

Bulletin

Issue no. 8 June 1995

Education

A Right For All



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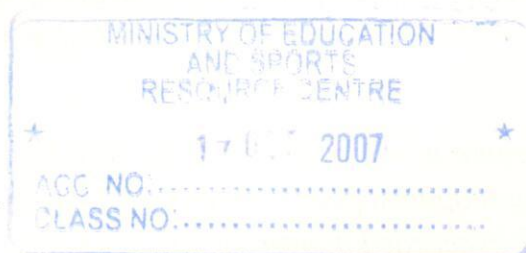
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Editorial

On December 20th 1993 The United Nations General Assembly adopted a set of statutes called **The Standard Rules and the Equalisation of Opportunities for Persons with Disabilities**, a document based on the manual on **The Equalisation of Opportunities for Disabled Persons** (UN, 1986). It sets out the principles by which UN member states should be treating their disabled people in a number of areas, including education, and is therefore of great interest to those working in the field of Special Education. This issue of *UNISE Bulletin* begins by reproducing UN Standard Rule No. 6, concerning education of persons with disabilities.

These Standard Rules were used as the basis for a speech given by Dr. Hans Wulfsberg of Denmark, at a conference on disability which took place in Kampala recently. This speech has been adapted and appears in this issue of *UNISE Bulletin*. Dr. Hans Wulfsberg used his speech to call for greater coordination between ministries in providing services for persons with disabilities. There is a need for each line ministry to live up to its responsibility concerning all children and adults, including those with disabilities. This means, for example, that the Ministry of Education should equalise opportunities in education for all children, regardless of their disability, the Ministry of Health should provide health facilities for all children, including those with disabilities, etc.

This issue of *UNISE Bulletin*, unlike previous ones, has no specific theme. It includes articles on various issues in the field of Special Education, including another article on parent-teacher partnership, the theme of Issue No. 6, by Reddy James Wadidi. A new feature to *UNISE Bulletin* starting this issue is an update of the research being carried out by UNISE staff. It is not widely known that UNISE has a legal obligation to conduct research into Special Education and that it is active in this field. It is hoped that readers will be interested to read about this research and may even be able to contribute their own ideas to it.

This issue also contains a couple of articles which highlight the negative attitudes which continue to prevail against people with disabilities in Uganda, and how certain individuals have succeeded in overcoming them. Dr. Okullu-Mura, in his article, describes how disabled students are now reaching the highest level of educational achievement and are therefore 'demystifying disability'. From the Gulu EARS Centre there is the distressing case study of a young disabled girl who, according to her clan beliefs, should have been killed by her mother, but who was saved from this fate through the intervention of her grandmother. Negris Onen, writing in response to this case-study, urges us to consider the following, which ought to be the motto for all those working in Special Education: **A child with disability is first and foremost a child.**

K.K.

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How to Contribute

The following points should be observed by writers when preparing articles for the "UNISE BULLETIN"

A paper should be a maximum of 3.000 words. The paper should be accompanied by the name, title, qualification and institution of the author.

The text should be typewritten or clearly written on one side of A4 paper.

Articles can be accompanied by illustrations, photographs or suggestions of such. We have a team of graphic designers and artists who can produce your suggestions.

The text should be sensitive to gender: "s/he" should therefore be used.

All sources and references must be clearly marked and supported by footnotes indicating the author, the name of the book (or article with the name of the journal), the year in which it was published and page reference.

The role of the Editorial Committee:

To check articles for grammar and accuracy of content. Whilst endeavouring to retain the writer's original intention, we reserve the right to make minor alterations where we feel necessary. Wherever possible we will try to contact the writer before publication.

Many instances have occurred whereby writers have referred to individuals as "the deaf" or "the blind". The committee has agreed that more sensitive language is necessary. It is for this reason that we now refer to people as "having a hearing impairment" or "a person with visual impairment". The rationale behind this is to

stress the person and not the disability.

Next Issues

Bulletin No.9 like the present issue No.8 has no specific theme. The theme of issue No. 10 will be "Educational Aids for Children with Special Educational Needs". We ask readers to write articles on this theme, for example:

- what type of equipment teachers are currently using in schools
- what educational aids are required by teachers and learners
- how can the production of educational aids be organised locally using available materials?
- suggestions for developing new educational aids

As well as educational aids for teaching and learning, mobility aids are also required for some children, to enable them to move towards learning resources, and other children require aids to enable them to sit/stand in positions to concentrate and learn.

Please submit your entries before 1st September 1995 to:

The Editor, UNISE Bulletin
5th Floor, Crested Towers (short)
P.O. Box 6478,
Tel: 236811
KAMPALA-Uganda.

Apology

In our last issue No.7 Page 3, we erroneously referred to Mrs. Kaddu, the Deputy Chairman Public Service Commission as Prof. Mwaka Deputy Chairman of The Constituent Assembly. The Editorial Committee regrets any embarrassment caused to these people.

The Standard Rules

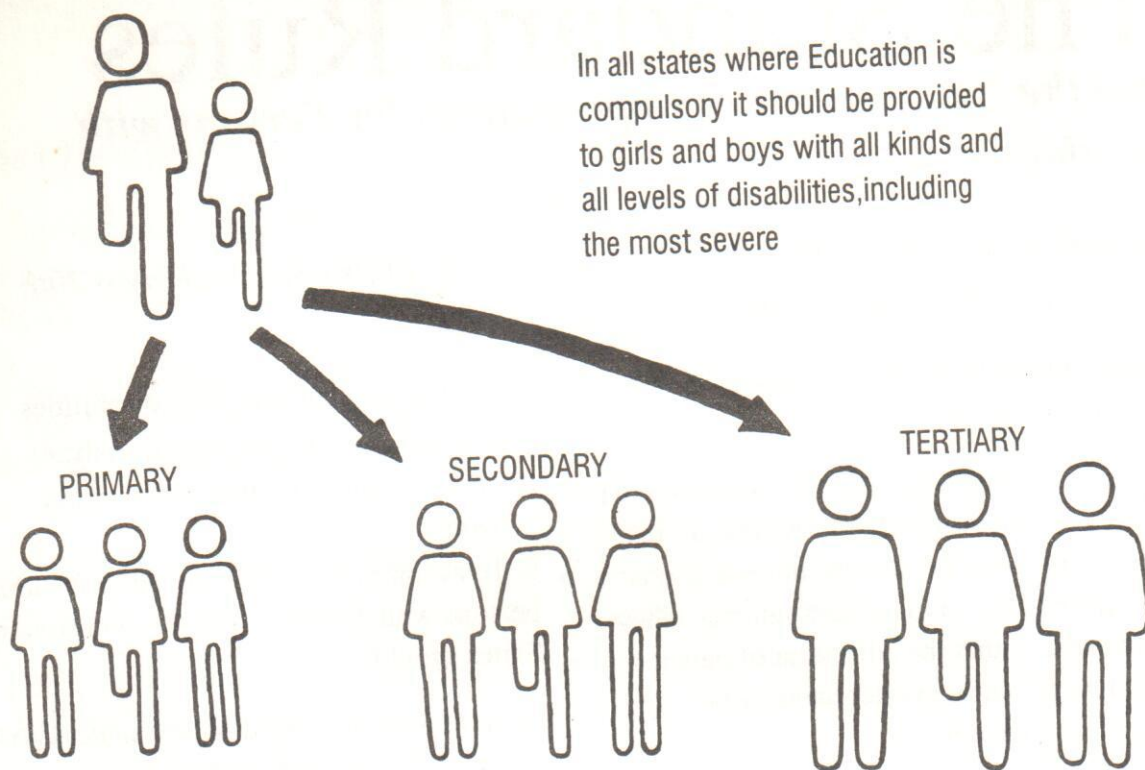
and the Equalisation of Opportunities for Persons with Disabilities

Adopted by the United Nations General Assembly at its 48th session on 20th December 1993 (Resolutions 48/96)

Standard Rule Number 6 comprises education as follows:

States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integrated part of the educational system.

1. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisation.
2. Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.
3. Parent groups and organisations of persons with disabilities should be involved in the education process at all levels.
4. In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.
5. Special attention should be given in the following areas:
 - (a) very young children with disabilities
 - (b) pre-school children with disabilities
 - (c) adults with disabilities, particularly women.
6. To accommodate educational provisions for persons with disabilities in the mainstream, States should:
 - (a) have a clearly stated policy, understood and accepted at the school level and by the wider community.
 - (b) allow for curriculum flexibility, addition and adaptation;
 - (c) provide for quality materials, ongoing teacher training and support teachers.
7. Integrated education and community-based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should encourage communities to use and develop their resources to provide local education to persons with disabilities.
8. In situations where the general school system does not yet meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and



should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some circumstances special education may currently be considered to be the most appropriate form of education for some students with disabilities.

9. Owing to the particular communication needs of deaf and deaf-blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf-blind.

Editor's note:

These Standard Rules adopted by the UN set out objectives for the ideal status of persons with disabilities, vis-a-vis the educational system, in all the States of the world. It is therefore important to ask ourselves, "how does the current situation in Uganda measure up to these principles?"

The Standard Rules advocate "the gradual integration of special education services into mainstream education". With this in mind, what do you think has to be done in Uganda in order to achieve or partially achieve this goal?

The editor of UNISE Bulletin invites readers to give their views on these Standard Rules and how they apply to the current situation of education in Uganda.

Rehabilitation

The Concept and the Role of Referral Systems, an Integrated Approach

Dr. Hans Wulffsberg

From a speech given at the Conference about "Integration of Persons with Disabilities and Epilepsy". February 27th - 1st March 1995, Kampala.

It is interesting for an outsider to observe, follow and learn from what is going on in the field of disability in Uganda today. From a global perspective the country is breaking new grounds. There are three important observations to make about the current situation of disability in Uganda.

Presently there are only two African countries with operational Educational Assessment Resource Service (EARS) Special Education Programmes, namely Kenya with its ten years' experience and Uganda which started two years ago. These EARS programmes are supported by donors in their initial phase, but otherwise integrated completely into government structures and planning.

So the first important observation is that EARS is a government-owned programme which ensures sustainability and commitment of financial resources for the long term future. This is a radical change from the past and shows us the Ugandan government's commitment to establishing equal opportunities for disabled people in the field of education. Normally disability programmes in developing countries are left to be funded and run by smaller NGOs or charities and do not receive support from governments, bilateral donors nor the UN system, World Bank or similar organs.

There is another unique aspect of EARS which seems simple but which is almost revolutionary in the world today. This is the second observation: it is a programme with nationwide coverage. EARS thus has the potential to function as the backbone from which all disabled people in Uganda can be reached within their own communities with appropriate services, if professionals in the relevant fields work responsibly.

The third observation is that as a special feature for a national disability programme the Ugandan government has decided to focus initially and massively on the education sector and system as the focal entry point for a national service programme for disabled people. Normally governments choose the health, social services or the community development sector. At the same time Uganda has a national NGO-supported CBR programme. This is the first place in the world where there is the opportunity to observe and learn how these two programme concepts or approaches can develop and over time define each others roles and tasks in the education and rehabilitation of disabled citizens¹. This clarification or "natural experiment" has global interest and will undoubtedly have far-reaching implications and consequences for future programmes and strategies in countries

which have not yet started, which means most of the world today.



Assesment of soldiers by EARS personnel at Mubende Military barracks(casualty unit).

These three unique aspects of Uganda's EARS Programme, its ownership by Government, nationwide coverage and interaction with other sectors, have important implications for referral systems in the future, and show the need for clarification of the more technical procedures and thereby on the rehabilitation of disabled people. It is therefore necessary to devise and establish referral systems not only within the sectors themselves, which can be complicated enough, but also between different sectors which means that each sector has to learn about the others and respect each others' knowhow and professionalism. If this issue is not taken seriously the result will be less efficient service delivery, and more importantly less life equality for disabled people.

"Equalisation of Opportunities"

An important international document for providing guidance is "The Standard Rules on the Equalization of Opportunities for Persons with Disabilities" edited in 1993. These 22 Standard Rules very specifically define how society should behave and act towards disabled people [see article on page 1]. They define certain fundamental and important concepts, among them "Equalisation of Opportunities" and "Rehabilitation". These are both fundamental issues for understanding the need for referral mechanisms within and between sectors and to understand why aspects of today's CBR-programme are controversial from a disability policy angle.

Concerning "Equalisation of Opportunities" the Standard Rules say:

1. The term "equalisation of opportunities" means the process through which the various systems of society and its environment, such as services, activities, information and documentation are made available to all, particularly to persons with disabilities.
2. The principle of equal rights implies that the needs of each and every individual are of equal importance, that those needs must be made the basis for the planning of societies and that all resources must be employed in such a way as to ensure that every individual has equal opportunity for participation in society.

The most relevant for this specific topic is:

3. Persons with disabilities are members of society and have the right to remain within their local communities. They should receive the support they need within the ordinary structures of education, health, employment and social services.

And number 4, which finalises the section on equalisation:

4. As persons with disabilities achieve equal rights, they should also have equal obligations. As those rights are being achieved, societies should raise their expectations of persons with disabilities.

The basic message is that each sector has to take responsibility to do its job according to its professional role. In Uganda the education sector is venturing out with EARS shortly to be present in all districts. Now it is the turn of the health and employment sectors to show their national responsibility since they have at least equal importance, followed by the social or community development sector with its CBR programmes.

"Rehabilitation"

The term "rehabilitation" refers to a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric and/or social functional levels. This process shall provide persons with disabilities with the tools to change their life towards a higher level of independence. Rehabilitation may include measures to provide and/or restore functions, or compensate for the loss or absence of a function or for a functional limitation. The rehabilitation process does not involve initial medical care. It includes a wide range of measures and activities from more basic and general rehabilitation to goal-oriented activities, for instance vocational training.

"Rehabilitation" has one standard rule for itself with several paragraphs which state the minimum standards in each and every country in the world today with respect to rehabilitation:

States should ensure the provision of rehabilitation services to persons with disabilities in order for them to reach and sustain their optimum level of independence and functioning.

1. States should develop national rehabilitation programmes for all groups of persons with disabilities. Such programmes should be based on the actual needs of persons with disabilities and on the principle of full participation and equality.

2. Such programmes should include a wide range of activities, such as basic skills training to improve or compensate for an affected function, counselling of persons with disabilities and their families, developing self-reliance and services such as assessment and guidance.

3. All persons with disabilities, including persons with severe and/or multiple disabilities, who require rehabilitation should have access to it.

4. Persons with disabilities and their families should be able to participate in the design and organisation of rehabilitation services concerning themselves.

5. All rehabilitation services should be available in the local community where the person with disability lives. However, in some instances, in order to attain a certain training objective, special time-limited rehabilitation courses may be organised, where appropriate in residential form.

6. Persons with disabilities and their families should be encouraged to involve themselves in rehabilitation, for instance as trained teachers, instructors or counsellors.

7. States should draw upon the expertise of organisations of persons with disabilities when formulating or evaluating rehabilitation programmes.

Integration of the health sector.

The sector which is lagging behind in Uganda in the field of disability and rehabilitation is the health sector. It is necessary to establish

The rehabilitation process provides children with disabilities with the tools to change their life towards a higher level of independence.



how the health sector will assist the EARS and CBR programmes once these have assessed and identified certain needs.

Let us take the example of a child referred to an EARS Centre by a CBR worker, where s/he was diagnosed as having epilepsy. An EARS teacher can diagnose and treat the child, but is this allowed? Who can prescribe drugs and from where will they come? How often do the family have to collect the medicine? Policies need to be drawn up to answer these simple questions and a national epilepsy policy should be established. The EARS teacher is also faced with spasticity, so physiotherapists are needed to instruct mothers on how to treat daily, or is this also the role of either the teacher or the CBR worker? There is also a need for operations to prolong tendons, very simple operations which can be done by ordinary surgeons after instructions, but have they been trained to do so? Who will provide and repair the wheelchair which is needed, not to mention who is responsible for producing and financing it?

Most of these problems can be addressed by EARS teachers, CBR workers, Public Health Centre (PHC) workers or families after careful instruction, without further referral. However what is badly needed are national health programmes in each technical field spelling out exactly what should be done at each level of service delivery and by whom. These programmes can be integrated into the new

decentralised district focus and PHC.

As always in the world the blindness field has shown a good example in Uganda, and has established an appropriate medical rehabilitation programme in 10 districts with a real referral system thinking built into the programme. Now they only need to link up with EARS and CBR and of course expand to the remaining 20 districts. Uganda needs similar comprehensive programme thinking in several medical fields if the expectations among disabled people now raised by EARS and CBR are going to be met.

The Ministry of Health (MOH) ought to establish fast working task-forces, which could produce the necessary guidance in the form of strategies and programme initiatives. The knowhow to do this is already present; it is only the commitment which is needed. However, if the request for support for these task-forces comes from the MOH itself, the donor community is sure to react positively.

¹ **Footnote** - In Costa Rica there is an active and successful board for dealing with matters concerning all life-aspects of people with disabilities from birth to death. On this board there are representatives from all relevant ministries (Education, Health, Social Welfare, Labour, etc.), representatives for people with disabilities and relevant NGOs, and the University (including teacher education, education of health personnel, etc.). The board is having regular meetings.

Visitors from the United States of America

Irene Labogo,

Secretary, *UNADB*, and Lecturer, *Visual Impairment*, ITEK



Buckley High School children welcoming the visitors.

On 25th March 1995, Mr. Kevin Lessard and Mr. Aubrey Webson of the Hilton Perkins Programme at Perkins School for the Blind, Watertown, Massachusetts, visited Uganda. Both Aubrey and Kevin are involved in activities with people who are blind, deaf-blind or multiply visually impaired.

The two visitors were guests of Uganda National Association of the Blind (UNAB) and Uganda National Association for the Deaf-Blind. They came to Uganda to follow up activities of UNAB and UNADB, for which they are giving some assistance. The Hilton Perkins Programme and the Swedish Handicapped International Aid have assisted

UNADB to construct a classroom block for deafblind children at Buckley High School. The Hilton Perkins Programme has funded workshops for parents of blind children in Eastern Uganda, and leadership workshops for people who are blind.

On 26th March, Mr. Webson attended a UNAB funders' meeting at Seeta and addressed members of UNAB. Mr. Lessard visited the family of one deafblind child in Kawempe and a deafblind adult in Nakulabye.

The following day they visited the Ministry of Education and Sports and met with Dr. Kurt Kristensen, Co-ordinator of the Danida /

UNISE Programme, and the Rev. Ndahiro Samuel Peter, Assistant Special Education Officer. Dr. Kristensen briefed the visitors about activities of UNISE, and likewise Mr. Lessard told the officials about their own programme's activities. They then discussed issues related to linkage between UNISE and the Hilton Perkins Programme, such as sharing library services, consultancy and training of UNISE staff.

In the afternoon Mr. Lessard gave a lecture to the Special Education students at ITEK, and later both he and Mr. Webson met the UNADB executive members.

On 28th March, the visitors left for Jinja and Iganga to see schools which have units for

visually impaired children. They are: Spire Road School, Jinja; the Centre for the Blind, Iganga; Iganga Senior Secondary School and Buckley High School, Iganga. In Buckley High School, where there is a unit for deafblind children, the visitors were given a rousing welcome by the entire staff and children of the school, who cheered as they arrived. The headmistress, Mrs. Florence Mutyabule, told the visitors that the unit for deaf-blind children was started in 1993 by UNADB in liaison with the Ministry of Education's District Education Office for Iganga, the former headmistress of the school, Mrs. Tafase Isabirye and the Unit Head Mr. Wilson Gwanala. There were five deafblind children in the unit with two others receiving services at home.



Mr. Lessard and Mr. Webson after meeting the Executive committee members of the Uganda National Association of DeafBlind (UNADB)

She said that the school had made quite a number of achievements. About one acre of land had been granted to the unit by the Bishop of Busoga Diocese, on which a classroom block for the children had been built by SHIA. SHIA had also sent two teachers to Kabarnet School for the Deafblind in Kenya for an orientation course, whilst a further two teachers were on a Diploma course in Special Education. The administration had continued to teach and feed the children even without them paying school fees.

The headmistress ended her speech by making a few recommendations and appeals. She cited the need to erect a dormitory and teacher's house, and to complete the pit-latrine. In conclusion she assured the visitors of her willingness to work with organisations to develop the Unit, by saying: "the struggle continues with their assistance".

A PTA executive member greeted the visitors and assured them that the parents of the school's pupils will work together to see that the unit develops.

Following this, Mr. Lessard gave an address.

He informed the school that the Hilton Perkins School in the USA provides services to over a hundred deafblind and multiply visually handicapped children. Training programmes for parents and teachers of deafblind children are run, and there is a large library and a workshop for making Educational Aids. He added that he hoped his Programme would be able to assist the Buckley Unit by providing teaching materials whenever possible. The visitors were entertained by school-children singing a number of welcome songs, and were then taken for a tour around the school to see the children of Buckley Unit in the new classroom block. They were very much impressed with the achievements that UNADB and the school had made in such a short time since the programme started and hoped that they would work even harder to see that the programme develops further.

The management of the Buckley Unit for deafblind children and UNADB hopes that this visit will lead to a closer relationship and greater co-operation between the project in Iganga and the Hilton Perkins Programme in the USA.

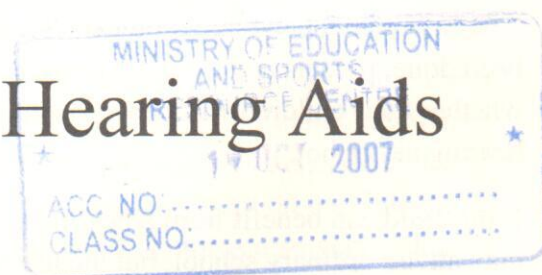
A New Step Towards Hearing Aids

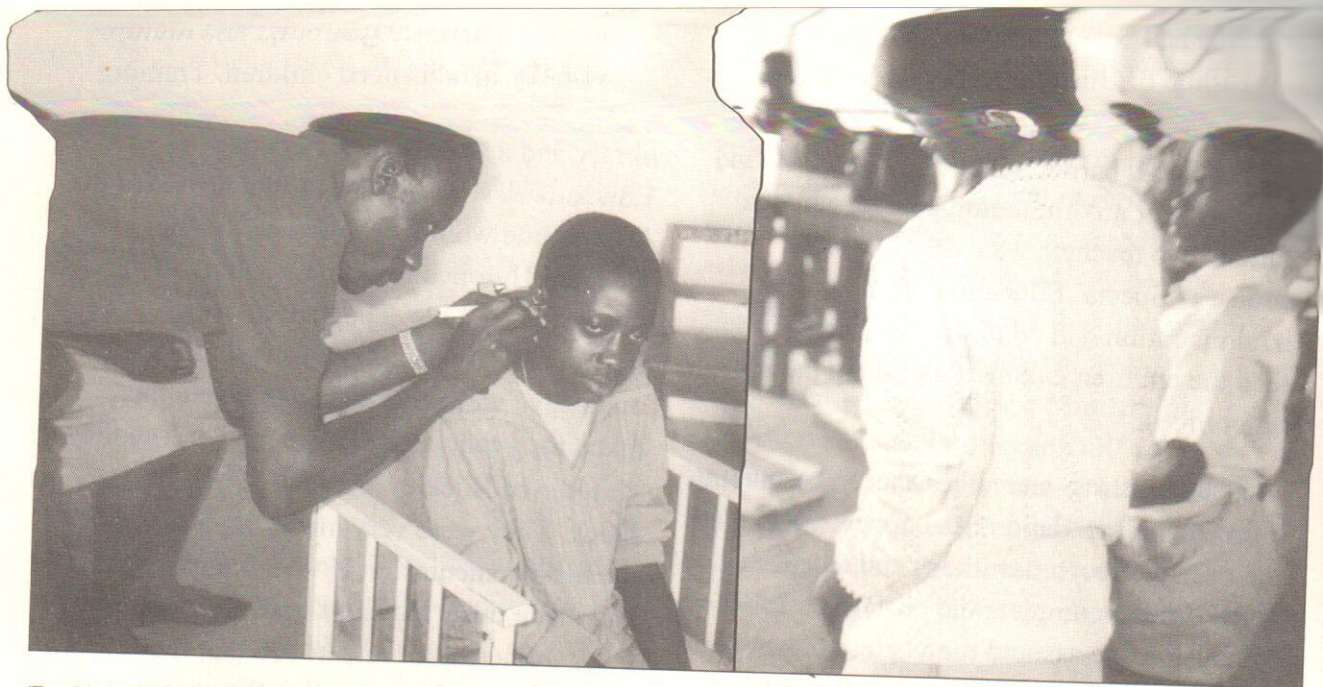
Mbuusi Jackson,

Dip. SPED (ITEK), Certificate in Audiology (UK)
Teacher, *Uganda School for the Deaf, Ntinda*

Hearing aids just like other educational materials if used appropriately may break through the barriers experienced by hearing impaired persons. Uganda School for the Deaf, Ntinda, has gone a step ahead by introducing audiological services in the school. Hearing impaired children who may

benefit from a hearing aid are identified and can now be fitted with hearing aids, each with his/her individual earmould, which are now made at the school. This is one of the first ever audiological services to be established in schools for hearing impaired children in Uganda.





(Left) Mbuusi Jackson taking an ear impression from which the final earmould will be made. The earmould is then fitted on a hearing aid as worn by this girl. **(Right)**

Sometimes the school also receives out-patients referred from places like the E.N.T. Department, Mulago and other related organisations, but because of the current short supply of materials this is done once a month mostly to school-going children who are integrated in ordinary schools.

After assessment and audiological tests have been done, parents are always informed whether their children will benefit from a hearing aid or not.

If the child can benefit from a hearing aid s/he may attend ordinary school, but the teacher at school and the parent at home should first be aware of the following point in order to gain the best use and benefit out of the hearing aid.

Just like for any other aid for areas such as sight or mobility, the hearing aid user has to take a certain period of time getting used to its technical aspects, for example switches, volume controls, gain controls and other controls. At the beginning the hearing aid user

finds difficulty in adjustments but s/he gradually gets used to it.

Post-lingual hearing impaired persons who acquired their deafness after some development of speech has occurred have shown that they are often able to live with their normal counterparts, although they may need some additional help. This shows that hearing impaired children should be helped early enough so that they may acquire skills and education to allow them to become better integrated into society.

I therefore strongly hope that in future guidance and counselling services will be available for parents, teachers, parent representatives and other people working with hearing impaired persons. Also, Government and Special Education planners should be aware of the need for audiological services and equipment as outstanding items in instructional materials programmes in schools.

Special Olympic World Games

Ugandan Athletes to Participate

Adapted from "The Brave", the Special Olympics Uganda Newsletter

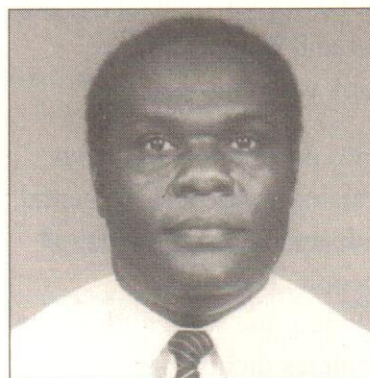


The ninth Special Olympics World Summer Games for athletes with mental retardation will be the largest sports event held in the world in 1995. These games are scheduled to take place in New Haven, Connecticut, USA, from July 1st-9th. 6,700 athletes from more than 140 countries, 2,000 coaches, 15,000 family members and friends, 45,000 volunteers, 500,000 spectators and 1,500 media representatives will attend the games. President Bill Clinton of the USA will officiate at this great event. For the first time Uganda will be represented at the Games by a delegation of ten athletes who will compete in swimming, table tennis and track and field events.

Special Olympics Uganda

The Special Olympics training programme was introduced to Uganda by Edward Babumba in May 1992, and is now operational in five districts of Uganda, namely Kampala, Mpigi, Mukono, Rakai and Masaka Districts. Special Olympics Uganda aims to eventually cover the entire country.

The Special Olympics programme recruits athletes from schools, Institutes, group homes



Mr. Edward Babumba
National Programme Director

and associations for citizens with mental retardation. Coaches are recruited from existing resources, such as local athletic clubs, sports federations and the teachers and families of the athletes. There are both summer and winter Special Olympics sports, but Uganda concentrates on the summer disciplines since the country has no winter season.

Athletes are trained for a minimum of eight weeks leading to a major competition. Seminars for coaches are held to ensure the proper training of athletes. Family members and volunteers can serve as assistant coaches in training the athletes both on the field and at home. A medical doctor is also very crucial during the training.

After a thorough training of athletes, competitions are organised at district, regional or national level. The National Games should be held at least once a year. Uganda held its first National Games on 25th February 1994 at Makerere University Main Playground, which were used to select athletes for the World Games in 1995.

The national Ugandan Special Olympics team is being organised by Edward Babumba, the National Programme Director. The estimated cost for the participation of the ten athletes in the World Games is \$30,000. The campaign has been facilitated by donations from various sources, but Special Olympics Uganda has not yet reached its target and is appealing for donors to assist in any way they can.

The Special Olympics programme has been very successful in raising awareness of mental retardation in Uganda and of the potential of mentally retarded people. It has also contributed to developing the self-worth of the mentally retarded athletes themselves. Moreover, the Special Olympics World Games stands out from other sporting events, in that it is held in a true spirit of goodwill and sportsmanship. This is summed up in the Special Olympics oath which is taken by participating athletes:

"Let me win. But if I cannot win, let me be brave in the attempt".

Visit by African Regional Director for Special Olympics

Rev. Ndahiro Samuel Peter

Mrs. Kathryn Clerk, the Africa Regional Director for Special Olympics, visited the Ministry's Special Education Section on January 18th 1995. She was accompanied by Mr. Edward Babumba, National Director of Special Olympics Uganda, Mr. Vincent Matovu, the Special Olympics Uganda Co-ordinator, Mr. Ntege-Ssettenda Jasper, a Special Olympics volunteer based in Kampala, and Mrs. Idah Muyinza, the Co-ordinator of Outreach.

Mrs. Clerk had come to Uganda as the chief facilitator during a seminar for families and

coaches which took place from 19th - 22nd January at Masaka Social Centre.

At the Special Education Section the visitors were welcomed and had discussions with the UNISE Programme Co-ordinator in the MOE&S, Dr. Kurt Kristensen, and Rev. Ndahiro Samuel Peter. The visitors then proceeded to the office of the Minister of State for Education, where the Hon. Minister of State for Education, Captain Francis Babu, paid tribute to Mrs. Clerk for her work with the Special Olympics programme.

From the Ministry of Education and Sports, Mrs. Clerk and her delegation continued to Lugogo, where the guest met with parents of children with disabilities at the Shell Sports Club.

For further information on Special Olympics Uganda, please contact:

P.O. Box 5444

Telephone: 268639/244160

Kampala.

Office: Nkrumah Road,

Next to Fountain Publishers Office.

Awareness Course

in Special Education

A report on Special Education awareness course in Lira on 2nd-8th April 1995.

Reported by:

*Ms. Mary Stella Atim, Ministry of Education and Sports and
Bayo Asher, Lecturer, Visual Impairment, ITEK.*

An awareness course was held from the 2nd - 8th April 1995 in All Nations Christian Care in Lira Town, and was officially opened by the District Inspector of Schools for Lira District, Mrs. Tamalie Omara. It was attended by 41 primary school teachers from Lira and Apac Districts and three Inspectors of schools from Lira Municipality. Three other primary school teachers attended the course voluntarily.

The facilitators during the course were:

Ms. Mary Stella Atim - Team leader, MOE&S

Dr. Kurt Kristensen - UNISE Programme Co-ordinator

Mr. Martin Omagor-Loican - EARS Programme Inspectorate

Mr. Ebrahim Kizito - Lecturer, ITEK, Hearing Impairment

Mr. Paul Eria Njuki - Lecturer, ITEK, Mental Retardation

Mr. Ayub Ali Baguwemu - Lecturer, ITEK, Psychology, Social/Vocational Rehabilitation

Mr. Bayo Asher - Lecturer, ITEK, Visual Impairment.

This awareness course coincided with a visit to Lira and Apac Districts by the EARS Co-ordinator Mrs. Kirsten Kristensen, and Mrs. Veronica Mpagi, Head of the EARS Programme at the MOE&S.

During the course the participants visited:

- Ojwina Primary School Unit for children with hearing impairment and mental retardation
- the Orthopaedic Department in Lira Hospital
- Ngetta Girls Primary School Unit for children with visual impairment

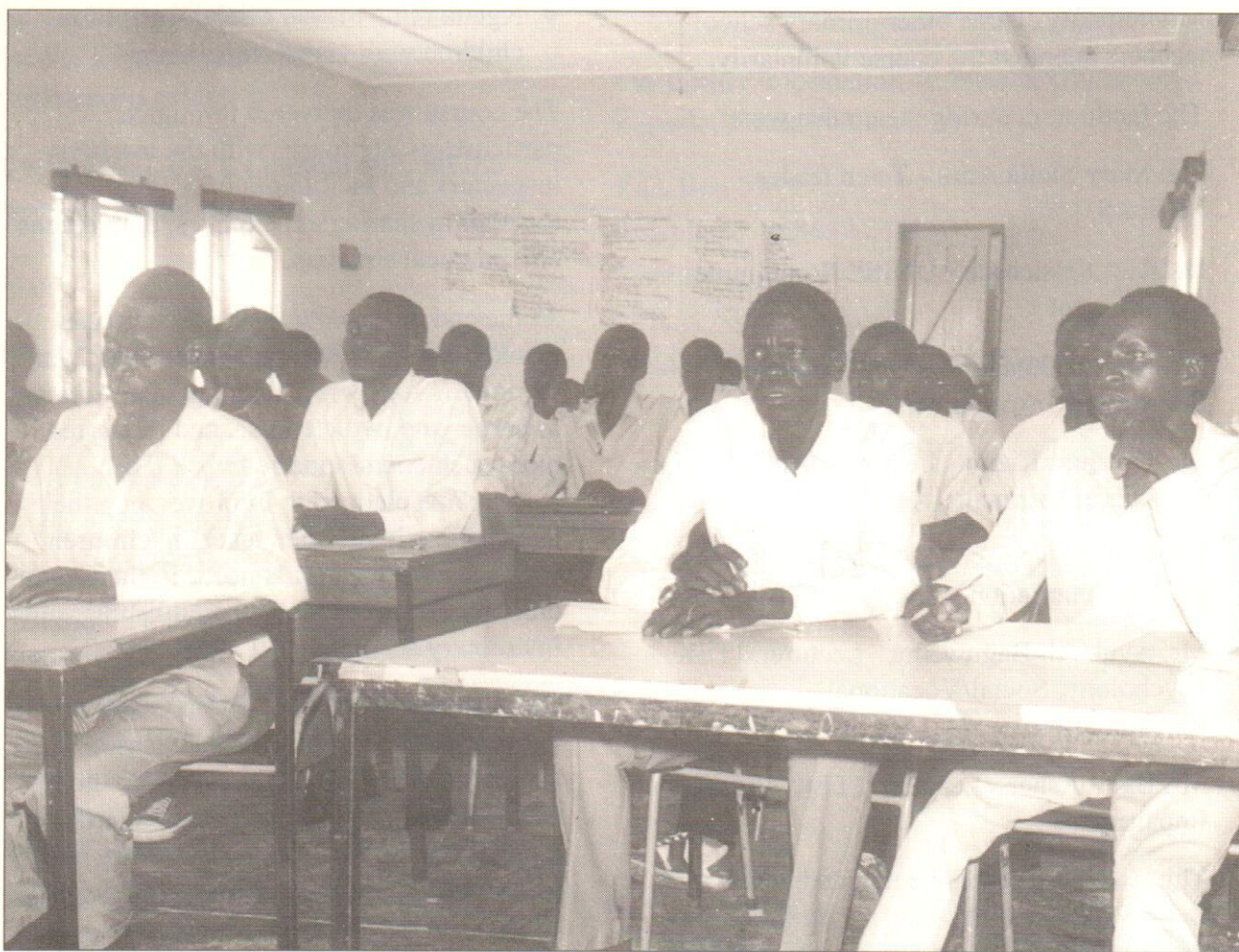
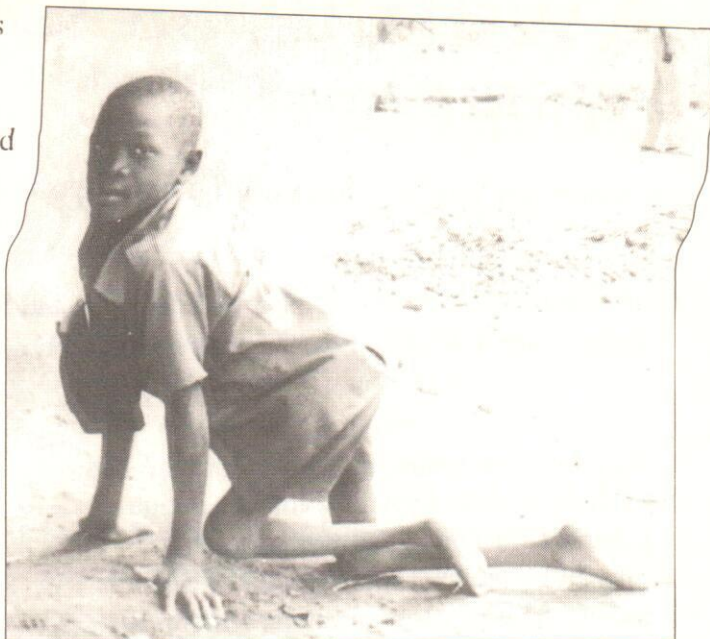
The course was delivered through a participatory approach, with the teachers, inspectors and facilitators fully involved together in sharing experiences, discussions and practical sessions.

At the end of the course, the participants thanked the MOE&S, Danida and the course facilitators for giving them the opportunity to participate in the course, and requested more such courses in the future. The participants pledged to improve upon their teaching methods when teaching children with special educational needs in their own ordinary classes as well as establishing units in ordinary schools.

Closing the course, the Central Government Representative (CGR) of Lira District, Mr. Haji Abubakar Odwori, emphasised the need for teachers to be well-trained and qualified to do their job, because they save people from ignorance, disease and poverty. "Such courses which create and raise awareness about children with disabilities in our schools in particular and the districts in general, should not stop there. Many more

people such as cadres on political training should be sensitised and involved," he said. He also recommended that speeches/papers about children and adults with disabilities should be delivered to the District Resistance Councils, who would then spread the information further as they executed their duties.

Winding up his closing address, the Lira CGR wished the participants good luck in implementing the knowledge they had obtained from the awareness course. He pledged that he himself would disseminate information and ideas about Special Education among the population in Lira District. Thereafter he declared the course closed.



(Above) A physically disabled boy at the Ojwina integrated primary school.

(Below) Seminar participants attending the awareness course in Special Education in Lira.

Awareness Seminar

held in Iganga, 15th-21st January 1995

Report by: *Dan Alenyo, Martin Omayor, George Sakwa, Ms. Stella Atim and Paul Njuki*

An awareness course was held at Buckley High School, Iganga, organised by the Ministry of Education and Sports (MOE&S) in conjunction with Uganda National Institute of Special Education (UNISE). Forty participants, grade III primary school teachers from Tororo and Iganga Districts, attended. The course brought the total number of districts to have benefited from such courses to 23.

Course objectives

- to increase awareness among the teachers and District education Authorities of the needs of children with disabilities.
- to promote the expansion of services for persons with disabilities within the two districts, e.g. by opening up units in ordinary schools.
- to identify potential teachers who can be trained at various levels at UNISE.

Opening Ceremony

The course was officially opened by the Central Government Representative (CGR) of Iganga, Mr. Kasigazi.

As Guest of Honour, he:

- remarked that education in the two Districts was still undervalued by the Wanainchi.
- noted with happiness the opening in Iganga of an Educational Assessment and Resource Service (EARS) Centre in Iganga

District, to supplement the existing services for children with visual impairment.

- claimed that the poor living conditions and infrastructure in Iganga and Tororo, which are major factors undermining education provision in the Districts, were due to polygamous practices in most families. He cautioned teachers to take serious note of this and set an example in the community.

Miss Stella Atim, Head of Special Education at the MOE&S, representing the facilitators, responded with the following:

- she thanked the host, the out-going headmistress of Buckley High School, for hosting the course and for facilitating Special Education programmes in her school.
- she noted with dismay the unbalanced selection of course participants, which did not meet the usual criteria of equal ratio between females and males. She said this was very unfair, explaining that women are more practical teachers in infant classes in assessing and meeting the needs of children with learning difficulties. She cautioned the District Education Officer and Inspectors present to take this point more seriously in future when such courses are being organised.

Course content

Due to lack of proper communication at District level some participants reported late on the first day. However, by the second day

Inspectors of Schools had mobilised the total number of teachers required.

Lectures were conducted in a very flexible way. Emphasis was put on teachers' daily experiences, with participants citing individual case-studies taken from their own classes. Such case-studies assisted participants to accept that children with disabilities are in every school and family, so participants acknowledged that integration can be the best means for educating as many disabled children as possible.

Each session included practical demonstrations of particular ways of helping children with disabilities. For example a lecture on Deafblind Education was given by Mr. Gwanala Wilson, a special education teacher and In-charge of the EARS Centre at Iganga. His lecture was complimented with a demonstration of how to teach a child who is deafblind.

Visits

A visit was made to the EARS Centre in Iganga which was led by Mr. Gwanala Wilson. During the visit participants were given demonstrations on assessing children with special educational needs and were given a briefing on this process.

Unfortunately another visit which was planned to Iganga Hospital did not take place, due to the unavailability of the officer involved.

Closure of the course

The course was officially closed by the Iganga District Education Officer. Prior to his closing speech, the participants' representative gave a report expressing the participants' appreciation for and satisfaction with the course.

Miss Stella Atim, representing the facilitators:

- thanked the host again for the warm

hospitality she had accorded during the course.

- expressed concern that the on-going exercise in establishing staff ceilings of one teacher to 40 pupils had not taken into consideration the needs of children with disabilities. She appealed to the District Education Authorities to be vigilant in this issue and to advise policy makers accordingly.

The Guest of Honour in his closing speech:

- thanked Danish tax payers for the sacrifices they make for the good of Ugandans, particularly those who are less privileged.
- thanked the MOE&S for organising, through the Danida/UNISE Programme, awareness courses for teachers, which in the long term will improve the lives of children with disabilities country-wide.
- reassured Ms. Stella Atim regarding staff ceilings in schools, announcing that improved availability and accuracy of school statistics in the future would enable policy makers to adjust teacher-pupil ratios accordingly. He challenged Miss Atim to provide the relevant officers in the MOE&S with this information, and gave the example of Iganga District, where the number of children with disabilities in schools was known and the appropriate staffing adjustments had therefore been made. He challenged his colleagues in other districts to emulate this.
- He challenged the participants to go back to their relevant schools as ambassadors, quoting what Jesus shared with his disciples that "they will be judged by their fruits" 🍌

New trends

in the training of teachers for Special Education

Dr. Kurt Kristensen

Programme Co-ordinator, UNISE

Special Education will always be under continuous change as a result of new knowledge based on research, theories and practical experiences within the field. The application of theories and implementation of approaches will also be influenced by changes eg. in national policies. It is not always that easy for professionals in the field to follow up changes and it is especially difficult to accept changes of goals based on the experience of others.

At one time we thought that children with special educational needs, resulting from disabilities, should be placed in residential schools segregated from children without disabilities. Many communities and parents had therefore goals and dreams to build residential special schools for children with disabilities. However, before reaching this goal experience and research from other communities have shown that residential special schools are far from being the best educational provision for these children. Not having experienced segregated residential schools and their disadvantages, some parents, professionals and policy makers find it difficult to accept this new acknowledgement.

The educational placement of children with disabilities is an important question. Previously it was normal procedure to use a medical diagnosis as a base for planning the education of a child with disability, and in some countries today this is still the case. Children with disabilities were grouped into hearing impaired, visually impaired,

physically (motor) handicapped or mentally retarded.

Experience has shown that for educational purposes, assessments of the educational needs of these children are more relevant than the medical diagnosis. Children with the same medical diagnosis may have very different educational needs. Unfortunately it often seems to be difficult for professionals to suddenly abandon the medical division and replace it with an assessment of educational needs (supplemented with hearing and/or vision tests) and then place the child accordingly.

New Steps

The new diploma programme at UNISE offers a broad-based curriculum where students are exposed to all aspects of Special Education, whilst also having the opportunity to specialise in one particular aspect of their work.

Core or common courses in this diploma programme in Special Education are General Educational Studies and the role of Activities, Culture and the Community in Special Education. In addition to the Core courses there are also specialised courses which at present include: Visual Impairment, Hearing Impairment and Mental Retardation.

The existence of these specialisations may result in the misunderstanding that the medical diagnosis should still be the basis for the education and placement of children with

special educational needs. However, the reason for the specialisation is the need for a deeper and more thorough understanding and craftsmanship which student teachers would be unable to attain in more than one area.

Many developing countries, which have only specialised courses in visual impairment, hearing impairment and mental retardation have over the years felt a great need for specialised speech and language teachers. Some countries may have had and still have one or two expatriate speech therapists and maybe one or two local teachers trained in that field.

Each of the above mentioned impairments (Visual Impairment, Hearing Impairment and Mental Retardation) could be divided into different areas of specialisation. Therefore, there is a need to take new steps in the area of specialisations within the diploma programmes as well as to take these suggestions into consideration in our development of a proposal for the degree of a Bachelor of Education in Special Education.

We have already agreed that there is a need for a specialisation in deaf education (Kristensen, 1994). In the specialisation of teachers for the deaf, teaching of bilingualism for deaf children will be a main subject and should include the study of a Ugandan Sign Language.

Another area of specialisation should be in speech, language and hearing impairment, which should include the training of teaching people with language and speech difficulties and mild and moderate hearing difficulties.

This will mean that the existing Section of Hearing Impairment must be divided into two different sub-specialisations. The one sub-specialisation must emphasise proficiency in and teaching of sign language and the problems of bilingualism for deaf children.

The other sub-specialisation must emphasise the understanding of vocal language and speech disorders with and without hearing difficulties and the educational approaches and techniques involved.

The Section of Visual Impairment will be divided the same way as Hearing Impairment, with sub-specialisations teaching the blind and those with low vision, bearing in mind that the methodology is totally different for the two groups.

Learning difficulties or disability has become a very important issue in Special Education. It is suggested that at the Diploma level UNISE should have a specialisation in mental retardation and learning disability.

Finally we should also now embark upon the development of a curriculum for Diploma Programmes for Social and Vocational Rehabilitation/Community Based Rehabilitation (CBR).

A curriculum for a three-month course in Social and Vocational Rehabilitation has already been developed for UNISE.

Curriculum Development

The next step in curriculum development at UNISE should be to once again look into the Core component in Special Education and the different areas of disability and learning difficulty, which are taught to all prospective Special Education teachers, and then to develop the curriculum for the following specialisations:

- Hearing Impairment:
 - Deafness
 - Hard of hearingness and speech/language difficulties
- Visual Impairment:
 - Blindness
 - Low vision

- Mental retardation and learning disability
- Social and Vocational Rehabilitation/CBR

Proposal for a Bachelor's Degree in Special Education

It has been suggested that UNISE should run degree programmes in Special Education, beginning with a Bachelor of Special Education from 1996.

Areas of interest are the same as mentioned for the Diploma Programme. For a Master's Degree in Special Education one should discuss whether the emphasis should be on further specialisation, on research or on a combination.

It will be important to look at the content of a Bachelor's Degree together with the content of a Master's Degree even if these two programmes will not be started at the same time.

Reference:

K. Kristensen: *Teachers of the Deaf*. UNISE Bulletin No. 6 1994

NB: The content of this article has been discussed and agreed upon by UNISE lecturers as well as a UNISE short-term consultant, Associate Professor Miriam Skjorten, Institute for Special Education, University of Oslo.

Special Education services *for persons with disabilities - the way forward*

Regional seminar, Zimbabwe, 25th Sept-1st Oct 1994

From the opening speech given by *Miriam Donath Skjorten*

Institute for Special Education - University of Oslo.

This seminar, I hope will symbolise the beginning of a triangle of sharing, where countries in Africa will strengthen or start to co-operate among themselves and with us in the north, so that a south-south-north co-operation and sharing will be established.

I am especially happy that we in the field of Special Education are among the pioneers of such a co-operation.

Special Education, as young as the field is,

has acted as a catalyst for changes within education in general and other related fields as well. New and different ways of teaching and a better understanding of the process of learning are among these contributions.

We have seen people with impairments as well as victims of war, socio-economic neglect and economic growth and overflow establishing or re-establishing their human dignity through what we today call Special Education.

Breakthroughs in teaching approaches

The most important development and breakthrough which initially came from Special Education has been the acknowledgement that all children, regardless of disability or severity of disability, are educable and should be included within the national educational provisions. This thinking resulted in an expansion of the concept of education and a breakthrough in the barriers of traditional academic-formal education.

Alternative teaching approaches and methods, such as play, art and cultural activities, home economics and story-telling, which already existed in informal education in the village and home, have contributed to the previous concepts of education.

Research in Special Education

Special Education is continuously contributing to basic changes in education through research. By its nature Special Education deals with questions and problems concerning minorities of minorities. Traditional and well-established research methods often do not give a sufficient insight. Researchers in Special Education must therefore be imaginative and brave - they have to find different ways of looking into phenomena, processes and specific situations.

What at the beginning was smiled at is now bringing harvest because it is being taken seriously. Furthermore, what has been learnt from this research is not only about the few that were studied; it has been seen that it also applies to a general understanding of human nature and its multitude.

Although there are many differences between African countries, it will be important to develop a closer collaboration between these countries so that one will be able to gain

knowledge from regional research and develop, for example, assessments, educational aids textbooks and other publications in an African context.

Unfortunately education and Special Education in particular, does not have the priority it deserves to have. I would therefore like to close by citing an old Chinese saying:

if you plan for one year - plant rice

if you plan for ten years - plant a tree

*if you plan for one hundred years -
educate*

"A problem in Asia, of course and in other developing countries is that, due to substandard schools and institutions, disabled people are not adjusted, trained or groomed properly for a future career".

Dr. Fatimah Shah - President Pakistan Association of the Blind

Parent-Teacher Partnership

Reddy James Wadidi
Lecturer, *Visual Impairment*

Parent - teacher partnership is one of the most important trends of practice in Special Education. In countries like the USA and the UK; more and more parental involvement in educational planning and school programmes and activities is expected. Working together is even more necessary in planning educational programmes for children with disability and others with special educational needs, because the nature of their learning is unique and their problems and needs are individual. This warrants joint efforts to help them to succeed.

Brener (1980) emphasises active participation based on reciprocal relationships between parents and teachers. Many other educationalists are in support of such planning for children with special educational needs, including Spencer (1960), Alonso et al. (1981), Mittler and Mittler (1982), Hegarty (1987), Osborn and Milbank (1987), Mitchell (1991), and Ellis and Frankeinberg (1991).

In Uganda Parent-Teachers' Associations (PTAs) have been the form of such partnership, based on active participation in funding school projects and catering for the welfare of teachers and pupils. They are also involved in discipline matters and the academic progress of the children, as well as reviewing academic reports and getting involved in career guidance. There is a need to consider a role beyond what parents are already doing to establish a stronger link

between home and school, especially in educational planning for children with special educational needs.

What does partnership entail?

Partnership extends beyond involvement in early identification of handicapping conditions and assessment and placement of the child. It also means a mutual commitment to closer working relationships based on a shared sense of purpose. It calls for willingness to negotiate roles for the educational progress and success of their children. In the USA and the UK for example, parent-teacher partnership has legislative support through which all parents have a rightful say in the educational matters of their children, regardless of disability. Parents and teachers work together in lessons and activities engaged in by their children.

Active partnership entails consultations and negotiations concerning children's school-work and planning for their needs and educational progress at school and home. It involves sharing decision-making in planning the child's academic and social needs, welfare and development, and combining the influences of school and home. This helps children to establish a secure emotional base to feel confident, and helps them to attain social independence.

Parents of children with disabilities have

many concerns, worries and unresolved inner conflicts about their child at home as well as school. Through partnership, parents are not alone in their efforts to deal with these concerns as well as the child's needs.

What benefits come from partnership?

Advocates of liaison between parents and teachers point out that it has a positive effect on the child's performance and attitude to work both at home and school. Applefield (1987) in Reynolds and Mann (1987:39) notes that 'the effectiveness of the child's programme will be amplified by the active involvement of parents in consistently following through on behavioral and educational interventions in the home environment'. Partnership also positively influences children's emotional, social and personality development. It promotes a positive social climate by combining the teacher's special methods and materials with the parents' on-going presence for children to gain confidence and work adequately. Osborn and Milbank (1987:272) for example, have observed that "programmes where mothers have participated, themselves working as educators of their children and children as independent individuals, have been remarkably successful". They emphasised some of the benefits of such partnership saying that: "programmes involving parents working with their own children can clearly result in changed behaviour or educational performance on the part of the children." In support of this argument, Hegarty (1987) commends the link between parents and teachers because "it enables parents to continue school programmes at home for their children with special needs". Parents would provide additional enforcement and practice for the skills learned during the school day, 'to consolidate the gains made at school' (Applefield, 1987).

Partnership brings the value of the family and home to the education of children at school. The exchange of ideas between teachers and parents leads to a better understanding of the child's individual educational needs. As Grand (1964) has commented, 'teachers can only build on the foundation laid by parents'. Sometimes parents may have unrealistic expectations of their children, under- or over-estimating their abilities and potential. Through partnership, teachers can use parents' ideas to better their (parents') understanding of school objectives. Such understanding is necessary for teachers and parents to jointly develop strategies and methods to assist children in a more realistic way so that they experience success. Parent-teacher partnership ensures joint efforts in identifying children's strengths and weaknesses, work habits and behavioral patterns, and in drawing up plans to build on the child's strengths more effectively and to work on specific developmental skill areas.

Why are parents important in this partnership?

Parents and the family are the child's first teachers. Home and school together offer a concrete environment and social experiences for the child to develop the primary skills needed in life. These experiences act as a base for the teacher to build on more advanced and specialised skills. It is parents who offer emotional support and physical comfort for the children to feel free and safe at school. Their involvement creates a positive and conducive environment for learning and adjusting to school conditions.

Liaison between parents and teachers is essential to adopt a consistent approach to the child's educational programme (Mittler and Mittler, 1982). Parents know their child's strengths and limitations which nobody else can learn simply by being the children's

teacher. In this regard parents are more dependable for guidance in understanding the child's basic needs and inadequacies. Teachers need parents' information about their child's performance and behaviour at home in order to guide parents into appropriate and desirable ways of handling new knowledge gained at school and those aspects that must be extended and practised at home. Gains made at school must be understood and built on by the family.

How does partnership affect working relationships?

Partnership facilitates the sharing of observations and information on the effect of handicapping conditions and other special educational needs on children's academic performance and their capacity to learn. Parents alone would find it difficult to notice all the changes and the effects of the handicap or special need on their child. Teachers have the specialist knowledge and the opportunity to see the child performing a wider range of tasks, and can help parents understand the limits imposed on the child's activities which affect their performance. Parents are considered the most important decision-makers for their children; they are "the only experts who have known their children from birth" (Mittler and Mittler, 1982). Lack of contact with specialist teachers makes them feel threatened by lack of teaching expertise, which creates in them a feeling of inability to cope with their child's needs. Without liaison with teachers parents are bound to develop parochial, inward-looking attitudes to the educational needs and demands of their children.

Partnership allows parents to participate in what teachers try to accomplish and involves them in decision-making. The parent-teacher relationship helps children feel secure and prepared for school activities and

programmes. Partnership encourages confidence "carry-over" into school (Solity and White, 1984), which increases the child's feelings of self-esteem so s/he can experience greater success in academic and social performance. Partnership also helps children to broaden their social and emotional responsiveness to people outside their family (Warren, 1977).

Partnership and mutual respect

Through partnership children's mutual attachment to their parents is extended to their teachers. Closer interpersonal contact and working relationships are established, which maintain academic progress and sustain what Alonso et al. (1981) describe as 'developmental continuity' through adequate participation in children's programmes. Mutual collaboration is a result of parent-teacher partnership. It fosters respect for each other's efforts and encourages co-operation for the benefit of the child. Partnership enhances mutual understanding of the pressure demands and problems related to special educational needs and places high value on the child's educational achievement.

As parents share experience and knowledge with teachers they develop a more positive attitude towards assisting their child. Their negative attitudes arising from cultural beliefs, and stigma associated with children with special educational needs, which often discourage them from getting involved in their education, are eliminated. Partnership makes parents feel valued and welcome to contribute to their child's educational progress. As partnership makes teachers more accepting, it also helps parents to rise in status and become confident in evaluating their own contribution to the success of their children.

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Solutions to word-search (Bulletin issue No. 6)

Polio

Braille

Independence

Parents

Assess

Liaison

Sign language

Downs Syndrome

Disability

Cleft palate

Educate

Attitude

School

Special

Therapy

Wheelchair

Epilepsy

Using Sign Language

to Educate Children with Hearing Impairment

Daniel Okot

Asst. Lecturer, Hearing Impairment, ITEK

Introduction

Language is defined by different writers according to the context in which it is used. Dyssegaard et al. (1993) define it as a communication of ideas through any kind of systems of symbols that are used according to certain rules that determine meaning. Sign language is one of the ways in which children with hearing impairment can communicate.

Any language, including sign language, serves both psychological and social functions. Psychologically, it plays a leading role in our thinking, memory, planning, actions and in processing other cognitive functions. Socially, it connects people with others through communication and it gives us a feeling of identity and belonging to a particular social setting.

Children with hearing impairment have similar needs and they can be divided into two main groups: partially hearing children are those with some residual hearing, while deaf children are those who are restricted by the hearing impairment in such a way that acquisition of oral language is difficult.

Sign Language

Sign language, according to Kyle and Woll (1985), is a language of movement of space and of hands and the eyes. Some signs are abstract and others are iconic. Sacks (1989) adds that it addresses the visual functions and is the most direct way of reaching deaf children. It is a natural way of communicating

among people who do not hear.

Despite this fact, the legitimacy of using sign language has been questioned. Formerly it was perceived negatively by researchers - it was seen as ungrammatical, being derived from visual pictures, a gestural system having one universal form (Pullen et al., 1981). These views are attributed to the negative concepts about sign language which reflect suspicion and disinterest in sign language. Such views have come about due to a lack of research into sign language.

Currently, developments are taking place in the field of sign language studies which have proved its linguistic structure. Volterman (1986) supports the above-mentioned studies and emphasises the importance of sign language in communication and education of children with hearing impairment.

All over the world nations are in the process of organising their indigenous sign languages. The World Federation of the Deaf survey (1993) shows that a majority of countries report research into sign language. In some countries emphasis is put on research in linguistic theories, while others are compiling sign language manuals and dictionaries. Research has also shown that a hearing impaired community can be identified and possibilities in educational and social aspects can be addressed. It also helps in informing and making the public understand the values of sign language.

Sign language in education

Sign language has the following roles in the life of a deaf child:

- it eases communication and builds the child's self-concept
- it builds the child's language competence
- it facilitates the child's learning;
- it expands the child's educational (and later professional) opportunities.

Sign language is the principle catalyst in awakening the deaf child to the values and opportunities which exist in the hearing world.

To achieve better results in the education of deaf children, the following should be done:

- deaf children should be exposed to sign language as early as possible. Deaf adults should act as models, and teach children to understand and use signs through methods such as story-telling.
- teachers of children with hearing impairment should be trained in sign language.
- courses in sign language for all those working with hearing impaired children, including parents, should be offered.

Sign language holds an important position in the education and lives of deaf people. With sign language deaf children will have equal opportunities to learn and develop like their hearing peers.

Note:

This article is an extract from the new UNISE publication *The Importance of Sign Language in the Education of Children with Hearing Impairment* - by Daniel Okot.

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Teachers' Co-operation

with Parents of Children with Hearing Impairment

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Experience has shown that most parents of children with disabilities have little hope about their children's future. This uncertainty ranges from school life to married life, when they are able to make their own homes and hence become self reliant. These parents are plunged into a world of confusion and consequently they do not comprehend the special needs of their disabled children. They have little or no knowledge at all about the education of these children and moreover, often believe that they will never be able to lead a prosperous life.

This misconception is deep-rooted in the parents of hearing impaired children, especially those from rural areas where Special Education facilities have not yet reached. They believe that their children will never benefit from education because they cannot listen and understand what is taught by the teacher. Consequently they see it as a waste of their resources to take such children to Special Education schools, while other parents do not even know that such facilities exist. In fact most people, literate and illiterate alike, are unaware of the field of Special Education, especially the education of the hearing impaired although it has existed in Uganda since 1959.

Giving parents communication skills

Because of the above, teachers of children with disabilities need to sensitise the public and more so the parents about the children's

abilities and how to live with them. In the case of parents of hearing impaired children it is the duty of the respective teachers to reassure them about the education of their children. They should be told that even though their children are unable to hear they are able to understand by using sign language.

It is for this reason that through the help of the teachers, parents should learn some basic sign language which will enable them to communicate to their children while at home. This can be done by organising seminars for parents during visiting days in the case of boarding school or unit. If the school or unit is non-residential, the administration should arrange specific days during the term for such seminars. Through this the parents will learn the basics of sign language and have less difficulty in communicating with their children.

Notwithstanding the argument of hearing-impaired people that an 'alien' language has been imposed on them, it is worthwhile in most cases to encourage parents to use dual communication. It is also worthwhile to use total communication which includes among other methods, talking, signing, miming, body language and drama in order to pass on a message understandably. The beneficiaries of total communication are mostly the partially hearing. They can lipread (speech read) as well as use speech themselves.

It is common for parents to talk to their

partially hearing children in whispers. A question is posed to these parents: why is it that people, for example herdsmen, talk audibly to animals? Why not then talk audibly to a fellow human being because s/he is partially hearing? Such parents should be encouraged to talk audibly to their children and at the same time encourage their children to talk.

Generally, because of very few or no skills of communication with their hearing impaired children, such parents and other family members do not involve them in general discussions. This situation puts the child in desolation, creating different psychological sentiments culminating into bad behaviour like rudeness and aggressiveness. It is therefore our duty, as teachers of children with hearing impairment, to encourage parents to involve their children in day-to-day life issues like problem solving.

Most people, including parents of hearing impaired children, do not know that hearing aids can, like glasses for the partially sighted, help the partially hearing to pick up the daily sounds of life. If given the hearing aid at an early age, a child who is partially hearing can improve on his speech production as well as learning to discriminate different sounds accordingly. This is another task for teachers of the disabled children, particularly those for the hearing impaired, to educate parents about such aids and whom they benefit.

Teachers should also tell parents of disabled children how the disabilities came about, indicators of disability during pregnancy (prenatal), at birth (perinatal) and after birth (postnatal), and how possibly they can be avoided, for example by immunization.

Countering parents' negative attitudes

Parents of hearing impaired children often treat their children as "second-class" and

when they get the chance to place them in a Special Education school/unit, they tend not to pay school dues in time or not at all, on the pretext that they have many children to look after. If there are many children, then why not pay first for disabled children? The inference is that the parent thinks that the hearing impaired child will never benefit from education and therefore it is preferable to help the one who will prosper educationally rather than the "fool" who will waste money and resources. There is no institution of learning on this earth which can progress without firm financial backing, so parents should be made aware of their responsibility to support the Special Education school to minimise their dependence on donors.

Dear parent, your disabled child did not apply to you for his/her birth or disability, yet you are denying his/her right of education. Therefore treat your children with impartiality. With Special Education disabled children can reach even university standard of education which is the highest level of academic attainment.

All these facts show that there is therefore a need for a harmonious relationship between the parents of hearing impaired children and teachers in order to enhance their daily life, so that they can become self-reliant as opposed to always being dependants.

Introducing Physiotherapy

Mrs. F. Oyok

Dip. Physiotherapy - Gulu Hospital

Physiotherapy is a treatment that is not yet well known to the community and yet it is very important in eliminating or correcting deformities which make a person disabled.

What is physiotherapy?

Physiotherapy is a treatment basically done by physical means. The aims for intervention are to:

- re-educate weak muscles
- mobilise stiff joints to prevent contractures
- give supportive aids such as crutches, calipers and wheelchairs.

One of the most important methods is simply exercise therapy. This exercise alone, performed by the patient or on the patient, can strengthen a weak muscle or stop a joint from becoming stiff or deformed. Once a joint is relaxed the patient can easily be fitted with a supportive or walking aid, if necessary.

Children and physiotherapy

Our main concern is for children who can be affected by the following:

1. Neurological Impairment

This is an impairment of the nerve system resulting from damage to the spinal cord or brain, eg. by cerebral palsy or poliomyelitis. Poliomyelitis is caused by a virus which attacks parts of the spinal cord damaging the nerve roots which control movement. The

child may develop complete or partial paralysis of a limb or may recover completely. For paralysis there is a great need for intervention in an early stage of the condition to prevent deformities. Most parents are not aware of this, and as soon as the fever is down they disappear with the child only to re-emerge with a completely deformed child who could have benefited from physiotherapy in an earlier stage. With regular exercises, improvement is likely as some motor nerves recover and this should encourage the parents to persist with the exercises.

2. Accident cases

There are three types:

- Head injuries - these may result in mental retardation or cerebral palsy.
- Burns - if not treated early will result in the formation of stiffness and contractures. Most parents are usually very reluctant to start treatment early for fear of hurting the child.
- Fractures - after removing the plaster of paris which is used for immobilization following a fracture, the patient may develop stiffness of joints. If the joints are not exercised the patient may develop disuse atrophy and contracture. In one case the parents of a certain child who merely had disuse atrophy of his left arm, thought he was paralysed. However after examination it was discovered that the child's arm was

only very weak because he had not been using it. It is now being corrected by physiotherapy intervention.

3. Congenital deformities

These are children born with defects at birth. They include:

- spina bifida
- cerebral palsy
- talipes

Under all these categories the child should live independently, depending on the stage at which the child is. The child should be taught according to the normal development of an able bodied child, ie. from lying to sitting, crawling, standing then walking.

Supportive or walking aids are also very necessary here. S/he must reach a stage where s/he can manage as much as possible.

Home based programmes

- Parents must be guided to carry out exercises at home with the child.
- Motivate the child's brothers and sisters to assist the child to walk and do exercises.

Conclusion

Physiotherapy advice and encouragement to use the body must be taken to the villages and not be restricted to hospitals because some parents do not care or are too busy to bring their children for what some of them call a "mere" exercise.



A parent motivating a child to do physical exercises. Early intervention is very important in eliminating or correcting deformities.

Educational Aids

By: *The Technical Educational Aids Committee*

One of UNISE's immediate objectives is to devise and produce educational aids to facilitate the learning process in the classroom. A committee was therefore set up to develop such aids, based on the criteria of simplicity, low cost and use of locally available materials, for effective use in Uganda's schools. The aids are being developed to cover all aspects of Special Education, ie. the pre-school, school, pre-vocational and vocational needs of the child.

Members of the committee involved in developing these teaching aids are drawn from the sections of Visual Impairment, Hearing Impairment and Mental Retardation in the Department of Special Education at ITEK, while others include the UNISE Project Co-ordinator, the UNISE Publications illustrator and editor, and a representative from EARS.

The first volume of teaching aids will shortly be published, with supplements to follow, and will be distributed nationally through EARS Centres. The Educational Aids Committee encourages the comments and suggestions from readers of these volumes to assist with future development of aids.

Educational aids competition

The Educational Aids Committee wishes to thank all those who responded to the competition in *UNISE Bulletin* Issue 6 and submitted their own ideas for Educational Aids. The winner of this competition was *Mr. Neri Obura-Awany*, a Year two Technology student at ITEK, who received a prize of 25.000 Ush. His idea of a simple abacus is shown on page 32.

Objectives of the educational aid:

1. To teach the child how to count in units, tens, hundreds and thousands.
2. To develop the child's skills in addition and subtraction.

Design characteristics:

This abacus was designed with certain characteristics in mind:

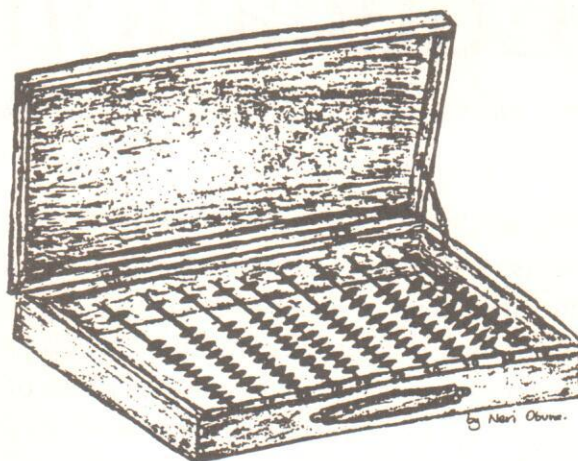
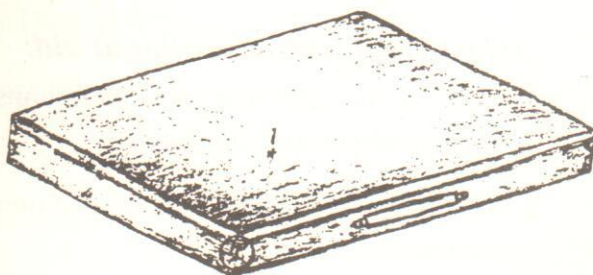
- it is easily operated by hand, so it can be used by children with disabilities;
- it is light and therefore portable, for easy use in the classroom;
- it is made of strong materials, so that it is durable and will last a long time;
- it is visually attractive, so that it captures the interest of the child and enhances the learning process.

The teaching aid can be easily produced using locally available materials such as wood, or can be industrially manufactured using materials such as metal or plastic.

Do you have any bright ideas?

Please continue to send in your designs for educational aids, which will be judged by the Committee and prizes will be awarded to the three best ideas. Outstanding ideas may be published in future UNISE Educational Aids catalogues.

Remember the key criteria of simplicity, use of local and low cost materials



A design for a simple abacus

Send your entries to:

The Co-ordinator, Educational Aids Committee,
UNISE Programme, P.O. Box 6478,
Kampala.

Entries can also be handed in to UNISE staff in the UNISE Publications Office (Room 14) ITEK (Kyambogo) or on the 5th floor Short Crested Towers, by September 1995.

'Demystifying Disability' *through educational achievement*

Dr. J.P. Okullu-Mura

"Disability is not inability", so goes the saying. A few years ago in Uganda or elsewhere such a statement would not be taken seriously - a disabled person was looked upon as helpless, useless, good for nothing, etc., especially if the disability was severe. Instead of taking such a person to hospital, let alone to school, the parents/relatives would take him to a witchdoctor to chase away the evil spirit which was disabling him, because they might have annoyed some evil 'gods,' or the child might have been bewitched by a neighbour.

Growing educational opportunities

However this way of looking at people with disabilities is now changing. The previously held assertion that parents hide their disabled children at home for fear of shame is fast crumbling in Uganda. It is therefore increasingly common to see children with disabilities going to school. The equalisation of educational opportunities for all children, able-bodied and disabled, is supported by several national statutes. The National Council for Children, for example, stresses that:

"A child with disability should have the right to be treated with the same dignity like other children and to be given special care, education and training where necessary so as to develop his or her potential and self-reliance."

Educational opportunity for disabled children in Uganda today does not stop at primary level as it once did, also disabled people are no longer limited to employment such as crafts and tailoring; these days disabled people have the opportunity to reach as high as Ph.D. level and take subjects which were formerly considered unsuitable for a disabled student. For example Makerere University recently refused to admit a visually impaired student on a Mass Communications course because of his disability, but the student insisted that he would take no other course. Eventually he was taken on that programme which he successfully completed - thus 'demystifying disability' and confirming that 'disability is not inability'.

On Graduation Day at Makerere University on 20th January 1995 there were quite a number of graduating students with disabilities of various nature and degrees. Among these was one Christopher Okello Oloya, who graduated with an Hons. degree in Food Science and Technology, a new course at Makerere, let us follow his case.

Case-study:

Christopher Okello Oloya

Paralysed in one leg by polio at the age of two, Okello Oloya found himself in a nursery school two years later thanks to the determination and enlightenment of his father. He completed nursery study and Primary 1 in Kasese where his father was working, then he moved to Nsambya Police Children School, Kampala, where he completed Primary 2-4.

From Primary 5-7, Okello Oloya was at Pajimo Primary School, Kitgum, where he passed the Primary Leaving Examination (P.L.E.) in 1982. Asked whether he found much difficulty in accessibility in the school he replies: "this was a problem, yes, but many comrades assisted me. Moreover, I was very stubborn and this helped me a great deal."

Of course, not everyone was a comrade. Some would try to tease or make life difficult for him. "I could beat such pupils with my crutches, which scared them away," he says.

Okello Oloya behaved like the other children at school and therefore 'demystified disability.' He could even play football, though mainly in goal. From Pajimo Primary he joined Kitgum High School for 'O' level, which he completed in 1987. Then he went to City High School, Kampala, for 'A' level from 1988 to 1990, then to Makerere University from 1990 to 1994.

Why take Food Science and Technology, when disabled people usually opt for Arts disciplines? If Okello Oloya is asked this he wonders why the bias in thinking. "Actually I had wanted to study Human Medicine, but I did not get enough points for it, so I was offered Veterinary Medicine instead," he explains. However even this he did not take because of his disability. On the advice of the Head of the Veterinary Department he chose instead Food Science and Technology. Having obtained this degree, he is now looking for capital with which to start his own firm.

Okello Oloya is a particularly inspirational example because of the number of extra-curricular activities he has been involved in: chairman of Debating Club, Pajimo Primary School (1982); head of class prefects, Kitgum High School (1987); co-ordinator of City High School Debating Club (1989-90); Publicity Secretary, Makerere University Food Science and Technology Students'

Association (1993-4); General Secretary R.C. II Parish III Makerere Division (1992-94) and Mess Secretary, Northcote Hall (1992-94).

A challenge for parents

At the graduation reception for Okello Oloya, the Guest of Honour was the Hon. Eliphaz Mazima, CA Delegate for NUDIPU (National Union of Disabled Persons of Uganda), who himself is disabled. In a jovial mood, he called on his fellow disabled persons to dismantle their inferiority complex and feelings of helplessness and dependency. He challenged the families of children with disabilities to take them to school instead of hiding them at home because of shame.

As the Special Education Programme, especially the Educational Assessment and Resource Services (EARS) Programme, is getting more firmly and widely rooted, especially at primary level, we expect to see more and more people with disabilities joining public life. How wonderful!



Chistopher Okello Oloya - A Graduate of Food Science and Technology.

Traditional Attitudes Towards Disability

The Case of Atim Fiona

Gulu EARS Centre

Atim Fiona was born on the 30th September, 1990. She lives with her grandmother at Pece Subward One, about 3km east of Gulu town. Her mother is an Assistant District Health Educator, concerned with Lalogi Division - Gulu District.

Fiona's Problems

On the 16th June, 1994 Fiona was brought to the Assessment Centre by her grandmother.

She suffers from severe cerebral palsy which began at the age of six months following an attack of cerebral malaria. With continuous treatment, she has begun to sit, crawl, talk and eat on her own. In December 1993, Fiona had another serious attack of high fever. Now she does not sit on her own and her right hand is weaker than the left. Her eyeballs do not focus at an object at the same time (squinting eyes). Twice or thrice a month she suffers from fits.

at times she emotionally throws herself down. Fiona does not eat on her own; she cannot chew food well because her tongue is partially paralysed so she is fed by her grandmother. She urinates and defecates where she is.

Fiona's Strengths

Fiona is beautiful and very friendly especially when one brings her attractive things to play with. She can play with play-things if they are placed in her left hand. She understands instructions and knows all the family members. She responds to calls by smiles, and when she hears music she shakes her head and the active arm. She is able to bring something into the mouth with her hand, but it must have a handle which fits between her fingers. She responds to needs by crying. She can sit when put on a supportive chair.

Fiona's Parents

Fiona's parents never stayed together as husband and wife. Her mother became pregnant when she was still at school and the grandmother has struggled to look after both the mother and the child, with no contribution from the father towards Fiona's welfare. One time, Fiona's mother got disgusted with her daughter's helplessness, frequent fits and carrying and cleaning her all the time, and took her, without informing her mother and stepfather, to the witchdoctor for advice and treatment. When she got no positive result from the witchdoctor, she fled the home and took asylum in Kampala. The RCs were informed but she could not be traced.

What is Paimol's contribution towards Fiona?

"Paimol" is a clan that borders Kitgum and Karamoja. It is found in Agago division - Kitgum district. Fiona's grandmother comes from that clan.

Paimol believes that any child born disabled is a bad spirit, a misfortune, and must not be kept alive. If the mother keeps a disabled child she will never bear again, or she will continue bearing only disabled children. Keeping a disabled child means the bad spirit is kept in the family and will continue doing its work. A disabled child is considered a burden also, because when everybody goes away to hunt somebody has to remain behind to look after him/her.

When a mother gives birth to a disabled child, she informs the elders and then she ties the child on the back. She would walk to the riverside, turns her back and drop the child in the river. She would then pretend to be crying. When an outsider asks about the child the clan would lie that the child died. It is now a custom in Paimol clan to lie that a disabled child died when he had been thrown into the river. A goat is slaughtered after the ceremony and roasted for people to eat.

When the relatives of Fiona's grandmother came to see Emma Lapura (that is the grandmother's name), they were surprised and perplexed, wondering why Emma was keeping such a child. After reminding Emma of the traditional beliefs and customs of Paimol clan, they advised her to deport Fiona to her rightful "home", the river. But the good grandmother of Fiona rejected their advice and informed them never to repeat this again.

Burial in Paimol Clan

In Paimol burials are done by men only. When a disabled person dies in Paimol clan, the body is broken into pieces and taken and buried in an ant-hill. A hole is made in this ant-hill. Women are not supposed to attend the ceremony. When the ceremony is over the men rush home to eat roasted goat.

Response to Atim Fiona's Case

Negriz Onen,

Inspector of Schools, EARS Programme

The case of Fiona is very disheartening and should be strongly condemned in our society today. The time has come when society should look at a child with disability first and foremost as a child. We must consider our condition of 'normality' to be temporary, for we never know what may happen to us in the future.

Fiona's mother is reported to be an Assistant Health Educator, a person who is expected to help change people's attitudes. By abandoning her child to be taken care of by her mother means she does not deserve that title. Fiona's father should have realized that they did not choose for their daughter to become disabled, and therefore should not have abandoned the family, refusing to contribute towards the child's welfare.

We are told that Fiona has some strengths and can do some exercises. What she needs is constant training to improve and gain some more daily living skills.

The attitude of Fiona's grandmother against the belief of the clan is most appreciated and should be taken up by all. I appeal more to the youth of our country to take up Emma's example of beliefs.

Fortunately today we have Educational Assessment and Resource Services (EARS) already established in some districts and will soon cover all the districts in the country. EARS should take up the challenge to sensitise people at all levels in the districts to change their attitude towards people with disabilities.

"A child with a disability is first and foremost a child".

For information about disabilities please contact the nearest EARS Centres in your district.

Disability is not Inability

Ayub Ali Baguwemu

Disability is not Inability

*The motto of people with disability,
Is not high sounding rhetoricity
But a message to proclaim our ability.*

*Give us the opportunity that we need
To prove to all, whatever the creed
That inability is not for favour to plead
But an attitude with your support we can treat.*

*Do not judge us from the cover
Because the essence of what we are, our power,
Is not on the surface: it is within, a book that showers,
Light which you, the society, try to lower.*

*That is the message, simple and plain
Although you treat it as a refrain
Of a song sung but with no interest to gain
But take care, we were not created in vain.*

UNISE Research Update

UNISE is a new Institute and has, according to its legal instrument, an obligation to carry out research in the field of Special Education. In response to this obligation, UNISE's programme has included small-scale surveys and educational development projects carried out by the Institute's lecturers.

UNISE Bulletin aims to inform its readership of all UNISE activities and programmes. For this reason, a new feature in *UNISE Bulletin* will be an update of all the current research projects being conducted at UNISE. It is hoped that by giving this research such exposure, others working in the same field will be able to link up with UNISE researchers and be able to assist them in their projects.

Readers are invited to contribute their views or any relevant information on the following subjects:

Parental Involvement in the Education of Children with Visual Impairment in Uganda

Bayo Asher,

Assistant Lecturer, *Visual Impairment*

The objectives of the research are to :

1. investigate the current nature and level of parental involvement in the education of children with V.I. in Uganda.
2. identify practical measures which could encourage and enhance good practice in Uganda.

The study is being carried out by interviewing, by means of a structured interview guide of parents of children with V.I. from Special Education schools/units in different parts of Uganda.

The research has been delayed by difficulties in interviewing parents. For this reason, interested readers of *UNISE Bulletin* are called upon to assist by contributing their views on this subject.

A Follow-up Study of School-leavers from Uganda School for the Deaf, Ntinda, between 1985 and 1993

Ebrahim Kizito,

Lecturer, *Hearing Impairment*

The objective of the study is to conduct a follow-up on the activities of leavers from the School for the Deaf to identify:

- the educational background of the people interviewed
- how many have a job
- the nature of the job

The study is being carried out by means of a questionnaire survey and semi-structured interviews addressing the school-leavers themselves, their employers, representatives from associations of and for the deaf, and authorities at the School for the Deaf.

The results of the study will be of use for:

- preparing future students with hearing impairment for full employment.
- informing organisations on how to improve the quality of employment for people with hearing impairment.
- assisting the Ministry of Education and Sports, UNISE and other bodies in introducing a careers guidance service for people with hearing impairment.

Developing Assessment Tools for Children with Disabilities

Martin Omagor, Irene Labogo, Paul Njuki and Daniel Okot

This is a joint venture between the Educational Assessment and Resource Services (EARS) Programme and UNISE. The EARS Programme requires certain resources to facilitate its work in assessing the educational needs of children with disabilities. In response to these needs, this project was commenced in order to develop:

- identification and observation checklists for children with disabilities.
- assessment tools to be used alongside the checklists.
- an assessment manual to assist the assessment process.

Assessment tools and checklists have now been developed and sent to various schools, where they have been put into practice. They will be modified and further developed according to the feedback gained from the teachers involved, before being put into use in EARS Centres.

As well as facilitating the assessment of children and identifying appropriate intervention, this project will also assist in developing a database on different disabilities in the country, which will be used to achieve the right provisions for children with disabilities.

This project will also involve a three-month course to train Grade III teachers to become assistant assessment teachers, to be held from June to August 1995.

Pre-Vocational Preparation of Children with Mental Retardation in Units/Schools for the Mentally Retarded

Paul Ojwang,
Lecturer, *Social and Vocational Rehabilitation*

The study is an investigation into:

- the quality, nature and success of social and pre-vocational skills taught in schools and units for children with mental retardation.
- the current and future needs of the teachers involved for improving social and pre-vocational skills training, and the problems they face.

The research will be carried out by interviewing twenty teachers for children with mental retardation in Kampala District, and observing the pupil's work.

Information from the study will be used for:

- improving programmes at schools to make them more relevant to the needs of mentally retarded children.
- planning future training of parents and caregivers.

Provision of Education for Children with Mental Retardation in Uganda - Teachers' Views

John B. Okech,
Lecturer, *Mental Retardation*

The study aims to establish:

- teachers' attitudes and readiness to work with children with mental retardation in Uganda.
- what factors make them willing to work with mentally retarded children.

Publications at UNISE

George Ogwang Gena

Ag. Head of Publication Section - UNISE

When the UNISE programme was established in 1991, one of its major aims was to gather and process information about disabled children and disseminate it to professionals in the field of disability and the public at large. Since its inception, UNISE in collaboration with the EARS (Educational Assessment and Resource Services) programme has been able to enhance community awareness of disability and support for its activities, through development and provision of information materials about disabilities, their causes and prevention, rehabilitation and Special Education.

It is for this reason that the designers of the programme found it necessary to establish a Department of Information and Documentation within UNISE. This department will be responsible for preparing brochures, journals, handouts and other reading and information materials with specific emphasis on Special Education.

Although this department is not yet fully functional, there is a small team of graphic designers and editors who have been working on research materials gathered mainly by Special Education lecturers, and other articles received from the general public. These research works and articles are used in publishing booklets, *UNISE Bulletin* and other publications which are shared by professionals in the field of Special Education and related services, parents and the general public.

While initially it was very difficult to assess

the information needs of the various communities throughout the country, it was later found necessary to improve on the method of presentation and reproduction of any information material being published. It was for this reason that in August 1994, a consultant in graphic design and layout was contracted to help establish a Publication Section in UNISE. With the consultant's advice, various materials and equipment were procured for the Publication Section.

There is now a fully-fledged Publication Section with skilled and competent personnel which handles all the publishing needs of UNISE, and sometimes offers assistance and advice to its sister programme EARS. The Section works through a system of Committees and Sub-Committees which derive their membership from Special Education and UNISE staff. Presently, there are three main Committees, namely the Educational Aids Committee, Bulletin Committee and Publications Committee. However, actual printing of information materials is still being handled by private printers in Kampala. There is a hope of establishing UNISE's own Printing Section in the near future.

To date, a total of 18 different publications have been produced by the Publication Section. These include seven issues of *UNISE Bulletin*, seven information series publications and research publications by various individuals.

The Section also handles the production of

Educational Aids being developed by the Department of Special Education.

It is hoped that by the time the construction work at the UNISE site is complete, the Publication section will be competent enough to meet the challenges of the Institute in as far as publishing is concerned.

KSPH Welcomes UNISE

A talk given by Mr. Emmanuel Killigye, Kampala School for the Physically Handicapped, on the occasion of laying foundation stone for UNISE

Kampala School for the Physically Handicapped (KSPH) greets you all, and has the pleasure to underline these special words: UNISE; DANIDA; DENMARK; UGANDA.

UNISE is good news for Uganda, and more so for persons with disability. UNISE has brought more light to Uganda's education system.

The history of disabled persons in Uganda shows they were at every risk of suffering, for they were denied their individual rights to live, to play, to learn, to have leisure, and many more.

In homes, the rights of the disabled need to be observed by parents, brothers and sisters, neighbours and community at large.

In most schools it has been very difficult to admit children with disabilities, but in some others the headteacher may be kind enough to admit a child with disability. That's very good. Thanks to the headteacher.

And how does the classroom teacher handle the disabled child? Does he encourage the child to participate fully in school activities?

Here comes UNISE very committed;

- to inform people of the importance of educating children with disabilities.
- to train teachers to see that disabled children want to learn, and to help these children.
- to develop lively, inquiring minds.
- to impart knowledge and skills relevant to adult life and employment.
- to teach children how to live and work with other people.

Today, we welcome UNISE to Uganda and we hope it will stay for ever. May DANIDA bring more good news, and may the government of Uganda be committed to providing education to all her children.

GOD BLESS UGANDA

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