

Distance Learning

Special Needs Education

Module 1

Introduction to Special Needs Education

Kenya Institute of Special Education

Uganda National Institute of Special Education



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- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardians or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

1. States Parties that recognise and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:
 - (a) Ensure that the adoption of a child is authorised only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
 - (b) Recognise that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
 - (c) Ensure that the child concerned by inter-country adoption enjoys safeguard and standards equivalent to those existing in the case of national adoption;
 - (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
 - (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with

applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties. development of his or her personality, should grow up in a family environment in an atmosphere of happiness, love

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organisations or non-governmental organisations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. States Parties recognise the right of the disabled child to special care an shall encourage and ensure the extension, subject to available resources, to t eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition an to the circumstances of the parents or others caring for the child.
3. Recognising the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that t disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his her cultural and spiritual development.
3. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to

improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognise the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care service
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environment pollution;
 - (d) To ensure appropriate pre-natal and post-natal health care for mothers;
 - (e) To ensure that all segments of society, in particular parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - (f) To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realisation of the right recognised in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognise the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognise for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realisation of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery o maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;

- (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
 3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational And leisure activity.

Article 32

1. States Parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for a purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons

who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognise the right of every child alleged as, accused of, or recognised as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, states Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognised as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the

best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians

- (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognised as having infringed the penal law, and, in particular 1 or other opinion, national or social origin, property, birth or other status

- (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
- (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and leg safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realisation of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realisation of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of ten experts of high moral standing and recognised competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognised herein and on the progress made on the enjoyment of those rights:
 - (a) Within two years of the entry into force of the Convention for the State Party concerned;
 - (b) Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- (a) The specialised agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialised agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialised agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation the Convention in areas falling within the scope of their activities;
- (b) The Committee shall transmit, as it may consider appropriate, to the specialised agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
- (c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
- (d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States,

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties. 3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective on year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depository of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

Appendix iii

THE SALAMANCA STATEMENT

Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences,

Recalling the several United Nations declarations culminating in the 1993 United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities, which urges States to ensure that the education of persons with disabilities is an integral part of the education system,

Noting with satisfaction the increased involvement of governments, advocacy groups, community and parent groups, and in particular organisations of persons with disabilities, in seeking to improve access to education for the majority of those with special needs still unreached; and recognising as evidence of this involvement the active participation of highlevel representatives of numerous governments, specialised agencies and intergovernmental organisations in this World Conference,

1.

We, the delegates of the World Conference on Special Needs Education representing ninety-two governments and twenty-five international organisations, assembled here in Salamanca, Spain, from 7-10 June 1994, hereby reaffirm our commitment to Education for All, recognising the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the Framework for Action on Special Needs Education, that governments and organisations may be guided by the spirit of its provisions and recommendations.

2.

We believe and proclaim that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,

- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an essential education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

3.

We call upon all governments and urge them to:

- give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
- adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
- develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,
- establish decentralised and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,
- encourage and facilitate the participation of parents, communities and organisation of persons with disabilities in the planning and decision making processes concerning provision for special educational needs,
- invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

4.

We also call upon the international community; in particular we call upon:

- governments with international co-operation programmes and international funding agencies, especially the sponsors of the World Conference on Education for All, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), and the World Bank:
 - to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes;
- the United Nations and its specialised agencies, in particular the International Labour Office (ILO), the World Health Organisation (WHO), UNESCO and UNICEF:

- to strengthen their inputs for technical co-operation, as well as to reinforce their co-operation and networking for more efficient support to the expanded and integrated provision of special needs education;
- non-governmental organisations involved in country programming and service delivery:
 - to strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special educational needs;
- UNESCO, as the United Nations agency for education:
 - to ensure that special needs education forms part of every discussion dealing with education for all in various forums,
 - to mobilise the support of organisations of the teaching profession in matters related to enhancing teacher education as regards provision for special educational needs,
 - to stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation; also, to serve as a clearinghouse for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this Statement,
 - to mobilise funds through the creation within its next Medium-Term Plan (1996-2001) of an expanded programme for inclusive schools and community support programmes, which would enable the launching of pilot projects that showcase new approaches for dissemination, and to develop indicators concerning the need for and provision of special needs education.

5.

Finally, we express our warm appreciation to the Government of Spain and to UNESCO for the organisation of the Conference, and we urge them to make every effort to bring this Statement and the accompanying Framework for Action to the attention of the world community, especially at such important forums as the World Summit for Social Development (Copenhagen, 1995) and the World Conference on Women (Beijing, 1995).

*Adopted by acclamation, in the city of Salamanca, Spain,
on this 10th of June, 1994.*

KAMUNGE REPORT

CHAPTER VIII

SPECIAL EDUCATION

Introduction

8.1 Special education is for various types of exceptional persons whose educational needs deviate from the norm due to being impaired, disabled, handicapped or specially gifted and talented. In Kenya, special education caters for persons who are hearing impaired, visually handicapped, mentally handicapped, physically handicapped and multiple handicapped. Special education programmes, which are an integral part of each cycle of formal education, have also the following additional objectives:

- (a) to provide skills and attitudes aimed at habilitation, rehabilitation and adjustment to environment;
- (b) to identify, assess and provide early intervention for correction and rehabilitation;
- (c) to promote awareness of the needs of the disabled and the methods of alleviating the effects of the various disabilities;
- (d) to promote integration of the handicapped in formal education and training;
- (e) to promote the provision and use of specialised facilities and equipment and
- (f) to promote measures to prevent impairment in order to limit the incidence of disabilities.

Growth and Development

8.2 The Government has shown great concern in the provision of services to improve the welfare of the disabled persons in the country. Soon after independence, the Government appointed a Committee on the 'Care and Rehabilitation of the Disabled' to study and advise on the numbers and types of disabled persons, facilities for education, training and employment, and to formulate broad programmes of training and the placement of the disabled. The Government produced the Sessional Paper No. 5 of 1968 on Special Education, which formed the framework for government policy on the disabled. In 1971, the first rehabilitation centre was established in Nairobi under the Ministry of Culture and Social Services to prepare disabled school leavers for wage employment. The Ministry of Education also established a special education inspectorate section and an administrative unit for the purpose of effective management and supervision of special education programmes. His Excellency, President Daniel arap Moi, declared 1980 the National Year for the Disabled and raised funds through harambee which established a national fund for the disabled. The national focus on the disabled persons helped to stir up public conscience and awareness, stepped up efforts to provide rehabilitation and training programmes and helped to reduce prejudice and discrimination towards the disabled persons.

- (a) *Young visually handicapped children of Pre-primary school age be integrated in regular pre-primary schools;*
- (b) *the partially sighted children be integrated in regular primary and secondary schools and be provided with the necessary facilities and equipment including low vision aids to enable them to learn effectively .*

8.4 The Working Party was informed about the difficulties being experienced by blind students in their study of, and examination in, sciences and applied subjects. It is necessary that the curricula be reviewed to address themselves to the special needs of visually handicapped students and to provide teachers with proper facilities and equipment to teach these subjects properly. For example, the diagramatic and photographic parts in the curricula should be replaced with descriptive work and practical work carried out through methods using the remaining senses of hearing, touch and smell. The Kenya National Examinations Council should therefore, review its methods of examining the blind candidates to adopt suitable modes for their examinations. The Council should also endeavour to recruit qualified transcribers for braille and de-braille of question papers and answer scripts for the visually handicapped students. The Working Party recommends that:

- (a) *the learning and examination needs of the visually handicapped students in the sciences and applied subjects be catered for in the various curricula and examinations;*
- (b) *the Kenya National Examinations Council should make adequate provision for qualified transcribers and examiners, to cater for the special needs of the visually handicapped candidates.*

8.6 Vocational training for the visually handicapped is provided at Machakos Trade Training Centre and also in other centres run by voluntary agencies. Some visually handicapped persons also continue with higher education in local and foreign universities. However, the Working Party noted that there was a tendency to offer traditional vocational courses such as telephone operating, leather work and typing which are normally used to train the visually handicapped. This practice may result in producing too many graduates in these traditional courses, which will limit their chances of employment. Therefore, vocational training programmes should be diversified to give the trainees better chances for employment in other sectors of the economy, especially in agriculture.

8.7 The visually handicapped students, while in school, have been provided with equipment which includes braille equipment for writing, magnifying glasses for reading and thermoform machine for duplication, braille protractors, compasses, triangles and

typewriters. The Working Party is of the opinion that some of the items used by blind persons can be made locally. In this respect, it welcomes the designing of a collapsable cane by the Kenya Institute of Special Education and urges the institute to study other equipment and to design and adapt them to be produced by the local industry. In view of this, the Working Party recommends that:

Kenya Institute of Special Education should undertake research to design various equipment and materials that can be produced by the local industry to be used by handicapped persons.

8.8 Currently, there are two braille presses in Kenya, one run by Hadley School for the Blind and the other by the Royal Commonwealth Society for the Blind. The Working Party learnt that Sikri Vocational school used to operate a braille press, but discontinued due to lack of adequate funds. In view of the role a braille press plays in the production of education materials for the visually handicapped children, it is necessary to revive the use of the Sikri Press in order to augment the braille printing by the press at Hadley School for the Blind and the computerized braille press of the Royal Commonwealth Society for the Blind. The Working Party was, however, informed that there are shortages of teaching and learning braille materials. The situation can be improved through increased Government support and participation as well as in the co-ordination of production and supply of braille materials. The Working Party also noted the library services that exist at the Hadley school and Kenyatta University and particularly welcomed the development at Kenyatta University of an integrated braille and cassette catalogue on cards which will be large printed at the fore face, with the same information brailled at the back, to allow the blind and the partially sighted to use the library independently. These services should be extended to other universities and institutions of learning. The Working Party, therefore, recommends that:

- (a) *Sikri Vocational School be assisted to revive the operation of its braille press;*
- (b) *there be increased Government participation and co-ordination in the production and distribution of braille materials;*
- (b) *education and training institutions be encouraged to provide appropriate library services to their handicapped students.*

Education for the Hearing Impaired

8.9 The education of the hearing impaired caters for persons with various degrees of hearing loss and includes children who are unable to hear within normal limits due to physical impairment or dysfunction of the auditory mechanism distinguished by deafness. Some of them are unable to use speech as a method of communication while others are hard of hearing. However, all the hearing impaired are not a homogeneous group but the greater the hearing loss the more the linguistic and academic difficulties.

8.10 Special education for the hearing impaired is provided in 22 residential primary schools, 2 units in regular primary schools and 2 vocational training institutions. The existing services cater for 2,190 children in special schools, 245 under vocational training and 40 in integrated regular schools as shown in Appendix XIII. The Working

Party was informed that children are taught together in one class regardless of the severity of hearing loss or the age of the child at the onset of the impairment. There is also the tendency to concentrate on the development of communicative skills at the expense of the academic subjects which results in some children finishing school almost semi-illiterate. A pilot school was, therefore, started in Machakos to study the most suitable way of educating the hearing impaired children. The Working Party, however, noted that one of the problems experienced in teaching the hearing impaired is the lack of a definite sign language for Kenya. While appreciating the attempt being made to improve the teaching of the hearing impaired, it is considered that research should be undertaken to enable Kenya to develop the most appropriate sign language. The Working Party recommends that:

- (a) *an appropriate curriculum be developed for the hearing impaired, aimed at developing balanced academic knowledge and communicative skills;*
- (b) *teachers be guided on proper placement of hearing impaired children based on the severity of their hearing loss, the age of onset and their learning needs;*
- (c) *research be undertaken to develop the most appropriate sign language for Kenya, taking into account the varied cultural diversity.*

8.11 The Working Party noted that there are limited secondary school opportunities for the deaf and only a few primary school leavers have been integrated in regular secondary schools in Mumias and Kerugoya. Postprimary vocational training is also being offered at Nyang'oma for boys and at Mumias for girls. Sikri Vocational School also offers training to hearing impaired and visually handicapped students. The Working Party, however, notes that, although some hearing impaired children may be integrated in regular secondary schools, there is need to establish a special secondary school for the severely deaf pupils who cannot be integrated in regular secondary schools because they require specialised equipment. In view of this, the Working Party recommends that:

a special secondary school be established for the totally deaf pupils who cannot be integrated in regular secondary schools.

8.12 The equipment required for the education and training of the hearing impaired includes individual hearing aids, group-hearing aids, radio receivers, audiometers and speech trainers. Parents pay for such items and should continue to do so. The Working Party, however, noted that there are problems in the repair and maintenance of the equipment since some are imported and have no spare parts. The Kenya Institute of Special Education, however, makes ear-moulds and repairs hearing aids. This programme should be strengthened and expanded in collaboration with the Ministry of Health to design and develop ear-moulds to be produced by the local industry. The Working Party recommends that:

Kenya Institute of Special Education and Ministry of Health should collaborate in designing and developing ear-moulds for production by local industry.

Education for the Physically Handicapped

8.13 The education of the physically handicapped caters for persons with difficulties of movement caused by various factors such as poliomyelitis, cerebral palsy, accidents,

and drug abuse. They may also have other disabilities such as speech difficulties, hearing or visual impairment and mental retardation, but to be classified as physically handicapped their primary disability must relate to a physical condition. They need special setting, specialised materials or equipment to permit maximum social and educational development.

8.14 The majority of the physically handicapped children attend integrated schools from home, while the severely handicapped attend special primary schools and special secondary schools. Some severely handicapped children attend regular schools while residing in Small Homes built by communities and Large Homes built by the Government and voluntary agencies. The Homes and the Educational Assessment and Resource Centres discussed in paragraph 8.23 arrange for provision of surgery, physiotherapy, occupational therapy, medical treatment equipment, and training in various skills for the children in these Homes. The vocational training after primary education is largely offered at the Industrial Rehabilitation Centre in Nairobi and the rural Vocational Rehabilitation Centres, established by the Ministry of Culture and Social Services discussed in paragraph 8.25.

8.15 The physically handicapped pupils in special schools follow the regular curriculum, and also train in adaptive and rehabilitation skills. However, it is necessary that their teachers, and the paramedical staff, such as the physiotherapists, occupational therapists and speech therapists, are conscious of their needs in order to provide for them. The Working Party, however, was informed that the supply of physiotherapists and occupational therapists is not adequate to cope with the demand for services in hospitals and in special schools. It was also noted that there is no local training programme for speech therapists. Consequently, there are only very few speech therapists in the country. There is, therefore, need to establish a training programme for them. The Working Party recommends that:

- (a) *the training programme for physiotherapists and occupational therapists be expanded;*
- (b) *a local training programme for speech therapists be established as a matter of urgency.*

8.16 Schools catering for the physically handicapped need to ensure easy and safe mobility of the handicapped. In addition, they require orthopaedic workshops to make some of the aids, swimming pools for hydrotherapy, and a variety of mobility and adaptive aids such as book turners, pens and crutches for use by the physically handicapped children. The children should be assessed frequently so that the aids they use can be changed as the children grow. The Working Party observed that some of the facilities are not available in many of the special schools for the physically handicapped. They are considered necessary for the education and rehabilitation of the handicapped children and should be made available. It was noted that many adaptive aids can be made locally and even in schools. The Working Party, therefore, recommends that:

- (a) *educational institutions with physically handicapped children should provide facilities which ensure that children move and function safely, conveniently and without obstruction;*

- (b) *special schools for the physically handicapped children be provided with facilities to make adaptive aids.*

Education for the Mentally Handicapped

8.17 Education for the mentally handicapped caters for children who, because of retarded intellectual development, are incapable of being educated effectively through ordinary classroom instruction. Most mentally handicapped children have no obvious physical disabilities, which can easily be identified, as a result of which their handicap is usually identified late. It is expected that the educational assessment and resource centres described in this chapter will help to identify the mentally handicapped children early so that their educational and developmental needs can be provided in early childhood.

8.18 There are 16 special schools for the mentally handicapped Band 32 special units attached to regular primary schools, while pre-primary education is offered in very few schools. In view of this, there 's need to expand pre-primary education for the mentally handicapped children. The Working Party, however, is of the opinion that this expansion should be done in integrated schools where parents can continue to be involved in helping teachers to train their children. It was noted with concern that some special schools have been admitting the mild handicapped children and the slow learners who should be educated in regular schools. It is the view of the Working Party that special schools should only be utilised for the education of the severe and profound mentally handicapped children. Such special schools should be kept small and also provided with necessary equipment and professional support from the Ministry of Health. Regular schools which enrol mentally handicapped children should be provided with specially trained teachers as well as teacher aides to help them to give individual attention to the mentally handicapped children. Parents, too, should not only volunteer to assist the teachers in marking teaching aids but should also donate items for learning activities. Since the minority of these children may not continue with further education beyond primary education, special primary schools and units with mentally handicapped children should have adequate facilities and equipment for pre-vocational and vocational training for self-reliance. They should also train children to acquire basic self-help skills, communication, mobility, and social skills and also arrange for supportive health services as may be needed by the children. Those children who do well in the special units attached to integrated primary schools should be allowed to join regular classes and those in special units should be allowed to share facilities with other pupils as part of their rehabilitation and to facilitate the process of integration. The Working Party recommends that:

- (a) *mentally handicapped children be identified during early childhood and their education provided in appropriate schools*
- (b) *special schools be utilised to cater only for the severe and profound mentally handicapped children.*

Education for the Multiple Handicapped

8.19 The education for the multiple handicapped caters for children with more than

one identifiable handicap. The children who are he physically and mentally handicapped are educated in special units with special schools while the deaf and blind children are educated in a special school at Kabarnet. Children with multiple handicaps need almost a 24hour individual care with a very high ratio of adults to children. They should therefore, be appropriately staffed. The Working Party appreciates the efforts being made in educating these children but also notes that there is need for more special units to cater for children with other multiple handicaps. The Working Party, therefore, recommends that:

more special units for multiple handicapped children be established in existing special schools and be provided with appropriate and adequate staff.

Education of the Maladjusted Children.

8.20 The maladjusted children are either emotionally disturbed or socially maladjusted. Children who are emotionally disturbed have emotional handicaps which are inappropriate in normal education setting as shown by inability to learn and to maintain satisfactory inter-personal relationships with peers and teachers. On the other hand, socially maladjusted children have serious social problems, which might include delinquency. The Working Party notes that there is need to give special attention to such children through proper guidance and counselling of the children and their parents or guardians. Most of these children, if properly counselled, are capable of studying in regular schools under proper guidance of understanding and sympathetic teachers. It is, however, important that emotionally handicapped children should be identified early, using the Educational Assessment and Resource Centres, in order to give them corrective education before it is too late. Some of these children are slow learners or low achievers and should not be confused with those who are mentally handicapped. Such children require remedial teaching to enable them to learn and to benefit from regular curriculum. Their teachers should also be trained in remedial teaching methodology and guidance and counselling. The Working Party recommends that:

regular teachers be trained in remedial teaching methodology and guidance and counselling to enable them to effectively teach the maladjusted children.

8.21 Children who are socially maladjusted may have problems, which lead to delinquent behaviour, which may include aggression or destructiveness. The Government has established ten approved schools for boys and one for girls who are under 16 years of age and are socially maladjusted for purposes of correcting delinquent behaviour and providing education and training. Their teaching is based on curriculum similar to that of regular schools with a strong bias towards vocational training for self-reliance. The Working Party observed that in some instances the duration of education and training is not adequate to benefit the pupils fully since their stay in these schools depends on court 'orders which can be revoked any time. There is also lack of evaluation of training given or follow up after the children have left approved schools. The Working Party would like, to see education and training in approved schools closely linked with the formal school system in order to enable pupils from approved schools to continue with further education and training in formal education and training institutions.

Education for the Specially Gifted and Talented Children

8.22 Every society has its specially gifted and talented children who need special education to develop their special intellectual, creative, artistic, or other talents to the maximum level possible. As discussed in Chapter XIII, such children should be identified early and special programmes developed to assist them to realise their full potential and contribution to the society. The Working Party noted that there is lack of such programmes and urges that they be established in the interests of national development.

Educational Assessment and Resource Centres

8.23 The Government has established 27 Educational Assessment and Resource Centres in some special schools in order to help to identify handicapped children early to place them in appropriate schools in time. They also counsel parents, assist in integration of handicapped children into ordinary schools through peripatetic services, prepare equipment, refer handicapped children to special schools and units for placement and to hospitals for further diagnosis and treatment, run seminars for teachers and parents and collect information about handicapped children. The services of these centres are provided by teachers, nurses, physiotherapists, occupational therapists and social workers on a part-time basis. The Working Party was informed that there is a growing demand for the services of these centres and the need to provide them on a continuous basis. There is, therefore, need to provide each centre with a full time teacher to co-ordinate the assessment programmes and to provide professional services to the handicapped children in homes and integrated programmes in regular schools. The centres should also be provided with adequate and appropriate equipment to enhance their work. The Working Party recommends that:

- (a) *children be assessed to determine their special education needs prior to admission into special education programmes;*
- (b) *each Educational Assessment and Resource Centre be provided with a full time qualified teacher to co-ordinate its services.*

8.24 In addition to Educational Assessment and Resource Centres, special education Resource Rooms have been established in some regular schools and provided with special equipment and materials for use by handicapped children. The teacher in charge of a resource room prepares the relevant materials to be used by the handicapped children and provides extra tuition to the handicapped children. The resource teacher also provides similar services to other handicapped children in integrated neighbouring schools. The Working Party notes that these valuable resource rooms are few and should be increased.

Vocational Rehabilitation

8.25 The Government has provided vocational rehabilitation for the physically handicapped persons in the Industrial Rehabilitation Centre and the rural vocational rehabilitation centres. The centres offer artisan courses similar to those offered in youth polytechnics and trainees sit for Government trade tests before leaving the institutions. They are also given tool kits after their courses to assist them in self-employment. Instructors in the rehabilitation centres are given in-service training courses to induct and up-date them on the needs of the handicapped. The Working Party commends the



Government for establishing these centres but considers that their facilities should be utilised to provide training opportunities for more disabled persons. The centres also need to diversify their training to cater for other types of disabled persons. The Working Party, therefore, recommends that:

vocational rehabilitation centres training programmes be diversified to offer training to all the various types of handicapped persons.

8.26 The Working Party noted that the existing vocational rehabilitation centres are not able to cope with the demand for training the growing number of disabled persons. There is, therefore, need to create more vocational training opportunities for the disabled in relevant skills that will enable them to enter the labour market. The Working Party considers that vocational training for the handicapped can be expanded through the establishment of special units in training institutions such as youth polytechnics and institutes of technology and their instructors trained accordingly. Such a development will be an important step in expanding vocational training opportunities for handicapped persons. The Working Party recommends that:

vocational training units for the handicapped persons be established in regular vocational and technical institutions and their instructors be given in-service training on methods of training persons with various handicaps.

Teachers and Support Staff

8.27 In 1987, there were 780 special education teachers, of whom 408 were professionally trained, including 43 for visually handicapped, 135 for mentally handicapped and 230 for hearing impaired. The teachers for physically handicapped children, have only been given in-service training. However, the Kenya Institute of Special Education, whose role is described in Chapter IX has started training special education teachers in all areas of special education. The Working Party was, informed that some teachers trained for special education are teaching in regular schools without integrated programmes. This should be corrected in order to maximise utilisation of the limited qualified manpower in this area. Special education programmes also need other support staff like teachers aides, braille transcribers and technicians, to assist in the rehabilitation of the handicapped children by supplementing the work of the specialised teachers. These support staff should, therefore, be made available in special schools.

8.28 Special education programmes require physiotherapists, occupational therapists, nurses, doctors and social workers. Their services are very valuable and should be encouraged and expanded. The Ministry of Health in particular should take into account the staffing needs of special schools when planning its training programmes. Arrangements should also be made with district hospitals and health centres to assign some of their professionals to the neighbouring special education programmes. It is necessary that social workers, community health workers, agricultural extension workers and teachers are trained in methods that will enable them to provide welfare services to the disabled as they interact with them. They should all be motivated towards meeting the needs of the disabled in their everyday work. The Working Party, therefore, recommends that:

- (a) *teachers trained in special education be assigned to work in special education programmes;*
- (b) *special schools be provided with support staff including teachers' aides, technicians and other specialised staff to cater for specific needs of handicapped*

children;

- (c) *district medical staff be assigned to work in schools with handicapped children on part-time basis;*
- (d) *all extension workers be trained in the methodology of rehabilitation of disabled persons.*

Public Education and Awareness

8.29 The Working Party appreciated the great efforts made to educate Kenyans about the needs of the disabled persons. However, there is still need to create more public awareness through the media services as well as participation of handicapped persons at Agricultural Society of Kenya shows, music and drama festivals and athletic competitions. Such involvement will create public awareness and appreciation of their talents and capabilities and inculcate positive attitudes among members of the public. Educational Assessment and Resource Centres should also be encouraged to organise workshops to educate communities on the best ways of providing special education in the most cost-effective manner.

8.30 While the Government has invested heavily on the education and training of the handicapped persons, they continue to have difficulties in getting employment related to their training. Many employers are sceptical about the abilities of handicapped persons and are hesitant to employ them in case they lower production. This attitude should be changed through awareness activities, which expose employers to the abilities and talents of handicapped persons so that they are encouraged to employ them. The Working Party considers it necessary to create this awareness among employers and proposes that incentives be given to encourage them to employ handicapped persons. In addition, disabled persons should be assisted to be self-employed and therefore self-reliant by providing loans and tool kits to assist the graduates in starting businesses and small scale industries. The Working Party recommends that:

all possible media and national programmes be utilised more intensively to create awareness of the needy of the handicapped persons including their need for employment.

Management and Supervision

8.31 The management of special education is done by the Government and non-government agencies. The Ministry of Education plays a key role in the management of special education for the handicapped. It has professional staff at the headquarters who are responsible for administration, curriculum development and supervision of special education. The Ministry of Health and Ministry of Culture and Social Services assist in provision of staff, equipment and related services as has been stated earlier. However, the district and zonal inspectors should be trained in special education to make them more aware of the needs of the various handicapped persons. There is also need to appoint qualified special education inspectors in the districts.

8.32 The Working Party noted the support that voluntary agencies have given towards the development and management of special education over the years. The Kenya Society for the blind promotes and provides for the welfare, education, training and the employment of the blind persons. The Kenya Society for the Deaf assists in the development of schools for the deaf children and the acquisition of hearing aids. The Association for the Physically Disabled of Kenya promotes education and training of the handicapped persons through health education, provision of equipment and

rehabilitation services. The Kenya Society for the Mentally Handicapped is concerned with the provision of health, education and rehabilitation facilities for the mentally handicapped. These agencies are affiliated to international bodies and are, therefore, able to enrich Kenya with ideas on the welfare of handicapped persons. The Working Party noted the positive contributions made by voluntary and donor agencies towards special education and would encourage that this 'contribution should be increased and strengthened and with proper co-ordination to avoid duplication of work and to utilise resources to the maximum. The Working Party noted that in an effort to co-ordinate services for the handicapped, the Government established the National Rehabilitation Committee within the Ministry of Culture and Social Services. The Committee, however, tends to concentrate on programmes related to the vocational rehabilitation centres which are only a part of the total rehabilitation of handicapped persons. There are other aspects of rehabilitation of the handicapped such as those in education and health programmes that require to be co-ordinated and harmonised. The Working Party is of the opinion that the National Rehabilitation Committee should be concerned with all programmes for handicapped persons. In view of this, there is need to review the structure and capacity of the Committee and to establish specialised sub-committees of professionals in education, health and social welfare of handicapped persons. The Working Party recommends that:

- (a) *inspectors for special education be deployed at the district level and other personnel involved in the supervision of education be given in-service training on the needs of handicapped persons;*
- (b) *the National Rehabilitation Committee be restructured and strengthened to cater for all programmes of the handicapped persons;*
- (c) *voluntary and donor agencies be encouraged to intensify their participation in provision of facilities and equipment for special education.*

Published by:
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of Special Education-Kyambogo
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