

# EDUCATION OF DISADVANTAGED CHILDREN IN OIC: THE KEY TO ESCAPE FROM POVERTY EXPERIENCES AND BEST PRACTICE IN UGANDA

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**DURING 10<sup>TH</sup> MEETING OF THE COCMEC POVERTY  
ALLEVIATION WORKING GROUP  
AT ANKARA TURKEY ON 5<sup>TH</sup> OCTOBER 2017**

# Introduction

- Uganda has embraced inclusive education and evidently committed itself to bringing about inclusion of disadvantaged children at every level of education.
- Legal frameworks have been adopted and arguably are in line with the intent of the convention on human rights, convention of children , Convention on the Rights of Persons with Disabilities (CRPD) on education and SDGs 2030.
- SDG goal 4 emphasizes quality, equitable, inclusive and lifelong learning education for all. Uganda like any other country has committed herself to implementation of SDG 2030.

# Experiences on education of disadvantaged children

Through the Ministry of Education & Sports the government has tried to address education of the disadvantaged children through specific policies and guidelines such as:

- The White Paper on Education (1992)

- The constitution of the Republic of Uganda (1995): Article 30 (PP.29) states that “All persons have a right to Education”.

- The local government act which provides for representation of disadvantaged persons at all levels including persons with disabilities representatives.

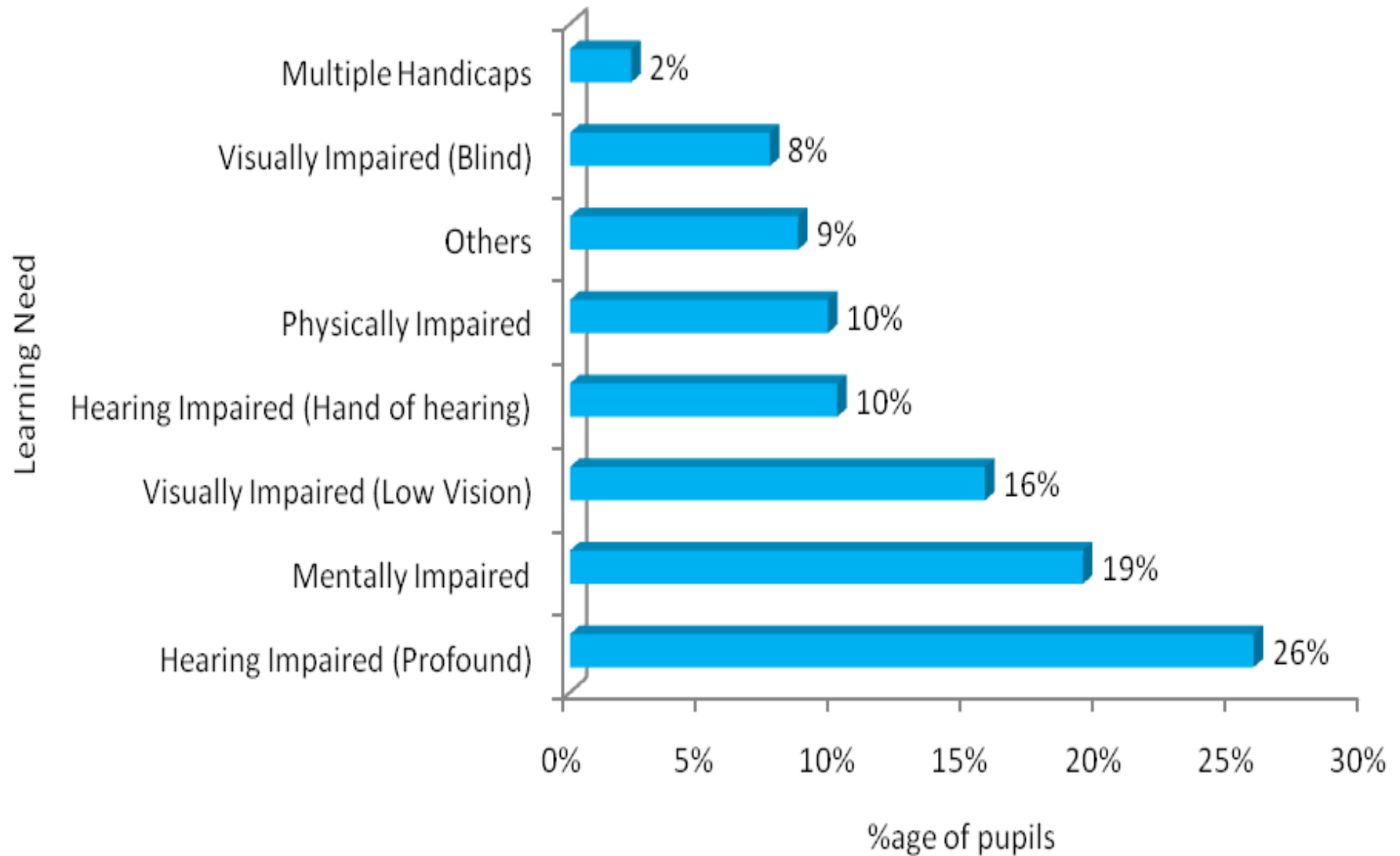
# Experiences on education of disadvantaged children cont'd

- The Universal Primary Education Policy (UPE) (UPE Guidelines, 1997): Provides opportunities to all School age going children (6 years +) irrespective of disability and/or any other unique needs to get free education. Number of disadvantaged children increased
- The Children Amendment act 2016 article 4(j) every child has to be treated equally.
- Disability act 2006 etc

# Experiences on education of disadvantaged children cont'd

- While a number of disadvantaged children have been enrolled in schools there remains an information gap on the actual number of disadvantaged children.
- It has been observed that various institutions including NGOs, MoES and EMIS collect data separately on disadvantaged children which have become unreliable.
- Thus there is need to generate adequate information/data that would facilitate the budgeting process for disadvantaged children through a baseline survey and needs assessment

# Learners with Special Needs



# Practice on Education of Disadvantaged children in Uganda

- The Universal Primary Education (UPE) was launched in 1997. The Government set key objectives of UPE as:

(a) Making basic education accessible to the learners and relevant to their needs as well as meeting national goals; (b) making education equitable in order to eliminate and disparities and inequalities; (c) establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development; (d) initiating a fundamental positive transformation of society in the social, economic and political fields; and (e) ensuring that education is affordable by the majority of Ugandans by providing initially, the minimum necessary facilities and resources, and progressively the optimal facilities, to enable every child to enter and remain in school until they complete the primary school education cycle.

# Practice on Education of Disadvantaged children in Uganda cont'd

- Affirmative action for disadvantaged children in education at all levels including universities.
- Training and recruitment of teachers for disadvantaged children especially for children with disabilities.
- Development of Policies that recognize education of disadvantaged children. With priority given to children with special needs.
- Support of education of disadvantaged children to access education
- Monitoring of education provisions for disadvantaged children.



# Practice on Education of Disadvantaged children in Uganda cont'd

- Government and education partners in are collaboratively supporting education of disadvantaged children.
- Involvement of parents in education of disadvantaged children.
- Commitment towards achieving SDG goal 4 whose emphasis is equity, quality, inclusive and lifelong learning for all.

# Some of the Challenges in the provision of Education of Disadvantaged Children

- Inadequate trained teachers to manage disadvantaged children.
- Inadequate Funding to cater for all the needs of disadvantaged children.
- Inadequate supply and lack of scholastic materials for use especially for braille paper, Perkins and embosser for blind children.
- Unreliable data on disadvantaged children.
- Negative attitudes of parents, community, service providers, other learners, teachers.
- Poverty among families of disadvantaged children which affects their living condition

# Conclusions

- “Inclusive Education..... has become a dominant policy and practice in many countries. the movements against segregation and in support for inclusion have created conditions and need for changes in education of the disadvantaged as whole...”
- where we are today and now is just the beginning. however, what is crucial for all of us in this meeting is to perceive the fundamental nature of education of the disadvantaged children that will transform society into a “safe heaven for all and also as a key to escape from poverty

# THANK YOU FOR LISTENING

