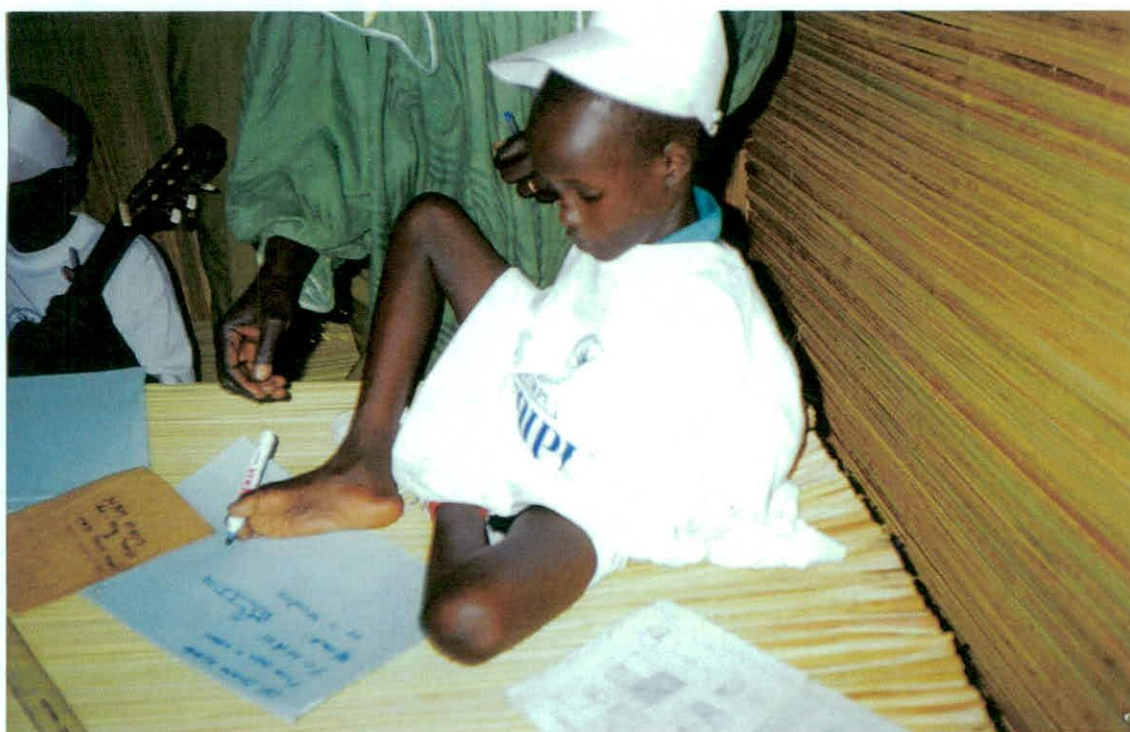


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**A TRACER STUDY ON EDUCATIONAL PROVISIONS FOR
LEARNERS WITH SPECIAL EDUCATIONAL NEEDS INCLUDING
LEARNERS WITH DISABILITIES IN SPECIAL SCHOOLS IN
UGANDA**



**MINISTRY OF EDUCATION AND SPORTS
DEPARTMENT OF SPECIAL EDUCATION, GUIDANCE AND
COUNSELLING**

**With Support from Danish Council of Organizations of Disabled People and
National Union of Disabled Persons in Uganda**

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List of Abbreviations

CCTs	Co-ordinating Centre Tutors
DSI	Danish Council of Organisations of Disabled People
HI	Hearing Impairment
HIV/AIDS	Human Immuno Virus/Acquired Immune Deficiency Syndrome
LC	Local Council
MoES	Ministry of Education and Sports
MR	Mental Retardation
NGO	Non-governmental Organisation
NUDIPU	National Union of Disabled Persons of Uganda
PD	Physical Disability
SNE	Special Needs Education
SNECO	Special Needs Education Coordinator
SNE/EARS	Special Needs Education/Educational Assessment and Resource Services
TDMS	Teacher Development and Management Systems
UNISE	Uganda National Institute of Special Education
UPE	Universal Primary Education
VI	Visual Impairment

Executive Summary

The aim of this study was to find out if special primary schools in Uganda are meeting the basic requirements and minimum standards in providing education to learners with disabilities and to examine the future additional use of special schools as resource centres.

Data was collected using a questionnaire that had three sections and an interview guide for learners. Section A of the questionnaire was filled in by the head teachers, Section B was an interview guide for head teachers, teachers, and other staff. Section C was an observation checklist used to gather information about the schools physical status.

The findings indicate that special primary schools do not conform to the basic requirements and minimum standards in educational provision to learners with special needs. It is therefore recommended that Ministry of Education and Sports and other stakeholders should improve special schools. Findings also show that all learners with disabilities can be included into ordinary school settings except for a few with severe disabilities and learners who are deaf.

The recommendations are developed basing on the findings from the questionnaire, observations, discussions with staff and learners from the fifteen special primary school settings and from the workshop with stakeholders. In view of the new strategies for inclusion of learners with special educational needs into ordinary schools, the following recommendation are made:

- A working team to develop proposals for future use of special schools as resource centres should be formed by Ministry of Education and Sports.
- Ministry of Education and Sports, Department of Special Education, Guidance and Counselling to develop basic requirements and minimum standards indicators for special schools.
- The component of educational methods in the curriculum for special needs education at the Faculty of Special Needs and Rehabilitation (former UNISE) in Kyambogo University should be adjusted and further developed to ensure that after completion of the training, the teachers are able to carry out up to date teaching in special schools.
- Government to fully equip and support special classes in ordinary schools.
- All learners should duly be assessed before admission to special schools.

1.0 Introduction

1.1 Overview of Special Needs Education for Learners with Barriers to Learning and Development in Uganda

The decentralised special needs education programme in Uganda has gone through massive changes since 1990.

Uganda's position on educational provision for learners with barriers to learning and development was well highlighted in the Government White Paper on Education of 1992. This is consistent with Article 30 of the Constitution of the Republic of Uganda (1995), which indicates that:

“ All persons have the right to education
... that a child is entitled to basic education
... that the state shall take action in favour of groups which are marginalized on the basis of gender, age, disability or for any other historical or traditional reason.”

Arising from this Constitutional right, Government introduced the Universal Primary Education (UPE) Programme on 1st January 1997, which offered free education for four children per family. The child with disability in the family was given first priority to education, and then the girl-child. However, it should be noted that since 2002, free education now covers all children.

In view of the affirmative policy under UPE, there has been a considerable increase in learners with barriers to learning and development enrolled in primary schools. Free education has given most children a chance to go to school, including those with special needs. The enrolment figures rose from 2.7 million in 1996 to 6.8 million in 2003 (Education Statistic Abstract 2003).

Furthermore, the approach to special needs education has changed with the recognition that many children, other than those with disabilities, need special support services. These vulnerable children, with their own barriers to learning include, for example, learners with social and emotional problems, children who have never enrolled in school, those who have dropped out, street children, child-soldiers, children who are abused, children heading families, children who are geographically and culturally isolated, children who are suffering from HIV/AIDS and other illnesses, and the orphans (Basic Education Policy and Costed Framework for Educationally Disadvantaged Children 2002)

If the education system is to promote effective learning to all learners independent of barriers to learning and development, it is imperative that education has to be implemented in an inclusive school setting where all learners are educated. It is, however, acknowledged that a few learners with severe disabilities, including those who are profoundly deaf, will still need education in special classes or special schools.

1.2 The Structure of Special Needs Education in Uganda

At the national level, special needs education has technical and administrative leadership under the Commissioner responsible for Special Needs Education in the MoES.

At the district level, the education of learners with special educational needs, including disability is under the responsibility of the District Education Officer. Each of the 56 districts in Uganda has an office for special needs education, which is an integrated part of the district education office.

Three specially trained teachers who are appointed as Assistant Inspectors of Schools man the districts' special needs education offices. Their main duties are, among others, the administration and planning of services related to special needs education in the districts and upgrading of teachers, training community and local leaders and parents on matters concerning special needs education and inclusive education.

To ensure that learners with special needs are given relevant as well as quality education in an inclusive school setting, all the 14,819 primary schools in Uganda have been grouped in clusters of 15-20 schools. Each of the clusters has a Special Needs Education Co-ordinator (SNECO) who, apart from classroom work, is supposed to regularly visit all schools in the cluster and advise on the teaching of learners with special educational needs including those with disabilities. This is carried out in close collaboration with Coordinating Centre Tutors (CCTs) under Teacher Development and Management Systems (TDMS). At present, only a few of the SNECOs have diploma in special needs education. Most of them have undergone three-months training at certificate level in special needs education and inclusive education, or are enrolled in the Kyambogo University Distance Learning Programme. Parallel to this, the MoES has a massive decentralised training programme consisting of short courses in special needs education and inclusive education.

To further ensure that all learners with special educational needs are catered for in an inclusive school setting, the MoES has assigned at least one teacher in each school to be in charge of special needs education and inclusive education. These teachers have regular classroom work, but in addition they are expected to support those teachers who have learners with special needs included in their classes. An intensive training programme for these teachers is currently taking place organised and run by the Special Needs Education Department at the MoES and Kyambogo University, Faculty of Special Needs and Rehabilitation.

1.3 Background to the Study

For over a decade now, the Government of Uganda has embraced an inclusive approach to educate learners with special needs, including learners with disabilities. Existing special primary schools were not closed and neither were new special schools barred from emerging. Government and private investment in SNE has therefore been carried out concurrently.

However, it has been purported over the times that special schools in this respect hardly meet the basic requirements and minimum standards, thus, providing low quality education to children with special needs. Some of the special primary schools do not meet the minimum educational standards expected. The MoES, Department of Special Education, Career Guidance and Counselling in collaboration with National Union of Disabled Persons of Uganda (NUDIPU) and Danish Council of Organisations of Disabled People (DSI) therefore thought it necessary to carry out a study to verify these allegations and to make appropriate recommendations for special schools to meet minimum standards. The study results are intended to contribute to the following:

- Ensuring quality education for learners with severe disabilities,
- Ensuring that the existing special schools could be developed into resource centres, and
- Preparing learners with special needs for inclusion in educational institutions at all levels and in the wider society.

1.4 Objectives of the Study

The objectives of the study were to:

- Evaluate the capacity of the existing special schools in regard to basic requirements and minimum standards indicators
- Examine the future additional use of special schools as resource centres
- Develop proposals for the existing and new special schools to meet basic requirements and minimum standards.

2.0 Methodology

In light of the Government's policy on quality education for all its citizens, including those with disabilities, the study was designed to collect data and information from 15 primary special schools. The intention was that the findings should form a basis for the MoES's adjustment of special schools according to the MoES's basic requirements and minimum standard indicators for educational institutions, adjustment of educational methods for learners with disabilities and the further use of special schools.

A team consisting of seven members carried out the study. They included:

- Commissioner Special Education, Career Guidance and Counselling
- Principal Education Officer for Special Education, Guidance and Counselling (chairman),
- One lecturer from Faculty of Special Needs Education and Rehabilitation, Kyambogo University,
- Deputy Country Representative, DSI,
- Two representatives from NUDIPU, and
- A Senior Consultant in special needs education.

A form was developed and targeted at 15 primary special schools in Uganda. The form contained three sections (See appendix 2).

- Section one was presented and duly filled in by the head teachers. This section consisted of basic questions such as: location of the school, administrative status, and the physical conditions of the school, enrolment, staffing, and criteria for admission of learners.
- Section two was an interview guide for the head teachers and teachers. The questions for the interview sought information on: the schools collaboration with other schools, attitude to special schools and inclusive education, advantages, challenges and how to cope with them. Others were about outreach services carried out from the school, the collaboration with parents, the availability of assistive devices and the numbers of these devices required and the future use of the special schools as resource centres.
- Section three was filled in by the team during the visits to the schools (Observation checklist). The questions were mainly on "Basic Requirement and Minimum Standards Indicators for Educational Institutions" (MoES, November 2001).
During the visits to the schools, the team also made observations on the educational methods used, the standard of the education and teaching equipment available. The team interacted freely with the teachers, other staff and the learners.

An interview guide for learners was developed and four members of the team visited five schools and interviewed twenty one learners. The guide consisted of six key items which included; advantages, challenges and how to cope with challenges in special schools, collaboration among learners, inclusive education, teachers' help and drop out rate (see appendix 3).

One-Day Workshop

A one-day workshop was conducted for 35 participants drawn from stakeholder organisation/institutions. The main theme of the workshop was to disseminate findings from field visits and to discuss them further. The discussions of the findings during the workshop were through plenary sessions and group work. Participants were given tasks to accomplish in groups and were allowed to react during plenary sessions. The groups were given the following tasks:

Group	Task
1	Give more challenges you have witnessed or known about in special schools
2	Give ways in which special schools can be used as resource centres

3	What recommendations can you propose to make special schools better for learners and their teachers
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Informants

The key informants were: head teachers, teachers, other school staff and learners.

Schools Visited

12 Government owned and 3 privately owned special primary schools were visited by the team. All members of the team visited two schools in Kampala and one in Wakiso district. The remaining 12 were each visited by three team members. The visits were unannounced in order to obtain the most correct picture of the special schools.

Table 1: Visited Special Primary School Settings

Name of districts	Name of special school settings	Disability	Owned by
Apac	Ikwera Negri School for the Disabled	HI MR (*)	Gov.
Bushenyi	Bushenyi Primary School/Ruhandagazi	HI VI PD (*)	Gov.
Kampala	Kampala School for Physically Handicapped	PD	Gov.
Kampala	Uganda School for the Deaf	HI	Gov.
Kumi	Ngora School for the Deaf/Blind	HI VI	Gov.
Lira	Nancy School for the Deaf	HI	Gov.
Masaka	Good Samaritan Orphans school for Deaf	HI	Private
Masaka	St. Marks School for the Deaf	HI	Gov.
Masindi	Masindi Centre for the Handicapped	HI PD MR	Gov.
Mbarara	Tukore Primary School	HI MR (*)	Gov.
Mpigi	Butambala School for the Deaf	HI	Private
Soroti	St. Francis Primary School for the Blind, Madera	VI	Gov.
Wakiso	Entebbe Children's Welfare Unit	MR.	Gov.
Wakiso	Kireka Home for the Mentally Handicapped	MR HI	Gov.
Wakiso	Kojcha School for the Deaf	HI	Private

From Table 1, six schools were for learners with hearing impairment alone; three for learners with hearing impairment and mental retardation combined; two for learners with a mix of hearing impairment, visual impairment, mental retardation and physical disabilities; and one school for learners with visual and hearing impairments. One school was for learners with visual impairment alone; another for those with physical disabilities; and another school for those with mental retardation alone.

3.0 Findings

3.1 Findings from forms completed by head teachers

3.1.1 Funding and status of the special schools

Table 2: Funding of the 15 Special Schools

Funder	Number of schools
Government	11
NGOs	10
Parents	15
Others	2

Out of the 15 special schools, 11 are Government funded. 10 head teachers indicated that the schools also get support from different donor organisations and do receive support from parents such as school and

maintenance fees. Two schools get support like clothes, books, and food from other sources. 11 of the special schools are grant aided, four are privately owned, and out of the four private owned schools two are not registered.

3.1.2 Standard of Buildings

Table 3: Standard of Buildings

Type	Number of classroom	Number of dormitory	Number of other buildings
Permanent buildings	56	22	49
Semi permanent buildings	23	3	8
Others	1		4
Total	80	25	61

Out of the 166 buildings seen, 76% are permanent and 20 % are semi permanent. Other buildings cover a big range from workshops to pit latrines. Relatively, a very small percentage of the buildings seen in schools were disability friendly.

3.1.3 Use of buildings

Regarding use of the buildings other than the normal use as school buildings, six head teachers indicated that the buildings were occasionally used for community meetings.

3.1.4 Collaboration with SNE/EARS centres

Table 4: Distance in kms from Special School to SNE/EARS Centre

	Less than 1km.	2-4 km.	5-7 km.	8-10 km.	More than 11km.
Number of special schools		3	1	5	6

6 out of the 15 special schools have a distance of 11km. or more to the SNE/EARS centres. Two of the 15 schools are not collaborating with the SNE/EARS centres. One school indicated that, "We used to collaborate but it phased out". One school also indicated that the SNE/EARS centre was not useful for the school.

Most head teachers mentioned that their collaboration with SNE/EARS centres included: referrals of learners to the school through the SNE/EARS centre, assessment of learners, training of teachers, parents, and supervision and guidance.

3.1.5 Collaboration with ordinary primary schools

Table 5: Distance in kms from Special Schools to Ordinary Schools

	Ordinary school next to special school	500m-2 km.	3-5km.	6-8 km.	9-11km.	More than 11km.
Number of school.	1	9	1		3	1

10 of the 15 schools have 2km or less to the nearest primary school; only one school has more than 11 kms to the nearest primary school.

3.1.6 Transport facilities for the school

Five of the 15 special schools have transport facilities. One has a minibus, four have pick-ups, and one school has a bicycle. None of the four private schools has transport facilities.

3.1.7 Sources of water and power

Table 6: Source of Water

Type of water	Number of schools
Bore holes	8
Wells	3
Piped water	3
Under ground tank	1

Only three schools have piped water, eight have boreholes and three schools are getting water from wells. 9 of the 15 special schools have water within the school compounds and four schools have it in a distance of 1km or more. Only one school has indicated that the water is not clean, this school gets water from a borehole.

Regarding source of power, 11 of the 15 schools have electricity, and one has a generator. Two schools have lamps. One school did not indicate the source of power used in the school. All schools use firewood for cooking.

3.1.8 Sanitation facilities

Only two of the 15 special schools have water born toilets. One of these schools has both a pit latrine and water born toilet. 14 out of the 15 schools have pit latrines. The accessibility to the pit latrines is difficult in two schools. Only two schools have special disability friendly pit latrines.

3.1.9 Current enrolment in the 15 special schools

Table 7: Enrolment by Gender

Age	Boys		Girls		Total
	Days scholars	Boarders	Day scholars	Boarders	
Below 6 years		12		10	22
7-10 years	49	323	56	326	754
11-14 years	86	482	20	452	1040
15 and above	90	171		182	443
Total, for 14 schools	225	988	76	970	2259
(*) Total for 15 schools, including information from incomplete form	260	1133	126	1122	2641

(*) One school did not indicate learners according to age groups but only the total number of learners.

Only 8% of the learners enrolled in special schools are below 6 years, 28% are between 7 and 10 years of age, 39% between 11 and 14 years and 17% are above 15 years.

Table 8: Summary of Information in relation to Gender, Day scholars, and Boarders

	Day scholars	Boarders	Total
Boys	260	1133	1393
Girls	126	1122	1248
Total	386	2,255	2,641

Table 8 shows that only 15% of the total number of learners enrolled in the 15 special schools are day scholars and 85% are boarders. It is assumed that some of the day scholars are learners without disabilities

who are educated in the special schools. 47% of the whole population are girls, and 53 % are boys. Out of the total number of learners in the 15 special schools, 313 are learners without disabilities. The total number of learners with disabilities in special school settings in Uganda is therefore 2,328.

Table 9: Information on Degree of Special Needs for 2,641 Learners

	Degree of special need	Number of learners from all special schools
Learners with special needs in total		
Learners who can not see properly	Low vision Blind	80 38
Learners who can not hear properly	Some hearing difficulties Severe hearing difficulties Profound deaf	99 391 579
Learners who have difficulties in moving	Mild difficulties Moderate difficulties Severe difficulties	48 53 71
Learners who have difficulties in learning	Mild difficulties Moderate difficulties Severe difficulties	58 441 112
Learners with communication difficulties	Mild difficulties Moderate difficulties Severe difficulties	29 84 87
Orphans		292
Learners with emotional or behaviour difficulties	Mild difficulties Moderate difficulties Severe difficulties	41 22 8
Learners who suffer from HIV/AIDS		18
Learners with other difficulties	Epilepsy:	18
Learners without special needs		313

A learner with more than one difficulty has been indicated in all relevant boxes.

According to Table 9, 313 of learners are without disabilities and are included into three special schools i.e. 31, 82 and 200 learners respectively. This is a positive move that three special schools have started inclusion of learners without special needs. However, services provided need to be reconsidered.

The majority of the learners are not properly assessed. It is therefore difficult to get the right information concerning the disabilities and the degree of disability. The information in this report is only based on information given by the headteacher, based on the school files.

25 % of all learners with disabilities are profoundly deaf, 17% of the whole population of learners were stated to have severe hearing difficulties. During the teams visit to the special schools no learners were observed using hearing aids. The relatively big number of learners indicated as profoundly deaf could be due to lack of proper audiological assessment. 19% have moderate learning difficulties and 5% have severe learning difficulties. 4% of all learners have mild or moderate difficulties in moving, while 3% have severe difficulties in moving. 9% of the learners have communication difficulties, 3% are indicated to have emotional/behaviour difficulties.

Only two schools provided information about learners affected by HIV/AIDS. However, more learners could have been affected but not assessed. It was surprising that only 8 of the 15 schools had exact information about the number of learners who were orphans. These were 31 % of all learners in the 8 schools. It could be assumed that all special schools had the same high incidence of orphans; but actually only 8 special schools

seemed to highlight the incidence of orphans. Others concentrated on learners with disabilities only. The incidence of learners who are orphans in all ordinary primary schools in Uganda is 7.6% (MoES, 2003).

3.1.10 Criteria/methods and procedures for admission of learners to special schools and type of assessment tools available

As regards criteria/methods of assessment of learners during admission, it was pointed out that interviews of parents and learners and observations of the learners are in most schools the base for admission. Five schools require medical examination of the learners prior to admission. In three schools the learners are assessed by the SNE/EARS centre team before admission while in one school a team consisting of: physiotherapist, occupational therapist, head of SNE/EARS centre and three teachers carry out assessment of the learners.

Assessment tools available in the schools

67% of the 15 special schools did not have any assessment tools. However, the following assessment tools were available in five special schools:

- Screening audiometer
- Blocks and pictures
- "E" and Snellens charts
- Toys
- Checklists

Generally, there was a great lack of assessment tools and checklists in the special schools.

3.1.11 Information on teaching and non-teaching staff in the 15 special schools

Table 10: Information on Teaching Staff

Training	Number of staff
Teachers with a degree in SNE	10
Teachers with a diploma in SNE	59
Teachers with a three months course in SNE	16
Teachers with short courses in SNE (less than three months)	72
Teachers without training in SNE	86
Untrained teachers	21
Total	264

According to Table 10, 3.7% of the 264 teachers have a degree in SNE, 22.3% have diplomas, 6.0% have three- month courses, and 27.2% have short courses in SNE. 32.5% of the teachers do not have training in SNE and 8% are untrained. In total 59.5% of the teachers have different training in SNE while 40.6% have none.

The teacher to learner ratio is 1:10 including untrained teachers.

The official teacher to learner ratio for learners with special needs set by MoES is 1:10.

According to information from special schools two physiotherapists and one occupational therapist were employed in the schools.

Table 11: Information on Non-teaching Staff

Type of Support staff	Number of support staff
Cooks	32
Housemothers	31
Compound cleaners	11
Nurses	10
Watchmen	17
Secretaries	6
Interpreters	4
Guides	-
Others	21
Total number of support staff	132

Except for three schools, all have more than one cook. Two schools do not have a housemother—one is a day school and the other a boarding school with 160 boarders. Nine of the 15 schools do not have compound cleaners, the learners assist in cleaning the compound.

10 schools have a nurse and in some of the schools, the nurse works on part time basis. 12 of the schools have watchmen. Six have a secretary and four schools have employed interpreters.

3.2 Findings from Interviews with Head teachers and Teachers

The questions presented to head teachers and teachers centred on: extra curricula activities, collaboration with other schools, collaboration with parents and inclusive education and outreach services.

Advantages and challenges and how to cope with the challenges in special primary schools, Requirements for the special schools to be used as resource centres in future, available assistive devices in the schools and how the devices are maintained.

3.2.1 Extra Curricula Activities.

All schools have extra curricula activities such as:

- Athletics
- Football
- Netball
- Volleyball and other forms of outdoor games
- Gardening
- Poultry
- Compound cleaning
- Different kinds of activities in the kitchen, dormitories etc
- Scouting and Girl Guide
- Music, drama and dance
- Vocational training for example tailoring and wood work and
- Debating

3.2.2 Collaboration with other Schools

All head teachers and teachers interviewed mentioned collaboration with other schools, both ordinary primary schools and special schools. The intensity of the collaboration and the forms of collaboration varied from school to school. Most frequent form of collaboration mentioned was competition in sports and music.

One school shares some books and a classroom block with the nearby ordinary school. Learners from another ordinary school visit the nearby special school, one teacher from this school who is enrolled at Kyambogo University distance learning course in SNE assists the special school as a volunteer.

Other forms of collaboration mentioned were:

- Debating
- Organising of seminars in SNE for teachers from other schools.
- Inviting and being invited for functions in the schools
- Scouting and Girl Guides
- Competitions with other schools

3.2.3 Advantages of Special Schools, Challenges and how to cope with the Challenges.

During the interviews with head teachers and teachers, mention was made about the advantages of special schools, challenges and how to cope with the challenges. These included:

Advantages of special schools

Advantages for teachers:

Share experiences in teaching learners with disabilities
It is easier for one to upgrade when teaching in a special school
One gets to understand disability better

Advantages for learners:

Acceptance of the learners
Easy communication for deaf learners.
Teachers willing to meet special demands of learners with disabilities
Teachers using special and individual teaching methods
Easy Competition among learners with disabilities
Appropriate support
Taught by teachers with special training in SNE
Good accessibility
Good teacher to learner ratio--often two per teacher in a class
Learner get full attention

Challenges of special schools and how to cope with the challenges

Challenges	How to cope with the challenges
Lack of skills in SNE	On the job training
Communication problems with learners	Training of teachers
Negative attitude from parents'	Parents days used for sensitisation
Lack of financial support from parents	
Lack of teaching materials	Developing /improving own teaching/learning materials
Financial problems	Support from NGOs Develop sponsorship programme
Lack of teachers trained in SNE	
Slow learning process	Give learners a lot of support Reasonable time allocated to learners with special needs
Limited educational provisions after primary school	Plan for each learners future developed
Lack of other professionals e.g. physiotherapists	Encourage volunteers
Examination system difficult for learners with disabilities	
Some children are left in the school without contact from parents	Use LC system and other authorities to find the parents
Lack of employment after school	The special schools assist in finding jobs
Difficult to cope with learners with emotional/behaviour problems	
Difficult for learners to go back to the community	

after having stayed in a "secure" school	
For some school lack of accommodation	
Lack of equipment for vocational classes	Present the problem to the Government
Inadequate classrooms in especial private schools	
Guidance and counselling is not available	

3.2.4 Inclusion of learners into ordinary schools

Table 12: Inclusion of Learners into Ordinary Schools

Number of learners in special schools who could be included into ordinary schools	25
Number of learners from special schools who have been included into ordinary schools since Jan. 2001 up to Dec. 2003	9
Number of learners who could not cope in ordinary schools and are admitted to special schools	62

As regards including some learners into ordinary schools, some head teachers and teachers felt it could be possible. However, it was evident that no school had made any educational plan for individual learners. Some of the reasons indicated for learners failing in ordinary schools were:

- Lack of teachers trained in special education
- Communication problems
- Social problems

In relation to advantages with inclusive education, the following were highlighted:

- Learners with disabilities can socialise with learners without disabilities.
- Compete academically with learners without disabilities
- Get used to a normal life outside a segregated institution
- More learning material available for example books
- The learners will perform better in an ordinary school
- Doing all subjects taught in primary schools
- Teachers would be challenged to learn how to teach and cope with learners with disabilities
- Reducing negative attitude to people with disabilities

One head teacher from a school with only untrained teachers was totally against inclusive education. Another head teacher indicated that if teachers with training in SNE were available in ordinary schools, many learners could easily be included.

Challenges in inclusive education and how to cope with the challenges

Challenges	How to cope with the challenges
Lack of equipment	UPE funds for school books
Competition difficult between learners with disabilities and learners without disabilities	
Lack of accessibility	UPE schools are supposed to be accessible
Communication difficulties	Training of teachers
Teachers have negative attitude to inclusive education	Sensitisation seminars for teachers in ordinary schools about inclusive education
Some parents prefer segregation of the children with disabilities.	Guide the parents
Lack of specially trained teachers	Encourage teachers trained in SNE to teach in special schools

Some of the advantages mentioned in relation to inclusive education were challenges to other head teachers and teachers. Lack of information about inclusive education was observed during the interviews.

3.2.5 Outreach services carried out from the special schools

According to head teachers and teachers, outreach services do not have a high priority for most special schools. Four schools do not carry out outreach services of any nature. Those who carried outreach services mentioned the following activities:

- Advise to parents of children with disabilities
- Visit to homes
- Sensitisation of the community
- Training of teachers in ordinary schools
- Local meetings

Home visits were the most frequent mentioned activity

Challenges with outreach services and how to cope with the challenges

Challenges	How to cope with the challenges
Distance from school to home too long	Collaborate with others, say SNE-EARS centre
Financial problems	Advise the district on the need for assistance Get funds from well wishers
Parents hide children with disabilities	Continue visiting the homes, sensitisation
Lack of transport	Walk to the homes. Get transport (a lift) from the district or NGOs
No extra payment for outreach services	
Negative attitude from parents	Sensitisation
Negative attitude in general	Sensitise the community

3.2.6 Resource centres

Requirements for the schools to be able to meet the demands as a resource centre:

- Availability of special educational materials and equipment
- Teachers well trained in SNE
- Funds available
- Rooms for seminars for parents and teachers
- Visits to resource centres by teachers from ordinary schools for training in teaching learners with disabilities included in ordinary schools
- Teachers from the resource centres to assist teachers in inclusive schools
- Run courses in sign language.
- High educational standard of the resource centres required.
- All building to be accessible/disability friendly.

Most head teachers and teachers were positive towards the idea of using the special schools as resource centres

3.2.7 Collaboration with parents

All schools have parent meetings often at the beginning of the new term. Some schools have "open days" once or four times every month. Two of the schools organise courses in sign language for parents.

All schools follow the national primary school calendar and in some schools a few learners remain in the school during holidays.

3.2.8 Assistive devices available

Table 13: Assistive Devices Available and Required

Hearing Aids availed	Hearing Aids required	Brailers available	Brailers Required	Hand frames Available	Hand frames Required	Wheel chairs Available	Wheel chairs Required
71 (*)	313	21	40	75	20	25(**)	36

(*) One school indicated that the schools had 40 hearing aids. However the team did not see any learner using a hearing aid.

(**) One school expected the parents to provide wheel chairs and walking aids.

The school for the blind had a great need for 50 white canes and for large print books.

Three screening audiometers were available but only one was functioning. However, most schools expressed the challenge of maintenance and servicing of assistive devices.

3.3 Observations from Schools

During the fact-finding visits to the 15 special schools, the members visited all buildings and classrooms and had a chance to talk freely to learners, teachers, and other staff members

The observation checklist was mainly based on the MoES guidelines for standard requirements for educational institutions. The form had only the rating "yes" and "no". Members therefore added extra comments column in the observation checklist.

3.3.1 Observations from visits to special schools

Table 14: Observations from the Schools

Observations	Yes	No.	Comment
Finance system approved by School Management Committee/Board of Governors	15		
Annual Budget	14	1	Some schools had "rolling "budget
Staff finance committee	14	1	
Annual work plan	14	1	
Institutional management structure	15		
A class room for every group taught	7	8	Many classes had to share classrooms
Ramps for easy accessibility	6	9	Ramps in some schools will need renovation
Doors wide enough for wheel chair users	11	4	
Enough raised seating facilities for every learner	4	11	Sitting facilities in many schools are of poor standard
Class timetable displayed	11	4	Class timetables in some schools are displayed in the office
A lesson plan for each lesson	13	2	
A record of work book/file	12	3	
A record of learners progress	10	5	
A cupboard for locking up teaching and learning materials and equipment	7	8	
Variety of learning materials for different subjects	6	9	
Adapting and modification of materials to suit the learning needs	7	8	
Individual curriculum for learners with severe special needs in education	8	7	
Learners work display space	6	9	Most classrooms had very few things displayed. The displayed materials were often produced by teachers or teacher students
Out-door games	11	4	
Play ground	11	4	Low standard in most schools
In-door games	9	6	
Variety of extra reading books	7	8	
One general meeting a year for parents	15		
More than one general meeting a year for parents	15		
School cleanliness	9	6	
Boarding facilities	14	1	

If yes, one bed for each learner	9	5	The standard of the dormitories were poor in some schools
Clean dormitories	8	7	
Separate baths for boys and girls	11	3	Standard in many schools very low
Clean baths facilities	8	7	
Responsible housemother	13	2	Housemothers are generally paid very low salary. Most of them have no training
School compound with flower beds and tree shades for rests	9	6	
Established school menu	6	9	In most schools the menu is what the school has. Most school never serve meat
A sick bay	6	9	

All schools had financial structures in place. It was also indicated that 14 schools had an annual budget but some had it in a form of rolling budgets.

All schools had also a management structure.

More than half of the schools did not have a classroom for every group of learners taught.

Nine of the 15 schools did not have ramps. The ramps in the other six schools were in most cases in poor conditions due to cracks in the cement or were damaged by rainwater. Eleven schools had doors wide enough for wheel chair users.

Only a few learners were sitting on the floor in the classrooms. All schools had some raised seating facilities. However 73 % did not have enough raised seating facilities for each learner. In many of these schools four to five learners had to share a three-person bench. This made it difficult for the learners to get space for writing.

Eleven of the schools had class time table displayed. In some of the schools the timetables were displayed either in the office or in the staff room. The team was also informed that in some schools it was not possible to display anything in the classroom due to lack of proper door locks.

Most of the schools indicated that they had lesson plans, record of work book/files and record of learner's progress. However the record of learners' progress did not include regular result of assessment. For learners with hearing difficulties, result of audiometric tests was not available. A careful evaluation of the learners total situation in relation to family, social relation to other learners and to teachers, and for future education e.g. to continue in the special school or to be included into ordinary school was not done either.

Seven of the schools had cupboards for locking up teaching and learning materials and equipment. Others had problems with doors and windows which are not lockable.

60 % of the schools did not have a variety of learning materials for different subjects. The team observed a general lack of good learning materials. Many teachers indicated lack of funds as the reason for not having educational materials. Only a few teachers had made use of low cost materials from stones, bottle tops etc. One teacher said, "Teachers try what they can".

Eight of the 15 schools indicated use of individual curriculum for some learners with severe special needs in education. The team had expected to find individual curriculum for most learners in the special schools.

The team only observed learners work displayed in a few schools. Teachers developed most of the materials displayed. However in the schools where learners and teachers' work was not displayed, the problem was mainly on doors and windows which were not lockable and walls which were rough.

Eleven of the schools have outdoor games. However most of the play grounds were of low standard, the grass was often not cut, and very few play materials were seen. The teachers and learners mentioned sports e.g. football, volleyball, and netball as frequent outdoor games. Nine of the schools had different indoor games.

Seven of the schools had extra reading books.

All schools had more than one general meeting. The general meetings were often organised at the beginning of a new term. Some schools had "open days." One school had "open days" every last Friday of each month.

The team found that nine of the 15 schools had clean school compounds. However the form did not give a possibility to indicate average cleanliness

Out of the 15 schools only one was not a boarding school. The general observations were that the standard of the boarding facilities were not up to the standard which should be expected of special school with a relatively low staff to learner ratio, to take into consideration the special needs of learners with disabilities in terms of care, cleanliness etc.

In five of the schools learners had to share beds. In one private school some learners had to sleep on mats under the beds and in the classrooms. The team observed that most dormitories were overcrowded, and eight of the 15 were not clean.

Eleven of the 15 special schools had separate bath facilities for boys and girls, but in some schools small girls and big girls had to share the same bathroom.

In one private school the boys had to bathe under the banana plants and in two private schools the bathrooms were not roofed. Eight of the schools were observed to have clean bath facilities.

All housemothers were untrained. Some of the housemothers did not have a separate room but shared with the learners. The team was informed that the housemothers got accommodation, food, and pocket money from the school.

Nine of the special schools had planted flowers and trees on the compound.

Only six schools informed the team that they had established a school menu. Most of the schools served the food that was available. Food served was mainly cassava, posho, rice, potatoes, and beans. Some schools served meat on Sundays.

Nine of the schools did not have a sick bay.

3.3.2 Observations of methods used during teaching

In all the schools visited the team entered classrooms where lessons were in progress. Although 59% of all teachers in the 15 special schools had training ranging from degree to short courses in SNE, it was observed that the methods of teaching used were mainly through lecture. The use of other methods like child-to-child approach, demonstrations, grouping learners, group discussions, and role-play were not seen in any of the classes visited.

Where the classes had two teachers, the support teachers were not actively providing the expected support during the teaching process.

3.4 Findings from interviews with learners

Twenty-one learners were interviewed in five special primary schools. The table below indicates learners interviewed in these schools.

Table 15: Number of learners interviewed

School	Number of learners
Ngora School for the deaf	2
Madera School for the blind	4
Ntinda School for the deaf	6
Butambala School for the deaf	5
Kampala School for the physically handicapped	4
Total	21

3.4.1 Advantages of special schools

The following advantages about special schools were highlighted by the learners interviewed:

- There is no looking down upon learners with disabilities by teachers and other learners.
- Interpretation of what is learnt is done.
- Learners are taught sign language from the beginning.
- Awareness is done to parents by the school.
- Teachers teach well.
- We learn good behaviour.
- We learn different skills i.e. carpentry.
- Good food is provided.
- Self-study in the evenings is done.
- Some teachers are good.
- There is a disability-friendly environment in the school e.g. toilets adapted to certain disabilities
- Trained teachers who know about learners with disabilities are available.
- The school is clean.
- Helping one another is easier.

3.4.2 Challenges in a special school

Learners gave the following as challenges of special schools:

- Financial problems i.e. parents are poor to pay fees.
- Parents do not visit us at school (no visitations). This amounts to neglect by parents.
- Poor meals – posho and beans on a daily basis, no balanced diet.
- A lot of work in the school i.e. compound clearing.
- Learners are not allowed to go out of school hence no opportunity to play with other children.
- Lack of vocational training.
- Corporal punishment is always given to learners.
- Some physical facilities are not very accessible.
- Few teachers in the schools who are not able to cover all that is to be taught.
- Teachers give little work which does not occupy learners fully
- Teachers come late to school.
- Teachers beat children.
- Teachers do not explain properly what is being taught
- Not well-trained teachers in Braille.
- Some teachers do not know sign language.
- The space in some schools is not enough for activities such as gardening (limited vocational training).
- Requirements for daily use are minimal.

- Thieves come and steal.

NB. In looking both at the advantages and challenges of special schools, there are some contradictions in some aspects.

3.4.3 How learners propose that the schools should cope with the challenges

The learners express the following as coping strategies:-

- Deploy more trained teachers.
- Homework should be given to occupy learners.
- Reporting issues to the head teacher.
- Bearing the problem.

3.4.4 Collaboration among learners

Learners expressed that they collaborate among themselves as follows:-

- Peer teaching.
- Child to child help i.e. when sick.

3.4.5 Inclusive Education (Boarding/Day School)

Learners gave varied preferences in relation to inclusion into boarding / day ordinary schools as follows:-

- It would be good to learn together with ordinary children. However, the fear is that teachers do not understand sign language. But if with a teacher who knows sign language, then it would be good.
- Some learners preferred a boarding special school because they would not be intimidated.
- In boarding schools, there is serious studying.
- Boarding schools are expensive in terms of transport.
- Day school is advantageous because one is in contact with parents and eats good food while a boarding special school is disadvantageous due to lack of necessities.
- If materials are taken to the day school, then there is no problem.

3.4.6 Teachers' help

On this aspect, learners highlighted the assistance rendered to them as follows:

- Teachers pay attention to individual learners.
- Teachers are patient with the learners.
- Teachers assist when one is sick.

3.4.7 Drop-out

The following reasons were given by learners as causes of dropping out of school:

- Lack of fees - parents cannot afford to pay.
- Others leave school especially girls because they get pregnant.
- Some fall sick and leave school because of limited attention.
- Some learners die.
- There is no support given while at school
- Distance from their home districts to school is far.
- Some parents have died.

3.5 Findings from a one-day workshop with stakeholders

Below are the findings from the workshop.

3.5.1 *More challenges witnessed or known about in Special Schools*

- Children are normally not given adequate opportunities to interact with other children/people outside the school vicinity, and they end up growing in isolation. This contributes to the growth of inferiority complex or self pity and lack of self-esteem amongst them.
- Children are not assisted to get appropriate and properly assessed assistive devices. This can at times cause secondary disability.
- Special schools are unevenly distributed. Very few children get the opportunity to benefit from them.
- No special institutions in higher learning/tertiary institutions.
- No special examinations for learners with special needs especially at higher levels.
- In special schools, children generally do not perform well in mathematics and English subjects.
- Funds allocated by government to special schools are so insufficient.
- Special schools which get NGO funding usually face some disruptions in their system of operation when the funding stops.
- Due to lack of enough exposure to other opportunities outside the school, the future career of children in special schools is determined by the school setting.
- Charges for licensing special private schools are too high.
- Children in special schools are not involved enough in sporting activities especially the blind.
- Some of these schools have no access to modern technology that can help in teaching, for example computers for the blind.
- Teachers in special schools are not given any incentives.
- Special schools have no defined channel of accessing assistive devices.
- Sign language lacks vocabulary. One sign having more than one meaning makes it difficult while teaching young learners.

3.5.2 (a) *Ways in which special Schools can be used as resource centres*

The following suggestions were made about aspects of special schools which require improvement to suit as resource centres. They include:

Infrastructure, trained personnel, books, up-to date data, teaching aids, funds for facilitation and continued upgrading of the setting to meet minimum standards.

(b) *Recommendations for the use of special school settings as resource centres*

- The community must have access to the schools to get information, advice and also to observe methods of teaching.
- Used as a demonstration centre.
- The government should take an upper hand in providing the necessary material.
- The community should be involved in the provision of the materials.
- The community and parents should be sensitized about the resource centre.
- Training stakeholder e.g. districts officials in understanding inclusive education.
- It should have rehabilitation and habitation centres.
- Samples of all disability assistive devices should be displayed.
- Resource centres should be accessible for students to carry out their fieldwork, research and practice in special needs education.

4.0 Summary Discussion of Findings

The findings indicate a remarkable need for further development and adjustment of existing special schools.

4.1 Summary of findings from forms completed by head teachers

Of the 15 special schools 11 are government owned and 4 are private schools. 78% of the 61 buildings seen in the schools visited are permanent while 20 % are semi permanent buildings.

13 of the special schools collaborate with the SNE/EARS centres mainly in relation to referrals of learners to the special schools, assessment of learners, training, and supervision.

Only five of the 15 schools have provision of transport.

Nine of the 15 schools have water within the schools compound. Four schools have to collect water from a distance of more than one km from the school.

Nine of the schools have electricity. All schools are using firewood for cooking.

Most schools have pit latrines and bath facilities.

2,641 learners are enrolled in the 15 special schools--47% are girls and 53 % are boys.
14% of the 2,641 learners are day scholars and 86 % are boarders. As a positive move 313 of the learners enrolled in three of the special schools are learners without disabilities.

41 % of all learners with disabilities enrolled in special schools have severe hearing problems or are profoundly deaf. During the team's visits to the schools, no learner was observed using hearing aids.

24 % of all learners with disabilities have moderate or severe learning difficulties
Only eight schools could provide information on the numbers of learners who are orphans.
The incidence of orphans in the eight schools is 31 %. It may be anticipated that the incidence of orphans in all special schools is about 30%.

Assessment of learners before admission to the special schools is only carried out in a few schools.
67% of the special schools do not have any assessment tools available

59% of the 264 teaching staff have training in SNE, including 4% with a degree in SNE, 22% with diploma, and 33 % with three months or shorter courses. 32 % of the teachers have no training in SNE and 8 % are untrained teachers.

The teacher to learner ratio is 1:10, including untrained teachers.
Two physiotherapists and one occupational therapist are employed in the schools.

The total number of non-teaching staff is 132, including four interpreters, and 31 housemothers.

There is a great need for assistive devices in most of the schools and also a need for funds for maintenance and servicing.

4.2 Summary of Findings from Interviews with Head teachers and Teachers

All special schools have extra curricula activities, mainly sports.

All special schools collaborate with both special schools and ordinary schools. The intensity and form of the collaboration varies from school to school. One school shares books and a classroom block with the nearby ordinary school.

The head teachers and teachers indicated easy communication for learners who are deaf, two-teacher system, and learners getting full attention as some of the advantages of special schools. Some challenges of special schools mentioned were financial constraints, lack of teaching materials and negative attitude from parents.

The findings also indicated that 25 of the learners in the 15 special schools could be included into ordinary schools, 9 learners had within the last two years been included into ordinary schools and 62 learners had been admitted into special schools after being unable to cope with the ordinary schools.

The following advantages with inclusive education were mentioned; the learners with disabilities will get used to normal life outside a segregated institution, socialisation with learners without disabilities and reduction of negative attitude to people with disabilities.

Challenges mentioned were; lack of equipment in ordinary schools, communication problems for learners who are deaf and lack of specially trained teachers.

Outreach services do not have a high priority in special schools. Only 11 schools carry out outreach services covering; advice to parents, home visits, and training of teachers and sensitisation of the community. The main challenges are lack of finances, negative attitude among parents and lack of transport.

To use the special schools as resource centres will according to the informants require availability of special educational materials and equipment, well trained teachers in SNE, funding availed, rooms for seminars, exchange visits between special schools and ordinary schools teachers and high educational standard in the special schools

All schools follow the national school holiday calendar. A few learners remain in the schools during school holidays. All schools have parents meetings and some have regular "open days".

4.3 Summary of Observations from Visits to Special Schools

The general observation from the visits to the schools showed that all schools had financial and administrative structures in place. 11 schools had playgrounds, but most of them of a low standard.

It was observed that the teaching methods used were mainly lecturing. The use of other methods as child-to-child approach, demonstration, grouping of learners, group discussions and role play were not seen in any of the classes. Where classes had two teachers, the support teachers were not actively providing the expected support during the teaching process. The team also observed a general lack of learning materials.

Most of the schools used individual curriculum for learners with severe special needs. However, it is expected that in special schools, an individual curriculum should have been developed for each learner.

It was also observed that most of the schools were not accessible for learners using wheel chairs. Most of the schools had lessons planned, kept record of work books/files. However, the record of learner's progress did not give comprehensive information about the learners.

The team observed that boarding facilities in most schools were overcrowded. In five of the schools learners had to share beds. Separate bath facilities for boys and girls were seen in most of the schools visited. The housemothers found in the special schools had no training in special needs education.

4.4 Summary of findings from interviews with learners

Findings from interviews with learners have indicated a number of issues that require massive attention from the Government, head teachers, teachers, parents, the learners and the community. The key issues found are both negative and positive and they include:

Negative aspects:

- Payment of fees poses a big challenge.
- Neglect by parents.

- Limited provision of daily requirements such as soap, sugar etc.
- Learners are not allowed to go out of the school compound by the school management.
- Learners with disabilities in special schools get demoralised and end up not performing well at school due to being despised.
- Poor feeding is very persistent in the schools.
- Teachers seem not to assist learners very much due to late coming, giving less class work, communication difficulties, and having no or limited skills in Braille and sign language.
- Drop-out rates are escalated by lack of fees, having poor parents, death of learners or parents and long distances from home district to school.

Positive aspects:

- Considerable help rendered by teachers to learners in learning or when sick.
- Some teachers are capable of teaching well while others are not.
- For children who are deaf, it is advantageous to be in a special school while others would prefer being in an ordinary school if teachers are trained and required materials are supplied.
- Collaboration among learners in the schools is seen prevailing where learners assist one another.

4.5 Summary of findings from a one-day workshop

Findings from the workshop clearly indicate that:

- Special schools are not adequately meeting the learning needs of children with disabilities.
- Special schools can be used as resource centres with the following prerequisites; infrastructure, trained personnel, books, up-to-date data, teaching aids, funds and continued upgrading of the setting.
- Kyambogo University, Faculty of Special Needs and Rehabilitation should improve the training curriculum to equip teachers with better and functional knowledge.
- Schools should be centres for different departments such as physiological therapy, interpreters, social work, health personnel and guides.

5.0 Conclusions and Recommendations

5.1 Conclusions

It is the researchers' conclusion that there is a remarkable need for improvement of all special primary schools. Ministry of Education and Sports and other stakeholders should fully support special schools. The special school settings can be used as resource centres for information dissemination, training and development of teaching/learning aids.

All learners with barriers to learning and development including learners who are disabled can be included into ordinary school settings, except for a few with severe disabilities and learners who are deaf. These learners will, however, still need some form of special learning facilities.

5.2 Recommendations

The analysis and recommendations were developed in view of the country's wish to provide quality education to all children with special needs including those with disabilities. The following recommendations were therefore made:

1. MoES to set up a working team to develop proposals for future use of special schools as resource centres.
2. MoES, Department of Special Education, Guidance and Counselling to develop basic requirements and minimum standards indicators for special schools.
3. MoES to ensure that all learners are duly assessed before admission to special schools and comprehensive progress reports for each learner is developed once a year.

4. The training curriculum for teachers in special needs education at Kyambogo University, Faculty of Special Needs and Rehabilitation should be adjusted and further developed to ensure that the teachers are able to carry out “up to date” teaching in special schools after completion of training.
5. Government should fully equip and support special classes.
6. MoES should ensure that special needs education tutors are recruited and deployed in Primary Teachers’ Colleges to ensure that more teachers knowledgeable about special needs education are produced to ease the inclusive education strategy.
7. Examination Board to establish and recruit SNE specialists.
8. Assessment tools and checklists needed should be developed, availed and used in special schools by MoES. Similarly, assistive devices should also be maintained and adjusted to suit individual learners.
9. Learners who can be included into ordinary school setting should not be admitted to special schools.
10. Comprehensive progress reports developed and kept for each learner, including evaluation of learners’ social situation and plan for further education e.g. shift from special school to ordinary school.
11. Private special schools should operate only if licensed by MOES.
12. Guidelines, manuals and other information materials on administration of special schools and on education of learners with severe disabilities including learners who are deaf should be developed for head teachers, teachers and non teaching staff.
13. Reasons for low educational standard in special school setting in Uganda should be assessed and proposals for improvement of educational standards developed and implemented.

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Appendix 1

Terms of Reference for a Study Team Evaluating the Existing Special Schools in Uganda

1. Background

Since the inception of special needs education in Uganda in the early 1950s, the provision was mainly in special schools. In the Ugandan context and probably other countries, a special school is a residential school that caters for learners with a particular type of disability or one where learners with different disabilities are being educated. In these special schools, it is expected that learners get the best from them in terms of boarding facilities, feeding, the learning environment and skills relevant for their lives in future. However, it has been realized that some of the special schools do not meet the expectations and also the current move towards inclusion.

2. Objectives

The objectives will include to:

1. Ensure quality education for learners with severe disabilities.
2. Ensure that special schools can be developed into resource centres.
3. Prepare learners with special needs for inclusion.

3. Scope of work and main activities

Work will be carried out in support of the objectives through the following activities:

- Evaluate the capacity of the existing special schools in regards to basic requirements and minimum standards indicators.
- Examine the future use of special schools as resource centres.

4. Method of Work

All activities will take place in collaboration with MOE&S, Kyambogo University, parents and other stakeholders. The following activities will take place:

- a) Further develop a questionnaire for data collection from the existing special schools.
- b) Compile and analyse data from the questionnaire.
- c) Develop the basic requirements and minimum standard indicators for special schools.
- d) Develop proposals for the future use of special schools as resource centres.
- e) Carry out a workshop with stakeholders to discuss the findings (basic requirements and proposals).
- f) Submit:
 - 1) A report
 - 2) Basic requirements
 - 3) Minimum standard indicators
 - 4) Proposal for future use of special schools as resource centres.

5. Outputs

The following output will be expected:

1. a report
2. basic requirements
3. minimum standard indicators
4. proposal for future use of special schools as resource centres

6. Members of the Working Group

- | | |
|---|--------------|
| 1. Mr. Christopher Okecho | - Chairman |
| 2. Mr. Negriz Onen | |
| 3. Kristen Kristensen | - Consultant |
| 4. Mr. Daniel Okot | |
| 5. NUDIPU Representative | |
| 6. Head teacher from one special school | |
| 7. Parents' Representative | |

7. Timing and Reporting

7. Timing and Reporting

The report should be submitted to MoES by April 2004.

Appendix 2

INFORMATION FROM SPECIAL SCHOOLS

Name of School _____

Physical Address _____

_____ District _____

P.O.Box _____

Phone _____ Fax _____ e-mail _____

SECTION A

1. Location of the school (If different from physical address)

--

2. Funding Bodies

	Names	What contribution
Government		
NGOs		
Others		

3. Status of the School

	Yes	No	Number
Licensed			
Registered			
Grant Aided			

4. Buildings

	Number of Classroom Buildings	Number of Dormitory Buildings	Number of other Buildings	Physical Accessibility
Permanent buildings				
Semi permanent buildings				
Others				

5. Use of the Buildings

e.g. community meetings, private functions etc?

6. Distance in km from the school to Special Needs Education Centre (EARS/SNE) _____

7. How are you collaborating with the SNE/EARS centre?

--

8. Distance in km from the school to Ordinary Primary School _____

9. Transport facilities for the school _____

10. Source of Water

Type of source	Distance from school	Cleanliness

11. Sanitation Facilities

Type of facility	Physically accessible	Safety, Support

12. Source of Power

--

13 (a) Current Enrolment

Age	Boys		Girls		Total
	Day Scholars	Boarders	Day Scholars	Boarders	
Below 6					
7-10					
11-14					
15 and above					
Total					

(b) Current Enrolment per class

Class	Boys	Girls	Total
Nursery			
1			
2			
3			
4			
5			
6			
7			
Total			

14. Information on Learners

Group of Learners	Degree of special need	Number
Learners with special needs in total		
Learners who can not see properly	Low vision Blind	
Learners who can not hear properly	Some hearing difficulties Severe hearing difficulties Profound deaf	
Learners who have difficulties in moving	Mild difficulties Moderate difficulties Severe difficulties	
Learners who have difficulties in learning	Mild difficulties Moderate difficulties Severe difficulties	
Learners with communication difficulties	Mild difficulties Moderate difficulties Severe difficulties	
Orphans		
Learners with emotional or behaviour difficulties	Mild difficulties Moderate difficulties Severe difficulties	
Learners who suffer from HIV/AIDS		
Learners with other difficulties	Specify:	
Learners without special needs		

A learner with more than one difficulty should be indicated in all relevant boxes.

15. What is the Criteria/Methods and Procedures for Admission of Learners to the School e.g. Assessment, Interviews?

Explain

16. What Type of Assessment Tools are Available?

17. Information on Staff

Staff Information	No. of Female	No. of Male	Total
Teachers in total			
Teachers with a degree in SNE			
Teachers with a diploma in SNE			
Teachers with a three month course in SNE			
Teachers with short courses in SNE (less than 3 months)			
Teachers without training in SNE			
Untrained teachers			
Physiotherapists			
Occupational therapists			
Other staff working with the learners. Please indicate number and training.			
Total number of staff			

18. Information on Non-teaching Staff

	No. of Female	No. of Male	Total
Cooks			
Housemothers			
Compound Cleaners			
Nurses			
Watchmen			
Secretaries			
Interpreters			
Guides			
Others			
Total number of Support staff			

SECTION B**19. Extra-curricular Activities**

Short description of main extra-curricular activities in the school

Explain.

20. Collaboration with other Schools

Is the school collaborating with other schools (special schools or ordinary schools)?

If yes, explain how you do it.

21 (a) Inclusion of Learners into Ordinary schools

How many of your learners could be included into ordinary schools?	Number
How many of your learners have been included into ordinary schools since January 2001 and up to December 2003?	Number
How has your school supported learners who have been included into ordinary school? Please explain.	
How many of your learners have come from ordinary school to join your school from January 2001 to December 2003?	
Number	
Explain	

(b) Advantages with Inclusive Education

What kind of advantage can you see with inclusion of learners with special needs into ordinary schools? Explain.

(c) Challenges with Implementation of Inclusive Education

What kind of challenges are you facing with implementing inclusion of learners with special needs into ordinary school?

Explain.

(d) How is the school trying to cope with the challenges of inclusive education?

22 (a) Advantages of a Special school

What are the advantages of a special school?

(b) Challenges of a special school

What challenges do you meet in running a special school?

(c) Coping with Challenges

How do you cope with the challenges in a special school?

23 (a) Outreach Services

Does the school carry out any outreach service(s)?

If yes, explain.

(b) Challenges of Outreach Services

If you have outreach services what challenges are you facing?

Explain.

(c) Coping Strategies

How is the school coping with the challenges of providing outreach services?

24. Resource Centre

(a) How can your school be useful to other schools, children, teachers, and parents? Explain.

(b) How will you prepare your school to be able to meet the demands as a resource centre?

Collaboration with parents/guardians

Explain

How often and for how long are the children at home or with a guardian every year?

Explain.

25. List assistive devices available

Device	Actual Number	Required Number
Hearing aids		
Brailers		
White canes		
Hand-frames		
Wheel chairs		

Maintenance and Adjustment of Assistive Devices, Including Adjustment of Ear Mould.

Explain how the maintenance and adjustment is carried out

SECTION C

Observations from the school

Observations	Yes	No	Comment
Finance system approved by School Management Committee/Board of Governors			
Annual Budget			
Staff finance committee			
Annual work plan			
Institutional management structure			
A class room for every group taught			
Ramps for easy accessibility			
Doors wide enough for wheel chair users			
Enough raised seating facilities for every learner			
Class timetable displayed			
A lesson plan for each lesson			
A record of work book/file			
A record of learners progress			
A cupboard for locking up teaching and learning materials and equipment			
Variety of learning materials for different subjects			
Adapting and modification of materials to suite the learning needs			
Individual curriculum for learners with severe special needs in education			
Learners work display space			
Out-door games			
Play ground			
In-door games			
Variety of extra reading books			
One general meeting a year for parents			
More than one general meeting a year for parents			

School cleanliness			
Boarding facilities			
If yes, one bed for each learner			
Clean dormitories			
Separate baths for boys and girls			
Clean baths facilities			
Responsible housemother			
School compound with flower beds and tree shades for rests			
Established school menu			
A sick bay			

Name of respondent(s)
Name of interviewer(s)
Signature(s)
Date

Appendix 3

INTERVIEW GUIDE FOR LEARNERS WITH DISABILITIES IN SPECIAL SCHOOLS

1. What good things (advantages) do you find in this special school that assist you in learning and promote your welfare?
2. Are there any difficulties you are facing in the school?
3. What could these difficulties be?
4. How do you manage the difficulties you are faced with?
5. What would you recommend in a school to benefit you?
6. Do learners collaborate among themselves in the school?
7. In what ways do learners collaborate among themselves?
8. If you compare a special and an ordinary school, which one would you like to study in?
9. What challenges do you face in a boarding school compared to a day school?
10. Do you have any difficulties leaving school for holidays?
11. What are the difficulties?
12. As time goes, you will leave this school for the community, do you think you would be happy out there?
13. How do teachers assist you?
 - In learning
 - Health wise
14. Can you remember how many you were when you started studying in this school?
15. Have some friends left the school?
16. What could be the reasons for their departure?

Appendix 4

WORKSHOP OPENING REMARKS (By Commissioner SNE/Career Guidance and Counselling)

In his opening remarks, Mr. Omagor thanked the organisers of this workshop and all members for turning up. He also extended his gratitude for the tremendous effort put in by the research team and the funding organ (NUDIPU and DSI) that facilitated this research work.

He informed participants that government is very much committed to support SNE in Uganda and that it is doing its best to see that all it promised is fulfilled. In this effort it has started putting up building structures in Special schools, distribution of instruction materials to districts and the physical production of some of these at Kyambogo University Faculty of Special Needs education.

He however noted with concern that there has been some allegations of exploitation in Special schools, which is mainly associated with these schools being an individual initiative, which kept on expanding to involve other service providers. Now the Government having taken it as a matter to support SNE, it is devoted to do the needful to see that these children get their share.

In connection to this he informed participants that government has started decentralising management of SNE. This is done by putting up departments at various structural levels, like establishment SNECOs for a cluster of 15-20 schools and a teacher responsible for special needs in each school. He explained that these teachers are compelled to undergo an intensive training program organised by SNE department at the MoES and Kyambogo University Faculty of Special Needs and Rehabilitation.

Besides, he expressed his concern about the deteriorating pressure from PWDs representatives, noting that there is some kind of relaxation in advocating for attention of relevant officers regarding disability concerns.

On the side of councillors at district level, he expressed so much dissatisfaction with their role, they have done nothing much to assist the ministry in realising support for disability programmes.

Finally, he clarified that in the process of providing services, the ministry of Education thought it necessary to be advised by stakeholders and beneficiaries by way of statistics. It was in line of this that NUDIPU and DSI were approached to fund this evaluation to get an account of what is happening in special schools. He was very optimistic that this consultative workshop will help the evaluation team to come up with a more consolidated report.

Appendix 5

WORKSHOP CLOSING REMARKS (BY Executive Director of NUDIPU)

On closing this consultative workshop, the Executive Director of NUDIPU thanked participants for their inputs and the evaluation team for gathering all the information compiled in the report. He was optimistic that this report will be very instrumental in NUDIPU advocacy work.

Commenting on the declining pressure, he attributed this to the complexity of the established structures, resulting from decentralisation. He added that in an attempt to reach out to all these structures, definitely the pace has to slow down.

As a contribution to the recommendations, he recommended that government should develop guidelines about Affirmative action, and to mainstream them in all its services so that they could be easily accessed.

In conclusion he argued members to take the recommendations in the report much more serious, and encouraged all those having more to contribute as regards the report, to write and send their concerns to NUDIPU head office.

Appendix 6

List of Participants of a One day Workshop

NAME	ORGANISATION	TEL.
1. Abdul Busuulwa	NUDIPU	077 492 131
2. Aciro Mary	-	-
3. Alice Nganwa	MOH	041 231 566/7/9
4. Baba Diri Margaret	M.P.	077 523 943
5. Balayo Seezi	NUDIPU	077 470 172
6. Conie Tinka	USDC	071 729 422
7. Daniel Okot	Kyambogo University	041-285001/3
8. Duku Sam	Parliament	077 385 677
9. Elasu John Mackay	Kireka Home	077 667 309
10. Etin Bernard	Nancy Sch. For Deaf Lira	077 343 904
11. Gufati Paul	MSSSD	-
12. Gidudu Tom	Office of the Min. of State E&D	077 685 856
13. Jackson Mirembe	MGLSD	077 898 824
14. Joy Mwesigwa	KSPH	077 696 522
15. Kafeero Sulaiman	NUDIPU	071 810 537
16. Kekirunga Miriam	Tukore P/S	077 822 241
17. Mbulamwana Joseph	UNAD	071 211 557
18. Mukaga Richard	UNAPD	071 380 023
19. Mukasa Apollo	DPAR - MOH	075 945 132
20. Musasizi Olivat	MSSSD	C/O DMI
21. Musoke Edmond	USD Ntinda	078 413 926
22. Nalere Patrick	DSI	077 605 247
23. Nambooze Mariam M.	DWNRO	071 388 512
24. Ntegyereize Sylvia	MGLSD	077 435 875
25. Olouch Barry	UNAD	077 625 147
26. Omagur Loicon	MoES	077 428 483
27. Owilli Chales A	MSSD	-
28. Rev. David Bulime	MSSSD	077 529 791
29. Ruth Nakamanyisa	NUDIPU	078 351 236
30. Sajjabi Daniel	MSSSD	--
31. Sr. Abongi Alyabo Rose	Madera School for the Blind P/S	077 822 241
32. Tibiwa Florence	UPACLED	077 301 437
33. Tumwesigye Innocent	UNAB	077 937 360
34. Wilberforce Kato	NUDIPU	077 626 557