Including the excluded: Meeting diversity in education

Example from Uganda
The case study has been carried out by

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The views expressed in this document are those of the authors and do not necessarily reflect those of UNESCO.

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The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs...

(Education for All: Meeting our Collective Commitments. Notes on the Dakar Framework for Action, paragraph 19)

The World Education Forum, held in Dakar, Senegal, in April 2000, recognized that Education for All cannot be achieved without the inclusion of millions of children who are currently excluded from education. Education for All is also about quality, and all young people attending centres of learning should be able to learn and achieve their individual educational goals.

Inclusive education is a movement which challenges exclusion policies and practices. It has gained ground over the past decade and is now the favoured approach to meeting the needs of all learners in mainstream educational settings.

This paper presents one of the two case studies which took place within the framework of the 'Education for All Year 2000 Assessment' in Romania and Uganda. These case studies provide an account of the efforts of the two governments to address marginalization in and exclusion from education. The case studies review developments in inclusion, including policies and strategies to increase participation in education for children who have been, or continue to be, excluded or marginalized.

The case studies also aim to demonstrate that inclusion in education is possible even when resources are limited. A number of key factors for a successful shift towards inclusive education can be identified from the two studies:

- political commitment;
- cooperation and collaboration at all levels between everyone concerned;
- identification and mobilization of existing resources;
- developing a common vision;
- continuous staff training;
- partnerships in decision-making and implementation at local level;
- support for learners and teachers within communities;
- flexibility in implementation and the curriculum.

UNESCO is committed to working in collaboration with other international organizations to achieve the goals set in Dakar, especially by supporting countries to develop education policies on excluded and marginalized groups.

I hope that these case studies will stimulate and encourage readers to consider carefully the current policies and practices addressing the needs of learners who, for any reason, experience barriers to learning.

Jacques Hallak
Assistant Director-General for Education, a.i.
Case study one:

ALTERNATIVE BASIC EDUCATION FOR KARAMOJA (ABEK)

1. The role of the initiative in national policy
2. The specific aims and objectives of the initiative
3. The social and educational context of the initiative
4. Strategies and modes of operation
5. Teaching materials
6. Technical and financial assistance
7. Expected outcomes
8. Results
9. Community involvement
10. Monitoring and evaluation

Case study two:

REINTEGRATION AND REHABILITATION OF CHILDREN AFFECTED BY ARMED CONFLICT IN NORTHERN UGANDA (TRAUMATIZED CHILDREN IN GULU DISTRICT)

1. The role of the initiative in national policy
2. The social and educational context of the initiative
3. Specific aims and objectives of the initiative
4. Strategies and modes of delivery
5. The financial and organizational partners
6. Expected outcomes
7. Persons involved
8. Results
9. Community involvement
10. Monitoring and evaluation approaches

Case study three:

THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

1. The role of the initiative in national policy
2. The specific aims and objectives of the initiative
3. The social and educational context of the innovation
4. Strategies and modes of delivery
5. Technical and financial assistance
6. Expected outcomes
7. Results
8. Community involvement
9. Monitoring and evaluation

14. CONCLUSION

REFERENCES

Table 1: General and category-specific initiatives and responses
Table 2: Teachers trained in UNISE at diploma level
Table 3: Government departments
Table 4: Collaboration between non-governmental organizations and the government
Table 5: Development partners
Table 6: The partners
Table 7: Number of children reached by the initiative (1997–98)
Table 8: Partners in special needs education

The Ugandan Government has since then acted on its commitments. The inclusion exercise that was amplified by the provision of Universal Primary Education called for objectivity and focus. I do thank all the parents, local community leaders, government ministers, donors and the technical staff in the Ministry of Education and Sports for their commitment and for making inclusion a reality.

Total inclusion in education is the target for Uganda. Using the proven participatory approach, maximum exploitation of available resources is expected. The Special Needs Education Coordinators have a major role to play.

Uganda hopes to learn more from its innovations, and hopes that others too may find the work taking place of interest: I recommend this case study to interested academics and practitioners.

I would also like to take the opportunity to thank all those who contributed to this case study. Special thanks go to the institutions and organizations below:

- Ministry of Education and Sports (Planning Unit Division);
- Ministry of Gender, Labour and Social Development;
- World Bank Information Centre;
- UNESCO Uganda Country Office;
- Red Barnet;
- Redd Barna;
- National Curriculum Development Centre;
- Uganda National Institute of Special Education;
- Educational Assessment and Resource Services/Special Needs Education.

F. X. K. Lubanga
Permanent Secretary
INTRODUCTION

This paper outlines the current social, economic and political context in Uganda for a raft of educational reforms focused on inclusion. It goes on to describe the government policies and strategies for developing primary education, before presenting three case studies which illustrate the work being done. Partnership and community involvement are key themes and are shown to be crucial in implementing educational reform. Case Study 1 explores collaboration between the government and NGOs in providing education to Karamojong children. Children affected by armed conflicts in Gulu are participating in the programme described in the second case study, while Case Study 3 outlines how children with special educational needs are benefiting from an inclusive approach to education which has moved away from the traditionally specialized model.
1

BACKGROUND

Uganda is a landlocked country in Eastern Africa with a population of nearly 21 million which is growing at a rate of 2.6%. Uganda is among the poorest countries in the world with a predominantly agricultural economy and a history of civil strife and political instability. Rural Uganda has an underdeveloped infrastructure and productivity; competitiveness and capital development are low. The availability of social services is limited and living conditions are poor; 46% of Ugandan people live below the poverty line and the average per capita income is US $296. Life expectancy is as low as 47 years owing mainly to high levels of disease (including a high rate of HIV infection), inadequate nutrition and wars. Eighty-one per cent of Ugandans are agricultural workers (Vision 2025, 1999).

In 1995, Uganda adopted a new constitution, paving the way for the election of a civilian government in 1996. Since then, there has been a programme of decentralization, with significant resources and substantial decision-making authority being delegated to the country's 45 administrative districts and lower levels of government. Central government is responsible for policy formulation and the planning, inspection and management of national programmes. Districts have final authority over all personnel matters, district plans, budgets and tendering.

The Country Assistance Strategy (CAS) (World Bank, 1999) identifies education, health, agricultural extension, industry, tourism and the development of infrastructure as needing significant growth. However, there are other major demands on government expenditure which will affect its ability to spend in these areas. Loans and grants are provided by organizations such as the World Bank, Danish International Development Agency (DANIDA), United States Aid for International Development (USAID), European Union (EU), United Nations Development Programme (UNDP), UNICEF and the African Development Bank.

2

EDUCATION IN UGANDA: POLICY AND RATIONALE

2.1 Policy development

The Ugandan Government attaches great importance to the development of education in Uganda, believing education to be a powerful tool for the transformation of society.

Uganda's population is characterized by high levels of illiteracy. Presently, 38% of the adult population is illiterate; 53% of women, as compared to 27% of men.

The government is trying to address its present challenges by accelerating human development through the increase and reallocation of spending on primary education. It is also trying to institute good governance, capacity-building, effective public service delivery, gender equity and improved environmental management. Although the cost of meeting all these strategies may not be fully available from state sources, the government has encouraged partnership with donors, the private sector, local and international non-governmental organizations (NGOs), churches and local communities.

In 1992/93, the government developed and adopted the Uganda National Programme of Action for Children (UNPAC) which provides a framework for policies and programmes in the social sector. The UNPAC strategy uses existing policies, structures and plans to provide basic social services to Ugandan children, including those with special educational needs.

The government has produced several key policy documents:

- The Government White Paper on Education (1992);
- The Constitution of the Republic of Uganda (1995);
- The Children's Statute (1996);

These documents highlight all children's right to have their basic needs met through the provision of food, education, medical care and shelter. Article 30 of the National Constitution states that "all persons have a right to education". It further goes on to suggest that the State shall take action in favour of groups which are marginalized on the basis of gender, age, disability or for any other historical or traditional reason. This
constitutional commitment has enabled many learners with special educational needs to access education.

The Children's Statute (1996) Section 6 reinforces the Constitution by broadening the provision to include health and social services.

_A child has a right to be educated and guided (that is to be shown the way to behave), immunized, given proper food, clothing, medical care and a home by his/her parents, guardian or custodian._

Similarly, the Children's Statute empowers parents of children with disabilities and special educational needs to have the children examined and assessed as early as possible to find out the type and extent of the disability.

The Government of Uganda is also a signatory to the International Covenant on Economic, Social and Cultural Rights. Article 2 of the Covenant requires the consenting parties to:

...achieve and realize the right to education by providing free and compulsory primary education for all; making generally available secondary education, including technical and vocational secondary education; working progressively towards free education and continuously improving the conditions of teachers.

The White Paper, entitled _Education for National Integration and Development (1992)_ includes policies on special learning needs which relate to social conditions such as poverty, violence and wars, lack of access to basic education and linguistic issues. Marginalized groups such as women, girls, people with disabilities and learning difficulties, and other children living in difficult circumstances are given particular consideration.

The government has now produced a master plan for the education sector. This plan constitutes an action-based approach to the implementation of the education policies formulated in the 1992 White Paper (see above). The production of the Education Strategic Investment Plan (ESIP) 1998–2003 represents a key milestone in education development in Uganda. The ESIP strategic priorities include:

- access and equity in education;
- improvements in quality;
- delivery of educational services;
- capacity development.

### 2.2 The Universal Primary Education programme

In 1996, the Government of Uganda launched the Universal Primary Education (UPE) programme. The main goal of UPE is to provide the minimum necessary facilities and resources to enable Ugandan children of school-going age to attend school and to complete the primary cycle of education. The aim is that this level of access should be achieved as soon as possible, but not later than the year 2003.

The policy objectives of providing UPE are:

- establishing, providing and maintaining quality education as the basis for promoting human resource development;
- transforming society in a fundamental and positive way;
- providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the primary cycle of education is completed;
- making basic education accessible to the learner and relevant to his/her needs as well as meeting national goals;
- making education equitable in order to eliminate disparities and inequalities;
- ensuring that education is affordable for the majority of Ugandans.

Implementation of UPE started in January 1997. The government committed itself to paying school fees, buying textbooks and other instructional materials for up to four children from each family. It committed itself to constructing classrooms to accommodate the increasing number of pupils. It also pledged to provide the teachers and pay their salaries. Priority was given to children with disabilities and/or special learning needs and girls, with other children being next in line.

The UPE programme seeks to ensure the inclusion of all children, giving children with disabilities and various special educational needs at least a theoretical access to primary education. However, most of the current teaching force do not have the necessary knowledge and skills to work with children with special educational needs (see below).

The implementation of UPE has resulted in an increase in primary-school enrolment from 2.5 million in 1996 to 6.5 million in 1999. The sudden increase in enrolment requires the development of better infrastructure, increased availability of teaching and learning materials and more trained teachers. The number of primary-school teachers increased from 38,425 in 1980 to 76,134 by 1995. By 1998 there were over 90,000. The teacher pupil ratio is currently: 1:110 for lower primary (classes 1–3) and 1:55 for middle and upper primary (classes 4–7).
3.1 Underfunding of the sector

There has been a substantial increase in public expenditure in Uganda. High-priority areas for spending are:

- good governance;
- modernization of agriculture (to increase income for the rural poor);
- roads (to improve communications and access to markets and basic services);
- improving quality of life for the poor (provision of the three basic services of health, water and education).

Education's share of the national budget has grown from 25.3% in 1998/99 to 27.5% in 1999/2000. The amount spent on the primary sector has however dropped from 54.4% of the national budget in 1998/99 to 52% in 1999/2000.

Despite these positive moves, the resources available from all sources, both within government and from other agencies, fall below the real needs of the sector. Most of the child-related laws, policies and programmes initiated during the 1990s require enormous financial and human resources to enable effective implementation.

3.2 Limited awareness of children's rights and basic needs

Although Uganda respects and is aware of children's rights and basic needs, there are major difficulties affecting the government's efforts:

- The Children's Statute is still unknown to the majority of people, including the children themselves.
- Some of those responsible for implementing children's rights at community level – e.g. local councils (LCs) and especially Secretaries for Children's Affairs – have not yet received training about the Children's Statute, and on their role in enforcing it.
- The bulk of the literate population cannot read English or any of the six different translations so far completed and these translations have not been distributed at community level.
- There are problems of advocacy and dissemination of information. The ongoing media and other children's rights advocacy programmes are limited in scope and coverage, failing to reach the grass roots because of insufficient funding.

3.3 Child population

About half of the national population is under 18 and the growth rate is over 2.5% per year. This creates a broad-based population pyramid that reflects a high dependency ratio, which in turn exerts pressure on the limited resources available for basic services, such as health and education.

3.4 Urbanization, social systems and social conflict

The fast rate of urbanization, the breakdown of social systems and social conflict have led to an influx of children from rural areas to urban centres where they live as street children. The number of street children is increasing and they pose a difficult challenge to policy-makers, law enforcement agents and child-welfare workers. This problem requires urgent attention and the government, in conjunction with local authorities and NGOs, will endeavour to meet the needs of street children through:

- awareness-raising programmes aimed at the public;
- rehabilitation and education programmes in various towns;
- programmes to help re-unite children with their families.

3.5 HIV/AIDS

There are increasing numbers of orphans who have lost both parents and have no relatives to care for them. It is common for a child to be the head of its family. The traditional fostering system for orphans has been stretched beyond its capacity by the impact of HIV/AIDS. Local and international NGOs have made efforts to protect homeless orphans but cannot help them all and some orphans have ended up on the streets. Families, communities and institutions need additional resources and support to enable them to foster more orphans and homeless children.
Uganda is a good example of how a country can fight against HIV/AIDS. It educates the population about HIV/AIDS through mass media, working through persons living with HIV/AIDS and providing guidance and counselling services, testing centres and education programmes in schools. It is important to acknowledge the financial assistance from organizations such as UNICEF, the World Bank and DANIDA in helping the Ugandan Government to reduce the HIV/AIDS pandemic.

3.6 Key aims and desired outcomes for education

The Government of Uganda, through the Ministry of Education and Sports (MOES), recognizes the importance of education to national development. The mission of the MOES is "to provide quality education, to eradicate illiteracy and to equip the individuals with the basic knowledge, skills and attitudes".

The MOES has the following aims:

- Access to primary education for more school-age children;
- Completion rate for primary education (classes 1-7) to be improved. Drop out rates to be reduced significantly. In 1995 there was a drop-out rate of 46% for girls and 54% for boys;
- Trained teachers for quality education;
- Enrolment rate for girls in primary school to be improved from 46% to nearly 100%;
- Reduction of illiteracy rate from 38% to a minimal percentage;
- Improved access to and quality of education within available limited resources;
- Improved conditions and terms of service for teachers, including: salary increase, formal appointments, more opportunities for training;
- Enforcement of the law forbidding marriage before the age of eighteen;
- Development and implementation of the curriculum to suit the needs and culture of all children;
- Improved legal protection of the rights of all children;
- Protection of the rights of children with disabilities to equal access to public services and freedom from discrimination;
- Promotion of effective measures for the prevention of disabilities.

3.7 Developments

The MOES has established the following policies and programmes to enable it to achieve these aims:

- Universal Primary Education (UPE): a provision of basic education (primary education) to all Ugandan children of school-going age (see above);
- Teacher development and management systems (TDMS): this programme aims to improve the quality and equity of primary education in Uganda. Reformed primary teachers' colleges (PTCs) will offer outreach training as well as initial training;
- Basic education, child care and adolescent development (BECCAD) programme: promotes full cognitive and psycho-social development of children and adolescents within a supportive family and community environment conducive to education for all. Also deals with the prevention of HIV/AIDS and sexually transmitted diseases; adequate care and protection of children and adolescents from birth to adulthood;
- Alternative basic education for Karamoja (ABEK): a non-formal education strategy, which takes care of the special characteristics and uniqueness of the rural lifestyle of the Karamojong children. It has an inbuilt flexibility that can be used to address immediate issues affecting the Karamojong community (see Case Study 1);
- Complementary opportunity for primary education (COPE): another initiative intended to support primary school drop-outs so that they are able to continue with their education;
- National strategy for accelerating girls' education: promotes the rights and accelerates the education of a girl child, including those with disabilities and/or living in difficult circumstances.
4.1 The Ministry of Education and Sports

In an attempt to achieve education for all, the government has restructured the education system and its staffing in support of inclusion. At national level, the MOES is headed by the Minister responsible for education and sports. The Ministry is charged with the following key roles:

- to provide technical, professional, material and financial support for the delivery of educational services;
- to provide a mechanism and framework for the admission of students to educational institutions;
- to provide advice on career guidance and counselling to educational institutions;
- to coordinate training programmes for teachers and tutors and to deploy them;
- to administer national and international scholarships and bursaries;
- to collect and process relevant information and data for educational planning;
- to set, disseminate, monitor and evaluate minimum national educational standards;
- to guide, monitor and evaluate the development of curricula and publications for educational institutions;
- to appoint and train Boards of Governors for educational institutions.

A Department of Special Needs Education and Careers Guidance has been established to develop and implement policy and to provide an operational framework for special needs education, careers guidance and counselling as envisaged in the White Paper. The Department guides educational programmes for learners with special educational needs.

Under the decentralization programme, each district establishment has an Educational Assessment and Resource Service/Special Needs Education (EARS/SNE) staff member within the education department. Their role is to ensure that learners with special educational needs are enrolled and continue to attend school, and that their educational needs are met.

The decentralization of responsibility for running primary education has created a need to strengthen district authorities’ capacities to assume this role effectively.

At school level, the District Education Authority appoints two committees in each school:

- School Management Committee;
- School Finance Committee.

There is also a parent-teacher association in each school.

4.2 Operation of funds in schools

A number of measures have been put in place to facilitate the better operation of funds in schools.

- Every school must establish a School Finance Committee for budgeting purposes.
- All school heads, education officers and chief administrative officers must account for UPE funds monthly as required by government.
- Details of funds received in schools have to be notified to the sub-county chairpersons/sub-county chiefs and the general public.
- District authorities must ensure that all UPE funds are delegated to schools, with none being retained at district level.
- Capitation grants to primary schools need to be spent as follows:
  (a) 50% on instructional materials for all subjects taught;
  (b) 30% on extra-curricular activities i.e. sports and clubs for all children in the lower and upper classes;
  (c) 15% on school management including school maintenance and utilities like water and electricity;
  (d) 5% on administration.

4.3 School management

- All those teaching in schools must be registered or hold a licence issued by the Commissioner for Education.
- Corporal punishment is prohibited.
- Pupils should not be excluded from school or be forced to repeat classes purely on the grounds of poor academic performance. Instead, they should be encouraged to attend remedial classes.
- Children are admitted to the first year of primary school at the age of six.
• It is the parents' responsibility to find school placements for their children.

4.4 District responsibilities

At district level, the Resident District Commissioner (RDC) and Chief Administrative Officer (CAO) are responsible for:

• monitoring the use of the UPE grant and efficient and effective running of schools;
• ensuring prompt disbursement of UPE grants to schools and overseeing accountability;
• preparing the education budget and delivering the service within that budget.

5

PROVISION FOR COMMUNITY/PARENTAL INVOLVEMENT, MANAGEMENT AND SUPPORT

The government recognizes, appreciates and encourages the contribution and involvement of parents and the community in the education and welfare of children in Uganda. From basic care, through emotional, physical and material support and their role in helping children to learn, parents and carers are crucial to a child’s chances of educational success.

In Uganda, the extended family and the community support networks have been subject to dramatic change and have been breaking down. At the same time, there have been a number of initiatives at community level over the past couple of decades, including self-help groups and parents' groups working within community-based programmes. These groups work to build the capacity of the family and the community. They contribute towards the construction of school buildings, encourage members to enrol and support children in school, participate in mobilization activities to support improved learning at home/school and are actively involved in sanitation promotion programmes.

6

DATA ON CURRENT NON-INCLUDED OR MARGINALIZED GROUPS

Comprehensive data on both the categories and number of non-included and marginalized people in Uganda are not available. This presents a serious problem in trying to plan efficiently and effectively for the education and general welfare of children. Data and information on non-included and marginalized groups need to be collected in all districts to enable an accurate assessment of the situation.

The Education Strategic Investment Plan 1998–2003 (see above) includes the design and setting up of a district-based, computerized Educational Management Information System (EMIS), with data processing and analysis at district level, and full data-transfer linkage with the national EMIS. Analysis of data about children with varying learning needs will be an important part of this.

Despite limited data on non-included or marginalized groups, many initiatives to support the education system in Uganda are being undertaken by a range of stakeholders. The established database would help considerably in coordinating and strengthening the initiatives summarized in Table 1.
### Table 1
General and category-specific initiatives and responses

<table>
<thead>
<tr>
<th>Category/Group</th>
<th>Initiative</th>
<th>Donors/Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) All children of school age</td>
<td>• Free education for four children per family (UPE)</td>
<td>• Government</td>
</tr>
<tr>
<td></td>
<td>• Provision of learning materials</td>
<td>• World Bank</td>
</tr>
<tr>
<td></td>
<td>• Classroom construction</td>
<td>• African Development Bank</td>
</tr>
<tr>
<td></td>
<td>• Teacher training</td>
<td>• Irish and Dutch Governments</td>
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<td></td>
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<td>• Danish International Development Agency (DANIDA)</td>
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<td></td>
<td></td>
<td>• UNICEF</td>
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<td></td>
<td></td>
<td>• Religious organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. Adventist Development Relief Agency (ADRA)</td>
</tr>
<tr>
<td>(b) (i) Children in difficult circumstances</td>
<td>• Health and nutrition</td>
<td>• Government</td>
</tr>
<tr>
<td>1. Children with disabilities and learning</td>
<td>• Education</td>
<td>• Ministry of Education/EARS/SNE</td>
</tr>
<tr>
<td>difficulties</td>
<td>• Rehabilitation</td>
<td>• Ministry of Gender, Labour and Social Development</td>
</tr>
<tr>
<td>2. Traumatized children</td>
<td>• Reunion with families</td>
<td>• Ministry of Health</td>
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<tr>
<td>3. Child heads of household</td>
<td>• Community-based rehabilitation</td>
<td>• Ministry of Local Government</td>
</tr>
<tr>
<td>4. Children affected or infected by HIV/AIDS</td>
<td>• Mobility and rehabilitation</td>
<td>• United Nations High Commissioner for Refugees (UNHCR)</td>
</tr>
<tr>
<td>5. Children on/in the street</td>
<td>• Free tuition fees and learning materials</td>
<td>• Red Barnet</td>
</tr>
<tr>
<td>6. Refugees</td>
<td></td>
<td>• Red Cross</td>
</tr>
<tr>
<td>7. Orphans</td>
<td></td>
<td>• Norwegian Association for the Disabled (NAD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other NGOs</td>
</tr>
<tr>
<td>(b) (ii) The girl child</td>
<td>• Sara Communications Initiative: education of the girl child, life skills</td>
<td>• Ministry of Education and Sports: Basic education, child care and adolescent</td>
</tr>
<tr>
<td></td>
<td>and girl child rights</td>
<td>development (BECCAD)</td>
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<td></td>
<td></td>
<td>• UNICEF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• United Nations organizations</td>
</tr>
<tr>
<td>(b) (iii) Nomads</td>
<td>• Education: (Alternative Basic Education for Karamoja – ABEK)</td>
<td>• Ministry of Education and Sports</td>
</tr>
<tr>
<td></td>
<td>• Rehabilitation</td>
<td>• UNICEF</td>
</tr>
<tr>
<td></td>
<td>• Health and nutrition</td>
<td>• World Food Programme (WFP)</td>
</tr>
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<td></td>
<td></td>
<td>• Redd Barna</td>
</tr>
<tr>
<td>(b) (iv) Primary-school drop-outs</td>
<td>Complementary Opportunities for Primary Education (COPE)</td>
<td>• Ministry of Education and Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• UNICEF</td>
</tr>
</tbody>
</table>

**KEY**
(a) - general initiative  
(b) - specific initiative
7.1 Repetition and drop-out

Repetition of school years and drop-out continue in Ugandan schools. Contributory factors are generally sociocultural, political, economic and/or school related.

(a) Sociocultural factors
- Cultures which oblige parents to uphold the needs and interests of the male child above those of the female and which encourage them to view girls' education as an unacceptable cost.
- Harmful traditional practices and attitudes which inflict physical and psychological damage – e.g. initiation rituals, early marriage and bridal dowries.
- Family instability which deprives children of the love and security of one or both parents, and fosters sexual abuse.
- Insecure environment in and outside school; physical, social and psychological conditions which bring about low self-esteem. Another factor is the distance between home and school. All this makes children easy prey to sexual harassment and abuse.

(b) Political/economic factors
- Failure to enforce available laws and regulations which would otherwise protect children.
- The planning and management processes at central, district and community levels are not sufficiently sensitive to the particular needs of children.
- Poverty constrains the choices available to parents even if they are amenable to supporting their children’s education.

(c) School-related factors
Inadequate school facilities, especially:
- sanitation facilities;
- adaptations in public and private buildings to allow for easy access and mobility of persons with disabilities;
- shortage of secure accommodation in day institutions, and long-distance travel;
- negative gender stereotyping in the learning methodology and assessment system;
- negative teacher attitudes which discourage the child from participating freely and improving performance in school;
- the absence of trained guidance and counselling personnel in schools;
- a shortage of trained teachers to accommodate the varying needs of all children;
- failure to meet the needs of learners with special needs – e.g. different communication modes such as sign language or Braille;
- inappropriate teaching approaches.

7.2 System efficiency

Uganda has laid down a number of measures which enable all stakeholders to be actively involved in the implementation of UPE as a means of achieving inclusion. These measures include:
- the introduction and maintenance of feeding programmes in schools;
- continuous awareness-raising and familiarization programmes for stakeholders, parents, local councils (LCs), school management committees and PTAs;
- teacher-provided guidance and counselling for adolescents;
- interesting teaching approaches/styles;
- reinforcing discipline both at home and at school;
- the training and employment of more qualified teachers;
- provision of basic school requirements for children;
- good school management;
- family-school-community collaboration;
- provision of a conducive learning environment for all children;
- separate toilets for boys and girls;
- more schools, to reduce the distance children have to walk;
- safe drinking water provided by sinking boreholes and digging protected water wells.
8 CHANGES IN CURRICULUM AND TEACHING/LEARNING APPROACHES

There have been improvements in primary education curriculum development. The basic education curriculum is the responsibility of the National Curriculum Development Centre (NCDC) which is involved in curriculum design, development and advice. The present national primary school curriculum was published in 1970 and reviewed in 1990. Evaluation showed that it had limitations in the area of skills development and that it was too academically oriented.

The NCDC is currently reviewing the primary school curriculum and is planning a new curriculum which will be in two volumes and have eleven subjects. Volume one will comprise English, mathematics, science and social studies. Volume two will include agriculture, business studies, art and crafts, music, dance and drama, mother tongue (seven regional languages), physical education and religious education/morals.

9 CHANGES IN COMMUNITY PARTICIPATION

The decentralized system Uganda has adopted calls for the full participation and involvement of the community. The Local Government Act (1997) provides for the decentralization of functions, powers, responsibilities and services at all levels of local government. This is to ensure democratic participation in, and control of, decision-making by local communities. Today, communities are not simply recipients of government services; rather, they initiate, implement and make decisions about their own development programmes.

The Act also enables persons with disabilities to be represented at all levels of governance, providing disabled people with a means of advocacy and action. Communities have so far demonstrated positive attitudes towards involving people with disabilities at school and in other services. However, children and adults with disabilities rarely become actively involved in their communities and this needs to be encouraged.

Similarly, UPE has enabled communities to mobilize resources for the construction and maintenance of schools, to provide a secure and safe environment for children, including those with special needs, and to encourage families to send children to school and support their learning.

10 CHANGES IN INITIAL AND IN-SERVICE TEACHER EDUCATION

To address issues of inclusion, the government established two interrelated programmes: Uganda National Institute of Special Education (UNISE) and Educational Assessment and Resource Service/Special Needs Education (EARS/SNE). UNISE trains teachers and other professionals to work in the field of special needs education and rehabilitation. EARS/SNE is decentralized and seeks to provide local education and rehabilitation services to all learners with disabilities and special learning needs. These two programmes have had a great impact in teacher-training curricula both at the initial and in-service stages. UNISE has revised all its curricula to suit the present needs of UPE and the policy of inclusion. Previously, teachers were trained as specialists in particular categories of disability, now they acquire broad skills and knowledge on addressing diversity in classrooms. UNISE also use the “UNESCO Teacher Education Resource Pack: Special Needs in the Classroom”.

The EARS/SNE programme at the Ministry of Education and Sports (MOES) headquarters trains teachers through short courses, workshops and seminars. It has also provided the district EARS/SNE offices with funding and help with course content to encourage them to train teachers locally.
The two programmes train teachers on an in-service basis. In 1998, a special needs education component was introduced to all primary teachers' colleges (PTCs) in the country, an innovation spearheaded by UNISE to enable more student teachers to be trained to meet the needs of various learners in the classroom.

Table 2 shows the number of teachers undergoing diploma-level training in UNISE since 1990.

Table 2
Teachers trained in UNISE at diploma level

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>26</td>
</tr>
<tr>
<td>1992</td>
<td>24</td>
</tr>
<tr>
<td>1994</td>
<td>74</td>
</tr>
<tr>
<td>1996</td>
<td>85</td>
</tr>
<tr>
<td>1997</td>
<td>62</td>
</tr>
<tr>
<td>1998</td>
<td>44</td>
</tr>
<tr>
<td>1999</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
</tr>
</tbody>
</table>

11 FINANCE AND RESOURCES

The government has given increasing priority to education spending which is projected to grow from USH 301 billion (US $20 million) in the financial year 1997/98 to USH 460 billion (US $30 million) in 2002/03.

Other resources behind the reforms have included capacity-building and training programmes designed for education managers at all levels. The capacity-building is intended to ensure effective school management and the implementation of national and district policies and procedures on inclusion. It also contributes to the planning, coordination and delivery of initial and in-service teacher education and classroom support. The general mobilization of public opinion to support and implement education reforms has been an important factor in seeing through reforms.

12 LINKS WITH OTHER SECTORS

The effective provision of services to meet the goal of inclusion requires the combined expertise, experience and support of a range of individuals and institutions. An inter-organizational approach is also needed and the implementation of UPE by the MOES has to relate to the roles and functions of other organizations and agencies, and the ways in which they interact. Collaboration between, for example, health, social services and local government, religious organizations and NGOs is highly valued. The benefits of collaboration cannot be overemphasized, and include:

- harmony and a strong voice for negotiation when approaching donors;
- cost-effectiveness in the use of resources;
- group identity and shared purpose;
- sharing of resources;
- honest brokerage and the creation of an independent "watchdog";
- networks and fora.

12.1 Areas of collaboration and roles

The following tables indicate areas of collaboration and the roles played by government departments and NGOs.
### Table 3
**Government departments**

| Ministry of Health | • Diagnosis/treatment of children referred by EARS/SNE staff and any other relevant groups  
|                    | • Provision of medical equipment  
|                    | • Carrying out education for parents and the public  
|                    | • Carrying out immunization programmes for children under the age of five |
| Ministry of Gender, Labour and Social Development | • Provision of rehabilitation services and conducting programmes within some of these  
|                                                                 | • Assisting in the identification of children with disabilities  
|                                                                 | • Carrying out awareness-raising/training of the community in related activities in the field of disability |
| Ministry of Local Government | • Ensuring service delivery for children with disabilities |
| Ministry of Works, Transport and Communication | • Construction and maintenance of buildings  
|                                                                 | • Vehicle maintenance  
|                                                                 | • Provision of appliances (equipment for children with disabilities e.g. crutches). This is done in liaison with Ministry of Health and other relevant bodies |
| Ministry of Information | Plays a crucial role in disseminating information to the public through:  
|                                                                 | • *film coverage*  
|                                                                 | • broadcasting sensitization programmes |

### Table 4
**Collaboration between non-governmental organizations and the government**

| Adventist Development Relief Agency | • Construction of schools  
|                                    | • Training of teachers |
| Red Barnet                        | • Promotion of basic education in areas with disadvantaged groups  
|                                    | • Pilot new initiatives  
|                                    | • Construction of schools |
| Redd Barna                        | • Construction of schools  
|                                    | • Promotion of basic education |
| World Vision                      | • Construction of schools  
|                                    | • Sponsoring education of children from poor families |

There are a number of challenges in trying to achieve cross-sectoral collaboration. For example:
- Some services are not available in some districts, making referrals difficult and expensive for the target group.
- There are different approaches to problem-solving by different professionals.
- Lack of a common resource base which can be shared by different ministries and/or organizations.
- Lack of a professional code of ethics, including over-confidence, makes record-sharing difficult.
- Minimal joint training makes it difficult to work collaboratively and develop interpersonal skills.
CONSTRAINTS IN IMPLEMENTATION

Whatever systems a country may develop for running its educational activities, it is likely that there will be strengths and weaknesses. Clearly, formulating national aspirations is one thing, achieving them is another. Moreover, as already noted, Uganda has faced major difficulties which have impacted negatively on the development of many areas of provision. These observations constitute major weaknesses in implementing the policies which have been put in place. Some of the problems are listed below:

- ongoing insecurity in some parts of the country;
- political interference;
- rampant corruption and mismanagement of resources - e.g. bureaucracy, delayed release of funds for the implementation of planned programmes;
- insufficient skilled human resources;
- large class sizes as a result of increased enrolment through UPE;
- inadequate structures/resources; in particular, classroom space, furniture (desks), books, educational materials, etc.;
- inadequate pay for and delay in payment of teachers.

The government has responded with proactive legislation, policy and awareness-raising among the population of the need to develop the country for the betterment of all its citizens.

A number of procedural arrangements have also been put in place to enable the smooth implementation of education for all. Schools receive nine monthly payments in each school year in the form of fees and a capitation grant, information about which has to be displayed on all primary school notice boards and viewed by all stakeholders.

The UPE programme has given many children with varying abilities the chance to enter primary education; a child with disabilities/special educational needs has priority over other children. Girls have equal opportunities in education, while orphans are entitled to free education.

The three case studies which follow illustrate some of the ways in which Uganda is working towards inclusive education.
CASE STUDY ONE
ALTERNATIVE BASIC EDUCATION FOR KARAMOJA (ABEK)

1. The role of the initiative in national policy

The Karaimojong are a semi-nomadic people who live in a fragile and precarious ecological environment in north-eastern Uganda. The region comprises the two districts of Kotido and Moroto. The inhabitants keep cattle, which they value above all else.

Formal primary school education provides an experience that neither equips the Karaimojong children to become productive members of their society nor prepares them to live successfully outside Karamoja. What the children learn in school undermines their values, traditional knowledge and skills and their cultural traits, all of which are crucial to survival. The curriculum goals do not recognize the need to develop self-reliance and to promote a positive image of a rural, nomadic way of life. There is a need to study the traditional, and developing, cultures of this lifestyle; this approach could enhance the economic contribution of the cattle-based, rural tradition to the national economy.

The Karaimojong see formal primary school education as a threat to their social ethics. Education requires full-time attendance which means that children have to withdraw from their normal work with cattle and their domestic activities for long periods of time. This is contrary to the Karamojong’s way of bringing up children. The Karamojong culture views the role of boys as that of herding cattle and that of girls as carrying out domestic chores.

2. The specific aims and objectives of the initiative

This programme was officially launched in September 1998 with the main aim of improving the quality of life of the Karaimojong children and their community through teaching them functional and basic life skills, providing access to formal primary school education and supporting primary schools. The programme offers a new, unconventional, viable, cost-effective and sustainable approach. It provides an alternative and appropriate educational option for children who, as a result of various economic, environmental and social problems, have had no access to conventional primary school education in Karamoja.

The objectives of the programme are to:
- increase the number of primary school aged children who are enrolled for basic education and UPE in Karamoja;
- improve the literacy and numeracy levels of children and the rest of the community;
- reduce drop-out rate in the formal school system;
- evaluate the viability, cost-effectiveness and sustainability of this initiative to test its potential as a model for replication throughout Karamoja.

The targeted number of children to benefit from the initiative during this pilot phase is 35,000. Currently 8,000 children are enrolled in the programme.

3. The social and educational context of the initiative

The immediate beneficiaries of the Alternative Basic Education for Karamoja (ABEK) programme are all children of primary school age. The graduates of the programme acquire basic life skills to help them find and keep jobs and to improve the quality of their life. Those wishing to continue with their education are generally competent enough to join the formal primary school system at the appropriate level (usually the sixth year). They are able to complete the primary education cycle with support from the programme, which provides fees and resources.

Children and their parents benefit from improved literacy and numeracy levels, which leads to more positive attitudes towards school education and self-reliance. This in turn benefits the community as a whole, assuring people that their culture is not under threat from school education but that it will enrich their culture, improve conditions and their standard of living by creating better health practice, animal and crop care and general economic output.

The government also benefits from the considerable improvement in literacy and numeracy and this helps to deliver UPE.

Although this programme is not specifically focused on the girl child, it is flexible and community oriented and allows the girl child to study at her own pace, ability and interest, at a convenient time, without disrupting her domestic work.
4. Strategies and modes of operation

This programme employs functional basic education approaches to enable the children to do much of their learning without disrupting their normal domestic and work routines. The approaches used are imaginative, resourceful, learner and community oriented and use special and sustainable instructional equipment and materials designed specifically for children from the cattle-keeping tradition. Strategies used include: role play, storytelling, riddles, games and sports, case studies, tours and visits, illustrations and demonstrations, experimentation, films and videos, music, dance and drama, and the use of local experts.

5. Teaching materials

There is no separate curriculum for this programme. The current primary school curriculum has been revised and adapted to suit the learning requirements of the Karaimojong children, but also includes indigenous knowledge and skills and basic life skills relevant to a rural/cattle-keeping life – e.g. animal husbandry, water and range land management, environmental protection, early warning systems and positive cultural practices. The design and development of specific learning and teaching materials for this programme take into account the needs, interests, aspirations and uniqueness of the Karaimojong people. Where necessary, instructional materials used in similar programmes like COPE are modified and utilized in the programme.

The professionals involved in the development and production of resources and the teaching of the programme are experienced primary teachers who have a good understanding of this life and its people. The teachers were identified through the collaborative efforts of Redd Barna (a Norwegian NGO) and District Education Offices. Experts from the National Curriculum Development Centre (NCDC), Institute of Teacher Education, Kyambogo (ITEK), MOES and UNICEF were asked to plan and facilitate the process.

An ordinary school day in Karamoja

At the learning centres, the learning day starts very early in the morning, before the boys go to herd cattle and the girls start the domestic chores. Learning also takes place in the evening, once the boys have returned the cattle to the kraals and girls have finished their domestic work.

The learning centres are not permanent structures; they are temporary, or located simply in the open air under the shade of trees. The centres are usually close to kraals and homesteads. The teachers, known as facilitators, come to the learning centres with adapted teaching materials and work through role play, storytelling, games and sports and demonstrations.

The learning centres have attracted learners of different ages, including adults, and with different learning potential. Unlike formal school days, in which time is strictly observed, the ABEK situation is flexible and times are not fixed rigidly – e.g. start and finish times at the centres. Those attending the centres are also provided with food.

6. Technical and financial assistance

This programme is funded by Redd Barna working with other development partners – e.g. UNICEF, the United Nations Capital Development Fund (UNCDF), the World Food Programme (WFP) – and the local District Administration through its annual budget. Redd Barna coordinates the purchase of equipment, organizes the logistics, and oversees training, the buildings and the provision of food. The table below shows the development partners working with Redd Barna and their respective roles.
Table 5
Development partners

<table>
<thead>
<tr>
<th>Partner</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNICEF</td>
<td>• Provision of transport and equipment</td>
</tr>
<tr>
<td>UNCDF</td>
<td>• Construction of physical structures both for this programme and permanent schools</td>
</tr>
<tr>
<td>WFP</td>
<td>• Provision of food in the learning centres</td>
</tr>
<tr>
<td>REDD BARNÁ</td>
<td>• Provision of equipment, logistics, and training</td>
</tr>
<tr>
<td></td>
<td>• Construction of physical structures</td>
</tr>
<tr>
<td></td>
<td>• Provision of food</td>
</tr>
</tbody>
</table>

7. Expected outcomes

It is expected that if the programme is implemented as envisaged, the outcomes will be as follows:
• improved primary school enrolment and establishment of UPE;
• improved community attitudes towards and participation in formal school education;
• creation of a growing group of children who have learned functional life skills through non-conventional teaching methods;
• tested and proven non-conventional learning approaches, teaching materials and methodology;
• an innovative, imaginative and realistic basic education programme, which has also improved in quality;
• viable, cost-effective and sustainable school structures, equipment and systems suitable for learning in the rural environment;
• improved primary school management systems that will recognize the unique way of life of the Karaimojong children and those like them and the nature of their community and environment;
• development of a group of instructors experienced in the unconventional approaches to teaching and learning which are appropriate for these people.

The programme is running as a two year pilot project but after the final review, it will continue as a national programme.

8. Results

The following results have been achieved so far:
• Initial stages of the project have been successfully completed.
• An increase in enrolment has been achieved.
• Facilitators have been trained.
• The communities are very interested in the programme; adults are now also attending classes.
• The curriculum has been developed.
• The management committees have been established at grass roots level and are working as expected.

9. Community involvement

The exact location of the learning centres in the villages and kraals was identified through community involvement. The centres in the villages are semi-permanent, grass-thatched houses erected within the compounds of respected and highly influential elders. The local communities have contributed building materials and expertise.

The local community participates directly in the identification and eventual recruitment of village and kraal teachers through proposing the names of potential teachers. School-leavers currently resident in the villages and kraals who have reached a standard roughly equivalent to that of the English GCSE, are identified and trained to teach on the programme. Local people are also identified to teach traditional knowledge and skills. A school committee is established for every village and kraal school and consists of elders, chiefs, teachers and parents.

The District Education Committee (DEC) and District Education Officer (DEO) assume overall responsibility for establishing recruitment criteria for teachers and school committees. The District Education Office is guided and assisted by MOES, funding agencies and identified technical experts.

Professional courses and management training is organized for teachers and members of school
committees to improve their teaching approaches and management competences respectively. Primary schools and primary teachers’ colleges within the programme area are used as resource centres for training and the development and production of teaching material. The teachers need teaching materials, bicycles, tents, lamps and torches which are provided by the respective districts and funding agencies. The community provides support in the form of food and shelter for teachers; transport (donkeys) for carrying tents and teaching materials to the kraal schools; moral support; and arranging for their children to attend.

10. Monitoring and evaluation

10.1 Regular monitoring and formative evaluation

The implementing agencies (Kotido and Moroto District Education Offices) prepare and submit regular monthly reports on the programme’s progress to the DECs, the MOES, Redd Barna and other funding agencies. They receive feedback on the reports and advice and support on the next stage of development. The work is also actively monitored by government officers and the funding agencies through regular visits to the programme area and the provision of on-the-spot support and management when problems are identified.

Formative evaluation is carried out to assess the mid-term progress of the pilot phase. This is a mechanism for the identification of discrepancies and for putting right any problems during the pilot phase.

The views and feedback of all concerned are collected, including those of the pupils, teachers, parents, school committees and local community. These views are also included in the final evaluation of the programme.

10.2 Final evaluation

Redd Barna, in consultation with other stakeholders, has appointed an external evaluation team to evaluate the pilot phase, focusing on the desirability and feasibility of its continuation and replication.

The evaluation concentrates on the following elements of the programme:

- aims and objectives of the programme;
- curriculum model;
- relevance of teaching and learning materials;
- mode of delivery;
- assessment methodology for learners;
- learner performance in relation to that of conventional primary school pupils;
- learner support and school management systems;
- funding levels;
- implementation strategies;
- community support;
- impact of the programme on learners and community.

The evaluation and analyses of data gathered, including the pupils’ study records and the final examination results, are used to assess the impact of the programme on the pupils, including their morale and other attitudinal issues. In addition, careful analysis is carried out on each component of the programme to assist in identifying the real cost per pupil, and to compare this with similar figures for conventional formal schooling. This analysis shows the cost implications of replication on a regional scale.

10.3 Lessons learned

- The case study shows the importance of culture in children’s learning.
- The involvement of the community has an impact on any innovation.
- It is possible for learning to take place in any environment/setting, at any time of day and at any age.
- The collaboration/coordination between the MOES, the ministries at central and local levels and various NGOs is a practical approach for successful implementation.
- For the successful implementation of any initiative, strategic use of both human and material resources is crucial.
- 25% of the target group of children are enrolled to date. This is more an indication of the prevailing culture in these communities than a reflection of the efforts made.
CASE STUDY TWO

REINTEGRATION AND REHABILITATION OF CHILDREN AFFECTED BY ARMED CONFLICT IN NORTHERN UGANDA (TRAUMATIZED CHILDREN IN GULU DISTRICT)

1. The role of the initiative in national policy

Over the past twelve years, the people in the northern districts of Uganda have been engulfed in a conflict that has resulted in death, massive internal displacement, the abduction of thousands of children and the destruction of homes, villages, health units and schools. The conflict has broken down the very fabric of civil society.

Most recently, the districts of Kasese and Bundibugyo in the south-western part of the country have also experienced rebel incursions, resulting in the killing and abduction of local residents. This project is working with traumatized children in the Gulu district and is a community-based programme for the reintegration and rehabilitation of children affected by armed conflict. It is hoped that when the armed conflict stops, the programme will continue to cater for orphans and vulnerable groups.

2. The social and educational context of the initiative

Although this initiative has benefits for both children and adults, the main beneficiaries are the children.

The overall aim of the initiative is to enhance the availability, quality and appropriateness of psychosocial counselling, reunion with family members and education and vocational skills development. It also aims to help schools and communities provide a functional curriculum as determined by the MOES. There are also extra-curricular activities, including enhanced opportunities for self-expression, recreation and participation.

3. Specific aims and objectives of the initiative

The main aim of the initiative is to develop the basis for the reintegration of war-affected children in Gulu district. The primary concern is children who have been abducted but have now returned, referred to as "returned abductees". The wider target group includes the children's families and their communities.

4. Strategies and modes of delivery

A multi-agency core working group was established to address the issue of those suffering from the armed conflict. This group is coordinated by the Ministry of Gender, Labour and Social Development (MGSD). Members of the group are representatives of: Ministry of Health, Red Barnet (a Danish NGO), Gulu Support the Children Organization (GUSCO), International Service Volunteers' Association (AVSI), Transcultural Psychosocial Organization (TPO), Hope After Rape (HAR), World Vision (WV) and UNICEF. As an initial stage in the process, the core group undertook a needs assessment to establish which interventions would be most appropriate. The identified strategies are now being implemented.

In order to maximize the chances of success, implementation of the programme is largely delegated to partner agencies which build upon existing or previous structures and provision. A number of key strategies are used:

- Involvement of local people in decision-making, planning and implementation. They participate at both community level and at various levels of local government. This leads to empowerment and a sense of ownership and responsibility, which means that local and donated resources are more likely to be used efficiently.
- Adequate equipping of schools, and the training and motivation of teachers in meeting the psychosocial needs of children.
- Familiarization and awareness-building through the use of newsletters, leaflets, booklets, posters and features in local and national newspapers. Broadcasts (local and national radio and television) are also used.
- A programme of community workshops which are regular open-group events held in community centres – e.g. a primary school or a church. Willing facilitators are identified and given appropriate training. They are usually people already working...
with families and communities in the area, such as teachers, health workers, community development workers, civic and religious leaders.

• A group of community-based, psychosocial support (PSS) practitioners has been established, based on the approach taken by the community workshop facilitators.

• New approaches to skills training are used – e.g. apprenticeships with local artisans, school/home-focused agriculture and animal husbandry skills.

5. The financial and organizational partners

The programme is funded by Redd Barna, other development partners and the district local administration. Technical capacity is developed through bringing in relevant expertise from agencies. The following table shows which agencies are involved and their respective roles.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNICEF</td>
<td>• Has supported the development of a database on the abductions and return of children for the district • Considerable advocacy work has been undertaken about abducted children through the United Nations and foreign governments. Various NGOs, the Africa Medical Research Foundation (AMREF) and Action Contra la Faim (ACF) are addressing the basic needs of children in protected villages</td>
</tr>
<tr>
<td>Red Barnet</td>
<td>• Facilitates access to information materials developed from addressing similar situations globally</td>
</tr>
<tr>
<td>GUSCO (Gulu Support the Children Organization)</td>
<td>• Supports returned abductees in Gulu district through community mobilization, counselling and guidance, resettling children in communities • Supports the familiarization/awareness-raising of teachers</td>
</tr>
<tr>
<td>World Vision</td>
<td>• Supports children and adults from Gulu and other areas of northern Uganda • Carries out rehabilitation, resettlement, psychosocial and educational support programmes for children</td>
</tr>
<tr>
<td>CCF (Christian Children’s Fund)</td>
<td>• Construction of schools • Raising the standards of poor families by supporting small household income-generating activities • Education support for children from poor families</td>
</tr>
<tr>
<td>DANIDA (Danish International Development Agency)</td>
<td>• Supports the Medical Assistant Training Programme in Gulu • Gulu Hospital operates a psychiatric ward where more intensive care can be provided</td>
</tr>
<tr>
<td>World Food Programme</td>
<td>• Has been distributing relief food to displaced people through the Norwegian Refugee Council and supporting both GUSCO and World Vision • Providing day meals at school</td>
</tr>
<tr>
<td>British High Commission</td>
<td>• Has provided office equipment and beds to the GUSCO Resource and Reception Centre</td>
</tr>
<tr>
<td>Educational Assessment and Resource Services/Special Needs Education (EARS/SNE)</td>
<td>• DANIDA-funded project provides a service to assess children’s special needs to facilitate their reintegration into formal education wherever possible</td>
</tr>
<tr>
<td>Redd Barna</td>
<td>• Construction of school facilities</td>
</tr>
</tbody>
</table>
6. Expected outcomes

It is envisaged that the following outcomes will be achieved.

- Families and communities (including adolescents) will be better able to recognize and respond to the needs of children affected by armed conflict.
- Structured community-based activities will be established in which returned abductees participate alongside other children in their communities.
- Enhanced availability, quality and appropriateness of formal primary education.
- Apprenticeships and other forms of community-based hands-on training.

7. Persons involved

Over 14,000 children have been abducted in Uganda and more than 530,000 persons displaced. Some children are still missing. During 1997-98 this initiative was able to deliver different services to a range of children in the district, as shown below.

8. Results

- Families reached by the programme demonstrate increased resilience and competence in coping with war-affected children.
- Communities taking part in the programme of community workshops are implementing community action plans related to children’s needs.
- Referral procedures for children requiring extra-family/community psychosocial care and treatment are in operation.
- At least 50% of children in programme areas identified as being in need of psychosocial support (including returned abductees) are involved with other children in structured community-based activities. These children demonstrate improved physical and mental health.
- Children are taking part in structured community-based activities for at least three hours a week in all areas reached by the programme.
- These activities have been shown to be effective in providing psychosocial support to children affected by armed conflict. Their cost-effectiveness, sustainability and replicability have been assessed.

<table>
<thead>
<tr>
<th>Table 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of children reached by the initiative (1997-98)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Planned for the entire project period</td>
</tr>
<tr>
<td>Status for the entire project period</td>
</tr>
<tr>
<td>Achieved</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Reintegration and psychosocial support</strong></td>
</tr>
<tr>
<td>1. Children given immediate support and basic counselling at the</td>
</tr>
<tr>
<td>Reception Centre</td>
</tr>
<tr>
<td>1,200</td>
</tr>
<tr>
<td>2. Severely affected children referred for traditional healing/extra</td>
</tr>
<tr>
<td>support by psychiatric nurses</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>3. Children reunited with their families and provided with</td>
</tr>
<tr>
<td>resettlement kits</td>
</tr>
<tr>
<td>1,200</td>
</tr>
<tr>
<td>4. Families of war-affected children counselled and supported in</td>
</tr>
<tr>
<td>programme area</td>
</tr>
<tr>
<td>400</td>
</tr>
<tr>
<td><strong>Children given vocational training through apprenticeship</strong></td>
</tr>
<tr>
<td>1. Children placed with local artisans for skills training</td>
</tr>
<tr>
<td>300</td>
</tr>
<tr>
<td>2. Children equipped with tool-kits on completion of their skills</td>
</tr>
<tr>
<td>training</td>
</tr>
<tr>
<td>300</td>
</tr>
<tr>
<td><strong>Improved access to schooling for war-affected children</strong></td>
</tr>
<tr>
<td>Children assisted to re-enter primary schools and provided with</td>
</tr>
<tr>
<td>learning materials and school uniforms</td>
</tr>
<tr>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>3,850</td>
</tr>
</tbody>
</table>

The figures for 1999 were not available at the time of compiling this paper.
• Schools in programme areas have adopted the recommended methods and approaches to helping war-affected children. These schools have improved their infrastructure and equipment base in line with targets set and agreed in joint planning exercises.
• The curriculum and extra-curricular activities in schools have been modified and enriched, working to plans developed by the schools themselves, programme staff and the District Education Department.
• A good number of young people have completed apprenticeships and are either in paid employment or are successfully self-employed.
• A school/home-focused agriculture and animal husbandry skills improvement programme has been developed and implemented.

9. Community involvement

There are many kinds of service providers in the community. They are:
• family and neighbours;
• traditional leaders and cultural institutions, especially elders and traditional healers;
• religious groups;
• other community-based organizations;
• elected and appointed officials at local level;
• general community members.

Families and neighbours have an important role in consoling, providing advice to and supporting each other. The elders' council is an important community group in most established communities. The elders have a recognized status and role in mediating conflicts, providing advice and support and overseeing certain cultural traditions. They also perform traditional rituals such as the cleansing ceremonies which are important to returned children's recovery and re-acceptance. Traditional healers exist in all the districts affected by armed conflict and treat many kinds of health conditions including psychosocial-related illnesses. Churches, too, provide counselling, advocacy for peace, group prayers and some resources.

Some local community-based organizations – e.g. groups of persons with disabilities, women and concerned parents – are also providing support. Elected and appointed community leaders like local councils and camp leaders have important roles in handling interpersonal conflict situations.

10. Monitoring and evaluation approaches

Sample family surveys and case studies have been carried out to assess:
• the contribution of war-affected children to household food security;
• the level of informed decision-making and planning within families;
• attendance of children at school and academic performance;
• behavioural changes of war-affected children;
• war-affected children's participation in recreation with other children;
• participation of family members in community activities e.g. PTA (parent-teacher association), school management activities, LCs.

The following methods of data collection are used:
• community action plan documents;
• progress reports;
• referral procedures documentation;
• programme records;
• assessment reports;
• school survey reports;
• teacher-training records;
• school development plans;
• supervisors' reports.

10.1 Lessons learned

The case study has clearly indicated that there is potential in communities to rebuild lives, as long as there is concern for humanity. A number of lessons have been learned from this initiative.
• Careful planning is important if innovations are to succeed.
• New initiatives have great impact when communities are actively involved and therefore feel ownership.
• When there is collaboration and coordination between different groups – NGOs and government departments – there is no duplication, waste of resources or disharmony.
• It is also clear that the environment can be manipulated to suit the educational needs of children in any situation.
• Children are most affected by conflicts.
CASE STUDY THREE

THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

1. The role of the initiative in national policy

In recent years, education provision for children with disabilities and special learning needs has changed: it is now inclusive rather than segregated. The shift is from working within a narrow definition of special education, with clearly identified and categorized disabilities, to involving a much broader and larger target group of learners who are in need of special educational input within the context of a policy of inclusion.

The introduction of UPE and the current broadening of the concept of special needs in education has led to a much higher number of learners with special educational needs receiving education within the mainstream sector. This is in line with the Education White Paper (1992) which gives all children a right to education.

2. The specific aims and objectives of the initiative

The aim is to provide appropriate education and training for life. The objectives focus on the inclusion of learners with special educational needs in society, enabling them to be recognized as productive members of their communities. This is an ongoing initiative with no time limit.

3. The social and educational context of the innovation

The 1992 White Paper on Education clearly spells out the government's commitment to provide UPE to all learners irrespective of their ethnic origin, social group, religious affiliation, gender and so on. These learners include those with disabilities and others who encounter barriers to learning and development. The beneficiaries of UPE/inclusion include:
- street children;
- children with health problems;
- girl children;
- traumatized children;
-gifted and talented children;
-parenting children;
- working children;
- children from pastoral/rural communities;
- children from very poor families;
- children with disabilities and learning needs.

4. Strategies and modes of delivery

Strategies used include:
- training teachers through initial and in-service programmes;
- running workshops and seminars;
- information dissemination through mass media;
- in-house training of all those working in the field of special needs;
- collaboration with relevant NGOs and line ministries;
- local council meetings.

The activities are coordinated by MOES and UNISE.

5. Technical and financial assistance

Since 1991, special needs education has been receiving both financial and technical support from the Government of Denmark through DANIDA, with additional financing from the Ugandan Government, which will finance the initiative fully once DANIDA's involvement has ceased. Other partners supporting special needs education are listed in Table 8.

6. Expected outcomes

The expected outcomes of the initiative include the following:
- Increased number of learners with disabilities and special learning needs receiving educational and related services in ordinary schools, supported by appropriate teaching and learning materials.
- A well established system for coordination with other service providers (governmental as well as non-governmental) working in the social and health sectors.
- Increased number of trained and competent personnel working in the field of SNE.
Table 8
Partners in special needs education

<table>
<thead>
<tr>
<th>Partner</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oslo</td>
<td>• Staff training</td>
</tr>
<tr>
<td>Institute of Child Health (London)</td>
<td>• Staff training and funding</td>
</tr>
<tr>
<td>Norwegian Association for the Disabled (NAD)</td>
<td>• Funding for equipment and local sponsorship</td>
</tr>
<tr>
<td>University of Zimbabwe</td>
<td>• Collaboration in research</td>
</tr>
<tr>
<td>Royal Danish School of Educational Studies</td>
<td>• Collaboration in research</td>
</tr>
<tr>
<td>Kenya Institute of Special Education (KISE)</td>
<td>• Collaboration in student and staff exchange programmes</td>
</tr>
<tr>
<td></td>
<td>• Distance learning</td>
</tr>
<tr>
<td>Makerere University</td>
<td>• Curriculum development for staff training</td>
</tr>
<tr>
<td>Institute of Teacher Education, Kyambogo (ITEK)</td>
<td>• Curriculum development for staff training</td>
</tr>
<tr>
<td>PTCs</td>
<td>• Teaching a component of special needs education</td>
</tr>
<tr>
<td>Sight Savers International</td>
<td>• Funding for equipment and local sponsorship</td>
</tr>
</tbody>
</table>

- More positive attitudes towards people with special needs.
- Better levels of awareness and understanding of people with special needs and the related issues.
- Inclusion of people with special needs at all levels of society.
- Provision of relevant curricula to meet the varying needs of learners.
- Development and production of appropriate educational materials.
- More children with varying learning needs have access to a school education.
- Establishment of EARS/SNE programme in all districts of the country.

8. Community involvement

Members of the community involved in this innovation include:
- parents;
- local leaders;
- opinion leaders;
- adults who are disabled themselves.

Their main roles are: running awareness campaigns, identification, mobilization of members of their communities in contributing resources (material or human), sending children to school and contributing to policy development.

9. Monitoring and evaluation

Active monitoring is being carried out by inspectors at both central and district level.

The main approaches include:
• reviewing records about children with special educational needs at the district education departments, schools, line ministries and relevant NGOs;
• visits to schools and providing on-the-spot help and solutions to problems;
• discussions between central personnel, district and central management committees, staff at district and school levels, NGOs and donors;
• tracer studies carried out by UNISE and EARS/SNE;
• joint monitoring and evaluation with parents and local communities.

9.1 Lessons learned

The following lessons have been learned:
• International conventions and declarations on learners with special educational needs have resulted in the Ugandan Government aiming to provide equal educational and rehabilitation opportunities to all learners, irrespective of their situation.
• Technical and financial support is crucial in implementing programmes for learners with special educational needs.
• Political goodwill is an important tool for organizing and running programmes which target marginalized groups in any society.
• There must be active participation from all stakeholders to make things work.
• Most of the child-related laws, policies and programmes initiated require enormous financial and human resources and effort to be implemented effectively.
• Information-sharing and dissemination is crucial, as it develops awareness of the size of the undertaking to provide education for everyone.
The Government of Uganda believes it has achieved a tremendous amount in the last few years. It has achieved a more liberal approach to government and implemented significant educational reforms. Despite this, however, the resources provided by government and the NGOs do not meet the real needs of the sector.

The new child-related laws, policies and programmes cannot be enforced and implemented without the necessary physical, material and human resources. The child population is growing fast, exerting pressure on the limited resources available, which have to be allocated against strict criteria. This growth of the child population is compounded by the increasing number of HIV/AIDS orphans, some of whom are child heads of families. Increasingly, these children have migrated to urban centres, becoming street children vulnerable to the unprotected, hazardous, high-risk urban lifestyle. The government is working hand in hand with NGOs to improve their situation. The role of key stakeholders, and the potential contribution of the communities themselves to effecting an inclusive education system, cannot be over-emphasized.


UNISE (1997). Mid-Term Review of Uganda National Institute of Special Education.