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BUSIA DISTRICT LOCAL GOVERNMENT

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BUSIA-UGANDA



THE REPUBLIC OF UGANDA

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In any correspondence on
This subject please quote CR/309/1

Department: Administration

Date: June 10, 2011.

The Executive Secretary
NATIONAL COUNCIL FOR DISABILITY
P.O. BOX 26080
KAMPALA (U).

MEASURES FOR ADDRESSING THE IMMENSE EDUCATIONAL CHALLENGES FACING CHILDREN WITH DISABILITIES IN BUSIA DISTRICT.

I am in receipt of your letter referenced NCD/ADM//05/05 dated 21st April 2011, on the above captioned subject in which you requested for information regarding Special Needs Education in the District.

I am happy to inform you that the section of Inclusive Education which is imbedded in Special Needs Education Programme to cater for persons with disabilities is functional in the District. (See the attached over-view of SNE).

The Telephone contacts of responsible Officers for this Programme in the District are:

DEO - 0772897142

DCDO - 0772500776

Yusuf Ssenteza

Yusuf Ssenteza

Ag. CHIEF ADMINISTRATIVE OFFICER
BUSIA DISTRICT.



c.c. District Chairperson
c.c. Secretary for Education

OVER VIEW ON INCLUSIVE EDUCATION ACTIVITIES IN BUSIA DISTRICT FEBRUARY 2011.

The concept of Inclusive Education refers to the provision of Educational services to all learners including those with disabilities in ordinary Schools and using the available resources within these ordinary Schools and the communities to benefit all learners of School going age.

This concept has really been around for some time but never actively and consciously practiced.

Since February 2009 to date, the department of Education and Inclusive Education in particular, made efforts to reactivate and promote Inclusive Education in our Primary Schools in the District to cater for the needs of our disadvantaged learners in the following ways:-

DATA:

- The department collected data on children with disabilities in all the Primary Schools around the District and registered a total of Eight thousand ninety three (8093) children with disabilities. This was done by Special Needs Education co-coordinators (SNECOS) in collaboration with other SNE-Teachers, CBR Volunteers and Artisans in the Schools and the communities. Details on the categories of disabilities and sex of the learners can be obtained from other records on Inclusive Education reports.
- The department further made efforts to register the number of all SNE trained teachers in the District and recorded a total of fifty two (52) teachers. This data has been the basis of planning for Inclusive Education in the District.

Six of these teachers have obtained degrees in Special Needs Education while forty six of them hold diplomas and other Certificates in special Needs education. These teachers have been placed in I.E. pilot School, such as Nangulu, Namungodi, Busitema, Busia integrated, Masaba, Busikho, Buhehe, Lwala Buyunda while others have been placed in Schools such as Busia Border, Okame, Kayoro, Buwumba, Buhoya, Bulecha, Budecho, Busitema P/S, Amonikakinei, Bulooobi, Nakoola and Nanyoni Primary Schools.

UNITS & SNE PILOT SCHOOLS:

In August 2008, the department made some initiative to introduce pilot Inclusive Education Schools to serve as examples and resource centres for other Schools in the District. These include Nangulu, Busitema College, Namungodi, Busia Inter, Dabani girls, Busikho, Buhehe, Masaba, Bukwekwe and Lwala Buyunda Primary Schools.

Three of the above I.E. pilot Schools i.e. Busia integrated, Dabani girls and Busikho Primary Schools were selected to serve as Special Units for children with disabilities in the District though they are not fully fledged and facilitated by the government but there are large numbers of learners with various Educational needs. In most of these I.E. pilot Schools, there are messages on disabilities both in the compound and Notice boards as well as data on children with disabilities.

AWARENESS ON SNE/INCLUSIVE EDUCATION:

To spread the gospel on Inclusive Education and Special Needs Education in the District, various avenues have been used and these include seminars and workshops for teachers on I.E. under the TDMs cluster centres in the District. For example on Tuesday 7th March 2008, the District Education Officer held a meeting with the CCTs, Headteachers, SNECO and other SNE teachers at farmers house, on Inclusive Education.

Radio talk shows on Inclusive Education have been held at Local F.M. Radios such as OPEN GATE Radio, EASTERN VOICE and U.B.C between February 2007 and August 2009. The purpose was to spread information on SNE and Inclusive Education to the whole population of the District and beyond in the Local languages which are understood by all stakeholders in Busia District. This was an exciting moment as indicators by the numerous phone calls on the subject.

STUDY TOURS ON I.E./SNE:

The department has also used study tours to other Districts and other neighbouring Countries to create awareness and change of attitude on Special Needs Education by Headteachers and teachers. For example the department organized an interesting study tour on I.E. to Rachwonyo District in Kenya and several Schools such as ORIANG, OTHORO and KADIE Primary Schools were visited. Nine Headteachers benefited from this tour and thereafter transferred skills and knowledge on I.E. to their Schools.

To gain more insight on Inclusive Education, a number of teachers were taken for a study tour in Agururu unit –Tororo, Kayunga and Mbale Districts.

The department has held several workshops on sign language for parents, teachers and other stakeholders on I.E. The purpose was to train service providers on the use of sign language as a means of communication for children with hearing impairments.

The department has also trained teachers on the production and use of local educational materials in an Inclusive setting on clusters and School based programmes in Buhobe C.C., Dabani C.C., Bujwanga C.C., Busikho P/S, among others.

COLLABORATION WITH OTHER SERVICE PROVIDERS AND REFERRALS:

The department has also made attempts to go beyond the School and classrooms in supporting children with disabilities. This is through making Home Based interventions in collaboration with CDOs, CBR workers, Health workers, local Artisans volunteers and SNECOS. In the process, a number of children with disabilities that are severe and can not be handled in our ordinary Schools have been referred to Health facilities such as cure hospital – Mbale, the st. Benedictine eye hospital – Tororo, ONGINO Hospital in Kumi and Buluba hospital in Iganga for corrective surgery and Assistive appliances.

Others such as the deaf blind, blind and the deaf, have been referred to Special Units and Schools such as Agururu in Tororo, Madera in Soroti, Mbale School for the deaf, Lweza, Lumino Polytechnic School and Kireka for vocational training.

ENVIRONMENTAL ADAPTATIONS:

To address specific learning needs for the learners in the Schools some I.E. pilot Schools have been designed and modified to serve as examples for other Schools. These include Busikho, Dabani girls P/S, Nangulu, Masaba and Busia Integrated P/S, several environmental adaptations, have been done on the physical, instructional and social environments and a number of facilities such as ramps, guide rails, climbing frames, balancing logs sliding frame wall tracking guides and classroom tags, have been put in place. Toilets have also been modified with wide doors, Toilet seats and support bars among others. In the social environment, mobility enhancing facilities for children with physical disabilities such as stand boxes, parallel bars, climbing gyms, C.P chairs and corner seats have been put in place. Classrooms have been adapted to provide adequate lighting, good sitting arrangement and interaction of pupils made easier provision of local and Factory made Educational resources such as word building blocks, magnifying glasses, Melodic pianos and talking calculators among others has been done.

GAMES & SPORTS FOR THE DISABLED LEARNERS:

At the moment, the department has embarked on training children with disabilities and ordinary peers in sports and games such as Ball throw, Gall ball, standing and long jumps, hide and seek, aqua, wheel chair racing, long and short races for full inclusion and participation of children with disabilities both in and outside the Schools using local resources such as fish-nets, local audible balls among others.

TEACHERS QUALIFIED UNDER SPEACIAL NEEDS EDUCATION:

1. WADENYA GEORGE NGAKAI	BUWEMBE P/S
2. WANDERA JAMES	BUSIKHO P/S
3. OKEDI J. PETER	BUSITEMA P/S
4. OBAALE .W.	MASABA P/S
5. MANGENI GEORGE BWAKU	MASABA P/S
6. ALUPO HARRIET	BUSIKHO P/S
7. HACHICHE ISRAEL	BUSIKHO P/S
8. NAMWIKO LAZARUS	BULOobi P/S
9. WABWIRE HUMPHREYS	BUYENGO P/S
10. BUGOHE PETER	MADIBIRA P/S
11. OUMA OFEJJA	BUTANGASI P/S
12. NEKESA	MAGOMBE P/S
13. MAJIMBO POLLY SIRAJI	H/TR. ARUBAINE P/S
14. ANYANGO CEREPHINA	BUNYADETI P/S
15. IMMAILUK JOHN	BUSUMBA P/S
16. MAKALI	BUWEMBE P/S
17. OTORO GUSTUS	KAYORO P/S
18. WERE	
19. AKUKU HELEN	BUWUMBA P/S
20. ANGAJO JONAI	H/TR. BUHEHE P/S
21. WAFULA PIUS	SIFUYO P/S
22. WABWIRE	NANYONI P/S
23. SANYA DAVID	BUKALIKHA P/S
24. BARASA PETER	NANGULU P/S
25. NANKYA ROSE	H/T BUTEBA BAPTIST P/S
26. APORA VINCENT	LWALA BUYUNDA P/S
27. NAMBUBI PROSCOVIA	BUCHICHA P/S
28. OCHIENG MARK	H/TR. NKANJO P/S
29. MALINGA PROSCOVIA	BUSIA INTER. P/S
30. TINDYA ANNET	BUSIA INTER. P/S
31. AUMA CELPHA	MARACHI P/S
32. MAENDE ADAMS	BULECHA P/S
33. ANGEDI CATHERINE	BULECHA P/S
34. ALEGO GODFREY	BULECHA P/S
35. NASIRUMBI MARY	BUDECHO P/S
36. OJAMBO HANNINGTON	H/TR. BULWANDE P/S
37. BARASA CHRISTOPHER	BUSIA BOARDER P/S

38. OUMA FRED
39. ATUBO FLORENCE
40. MUNIALA ROSE (MRS.)
41. GUMO VINCENT
42. TAABU ROSEMARY
43. NABWIRE
44. MAYENDE ZEBLON NGOLOBE
45. JUMA STEPHEN
46. WOLAYO HILLARY

BUSIA BOARDER P/S
BUSIA BOARDER P/S
BUSIA BOARDER P/S
NAMASYOLO P/S
BUWUMBA P/S
MARACHI P/S
BUHOYA P/S
BUHOYA P/S
OKAME P/S

Challenges:

Despite all the above the department experiences several challenges that include the following:-

- Shortage of trained SNE teachers to provide adequate services to CWDS in the Schools and the Communities
- Mobility appliances are still inadequate compared to the rising number of School going children with disability
- Lack of some Educational materials such as sign language manuals & dictionaries, Braille kits among others.
- Lack of funds to run I.E. and SNE activities in the District such as funding for pilot I.E. schools and Units.
- Inadequate skills in providing intervention in to specific learning needs e.g. functional Assessment skills for teachers.
- Heavy work load for teachers in main stream classes
- Low motivation for teachers supporting learners with Special Needs
- Lack of a fully designated SNE officer to coordinate SNE/I.E. activities in the District poses a big challenge.

COMPILED BY:


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Ag. DISTRICT EDUCATION OFFICER
BUSIA DISTRICT.