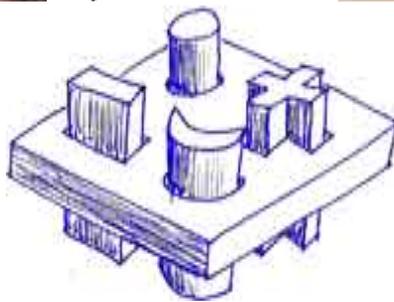


KYAMBOGO  **UNIVERSITY**
FACULTY OF EDUCATION
DISTANCE EDUCATION DEPARTMENT

**STUDENT'S SELF-STUDY MODULE FOR BACHELOR OF EDUCATION
EXTERNAL PROGRAMME**



**PROFESSIONAL STUDIES MODULE EBS 2202: SPECIAL NEEDS AND
INCLUSIVE EDUCATION**

KYAMBOGO UNIVERSITY

SPECIAL NEEDS AND INCLUSIVE EDUCATION

**This course leads to the award of Bachelor of Education External
of Kyambogo University**

Kyambogo University

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Authors

Mr. Oyesigye Robert Stuart - Kyambogo University
Mr. Orech Emmy Hendrain - Kyambogo University
Mr. Bugohe Peter - Kyambogo University

Design / Production Team:

1. Mr. Daniel Okot: Ag. Head of Distance Education Department, Faculty of Education, Kyambogo University
2. Mr. Andrew Frederick Meya: Materials Design, Development and Production, Distance Education Department, Faculty of Education, Kyambogo University

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GLOSSARY

Learner	A person who is enrolled to study at any level of educational provisions ranging from pre - primary education level up to higher institutions of learning.
Mainstream School	An ordinary school within the community where every learner within that community should be taught and supported to learn. It should also enroll learners with special educational needs but no special attention is often offered to them so as to support their learning.
Pupil	A person who is enrolled in school and is studying at the primary education level.
Student	A person who is enrolled in school and is studying at secondary education level, tertiary institutions of other higher institutions of learning.
Stakeholder	For this modules' case, it is a person invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, school community members, school projects and elected officials like school board and/or parents teachers association (PTA) members. There are internal stakeholders and external stakeholders.

GENERAL INTRODUCTION

You are welcome to the study of this Module EBS 2202 on Special Needs and Inclusive Education. It is the first module you are encountering in the field of Special Needs and Inclusive Education course. It is designed at your level of study. You shall be able to read and understand all that is presented in it for your benefit as a whole round teacher in the making for all learners.

This module aims to prepare you to analyze; the relevance of key concepts used in Special Needs and Inclusive Education, developments and trends that led to inclusive education, disability models. You will gauge how to use these in contributing to the developments of service provisions towards inclusive education in your community. You will also be guided to discuss; international and national legislations and policies on Special Needs and Inclusive Education, minimum standards for service provisions for persons with disabilities and special needs as tools for promoting inclusive education. You will be enabled to identify the different stakeholders for and of persons with disabilities, their roles and plan how you can collaborate and/or involve them in ensuring disability inclusion in and out of formal education settings.

Objectives of the Module

Objectives of this module are to enable students to:

- i. Analyze their insights on different concepts used in Special Needs and Inclusive Education.
- ii. Demonstrate knowledge about various developments and trends in education that has led to Special Needs and Inclusive Education in the world and particularly in Uganda.
- iii. Show understanding of disability models and their contribution to Special Needs and Inclusive Education.
- iv. Exhibit knowledge about national and international legislations and policies on Special Needs and Inclusive Education provisions and disability inclusion.
- v. Discuss about minimum standards necessary for service provisions towards Special Needs and Inclusive Education.
- vi. Explain the roles played by; groups, organizations *of* and *for* persons with disabilities in and out of Uganda towards initiating and promoting Special Needs and Inclusive Education practices.

Units Covered in the Module

This module covers six (6) units:

Unit 1: Concepts related to Special Needs and Inclusive Education.

Unit 2: Development and trends in Special Needs and Inclusive Education.

Unit 3: Models of disability.

Unit 4: Legislations and policies in support of Special Needs and Inclusive Education.

Unit 5: Enabling factors for the inclusion of learners with disabilities and special needs in an inclusive setting.

Unit 6: Roles of different stakeholders.



Note: You will need to explore more on all these areas during your face – to – face sessions and distance learning schedules. To enrich your knowledge on this module, endeavor to explore as many relevant educational resources as you can.

Throughout these Units you will find self-check activities to do, please endeavor to do them. Remember that this is not a text book that you should fear writing in it, feel free to writ in the spaces provided. Make your summaries as well in the module where appropriate. The given activities are designed to enable you ... The activities are useful if you do them as you read through the Unit. They are not only reinforcing the instruction but are also planned to help your motivation. Do not skip them or leave them until the end of the Unit.

When you finish an activity, cross check its answers and share your findings with your course mates and/or facilitator as well. If you find you have made mistakes, look back at the Unit and try to see where you went wrong. To enrich your knowledge, try to consult other sources of information and knowledge as well. These include other text books, journals as well as e-learning materials.

You now know how this module is organised to help you learn. Please go ahead and have interest and commitment in your learning.

SYMBOLS USED

A number of symbols are used in this module. They are guides that will show you where you are and what to do.

The symbols are:

 **Activity:** This symbol indicates that you should complete the activity indicated before you proceed with the reading.

 **Check:** This symbol is used to indicate that you are required to check through something, either a piece of work you have just written or a list of points to be considered in the text.

 **Congratulations:** This shows that you have really achieved something! When you see this you will know that you have achieved an important point in the learning programmed.

 **Discuss:** This encourages you to discuss an activity with a course mate or seek guidance from other resource persons.

 **Hand in:** This guides you to hand in your work/assignment to a facilitator as required.

 **Outcomes:** This symbol indicates the learning objectives and expected outcomes of the Unit, including benefits to you, if you do what is learnt.

 **Orientation:** This informs you of what is / resources required to support your study of a particular unit.

 **Take note:** This tells you to take note of or remember an important point.

 **Question:** This indicates that there is a question that you should answer or think about.

 **Further reading:** This indicates an additional reading from another source or module that is suggested.

 **Summary:** This indicates that a summary is given of what has been covered in the Unit.

 **Thank you:** This thanks you for the achievements you have so far gained and encourages you to move ahead.

UNIT ONE

CONCEPTS RELATED TO SPECIAL NEEDS AND INCLUSIVE EDUCATION

Introduction to Unit One

Dear Student,

We are pleased to welcome you to Unit One of this Module on Special Needs and Inclusive Education. You shall explore a number of concepts used in this field of study. You are encouraged to endeavor explore and use appropriately your time well as you progress on with the study. Feel at home.



Aim of Unit One

The aim of unit one is to enable you be enlightened and explore more on different concepts used in the field of Special Needs and Inclusive Education as a basis for your further reading.



Objectives of Unit One

To enable students (you) define different related concepts like; Impairment, Disability, and Integration, amongst others which are commonly used in teaching and learning Special Needs and Inclusive Education.



Topics Covered in Unit One

Topic covered in Unit One is:

Topic One: Related concepts used in teaching and learning Special Needs and Inclusive Education.



Orientation

To gain more from Unit One, you need to have with you a pen and note book to enable you make summaries of whatever you study.

1. Impairment

Impairment refers to lack/loss of or damage to a person's body part or organ which can hinder performance of the affected body part or organ. Examples of the persons' body parts that can be damaged or lost include the; brain, limbs, eyes, ears, heart and kidney amongst others. This therefore, means damage to the person's psychological or physiological functioning ability. For instance if a person attains head injury, this may affect the person's mental processing and functioning.

2. Disability

Disability comes as a result of impairment. It is socially imposed restrictions on a person who is impaired. The system of social constraints that are imposed on those with impairments by discriminatory practices of society and restrictions in accessing physical environment within the person's surrounding. Disability is therefore, the restriction of activity caused by current human organizations which take no or little account of people who have impairments and thus excludes them from the mainstream of social, economic and physical activities that they would rather be able to do despite their limitations caused by impairments. Disability therefore means limitation or reduced access to activities in typical daily life. Limitations to participation are usually seen to be based on social and environmental factors rather than being located within the person who is impaired. Thus a person may have impaired vision but they are disabled by society due to the lack of Brailled information, adapted environment, or adapted sports.



Activity Two

Based on your experiences, please note down in the space provided ways through which your society restrict performance of persons who have impairments in varied cultural, social, economic, intellectual and physical activities. Take into account the social and environmental perspectives leading to the restrictions.



Please compare and contrast your experiences with that of your course mate

3. Handicap

The concept handicap refers to when social, political, educational and/or economic roles and entitlements of persons with disabilities are placed at a disadvantage as compared to that of other ordinary people. For example, when a child who is blind is brought for enrolment in a school and all school authorities deny him/her the opportunity to be enrolled with claims that none of them is trained to teach such a child. The child is then handicapped or disadvantaged from the opportunity to attain formal education if not supported by other concerned stakeholders or human rights advocates. When we restrict a person with impairment/disability from participating in activities which is considered to be within his/her age range as well as his/her performance abilities, we will have handicapped the person's chances of learning, participating and developing.

Restrictions of persons with impairments/disabilities from learning, participating and developing can be done in form of:

- i. Discouraging or denying them opportunities to participate in/on what they are able to do,
- ii. Denying them to access or possess assistive or compensatory devices, and
- iii. Restricting them opportunities to attain or learn basic life skills and knowledge necessary for independent living.

Thus, a handicap is a restriction arising from how ordinary people perceive and treat or take care of those people with impairments/disabilities. When we encourage people with impairments to be involved and participate in activities, provide them with assistive and/or compensatory devices and life skills necessary for participating in activities of daily living, we are enabling them to be independent and thereby reducing the handicap. Handicap results from disadvantages imposed on persons with impairment through unfavorable social and environmental factors. If the social and environmental barriers are taken away or minimized to its minimal, the person will still be impaired but not necessarily handicapped.

5. Special Schools

A special school is a school that provides educational needs for specific group of learners with special educational needs. For instance it specifically provides educational needs for learners with; learning/intellectual difficulties, physical disabilities, visual impairment, and those with behavior problems amongst others. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for learners with additional needs. Learners attending special schools generally do not attend any classes in mainstream schools.

Special schools provide individualized education, addressing specific needs. Learners to teacher ratios are supposed to be kept low, often 6:1 or lower depending upon the needs of the learners. This is guided by each and every county's educational policies. Special schools should also have other facilities for learners with special educational needs, such as soft play areas, acoustically treated resource rooms, sensory rooms, or swimming pools, which are necessary for treating learners with certain conditions.

In recent times, places available in special schools are declining as more learners with special educational needs are educated in mainstream schools due to high costs incurred in paying for such learners in the special schools. However, there will always be some learners, whose learning needs cannot be appropriately met in a regular classroom and/or school settings and will require specialized education and resources to provide the level of support they require. An example of a disability that may require a learner to attend special school is severe intellectual disability.

6. Special Education

This is education which is specially designed to meet educational needs of learners with disabilities within special schools/institutions/classes. These schools/institutions/classes host only learners with disabilities.

7. Inclusive Education

Inclusive education means that: schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Inclusive education, therefore, stands for an educational system that encompasses a wide diversity of pupils and that differentiates education in response to this diversity of pupils. Learners' needs are addressed within the mainstream of education using appropriate modifications. Modifications can be made in; the curriculum, teaching methods,

teaching materials, medium of communication and the learning/school environment. In addition, school systems are reviewed and adjusted in order to accommodate the needs of individual learners. One of the things that lead to inclusion is the equalization of opportunities. Inclusion in Education rejects the use of special schools or classrooms that separate learners with disabilities from those without disabilities.

8. Integration

Integration is the provision of educational services to learners with special educational needs within the regular school system. The learners are supposed to follow strictly what the school offers to all other learners. Some schools have the practice of making necessary adjustments to meet the individual learner's learning needs, while others do not. There are basically three levels of integration.



Summary of Unit One

In Unit One, you have studied these concepts as used in Special Needs and Inclusive Education: impairment, disability, handicap, special needs/special educational needs, special schools, special education, inclusive education, and integration. Hopefully you have enjoyed doing the inserted activities and are well versed to apply and use the given concepts in your work as a special needs education teacher.

Try to visit ordinary/mainstream schools, integrated schools, special schools and inclusive schools and make your observations and records on how learners with special educational needs are catered for in those schools. You will broaden your knowledge by this field visit that shall be helpful for you as you continue studying this module.

Thank you and proceed with your study to Unit Two that will enable you learn about development and trends in Special Needs and Inclusive Education.



Thank You

UNIT TWO

DEVELOPMENT AND TRENDS IN SPECIAL NEEDS AND INCLUSIVE EDUCATION

Introduction to Unit Two

Dear Student,

We are pleased to welcome you to Unit Two of this Module. We do appreciate your successful study of Unit One. Unit Two is about development trends in Special Needs and Inclusive Education. It is good for you to know about these trends as it enlightens you to compare and contrast knowledge that shall enrich your work as a Special Needs and Inclusive Education teacher in the making.



Aim of Unit Two

The aim of unit Two is to enable you discuss various trends noted in the development of Special Needs and Inclusive Education across the globe.



Objectives of Unit Two

To enable students (you):

- i. Analyse the trends that have been undertaken in providing Special Needs and Inclusive Education in the world and Uganda in particular.
- ii. Explain the sequence taken in establishing special schools and units in Uganda.
- iii. Discuss about inclusive education in relation to other forms of educational provisions in Uganda.



Topics Covered in Unit Two

Topics covered in Unit Two are:

Topic One: Trends in Development of Special Needs and Inclusive Education

Topic Two: Establishment of Special Schools and Units for Learners with Disabilities in Uganda

Topic Three: Inclusive Education



Orientation

To gain more from Unit Two, you need to have with you a pen, pencil, rubber, note book, internet and other related reading resources to enable you make enriched summaries of whatever you will study.

TOPIC ONE: TRENDS IN DEVELOPMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

1. No Rights Period – Historical Perceptions and Treatment of Persons with Disabilities across the World

People with disabilities world over have continuously been considered socially and physically less capable in most societies. They have not been easily accepted and regarded as part and parcel of the family and community. This practice to a greater extent have ceased although some communities still regard persons with disabilities and those who associate with them to be of substandard values in relation to other ordinary people.

During War in 1939 Adolf Hitler suggested that it was the best time for the elimination of the incurably ill in Germany. Many Germans did not want to be reminded of individuals who did not measure up to their concept of a "master race." The physically and mentally handicapped were viewed as "useless" to society, a threat to Aryan genetic purity, and, ultimately, unworthy of life. At the beginning of World War II, individuals who were intellectually disabled, physically handicapped, or mentally ill were targeted for murder in what the Nazis called the "T-4," or "euthanasia," programme.

African societies too, for example Nomadic tribes looked at people with disabilities as useless because they could not contribute to food gathering or to the wealth of the tribe. Nomads often left people with disabilities to die whenever the tribe moved to a new location. Many tribal cultures believed that disability implied possession by evil spirits.

The Greeks sought rational explanations for disability, with insufficient medical science. They reached such conclusions that: (i) Epilepsy is a disturbance of the mind, and (ii) People who are deaf cannot learn without verbal communication.

Building on Judaic concepts of charity (Christian perspectives), brought a gentler approach, focusing on sympathy and pity toward people with disabilities. Sympathy and pity, however, led to condescension and paternalism, resulting in a general loss of autonomy. If not quite sin, Early Christians began to view disability as an impurity that could be purged through worship and forgiveness. Some even believed that enough prayer and ritual could eliminate the disability.

During the Middle Ages, as the attraction to supernaturalism increased, Christians became fearful of people with disabilities. People with disabilities were ridiculed, such as the court jester who was

actually someone with a humped back. Ridicule often turned to persecution and "impurity" turned into a vision of disability as a manifestation of evil.

The Renaissance brought new strides in medical science and treatment for people with disabilities. During this time, the "charity model" and "medical model" began to determine the attitude towards people with disability. Education was available to people with disabilities for the first time in recorded Western history. An enlightened approach to social norms and dreams for a better future seemed to encourage active participation of people with disabilities in their communities. The "charity model" is based upon a benevolent society which provides services based upon an assumption of "what is best" for those served. The charity model led to the promotion of institutionalization (that is bringing people with disabilities in institutions/centers where they are accommodated and trained in vocational/life skills/skills for independent living) during the Renaissance, as a method of doing 'what is best" for those with disabilities. They were however supported under segregated settings.



Activity Four

In the space provided, write down:

- (i) Your own perceptions about persons with disabilities in your community:

- (ii) Perceptions of other persons in your community on persons with disabilities within that same community:



Thank you

2. Segregation

From the Renaissance through World War II, society believed that people with disabilities might be educated, but in "special" segregated programs or schools, often far from populated areas. By 1880, after the development of alms houses for people who were poor or in need of basic support, most states and territories had programs for people with specific types of disabilities. Most of these programs were large institutions where people who were blind, deaf, intellectual disabled, or otherwise physically disabled were sent for treatment, education or to spend their entire lives. Uganda for instance had places like Bwaama in Lake Bunyonyi and Alito in the current Kole district where lepers would be taken and lived their lives to death.

During the 1940s, the blind community argued for separate services for people who were blind, based upon the belief that people who were blind needed education not rehabilitation. Advocates argued that rehabilitation is based upon a "medical model" in which the person who is blind needs to be treated and cured, rather than educated to live with blindness. The debate over what approach to use resulted in a "split" within the vocational rehabilitation program, allowing state vocational rehabilitation agencies and agencies serving the blind to become separate entities within a state.

In Uganda, many people with disabilities suffered neglect and rejection. This was because families and communities had negative attitudes towards such people with disabilities. Society regarded disability to be caused by witchcraft, curses, or as a punishment from gods for wrong doings done. Disabilities were also considered to be contagious and derogative to families with persons with disabilities. Consequently, persons with disabilities were isolated and their needs not adequately provided for by families and communities.

Segregation is an approach where services for persons with disabilities are provided in settings or contexts separate from that of other ordinary people who are presumed to be normal. Segregation is based on assumption that persons with disabilities are special and their needs are best met in special settings or ways. Segregated education has been the oldest approach to offer education to persons with disabilities. It means that learners with disabilities are educated in special schools established for a certain type of disability, such as school for the deaf, school for the blind, schools for learners with physical disabilities and school for learners with intellectual disabilities. There are mixed opinions among experts and the disability community regarding the provision of segregated education for some

learners with disabilities these days; although there is great concern for inclusion as stipulated in the current Sustainable Development Goals. From segregated education, people thought of integrating learners with disabilities and other special educational needs to ordinary mainstream schools, hence the concept “integration”.



Activity Five

(a) Rather than the definition you have already covered in Unit One and the one provided below, in your own words, define the concept “integration”.

(b) Do you think integration is a better way to provide education for learners with disabilities and other special educational needs? Yes ... No ...

(c) Why do you think so?



Thank you

3. Integration

Integration was introduced following growing concerns about the effectiveness and appropriateness of segregated provisions. At a practical level, integration refers to the process of addressing the educational needs of all learners with disabilities alongside those without disabilities, or within the regular/mainstream school system. This means that some adaptations are made to address learning needs of learners with disabilities and other special educational needs within the mainstream education settings. The learners with disabilities and/or other special educational needs are still required to fit within the mainstream schools culture and pre-existing structures.

Integrated educational provisions in Uganda are practised where units for learners with certain disabilities were established. For example, a unit for learners who are blind established in an ordinary mainstream school where all other ordinary learners study from. The government of Uganda provide subvention grants to schools with established and registered units for learners with disabilities and/or

other special educational needs with intent to enable the school administrators purchase required specialized equipment and materials to support learning of learners with special educational needs amidst other ordinary learners. By 2010, there were 138 units for learners with special educational needs established in mainstream primary schools in Uganda: 49 for learners with hearing impairments; 38 for learners with mental/intellectual impairments; 8 for learners with physical impairments and 43 for learners with visual impairments (Republic of Uganda, 2010).

Levels of Integration

- a) **Functional integration** - This is where learners with special needs attend a regular school and are given necessary adjustments to meet their learning needs.
- b) **Partial integration** - This is where learners with special needs attend some lessons together with ordinary learners, but go back to their resource rooms for some special and/or remedial lessons. Examples of special lessons include Braille, remedial work, among others.
- c) **Social integration** - This is when learners with special needs integrate together with ordinary learners only during social activities, but study from their own classroom during the time for lessons. The social activities include: having meals, playing, assembly, and going back home.

4. Special Schools

Special Education offering was started in Uganda in 1952 and it was provided in Special Schools and units. This was started as a result of the efforts of Sir Andrew Cohen (the then Colonial Governor of Uganda) who had a visually impaired relative. Through his efforts, the Royal Common Wealth Society for the Blind (RCSB), now Sight savers International, set aside a fund to promote education and welfare services for persons with visual impairment in Uganda. This led to establishment of organizations *for* and *of* people with disabilities and special schools and units. In 1970, The Uganda Government established a desk in the Ministry of Education to coordinate Special Education services.

TOPIC TWO: ESTABLISHMENT OF SPECIAL SCHOOLS AND UNITS FOR LEARNERS WITH DISABILITIES IN UGANDA

i. Education of Learners with Visual Impairment

In 1952, Sir Andrew Cohen set up aside a fund for the visually impaired. In 1954 Uganda Foundation for the Blind (UFB) was established by an Act of Parliament to promote education, training, social welfare and employment opportunities for persons with visual impairment in Uganda. As a result of this, the first school was established at Madera in present day Soroti district (former Teso district). It started as a primary school specifically for learners who are blind. Now, next to Madera Primary School for the Blind is a well-established Secondary School for the blind. Madera School for the Blind was set up as a result of joint effort of the then Teso District Education Committee, Ministry of Education and UFB. The day today running of the school is put in the hands of the St Francis Catholics nuns of Soroti.

In 1962, the first attempt to integrate blind and sighted learners was made at Wanyange Girls primary school. This was done through establishing a unit for the blind within the school. It was later transferred to Iganga Centre for the Blind, where a unit was set up attached to Bishop Wills Demonstration primary school. A training programme for teachers was also started at Iganga and named Bishop Wills Primary Teachers College in 1968. Since then, units for the blind learners have been set up in most primary and secondary schools throughout Uganda.

Through affirmative actions and admissions on merits, students who are blind are now accessing and completing tertiary and university education in both private and government owned Educational Institutions and Universities in and out of Uganda.

ii. Education of Learners with Hearing Impairment

Formal education for learners with hearing impairment started in 1958. This was when the Uganda Society for the Deaf (USD) was formed. In the same year, lip reading lessons were started at Agha Khan Mosque in Old Kampala at Mengo Primary school. Through the efforts of USD, a primary school for the deaf was later set up next to Mengo Primary school. In 1969 another school was set up for learners who are deaf in Eastern Uganda at Ngora, the current Kumi District. There are now secondary schools for students who are deaf at Mbale Secondary School for the Deaf and Wakiso Secondary School for the Deaf in Mbale and Wakiso districts respectively. Several units offering education to learners who are deaf have been opened in most primary and secondary schools in Uganda.

Through affirmative actions and admissions on merits, students who are deaf are now accessing and completing tertiary and university education in both private and government owned Educational Institutions and Universities in and out of Uganda.

iii. Education for Learners with Physical Disability

In 1968, parents of children with Cerebral Palsy formed the Uganda Spastics Society in Mengo. They also formed a school there with a purpose to educate children with Cerebral Palsy in 1969. This school have been enrolling and offering educational services to learners with physical disabilities in general. More units for learners with physical impairment have been set up in most primary and secondary schools across the Uganda.

Through affirmative actions and admissions on merits, students who are physically disabled are now accessing and completing tertiary and university education in both private and government owned Educational Institutions and Universities in and out of Uganda.

iv. Education of Learners with Intellectual Disability

In the early 1970s shortly before the expulsion of Indians in 1972, a school known as Victoria Nile Primary school in Jinja enrolled Asian children with intellectual disability. However, this service ceased after the expulsion of Asians. In 1983, an Association known as Uganda Association for the Mentally Handicapped (UAMH) was formed. Since its formation, a number of units and schools have been opened. Many of these units are attached to Government aided schools.

A number of persons with mild and moderate intellectual impairments and disabilities have so far attended formal education and are integrated in most activities in their communities. Most of those who have gone to school have gained life skills that enable them to be self-dependent.

v. Education of Learners who are Deafblind

In 1993, an Association known as Uganda Association for the Deafblind (UADB) was formed. In 1994, a unit for deafblind learners was started at Buckley High school in Iganga. A number of teachers in Uganda now are trained with tactile communication skills to enable them instruct the learners who are deafblind. A number of schools like Bwanda School for the Deaf in Masaka and Ntinda School for the Daef have also contributed in training learners who are deafblind in Uganda. As one of their developmental activities, International non-governmental organization, Sense International that have

their office in Uganda as well have contributed in building capacity for professionals who work with deafblind learners. They have also produced and published a number of training materials in collaboration with other partners like Kyambogo University.

Deafblind persons who have mild to moderate levels of loss of their hearing and/or sight have so far achieved through Uganda education systems and are now working as professionals in various fields.

Relevance for Starting Special Needs Education in Uganda

Special needs education provisions were started in Uganda in order to:

- i. Provide educational facilities for learners with disabilities according to their specific needs.
- ii. Facilitate development of persons with disabilities; socially, emotionally and physically to the highest level possible.
- iii. Provide educational programmes that prevent or minimise negative effects of disability on persons with disabilities.
- iv. Enhance learning of children and youth with disabilities by using varied methods and materials.
- v. Adjusting school and home environments so as to facilitate learning of learners with varied disabilities.
- vi. Enable persons with disabilities develop their potentials to the fullest possible ways.
- vii. Create awareness among families and communities on the needs and potentials of children and adults with disabilities.
- viii. Facilitate exceptionally talented and gifted children and adults to develop their talents.



Activity Six

(a) List down the names of persons (children and/or adults with disabilities whom you have noted to have achieved or is achieving through formal education in this space:

(b) Approach the persons you have listed their names above and inquire how he/she is achieving/has achieved through formal education.

(Note: This is important for you as a Special Needs and Inclusive Education teacher in the making because it will help your fore see best ways to help learners with disabilities you will encounter during your career)

Please indicate your findings here:



Thank you

Management and Supervision of Special Education in Uganda

The government of Uganda established an administrative section in the Ministry of Education in 1973 with one officer to supervise and promote the education of people with disabilities in the country. In 1988, there were five officers in special education administration. The government was paying the salaries of teachers and subventions to special schools and units. The first government special education unit was opened in 1987 at Shimoni Teachers' College Demonstration School - a unit for the

intellectually disabled. 1984, an inspectorate officer was appointed to take care of the supervision in the schools and units for the people with disabilities. Still in 1988 Mr David Kiyimba, a curriculum developer in the area of science, was given an added responsibility of the special education curriculum at the National Curriculum Development Centre.

In 1991 the government of Uganda and the Kingdom of Denmark signed an agreement by which the Danish Government gave support to develop Special Needs Education and related services in Uganda. Under this agreement, the structure of Special Needs Education and related services was set up to comprise of;

- i. A centralized institute of Special Education; Uganda National Institute of Special Education (UNISE) to specialize mainly in the training of teachers and other personnel for special needs education and rehabilitation.
- ii. A decentralized programme known as Special Needs Education/Educational Assessment and Resource Services (SNE/EARS) was established in 1992 under the inspectorate department of the Ministry of Education and sports. This programme was supported further to the districts in which an Inspector of Schools in charge Special Needs position was established.



Activity Seven

Explore and present the current administrative structure for Special Needs and Inclusive Education in your country.



Please hand in your findings to your facilitators for further assessment/decision making

TOPIC THREE: INCLUSIVE EDUCATION

The concept of inclusive education represents a significant paradigm shift in thinking about disability and other special needs. It is based on the understanding that children with disabilities are unique, have potentials and can learn from regular or mainstream school settings together with other ordinary learners. Inclusive education is the process of removing all barriers existing in educational setting in order to enhance full participation of every learner as equally valued and unique individuals. Learners with disabilities and other special educational needs learn in the same settings with all other ordinary learners through inclusive education provisions.

Instead of requiring the learners with disabilities and other special educational needs to fit into the pre-existing structures within the educational settings, appropriate modifications are made in the school; structures, curriculum, culture, attitudes and policy to address *all* learners' learning needs. The Sustainable Development Goal (SDG) number four strives to ensure inclusive and equitable quality education for all by 2030. This is one great international document supporting implementation of inclusive education across the world. Direct inclusion of inclusive education among the SDGs is a significant step because it puts inclusive education directly on the development agenda of all nations.

Advantages and Disadvantages of Segregation, Integration and Inclusive Education

	Pros	Cons
Segregation	<ul style="list-style-type: none"> i. Can cater for learners with profound and complex levels of impairments/difficulties who could otherwise be easily isolated in a regular class. ii. Provides specialised equipment and resources to cater for specific learning and developmental needs of learners with disabilities. This is majorly found in special schools. iii. Provide specially trained teachers and other required professionals. This is also common in special schools. 	<ul style="list-style-type: none"> i. The cost of providing education for learners with disabilities is generally expensive; estimated to be about 7 to 9 times higher when such learners are placed in special schools as opposed to providing for their educational needs in mainstream schools. ii. Learners are deprived of socialisation opportunities with other ordinary learners and siblings, hence prone to continued exclusion. iii. Reinforces discrimination against those with disabilities since they are isolated from the community in which they are to later work with. iv. May unnecessarily segregate learners with mild disabilities, hence making the disability worse.
Integration	<ul style="list-style-type: none"> i. Breaks down barriers and negative attitudes; facilitates social integration and cohesion in communities. The involvement of parents and the local community further strengthens this process. 	<ul style="list-style-type: none"> i. Mainstream teachers (teachers not trained in Special Needs and Inclusive Education) may harbour negative attitudes towards learners with disabilities. ii. Incapacity of teachers to accommodate the learning needs of all diversity of learners, especially with large classes.

	<ul style="list-style-type: none"> ii. Learners with disabilities are able to socialise with other ordinary learners as part of a school community. iii. There is noted reduced costs for transportation of learners with disabilities to school and costs of institutional provisions/administrative costs are also reduced associated. iv. Learners in the integrated educational settings have chances to achievement at higher levels than those in segregated settings. 	<ul style="list-style-type: none"> iii. There may be pressure due to limited resources like specialist equipment, accessible environments/facilities and other teaching and learning resources. iv. They may be limited recognition of assistance/support from parents or caretakers and volunteers or other peers/siblings. v. Learners with disabilities may be inadvertently excluded from some or most learning activities even if they are present in the classroom.
Inclusive Education	<ul style="list-style-type: none"> i. There is keen response to individual learner's educational/learning needs, hence, <i>all</i> learners benefit. ii. There are noted change attitudes positively towards diversity by educating all learners together. This promotes social justice approach to education. iii. Inclusive education provisions are less costly as compared to special segregated schools. iv. Parents do not incur additional costs, for instance those requiring boarding school facilities. 	<ul style="list-style-type: none"> i. Is demanding especially requiring; high level teachers' knowledge and skills, enriched schools resources, and has high pupil- to-teacher ratios. ii. It is challenging for most teachers to effectively adapt curricula (time, content, methods, teaching and learning aids, specific competencies/objectives to be achieved) to allow individually tailored flexibility. iii. It is a bit challenging to supply teaching aids and materials that improve participation and communication of learners with disabilities, for instance adapted ICT resources.

	<ul style="list-style-type: none"> v. There is noted reduction of social welfare costs and future dependence. vi. Learners with disabilities have higher chances to achieve in their study than in segregated settings. vii. About 60% of learners with special educational needs can be educated with no adaptations and 80 - 90% can be educated in regular schools with minor adaptations (e.g. teaching strategy training, child-to-child support and environmental adaptations). viii. Learners with disabilities are less stigmatized and are more socially included in playtimes, music and sports activities. ix. Costs of offering inclusive education can be kept to a minimum by drawing upon use of local resources, people and facilities. x. Learners with disabilities shall have access to a wider curriculum than that which is available in special schools. 	<ul style="list-style-type: none"> iv. Requires acceptance and more assistance/support from parents/caregivers, volunteers or other peers. v. Learners with disabilities may continue to be inadvertently excluded from the learning even if present in the classroom. vi. Requires specialist staff to work collaboratively with the school and teachers in the initial or early identification, assessment and designing appropriate interventions measures for each learner.
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Source: UNESCO (2009)



Summary of Unit Two

Dear Student, thank you for coming to the end of Unit two. In this unit, you have learnt about trends in development of Special Needs and Inclusive Education that included historical perceptions and treatment of persons with disabilities across the world amongst other trends. You also learnt how special schools and units for learners with disabilities were established in Uganda; for example how education of learners who are deafblind started in Uganda. You have known; the relevance for starting special needs education in Uganda, how Special Needs and Inclusive Education is managed and supervised in Uganda. You have also discussed the advantages and disadvantages of segregation, integration and inclusive education amongst other things. Hopefully you have done all activities inserted in for you right from Activity Four to Activity Seven. If you are not sure of your finding for any of those activities, please seek support from your colleague course mates or your facilitator before progressing to Unit Three.

We take the honor to thank you once again for your steady progress in studying this module that will enrich your knowledge and skills on best ways to serve as a Special Needs and Inclusive Education teacher in your career in teaching. Unit Three shall be about Models of Disability. We wish you well as you progress with the study.



Thank You

UNIT THREE

MODELS OF DISABILITY

Introduction to Unit Three

Dear Student,

We are pleased to welcome you to Unit Three of this module. In this unit, you will study about models of disability. Feel free to continue with your study. Welcome.



Aim of Unit Three

The aim of unit Two is to enable you identify and analyze different perceptions of people towards persons with disabilities.



Objectives of Unit Three

To enable students (you) discuss about different perceptions people have towards persons with disabilities.



Topics Covered in Unit Three

Topic covered in Unit Three is:

Topic One: Models of Disability



Orientation

To gain more from Unit Three, you need to have with you a pen, pencil, rubber and note book.

TOPIC ONE: MODELS OF DISABILITY

Models of disability refer to how other people perceive people with disabilities as well as how persons with disabilities perceive themselves. Various models of disability are rooted in either the social or biological sciences. These are the medical (or infirmity) model, the social model, and the cultural model. The model used can affect how persons with disabilities are treated and their identity. In the medical model, disability is viewed as an undesirable condition, to be so treated. Within the social model, the design of the person with disabilities' environment is viewed as the major disabling factor. In the cultural model, the person with disability belong to a culture in which they are neither infirm (ill or need care for a long period of time) nor disabled.

Physicians and scientists are often labeled as adherents of the medical model by *empowered/educated* individuals with disabilities, who contrast it with their own cultural model. However, many of those who are so labeled dispute its validity. The social model seeks to illuminate the difficulties that persons with disabilities face in their social environment.

1. Medical Model of Disability

The medical model of disability says people are disabled by their impairments or differences. Under the medical model, the impairments or differences are assumed to be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness onto the persons who are impaired or persons who are seen to be different from others. The model looks at what is 'wrong' with the person and not what the person needs or what the person who is impaired/disabled is able to do. It creates low expectations about persons with disabilities and leads to these people losing independence, choice and control in their own lives.



Activity Eight

Give your analysis on the medical model of disability:



Thank You

2. Social Model of Disability

The social model of disability says that disability is caused by the way society is organized rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for persons with disabilities. When barriers are removed, the persons with disabilities can be independent and equal to other ordinary members of society, with choice/decision making, involvement in activities or leaderships and control over their own lives. Persons with disabilities developed the social model of disability. They developed the model because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living. Social model of disability defines "impairment" as the *limitation of a person's* physical, mental or sensory function on a long-term basis.

Advocacy points considered in the social model of disability amongst others are that:

- i. If a person with mobility difficulties, for instance a wheelchair user, wants to get into a building with step at the entrance; a ramp would be added to the entrance of that building

or a lift be installed so that the person is free to go into the building immediately without or with minimal support from other people.

Using the medical model of disability, there are very few solutions or even not at all to help/support the person with mobility difficulty to access/climb stairs. This excludes such persons from participating in many essential (economic, political, social and physical) activities.

- ii. If a person with learning difficulty wants to work towards living independently in their own home but is unsure how to pay the rent, the person would be supported so that she/he is enabled to pay rent and live in his/her own home.

Under a medical model, such a person with learning difficulty might be expected to live in a communal home hence depriving his/her private life and independence.

- iii. If a learner with visual impairment wants to read the latest best-selling book to chat about with their sighted friends or gain more knowledge and skills, there should be full text audio-recordings are availed or provide brailled version of the book. This supports inclusion in cultural and educational activities on an equal basis with other people who can see.

Under medical model of disability no attempt may be given to support the learner with visual impairment to read independently using adapted material.



Activity Nine

Suggest and list down advantages of social model to disability to:

i) Persons with disabilities:

ii) Parents of persons with disabilities:

iii) The community members:

iv) You as a teacher trained in Special Needs and Inclusive Education:



Thank You

Advantages of Social Model of Disability

Some other advantages of social model of disability are:

- i. A learner's needs are focused on rather than their diagnosis. Their strengths and weaknesses as well as external influences such as the learner's background and history are taken into account in order to find a suitable method of teaching, which, in time will help him/her reach his/her full potential.
- ii. The learner is recognized as an individual, as a person instead of a 'problem' that needs fixing, hence, society changes in order to make life easier for the person in question. For example, wheelchair users shall be enabled to access all forms of public transport, whereas the medical model's hope would be to 'cure' the person.
- iii. Inclusive education is an advantage of the social model. To demonstrate this point, let us look at this case:

“As previously mentioned, my daughter has Special Educational Needs (SEN). She attends a mainstream school with a good level of learning support. The school is fully aware of her individual needs and I am content that they are being met. More often than not she reaches the targets set in her Individualised Educational Programme/Plan. This shows that inclusion can be a success if the social model of understanding, identifying and responding to SEN takes place”.

Disadvantage of Social Model of Disability

However, there are disadvantages of the social model of disability. These being conflicting arguments between both models. Parents feel they have an understanding of their child's needs if they are diagnosed with a certain condition/disability. They also want their child being recognized as an individual and not by his/her condition. As well as this, many resources such as social security benefits rely heavily on having a diagnosis. Many parents have been advised that they are not entitled to receive this help without a medical diagnosis. Diagnosis can be helpful in determining certain health issues that are related to a medical condition and without a diagnosis many people would face ill-health and in the worst possible case; death.



Activity Ten

Please, jot down how you have understood the disadvantage of social model of disability given above:

Please compare your note with a colleague



Summary of Unit Three

You have come to the end of Unit Three which has guided you in discussing about the medical and social models of disability. With the knowledge you have gained from the unit, we hope you are able to guide people's perceptions towards persons with disabilities. We wish you a nice study as you progress to study Unit Four. Unit Four is about legislations and policies in support of Special Needs and Inclusive Education.



Thank You

UNIT FOUR

LEGISLATIONS AND POLICIES IN SUPPORT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Introduction to Unit Four

Dear Student,

We are pleased to welcome you to Unit Four of this Module on legislations and policies in support of Special Needs and Inclusive Education



Aim of Unit Four

The aim of this Unit Four is to enable you explore the legislations and policies in support of Special Needs and Inclusive Education provisions.



Objectives of Unit Four

Objective of Unit Four are to enable students (you) explore:

- i. The international legislations and policies in support of Special Needs and Inclusive Education provisions in and out of Uganda.
- ii. The national legislations and policies in support of Special Needs and Inclusive Education in Uganda in particular.



Topics Covered in Unit Four

Topics covered in Unit Four are:

- i. Topic One: International legislations and policies on Special Needs and Inclusive Education provisions.
- ii. Topic Two: National legislations and policies on Special Needs and Inclusive Education provisions.



Orientation

To gain more from Unit Four, you need to have with you relevant legislations and policy documents presented in the contents of Unit Four, a pen and a note book.

TOPIC ONE: INTERNATIONAL LEGISLATIONS AND POLICIES ON SPECIAL NEEDS AND INCLUSIVE EDUCATION PROVISIONS

Historically, PWDs were treated not as rights holders, but as people who were deserving of pity, charity and medical attention (Quinn & Degener, 2002). In 1948, the United Nations adopted the Universal Declaration of Human Rights (UDHR). Since then, more legislations followed to include but not limited to others that are provided in this unit.

1. Universal Declaration of Human Rights (1948)

The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations General Assembly at its 3rd session on 10 December 1948 at the Palais de Chaillot in Paris, France

Article 26 reads;

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Convention against Discrimination in Education (1960)

The Convention against Discrimination in Education is a multilateral treaty adopted by UNESCO on 14 December 1960 in Paris and came into effect on 22 May 1962, which aims to combat discrimination and racial segregation in the field of education.

Discrimination in education is the act of discriminating against people belonging to certain categories in enjoying full right to education. It is considered a violation of enunciated human rights. Education discrimination can be on the basis of ethnicity, nationality, age, gender, race, economic condition, disability and religion.

3. Convention on the Rights of the Child (1989)

The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health

and cultural rights of children. The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation.

Nations that ratify this convention are bound to it by international law. Compliance is monitored by the UN Committee on the Rights of the Child, which is composed of members from countries around the world. Once a year, the Committee submits a report to the Third Committee of the United Nations General Assembly, which also hears a statement from the CRC Chair, and the Assembly adopts a Resolution on the Rights of the Child.

Governments of countries that have ratified the Convention are required to report to, and appear before, the United Nations Committee on the Rights of the Child periodically to be examined on their progress with regards to the advancement of the implementation of the Convention and the status of child rights in their country. Their reports and the committee's written views and concerns are available on the committee's website.

The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of its Declaration of the Rights of the Child). It came into force on 2 September 1990, after it was ratified by the required number of nations.

4. World Declaration on Education for All; Jomtien, Thailand in March 1990

Article 3.5 states that;

‘The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system’.

5. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, (1994)

More than 300 participants representing 92 governments and 25 international organisation’s met in Salamanca in 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs. Organised by the Government of Spain in co-operation with UNESCO, the Conference brought

together senior education officials, administrators, policy-makers and specialists, as well as representatives of the United Nations and the Specialised Agencies, other international governmental organizations, non-governmental organisations and donor agencies. The Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. These documents are informed by the principle of inclusion, by recognition of the need to work towards “schools for all” - institutions which include everybody, celebrate differences, support learning, and respond to individual needs. As such, they constitute an important contribution to the agenda for achieving Education for All and for making schools educationally more effective.

It was observed that:

- i. Every child has a basic right to education.
- ii. Every child has unique characteristics, interests, abilities and learning needs.
- iii. Education services should take into account these diverse characteristics and needs.
- iv. Those with special educational needs must have access to regular schools.
- v. Regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all.
- vi. Such schools provide effective education to the majority of children, improve efficiency and cost- effectiveness.

States were therefore urged to:

- i. Give the highest priority to making education systems inclusive.
- ii. Adopt the principle of inclusive education as a matter of law or policy.
- iii. Develop demonstration projects.
- iv. Encourage exchanges with countries which have experience of inclusion.
- v. Set up ways to plan, monitor and evaluate educational provision for children and adults.

- vi. Encourage and make easy the participation of parents and organizations of disabled people.
- vii. Invest in early identification and intervention strategies.
- viii. Invest in the vocational aspects of inclusive education.

6. The Dakar Framework for Action on Education for All (2000)

In April 2000 more than 1,100 participants from 164 countries gathered in Dakar, Senegal, for The World Education Forum. Ranging from teachers to prime ministers, academics to policymakers, non-governmental bodies to the heads of major international organisations, they adopted the Dakar Framework for Action, Education for All: Meeting Our Collective Commitments. This document reaffirms the goal of education for all as laid out by the World Conference on Education for All (Jomtien, Thailand, 1990) and other international conferences. It commits governments to achieving quality basic education for all by 2015 or earlier, with particular emphasis on girls' education, and includes a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources".

7. Convention on the Rights of Persons with Disabilities (2006)

The Convention on the Rights of Persons with Disabilities is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The Convention has served as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension.

Article 24 states that; 'States /Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning'.

8. The United Nations Standard Rules on Equalization of Opportunities for PWDs, 1993

The United Nations Standard Rules on Equalization of Opportunities for PWDs, 1993, comprises of 22 rules in general. Rule 6 is on education. It encourages states to recognize 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 PWDs is an integral part of the educational system. However, states were not obliged to enforce the Standard Rules since it was not a law or treaty.

9. The Sustainable Development Goals (SDGs) 2030

The Sustainable Development Goals (SDGs) are intended to be universal in the sense of embodying a shared common global vision of progress towards a safe, just and sustainable space for all human beings to thrive on the planet. They reflect the moral principles that no-one and no country should be left behind, and that everyone and every country should be regarded as having a common responsibility for playing their part in delivering the global vision (Osborn, Cutter and Ullah 2015). Moreover, whereas the MDGs were silent on disability or inclusive education, the Sustainable Development Goals directly mentions inclusive education. Goal 4 of the SDGs states: *to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Goal 5 is specific on gender and states: to achieve gender equality



Activity Eleven

Elaborate on four (4) recommendations that arose from the World Conference on Special Needs Education – 1994 (Salamanca Statement) that support provision of inclusive education in your country.

Please, share your responses with colleagues as well as your facilitator

and empower all women and girls. Several nations including Uganda committed themselves to the SDG goals by 2030. The SDG goal on inclusive and equitable education is closely related to all other goals of the SDGs. This means that, without achieving Goal 4, we cannot claim to have fully achieved the SDGs. Similarly, achieving Goal 4 contributes to the attainment of the other goals. *Give an example to illustrate this point.*

TOPIC TWO: NATIONAL LEGISLATIONS AND POLICIES ON SPECIAL NEEDS AND INCLUSIVE EDUCATION PROVISIONS

The Ugandan legal and policy framework defines a child with a disability as a person below 18 years “with a substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environment barriers resulting in limited participation” (PWDs Act/Part 1, Section 1).

In the educational context, learners with disabilities are people enrolled in educational institutions who have one or more of the following conditions:

- (i) Intellectual impairments,
- (ii) Specific learning difficulties,
- (iii) Hearing impairment,
- (iv) Visual Impairment,
- (v) Physical impairments,
- (vi) Health impairments,
- (vii) Speech and language disorders,
- (viii) Social, emotional and behavioural difficulties disorders,
- (ix) Gifted and Talented,
- (x) Left handedness, and
- (xi) Multiple disability (a combination of two or more impairments).

1. The Constitution of the Republic of Uganda (1995)

Article 30 provides for the right to education for all persons.

Similarly, the Principals and Objectives of State Directive XVIII states that;

- (i) The State shall promote free and compulsory basic education,
- (ii) The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.

Objective (xxiv) provides for the provision for sign language for the deaf.

Article 21 (2) provides that a person shall not be discriminated against on the ground of disability and Article 32(10) empowers the state to take affirmative action in favour of groups marginalized on the basis of disability.

2. The White Paper on Education (1992)

The White Paper was an outcome of the Education Review Commission, chaired by Prof. Senteza William Kajubi which sought to provide solutions to the education sector. The White Paper recommended for the adoption of education as a human right and recommended for free universal education in Uganda. It is from this White Paper that UPE, USE and other education policy reforms were shaped.

3. The Disability Act (2006)

Section 5, states that; government shall promote the educational development of persons with disabilities.

Article iv section 21 (1) stipulates that the government shall hold duty and responsibility to promote the rights of people with special needs to access information through; the development and use of sign language; tactile, sign language interpreters in all public institutions and at public functions, brailing of public documents information such as government documents, government newspapers and other publications should be availed. Similarly, it provides that 10% of the education budget shall be allocated to support Special Needs Education.

4. National Orphans and other Vulnerable Children (OVC) Policy 2004

Section 5.5 Education

Education is an important requirement for the development of a child. Schools provide children with opportunities for emotional support, interaction with other children and the development of social capital. Education can also reduce vulnerability to poverty, HIV/AIDS and other diseases through increasing knowledge, awareness, skills and opportunities. Despite the availability of opportunities for education through the Universal Primary Education Programme, many orphans and other vulnerable children are not going to school and those that are, do not attending classes regularly.

Interventions will include:

- i. Promoting access to education and retention of orphans and other vulnerable children in school; and
- ii. Improving the functional adult literacy and numeracy of care-givers.

5. Education (pre-primary, primary and post-primary) Act (2008)

This Act states that “basic education shall be provided and enjoyed as a right by all persons”.

6. The Business, Technical, Vocational Education and Training (BTVET) Act, No. 12, 2008

This Act seeks to promote equitable access to education and training for all disadvantaged groups, including disabled people. Under the BTVET Act, Government put in place a rehabilitation and resettlement scheme that includes vocational rehabilitation services, sheltered workshops that focus on employable skills training and orthopaedic workshops for provision of assistive devices to PWDs.

7. The National Development Plan (NDP) 2010/11-2014/15

The NDP commits to increasing access and equity of primary education for girls and boys at all levels of education.

To do so, Government proposes a range of interventions, including;

- i. Development of a policy framework and other related policies, plans and guidelines;
- ii. Advocating and creating awareness through development of an advocacy strategy for SNE, sensitization of stakeholders and enhancing their participation;
- iii. Building capacity for SNE through reviewing of various curricular to integrate SNE issues; enhancing training of SNE teachers, head teachers and the community and improving community interest and participation

8. Universal Primary Education Guidelines 1997

The UPE Act makes it financially possible for families to send their disabled children to school by providing free primary education to four children in every family, including disabled children. Presently, UPE is for all children and is free and compulsory under the Education Act of 2008. This means that a parent or guardian can be sued for not enrolling a child of school going age in school.

9. Children’s Amendment Act 2016

The Children Amendment Act 2016 introduces the word children with special needs which it defines as: “children who have long term physical, mental, intellectual or sensory impairments which may hinder their full and effective participation in society on an equal basis with others.

According to the Children’s Amendments Act 2016 Article 10, section 9 (b):

- i. A parent or guardian shall in liaison with a qualified medical practitioner be responsible for the identification of a child with disabilities or a child with special needs.
- ii. In the event that a child is identified with any disability or special needs, such a child shall be afforded such facilities as are necessary to address their needs by government.
- iii. A child with disabilities or special needs shall have access to education suitable to address their disability or special needs.
- iv. A child shall not be discriminated against on account of their disability or special needs
- v. A person who contravenes this section commits an offense and is liable, on conviction, to a term of imprisonment of five years, or to a fine not exceeding one hundred fifty currency points or both.
- vi. The Board shall give first priority in funding and implementation of programs for children with special needs and shall not divert funds for such programs.



Activity Twelve

Use five (5) points to explain how the Constitution of the Republic of Uganda – 1996 has guided provision of inclusive education in schools.

Please, share your responses with colleagues as well as with your facilitator



Summary of Unit Four

You have learnt about the international and national legislations and policies in this unit. These legal documents should be basis for your advocacy and promotion of the rights and freedoms of persons with disabilities at all levels. We wish you nice study as you progress to explore on “enabling factors for the inclusion of learners with disabilities and special needs in an inclusive setting” which is presented in Unit Five.



Thank You

UNIT FIVE

ENABLING FACTORS FOR THE INCLUSION OF LEARNERS WITH DISABILITIES AND OTHER SPECIAL NEEDS IN INCLUSIVE SETTINGS

Introduction to Unit Five

Dear Student,

We are pleased to welcome you to Unit Five of this Module on enabling factors for the inclusion of learners with disabilities and special needs in inclusive settings.



Aim of Unit Five

The aim of Unit Five is to enable you establish enabling factors for inclusion of learners with disabilities and other special needs in inclusive settings both in and out of school.



Objectives of Unit Five

Objectives of Unit Five are to enable students (you) to:

- i. Adapt instructional techniques, strategies and methodologies for the inclusion of learners with disabilities and other special educational needs in inclusive settings.
- ii. Demonstrate ways of promoting use of assistive devices and compensatory appliances for inclusion of learners with disabilities and other special educational needs in inclusive settings.
- iii. Develop knowledge and skills in functional assessment for inclusion of learners with disabilities and other special educational needs in inclusive settings.



Topics Covered in Unit Five

Topics covered in Unit Five are:

Topic One: Instructional techniques, strategies and methodologies.

Topic Two: Assistive devices and compensatory appliances.

Topic Three: Functional assessment.



Orientation

To gain more from Unit Five, you need to have with you a pen, pencil, rubber and note book.

TOPIC ONE: INSTRUCTIONAL TECHNIQUES, STRATEGIES AND METHODOLOGIES

1. Instructional Techniques for Learners with Disabilities and other Special Educational Needs

To enable learners with disabilities and other special educational needs achieve in your inclusive class/school, it is inevitable that you use these suggested instructional techniques.

- i. Employ frequent practice to ensure that learnt skills are reinforced throughout the day by all staff, learners and parents.
- ii. Provide non-stigmatizing instructional prompts and consequences.
- iii. Select instructional strategies that are natural and effective.
- iv. Have well-controlled and managed classrooms.
- v. Provide learners with maximum opportunities to learn.
- vi. Maintain academic focus on all activities *all* learners are engaged in.
- vii. Have high expectations of what each learner can achieve.
- viii. Use strategies to keep all learners on task, motivated and performing productively.
- ix. Present new materials in a step by step manner (task analysis approach).
- x. Employ direct and explicit instructional procedures.
- xi. Use clear instructions and explanations.
- xii. Demonstrate appropriate task task-approach/strategies.
- xiii. Monitor closely what individual learners are doing.
- xiv. Adjust instructions to individual learner's needs, re-teach when necessary.
- xv. Use variety of resources and/or teaching and learning equipment.
- xvi. Spend significant amounts of time in interactive, whole class teaching.

2. Referrals and Follow Ups

This is the act of directing someone to a different place or to another person/professional for further information, help or action. Referral is often done to a person or group with more knowledge, skills and/or power. For example a classroom teacher can refer a learner with speech, language and communication difficulties to speech and language therapists.

3. Environmental Modifications

Environmental modifications are internal and external physical adaptations to the home, school and the physical environment which are necessary to ensure the health, welfare and safety of *all* learners. The modifications enable the learners to access relevant teaching and learning centers and participate/function with greater independence. This prevents institutionalization, dormancy and boredom of learners with disabilities and other special educational needs.

Examples of environmental modifications can include the purchase and/or installation of:

- i. Ramps.
- ii. Lifts: hydraulic, manual or electric, for porch, bathroom or stairs (Lifts may also be rented if it is determined that this is more cost-effective).
- iii. Widened doorways and hallways.
- iv. Hand rails and grab bars.
- v. Electrical wiring to accommodate other adaptations or equipment installation.
- vi. Specialized electric and plumbing systems that are necessary to accommodate the medical equipment and supplies that have been determined medically necessary.
- vii. Other appropriate E-mods, adaptations or repairs necessary to make the living arrangements accessible or accommodating for the student's independence and daily functioning and provide for emergency fire evacuation.

4. Communication and Language Strategies

Every situation and every learner is different. Learners with speech, language and communication needs may need support with understanding and using language, speaking clearly and fluently, and interacting with others. Effective language skills are essential for learners to access the curriculum. Language development is accepted as being critical

to cognitive development and learning and is seen by many as a social activity. The ability to communicate is an essential life skill for all children and young people. Communication underpins a learner's social, emotional, and educational development. Get to know all your learners. Take an evidence-based approach to identifying where they need support and extension opportunities. Every learner with speech, language and communication needs is different, and their needs change as they get older. A teacher should scheme and plan his/her lessons while reflecting on respective learner's experiences, needs, and strengths. Review regularly your scheming and planning, and inquire into the impact of your practice and actions on respective learners. Take a look at your classroom, including your teaching strategies, assessment procedures, materials and the ways you construct learning tasks. Consider how it works for learners who have speech, language and communication needs as well.

Suggestions for teaching learners with speech, language and communication difficulties in inclusive classes:

- i. Speak slowly, clearly, and naturally. If your pace tends to be fast, focus on ensuring that each syllable is clear, rather than trying to speak slowly. Try using shorter sentences. Ask your learners to signal you if you are speaking too quickly.
- ii. Face your learners and avoid putting your hand in front of your face. People sometimes want to see the face and lips of person they are struggling to understand.
- iii. Where practical, turn off machines that create background noise. For example, if one of your neon lights is making a loud buzz, ask maintenance to fix it. Ask administrators to avoid placing classrooms with students with learning disabilities next to noisy classrooms such as the gym.
- iv. Be careful when you use idioms such as "caught with your pants down" or "back seat driver." Learners with special needs, especially those who are English language learners, may not understand these expressions or may take them literally.
- v. Tone of voice, facial expression and gestures may be misunderstood by learners with learning disabilities or intellectual impairments.
- vi. When you ask a person with a learning disability a question, they will often hesitate before they answer the question because they need to make sure they heard the words in order, and they need to translate the words into concepts. In addition, they may need

time to form their thoughts and turn them into words. Allow a silent period between your question and their answer. Do not give hints or answer the question for them until they show or say that they need help.

- vii. Supplement language in your classes with pictures, manipulative objects, kinesthetic activities, and other ways of teaching that use all of the senses.
- viii. Tell your learners when something is particularly important. You might want to say something like "A key point is..." Use the same (or at least similar) phrase, tone of voice and gesture every time.
- ix. If possible, provide a written outline of your talk. This will help any student with language problems prepare for class and know where to place their listening focus.

Some teachers are afraid that following these suggestions will make them sound dull. Nothing could be further from the truth. In fact, by taking the time to incorporate these strategies into your teaching, you will help many more learners become engaged, active participants. This includes not only learners with special needs, but other learners, too.

5. Instructional Methodologies/Strategies in Inclusive Education Settings

All learners including learners with disabilities and other special needs are capable of learning in regular/mainstream classrooms. For this to be achieved, the attitudes of teachers, learners and other concerned stakeholders need to be changed positively so as to accommodate all learners in the classroom.

Let's introduce the terms "modifications" and "accommodations." These are two big buzz words used in special education and are often used interchangeably. However, these two terms do NOT mean the same thing and have very important implications for learners' learning. It is important to KNOW the difference.

Accommodations and modifications are fluid with each other. Just because a learner may require modifications in reading, they may receive accommodations rather than modifications in science. Learners, especially those with learning disabilities/intellectual difficulties may slide back and forth from Modifications to Accommodations based on interest, cognitive abilities,

and lack of reciprocity depending on factors such as content area, time of year, and specific curriculum areas.

a) Accommodations

Accommodations are supports and services provided to help learners' access the general education curriculum and validly demonstrate learning

Examples of Accommodations

- i. Time - Extend the time allotted to take a test, finish an assignment, learn a concept, or complete an activity.
- ii. Setting - Learners can take tests in a distraction free space – potentially a resource room so it is easier for the learner to focus. This accommodation may be as easy as preferential seating (does the learner need to be close to the board to see or next to the teacher to hear?).
- iii. Level of support – Provide concerned learners with paraprofessional or peer assistant.
- iv. Reduce response effort - The use of a calculator, scribe, or word processor to assist a learner when an answer is expected. The learner still must understand the concept of what is asked in order to accurately manipulate any of these tools. *For example, if a learner knows their basic math facts, a calculator is an accommodation. If the learner does not know their facts, it may be considered a modification.*
- v. Sensory items – Fidgets (continuous and persistent attempts) to help learners focus.
- vi. Visual schedules - To put it into perspective.

Many teachers and parents who do not understand accommodations often feel that these supports and services will hinder a child's learning by causing learned helplessness. If a child has a visual impairment, would we deny him glasses to help his vision? Glasses or contacts are an accommodation used by many people. It would not be reasonable to say that if a person was denied glasses or contacts, they would just "learn" how to see without that support. So what does that mean for the child?



Note:

- i. Accommodations will NOT affect a learner's grade or credits.
- ii. Learners can validly demonstrate learning of the GENERAL EDUCATION curriculum.
- iii. Accommodations are on the lower end of the continuum for support – least restrictive.

b) Modifications

Modifications are individualized changes made to the content and performance expectations for respective learners.

Examples of Modifications:

- i. Quantity - Modify the number of items that the child is expected to learn or complete. (Depending on how it is written in the Individualized Educational Program (IEP), this could include entire sections of the curriculum. For instance, only completing the addition portion of a math assignment that also includes subtraction, multiplication and division).
- ii. Output - How a learner responds to instruction.
For example, instead of writing an essay, they may be given multiple choice questions. Instead of open-ended questions, they may be given a yes/no strategy option.
- iii. Alternate Goals- Use the general education curriculum while adapting the goal or outcome expectation. For example, instead of taking general test meant for all other ordinary learners, the learner takes a simplified or hardened test based on his/her ability.

So what does that mean for the learner?

- i. Modifications will affect a learner's grade.
- ii. Actual changes are made to the materials passed out by the general education teachers.

Teachers and parents/caregivers must consider what they want the learner to get from the education. What is the MOST important? Is that different (in some way) than what everyone else is learning?

TOPIC TWO: ASSISTIVE DEVICES AND COMPENSATORY APPLIANCES

Specifically, the compensatory devices are educational and technological tools which replaces or facilitates performance required in the deficient ability. These devices raise learners from the performance made hard by their individual disorder, allowing him/her to focus on more complex cognitive tasks.

Some examples of assistive devices/ technologies are:

- i. Mobility aids, such as wheelchairs, scooters, walkers, canes, crutches, prosthetic devices, and orthotic devices.
- ii. Hearing aids to help people hear or hear more clearly.
- iii. Cognitive aids, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills.
- iv. Computer software and hardware, such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices.
- v. Tools such as automatic page turners, book holders, and adapted pencil grips to help learners with disabilities participate in educational activities.
- vi. Closed captioning to allow people with hearing problems to watch movies, television programs, and other digital media.
- vii. Physical modifications in the built environment, including ramps, grab bars, and wider doorways to enable access to buildings, businesses, and workplaces.
- viii. Lightweight, high-performance mobility devices that enable persons with disabilities to play sports and be physically active.
- ix. Adaptive switches and utensils to allow those with limited motor skills to eat, play games, and accomplish other activities.
- x. Devices and features of devices to help perform tasks such as cooking, dressing, and grooming; specialized handles and grips, devices that extend reach, and lights on telephones and doorbells are a few examples.

In addition, special needs education teachers together with other ordinary teacher in inclusive schools and/or classes should:

- i. Promote learners' friendly environment for enhancing the quality of education for learners with special educational needs.
- ii. Ensure that schools, curricula, assessment procedures and teaching and learning materials are accessible and fair for all learners.
- iii. Promote a system of flexible examination structure that permits pupils/students to sit for exams in diverse forms (e.g. verbal listening/verbal exams, use of picture exchange communication, written, etc to meet the diverse educational needs).
- iv. Increase participation in educational access for learners with special needs in both school and national examinations.
- v. Ensure that physical infrastructure designs of existing schools are modified to enhance opportunities for all learners in the school.

TOPIC THREE: FUNCTIONAL ASSESSMENT

Learners with special educational needs need to have their functional abilities addressed before addressing other skills, such as language, literacy and math. In order to master these subjects, the learners should be independent first to take care of their own individual needs like: feeding, dressing, toileting and bathing or showering themselves (all known as self-care.) These skills are of great importance for the future independence and quality of life for these all learners including those with disabilities and other special educational needs. In order to decide which skills need to be addressed, a special needs education teacher should be able to assess the learners' individual skills and other abilities.

The Uganda Ministry of Education and Sports designed functional assessment tools to be used in assessing learners with special educational needs. Areas that may require assessment include the following:

- i. Carryout functional assessment of the learners. A functional assessment is an approach to figuring out why your child acts a certain way. It uses a variety of techniques to understand what's *behind* inappropriate behaviors. This includes looking at non-academic factors that might be contributing to your child's frustration with learning.
- ii. Knowing what's behind inappropriate behavior can help you and the school design intervention ways to change the behavior. The basic idea behind this approach is that the child's behavior serves a purpose. Whether he is aware of it or not, the child acts a certain way to get to a desired outcome or goal. For example, perhaps your child has a hard time showing his work on math problems. In math class, he gets angry, crumples up the paper and is disruptive. The behavior isn't appropriate, but it served its purpose. Your child managed to avoid doing the work that was frustrating him. He may not know that was his goal, but he found a way to deal with the math that was causing him stress.

A key part of a functional assessment is figuring out what triggers certain behaviors in your child at home, in school and with friends. Sometimes parents and teachers assume they know what cause a child's behavior because they have seen other children do similar things. It is important to remember that the causes for the same behavior can vary widely among children.



Activity Thirteen

1. a) Identify an assistive/compensatory device that may be required by a learner with low vision in an inclusive class. _____

b) Explain how you will guide the following persons on supporting the learner on using the device so that he/she achieves in his/her study:

i. The learner: _____

ii. Other teachers: _____

iii. Peers: _____

iv. Parents/caregivers: _____

Please, share your response with your course mates and your facilitator.



Thank you



Summary of Unit Five

In Unit Five, you have learnt about instructional techniques, strategies and methodologies, assistive devices and compensatory appliances, amongst others. Hopefully what you have learnt from this unit has contributed in building your knowledge and skill for great service as an exemplary inclusive education teacher. We do appreciate your achievements. Please, progress to study the last unit of this module that will enable you explore on roles of different stakeholders for Special Needs and Inclusive Education provisions.



Thank You

UNIT SIX

STAKEHOLDERS IN THE FIELD OF SPECIAL NEEDS AND INCLUSIVE EDUCATION PROVISIONS

Introduction to Unit Six

Dear Student,

We are pleased to welcome you to Unit Six of this Module on stakeholders in the field of Special Needs and Inclusive Education.



Aim of Unit Six

The aim of Unit Six is to enable you map and discuss strategies of working with different stakeholders in the field of special needs and inclusion to support learners with disabilities and other special educational needs.



Objectives of Unit Six

Objectives of Unit Six are to enable you:

- i. Identify and map different stakeholders involved in the field of Special Needs and Inclusion Education provisions in your community.
- ii. Discuss and design strategies of working with different stakeholders in the field of special needs and inclusion education in your community.



Topics Covered in Unit Six

Topic covered in Unit Six is:

Topic One: Mapping and working with stakeholders in providing Special Needs and Inclusive Education services.



Orientation

To gain more from Unit Six, you need to have with you a pen, pencil, rubber and note book and other sources of relevant information.

TOPIC ONE: MAPPING AND WORKING WITH STAKEHOLDERS IN PROVIDING SPECIAL NEEDS AND INCLUSIVE EDUCATION SERVICES

A stakeholder is a person, group of people or an institution/organization that directly or indirectly benefits from/has interest in, or whose needs and involvement must be taken into account in designing and carrying out an activity or providing a service (Bryson, 2004:22). Mapping stakeholders is a process of identifying the different persons, groups and institutions or organizations whose support or involvement in a particular activity, programme or service is crucial, and categorizing them basing on who or what they are and the kind of support they can provide.

1. Primary Stakeholders

A primary stakeholder is a person, group of people or an institution/organization that receives or directly benefits from the services of another stakeholder. Primary stakeholders differ depending on context. In Special Needs and Inclusive Education, the primary stakeholders might include but are not limited to the following:

(i) Children with disabilities and other special needs

Children with disabilities and other special needs are the principal target beneficiaries of Special Needs and Inclusive Education. This is because in many countries, the majority of these children are generally excluded from accessing education due to socio-cultural and other factors. As you may have learnt in some of the earlier modules of this course, only a small number of children with disabilities and other special needs in Uganda receive education in segregated settings known as special schools and units. This segregated provision does not ordinarily facilitate change of attitudes and practices within families and communities. It does not also offer the children opportunity to learn in a natural setting i.e. in the same setting together with non-disabled peers. Hence the call for, “inclusive education”.

Children with disabilities and other special needs can benefit in a number of ways in an inclusive education setting. These may include:

- (a) Learning by being together and interacting with others - Inclusive education provides a nurturing learning environment which helps all children to learn and benefit from one another and their teacher's support. Children learn using their individual learning style(s) and at their own pace. This helps them to develop their potential.
- (b) Developing positive understanding of themselves and others - When children of different abilities, cultural backgrounds and social status play and learn together, they develop positive self-esteem and confidence, appreciation of the differences they have, and acceptance of one another.
- (c) Developing friendships - As children with and without disabilities and other special needs learn and interact with one another they develop social skills and friendships. They also develop different ways of supporting those among them who need help.
- (d) Learning academic and practical skills - With appropriate support and instruction, children with and without disabilities and other special needs learn to read, write, draw, do mathematics, crafts and other subjects in an inclusive classroom setting. They learn the importance of participating in classroom and out of school activities.

(ii) Parents and other family members

Parents and other family members of children with disabilities and other special needs are primary stakeholders because their needs must be taken into account. Parents and family members' involvement is crucial in the provision of education to their member(s) with disabilities and other special educational needs. According to Miles, Wapling & Beart (2011) and EENET (1999), parents and other family members can play many important roles to ensure that their children with disabilities and other special needs access Inclusive Education. These roles include:

- (a) Enrolling children in schools within reach to enable them (the parents) monitor and regularly support the children's learning.
- (b) Discussing with teachers and head teachers their (parents') goals, expectations and preferences for the children.
- (c) Encouraging their children to participate in all learning activities and to make friendship with classmates.

- (d) Knowing the rights of their children, the services and support the children require and advocating for the children.
- (e) Raising awareness about their children's potential and needs among teachers, their children's classmates and the school management.
- (f) Providing learning materials for their children and taking part in some classroom and school activities.
- (g) Assisting teachers in some curriculum adaptations based on the needs of their children.
- (h) Supporting schools in environmental modifications to ease accessibility for their children.
- (i) Facilitating resource persons (other professionals) to sensitize or support teachers in specialized areas of need for the children.
- (j) Promoting respect, discipline, harmony and cooperation among teachers and all children in school.
- (k) Taking part in mobilizing resources for the school.

There can be other roles of parents and other family members of children with disabilities and other special needs in Inclusive Education. Please identify them and take note of what may be unique to some parents and schools due to the unique nature of the needs of some children.

(iii) Teachers

Teachers are undoubtedly primary stakeholders in Special Needs and Inclusive Education. This is because they are the principal implementers of this provision.

Teachers play key roles which include:

- (a) Identifying and assessing learners' needs.
- (b) Planning, conducting and guiding learning.
- (c) Designing and implementing interventions based on learners' needs.
- (d) Guiding / mentoring and supporting parents.
- (e) Assessing and reporting learners' progress.
- (f) Making learning environments learner friendly.
- (g) Employing participatory / learner-centered instructional and assessment strategies based on the needs and abilities of learners.
- (h) Making curriculum adaptations based on learners' needs and abilities.

- (i) Fostering discipline, positive self-esteem and personal grooming in learners.
- (j) Nurturing learners without disabilities to appreciate the differences in and be supportive to peers with disabilities and other special needs.
- (k) Networking with colleagues and other stakeholders for support.
- (l) Recommending modifications in the school systems and environments based on unique needs of learners.
- (m) Making referrals for specialized services where appropriate.
- (n) Advocating for community support and involvement of other stakeholders in Special Needs and Inclusive Education.
- (o) Being role models to learners and parents.



Reflect on other roles of teachers in Inclusive Education. Take note of what may be unique to some teachers and schools due to the unique nature of the needs of some learners in schools and colleges in your community.

2. Other Stakeholders

For successful implementation of Special Needs and Inclusive Education, the involvement of other stakeholders is crucial to support the efforts of the primary stakeholders you have learnt about. Other stakeholders in this regard may include and are not limited to: head teachers, School Management Committees and Parent-Teacher Associations, Center Coordinating Tutors, District Inspectors of Schools and District Education Officers, organizations *of* and *for* persons with disabilities, Community Based Organizations, and development partners. Let us now look at each category.

- (i) Head teachers, School Management Committees and Parent-Teacher Associations

As you are aware, head teachers, School Management Committees and Parent-Teacher Associations are important management organs in our primary schools. They play a number of roles which include:

- (a) Being in charge of the day-to-day management of schools, head teachers are team leaders in the planning and implementation of Special Needs and Inclusive Education at school level. They ensure a conducive learning environment, enrolment of learners with diverse abilities

and needs, availability of learning resources, motivating conditions for teachers, and lobby community support for schools.

- (b) School Management Committees and Parent-Teacher Associations offer policy guidance and oversee the management of schools. They facilitate modifications in school systems and environments on recommendation of head teachers and teachers, school-based professional training for teachers, sensitization in schools on health, safety and human rights of all learners, procurement of learning resources, and collaboration with other service providers.



Reflect on other roles of these school management organs and take note of what may be unique to some schools and why.

- (ii) Centre Coordinating Tutors

Centre Coordinating Tutors (CCTs) are supposed to offer basic professional training to teachers and head teachers in the school clusters under their charge. This has been at the sub – county level in Uganda. CCTs are supposed to: monitor implementation of inclusive education practices, provide guidance to teachers on learner support and assessment, sensitize parents and community members on how to support schools, and liaise with head teachers, School Management Committees and Parent-Teacher Associations on making schools learner friendly.

- (iii) District Inspectors of Schools and District Education Officers

District Inspectors of Schools and District Education Officers offer guidance on and monitor policy implementation. They oversee the management of schools and ensure deployment and continuous professional development of teachers and head teachers, and quality service in schools.



Please identify other roles of District Inspectors of Schools and District Education Officers. Take note of what may be unique to some schools and why.

(iv) Organizations *of* and *for* Persons with Disabilities

Organizations *of* and *for* persons with disabilities are important stakeholders in Special Needs and Inclusive Education provision world over. These organizations are in two categories, namely: organizations of persons with disabilities and organizations for persons with disabilities. Let us briefly explain them below.

Organizations of persons with disabilities are non-governmental organizations founded and run by persons with disabilities themselves. An example is the National Union of Disabled Persons of Uganda (NUDIPU) which advocates for the rights of persons with disabilities at local and national levels in Uganda. NUDIPU is an umbrella or cross-disability organization. There are also single-disability organizations which advocate for the rights of specific categories of persons with disabilities. Some examples of these are: Uganda National Action on Physical Disability (UNAPD), Uganda National Association of the Blind (UNAB) and Uganda National Association of the Deaf (UNAD).

Organizations for persons with disabilities, on the other hand, are those that provide services for or to persons with disabilities. Many of these are charity or none profit organizations. These organizations are not necessarily founded or run by persons with disabilities. Examples are: Uganda Society for Disabled Children (USDC), Uganda Parents of Persons with Intellectual Disability (UPPID) and Sightsavers International.

Special Needs Education teachers in Uganda also formed themselves into an association known as Association of Special Needs education teachers in Uganda (ASNETU). The Association was founded and registered in 2017 to ensure that member teachers provide for children and adolescents with special needs to receive the best education possible and help members to stay abreast with current issues shaping the field of Special Needs and Inclusive Education and factors affecting the lives of the learners.

Having explained what organizations of and for persons with disabilities are, let us now look at the roles they play in Special Needs and Inclusive Education in Uganda. It is important to note that the roles of these organizations vary depending on their mandates.

The following roles of non-governmental organisations may generally apply:

- (a) Advocating for the provision of accessible and quality formal and non-formal education to children and adults with disabilities by government, families and other stakeholders on equal basis with other members of society.
- (b) Lobbying government and acting as a pressure group on development, review and appropriate implementation of Special Needs and Inclusive Education related policies and legislation.
- (c) Carrying out identification and school placement of children with disabilities and other special needs in areas where they operate.
- (d) Providing tailor-made skills-based training to teachers in Special Needs and Inclusive Education in their project areas.
- (e) Conducting basic training for parents of children with disabilities and other special on how to support the children at home and in school.
- (f) Financing medical rehabilitation of some children with disabilities and other special needs.
- (g) Sponsoring some children with disabilities and other special needs in school and providing them with scholastic materials and equipment.
- (h) Empowering persons with disabilities, their parents and other family members through training in rehabilitation, income generation and advocacy.

You may have identified many roles of the above organizations in activity 3 at the start of this topic. Please crosscheck with what I have suggested here. Take particular note of what may be unique to some organizations because of their mandates.

(v) Community Based Organizations

Like the organizations you have learnt about in (iv) above, Community Based Organizations (CBOs) are important stakeholders in Special Needs and Inclusive Education provisions. Before we proceed, let us first explain what these organizations are.

Forum for Youth Investment (2010) describes CBOs as public or private none profit organizations engaged in activities or services aimed at addressing the social and economic needs of individuals and groups in a specific community. These organizations vary in size and

type depending on their mandates. Some of their characteristics are: they operate at grassroots level and do not usually cover a large geographical area.

There may be many CBOs in your community and you may be familiar with some of their work. The roles these organizations can play in Special Needs and Inclusive Education provisions may include but not limited to:

- (a) Advocating for Special Needs and Inclusive Education at community level.
 - (b) Raising awareness among parents and teachers on enrolling and supporting children with disabilities and other special needs in school.
 - (c) Providing children with disabilities and other special needs with scholastic materials and equipment in school.
 - (d) Supporting schools in making facilities accessible to children with disabilities and other special needs.
 - (e) Mobilizing community support for Special Needs and Inclusive Education.
- (vi) Development partners

Like other stakeholders you have learnt about, development partners play an important role in Special Needs and Inclusive Education in Uganda. These partners are local and international organizations, agencies and companies operating in Uganda. They include banks, business firms, industries, telecommunication companies, research organizations, local and international Non-Governmental Organizations, foreign embassies and United Nations' agencies. Their contribution to Special Needs and Inclusive Education varies depending on their mandates and the focus of projects or programmes they implement from time to time. However, the following may generally apply:

- (a) Providing financial and technical support to Government and local stakeholders to promote Special Needs and Inclusive Education.
- (b) Lobbying government on development, review and appropriate implementation of Special Needs and Inclusive Education related policies and legislation.
- (c) Supporting skills training of teachers in Special Needs and Inclusive Education.
- (d) Funding local stakeholders to conduct basic training for parents and community members of children with disabilities and other special on how to support the children at home and in school.

- (e) Promoting observance of human rights particularly for vulnerable children and adults.
- (f) Sponsoring some children with disabilities and other special needs in school and supporting schools with specialized equipment and facilities.
- (g) Building the capacity of local stakeholders, including persons with disabilities, their parents and organizations to become strong advocates for quality Special Needs and Inclusive Education in the country.

There are many stakeholders you can work with in the community to support education of children with disabilities and other special needs. The list suggested in this module is not exhaustive. Please identify others in your community and the roles they play or can play in supporting Special Needs and Inclusive Education.



Activity Fourteen

Explain how you would involve other stakeholders to support the inclusion of learners with disability and other special needs in your school.



Share your responses with colleagues



Summary of Unit Six

In Unit Six, you have learnt about various stake holders you would work with so as to support education and inclusion of persons/learners with disabilities and other special educational needs. This marks the end of your study of this module EBS 2202 on Special Needs and Inclusive Education. We hope you have enjoyed your study of the module and you are now molded as a whole round inclusive education teacher. Wish you all the best and take care of your life so as to build yourself and the nation.



Thank You

ANSWERS TO THE ACTIVITIES

Activity One

Other concepts related in study of Special Needs and Inclusive Education:

- iv. Identification – To get to know/find out persons with special educational needs form within the families and community at large.
- v. Assessment – To determine the level of impairment or ability that a person with disability is having. Some levels of impairments can be mild, moderate, severe or profound. People with disabilities can perform some activities based on their levels of impairments but in most cases society deny them the opportunities to perform. It is important to assess persons with disabilities so that they be guided or helped to do what they are able to do based on their respective strengths and weaknesses.
- vi. Placement – To put persons with disabilities in appropriate locations like schools or activity areas where they can be able to perform to their maximum abilities.
- vii. Accommodation – To adjust environment to meet respective needs of persons with disabilities.

Please share other points that you have with your colleagues as well as facilitator.

Activity Two

Ways through which societies restrict performance of persons who have impairments in varied cultural, social, economic, intellectual and physical activities:

- i. Denial from performance while giving varied reasons. For example, s/he is not able to do it (the given activity).
- ii. Hiding persons with disabilities from the rest of other people.
- iii. Not provided relevant/appropriate/adapted tool that respective persons with disabilities can be able to use.
- iv. Failing to modify or adapt physical environment to ease access (free movements) of persons with disabilities to do the given activity.

Please enrich these by comparing and contrasting you're your note with that of your course mates.

Activity Three

Possible ways to ensure that learners with impairments are not handicapped in class/school:

- viii. Include learners in all class and co-curricular activities.
- ix. Provide learners with special educational needs adapted curricular activities.
- x. Let both social and physical environment be accessible by *all* learners.
- xi. Provide assistive and compensatory devices based on the needs of respective learners.
- xii. Involve all stakeholders and let each play his/her role towards supporting *all* learners to the best of their potentials.

Please add on these through consulting as various resources (persons, text books, journals, ...) as you can.

Activity Four

- (i) Own perceptions about persons with disabilities in your community:
 - (ii) Perceptions of other persons in community on persons with disabilities:
- Please share your response to Activity Four with a colleague as well as with your facilitator.*

Activity Five

- (a) In own words, definition of the concept “integration”:
- (b) Perceptions if integration is a better way to provide education for learners with disabilities and other special educational needs? Yes ... No ...
- (c) Why do you think so?

Please share your response to Activity Five with a colleague as well as with your facilitator.

However, integration would be better way to provide education for learners with disabilities and other special needs rather than taking those learners to special schools. Inclusive education on the other hand would be best option if well provided.

Activity Six

- (a) List down the names of persons (children and/or adults with disabilities whom you have noted to have achieved or is achieving through formal education in this space:
- (b) Approach the persons you have listed their names above and inquire how he/she is achieving/has achieved through formal education.

(Note: This is important for you as a Special Needs and Inclusive Education teacher in the making because it will help your fore see best ways to help learners with disabilities you will encounter during your career).

This was a personal activity, we urge you to share your findings with a fellow course mate as well as with your facilitator.

Thank you so much for your great attempt to do the activity and sharing your findings.

Activity Seven

Explore and present the current administrative structure for Special Needs and Inclusive Education in your country.

Administrative structures for most organizations and as well as government agencies are not always rigid. They keep on changing base on needs of community.

We urge that you share the administrative structure for Special Needs and Inclusive Education in your country you have found out how with your colleagues and facilitator.

Activity Eight

Give your analysis on the medical model of disability.

Please share your analysis on medical model of disability with a colleague course mate as well as with your facilitator.

Activity Nine

Advantages of social model of disability to:

- i) Persons with disabilities:
 - They are enabled to advocate for their rights.
 - They talk in a common voice.
 - They demonstrate their potentials. ...
 - They create awareness to community.
- ii) Parents of persons with disabilities:
 - Parents have legal and joint support to nurture and take care of their children with disabilities.
 - Parents become aware of potentials of their children with disabilities.
 - Parents are empowered to gain confidence about their children with disabilities. ...
- iii) The community members:
 - Community member become aware of potentials of persons with disabilities.
 - Community member benefit from services of persons with disabilities ones they begin including them in routine activities (economic, political, social, ...).
- iv) You as a teacher trained in Special Needs and Inclusive Education:
 - Teachers know about potentials of learners with disabilities.
 - Enforces teachers to practice inclusion of learners with disabilities in all educational and co-curricular activities.
 - Teachers achieve enriched literature and role models to support them in advocacy for learners with disabilities in particular as well as for all persons with disabilities.

Activity Ten

Please, jot down how you have understood the disadvantage of social model of disability given.

Please compare your note for Activity Ten with a colleague and also share it with your facilitator.

Activity Eleven

Elaborate on four (4) recommendations that arose from the World Conference on Special Needs Education – 1994 (Salamanca Statement) that support provision of inclusive education in your country.

Recommendations from the Salamanca Statement:

- i. Every child has a right to education that considers his/her unique abilities and learning needs.
- ii. A child with special educational needs must have access to regular education in a welcoming school.
- iii. Governments should give priorities to policies, legal and budgetary provisions that include all children in the education system as much as possible.
- iv. Non-governmental organizations should be involved in the countries' programming and service delivery to strengthen collaboration with national bodies.

Please, share your responses with colleagues as well as your facilitator

Activity Twelve

How the Constitution of the Republic of Uganda – 1996 has guided provision of inclusive education in schools:

Constitution of the Republic of Uganda – 1996:

- i. Stipulates that all persons have a right to education so all children deserve to be enrolled in schools.
- ii. Takes affirmative action of marginalized groups of people so as to address imbalances. Hence, no group of children should be left out of school.
- iii. Guides advocacy for recognition of persons with disabilities. So children with disabilities should be recognized and placed/enrolled in schools.
- iv. Calls for integration of persons/learners with disabilities in ordinary schools.
- v. Stipulates advocacy for provision of primary education to all learners.

Activity Thirteen

1. a) Identify an assistive/compensatory device that may be required by a learner with low vision in an inclusive class. _____
- b) Explain how you will guide the following persons on supporting the learner on using the device so that he/she achieves in his/her study:
 - i. The learner: _____
 - ii. Other teachers: _____
 - iii. Peers: _____
 - iv. Parents/caregivers: _____

Please, share your response for this activity with your course mates and your facilitator

Activity Fourteen

Explain how you would involve other stakeholders to support the inclusion of learners with disability and other special needs in your school. _____

Share your responses for Activity Fourteen with colleagues and your facilitator.





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