

IMPACT ASSESSMENT OF INCLUSIVE  
EDUCATION APPROACHES IN  
UGANDA

Department for International Development

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## Table of Contents

Section No	Title	Page No
	Table of Contents	1
	Acronyms	2
1.	Introduction	3
2.	The Importance of Inclusive Education	4
2.1.	The Rationale for Inclusive Education	5
3.	The Uganda Context	7
3.1.	Background to Special Needs Education	8
4.	Methodology	10
5.	Initiatives to Support Inclusive Education	10
5.1.	Initiatives of Government of Uganda and Related Institutions	10
5.2.	Initiatives of NGOs and Civil Society in Uganda	11
5.3.	Examples of initiatives from beyond Uganda	12
6.	Outcome	17
6.1.	Explanatory Background	17
6.2.	Findings	18
7.	Recommendations	24
8.	Conclusion	28
Annexes		
	1:List of Meetings Held	29
	2: Guideline questions for interviews and Focus group Discussions	33
	3: Workshop participation list and materials	41

## List of Acronyms

ADD	Action for Disability Development
CBOs	Community Based Organizations
CBR	Community Based Rehabilitation
CCTs	Coordinating Centre Tutors
CSOs	Civil Society Organizations
DES	Directorate of Education Standards
DFID	Department For International Development
DIS	District Inspector of Schools
EARS	Education Assessment Resources Services
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ESA	Education Standards Agency
FGD	Focus Group Discussion
HI	Hearing Impaired
KCCA	Kampala City Council
KYU	Kyambogo University
LAPD	Legal Action for Persons with Disabilities
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender, Labour and Social Development
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Board
NGO	Non Government Organization
NUDIPU	The National Union of Disabled Persons of Uganda
OECD	Organization of Economic Cooperation and Development
PLE	Primary Leaving Examination
PTC	Primary Teachers' College
SEN	Special Educational Needs
SMC	School Management Committee
SNE	Special Needs Education
SNECOs	Special Needs Education Coordinators
TDMS	Teacher Development Management System
UBOS	Uganda Bureau of Statistics
UN	United Nations
UNAB	Uganda National Association of the Blind
UNEB	Uganda National Examination Board
UNISE	Uganda National Institute of Special Needs
UPACLED	Uganda Parents of Children with Learning Disabilities
UPE	Universal Primary Education
VI	Visually Impaired
VSO	Voluntary Services Overseas

## 1. Introduction

The need to include disabled children in education is evident if countries are to achieve the Education For All (EFA) targets and Millennium Development Goals (MDGs). Even though it is recognised that *disability is one of the least visible but most potent factors in educational marginalisation*<sup>1</sup>, disabled children remain one of the main groups widely being excluded from quality education. The EFA Global Monitoring Report, 2007 estimated that over 90% of disabled children in Africa do not go to school at all, and of the 72 million primary aged children worldwide that are out of school, one third are disabled.

This is in spite of various international instruments that support the right to education for disabled children including:

- the UN Declaration of Human Rights 1948
- the UN Convention on the Rights of the Child 1989
- the World Declaration on Education For All 1990,
- the UN Standard Rules on Equalisation of Opportunities for Persons With Disabilities, 1993
- the Salamanca Statement of 1994, re-stated at World Education Forum for Action Dakar 2000,
- the Convention on the Rights of Persons with Disabilities 2008 which states:  
*States Parties shall ensure that:*
  - *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
  - *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*
  - *Reasonable accommodation of the individual's requirements is provided;*
  - *Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
  - *Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*<sup>2</sup>

In many countries it has traditionally been the attitude and thinking of those both within the education system and civil society that disabled children would present a major problem if they were enrolled in the mainstream classroom. However, the majority of disabled children do not require any special provision or support. It is estimated that over 60% of disabled children currently out of school could attend with no adaptations, and a further 20% could easily be accommodated if some minor adaptations were made. It must be remembered that not all disabled children have special educational needs, and that of those that do, many do not have observable disabilities. Some children with physical disabilities may have issues of access but no specific educational needs. It is generally accepted that around 20% of students will have special educational needs at some point of their educational career.

For those living in poverty with limited access to health care, poor nutrition, lack of food, lack of sanitation and increased risks of working and living in hazardous conditions there is an increased chance of either being born with an impairment or of being impaired in life

<sup>1</sup> Reaching the Marginalised, EFA Global Monitoring Report, UNESCO Paris 2010

<sup>2</sup> UN Convention on the Rights of Persons With Disabilities Article 24

resulting in a disability of some kind. Since people with disabilities worldwide are frequently excluded from access to health, legal, education and employment systems their chances of being affected by poverty is naturally increased. Disability is therefore seen as being both a *cause and a consequence of poverty*<sup>3</sup>.

In addition to the rights based arguments, there are strong economic arguments for ensuring opportunities for education for disabled children. One of the important exit routes out of poverty is identified as formal education, especially where it improves the quality of labour, but due to discrimination and stigmatisation the chances to access education and employment are very restricted to people with disabilities<sup>4</sup>. This means that people with disabilities are more likely to stay poor, as is the next generation.

## 2. The Importance of Inclusive Education

Inclusive education has evolved from the idea that education is a basic human right for all children. In keeping with the EFA aims, it is based on the principle that all learners have a right to education irrespective of their individual characteristics or differences. An inclusive policy does not only mean the right for all children to access school, but the right to be included on an equal basis within the mainstream classroom, wherever possible. This cannot be achieved by simply continuing to make schools available, and continuing with the same practices which already exclude some children from school.

*'Full inclusion must be embedded deeply in the very foundation of the school, in its missions, its belief system, and its daily activities, rather than as an appendage that is added on to a conventional school.'*<sup>5</sup>

Inclusive education is, essentially, a continual process of development whereby education systems change and adapt to best suit the needs of their learners, rather than expecting the learner to change and adapt to suit the system. This involves a process of systemic change that enhances the quality of education by supporting teachers to improve their effectiveness; developing appropriate curricula, textbooks and learning materials, and forms of assessment; ensuring that schools are safe and healthy for all children and that all children are learning to their full potential. Systems therefore need to foster a culture that allows and supports a continuous process of improvement in teaching and learning, where inclusive education is developed as a total approach to overall school development. It not only requires teacher development, but also support and awareness from within the entire education system and the wider community in which the school exists. This culture of inclusion therefore needs to be reflected through all the components of the education system, pervade all activities at all levels from Ministry to the classroom, and be mainstreamed into all activities at every level.

Proactive measures need to be taken to identify and remove the barriers which prevent some groups from accessing and participating in educational opportunities. This includes those with special needs and or disabilities. This should not, however, be seen in terms of including difficult or marginal groups into the mainstream system, but rather in terms of developing the capacity of schools to meet the learning needs of all children in their communities. In this way a school comes to reflect the society it serves, nurturing positive, well-motivated citizens and recognising that everyone has a contribution to make. This reduces the possibility of marginalisation, stigmatisation and discrimination.

<sup>3</sup> ibid

<sup>4</sup> Conceptualising Disability and Education in the South Nidhi Singal RECOUP working paper No 10 University of Cambridge 2007

<sup>5</sup> H. Levin 1997 *Doing What Comes Naturally in Inclusion and School Reform* edited by DK Lipsky



*Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality<sup>6</sup>.*

The arrangements made for education provision can reinforce stereotyping, encourage discrimination, and add to problems associated with labelling of children, such as the identification of disabled children in groups according to negative medical terms. Within the school system itself, barriers are often seen in terms of learners' impairments and difficulties, such as their inability to understand the materials being presented, their inability to use written or oral instruction, or even their inability to access buildings. However, barriers are often created by the system itself in terms of inappropriate curricula and materials, inappropriate means of instruction and inaccessible school buildings. An inclusive school is one that reduces the difficulties to all children in accessing education. Many factors come into play to ensure an inclusive learner-friendly environment, including the relevance of the curriculum, the pace of teaching, the materials and methodology being used, teaching according to learning needs, time given to absorb learning, and the method of assessment.

**Inclusive Education:**

- A. Identifies and reduces the barriers that may lead to exclusion
- B. Ensures not only enrolment, but full participation and achievement of all children in school
- C. Responds positively to diversity and difference
- D. Aims to meet the needs of all learners through an on-going process of quality improvement in teaching and learning

## **2.1 The Rationale for Inclusive Education**

### **Social and cultural rationale**

Historically, in many countries where programmes have existed for disabled children, they have functioned outside the mainstream, with special programmes, special institutions and special educators. Although well-intentioned, the results have generally led only to the further exclusion of the 'special' groups from society as a whole. Segregation based on difference reflects and influences the attitudes and mind-sets of the community, and thereby creates resistance to change. Children that are segregated from mainstream schooling often remain excluded in adult life from the society and community in which they live. In order to attend special schools, children may have to travel long distances or board at the school and therefore can miss out on building relationships and important socialisation into their own culture, norms and practices. Inclusive schooling means disabled children also benefit from being able to socialise with non-disabled peers and vice versa. Since all children will have a part to play in society on completing school, schools must reflect and be a part of the wider society. This leads to greater integration and a society in which everyone can contribute and

<sup>6</sup> Schools for All: Including disabled children in education, Save the children UK 2002



play their part. By reflecting the community it serves, a school encourages children to respect each other's strengths and weaknesses and understand differences. This leads to greater harmony in society.

### **Educational rationale**

Where segregated schools exist there generally are insufficient places for all children requiring them. This means very few disabled children have the opportunity to go to school. In addition, a reliance on charitable or alternative providers may mean schools are not regulated or monitored with implications for both the education and safety of the children. It has been found that disabled children in mainstream settings generally have access to a wider curriculum than is available in special schools, and that they achieve better results.<sup>7</sup>

In many developed countries, such as England, Spain, and USA, the move to inclusive education has focused change and initiated quality improvements throughout the mainstream system. The implementation of inclusive practice has therefore impacted on the majority population and not only a minority, as is often perceived. Countries that have traditionally built segregated systems are thus finding that the move to inclusion creates an opportunity to improve the quality of their mainstream system, and those countries in the process of developing a formal system can benefit by ensuring the system can provide for all children from the beginning. The continuous development of teaching skill required to respond to the different needs of learners can only be seen in terms of educational quality improvement for all children, and this forms the educational justification for inclusion.

### **Economic rationale**

It is much more cost-effective to provide for all children in the same school rather than provide different types of schooling for different groups of children. The OECD estimates the cost of providing special education for disabled children to be 7 to 9 times higher than providing for their needs in the mainstream.<sup>8</sup> Failure to provide education maintains and deepens poverty levels through limiting participation in the labour market and diminishes opportunities to both disabled and non-disabled groups. However, the increased discrimination and stigma faced by disabled people means the need for education is arguably stronger if they are to avoid becoming a lifelong economic burden to their families and communities.

Although it recognised that a very few exceptional children's needs may require a specialist setting, the World Conference on Special Needs Education in Salamanca, 1994, agreed that countries would be best-advised to concentrate their resources on developing inclusive mainstream schools. It also emphasised that as schools become more inclusive the need for segregated schooling is reduced. As more learners' needs are met, so learner repetition of the same class is reduced, which also reduces costs.

*'Inclusive schools are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.'*<sup>9</sup>

<sup>7</sup> T Jonsson & R Wiman, Education, Poverty & Disability PRSP Source Book 2001

<sup>8</sup> S Peters cited in Education's Missing Millions: Including disabled children in education through EFA FTI processes and national sector plans World Vision 2010

<sup>9</sup> The Salamanca Statement and Framework for Action on Special Needs Education 1994

Inclusive education specifically targets:

- Those children who are enrolled in school but are excluded from learning
- Those who are not enrolled in school but could participate if schools were more flexible in their responses
- Relatively small groups of children with severe impairments who require some form of specialist support

### 3. The Ugandan Context

In addition to being a signatory to the relevant international conventions and agreements, the rights of disabled people are recognised in the Constitution of Uganda, 1995. Specifically, Article 16 recognises the right of persons with disability to respect and human dignity, Article 32 outlaws discrimination on the basis of disability and Article 34 recognises the right of all children to benefit from primary education. The 1992 Government White Paper on Education defined basic education as *the minimum package of learning which should be made available to every individual to enable him/her to live as a good and useful citizen in any society* and laid the foundations for Universal Primary Education (UPE) which was launched in 1997, giving every child the right to a free primary education. This is now enshrined in the Education Act, 2008 which made primary education compulsory for all age appropriate children. In addition the Disability Act 2005 and the National Policy on Disability 2006, promotes *'equal opportunities and enhanced empowerment, participation and protection of rights of persons with disabilities irrespective of gender, age and type of disability.'* There is a strong disability movement in the country with a wide range of organisations providing advocacy on disability issues and involvement in training, livelihoods, and education programmes for disabled people.

The 2009/2010 Uganda National Household Survey<sup>10</sup> estimates that 16% of the population, equivalent to 5.2 million people, have a disability. This varies from region to region with higher incidence found in the North due to war and civil strife, and incidence of specific factors such as river blindness particularly in the North and East. In spite of Government commitment shown through international agreements and national policies, the Participatory Poverty Assessment (Government of Uganda 2002) found disabled people remain one of the poorest and most marginalised groups in society. A study of the socio-economic conditions that prevail in different groups found the circumstances to be worse in households headed by a disabled person, not only in terms of housing conditions but also in their education deficit. *'To the extent that education drives the ability to earn an income in the future, it confirms qualitatively and quantitatively that people with disabilities are more likely to pass their poverty on to their children.'*<sup>11</sup> Disabled people were found to participate less in the labour market and were more likely to be in subsistence farming and petty trade than in employment. The National Poverty status report, Ugandan Bureau of Statistics (UBOS) 2003

<sup>10</sup> Uganda National Household Survey, UBOS 2009-2010

<sup>11</sup> Johannes Hoogeveen Measuring welfare for small but vulnerable groups, Journal of African Economies, 2005





estimated that 35% of the total population lived in poverty, but this rose significantly among disabled people to 80%. *The causes of extreme poverty among the disabled are multiple including lack of access to education, and for those who do access education most of them do not complete their education especially girls and women....Disability and poverty can also be traced from the deeply rooted negative culture, where a disabled child is looked at as a curse and more so if the child is a girl then they are denied food, education and health care among others*<sup>12</sup>. The Disability Scoping Study, commissioned by DFID Uganda, 2009 found that *disabled people in Uganda are living in poverty because they have encountered so many problems in completing their basic primary education, which is further compounded by the lack of ability in securing long-term and sustainable employment.*

It is estimated that Uganda has a population of approximately 31.8 million, (UBOS 2010 mid-year projection) and an annual population growth rate of 3.2% (UBOS 2006). This is one of the highest in the world and has obvious implications for education provision and quality development, as the numbers of children requiring school places will continue to increase. It is estimated that around 60% of the population are below 16 years of age. The implementation of UPE has led to enormous increases in enrolment up from 2.6 million in 1995 to almost 8.3 million in 2009 but there is a decline in enrolment across the primary years *'with a sharp drop from primary one to primary two and thereafter a gradual drop in enrolment from lower to higher classes. This is an indication that a significant number of pupils abandon school before completing primary seven'*<sup>13</sup>. There was no significant difference between the girls and boys. This is reflected in the Global Campaign for Education One Goal Report 2010 which found that 43% of children enrolled in school in Uganda do not complete primary education. The Uganda Educational Statistical Abstract 2009 notes that contrary to the automatic promotion policy there remain high rates of repetition, particularly of primary one and primary seven. Most districts having average pupil teacher ratios above 50, with the highest being 112<sup>14</sup>. This is reflected in low rates of achievement in numeracy and literacy with just 47% of primary 6 children attaining proficiency in literacy and 53.5% in numeracy.<sup>15</sup> Large class sizes have implications not only for teacher time available per student, but for assessment and identification of children requiring additional support.

### 3.1 Background to Special Needs and Inclusive Education

Special Needs Education (SNE) in Uganda was introduced in the late 1950s. Prior to that, there was no education system which could cater for disabled children. Special schools were established by individuals, civil society organisations (CSOs) or religious organisations for the hearing impaired and visually impaired but there was no serious comprehensive intervention for provision of special education. The provision of Special Education was purely in the hands of the Non Government Organisations (NGO) who were mainly church founded and those families who needed to educate their disabled children. The development of services for persons with disabilities was either hindered or accelerated by the perception and conceptions a community had concerning the target group. Children with disability were not being catered for and generally were not considered as worthy of being educated. Later, special units were introduced within the mainstream schools to target children with disabilities in their localities.

Uganda saw the need to develop the activities of Special Education to meet the needs of children with disabilities. In the beginning, Uganda Government did not possess any legislation as regards the education of persons with disability until 1980. The Ministry Of Education then established a sector of Special Education within its structure in 1983. Most of

<sup>12</sup> NUDIPU strategic plan 2008-2013

<sup>13</sup> Uganda Educational Statistical Abstract 2009: Statistics section MoES

<sup>14</sup> Uganda Educational Statistical Abstract 2009: Statistics section MoES

<sup>15</sup> National assessment of Primary Education Uganda National Examination Board 2008

the activities conducted at that time still depended on the NGOs. The Kajubi Commission that was set up in 1987 stressed the need for government support for Special Education activities. This was reflected later in the 1992 Government White Paper on Education.

Uganda government signed an agreement with the Government of Denmark in 1992 to provide both technical and financial support to special education. The result of the agreement saw the following being implemented:

- The establishment of SNE/Education Assessment Resource Services (EARS) Program in the Ministry of Education and Sports (MOES).
- The establishment of a Department of Special Needs Education/Guidance and Counseling
- Policy Framework for Educationally Disadvantaged Children
- Resources such as Office accommodation at the district, small homes at schools, resource rooms, school facility grants and procurement.

Initially, the Ugandan Government had no policy on training teachers in special needs. In 1992 it established a policy on 'Education for National Integration and Development', pledging to support special needs education by providing funding and teacher training. A 1991 Act of Parliament mandated the Uganda National Institute of Special Education, UNISE, (now Faculty of Special Needs and Rehabilitation, Kyambogo University) to train SNE teachers. This has enabled Uganda to begin responding to the call for EFA.

To reach as many teachers as possible, the training is offered as a two-year full-time course and as a three-year distance education course. Both are for teachers who have had initial regular teacher training. The courses cover approaches for supporting various groups of children with special needs, and have an inclusive education component. Since 1990, 716 in-service teachers have been trained through the full-time Bachelors and Diploma courses, and between 2000 and 2003, 1,451 were enrolled on the distance courses. The number trained, however, is just a small proportion of the estimated total of 130,000 teachers employed in primary schools.

In addition the Faculty, in collaboration with the Ministry of Education and Sports, conducted in-service training for teachers at regional level. Many of these were deployed as Special Needs Education Co-ordinators (SNECOs), with responsibility to work itinerantly between a cluster of schools to support teachers and assess students with special needs.

More recently, a Teacher Development Management System (TDMS) has been put in place, providing support between a core Primary Teacher's College (PTC), other PTC's and identified primary schools within its catchment area. There are currently 549 Coordinating Centre Tutors (CCTs) nationally in the 56 districts trained in the inclusion of children requiring SNE to provide outreach support to the colleges and schools as required.

Learning difficulties in reading, writing and arithmetic are one key reason for the high school drop-out rates in Uganda.

The school census conducted by the Education Management Information Systems (EMIS) of MOES 2009, provides information on disability by type of impairment in primary schools which shows that a total of 204352 pupils with disabilities were registered in 2009. That was 2.5% of the total enrolment in primary school. The largest percentage of pupils with hearing impairment was over 29.3%, followed by the visually impaired at 25.8% and mentally impaired at 21.9 %, 4.1% were autistic while the least percentage were pupils with multiple handicaps at 2.6%. These figures show an increase overall of 18,995 compared with the census of 2008, indicating an increased demand for education for disabled

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children. No data has been made available to show whether these identified children are being educated in special schools, units or within the mainstream. Either way, the percentage of disabled children enrolled remains low compared to the estimated numbers of disabled people in the population as a whole, and is nowhere near reflecting the expected numbers of students that require SNE as outlined in section 2. This is because children with learning disabilities are not identified in the data collection, nor are they generally recognised as requiring SNE.

## **4. Methodology**

A rapid literature review to identify initiatives for inclusive education and lessons learned from programmes in other countries and especially East and Southern Africa was completed. Information on the current initiatives currently underway in Uganda was obtained through interviews and documentary evidence from the SNE department and EMIS of the MOES, MGLSD, local government, schools and NGOs/Civil Societies to understand the approaches and methodologies used.

Field research included a mixture of face to face interviews and Focus Group Discussions with key players in government education sector, NGOs, schools, primary training college, parents and civil society. A full list of meetings held and the participants is provided in Annex 1. Classroom observations had been planned but only one was possible due to timing of the field visits as schools and colleges were returning from the long second term holiday and were not fully operational, due to a threatened teachers' strike. The guide questions for interviews and focus group discussions can be found in Annex 2. The time available for field work was minimal and therefore not all stakeholders could be included. Interviews were restricted by time to a few selected stakeholders in Kampala and Jinja. This was supplemented by a 2 day national workshop on 14<sup>th</sup> and 15<sup>th</sup> September with a wide range of key stakeholders which provided more insight into the interventions undertaken, the existing strengths and challenges, and identified priorities for the way forward. The participant list, agenda and materials used in the workshop are provided as Annex 3.

The findings and recommendations of this report are the analysis of the literature review, field work and the workshop.

## **5. Initiatives to support inclusive education**

### **5.1 Initiatives of Government of Uganda and related institutions**

1. Introduction of UPE in 1997 and subsequent Education Act of 2008 making education compulsory for all primary aged children
2. Development of the thematic curriculum for P1 – P3
3. Introduction of teaching in local languages in P1 – P3
4. Development of pre-service and in-service training for SNE teachers at Kyambogo University(KYU)
5. National Steering Committee for Disability includes representatives from various Ministries and relevant NGOs
6. Creation of department of SNE/C and G at MOES, and SNE desks in National Curriculum Development Centre (NCDC), Directorate of Education Standards (DES), and Uganda National Examinations Board (UNEB)
7. Creation of posts for District Inspector of Schools (DIS) responsible for SNE
8. Registration of special schools and provision of some SNE teachers



9. Provision of SNE units within mainstream schools for children with sensory impairments or severe disabilities
10. Numbers of disabled children monitored through EMIS system
11. Teacher Development and Management System (TDMS) supports teachers to include children with SEN through Coordinating Centre Tutors (CCTs)
12. Module developed on SNE for pre-service training in Primary Training Colleges (PTCs) and being delivered in 7 colleges
13. Guidelines for teachers to adapt curriculum to meet SEN have been developed and disseminated. Orientation workshops for teachers conducted.
14. Draft SNE Policy has been developed
15. Quality Enhancement Initiative (QEI)
16. Tool for functional assessment of pupils piloted in one district
17. Provision of additional time in public exams for children with special needs
18. Provision for Primary Leaving Examination (PLE), Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) to be taken in Braille
19. EARS Programme in all districts.

## **5.2 Initiatives of NGOs and Civil Society in Uganda**

1. Establishment of special schools and provision for children with sensory impairments or severe disabilities
2. Provision of vocational training to children in special schools
3. Provision of resources and equipment to special units for SNE in mainstream schools
4. Support and training for CCTs and DIS SNE in Mbarara, Kabale and Bushenyi districts
5. In-service training to teachers to identify children with special needs and strategies for them to support learners in classroom in some districts
6. Support for SNE teachers to support other teachers in cluster schools in Bushenyi district
7. Support for teachers of the visually impaired to work in cluster schools to provide technician support for Braille machines and support learners in mainstream schools in 2 regions
8. Teacher development programmes in conjunction with MoES to raise awareness of SNE
9. Awareness raising for teachers and officials regarding needs of epileptic students in 20 districts
10. Assisting Government with preparation of amendments to Disability Act, including recommendations regarding placement of disabled children in special or inclusive settings
11. Development of parent support groups and peer support groups to share problems at district and school level
12. Establishment of child-rights clubs in schools for disabled children to integrate with others and to articulate difficulties and change attitudes
13. Awareness raising for district officers and local councilors in collaboration with Kyambogo University
14. Mapping of school catchment areas to identify disabled children not attending school and providing links to support services for assistive devices, physiotherapy etc
15. Providing advice to Government on standards required for accessible facilities such as toilets
16. Providing advice on adaptations required to school environment through parent support groups and school committees
17. Working in partnerships with other organisations, for example Build Africa, to ensure new buildings are accessible for all
18. Provision of teaching/learning materials especially for visually impaired

19. Promotion of right of disabled children to access quality education
20. Support and preparation of schools with regard to access for physically disabled children especially in post-conflict areas
21. Advocacy and awareness raising for parents to send all their children to school
22. Advocacy and awareness raising to change attitudes in society towards disabled people
23. Advocacy through youth campaigns – giving disabled children a voice
24. Health campaigns to prevent disability caused by poor hygiene and other preventable causes
25. Recruitment of international, experienced and qualified expertise as volunteers to share skills at local level
26. Recruitment of non-skilled international volunteers to provide co-curricular activities in SNE units and schools
27. Practical training for the first batch of speech therapy degree at Makerere University/Mulago Hospital sponsored by VSO.

### 5.3 Examples of initiatives from beyond Uganda

Initiatives to include children with disabilities into mainstream schooling:

Country and district	Document source	Programme interventions	Comments/Lessons learned
Mongolia-Ulaanbatar, Dormond, Hovd, Bya-Ulgii and Bayanhongor districts. From 1998-2005	Making Schools Inclusive: How change can happen. Save the Children, 2008	In-service inclusive training sessions for 1600 teachers and parents of young children in primary school and kindergarten. Sessions focused on methodologies for teaching disabled children in mainstream classes	An increase in the numbers of disabled children enrolling in preschool and primary school from 22% to 44%.  Teachers who received the training were encouraged and expected to then train and support colleagues in their own school or kindergarten  Teachers who have benefitted from the programme were more likely to stay in a region and continue to teach
Western Balkans-Serbia, Bosnia & Herzegovina, Montenegro + Kosovo	Making Schools Inclusive: How change can happen. Save the Children, 2008	Training for teachers and parents to change attitudes and the importance of treating each child positively. Teachers trained to devise plans for students in relation to their starting levels of skill, knowledge and personal attributes	Following training teachers form case management teams within schools. These provide opportunities for teachers to discuss the specific needs of a child and how to devise strategies to help them.



Country and district	Document source	Programme interventions	Comments/Lessons learned
Oriang, Kenya	<p>"Promoting Inclusive Education in Kenya." Leonard Cheshire International, 2007</p> <p>Follow-on programme on-going</p>	<p>Project strived to bring about change in culture, policy and practices, enhance learning environment, skills in resource mobilization.</p> <p>IE has been complimented by community based rehabilitation.</p>	<p>Teachers have changed to learner-centered approaches</p> <p>Dilapidated building in schools have been turned into new classrooms</p> <p>The number of children with disabilities attending the school increased from 225 (2003) to 564 (2007) Currently the programme has adapted 10 primary schools in 10 Districts.</p> <p>Over 180 teachers have been trained on Inclusive education approach and 933 disabled children have been assessed and are enrolled in the 10 Project Primary schools</p>
Rwanda	<p>Transforming Tomorrow: "Child-friendly" Schools in Rwanda. Carole Douglas UNICEF 2003</p>	<p>These schools encourage children to succeed by introducing an improved school environment, better teaching methods &amp; psychological support</p>	<p>Child-friendly schools are the first in the nation to mainstream children with disabilities. A 2009 Unicef report on the initiative indicates that they have assisted 7,500 disabled children. The government is aiming to expand the programme to 400 schools nationwide by 2012, and has also adopted it as the basic standard for all Rwanda's primary schools. Handicap International is one of the partner NGOs and links mainstream schools with special centres.</p>



Country and district	Document source	Programme interventions	Comments/Lessons learned
Ehlanzeni, Gert Sibande, Ekangala, Mpumalanga District, South Africa.	"Educators in SCOPE: Educator's Experience in the Inclusive Education programme in Mpumalanga, South Africa." Nelly Lekgau & Marja Matero. 2000-2003	A process of increasing the participation of all students in 125 schools, including those with disabilities. Advocacy campaigns for all stakeholders, collaboration with other related Ministries and Depts Teacher training focused on identifying barriers to learning, use of a variety of teaching and learning support strategies and classroom management skills	Awareness campaigns in schools changed attitudes to disabled children among stakeholders and also helped learners to accept one another  Cascading model- two educators from each pilot school participated in the teacher development course and in the facilitator training programme so that they could train other educators including staff from neighboring schools  Schools with a supportive school management board were successful in finding funds to build toilet ramps or new buildings etc
Mpika District of Northern Province, Zambia.	"Learning Together in the Mpika Inclusive Education Project (MIEP)." Child-to-Child Trust, 2003.	The policy is that children with SEN should, as far as possible, remain in the regular school system. Integration was started through twinning and art classes. The project reached 17 schools with 10,387 children (5,023 girls and 5,364 boys) including about 200 children with disabilities. Core teams of 3-5 teachers, took responsibility for co-coordinating MIEP activities. Team members delivered training sessions for other teachers in their own schools so more members of staff were aware of how to support inclusion in schools.	Child-to-Child strategy of "twinning"-linking one child to another child or group of children or one class to another class is seen to have great potential in inclusive education.  Advocacy and sensitization projects played a key role in this project. They are needed to ensure support from teachers, pupils and the community to ensure support for the project.  Home-visits by children to children with disabilities were a success and some children volunteered to help take disabled children to and from school each day.  A sign language club at one school for teachers and all pupils meant that 75% of teachers acquired some ability in communication with children with hearing impairments.



Country and district	Document source	Programme interventions	Comments/Lessons learned
Nepal	"Give Us A Chance! The Experience of Inclusive Education for Children With Disabilities in Nepal." Save The Children Norway-Nepal, 2004.	<p>Community-based Rehabilitation (CBR) workers support parents to care for their disabled children and to help them encourage and nurture their children</p> <p>Early Childhood Programmes (ECD) prepare children with disabilities for school. On average in the schools participating in the CBR programmes, 1 in 4 of the registered children are in school.</p>	<p>CBR is particularly important in developing countries where they do not have access to sophisticated treatments and supports. It also helps to open parent's minds to the idea of education. The CBR programmes have also provided ramps, special seats for children and some improvements to toilet access</p> <p>Children with severe mental impairments were most difficult to accommodate</p>
Tanghin-Dassouri District, Burkina-Faso	"Promotion of Inclusive Education for Disabled Children in Burkina Faso." Handicap International, 2006.	<p>In 2004, 65 teachers and 49 inspectors and teaching advisors attended 5 introductory sessions on the concept and practices of Inclusive Education</p> <p>In 2005 3 Classes for Academic Integration (CLIS) for 32 deaf children opened and 31 teachers received introduction to sign language followed by practical training over six weeks</p> <p>88 teachers of pupils with a physical disability, an illness or language impairment received training</p>	<p>In October 2003 only 54 disabled children were enrolled in schools, in October 2005 there were 228 and by 2009 a total of 1,915 children were enrolled in 228 of the 395 schools covered by the project.</p> <p>It is felt that Inclusive Education in Burkina-Faso can only be a success if all members of the community are actively involved.</p>
Tanzania	WASH and inclusive education in Tanzania, Pennie Cabot, 2010	This is a new project focusing on access to water, sanitation and hygiene to ensure inclusive education	No results available as yet but the issues are important





**Initiatives specifically targeting the hearing or visually impaired:**

Vietnam	<p>"Inclusive Education for Hearing-Impaired and Deaf Children in Vietnam." Charles Reilly and Nguyen Cong Khanh, USAID 2004.</p>	<p>Aimed to educate the community to help with the education of deaf or HI children</p> <p>Early identification of hearing impairment through audiological screening, provision of hearing aids and referral to educational services</p> <p>Training of teachers and specialists in how to use Vietnamese sign language.</p>	<p>Improved attitudes to HI children and as result between 90-100% of parents, teachers and administrators expect that HI children will achieve the same learning results as those as a child with no disability.</p>
Mauritius	<p>"Special Education Needs &amp; Inclusive Education in Mauritius." Permal Reynold. 2006</p>	<p>A 3-step methodology to help integrate VI children into schools – in mainstream school, in units and in special schools depending on the level of support required</p>	<p>Corrective or assistive devices such as eyeglasses or lenses were provided as necessary</p>

**Interventions for awareness raising and advocacy:**

Mwanga District & Dar es Salaam, Tanzania	<p>"Advocating for Inclusive Education in Tanzania." Light for the World and Tanzanian Information Centre on Disability Katharina Noussi, 2005</p>	<p>Aimed to strengthen the country's disability movement</p> <p>Twelve local disability organizations formed the Inclusive Tanzania Consortium (MTAJU in Swahili) This was a steering committee which created working groups and local community groups to change opinions towards those with disabilities</p>	<p>390 children with disabilities enrolled in 11 schools</p> <p>MTAJU contributed to the development of Tanzania's new inclusive education policy</p> <p>MTAJU members lobbied parliament to ratify the Convention on the Rights of Persons with Disabilities</p>
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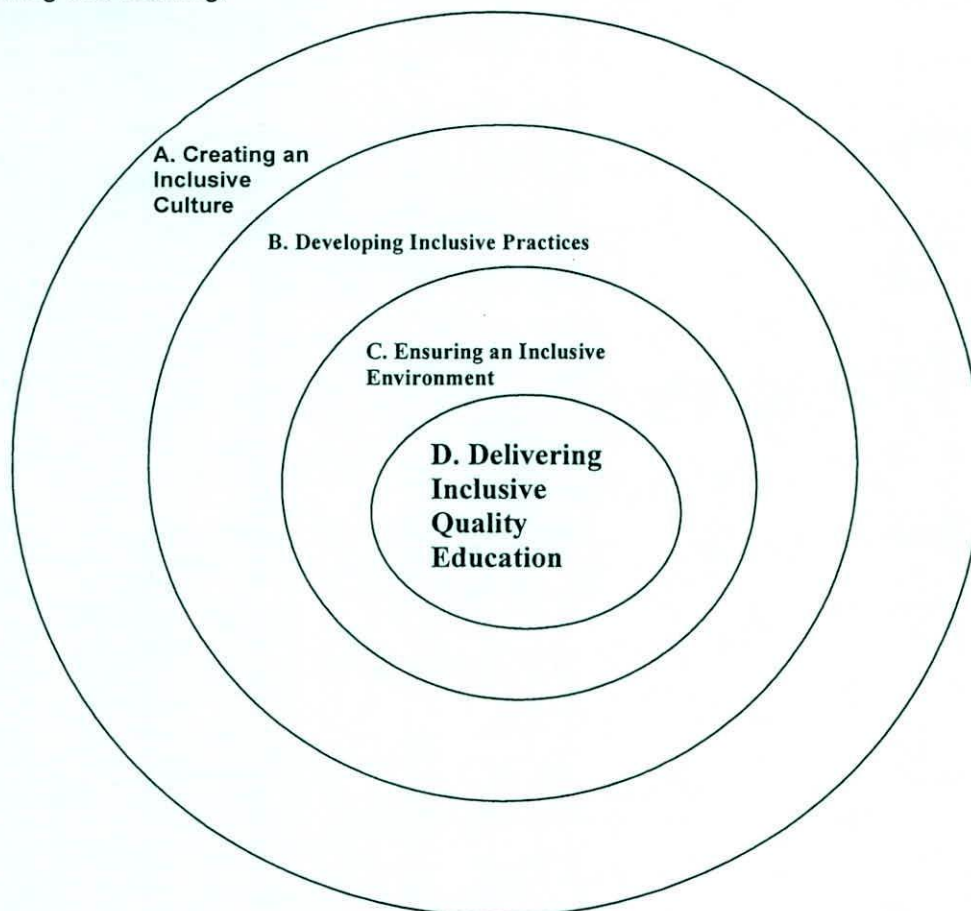
Budget details and specific costs are difficult to identify and are therefore not available as these initiatives are part of larger projects generally being provided by NGOs and CSOs, or mainstreamed through regular programmes. Increased acceptance of disabled children has been found where schools and communities recognise that the increased facilities and improved teaching and learning evolving as a result of the process of inclusion benefit all children and not only those with disabilities. This not only reinforces integration but also spreads any additional costs among all children rather than a selected few.



## 6. Outcomes

### 6.1 Explanatory Background

In order to be more inclusive, systems need to identify and reduce the barriers that may lead to exclusion, ensure not only enrolment, but full participation and achievement of all children in school, respond positively to diversity and difference and continually strive to meet the needs of all learners through an on-going process of quality improvement in teaching and learning.



Since this is so wide-ranging it is useful to consider this as development through the above four dimensions. This is loosely based on the widely used Index for Inclusion<sup>16</sup>, which essentially provides a set of indicators to describe levels of inclusion at school level, but here is extended further to apply to the development of education and impact on the work of all associated institutions and offices:

- **Creating an inclusive culture** – is focused within the wider community and society, to develop a common recognition and acceptance of the right of all children to participate in the same schools without discrimination and the need to reduce the barriers some children face to do so.

<sup>16</sup> Index for Inclusion T Booth & M Ainscow 2002 CSIE, & Early Years Index for Inclusion 2006



- **Developing inclusive practices** – is focused at system level and relates to the support schools require to enable the delivery of quality inclusive education, including training activities and teacher development.
- **Ensuring an inclusive environment** - is focused at school level and includes the provision and maintenance of school infra-structure and the facilities within which the delivery will take place, as well as the general ethos and attitudes within the school
- **Delivering inclusive quality education** - is focused in the classroom on quality improvement in teaching and learning. This includes curriculum, teaching and learning materials, pedagogy and pupil assessment. The goal is that all children participate in their education and that they are all valued equally. Through ensuring inclusive issues are embedded in the system, and through the integration of the issues into all activities, momentum for the necessary changes in practice and attitudes can take place.

These dimensions can be used as a guide to ensure all aspects are considered, and are not seen as clear-cut and rigid areas. There will be some aspects that do not fit neatly into one dimension and some blurring and over-lapping may naturally occur.

## 6.2 Findings

The following is a summary of findings from research, field work and outcomes of the workshop.

### 1. Creating an Inclusive culture:

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Introduction of UPE and compulsory education for all primary aged children has led to increased enrolment rates</li> <li>• Advocacy and awareness raising by NGOs and CBOs to change attitudes in society towards disabled people</li> <li>• Increased enrolments of disabled children</li> <li>• Development of parent support groups and peer support groups to share problems</li> <li>• Child rights clubs for disabled children to integrate with others</li> <li>• Recruitment of non-skilled international volunteers to provide co-curricular activities in SNE units and schools in some districts</li> </ul>	<ul style="list-style-type: none"> <li>• Stigma and discrimination within society against disabled people Negative attitude of schools, parents and community</li> <li>• Varied perception of inclusive education</li> <li>• SNE policy is not yet in place</li> <li>• Poor policy interpretation, enforcement and implementation</li> <li>• Conflicts in intervention strategies at different levels of Government and related institutions</li> <li>• Coordination gaps in system and between partners. Lack of harmonization between stakeholders and their initiatives</li> <li>• Need to link across sub-sectors from pre-primary to secondary, tertiary and higher education</li> <li>• No system for early identification and intervention for disabled children</li> <li>• Costs involved in sending children to school continue to deter some families</li> <li>• Graduates from vocational training with disabilities not empowered to practice skills</li> </ul>

Discrimination, stigma and poor attitudes towards disabled children were highlighted from all levels of stakeholder as being a fundamental problem. Awareness raising activities have been conducted by some NGOs and are reported to have an impact, but there is no coordination or systematic coverage. This means some areas are not covered and others may have many programmes going on simultaneously, which can lead to over-saturation and loss of interest. Due to stigmatisation there is a tendency for parents to try to hide their disabled child making it even more difficult to know the numbers involved. Positive attitudes need to be developed within and across the system as well as in society. It was indicated that discrimination is felt by SNE teachers from head teachers, other teachers



and parents. Similarly, inspectors of SNE at district level also do not wish to be identified as such due to the discrimination they face.

School Management Committees (SMCs) do not always reflect the community the school serves. There needs to be opportunities for involvement of all parents, guardians and children or their representatives in school development, with the school being seen to serve the whole community in which it is placed. This will create ownership and encourage taking of responsibilities with the school best serving the community and the community seeing the benefits of sending all children to school.

The continued reliance on NGOs and CBOs to provide special schooling reinforces the idea that disabled children do not have an equal right to the same education as other children, and that they should be provided for by charities.

There was an absence of any trainee teachers with disabilities in the PTC visited and it was reported that there had not been any in memorable history. Inclusion needs to be reflected across the system, with colleges and other institutions also being accessible to disabled people, developing greater tolerance within the teaching profession and providing role models for children.

## 2. Developing Inclusive Practices:

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Creation of SNE Dept in MOES</li> <li>• Creation of posts for DIS responsible for SNE</li> <li>• Development of pre-service and in-service training for SNE teachers at KYU</li> <li>• Module developed on SNE for pre-service training in PTCs and assigned tutor responsible</li> <li>• Numbers of disabled children monitored through EMIS system</li> <li>• Government sponsoring some SNE teachers to be trained</li> <li>• Support from NGOs for inclusive education</li> <li>• Links exist between concerned ministries through steering committee on disability</li> <li>• TDMS support to include children with SNE through CCTS</li> <li>• Recruitment of international experienced and qualified expertise as volunteers to share skills at local level</li> </ul>	<ul style="list-style-type: none"> <li>• Underfunding and under-staffing of the SNE desks within line institutions such UNEB, DES, NCDC</li> <li>• Lack of suitable deployment, identification and tracking of teachers trained in SNE</li> <li>• Lack of comprehensive data regarding types of schools and numbers of children requiring SNE. This poor data collection leads to poor planning</li> <li>• Support supervision and inspection is weak. SNE Inspectors are not provided for in the district education structure in all districts and where they are they frequently have to perform other duties</li> <li>• Not all PTCs are delivering the SNE module or have designated tutor responsible</li> <li>• No system of following up SNE trained teachers and support for implementation</li> <li>• No needs based training plan for in-service training of teachers.</li> <li>• No uniformity in service provision – eg – sign interpreters in some districts but not others, SNE tutors in some PTCs, in-service training and other support provided by NGOs in some districts but not others</li> <li>• Low salaries of teachers and especially those of SNE</li> <li>• Inadequate numbers of specialist trained teachers</li> <li>• CCTs do not have sufficient knowledge of SNE</li> <li>• Need to set and define standards for SNE</li> </ul>

Capacity building and development of officials and teachers throughout the system to support inclusive education was raised as a key issue by all stakeholders. This needs to be provided comprehensively and systematically. The reliance on workshops to develop skills and disseminate information was reported as not being effective. Head

Social Development Direct

Impact Assessment of Inclusive Education Approaches in Uganda



teachers and officials at district level require specific training in order to be able to support and mentor teachers, and to identify students with special needs.

The employment of teachers with special needs training in some districts appears to be dependent on the attitudes of authorities within the district. There needs to be a policy to ensure teachers with special needs training are employed in every school. Issues of inclusion need to be incorporated into all teacher training, both pre-service and in-service with strategies to identify and support all learners.

There is no clear training plan for in-service training of teachers, and no tracking or identification of those teachers trained in SNE. Some teachers support themselves through the in-service diploma in SNE and when they return to their district are informed there is no need for their service, and others are removed from the payroll during their absence thus losing their jobs. Training provided by NGOs does not provide for uniform coverage. It is only available in the districts in which the NGO is operating, and the messages, techniques and initiatives promoted may be different from one NGO to another. Some teachers can suffer from training and workshop fatigue, while others do not have opportunities for professional development.

The frequent transfer of head teachers and teachers means head teachers are not well motivated or interested in long-term development of their schools and SNE specialists can be transferred away from the children they specialised in teaching. The lack of a clear promotion ladder for teachers of SNE means many who are trained prefer to be involved in other activities that provide better promotion prospects. Information is not collected regarding numbers completing SNE training and there is no system for tracking teachers that have been trained. There are therefore no records of where or how they are deployed or numbers promoted.

SNE Inspectors are not provided for by all district education departments. When they are provided, they do not necessarily carry out the duties for which they are employed, and SNE is a small component in their other general duties of inspection since the districts' structure does not provide for it. The information collected by the inspectors regarding SNE relates to numbers of disabled children and lists the following: hearing impaired, visually impaired, intellectually disabled, physically handicapped, deaf and blind, gifted and talented, and others. There is no monitoring in terms of children experiencing learning difficulties and the initiatives schools are putting in place to support them. There is also no information regarding the numbers of specialist teachers available.

Under previous projects funded by development partners some activities were conducted externally to the main system, causing problems of sustainability on closure of the project and withdrawal of funding. This applies to both the provision of infra-structure and financial support to conduct new roles. This is particularly evident in the development of Education Assessment Resources Services (EARS), which were built as separate units and not a part of the regular infra-structure of the education system. On closure of the project they became unsustainable and were taken over by districts for administrative use. In addition, teachers trained in SNE were identified as Special Needs Education Coordinators to provide support to a cluster of schools. They continued to teach in their allocated school but were given time to visit the schools in their cluster on an agreed number of days per week. Bicycles were provided for them to move between the schools and incentives were provided in the form of allowances for lunch and/or transport. This is not available without external funding and the initiative has subsequently halted. A similar example continues to operate in a very few districts where itinerant teachers are supported by NGOs. However, due to lack of trained SNE teachers some are expected to cover more than 20 schools and teachers then feel over-loaded and do not feel they can be effective. Through the support of development partners there is now a new initiative to develop Coordinating Centre Tutors



(CCTs) as outreach support to teachers in schools through Teacher Development Management System (TDMS). It was not clear whether this will incorporate and build on the previous initiatives.

Specialised training for teaching the hearing impaired, visually impaired, mentally impaired or multiple disabilities has been reduced in favour of more generalist training for SNE teachers. Whilst there is a need for need for this generalist approach providing strategies to include all children in the learning process, the support of specific, specialist teachers continue to be required for the relatively small numbers of children that have such needs.

### 3. Ensuring an Inclusive Environment

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Establishment of special schools and provision for children with sensory impairments or severe disabilities by NGOs and CBOs</li> <li>• Government registration of special schools and provision of some teachers</li> <li>• Provision of SNE units within mainstream schools for children with sensory impairments or severe disabilities</li> <li>• Ramps have been provided in some schools</li> <li>• Since introduction of UPE, and wider availability of schools, children have less distance to travel to school</li> <li>• Mapping of school catchment areas to identify disabled children not attending school</li> </ul>	<ul style="list-style-type: none"> <li>• Inaccessible facilities in mainstream schools</li> <li>• Inadequate resources in the inclusive education units</li> <li>• Attitude of head teachers, teachers and other learners to disabled children</li> <li>• Head teacher unwilling to provide resources for children requiring SNE</li> <li>• Subvention is insufficient for schools to maintain facilities and prevents development of inclusive practices</li> <li>• Setting up of units within mainstream schools is not planned to ensure comprehensive cover. Some units now attempting to provide for all types of disability meaning specialist teachers are not available especially in Braille or sign language</li> <li>• Lack of standards for school facilities to be suitable for all, especially toilets. Some schools build accessible toilets but do not allow majority to use them</li> <li>• Transition from primary level to secondary and tertiary institution is difficult for children requiring SNE as there is no special support beyond primary level</li> <li>• The requirement of a certificate as a pre-requisite to qualify for any education level is excluding in itself</li> <li>• Mapping is only conducted in a few districts</li> </ul>

Records show that there is inequity in access to education and quality across the districts and between rural and urban areas. Provision and retention of teachers also varies accordingly.

Since most special schools are provided by NGOs or CSOs they tend to be located in urban areas. This means children from rural areas have less chance of attending, or rely on the parent's ability to pay for a boarding school placement. There is no set criteria for setting up a unit or special school and this seems to rely on NGO or parental interest, rather than be based on identified need. Special schools reported a lack of links to government systems beyond some teachers being on the pay-roll. Schools are graded according to numbers on roll and head teachers are paid accordingly. This means head teachers of special schools are at a disadvantage because enrolment figures cannot be high and they remain at the lowest grade. This has implications for recruitment and retention of head teachers and also the perceived importance of the role of special schools within the system.



The move towards special units within mainstream schools catering for all types of disabled children defeats the object of identifying a child's need for specialist support and the very reason a unit is required. It is not practical to place all types of disability together. A teacher of the visually impaired is required to have an in-depth knowledge of Braille and to understand the specific needs of those children in accessing education and being able to move around. A teacher of the hearing impaired requires very different skills in the form of sign language and other specific needs of those children to access the curriculum. It is not possible for one teacher to acquire the necessary skills to do both. It is important that the specialist input is provided together with regular opportunities for integration with children in the mainstream setting. Children with mental impairments require very specialist inputs with carefully planned learning targets which may be more related to life skills than the usual curriculum.

Standards of accessibility need to be set and adhered to in the construction of new schools or additional facilities to existing schools. The standards set by MGLSD provide a useful reference but are deemed to be more suited for urban conditions. Links between MOES and department of construction and LGED for monitoring need to be identified.

Links also need to be made to auxiliary services such as Ministry of Health (MOH) and Makerere University especially for the provision of necessary support such as therapists, assistive devices and diagnosis of medical conditions.

#### 4. Delivering Inclusive Quality Education:

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Thematic curriculum developed for P1 to P3</li> <li>• Introduction of teaching in local languages for P1 to P3 supports children with special needs</li> <li>• Guidelines for teachers to adapt curriculum to meet needs of children with SEN have been developed and disseminated</li> <li>• Extra time allowed in PLE for children with special needs. Provision for PLE to be taken in Braille or for support of sign language interpreters as required.</li> <li>• Continuous assessment has been introduced</li> <li>• Functional assessment tool developed and pilot conducted</li> <li>• Support from NGOs for teachers of the visually impaired to work in cluster schools to support learners and to provide technician support for Braille machines</li> <li>• Provision of vocational training in some special schools</li> </ul>	<ul style="list-style-type: none"> <li>• Large class sizes and high pupil /teacher ratio</li> <li>• Insufficient teaching/learning materials</li> <li>• Lack of variety of teaching/learning materials</li> <li>• Lack of clear definitions and understanding of special learning needs by teachers and head teachers</li> <li>• Lack of systematic identification of children requiring SNE</li> <li>• Lack of systems of support and placement for children requiring SNE</li> <li>• No provision or trained teachers of SNE at secondary level</li> </ul>

There is a tendency to interpret SNE in terms of disability and not in educational terms. In general students with special needs are currently identified by a visible disability, although not all children with disabilities require SNE, and some children's needs are only in terms of access. Even when definitions extend to children with learning or other difficulties there is a tendency to resort back to physical disabilities only. An example of this is shown in the Education statistical abstract of MOES 2009 which defines SNE in its glossary as:



*Educational interventions and other support to address special learning needs. This term has come to replace the older term 'special education', which referred mainly to the education of children with disabilities, usually in special school or institutions. Moreover the concept of 'children with special educational needs' now extends beyond those who have physical or other disabilities to cover also pupils who are failing in school for a wide variety of other reasons.' The data provided lists pupils with disabilities only, counting those with hearing, visual, mental and physical impairments, multiple handicaps and autism.*

There is no system for identification or placement of children requiring SNE. Where assessment on entry to school takes place, it was described in terms of vision, hearing and whether the child has an apparent physical disability. Observation and parental referral were the accepted means of identification. The lack of identification is highlighted by schools reporting that they have 'never had a child that requires SNE'. This not only has implications for identification and assessment but also why the head teacher has not asked the question why children with disabilities are not enrolling in the school. Intellectual or mental impairment may be seen as learning difficulties but there is no set criteria for identification and the two are not necessarily the same. With no clear system for identification or placement, provision to meet learning needs is haphazard and frequently relies on parental influence. This puts the most disadvantaged at an even greater disadvantage. There are obvious implications and difficulties on transition between sub-sectors and clear guidelines are required for transfer between mainstream and special schools/units and vice versa.

The high drop-out and repetition rates are wasteful of resources and an indication that not all children in school are learning. The high-stakes national PLE has made the system highly exam-oriented which has affected the quality of teaching and learning and reduced motivation for those that will not be entered or expected to pass. There is an expectation that all children will be able to learn at the same pace with remedial classes being provided in some schools for those children identified as 'falling behind'. These tend to be held after school or in breaks and simply repeat the lesson that was given earlier in the day. There is no system for intervention, no evidence of differentiation in teaching and learning outcomes for different abilities, and few opportunities for students to apply different learning styles.

The workshop participants identified the following priority areas for development:

**A. Creating an inclusive culture**

- Awareness raising across community and system
- Community involvement and participation (including SMC awareness in IE)
- Coordination and development of a system of team work for stakeholders within the MOES, line institutions and NGOs/CBOs with clear responsibilities for SNE children

**B. Developing inclusive practices**

- Review teacher training and provide more teachers in SNE and Inclusive Education
- Review SNE training to ensure development of required specialist teachers for different types of severe disabilities
- Provide guidelines for implementation of Inclusive Education/SNE policies
- Facilitation of various Special Needs Departments – resources, guidelines, staffing etc
- Improve EMIS and data information systems to inform planning for SNE
- Review curriculum to provide flexibility and adaptations for SNE
- Provide increased support and supervision for teachers

**C. Ensuring an inclusive environment**

- Provide appropriate resources and materials at school level
- Allow for modifications to the physical environment
- Ensure a child friendly environment





- Increase collaboration between school and community, including parental involvement

#### **D. Delivering quality inclusive education**

- Develop a system for identification, assessment and placement of children with SNE
- Ensure deployment of skilled personnel for SNE at all levels to relevant/appropriate posts on needs basis
- Provide teachers with appropriate strategies and methodologies to include all children in learning process

## **7. Recommendations**

### **A. Creating an inclusive culture**

- Awareness raising:
  - on the rights of all children to equal opportunities to education
  - to reduce stigma and discrimination against disabled children and adults

Initiate a sustained and prolonged campaign with central government, districts and all NGOs/CSOs working together with the same messages. Provide blanket coverage across the country with NGOs acting in defined geographical areas to provide community based initiatives. This should be based on best practices identified and include mass media, drama, community/parent support groups, children to children links, child rights clubs, youth groups etc. Parents of disabled children and disabled children themselves must be given a voice in the campaign.

Awareness raising on inclusive issues needs to be incorporated into all training and be provided at all levels throughout the system including head teachers and district officials and pre-service and in-service for teachers. Government, NGOs and CBOs to work together to increase coverage, reduce duplication and ensure teachers are given the same basic training. Inclusive issues should be incorporated into seminars for tutors at PTCs

- Ensure representation of all sections of the community in SMCs or empower schools to set up a development committee with representatives from all sections of the community. Provide awareness training for them to assess levels of inclusion within the school. As a minimum, levels of inclusiveness to be included in the annual report by the SMC, alternatively the Index for Inclusion <http://www.csie.org.uk/publications/inclusion-index-explained.shtml> could be adapted and used for this purpose. This could further be adapted as a tool for inspection.

- Provide for the development of a holistic system to ensure identification of children requiring SNE and that all children are included in the learning process (see below in Section D. Delivering quality inclusive education).

- Target resources to counter disadvantage in specific geographic areas according to need.

### **B. Developing inclusive practices**

- Ensure collaboration, coordination and dissemination of inclusive policies between relevant ministries, departments and other sub-sectors including pre-primary, secondary, tertiary and higher education
- Review training and provide more teachers in SNE and Inclusive Education

- Training in inclusive education and SNE need not be a long term course leading to a qualification. Shorter module based courses could be offered during holidays such as those offered by Leonard Cheshire and selected from existing modules developed at Kyambogo University
- Provide for recognition of special schools and units as an integral part of the overall system and develop them as centres of excellence to provide for their chosen specialism. Their expertise should be used to advise other teachers and to identify and support learners and their teachers in the mainstream when required
- Review and improve data information being collected to ensure sufficient, reliable data is available to inform planning and provide for systemic development
- Provide capacity building, resources and training for SNE officers across the system to provide increased support and supervision for teachers. These posts need to be able to support teachers and learners in schools and the post-holders need to be qualified, experienced and empowered to do so.
- Provide guidelines to all departments and institutions for implementation of Inclusive Education/SNE policies.
- Systematically provide all teachers and head teachers with an orientation to inclusive education. A toolkit for teachers as an interim whilst developing skills has been found to be useful in other countries. This is developed as a reference guide to provide information on the importance of inclusion, guide teachers on identification of children requiring SNE and strategies for teachers to use to help children overcome their difficulties. A copy could be provided to every teacher and form the basis for the orientation training.
- In order to develop the system of support outlined below in Section D: Delivering quality inclusive education, the newly created post of Senior Education Assistant could be applied to SNECOs or their equivalent
- Specialist training for teachers of visually impaired and hearing impaired needs to be reinstated
- Actively recruit disabled teachers
- Review deployment of teachers and their career paths
- Review the employment strategy presently used to recruit SNE teachers within the district in liaison with the MOES, Public Service and other line ministries. There is a need to harmonise the recruitment procedure if inclusive education is to cater for all children.

### **C. Ensuring an inclusive environment**

- Allow and provide for modifications to the physical environment: Develop and enforce standards for accessibility for new buildings and newly constructed additional facilities to existing buildings. Raise awareness of the importance of accessibility to facilities in order to increase inclusion. This should include all institutions
- Provide inclusive guidelines for all schools, including private schools to ensure a child friendly environment and raise awareness of inclusive issues.



- Explore new technologies especially for VI and HI – eg – computer packages and provide appropriate resources and materials at school level, including paper for Braille machines. Provide resources for repair and maintenance of Braille machines and other essential equipment
- Ensure units and special schools are specialist and provide for one type of disability
- There is evidence that placement of VI and HI students in segregated settings leads to weaker development of social skills. Placement should be in units within mainstream schools with support from the unit but lessons being taken within mainstream wherever possible. Ensure special schools maximize opportunities for integration and encourage links between them and mainstream schools
- Provide a clear transition system for SNE learners from one level of education to the next i.e. from ECE to UPE to USE or Vocational training and for transfer between special schools or units and mainstream and vice versa
- Consideration should be given to identify possibilities for the provision of a primary school completion certificate for those learners who do not sit the PLE. This could provide motivation for more learners to stay in school.

#### D. Delivering quality inclusive education

- Develop a system for the identification, assessment and placement of children with SNE. This should be seen in terms of the support the children require in order for them to participate in school, and not in medical or other negative terms relating to 'their condition.' Traditionally, clinical definitions of disability have been used to identify children with SNE, however, for the purpose of educational planning the use of four broader categories is more helpful:
  - Communication and interaction difficulties
  - Sensory or physical impairment
  - Behavioural, emotional and social difficulties
  - Cognitive and learning difficulties

Continue to develop and disseminate the piloted functional assessment tool to all schools and train teachers to use it. (As a copy was not available it is not clear whether this will serve the above purpose.)

- Consolidate previous and current initiatives and urgently work towards the development of a comprehensive, holistic system for learning support. In addition to identifying SNECOs, or similar resource persons, who can support a cluster of up to 10 schools, a teacher in every school should be identified as being responsible for supporting other teachers and to provide strategies for teaching children with different abilities. This could be part of a 3 tier staged system of intervention, leading through teacher-based action to supported individual education plans or further diagnosis where necessary. If a child's performance is cause for concern based on teachers' observation, regular classroom assessments and competency based assessments, the teacher must take the initiative to introduce interventions under the three stages:

**Stage 1:** Teacher discusses the concerns regarding the student with school based special needs teacher and head teacher to plan appropriate course of action and intervention. Parents are informed of concern and are involved in the implementation of the plan of action wherever possible. At this stage it is important to distinguish between those children who are



under-achieving and those who can be identified as having a specific learning difficulty which may require special attention. Under-achievement may be the result of poor quality or inappropriate teaching, or the effect of absence from school, lack of attention by the learner and so on, and interventions need to be made accordingly. A specific difficulty will require a targeted programme of learning support to overcome the difficulty, and may require further diagnosis. Initially, school-based interventions should be put in place and progress reviewed after an agreed time period, which should be no longer than one term. This stage can be repeated if it is agreed between the school, parents and the child that some progress is being made and a revised plan of action is considered to be appropriate. If progress is satisfactory, it may be deemed that no further action is required.

**Stage 2:** If progress under Stage 1 is not as expected, or the concern warrants further investigation, the SNECO, or other similar resource person, will be called upon to investigate further and assist the school to develop an Individual Education Plan. This will provide detailed school based interventions designed to help the child to overcome his or her difficulties and will be reviewed termly and progress documented. Parents should be informed and involved.

**Stage 3:** If progress under Stage 2 is not satisfactory, or the concern warrants a detailed diagnosis and assessment, the school can decide to refer the student for a full assessment and diagnosis to a specialist. This specialist may be a specialist teacher at a relevant unit or special school, a medical practitioner or other resource person. This referral requires all the documentation produced under stages 1 and 2 above. The team will then make recommendations and assist the school to develop school-based intervention strategies and support, or recommend a placement in an appropriate unit or special school.

Programmes required may be remedial/restorative types such as those that target literacy or numeracy learning, or may be supplementary or additional to academic learning such as physiotherapy, speech therapy, mobility training, instruction in signing or Braille. Records must be kept at all stages and the child's programme of intervention be reviewed at least every term. The review will detail specific programmes of work for the next period and may trigger a move to a more intensive scheme of intervention. All reviews should include the class teacher, the parents, and any other teacher or officer involved with the child. The opinions of the child should be sought and taken into consideration wherever possible.

The system is designed to provide support and strategies to overcome difficulties within the classroom rather than after school remedial classes, which could be seen as a punishment. SNECOs, or other appropriate resource persons, will offer support and diagnosis for a cluster of up to 10 schools and support teachers within the cluster to provide meaningful learning experiences and meet the needs of all children. The SNECOs will in turn, draw on the expertise of the existing special needs units and special school teachers to collectively provide the additional support required for teachers and learners in the move towards greater inclusion. Existing special units and schools will be used as a resource base for mainstream schools, and teachers working in the units will provide technical assistance to other teachers. Each level requires different levels of training. The school based SNE teacher requires a first level which could be provided by a short in-service course, the SNECO or other appropriate resource person at cluster level would require more knowledge and the specialist teachers would obviously provide highly specialist skills. Those teachers who have completed training in SNE should be appropriately placed to utilise their skills to the maximum.

- Reasons for children not completing primary school should be identified and measures put in place to address the problems
- Identify strategies to pro-actively reduce class sizes

## 8. Conclusion

The move towards greater inclusion and equity must be seen as a continual process of development which builds on what is already in place. Rather than seeing inclusive education as a separate activity it must be adopted and integrated into all aspects of the system and be reflected in all activities. This means all activities within the system should be routinely examined and reported through an 'inclusive lens'.

There is an urgent need for coordination and harmonization of effort to work towards not only developing a clear system for identification, assessment and placement of children requiring SNE, but also to ensure they receive appropriate support to overcome some of the difficulties they face. There also needs to be systematic monitoring of progress and planning for future needs based on reliable and relevant information and data.

### **Developing a more inclusive system depends on being able to:**

- Ensure the needs of disabled children are taken into account and incorporated into mainstream education
- Develop approaches, policies and strategies to address diversity in education
- Develop system management to support inclusive practices
- Ensure indicators for monitoring to reflect inclusive practices
- Support teachers to deliver needs based teaching
- Develop curriculum and materials that are flexible and appropriate
- Create learner-friendly classrooms which encourage all children's participation in the learning process