

**MINISTRY OF EDUCATION AND SPORTS  
INSPECTORATE**

**SPECIAL NEEDS EDUCATION /  
EDUCATIONAL ASSESSMENT AND RESOURCE  
SERVICES**

*INFORMATION ABOUT ACTIVITIES  
IN THE SNE/EARS CENTRES SINCE THE ESTABLISHMENT OF  
THE CENTRES AND UP TO THE 31<sup>ST</sup> DECEMBER 1998*

APRIL 1999

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## **LIST OF ABBREVIATIONS**

CBR	Community Based Rehabilitation
DEO	District Education Officer
DIS	District Inspector of Schools
EARS	Educational Assessment and Resource Services
GTC	Gifted / Talented children
HI	Hearing Impairment incl. deaf
HQ	Headquarter(s)
LD	Learning Difficulties
MD	Motor Disabilities
MOES	Ministry of Education and Sports
MR	Mental Retardation
NGO	Non Governmental Organisation
TDMS	Teachers Development and Management System
SAD	Speech and Articulation Difficulties
SEBP	Social, Emotional, Behavioral Problems
SNE	Special Needs Education
SNECO	Special Needs Education Coordinator
UNISE	Uganda National Institute of Special Education
UPE	Universal Primary Education
VI	Visual Impairment incl. the blind



## SUMMARY

During the annual meeting for District Education Officers, District Inspectors of Schools and the Heads of SNE/EARS Centres, we were given important information about the status of the SNE/EARS activities.

The information is shown in the "Report for the annual meeting of the 13<sup>th</sup> September to the 19<sup>th</sup> September 1998".

However, it was necessary to get further information about learners with special learning needs identified in the districts, collaboration with TDMS and seminars covering the period from establishment of the SNE/EARS centres up to 31<sup>st</sup> of December 1998.

The information about the districts shows that:

- ▶ 101,598 learners have been identified. 20,07% were learners with HI, 19,22% were learners with MR, 3,80% were gifted / talented learners
- ▶ 46,350 learners have been assessed and/or followed by the SNE/EARS staff
- ▶ All the district SNE/EARS centres have collaborated with TDMS
  - 32,5 % have regular meetings
  - 65,0 % have occasional meetings
  - 2,5 % have had no meetings.
- ▶ A total of 678 seminars have been conducted for a total of 31,885 participants. 20,097 of the participants were teachers, 6,314 were parents and 5,474 were either administrators and other members of the community.

## 1. INTRODUCTION

Special Needs Education (SNE)/Educational Assessment and Resource Services (EARS) in Uganda is a district based programme which was established in 1991. The programme, which is an integrated part of the Ministry of Education and Sports Inspectorate, consist of Special Needs Education/EARS Centres in each of the country's 45 districts. The central Headquarters is located in the Ministry of Education and Sports, Kampala.

The immediate objective of the programme is provision of services to ensure appropriate education and training with the related support for learners with special needs in education including learners with disabilities. This will help them achieve the fullest possible social interaction and individual development.

In recent years changes have taken place in regard to a shift from a narrow definition of special education for learners with clearly identified and categorized disabilities, to a much broader and larger target group of learners in need for some kind of special education attention.

Introduction of Universal Primary Education (UPE) in January 1997, where a learner with a disability in a family was given first priority to free education and the broader definition of special needs in education has caused a much higher number of learners receiving services from the SNE/EARS programme than when the program started in 1991.

As a consequence of the increased needs, it has been necessary to change part of the strategy, which was used in the initial phase of the programme e.g. the training of primary school teachers in special needs education at a district level has been intensified, and the administration of the district's services has been decentralized further.

In order to get the total number of identified learners with special needs in education and information about collaboration with TDMS and the training in SNE carried out by the SNE staff, a questionnaire was developed. The questionnaire was sent to all SNE/EARS Centres in December 1998, and returned to SNE HQ by the end of April 1999. Three of the six new districts have returned the questionnaire. The information collected from the new district has been analysed separately.



## 2. THE YEAR OF ESTABLISHMENT OF SNE/EARS CENTRES

**Table 1: The year of establishment of SNE/EARS centres in the 45 districts in Uganda**

Establish 1993	Establish 1994	Establish 1995	Establish 1996	Establish 1997
Gulu	Arua	Apac	Kabarole	Adjumani
Hoima	Kabale	Lira	Kalangala	Katakwi
Iganga	Kasese	Mukono	Kitgum	Sembabule
Kampala	Kumi	Bundibugyo	Rakai	Nakasangola
Luwero	Masaka	Jinja	Kisoro	Bugiri
Mbarara	Mbale	Masindi	Rukungiri	Busia
Soroti	Moyo	Kapchorwa	Kibaale	
	Mpigi	Kotido	Kiboga	
	Nebbi	Moroto	Kamuli	
	Pallisa	Tororo	Mubende	
	Bushenyi		Ntungamo	

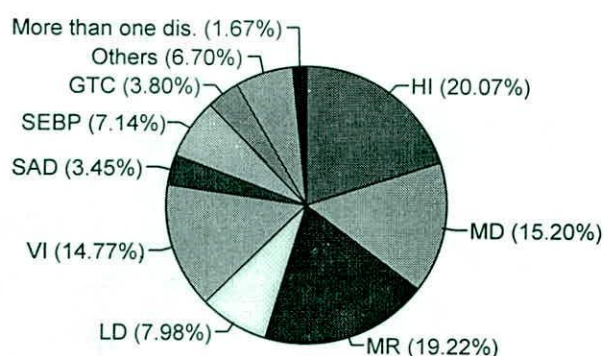
### 3. LEARNERS IDENTIFIED, ASSESSED AND / OR FOLLOWED

**Table 2: Identified learners in each district with special learning needs**

District	HI	MD	MR	LD	VI	SA D	SEB P	GT C	Oth- ers	+ One	Total
Apac	532	328	441	214	315	20	15	10	8	4	1887
Arua	658	150	1533	0	796	0	75	0	0	15	3227
Bundibugyo	131	58	40	19	33	7	5	0	19	29	341
Bushenyi	377	269	490	135	333	53	139	49	198	50	2093
Gulu	374	196	277	0	263	144	0	1	18	40	1313
Hoima	324	506	753	0	431	0	0	0	560	51	2625
Iganga	764	380	600	442	620	200	311	51	123	53	3544
Jinja	221	306	198	0	203	0	0	0	102	0	1030
Kabale	84	233	354	30	117	15	10	12	20	5	880
Kabarole	163	207	90	0	121	27	3	0	56	11	678
Kalangala	43	31	128	46	37	41	39	0	215	16	596
Kampala	453	362	417	186	219	180	109	230	860	180	3196
Kamuli	493	573	225	172	350	68	5	1	15	20	1922
Kapchorwa	95	138	74	0	136	0	0	0	40	0	483
Kasese	284	291	86	0	264	38	1	1	63	8	1036
Kibale	87	248	75	1	42	25	3	1	51	4	537
Kiboga	140	89	15	0	119	36	2	0	49	14	464
Kisoro	445	109	106	62	301	102	72	49	20	3	1269
Kitgum	381	259	163	250	139	35	150	0	0	0	1377
Kotido	123	58	98	85	15	35	14	10	45	53	536
Kumi	754	461	593	840	364	78	34	17	438	26	3605
Lira	479	968	390	117	427	174	94	15	109	40	2813
Luwero	532	420	750	302	315	131	93	160	231	101	3035
Masaka	3469	118	2605	0	537	0	17	0	373	108	7227
Masindi	265	480	1822	336	1443	105	0	0	168	10	4629
Mbale	602	1728	800	1700	772	203	264	14	303	98	6484
Mbarara	285	366	290	582	269	322	449	344	126	214	3247



District	HI	MD	MR	LD	VI	SA D	SEB P	GT C	Oth- ers	+ One	Total
Moroto	175	139	53	105	103	226	11	3	45	0	860
Moyo	568	250	1533	796	75	115	3247	97	145	94	6920
Mpigi	763	586	984	440	679	556	374	2710	1016	310	8418
Entebbe sub-centre	28	13	61	34	48	14	5	4	8	9	224
Mubende	217	42	138	93	192	22	8	5	11	18	746
Mukono	297	222	313	0	221	0	0	0	87	0	1140
Nebbi	1315	1341	516	169	1598	268	67	69	745	35	6123
Pallisa	346	227	89	692	251	29	12	10	20	19	1695
Rakai	225	270	300	200	75	175	75	0	0	16	1336
Rukungiri	180	340	140	50	160	60	10	0	20	20	980
Soroti	2084	1817	1342	0	1740	0	1524	0	0	0	8507
Tororo	1509	662	635	0	775	0	0	0	441	10	4032
Ntungamo	124	198	15	14	110	5	13	0	55	9	543
Total	20389	15439	19532	8112	15008	3509	7250	3863	6803	1693	101598



101,598 learners with special needs in education have been identified in the original thirty-nine districts since the centres were established. The establishment years are shown in table 1, page 5. The highest number of learners identified are the learners with hearing impairment 20,07 % of the total number. 19,22% are learners with mental retardation and 15,20% have mental disabilities.

Only 7,14% of the learners are recorded under the category social, emotional behaviour problems, 6,70% are recorded under others. It is expected that street children and traumatised children shall fall under the two categories mentioned above.

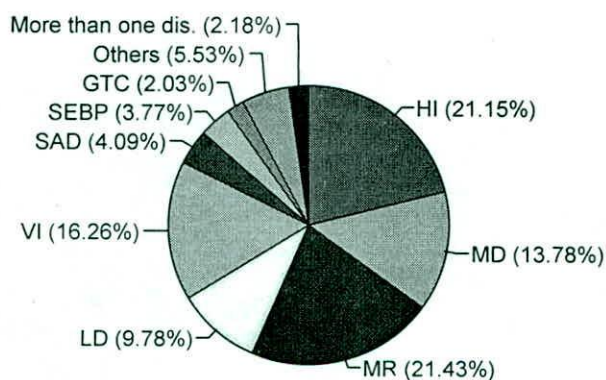
3,80% of the identified learners are gifted and/or talented, making a total of 3863.

**Table 3: Identified learners in each district with special learning needs being assessed and / or followed**

District	HI	MD	MR	LD	VI	SAD	SEB P	GTC	Oth- ers	+ One	Total
Apac	125	58	224	35	82	6	9	6	3	2	550
Arua	77	30	73	0	52	0	16	0	0	8	256
Bundibugyo	10	42	12	3	6	1	3	0	2	10	89
Bushenyi	160	115	252	97	167	21	89	28	87	26	1042
Gulu	218	179	265	0	190	38	0	1	18	36	945
Hoima	64	28	31	0	62	0	0	0	141	23	349
Iganga	456	195	382	235	423	138	142	12	78	23	2084
Jinja	130	69	132	0	47	0	0	0	52	0	430
Kabale	54	110	145	20	84	5	10	3	10	2	443
Kabarole	107	169	47	0	76	25	3	0	37	11	475
Kalangala	32	24	89	45	31	26	39	0	0	8	294
Kampala	400	280	389	186	210	180	109	230	200	180	2364
Kamuli	136	100	51	98	141	12	5	1	10	15	569
Kapchorwa	72	70	69	0	124	0	0	0	30	0	365
Kasese	161	207	77	10	123	11	1	1	13	14	618
Kibale	18	28	12	3	31	3	3	1	6	2	107
Kiboga	40	2	10	0	84	0	0	0	4	0	140
Kisoro	201	98	82	40	190	80	26	35	25	1	778
Kitgum	58	0	95	0	62	0	0	0	0	0	215
Kotido	102	14	36	24	3	9	3	5	15	26	237
Kumi	437	311	408	526	213	59	28	17	318	21	2338
Lira	392	955	300	111	399	156	67	15	109	32	2536
Luwero	315	170	350	120	250	95	60	0	0	48	1408
Masaka	2037	94	2148	0	416	0	17	0	188	83	4983
Masindi	265	480	1822	336	1443	105	0	0	168	10	4629
Mbale	423	1000	626	1669	528	203	264	14	303	98	5128
Mbarara	359	294	274	254	194	161	227	180	63	120	2126
Moroto	52	139	23	65	46	68	11	3	21	0	428



District	HI	MD	MR	LD	VI	SAD	SEB P	GTC	Oth-ers	+ One	Total
Moyo	77	100	73	62	16	28	256	27	75	26	740
Mpigi	328	204	460	297	304	274	161	327	209	97	2661
Entebbe sub-centre	7	13	44	34	4	14	5	0	0	7	128
Mubende	64	19	69	46	71	7	2	5	9	6	298
Mukono	19	0	23	0	28	0	0	0	7	0	77
Nebbi	216	300	176	57	232	88	48	32	182	21	1352
Pallisa	279	138	73	56	193	25	12	0	15	19	810
Rakai	51	40	60	80	36	45	25	0	0	7	344
Rukungiri	60	80	50	10	50	10	5	0	10	10	285
Soroti	1396	49	419	0	743	0	88	0	0	0	2695
Tororo	300	0	50	0	80	0	0	0	100	10	540
Ntungamo	105	183	12	14	102	1	13	0	55	9	494
<b>Total</b>	<b>9803</b>	<b>6387</b>	<b>9933</b>	<b>4533</b>	<b>7536</b>	<b>1894</b>	<b>1747</b>	<b>943</b>	<b>2563</b>	<b>1011</b>	<b>46350</b>





#### 4. COLLABORATION WITH TDMS (CORE PTC's)

The Ministry of Education and Sports has identified and addressed a number of priority areas in the development of primary education. One aspect is training and retraining of teachers. It was therefore natural to include special needs education in these training programmes. Special needs education is now a component of the curriculum for teachers training colleges and for the Teachers Development and Management System (TDMS), which provides intensive training programmes for teachers in all districts. TDMS have divided Uganda's primary schools into 604 clusters. Most districts have started using this cluster module not only in training primary school teachers in SNE, but also in organizing the service for learners with special needs in education.

One teacher in each cluster shall act as a "Special Needs Education Co-ordinator" (SNECO) for the schools in the cluster. Each school in the cluster will in the future have one or two teachers in charge of SNE in the particular school.

It is the responsibility of the Districts Education Officer, District Inspector of Schools and the SNE/EARS staff to organize seminars for the SNE co-ordinating teachers.

According to the questionnaires all of the 39 districts - plus Entebbe sub-centre - collaborate with TDMS (Core PTC's). The meeting frequency shows as following:

Meeting on a regular basis	:	32,5 %
Meeting on occasional basis	:	65,0 %
Never having meetings	:	2,5 %

In general all of the districts in question are using the TDMS cluster model.

The districts were asked to explain how they were using the TDMS cluster model in providing service to all learners in the district with special need in education.

The overall picture shows that all districts are using the cluster model in providing services to learners with special needs in education and SNECO's have been identified in the districts. Some districts have furthermore identified teachers in primary schools to have responsibility of learners with special learning needs.

In the following is mentioned the explanation given from five districts. These explanations shows the general picture:

*Bushenyi:*

*Teachers from schools where centres are situated were identified and trained for a week on how to assist children with SNE. They identified children with SNE in their areas of operation (subcountries) and report to EARS centre at the district where staff respond and assess the already identified children. CC Tutors were also given a responsibility to supervise and follow up on the teachers on how they assist such children in classroom situation.*

*Gulu:*

*We have so far trained 17 teachers from each coordinating centre (five days training). 17 ECTS were also included in the training. The 17 teachers are now the special needs education coordinators (SNECO), in various community mobilization programmes by each individual CCT.*

*Hoima:*

*SNE coordinators were identified in schools following the TDMS cluster model and these directly collaborate with the centre coordinating tutors in identifying children with special needs and training teachers in handling these children with the help of EARS staff.*

*Mbale:*

*We have Special Needs Education Coordinators at every subcounty and we have Heads of Department of SNE in every school. All these work with the Centre Coordinating tutors. The Tutor makes a follow up on already placed children in schools to find out whether they are benefitting from the ordinary curriculum.*

*Nebbi:*

*We have ten centres in our district. In each centre, there is a SNECO who carries out EARS/SNE programme using the TDMS clusters. He works along side the C.C.T to meet the outreach schools coordinators. Both the SNECO and the CCT report to EARS/SNE office for further action to meet the needs.*



**Table 5: No. of seminars / trainings sections in SNE**

Districts	Seminars for teachers	Seminars for parents	Seminars for adm. communities and others	Total
Apac	3	1	0	4
Arua	1	2	0	3
Bundibugyo	1	0	0	1
Bushenyi	1	0	0	1
Gulu	15	5	18	38
Hoima	22	24	3	49
Iganga	25	15	13	53
Jinja	3	0	1	4
Kabale	5	0	0	5
Kabarole	2	0	2	4
Kalangala	2	2	1	5
Kampala	5	0	5	10
Kamuli	5	5	5	15
Kapchorwa	2	0	2	4
Kasese	5	0	1	6
Kibale	1	0	1	2
Kiboga	1	5	1	7
Kisoro	5	0	2	7
Kitgum	2	10	2	14
Kotido	2	0	0	2
Kumi	15	2	2	19
Lira	9	0	0	9
Luwero	10	15	5	30
Masaka	16	0	8	24
Masindi	2	0	2	4
Mbale	40	40	20	100
Mbarara	31	35	21	87



Districts	Seminars for teachers	Seminars for parents	Seminars for adm. communities and others	Total
Moroto	1	0	0	1
Moyo	4	0	0	4
Mpigi	14	9	7	30
Entebbe sub-centre	1	1	0	2
Mubende	1	0	0	1
Mukono	14	3	0	17
Nebbi	5	0	0	5
Pallisa	2	0	0	2
Rakai	1	0	2	3
Rukungiri	6	3	25	34
Soroti	31	10	0	41
Tororo	20	0	10	30
Ntungamo	1	0	0	1
Total	332	187	159	678

The total numbers of seminars / training section in SNE varies from one to hundred .  
Mentioned below is the total number of seminars / training section mentioned in per cent for the forty districts in question:

1 - 5 seminars / training sections	:	47,5 %
6 - 10 seminars / training sections	:	12,5 %
11 -15 seminars / training sections	:	05,0 %
16 -20 seminars / training sections	:	05,0 %
21-30 seminars / training sections	:	10,0 %
31-40 seminars / training sections	:	05,0 %
41-50 seminars / training sections	:	05,0 %
51- + seminars / training sections	:	07,5 %
Total	:	100 %

**Table 6: No. of participants in seminars/trainings sections in SNE**

Districts	No. of participants in seminars for teachers	No of participants in seminars for parents	No. of participants in seminars for adm. and communities and others	Total
Apac	357	50	0	407
Arua	537	150	30	717
Bundibugyo	436	0	0	436
Bushenyi	428	0	0	428
Gulu	969	206	450	1625
Hoima	713	480	27	1220
Iganga	677	*	390	1067
Jinja	257	0	328	585
Kabale	337	0	0	337
Kabarole	251	0	40	291
Kalangala	107	107	27	241
Kampala	878	0	678	1556
Kamuli	500	200	100	800
Kapchorwa	352	0	50	402
Kasese	522	0	174	696
Kibale	347	0	194	541
Kiboga	266	25	23	314
Kisoro	422	0	84	506
Kitgum	280	360	13	653
Kotido	269	0	0	269
Kumi	710	84	48	842
Lira	671	0	0	671
Luwero	356	700	50	1106
Masaka	573	0	47	620
Masindi	230	0	2	232
Mbale	898	755	1000	2653
Mbarara	1342	1680	198	3220
Moroto	214	0	0	214



Districts	No. of participants in seminars for teachers	No. of participants in seminars for parents	No. of participants in seminars for adm. and communities and others	Total
Moyo	297	0	0	297
Mpigi	989	678	491	2158
Entebbe sub-centre	233	36	0	269
Mubende	278	0	0	278
Mukono	603	203	0	806
Nebbi	574	0	0	574
Pallisa	305	0	0	305
Rakai	434	0	30	464
Rukungiri	1050	100	800	1950
Soroti	549	500	0	1049
Tororo	403	0	200	603
Ntungamo	483	0	0	483
Total	20097	6314	5474	31885

The total numbers of participants in seminars / training section in SNE varies from 214 to 3220. Mentioned below is the total number of participants in the seminars / training section mentioned in per cent for the forty districts in question:

0 - 299	participant in seminars / training sections	:	20,0 %
300- 599	participant in seminars / training sections	:	32,5 %
600 - 999	participant in seminars / training sections	:	22,5 %
1000 - 1599	participant in seminars / training sections	:	10,0 %
1600 - 1999	participant in seminars / training sections	:	7,5 %
2000 - 2599	participant in seminars / training sections	:	5,0 %
3000 - +	participant in seminars / training sections	:	2,5 %
Total		:	100,0 %

The districts have in total organized seminars for 31,885 participants. 20,097 teachers have participated in seminars arranged by SNE/EARS centres. 6,314 parents have been given training through seminars. 22 districts have not arranged seminars for parents. Parents courses should in the future be given a high priority.



5,474 administrators and other members of the communities have participated in seminars. 16 districts have not arranged seminars for administrators and other members of the community. However, it is assumed that staff from SNE/EARS centres participate in local meetings and gatherings, when they have an opportunity to inform about learners with special needs in education and their inclusion into the schools and communities as such.

**Output of seminars for teachers:**

It seems as the general output for the teachers was a positive change in attitude towards learners with special needs in education including learners with disabilities. The teachers have been introduced to inclusive education, child to child approach and to the new cluster model with SNECO in each cluster. The teachers have been given a number of basic skills in identification of learners with special needs in education, method of teaching learners with special learning needs and on developing simple teaching aids. Furthermore, the teachers have been given information about the service offered from the SNE/EARS centres. Many seminars have been organized for SNE-coordinators.

**Output of seminars for parents:**

The parents have through the seminars changed the attitude towards children with special learning needs including children with disabilities in a positive direction. More parents accept to take the child to school and they understand the need for collaboration with the school/teachers. The parents have been given a chance to talk about their own attitude, the relatives and the communities attitude towards people with disabilities. The parents have been given some practical skills on how to train and teach their children with special learning needs including those disabilities. In some districts parents have formed parents association.

**Output of seminars for administrators/communities:**

The general output for the administrators/communities has been a positive change in attitude towards learners with special needs in education. The local leaders and the communities have taken more responsibilities for persons with special needs in education, including persons with disabilities, both at the administration level (funding etc.) and in the communities as such.

## 6. THE NEW DISTRICTS

**Table 7. No. of identified learners with special learning needs**

	Adjumani	Katakwi	Sembabule	Nakasan- gula	Bugiri	Busia
HI	100	*	*	108	230	*
MD	130	*	*	115	70	*
MR	180	*	*	54	42	*
LD	201	*	*	0	0	*
VI	20	*	*	63	190	*
SAD	130	*	*	14	0	*
SEBP	180	*	*	25	20	*
CGT	80	*	*	5	0	*
Others	40	*	*	28	254	*
+ one dis.	30	*	*	9	0	*
Total	1091	*	*	421	806	*

\*= no respond



**Table 8: No. of learners with special learning needs assessed and/or followed**

	Adjumani	Katakwi	Sembabule	Nakasan-gula	Bugiri	Busia
HI	-	*	*	0	116	*
MD	-	*	*	0	62	*
MR	-	*	*	5	36	*
LD	-	*	*	0	0	*
VI	-	*	*	2	87	*
SAD	-	*	*	0	0	*
SEBP	-	*	*	0	0	*
CGT	-	*	*	0	0	*
Others	-	*	*	0	33	*
+ one dis.	-	*	*	0	0	*
Total	-	*	*	7	334	*

\*= no respond

**Table 9: Collaboration with TDMS (CORE PTC'S)**

	Adjumani	Katakwi	Sembabule	Nakasan-gula	Bugiri	Busia
Do you collaborate with TDMS?	Yes	*	*	Yes	Yes	*
How often do you have meetings with TDMS?	Regularly	*	*	Regularly	Occasionally	*

\*= no respond

**Table 10: No. of seminars**

	Adjumani	Katakwi	Sembabule	Nakasan-gula	Bugiri	Busia
Seminars for teachers	0	*	*	2	0	*
Seminars for parents	0	*	*	5	2	*
Seminars for adm., communities and others	0	*	*	1	0	*
Total	0	*	*	8	2	*

\*= no respond

**Table 11: No. of participants**

	Adjumani	Katakwi	Sembabule	Nakasan-gula	Bugiri	Busia
Seminars for teachers	0	*	*	80	0	*
Seminars for parents	0	*	*	0	117	*
Seminars for adm., communities and others	0	*	*	15	0	*
Total	0	*	*	95	117	*

\*= no respond