

PROMOTING ACCESS TO QUALITY EDUCATION FOR CHILDREN WITH DISABILITIES; EQUAL RIGHT, EQUAL OPPORTUNITY

FACT SHEET: EDUCATION & DISABILITY IN UGANDA

This fact sheet provides information on the situation of children with disabilities in Uganda.

Over view

- The population of Uganda is projected at 34.1 million (UBOS, 2012) .
- Overall, the disability rate was 16 per cent (5.5 million) (UBOS: 2010), Uganda National Housing Survey (UNHS).
- Out of the 177 million children, 16% (2.8 million) are children with disabilities. (UBOS, November 2010, Uganda National Household Survey 2009/10
- In Uganda there are multiple forms of disability which include; visual impairment, physical disabilities, hearing impairment, multiple disabilities, mental and psycho-socio disabilities, intellectual disabilities among others.
- The census (2002) showed that the northern region had the highest incidence of disability (4.4%), followed by eastern (3.6%), central 3.1% and the western region had the lowest (2.9%).

Education

- Only 5 % of children with disabilities are able to access education within inclusive setting in the regular schools while 10% access through special schools and annexes (UNICEF 2012).
- The government of Uganda has made efforts towards this by introducing UPE in 1997 that gave priority to children with disabilities at the start.
- UPE arrangement has not been adequately established: 'physical structures including the walkways, toilets, corridors are not accessible,
- Special educational equipment such as Braille machines and hearing aids are not available to all disabled children' (ibid: 5).
- UPE programme in Uganda has also been characterized by too large integrated classes, making it impossible for teachers to attend to the special learning needs of CWDs (ibid).



¹ Uganda Bureau of Statistics (June 2012), 2012 Statistical Abstract

² Uganda Bureau of Statistics, (November 2010), Uganda National Household Survey (UNHS) 2009/10.

- Disability remains a significant factor in exclusion from schooling. If disabled people are denied educational opportunities, then it is lack of education and not their disabilities that limit them.

Therefore to address exclusion of persons with disabilities and their various forms of inequities they face, education should be part of the solution.

- There is a general lack of special needs education teachers, yet there is a ceiling on employing civil servants.
- The pit latrine stance national ratio of 1:40 , implies dirty latrines which are one of the causes of school dropout for children with disabilities.
- The school management committees do not plan for the needs of children with disabilities, although the 10 % school facilitation grant for universal primary schools should be used on special needs education.
- About 205,000 pupils with special needs out of the 8,374,000 total enrollment in 2010 were registered in primary schools(UBOS: 2012).
- There was a slight increase in the number of secondary students with special needs from 12,103 in 2007 to 12,993 in 2010 (UBOS: 2010).
- Between 2009 and 2010, a decline of 3.1 percent was registered in the total number of students with special needs (UBOS: 2010).
- The disability assessment sighted a number of dropout causes like dirty toilets, teasing by peers and ignorance of parents on education opportunities.

Legal Framework- equal right, equal opportunity in regard to education and disability

- The Uganda Constitution (1995 article 21 (1)- all persons are equal and under the law in all spheres and shall enjoy equal protection of the law and no person shall not be discriminated against on any ground, including disability.
- On Education, article 30 provides that all persons have a right to education;
- **DISABILITY** Remains a significant factor in exclusion from schooling.
- Therefore to address exclusion of persons with disabilities and their various forms of inequities they face, **EDUCATION SHOULD BE PART OF THE SOLUTION.**

³ Bugiri District Local Government, (April 2012), District Management Improvement Plan



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