.832**	1.000
	Solid Waste	Coefficient		
	Management	Sig. (2-tailed)	.000	.
		N	378	378

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2021

The findings from table 4.6 show that there was a strong positive and significant relationship between fiscal decentralization and solid waste management in Kawempe division ($r=0.832$, P-value (0.000) <0.01). The findings confirm with the rejection of the null hypothesis in support of the alternative hypothesis that fiscal decentralization has a significant relationship with solid waste management in Kawempe division. The findings may imply that effective fiscal decentralization improves on solid waste management in Kawempe division. The findings were in agreement with Hart and Welham (2016) who found a significant positive relationship between fiscal decentralization and solid waste management among local governments. The findings are also consistent with (Widmer & Zweifel, 2012) who found a positive relationship between fiscal decentralization and solid waste management indicators of Swiss cantons.

Conclusions and Recommendations

The relationship between Fiscal Decentralization and Solid Waste Management in Kawempe Division. The findings from the study revealed that fiscal decentralization was positively and significantly associated with solid waste management in Kawempe division. The findings confirmed with the rejection of the null hypothesis at 1% significance level in support of the alternative hypothesis that fiscal decentralization has a significant relationship with solid waste management in Kawempe division. The findings may imply that effective fiscal decentralization improves on solid waste management in Kawempe division. For instance, increased allocation financial resources, growth in revenue collection in the division, and revenue sharing are so important in improving solid waste management in the division. The findings were in agreement with Hart and Welham (2016) who found a significant positive relationship between fiscal decentralization and solid waste management among local governments.

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Writing competence in the academic context: A review of different approaches

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Abstract

As learners progress through school, they are increasingly expected to express what they know about their disciplines through their writing. However, as numerous teachers attest, there is still a lack of consensus on the best pedagogical strategy to use when teaching writing in an academic setting so that students can develop into proficient communicators. Numerous researchers have persisted over time in offering thorough, ever-evolving approaches to comprehending and teaching writing. Observably, from the available literature, the genre approach has been more extensively emphasized as having a powerful effect on students' writing competence. This paper contends the basis upon which the suitability of the genre approach in enhancing students' writing competence has been made. It therefore argues that, if research aims to offer adequate instructional recommendations for teaching writing, it requires a close examination of the different approaches that emerge. This paper, which is based on a survey of the literature, examines three writing instructional techniques with an emphasis on those that are said to be the most recent in impacting writing competence. These include the product, process and genre-based approaches. The purpose of this paper is to compare these different approaches and expects to recommend the best approach for teaching writing in an academic setting. The results imply that, while these approaches highlight various viewpoints, they all have unique values and differ in how beneficial they are in the academic writing situations. Notably, in their detour, they both answer the other's critiques. This paper therefore concludes that, all approaches, regardless of their methodology, aim to impact writing proficiency and, as such, are still pertinent. No matter which approach one follows, it all relies on the objectives of the writing in the particular academic writing context.

Keywords: Academic writing context, Genre-oriented approach. Product-oriented approach, Process-oriented approach, Writing competence



Introduction

The concept of social economic development has been understood in many different ways. In general sense, the concept has been understood as a process of growth in the direction of modernity with an aim of enriching the quality of life in all social aspects. Communication remains one of the major social aspects of development. From this perspective therefore, in the academic context, students are expected to acquire the language proficiency that enables them to communicate competently in expressing their ideas (Opoola and Oluwayemisi, 2014). In enhancing communicative competence in the academic context, although a substantial part of the education process is devoted to developing the students' mastery of communicative competence in all its four aspect (i.e., writing, reading, speaking and listening), writing is noted as a crucial skill for the students' communicative competence (Russell, 2014). This is because, it is the main means by which their assessment is done in form of the frequent written assignments. This regards students' ability to write well as a critical component of their academic success. (Opoola & Oluwayemisi, 2014). Considering the commanding relevance of the writing skill in the students' academic success, it has made it inevitable for many teachers to focus their attention on students' mastery of the writing skill. In this, students should be proficient writers who follow the rules of academic writing appropriately, in terms of content, logical flow of ideas, appropriate language use and style as they convey their ideas. However, the literature reveals that, students in many parts of the world encounter many difficulties in writing especially in English as a second language and are unable to communicate competently (Barkaoui, 2007: Ahn, 2012). From this perspective, one of the questions that has remained challenging to teachers especially in the present times where writing has become more important than ever before, relates to how best writing can be taught in order to make students produce competent texts.

To answer this question, writing research suggests that, understanding the fundamental elements of writing in terms of what qualifies as a representative definition of academic writing competence, be may be an effective way to guide teachers on how best to handle the writing skill (Schleppegrell, 2001: Kalajahi and Abdullah, 2015). In this way, students are helped to attain these competencies and thus achieve writing competence. Over the years, the growing need to understand the constructs of writing competence has eventually sparked off substantial debates which have been reflected in the numerous writing conferences, workshops, meetings and classroom writing discussions. As an intervention to help teachers, several linguists particularly from the pedagogical perspective, who recognize the need for a consensus about its definition, have continued to suggest several ways in which writing competence can be defined together with its pedagogical applications. However, in their theorizations, scholars tend to emphasize different aspects of writing competence and have basically taken divergent paths to its pedagogical applications. Although there is a need to comprehend writing competence, there isn't a single, satisfactory definition of the term, according to writing research (Mosenthal, 1983). In the absence of a consensus about the notion of writing competence, the question of how one should proceed to teach writing competence still remains



problematic as it is difficult to determine which aspects are relevant or irrelevant upon which an adequate approach could be determined. Hence, as the concern for this paper, as various competing approaches to writing competence emerge, an observation from the available literature is that, most of the advice on teaching writing competence has mainly emphasized the genre approach as having a powerful effect on the students' writing competence and therefore a potential tool for the teaching of writing competence in the academic context. Several theorists in this line such as Fakhrudin and Hassan (2015); Ahn (2012); Johns (2002); Bhatia (2002); Paltridge (2001); Kay and Evans (2000: 1998) have advocated for a genre-based curriculum to teaching writing. They argue that, genre-based teaching helps students gain access to what they have to do linguistically and the kinds of discourses that they have to produce in their writings.

As Bhatia (1996) declares, the concept has found its time. Indeed, its influence is also seen "today" as there is a growing attraction in the way the term has been applied. As observed in the available literature, several researchers concerned with analyzing the students' writing competence in the recent years (e.g. Ting et al 2013; Lirola 2015; Nagao, 2018) have approached it from the genre-based perspective. This may imply that in teaching writing, adopting the genre approach may be the most impactful on the students' writing competence. However, the paper urges teachers to resist the fast-growing impulse about the effectiveness of the genre approach without first asking the basis upon which the assertion has been made. Whereas the genre approach has been significantly emphasized as having a powerful effect on the teaching of writing, scholars in this line have mainly focused on examining its effectiveness in enhancing the students' writing competence but lack a detailed comparison of the beneficial aspects of other pedagogical approaches which undermines their usefulness. This paper argues that, if writing research aims to offer adequate instructional recommendations for teaching writing in order to help students achieve writing competence, to best answer to this question requires a close examination of the different pedagogical approaches that emerge.

Therefore, into the multiple perspectives of writing, as a proper guide on the appropriate writing pedagogy, this paper seeks to compare the traditions of three different pedagogical approaches that have been cited as the most recent in influencing and shaping the writing instructions that I review. The product-oriented approach, process-based and social-cultural genre approach (Hyland 2009). These are explored to examine their effectiveness in helping students acquire the competencies needed to write effectively in the academic writing context. In order to meet the aim of this paper, the comparison revolves around four aspects through which the shaping of these theories was done and takes the following steps. For each of the approaches, the analysis begins by identifying the central constructs of writing competence that the approach holds. It then ascertains their goals in enhancing the students' writing competence and the probable academic writing contexts for which the approach may be useful. Lastly, the potential pitfalls of using the model are highlighted. Therefore, the following research questions have been formulated.



1. What are the key aspects of writing competence that the approach holds?
2. What is their relevance in influencing the students' writing competence?
3. Which are the possible contexts of academic writing where the approach can be used?
4. What are the major weaknesses of using the model?

It is expected that the findings from these questions are capable of providing a detailed and holistic analysis of the effectiveness of each model in enhancing students' writing competence in the academic context. This will enable to provide insights on the model that could be most effective for the writing pedagogy. As the structure for this paper, after this introduction, the paper presents the analysis of the different theories in the next section. Lastly, in the third section, a conclusion that is developed from the review is provided.

Pedagogical approaches to Writing

The product/text-oriented approach

According to Hyland (2009), the product/text-oriented approach has long been the prevalent approach that viewed writing as a textual product. In its orientation, it draws attention to the linguistic elements of writing, focusing on the surface traits at the sentence or discourse level. In this view, texts are seen as having a structure, orderly arrangement of words, clauses and sentences, and by following grammatical rules, writers can encode a full semantic representation of their intended meanings. In this approach, written communication works by transferring ideas from one mind to another via language in which meanings are encoded in texts and recovered by anyone with the right decoding skills (Yi, 2009). With such focus on form, writing is thought to be abstract in which it is seen as disembodied. It is taken out of the writers' and readers' own experiences and context. Consequently, it is considered that a text expresses all that needs to be expressed and that there are no contradictory interpretations between the writer and the reader. From this perspective, the goal of writing instructions is to teach accuracy of formal features of texts, grammatical accuracy and clear exposition as the criteria for writing competence (Hyland, 2009; Barkaoui, 2007). In the academic context, this approach may be adopted in situations where students may be required to write to demonstrate their linguistic knowledge through which they apply the rules of text creation. An example is where they have to write to effectively employ varied and sophisticated vocabulary, accurate grammar and different patterns of overall structural organization in order to come up with meaningful texts (Cumming, 2001).

Although this has long been a popular classroom teaching approach, it is criticized for ignoring the social context of writing. The assertion that well-written work lacks context is based on the antiquated and debunked notion that the message itself conveys meaning (Hyland, 2009). This is because writers and readers may have conflicting positions of interpreting a text since they see things in different ways. In other words, focusing exclusively on formal features of texts as a measure of writing competence ignores the fact that texts are the writer's response to a particular communicative setting. This is



something that is overlooked when evaluating writers. This means that texts are not autonomous, in actuality; they are products of a specific situation. As such, writers do not just need to know how to write grammatically correct texts, but also need to know how to use grammar to write for particular purposes and reflect the social context. This means that, what is said to be a marker of writing competence varies across contexts. This gives rise to another way of seeing writing that looks beyond the surface features to see texts from a *discourse* approach.

The central notion of the discourse approach is that text forms express functions and vary across contexts. So, the discourse approach locates forms in social acts rather than being disembodied and context-free. The discourse approach aims to teach students that writing is more than just putting phrases together, but involves making connections between sentences to create a cohesive discourse in which language is used to communicate in order to achieve particular social purposes.

In this case, writing is done to make sure that societal expectations are represented in terms of goals and certain discourse patterns as a means of making meaningful texts. This approach is effective in a variety of academic writing contexts as students are fundamentally expected to demonstrate their awareness of the academic context by using language that is valued in the academic context. While the discourse view extends the understanding of texts beyond the surface features, it largely emphasizes the logical construction and arrangement of forms. Overall, although the product-oriented approach has been found to be helpful in influencing students' writing, it is criticized for failing to sufficiently support the writer's ideas or expression nor providing details about the composition processes (Yi, 2009). As a result, the process/cognitive-oriented approach emerged.

The process/cognitive-oriented approach

The process/cognitive-oriented approach focuses on writing in terms of what good writers do when asked to create a text. These constitute three strands namely; expressivist, cognitivist and situated strands.

Writing as a personal expression

The expressivist approach strongly resists the narrow definition of writing that is predicated on ideas of proper syntax and usage (Hyland 2009). Rather it sees writing as a creative form of self-expression where writers are inspired to find and openly express their own genuine points of view (Yi (2009)). The main goal of teaching writing this way is to stimulate the writers' thinking and creative expression. In the academic writing context, this approach may be effective for composition classes and research works where students may be required to develop their own ideas in writing and express them freely without being directed. Nevertheless, even while the expressivist perspective has assisted in shifting writing instruction away from a narrow focus on form, the approach falls short in providing precise theoretical guidelines for judging excellent writing (North, 1987).



Instead it focuses on the writer and their creative expression as the center of attention (Faigley, 1986). In addition, the approach fails to adequately describe the composition processes and also disregards communication in situations where writing is important in the real world (Hyland, 2009). As a result, a second view within the process approach known as the cognitive oriented approach. Consequently, the cognitive focused approach, a second perspective inside the process approach goes some way to address the criticisms of the expressivist model by giving greater emphasis to the composing process.

Writing as a cognitive exercise

Writing is viewed by the cognitive approach as a means of solving problems (Deane et al., 2008). Problem solving has been envisioned in terms of the writing processes that good writers go through in composing a text from which the cognitive models have emerged. Among the most influential is Flower and Hayes's model (1980, 1987) wherein they made an effort to explain the many tasks involved in writing itself. These include *planning and prewriting* where the writer creates a conceptual framework for the work. This is followed by the *translating and drafting* process in which the writer takes the conceptual plan of the document and produces a text expressing the planned content. The next step is *read through and modify to make better (revise)* in which the text produced is read with modifications to improve it (revise) or fix mistakes (proofread). The final step is the *monitoring* stage that includes metacognitive processes that link and coordinate planning, translating and reviewing. The cognitive approach holds that, writing tasks differ in the types of problems they present to the writer and therefore, calls for a different combination of cognitive strategies for each task. It is through this decision-making process that the writer discovers meaning and determines how to communicate that meaning to the reader (Lock and Lockhart, 1998)

This approach may be influential in teaching students to become aware of the various steps that they have to go through when asked to write in order to achieve the communication goals (Deane et al, 2008). In academic writing, often times students are required to produce different text types such as narratives, descriptions, explanations, argumentations and reports all of which require different skillful strategies to text production. In such situations, this approach can be adopted to stimulate the students' writing process to text development which includes techniques for production of multiple drafts, procedures for revising, and techniques for editing.

While there is a great deal of support for the process cognitive model, actually there is not much proof that using process-writing strategies improves writing all that much (Graves, 1984). Although the process-writing perspective emphasizes the psychological factors which allows us to understand writing in a way that was not possible when it was only seen as a finished product, it fails to consider the social context that helps to guide the problem-definition, frame solutions and ultimately shape the writing (Hyland, 2009: Graham and Lockhart, 1998). Therefore, as a result, attention is drawn to writing as a situational act in addition to the writers' composition processes.



Writing as a situational act

In the situational act, focus is on how writing functions as a characteristic of the local situation (Hyland, 2009). The perspective dispels the misconception that writing is an isolated activity and aims to explain how context influences thought in which the local context is emphasised as the situation of expressions. As mentioned in the earlier social view, the central purpose of teaching writing competence in this way is to ensure that writers are able to reflect the social context in their use of language as the means of making purposeful texts (Hyland, 2009). This approach can be adopted in a variety of academic writing contexts because students are expected to make use of the language that is meaningful in their academic disciplines. While this approach is credited for taking us beyond the possible workings of the writers' mind, into illuminating what goes on in a particular physical context, its weakness is that, it is not able to cover every aspect of the context that could affect composition. Therefore, we can never be sure that we have taken into account every important issue. Overall, teaching writing from the process oriented approach allows students to take the lead on ideas, develop them, and then apply specific editing and revision techniques to refine them for the specific academic writing contexts (Yi 2009). Despite the massive output of this approach, it is criticized for over emphasizing the writers' perceptions which are arbitrary and the way in which the local circumstances negatively affect the rhetorical issues that literature addresses. So, it doesn't go beyond the local context, failing to fully consider a broader context and its elements, wherein a text's evolution could be the author's reaction to the expectations of the reader. It is this disregard for the social aspect of writing, that research has finally shifted from inwardly directed process models to more socially situated methodologies. Social approaches expand the notion of context beyond features of the composing situation to the purposes, goals and the uses that the completed text may eventually fulfil. However, in this paper, the review of the social approaches is limited to the genre based approach.

Genre based approach

The genre based approach views writing as a social endeavor in which writers consider the written work's intended environment and audience (the discourse community) (Hyland, 2009). The genre approach emphasizes the social awareness as the conventional means through which writers achieve meaningful texts (Yi, 2009). This approach clearly suits the academic writing context because there is an emphasis on the writing out comes to fulfil the expectations of the academic community. In the genre based approach, genres are the media through which writers communicate their messages in a given context. Therefore, an important aspect of writing in the genre approach is its focus on genre in relation to the social context. Berkenkotter and Huckin (1995) point out genre knowledge is the fundamental kind of knowledge necessary for competent writing in a given context. Teaching writing from this perspective, is advantageous for providing what is appropriate to write about in the academic context through which students learn a variety of genres that are required in order to display their knowledge in their different disciplines. There



have been multi perspective views to genre reflecting a somehow different path to the conceptualization and teaching of genre particularly from three different orientations. The New Rhetoric, the English for Specific Purposes (ESP) and the Australian perspectives to genre.

New Rhetoric approach

The New Rhetoric approach by Miller (1984) focuses on the situational context in which genres occur than on text forms. This approach places special emphasis on the social purposes or actions that these genres fulfil in the different situations as it is the social context that gives life to texts (Hyland, 2009). Therefore, the New Rhetoric approach advocates for knowledge of the social purposes as important rather than the formal patterns of texts. The aim of this approach is to instill in students an understanding of the social goals behind in creating successful texts. Therefore, within the rhetorical tradition, genre is seen as a social activity or rhetorical action which is connected to recurring situational demands (Bhatia, 1996). In the setting of academia, different situations occur that prompt students' responses in writing to fulfil particular social goals of which this approach may be helpful. As part of the academic curriculum, an example is where they have to produce specific kinds of writings such as songs, poems, play scripts and speeches that reflect a given academic purpose or theme through which they participate together in the form of Music, Dance and Drama competitions as part of co-curricular activities. However, although the approach emphasises the social context surrounding the text, which is important for helping writers to select the rhetoric that is appropriate for the situation, it is criticized for putting less emphasis on the teaching of the formal text features which could affect the writers' ability to produce a text type that suits the social context (Hyon,1996).

English for Specific Purposes (ESP) approach

The English for Specific Purposes (ESP) whose work on genre analysis is linked to Swales (1990) focuses on the connection between the social contexts and the language used in a given genre. The foundation of ESP is the notion that idea that individuals learn, use and adapt the language of written texts while functioning as members of professional groups (Hyland, 2009). In their theorization, ESP scholars follow the Systemic Functional Linguistics (SFL) theory and place emphasis on the formal text features and communicative purposes of genres in specific discourse communities. The aim is to help, especially the non- native English speakers to master the functions and follow the linguistic conventions of texts that they need to write in their disciplines (Martin- Martin, 2004; Hyon, 1996). Genre therefore is defined as a structured communicative event engaged in a specific discourse community whose members share broad communicative purposes. With such focus, genre in the academic context can be used as a tool for teaching specific disciplinary writing. While this approach can be helpful, it is criticized for its narrow concept of genre regarding it only as a property of specific discourse communities rather than considering them to be the resources that the larger society has to provide (Hyland, 2009).



Australian genre approach

The Australian genre approach is what has become to be known as the Sydney school (Martin, 1989) that has greatly influenced language theory and education in Australia. The approach also adopts the Systemic Functional Linguistics (SFL). However, it distinguishes its self from the English for Specific Purposes (ESP) perspective by placing more emphasis on the text features of genres in relation to their purposes. This has been done by enumerating seven generic text types that students are expected to write I.e. narrative, recounts, exposition, reports, explanation, description and procedure and then make attempts to describe their structure and the linguistic features used in these genres (see, Rose, 2010; Schleppegrell, 2004). In the Australian Sydney school approach, genre is seen as a particular text type and therefore defined as a staged, goal- oriented social process and structural form that is used to achieve a specific purpose (Hyon, 1996). Although this approach acknowledges the importance of teaching genres in relation to their social functions which empowers students by making their writing more relevant and meaningful, it has been criticized for separating writing from the full range of activities that students are engaged in, that could be of genuine interest to them (Ibrahim,2013). In other words, it is criticized for its greater focus on primary, secondary and nonprofessional workplace texts rather than on university and professional writing. Despite its limitation, the approach is articulated as the most pedagogically developed of all the three genre orientations (Hyland, 2009).

To sum up, genre in all its different perspectives has been understood as socially constructed way of using language and that the language choices are situated in the social context. (Hyland, 2009: Spycher, 2007). The aim of teaching writing is to equip students with ability to produce writing tasks for a given purpose, meeting the structural and functional communication requirements of a particular discourse community satisfying the demands of a given discourse community with regard to structure and to communicate functionally (Yi, 2009). In other words, the approach enables students to become aware of how knowledge is structured for different social purposes from which meaningful texts emerge (Lirola, 2015). Academic writing involves a variety of genres through which students display their disciplinary knowledge of which the ones emphasized by this approach are among. So, this approach has been found suitable in helping students to master how these genres are written to achieve their purposes in the academic context.

While there are various perspectives to genre analysis, each characterized with a different conceptualization of genre, they all seem to share the view that, genres are seen as satisfying the demands of the discourse community in which they are found (Hyon, 1996; Hyland, 2009). Genres are therefore seen as socially constructed ways of using language. However, in their theorizations, they seem to differ in the emphasis they give to either the social context or the texts. The New Rhetoric approach focuses more on the purposes that genres fulfil in a given context. Therefore, their methodological orientation tends to be ethnographic. The English Specific Purposes and Australian Sydney school approaches



both take a linguistic approach by focusing on how texts are organized to reflect the communities. The most important feature of the genre theory therefore is that, it offers an explicit understanding of how target texts are structured and why they are written the way they are. Despite the tremendous contribution of the genre approach to academic writing, it is criticized for being overly normative and prescriptive, emphasizing the expectations of the discourse community while accommodating students to follow preexisting writing habits, which restricts their ability to write creatively.

The review brings together three different pedagogical approaches through which the teaching of writing has been conceptualized. The text, process and the genre-based social approaches. The aim was to establish which of them is most suitable for the teaching of writing in the academic context through which students can acquire writing competence. The findings from the literature reviewed allow drawing the following conclusion.

Conclusion

In order to provide the best approach, this paper compared three instructional approaches to writing for teaching writing in the academic context. The text, process and the genre-based social approaches. The comparison of these theories was based on four aspects that were reviewed for each theory. I.e. (1) the key aspects to writing competence that the theory holds, (2) their relevance in influencing students' writing competence, (3) the possible academic writing contexts for applying the approach and (4) the disapprovals of each approach were identified. By comparing the three different approaches to academic writing competence, the paper contributes to the understanding of their effectiveness in enhancing the students' writing competence. Basing on the review, as aforementioned, the findings reveal that, these three approaches each have their own points that they emphasize in teaching writing. Although these three approaches have different aspects that they emphasize for teaching writing competence, they each were found to have their own usefulness in helping students acquire the competencies needed to write effectively in the academic context and their appropriateness varies across different academic writing contexts.

What this means for teaching writing is that, of these three theories, no particular theory can be said to be most suitable or disregarded for the teaching of writing in the academic context in order to help students acquire writing competence. From the review, one of the ideas that comes out evidently is that, while these approaches have evolved at different times, the genre approach being relatively more recent, in actuality, they are related. As evidenced in their diversions, they each respond to the other's shortcomings.

Thus, the paper comes to the conclusion that, no matter which approach one follows, they all seek to affect writing competence and therefore, all are relevant. As a recommendation to teachers, for the attainment of writing competence, all the approaches need to be incorporated into the academic writing curriculum and that any of them can be adopted in the teaching of writing. The goals of writing in a particular writing situation determine



everything. It is imperative to identify the constructs of writing ability prior to commencing instruction. Thus, this paper, is evidence that students need multiple competencies in order to be able to write competently in the academic context. As aforementioned, despite the lack of a satisfactory definition of writing competency in writing research, from the review of the three theories, a generalized definition of writing is formulated to be a multifaceted, complex, cognitive and social activity that encompasses a wide range of constructs that are the basis for teaching writing including: linguistic knowledge, discourse community knowledge, composition knowledge and genre knowledge altogether which reflects the difficulty involved in writing. From this definition, it is obvious that, while the genre approach has been more significantly emphasized in the recent years as a powerful tool and promising approach to the teaching of writing in the academic context, the findings of this paper show that, it may not actually cater for all the competencies that students need to become competent writers in the academic writing contexts. It is therefore reasonable to advise teachers to start by thinking about its usefulness before using it, as it is limited to developing only a few aspects of writing.

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Huamnities and Social Sciences Self-Help Organizations Empowerment In Advocacy And Lobbying For Persons With Disabilities

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Abstract

This paper enunciates procedures to the worsening condition among Disabled Persons which is principally caused by being left behind in all scopes of life. In their research Omona, Asiimwe, & State (2017) insinuate that disability and development disparities prevail even in countries where rigorous policies are in place to support equity and inclusion. Therefore, given the fact that we have variations across all nations and all fields, but evidence recommends that as socio-economic development rises, this gap increases consequently children and adults with disabilities are at risk of being left behind in social protection, healthcare, employment, and education in comparison to able-bodied people. Consequently, it is upon this background that I dedicated resources to see how this development divide can be diminished through empowerment of Self-Help Organizations (SHOs) in advocacy and lobbying for Disabled Persons to improve on their wellbeing in Uganda. I cross-examined 30 participants who were selected through purposive sampling. Then this research employed interpretivism philosophy and reasoning was inductive. This research was carried out in Kawempe Division-Kampala District for a period of one (1) month – November 1st - 30th, 2022. The data analysis was done manually through four main stages (1. Decontextualizing, 2. Recontextualizing, 3. Categorizing, and 4. Compiling). I came to learn that the failure to effective management of Self-Help Groups was due to ignorance, resources, system advocacy, generalization, discrimination, negative attitudes, disability disunity and irresponsible stakeholders.



Therefore, these inconsistencies have to be resolved in order for Disabled Persons wellbeing to be advocated for by SHOs.

Keywords: Self-Help Organizations, Advocacy & lobbying, Persons with

Introduction

I noticed a worsening condition among Disabled Persons which is largely caused by being left behind in all scopes of life which comprises the economic, social, and political spheres due to their disabilities which has kept Disabled Persons consequently uneducated, in abject poverty, unemployed, in poor health and all sorts of dehumanization which were further exposed by Omona et al (2017). The study by Lwanga Ntale in 2003 discovered that 80 % of Disabled Persons are living in chronic poverty with inadequate access to sustainable housing, health facilities, education and employment. In relation to a study by Groce et al. in 2011 found out that Ugandan family with a Disabled Person was more likely to be poorer than a similar family without a disabled person. In Uganda, an estimation of 12% of the people have a disability and 22% of unemployed Ugandans are Disabled Persons. This paper further specifies that Disabled Persons have limited opportunities for employment, particularly as the economy is subjugated by subsistence farming in Uganda. This is an indispensable factor in understanding the high levels of scarcity amongst Disabled Persons: the 2009-10 National Household Survey exposed that poverty rates in families where there was a Disabled Person were 30% higher. The COVID-19 repression measures of 2020 vividly interrupted the operations of both informal and formal employment, and so the current unemployment and poverty rates among Disabled Persons will be higher than revealed by the most recent data (Development Initiatives and Inclusive Future, 2020).

The Empowerment of Self-Help Organizations (SHOs) is one of the approaches of getting out of poverty by PWDs. However, anecdote evidence indicates that SHOs remain invisible and yet they are the last mile institutions that could be used to energize and propel the PWDs towards development. Therefore, there is need to prioritize the empowerment of SHOs through sufficient funding, technical, plus social support that can enable the applicable implementation of the PWDs rights in the social, political, and economic aspects. It is true and accepted world-wide by researchers and nations that organization of people in organizations (groups) is more convenient for reliability, durability, and accountability (Scott & Davis, 2007). Research additionally shows that negative social attitudes are a dangerous barrier to full participation in economic and social life for Disabled Persons (Deane, 2009). The situation when PWDs are perceived as a *'liability'* hence this causes stigmatizing attitudes, discomfort and anxiety which are more likely to emerge among PWDs due to isolation. PWDs tend to preserve a negative attitude towards themselves and the society at large because of their disabilities and gender which has affected the empowerment of SHOs. The empowerment of SHOs is important because it takes a course from the time PWDs were with their families (Children With Disabilities), then government intervention by establishing PWD public



institutions, and now we are in the period of time where the empowerment of SHOs is so important for PWD self-reliance as adults.

The Empowerment of SHOs in Advocacy and Lobbying For PWDs

In the field of advocacy, each concern demands unique strategies and methods, resources, partners, materials, tactics, and all that. In accenting an advocacy crusade, it is necessary to possess the capability to identify all existing options and to make strategic options amongst them and these choices are called the “Advocacy Tools”. The capability to use these tools results in superior advocacy impact (Stone, 1996) but political friction with government must be disregarded. It is genuine that any organization can become an efficient advocate by applying the following tools:

- **Information:** The evidence collection which includes managing and spreading information determines the ground for influencing the course of an advocacy movement. The emphasis on exploration in research is one way of collecting evidence and information.
- **Research:** Carrying out research and policy analysis employs the information from countless sources then develops it into policy choices which becomes the basic content of an advocacy movement.
- **Media:** The numerous media are utilized to communicate the advocacy movement’s message(s) to the several stakeholders.
- **Social mobilization:** The mobilization of support from a range of various stakeholders, including the general public, is central to building the influence of the advocacy movement.
- **Litigation:** Irregularly, employing the law court procedure to contest a law or policy can reinforce an advocacy crusade.

The research by Arockia Raj (2016) stated 13 Stages of Advocacy as stated: -

- **Identifying overall objective:** PWDs can decide to advocate by brainstorming the several issues and the objectives for advocacy. It is vital to focus on a specific issue instead of many aspects, to effectively use the efforts. The carrying out of educational forms and focus group discussions with key stakeholders will enable to set the overall objective.
- **Achieving a group vision:** The deliberations and consultations with main stakeholders would help realize a group vision for advocacy with a purpose. It is important to visualize the predicted outcome and the process, which will bring out the potentials for success and the possible problems. The vision for advocacy will empower the PWDs and stakeholders to focus on a similar target.



- **Analyzing the current situation:** Current situation and the magnitude of the problem and need should be studied with its causes and consequences and the expected changes. The scientific methods can be adopted for effective analysis of the situation. The analysis must consist of the reliability of cost, people involved, legal limitations and support plus time availability.
- **Choosing a specific objective:** Based on the scientific methods such as drawing problem tree, empirical study, focus group discussion, it would be deliberate to draw a list of issues from which the key issue can be prioritized hence, the terms of objectives can be formalized and finalized.
- **Identifying key stakeholders:** To identify the decision-makers, people who can influence their pronouncement, in each case. Who is responsible? Is it their duty? Is there a regulation to make them to do it? In the process of duty absence, is there a justifiable reason for them to do it? Do you have opinions to convey to the 'negotiation table' that could be of interest to the people you wish to influence?
- **Defining a strategy:** It is more crucial to design and define strategy for effective advocacy. Questions like how will you persuade somebody or the target group to back you up? Get enough information as possible about stakeholders, about the arguments that they can use against you thus this will enable effective advocacy.
- **Prepared meetings and discussions:** It is necessary to plan meetings and deliberations strategically. This is the period where most vital decisions will be taken and thus, the facilitator need to plan and rehearse every detail to present to the team and convert them into fruitful results.
- **Planning the strategy:** Who will do what? With whom? When? Where? What do we need? Such questions will lead to accurate delegation of tasks to the correct people.
- **Developing messages:** It is essential to develop actual message. The questions like which communications for which directed groups? PWD Rights. What are the risks of our actions? Evaluate these risks sensibly and make sure that you and the stakeholders are always safe and secure.
- **Identifying effective methods:** The methods of advocacy can comprise everything from opinion pieces sent to the newspaper; letter writing campaigns; tabling; on-line bulletin boards, chat rooms; speaking to call-ins to radio shows; groups of youth; bumper stickers with the message decorated; strike; flyers; rally and all that.
- **Action plan Implementation:** The proper delegation and tactful implementation will allow effective advocacy. Each progress plus process will give a learning, which requires to be carefully observed and analyzed for proper progress. The continuous



encouragement plus cooperation will have a play for an effective advocacy (Arockia, 2016).

- **Monitoring and Evaluation:** The monitoring and evaluation can bring knowledge and act as a change agent in the advocacy movement. It is significant to monitor and evaluate how did we perform our activities? What results did we get? What lessons did we learn?
- **Rejuvenation:** The learning from experience should enable the process more effective and rejuvenation will emphasize suitable strategies with proper human power.

The above are the 13 stages for organizations that purpose to engage in effective advocacy.

Techniques of successful Lobbying

Lobbying is the technique of persuading general public and government policy at all stages: state, local, and federal. Lobbying includes the activism of a party that is much affected, actually by decisions of the regime. The people and interest groups can lobby governments, and governments can likewise lobby each other. Anderson and Bigby, (2017) in their research especially collected the elements of SHOs successful Lobbying as detailed below: -

- **Anticipation and Early Warning:** In this course the lobbyist keeps a sharp eye on the Civil Society, general public, and government to avoid threats but embrace opportunities to SHOs.
- **Good Position:** SHOs make sure that it is the correct place to start whereby a cause has to be made that an issue at hand serves the larger public good hence easily given quicker attention.
- **Concentrated Intelligence:** Government normally creates safeguards between the 'real world' and itself. This generates chances for private interest groups to bring in real world evidence marshal facts, define problems, develop argumentation then shape public debate.
- **Problem or Solution:** It sounds good for any problem presented to government escorted by a workable resolution. The success depends on government being persuaded that a resolution is less risky than disregarding the problem.
- **Grassroots Mobilization:** Here lobbying work on the central premise that policy is made by those who bother to show up. Ensuring the active participation of interest groups membership and having strong consistent implementation is not a simple mission. But successful grassroots lobbying expands the strength and impact of interest groups well beyond actual economic impact.



- **Grant/Proposal writing:** SHOs should embrace the art of writing proposals which refers to the need to plan a project in a way that is convincing to the reader or funder and Grant writing must be both realistic and persuasive.
- **Complex Process:** The Government is unknown if not process-ridden but these processes can work for both and against Disabled Persons interests by deflecting, defusing, and delaying decisions. Therefore, since SHOs never completely escape these procedures, they learn to utilize them to accomplish intended long term objectives.
- **Coalitions:** There is abundant power in numbers when more organizations rally behind a problem, the stronger the overall posture with government. These days it is habitually government trying to organize different groups into consensus by requesting them to develop a common ground which is a clever strategy. It saves government from actually dealing with each individual organization ideology.
- **Advocacy or Personal Contact:** SHOs condense the size and posture of government by recognizing the appointed group of bureaucrats whose views are decisive on any given subject matter. The interest group can begin from the desk officer level and elongate up to Cabinet then into the Parliament where need be.
- **Consistent Pressure:** One of the most achievements of a regime is that it is perfectly designed to soften and calm momentum behind even well-intentioned proposals. To counter the natural inertia of government machinery, it is vital for interest groups to focus and continuously refocus decision-makers attention on a worthy proposal in order to propel it through the government machinery.
- **Judgment:** Last of all, this is an intangible brilliance that allows lobbyists to style up most all of these elements into a fruitful advocacy approach. The good lobbyist judgment is a function of creative problem-solving, strong communications skills, aptitude plus concrete experience gained over several lobbying movements.

Methodology

Research Design

The research espoused case-study and cross-sectional study designs. I used interpretivism philosophy in this study because it engaged qualitative approach which accepts multiple realities. I utilized Inductive reasoning since it required learning as you go because the problem has limited knowledge. The cross-sectional study design was used where data was gathered at one point in time in Kawempe Division of Kampala District for one (1) month – November 1st to 30th, 2022. I aimed at Key Informants and SHO promoters for PWDs). The study embraced Persons with disabilities (PWDs) who were in SHO management. Then Key Informants comprised of participants who were so much



connected to PWDs and had applicable information but with positions of leadership in society and government.

The sampling size consisted of 30 respondents which included 10 Key Informants comprising of PWD councillors, Community Development Officer, LCI chairpersons, Disability Council and 20 SHO promoters for PWDs. The Key Informants plus the in-depth interviews for SHO promoters were both selected through purposive sampling. I decided to use the concept “Information Power” to guide competent sample size for this qualitative approach. The information power means that the more information the sample embraces appropriate for the study, the lesser the amount of participants needed which is technically called “Saturation”.

In the literature review, several opinions on the usage of procedures, concepts, and interpretation in content analysis were presented. Nevertheless, there were similarities in the way I explained the process by utilizing different distinguishing stages. The differences arranged in the order in which the steps of analysis were taken, as well as in the process I contemplated the data and afterwards conceptualized. I used four key stages in data analysis as stated: Decontextualizing, Recontextualizing, Categorizing, and Compiling (Krippendorff, 2004).

Results

I was anticipating participants (in-depth interviewees) to state how they do advocacy and lobbying of which a knowledgeable advocate will mention the tools of advocacy like information, media, research, social mobilization plus litigation basing on Stone in 1996 but I found out that participants had inadequate knowledge about the tools of advocacy. In the advocacy progression, the researcher as well wanted to observe if the participants (in-depth interviewees) knew how to use the 13 stages of advocacy according to Arockia Raj (2016) but no single participant was able to mention a stage. In lobbying I learnt that it was not really understood at all and could not be applied according to Anderson & Bigby (2017) stating that the elements of successful lobbying include anticipation of strategic positioning, early warning, workable solution, concentrated intelligence, proposal writing, grassroots mobilization, adjustment to government complex process, coalitions, personal contacts, consistent pressure, and proper judgment. I did not see any participant who could purely articulate these processes of advocacy and lobbying. The main reasons for the failure of participants (in-depth interviewees) to do advocacy and lobbying was due to discrimination, PWD ignorance, poor generalization, negative attitude from society, blurred disability communion, limited resources, system advocacy, plus failure of PWD stakeholders to join the disability campaign. Therefore, basing on verbatim transcription, PWD ignorance was much linked to low levels of education as the major cause of poor advocacy and lobbying among SHOs as detailed below:

Ignorance: PWDs are ignorant about possible opportunities because they are not cognizant about how information can help them improve their social welfare. It is apparent that lack of information confines SHOs from progress and innovation. PWDs



are not much conscious about the significance of research where other participants advised PWDs to elect charismatic leaders who can help them develop after observing them complaining that their representatives don't care about them. PWDs must get involved in all aspects concerning them because I discovered that PWDs mistake remuneration for mobilization thinking that when there is mobilization of PWDs automatically there are refunds and remunerations which sometimes is not the case. PWDs have remained ignorant about how sensible petitions are drafted mostly due to low skills.

Discrimination: This enquiry revealed that Disabled Persons don't live but just survive due to the fact that they have been discriminated on various instances. I discovered that in the quest for information to benefit PWDs the media has not done much by putting programmes targeting PWDs. There are various employers who boldly told many PWDs seeking jobs that they are wasting time in searching for jobs. In the media PWDs are viewed in pity conditions and the media portrays Disabled Persons as either heroes or victims is the only way they can appear on media podiums. It is also a fact that government officials technically discriminate Disabled Persons from joining Public Service.

Resources: PWDs have on many occasions failed to get special grants to improve their finances due poor paperwork. The PWDs further lack modern-day gadgets for communication like smartphones, televisions, radios, computers etc. because the finances at their disposal are limited to buy those gadgets. The Disabled Persons are so poor in form of human resources because they cannot even meet expenses in litigation procedures where Legal Aid is a solution. The litigation procedure in courts of law is expensive ranging from filing a suit by a lawyer up to court ruling which requires more resources. It is further true that the resources required to do advocacy are inadequate among PWDs. In the cognitive process of voicing out their views the media is expensive. The process of mobilizing also requires enough resources which has limited several disability campaigns.

Generalization: I learnt that Disabled Persons are not given opportunity to speak out their minds by society because when they try to take action on matters that are not fair enough but society terms it "Entondo (in Luganda) which means being short tempered". This shows that when a PWD acts in emotional arousal society gives a generalization to PWDs as having "entondo". It shows that if one PWD does something wrong all PWDs are treated alike by the affected victim. There is also labelling of Disabled Persons as "Mulema (in Luganda) which means Disabled or lame" which becomes a name. The word 'mulema' means PWD which Peters (2009) called 'disablement' and it is socially constructed. The researcher's name is Gerald for example, so it would be good to begin calling a Disabled Person by their real names then 'mulema' could follow where necessary to distinguish them easily because people by the name 'Gerald' are many in our society but beginning with "mulema" then followed by the person's name is illegal.



Society Attitude: The mental attitude of society towards PWDs has not much improved from the past because it is true that there is a silent seated negative attitude towards them. There are several programmes that leave out PWDs like the media has small information on PWDs. PWDs have been burdened on many occasions like one participant I interviewed was a victim of these barbarous acts when she was in the labour ward and was insulted by a midwife and instructed her by force to climb an inaccessible bed while in labour pains. The matters of PWDs are not given enough concern even when they voice out their resentments. The PWDs are discriminated on the job market by both society and government combined which I term “Undeliberate Connivance” because it involves government which has democratically laid down procedures.

System Advocacy: The statistics regarding PWDs are not perfect but they are estimated which becomes hard to plan for PWDs when they can't be correctly defined by numbers, contacts, location, and types of disabilities. PWDs need to be in SHOs and legal requirements must be in place like SHO registration. The Disabled Persons have failed to challenge several policies due to fear and low self-esteem whereby they believe that government usually takes a firm ground concerning policies. Disabled Persons further proposed that in litigation matters the court should be chronological in nature whereby matters begin with Local Council One (LC I - Village) to higher authorities until when they reach court because this will specify that every stakeholder has a role to play in matters regarding Persons with Disabilities. The government should put strict measures regarding discrimination of PWDs and taking a neutral ground because most public servants have failed to properly utilize government offices to serve men and women as equally laid down in democratic procedure.

Disability Communion: The PWDs have always treasured their slogans like, “Disability is not inability” or “Nothing for us, without us”. This indicates that Disabled Persons belong to a disability fraternity even though some self-denials set in. Disabled Persons feel welcomed when it comes to get together parties, health camps, and so on because they feel a sense belongingness and a spirit of togetherness when graced with different dignitaries. Then adaptive sports is an avenue that brings PWDs together because it fosters belongingness and team work. The unity of Disabled Persons is so vital because they come to learn situations from fellow PWDs that are worse compared to theirs then they learn to love themselves. There are various Disabled Persons who have not recognized that they are a Special Interest Group because the conceptualization to Disability and Development differs from other vulnerable groups.

Stakeholders: The stakeholders for PWDs are government, society, Civil Society Organizations, and well-wishers of the disability fraternity. Nevertheless, these several stakeholders on many occasions have fail to support PWDs in their pursuit for justice by elevating their voices higher. Therefore, in order to bring these stakeholders together in the disability campaign the media is so vital in this process of emancipation.

Conclusion



I observed after critical analysis that the effective management failure of Self-Help Organizations was due to discrimination, ignorance, resources, system advocacy, disability disunity, generalization, negative attitudes and irresponsible stakeholders as articulated above. Consequently, these inconsistencies have to be addressed in order for interest groups to advocate for disability wellbeing and basing on the above results there is a lot that is supposed to be done in order for PWDs to live in a dignified society like any other member of society. In Europe and USA people are trying to adjust and disability policies are working much better than in Asia and Africa. PWDs are human beings like any able-bodied person and what is needed is learning to stay and love them because there will never subsist a disability island where they will be banished but they are stakeholders of society.

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