

OVERVIEW OF INCLUSIVE EDUCATION PROGRAMMES, POLICIES AND REQUIREMENTS FOR IMPROVEMENT

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INTRODUCTION

- Inclusive education has become a dominant policy and practice in many countries.
- The movements against segregation towards support for inclusion have created conditions and need for changes in Special Needs Education provision as whole.
- Globally, this intervention is premised on respective States' commitment to Education For All (EFA), achievement of the Millennium Development Goals (MDGs) -2015 and now the Sustainable Development Goals (SDGs)-2015-2030



TRENDS AND THE DEVELOPMENT OF INCLUSIVE EDUCATION

- 1. A period of No Right to Education (a No Rights Period):** a time when persons with Disabilities had no Rights to anything in society including education)
- 2. Segregation Period:** where people with Disabilities were segregated from the main-stream of society and were characterized by segregated services such as Special schools.



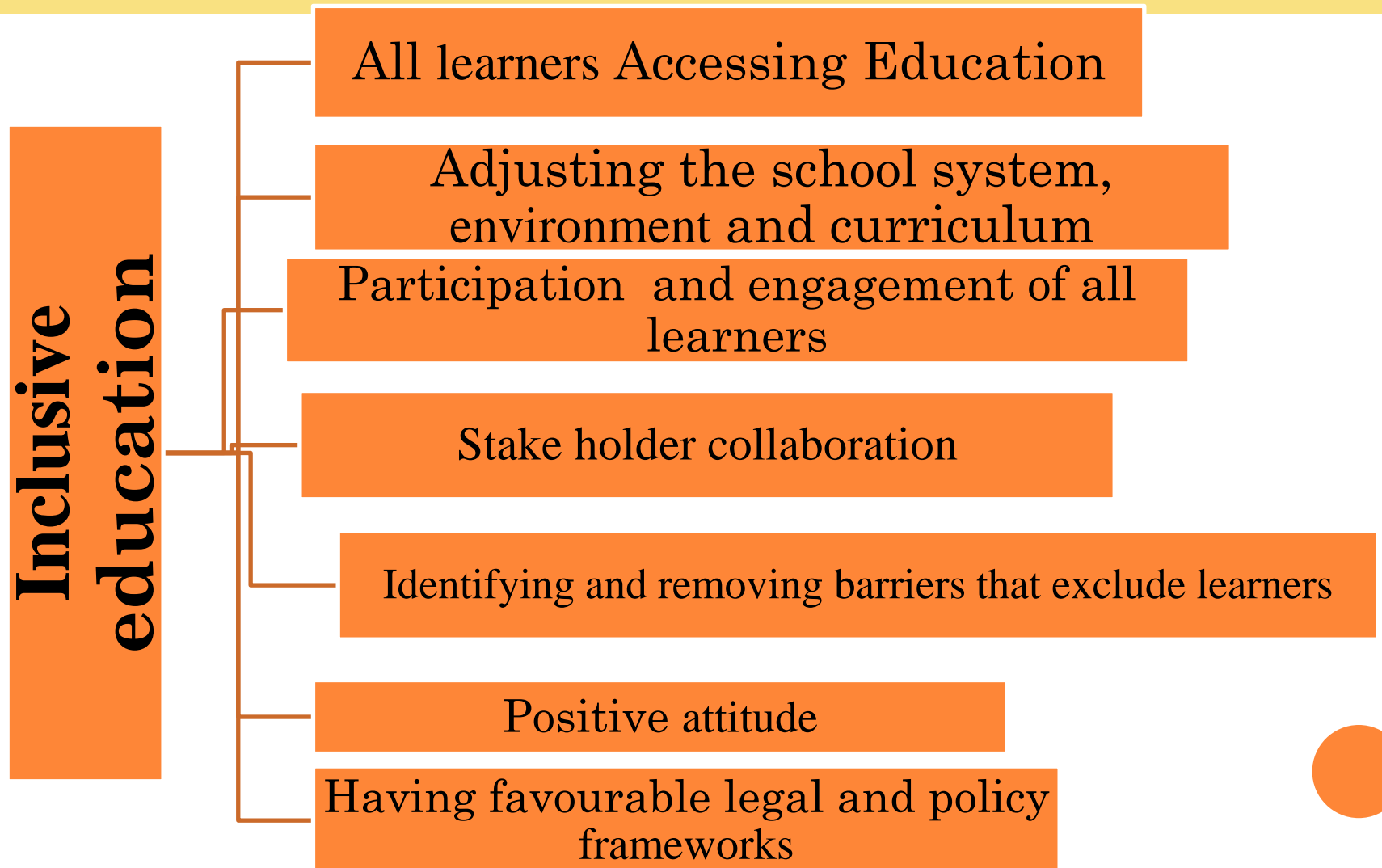
TRENDS AND THE DEVELOPMENT OF INCLUSIVE EDUCATION...(CONT'D)

3. Integration Period:(result of **Desegregation campaigns**). Learners with Disabilities/special needs were allowed to “attend” classes with ordinary learners (but on condition that they (learners with Special Educational Needs) are able to adjust to school systems.

4. Inclusive Education: Criticisms of the above trends finally led to the **inclusion idea**.



INCLUSIVE EDUCATION: WHAT IS IT AND WHAT DOES IT INVOLVE?

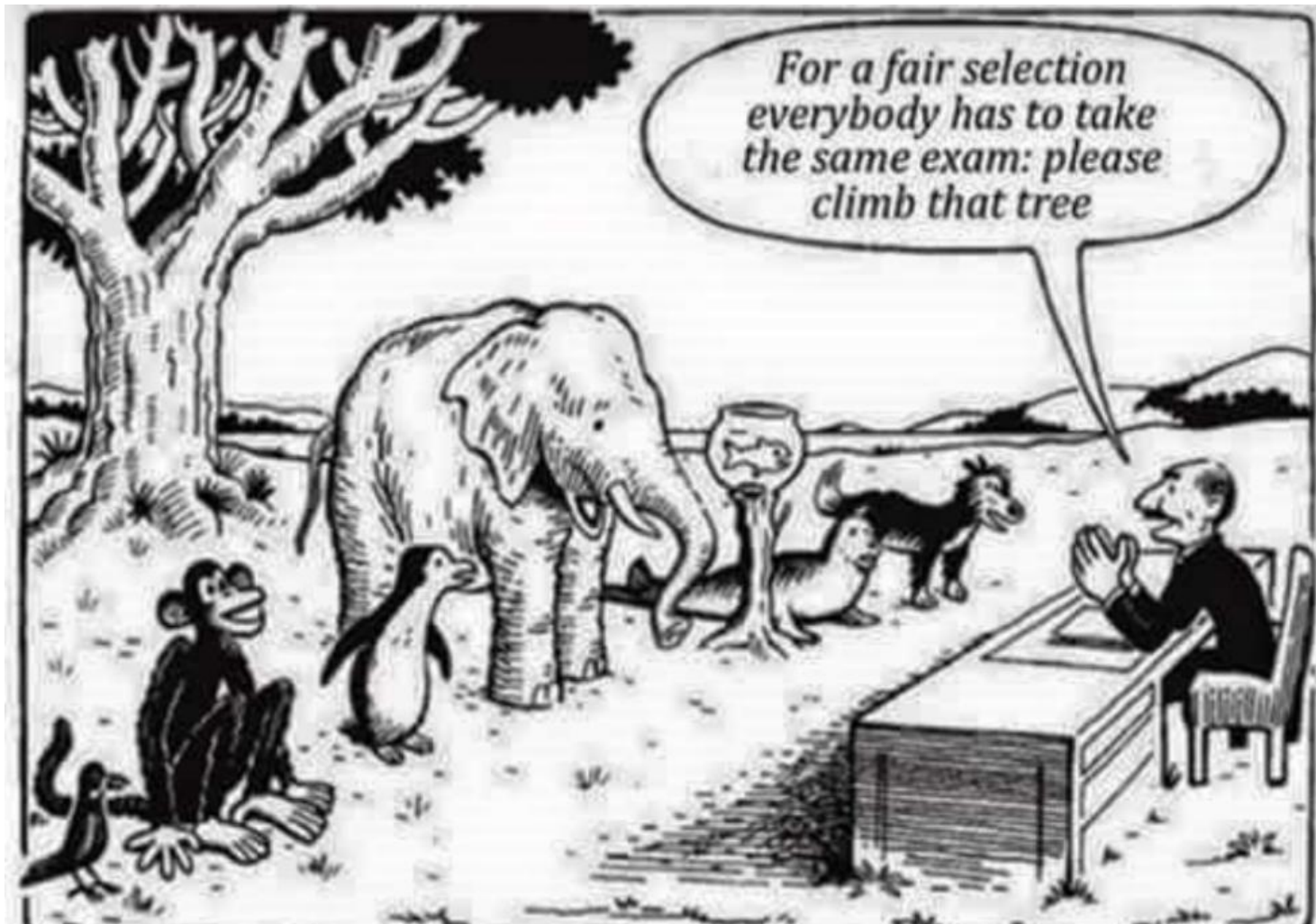


CONCEPT OF INCLUSIVE EDUCATION

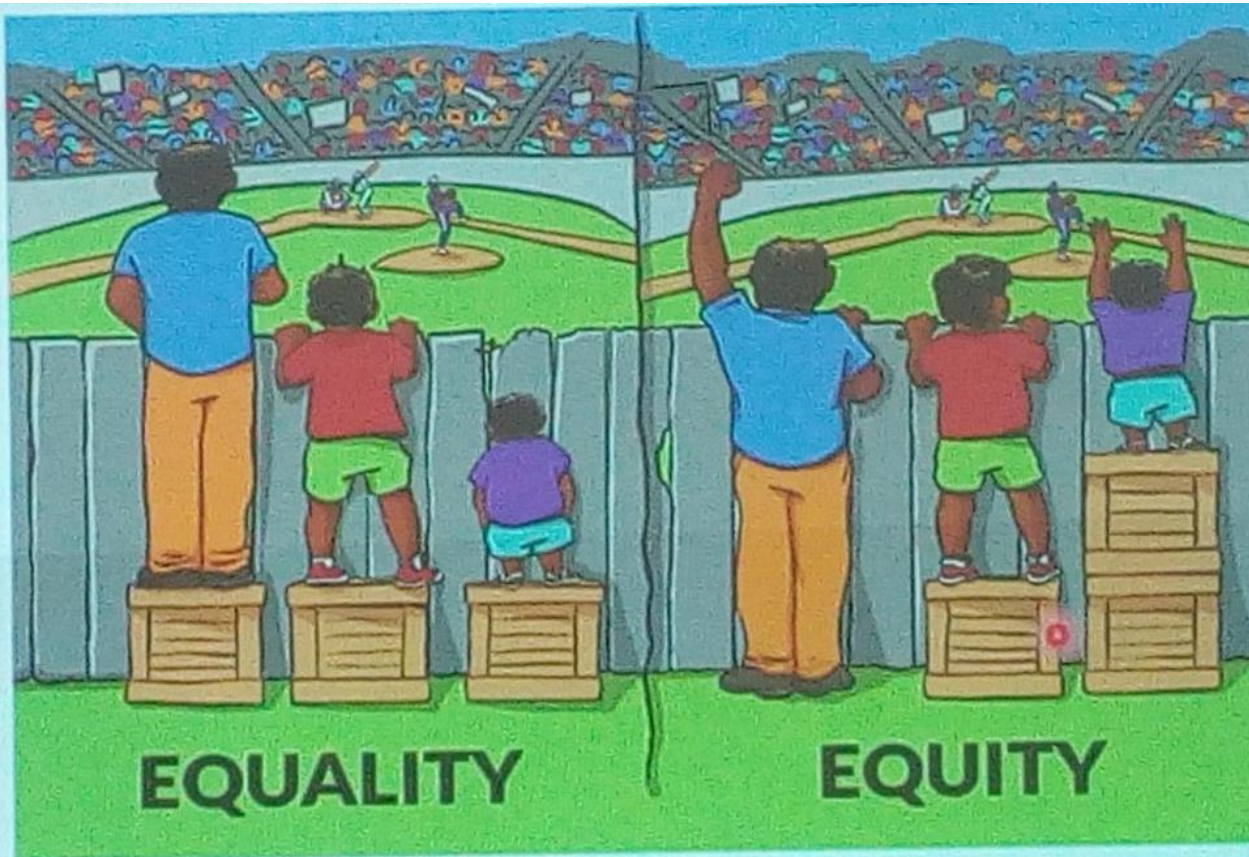
- Focuses on **adjusting** the school, the home and society.....and thereby obtain a good quality of life within their natural environment.
- Emphasis is on , **reviewing** schools, education systems and **changing** them rather than trying to change the learner.
- IE is a question of **rights, social integration and an educational aim** in itself.



INCLUSIVE EDUCATION IS NOT!!



EQUITY VS EQUALITY FOR INCLUSIVE EDUCATION



Equality is equal distribution of resources. Equity deliberately uplifts the disadvantaged



INCLUSIVE EDUCATION IN UGANDA

- Inclusive education in Uganda is enshrined in the legal frameworks that has been put in place to support education for all. E.g. white paper, constitution, UPE/USE policy etc.
- A Twin Track Approach for inclusion has been adopted and is being implemented.
- This implies that there is inclusive education schools but also special schools still exist especially for children who may not be able to attend in inclusive schools.
- The process of development of National Inclusive Education Policy by Ministry of Education and Sports is in progress.



POLICY/LEGAL FRAMEWORK SUPPORTING INCLUSIVE EDUCATION.

- A lot has been done in terms of policy/legal frameworks towards supporting inclusive education.
- Both internationally and nationally legal frameworks and policies have been put in place to support inclusion.



POLICIES/LEGAL FRAME WORK CONT'D

A). INTERNATIONAL AND REGIONAL CONVENTIONS

SDG Goals 2013

Goal 4 states Quality Inclusive Education Target number eight of 4th SDG is to “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all”

UN Convention on the Rights of Persons with Disabilities in Uganda 2008

By ratifying this convention, countries such as Uganda recognised the right of PWDs to education provided for by article 24. In ratifying this convention, Government also committed to put in place an inclusive education system at all levels of education.

POLICIES/LEGAL FRAME WORK CONT'D

The Salamanca Statement and Framework for Action on Special Needs Education (1994)

Ratifying countries such as Uganda agreed to provide inclusive education for all children with particular focus on children with disabilities and special educational needs.

The Convention on the Rights of the Child (1989)

By ratifying this convention Government of Uganda is obliged by Article 2 of the convention to ensure the realization of all rights to every child without discrimination. Specifically, article 23 of the convention addresses the right of children with disabilities to access education in an inclusive manner.

POLICIES/LEGAL FRAME WORK CONT'D

The African (Banjul) Charter on Human Rights and People' Rights (1986).

Article 17 Provides for the right to education for all. Uganda which signed and ratified this charter in August and May 1986 is therefore obliged to provide education for all.

Universal Declaration of Human Rights (1948).

Article 26 of the Declaration provides for everyone's right to education

POLICIES/LEGAL FRAME WORK CONT'D

B). NATIONAL LAWS AND POLICIES

The Education (Pre-Primary, Primary and Post-Primary) Act, 2008

Section 15(k) provides for head teachers to “make the school pupil friendly and especially to the girl-child and pupils with disabilities”.

Section 31 (g) among the requirements for establishing a private school provides that persons intending to establish a private school must “ensure that school environment is conducive for pupils with special needs”

The Business, Technical Vocational Education and Training Act, 2008

Section 4(g) of the general principles and concepts of BTVET provides thus “to increase equitable access to disadvantaged groups such as women

POLICIES/LEGAL FRAME WORK CONT'D

Persons with Disability Act,
2006

Section 5, provides that “government shall promote the educational development of persons with disabilities” and details how this will be attained.

One of the specifics provided for in Section 5(j), is the “commitment of not less than ten per cent of all educational expenditure to the educational needs of persons with disabilities at all levels”

Universities and other Tertiary
Institutions Act, 2001

On admission to university, section 28(3) provides that “The Admission Committee of a Public University shall take into consideration affirmative action in favour of marginalised groups on the basis of gender, disability and disadvantaged schools.”

POLICIES/LEGAL FRAME WORK CONT'D

The Universal Primary Education Policy (UPE) (UPE Guidelines, 1997)

Provides opportunities to all School age (6 years +) going children irrespective of disability and/or any other unique needs, to get free education.

Constitution of the Republic of Uganda, 1995 (as amended)

Article 30 provides that “All persons have a right to education”

POLICIES/LEGAL FRAME WORK CONT'D

The White Paper on Education (1992)


- ✓ Emphasizes the Government's commitment to provide Primary Education to all irrespective of sex, disability and race.
- ✓ Emphasizes the inclusion of children with Special Educational Needs in ordinary schools.
- ✓ Highlights Government's commitment to support institutions providing SNE.

INCLUSIVE EDUCATION ISSUES AND REQUIREMENTS FOR IMPROVEMENT IN UGANDA

Issues

- Limited knowledge and skills of teachers in identification, screening and supporting learners with different kinds of disabilities;**

Requirements for improvement

- Capacity building for teachers and CPDs organised in-service teachers from different parts of the country, CCTs, Inspectors of schools and district education leaders have also been orientated to SNE;**
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ISSUES CONT'D

Issues

- Inadequate supply of Specialised related instructional materials for learners with disabilities..

Requirements for improvement

- Provision of specialized materials and assistive devices for learners with disabilities e.g. wheel chairs, crutches, white canes, Sign language dictionaries, Perkins braille, braille kits etc



ISSUES CONT'D

Issues

- Relevance of curriculum reforms to the needs of learners with disabilities and other special needs.

Requirements for improvement


- Provision of Support supervision to teachers to enable them share experiences and address SNE-related field challenges in curriculum implementation;
- Collaboration with line ministries and institutions on policy and curriculum-related matters for Learners with SEN.
- Adaptation and digitalisation of curriculum related materials into

ISSUES CONT'D

Issues

- Policy on Inclusive Education to guide inclusive education program implementation
- Socio-emotional and behavioural challenges in schools due to disability/special need

Requirements for improvement

- Support the development and enactment of Inclusive education policy.
 - Train teachers to provide psychosocial support to the learners;
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RECOMMENDATIONS

- Enactment of Inclusive Education policy and other policies that promote inclusion;
- Comprehensive study on the needs of children with special needs both in school and not to guide planning, budgeting and provisions.
- Capacity building and CPDs for teachers e.g. on functional assessment, Braille, Sign language, Psychosocial support;
 - Creation of friendly environment (infrastructure, materials, social acceptance)
- Intensify support supervision to teachers implementing SNE programmes;
- Procurement and provision of specialised materials and assistive devices for learners with disabilities and other special needs in schools.
 - in the provision of specialized teaching and learning materials

CONCLUSION

As Uganda, and MOES at large, we are committed to the implementation of SDG 2030 Goal 4 which emphasizes Quality Inclusive Education and Leave No One Behind.

This can be done through a Multidisciplinary approach. It is therefore inevitable for all stakeholders to demonstrate unity, have a positive mind set and mainstream disability and SNE into all government programmes from time to time.



“Alone You Can Do Nothing, Together We Can Do So Much”. Hellen Keler

THANK YOU FOR LISTENING TO ME

