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# Action Pack



**Global Action Week  
4th-10th May 2014**

**Equal Right, Equal Opportunity:  
Education and Disability**

# Join Global Action Week

The 4th-10th May is Global Action Week for education where all over the world stakeholders campaign to improve education.

This year the theme is 'Equal Right, Equal Opportunity: Education and Disability', and across Uganda we will be using the week to campaign for equal access and quality education for all children with disabilities.

Education should be available and appropriate for all children and schools should be adequately resourced to support children with special needs.

Already many organizations have signed up to take action in different parts of the country. This action pack covers some of the different ways your organization can contribute.

The Forum for Education NGOs in Uganda (FENU) is helping to coordinate action during the week. We will be publishing a programme of the week, where all the different activities taking place will be publicized.

If you are organizing an event make sure you send details of what it is, where it is taking place and contact details to [anya.whiteside@fenu.or.ug](mailto:anya.whiteside@fenu.or.ug) **before Weds 30th May** to ensure the information is captured in the programme!

Join us for a week of action where we will campaign for equal rights and equal opportunities for all children with disabilities.

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**Please let us know if you are planning an event for Global Action Week so that we can make sure we add it to the programme and publicise it to the press!**

# How to get involved

## Run a learners workshop

Children's views are central to all our work.

This year FENU's access and quality group have developed three tools that organizations and teachers can use in learners workshops.

The tools are called 'Every Child is Gifted' and will be launched during global action week and used throughout May.

These tools are designed for different ages and aim to get all children thinking about disability.

For more information on how to run a learners workshop and to look at the tools please see the learner workshop pack on page x.

Many thanks to the access and quality group for their work on this tool.



## Organise an event

All organizations and stakeholders are invited to organize an event as part of Global Action Week.

Radio talk-shows, panel discussions, visits to schools, essay competitions and symposiums are all being planned.

If you are interested in running an event take a look at page x to see what events are already being planned

FENU secretariat will publicise all events in a Global Action Week programme.

Please send [anya.whiteside@fenu.or.ug](mailto:anya.whiteside@fenu.or.ug) details of your event before Weds 30th April so that they can be included in the programme.

## Work with teachers

Teachers have on-the-ground experience teaching children with disabilities alongside other children, often in very large classes.

Learning from teachers and hearing their experiences and challenges is therefore central if we are to improve education for children with special needs.

IDAY Uganda have put together a tool for capturing teachers views and stories. Take a look at page x to see this tool.

Don't forget to let FENU know when and where you will be using the tool and send the feedback to FENU secretariat.

Many thanks to IDAY for their work developing this tool.

## Do an organization self-assessment

NGOs are often the first to call for inclusive education, but do we always practice what we preach? This year for global action week the Uganda Society for Disabled Children (USDC) has developed a self-evaluation tool for organizations.

This tool allows all of us to look at our organization and think about how we can improve, to make our work more inclusive for people with disabilities. This is not about casting blame, but about looking at how we can all improve our own practice to make sure our work is inclusive for all.

FENU and USDC are calling on all education stakeholders to use this tool during Global Action Week. You can send your filled in form to FENU secretariat. USDC have offered to meet with any organization who would like additional advice on how to become more inclusive.

# Events being planned

FINAL PROGRAMME, DATES AND TIMES COMING SOON!

Activity	Participating organisations	Where	Lead contact
Launch of the week and press conference	Plan, NUDIPU, Interaid	Kampala	Plan – <a href="mailto:Deborah.kirabo@plan.international.org">Deborah.kirabo@plan.international.org</a> NUDIP- <a href="mailto:Vonloo2000@gmail.com">Vonloo2000@gmail.com</a> Interaid- <a href="mailto:ekironde@interaiduganda.org">ekironde@interaiduganda.org</a>
Learners workshops	USDC, Share Opportunity in Uganda, IDAY, UNAB, Plan, Build Africa, ELECU, UJCC,	Country wide	FENU secretariat – <a href="mailto:anya.whiteside@fenu.or.ug">anya.whiteside@fenu.or.ug</a> 0312 262154/5
Work with parents	USDC	Hoima	USDC - <a href="mailto:katendegeofrey@yahoo.com">katendegeofrey@yahoo.com</a>
Teacher stories	IDAY, USDC, Build Africa, PASNEC, ELECU	Country wide	IDAY – <a href="mailto:rnamakula@iday.org">rnamakula@iday.org</a>
Organisation self assessment	tbc	Countrywide	USDC - <a href="mailto:katendegeofrey@yahoo.com">katendegeofrey@yahoo.com</a>
Radio talk-shows	NUDIPU, Share Opportunity in Uganda , USDC, Raising Voices	Kampala, Najjembe	N/A
School visits with MPs	USDC and ActionAid, PAS-NEC	tbc	USDC – <a href="mailto:katendegeofrey@yahoo.com">katendegeofrey@yahoo.com</a> ActionAid – <a href="mailto:Rebecca.kukundakwe@actionaid.org">Rebecca.kukundakwe@actionaid.org</a>
Newspaper features	Share Opportunity in Uganda, Plan/NUDIPU	n/a	n/a
Sports league for children with disabilities	PASNEC		PASNEC- <a href="mailto:khuwnton@gmail.com">khuwnton@gmail.com</a>
Supporting blind children participate in National primary school championship	UNAB	Soroti	UNAB – <a href="mailto:fcandiru@gmail.com">fcandiru@gmail.com</a>
Launch of ventilated improved pit latrines	UNAB	Soroti	UNAB – <a href="mailto:fcandiru@gmail.com">fcandiru@gmail.com</a>
Meetings with parents of children with visual impairment	UNAB	Koboko, Arua, Oyam, Gulu, Kitgum and Pader	UNAB – <a href="mailto:fcandiru@gmail.com">fcandiru@gmail.com</a>
Essay competition	Interaid, UNAB		UNAB – <a href="mailto:fcandiru@gmail.com">fcandiru@gmail.com</a> Interaid - <a href="mailto:ekironde@interaiduganda.org">ekironde@interaiduganda.org</a>
Debate, petition and video link with children in Finland	Plan	Tororo	Plan – <a href="mailto:Deborah.kirabo@plan.international.org">Deborah.kirabo@plan.international.org</a>
Work with Districts to get their views on disability issues	Build Africa	Masindi, Kiryandongo, Buliisa	Build Africa – <a href="mailto:kisakye@build-africa.org">kisakye@build-africa.org</a>
Text message reach out to parents	ELECU	Lango sub-region, Teso and Rwenzori	ELECU – <a href="mailto:seraphine@elec-Uganda.org">seraphine@elec-Uganda.org</a>
National dialogue on Special Needs Education	UNATU, ActionAid, World Vision?	Kampala	UNATU - <a href="mailto:juliet.wajega@unatu.org">juliet.wajega@unatu.org</a>
End of week Rally	FENU secretariat, UJCC, UNATU	Hoima	FENU – <a href="mailto:advocacyoneducation@gmail.com">advocacyoneducation@gmail.com</a>

# Teacher tool

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1. Name of School..... Name of District.....

2. Tick the one that suits your age

- A) 18-30
- B) 31-40
- C) 51-50
- D) 50-above

3. I have.....years teaching experience of inclusive education

4. Have you attended any course in special needs education or inclusive education?

.....

If yes, explain which skills and qualifications you acquired?

.....

5. Who does the assessment of students with high or very high learning needs?

.....

6. Share with us your experience of teaching children with disabilities:

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.....

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.....

7. Are you using the same teaching curriculum while incorporating children with special needs?

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8. What are the lessons learnt while teaching children with disabilities?

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9. What are the challenges you are facing while teaching children with different types of disabilities or special needs?

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10. What should be done to strengthen/ promote inclusive education?

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11. Is there any school(s) in your area specifically for children with disabilities or special needs?

.....

12. What kind of activities (learning strategies do you feel would be most helpful to children with disabilities?

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13. Do you know any policy on disability?

.....

14. What are your recommendations on the policy or inclusive education?

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Thanks you, your suggestions are helpful and greatly appreciated!

# Organization self-assessment

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## SELF-ASSESSMENT TOOL ON DISABILITY INCLUSION

The tool offers organizations the chance to reflect upon themselves on issues of disability and inclusion as one of the activities to commemorate the Global Action Week 2014 whose theme is Education and Disability. This may inform future programming within individual organizations. The tool will be filled by Organizational Managers and shared with FENU.

**Name of organization:**

.....

**Location:** ..... **Phone / Email** .....

Do you know of any Legislation promoting the rights of Children / People with disabilities?

Tick appropriate: **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

If you answered yes in 1 above, which Legislation do you know of?

.....  
.....  
.....

Does your organization have any staff with Disabilities?

Tick appropriate: **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

What does your organization do to support children / people with disabilities? Think about funding, activities, positive discrimination).

.....  
.....  
.....  
.....



What has your organization done to improve accessibility for children/people with disabilities?  
(think about physical access, information, communication)

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How has your organization included disability in its programmes? Please give examples:

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***Uganda Society for Disabled Children will be willing to share more on the same.***



# Learners Workshop Pack

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## **Global Action Week - *Equal Right, Equal Opportunity: Education and Disability* 4<sup>th</sup>-10<sup>th</sup> May 2014**

The 4th-10th May is Global Action Week where all over the world education stakeholders campaign to improve education.

This year the theme is ‘Equal Right, Equal Opportunity: Education and Disability’ and across Uganda education stakeholders will be campaigning for education in Uganda to become more inclusive for learners with disabilities.

Learners have a voice and listening to their thoughts and views is central to all we do. This year for Global Action Week FENU’s access and quality thematic working group have designed a set of tools called ‘Every child is gifted’ to get learners thoughts on education and disability.

The tools ask all learners – those with disabilities and those without - to think about education and disability. The tools are designed to be used in all schools – government, private and special schools.

There are three tools in the pack. Tool 1 was designed for younger primary school children, tool 2 was designed for older primary school children and tool 3 was designed for secondary school children. These are just guidelines, however, and it is up to each teacher and organization to use the tool that is most appropriate for their class.

The three tools can be filled out by learners, who are free to either write or draw or both. The tools can also be adapted and changed by organizations and teachers as needed.

The tools will be launched on 5<sup>th</sup> May at the launch of Global Action Week in Kampala and will be used by organizations across Uganda throughout May. Please return filled out forms to FENU secretariat by the end of May. The views of learners will then be used to show decision makers what learners think about education and disability.

Please be aware that any organization that uses these tools does so under the auspices of their own organization and not through FENU. This means that you need to use your organization’s normal child-protection and consent practices when carrying out this activity.

If there are any questions about the tool please contact FENU on 0312262154 or e-mail [anya.whiteside@fenu.or.ug](mailto:anya.whiteside@fenu.or.ug). Please return filled forms to FENU (FENU, Plot 58, Block 254, Ggaba Road, Kansanga – opposite East Africa University)

## Every child is gifted – Tool 1

The following story should be read aloud by the teacher/facilitator:

### Helping hands

Once upon a time, there was a little girl called Anna and a little boy called James. They walked together to and from school every day singing and laughing happily. James was lame and used sticks to help him walk to school. He walked slowly, but Anna never left him behind. Anna was shy and didn't like talking to new people, but she always enjoyed talking to James.

One Monday afternoon, the teacher announced that their class was to join the drama competition at school. "Our play will be about a king who rescued his kingdom," the teacher said.

When it was time to go home, all the children were excited, some were jumping while others were clapping. They all wanted to act in the play. James was quiet, he was not singing or laughing. "What is the problem James?" Anna asked. "I wish I could act, but with these sticks, I can't move on the stage as fast as the other children", James replied. Anna was sad for her friend and she did not know what to do.

The next morning, the children started practising for the play. When the teacher brought a throne for the king, Anna had a bright idea. She ran to her friend James who was doing his work. He was still sad. "James, I have an idea, you could act as a king. He is a wise king who rules his kingdom while sitting on his throne and he has a crown. You would be perfect!" Anna said with a big smile.

James felt hope, he picked up his sticks and with a big smile went to tell the teacher he would like to play the king. James loved acting as a king very much. He got some of his lines on the first day. That day when they were going home, he sang and laughed again.

James asked Anna to join the play. Anna said that she was scared of acting because the lines were hard and she didn't like speaking in front of people. "Anna, I will help you learn the lines. We will practice all week. You should act as one of the king's daughters" said James.

James was very excited and learnt all his lines in a few days. He started helping Anna learn her lines on their way home. Every time they practiced together, James made Anna act in front of many trees. "Imagine the trees are people at our play, don't be scared to act in front of people." James said.

When the day of the performance came, Anna went on stage and acted as one of the princesses. She wasn't scared of the people because she knew all her lines. James was a very clever king, he saved his kingdom with his wisdom and all the people clapped their hands for him, and Anna and all the children who acted. James and Anna were very excited. It was the best day of their lives. They had acted on stage. They were happy that their parents had seen them act in a school play.

James said " Anna, thank you for giving me a helping hand. I never knew a lame child could act. But today I was a king"

Anna said "Thank you James for giving me a helping hand too, I never knew a shy child could act. You helped me learn my lines so that I wasn't scared of the people seeing me on stage anymore."

They decided to always join in all the activities at school. "We shall always give each other a helping hand" James and Anna shouted at once. They were very happy and laughed and sang all the way home.

By Hope Kansime

## Every child is gifted – Tool 1

My Name: .....

My school: .....

Listen to your teacher read the story 'Helping hands'. In the story Anna and James both get a helping hand.

Draw around your hand. How can you give a helping hand to someone you know? Draw yourself giving someone a helping hand.

My helping hand:



# Every child is gifted – Tool 2

My Name: .....

My school: .....

All children are special. We **all** have some things we are good at and some things we find hard. What are you good at and what do you find hard?

Draw or write what you are good at:

Draw or write what you find hard:

Children with disabilities have things they are good at and things they find hard:



Tom can't hear, but he is very good at playing football.



Sarah can't speak, but she is very good at writing stories.

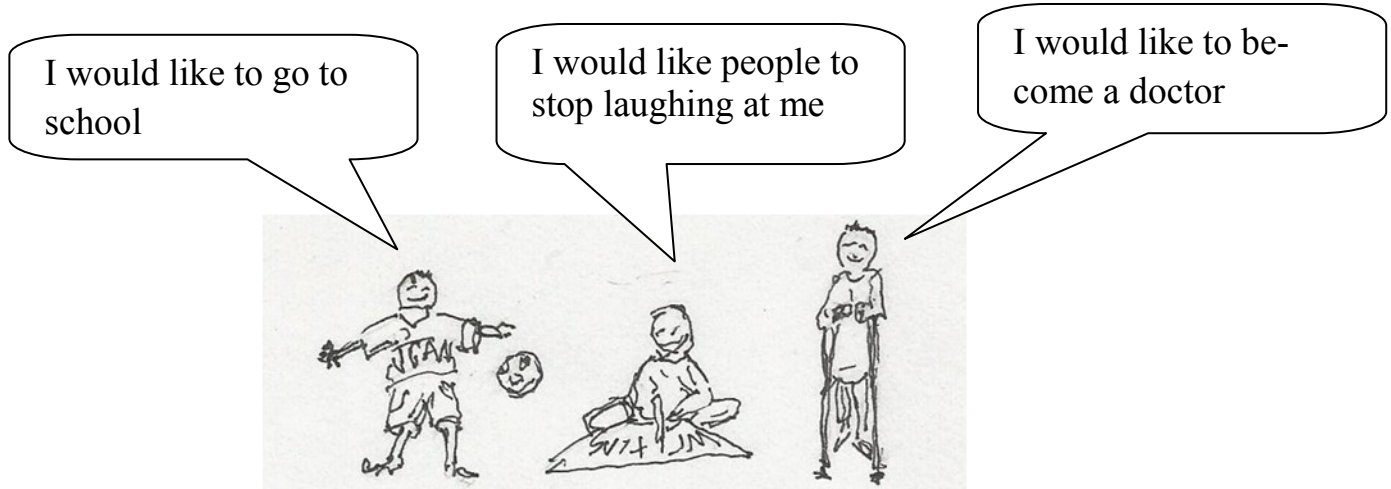


Jane can't walk, but she is very good at.....

.....  
.....

We **all** have hopes for the future. What are your hopes for the future? Tell the person sat next to you what you want to become when you grow up.

Here are Sarah, Tom and Jane's hopes for the future:



Imagine Sarah, Tom and Jane would like to come to your school. Draw or write three things you or your school could do to make them feel welcome and help them to learn:

A large, empty rounded rectangular box provided for drawing or writing responses.

### Every child is gifted – Tool 3

My Name: .....

My school: .....

**All** children are special. We **all** have some things we are good at and some things we find hard. What are you good at and what do you find hard?

Draw or write what you are good at:

Draw or write what you find hard:

Children with disabilities have things they are good at and things they find hard:



Tom can't hear, but he is very good at playing football.



Sarah can't speak, but she is very good at writing stories.



Jane can't walk, but she is very good at.....

.....  
.....

Imagine Sarah, Tom and Jane would like to come to your school and you would like to make them feel welcome and help them to learn.

Choose **either** activity 1 or 2:

**Activity 1:** Write a letter to Sarah, Tom **or** Jane explaining what challenges they may face at your school. Suggest how you, your school and your community could help them overcome their challenges.

**Activity 2:** Write a letter to your local leader - this could be your LC1 chairperson, your head-teacher, your school management committee or someone else you think has influence. Explain how you think they could make it easier for Sarah, Tom and Jane to come to your school.

Dear.....,

Yours sincerely,

.....