



UGANDA NATIONAL EXAMINATIONS BOARD

OUR REFERENCE: EA/P/5

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YOUR REFERENCE:

1 March 2023

CIRCULAR TO ALL:

Head Teachers, Primary and Secondary Schools
Area Supervisors
District Inspectors of Schools
City Inspectors of Schools
Municipal Inspectors of Schools

Information on Registration of candidates with Special Educational Needs/Disabilities Sitting National Examinations and Other Related Provisions.

The registration of candidates with special educational needs/disabilities in the past had not been very systematic. Some Centre Heads/Inspectors of Schools had not been very helpful during the process of registration possibly as a result of lack of relevant information. This resulted in some Centres/Districts/Cities/Municipalities not registering/declaring their genuine candidates with Special Educational Needs in time, only to make them known at the time of sitting examinations, or not at all. This in turn affected UNEB's planning sessions for these candidates since many of their examinations-related needs required advance planning.

The Board, therefore, wishes to give guidance on how best this process can be handled. Please, find attached detailed information about what Special Needs Education/Disabilities is all about and the general procedure to be followed to register candidates that may fall under this category.


Dan N Odongo
EXECUTIVE DIRECTOR

- c. c. The Hon. Minister of Education and Sports
The Permanent Secretary, MOES
The Director, Basic and Secondary Education, MOES
The Commissioner, SN & IE, MOES
The Commissioner, Government Secondary Education, MOES
The Commissioner, Private Schools and Institutions, MOES
The Commissioner, Basic Education, MOES
The Commissioner, Guidance and Counseling, MOES



UGANDA NATIONAL EXAMINATIONS BOARD

INFORMATION ON REGISTRATION OF CANDIDATES WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES SITTING NATIONAL EXAMINATIONS AND RELATED PROVISIONS

MARCH 2023

1.0 Concerns regarding registration of candidates with Special Educational Needs in schools sitting UNEB Examinations

1.1 What are Special Needs?

These are conditions or factors that hinder normal learning, development and participation of individuals. The special needs can be temporary or life-long conditions that do not allow proper progress of an individual because of causes like; disabilities, social, emotional, economic, political, or even being over gifted and talented. Therefore, when we talk of special needs we talk of not only disabilities like Blind, Deaf, Physical Impairments, Mental Retardation/Learning Difficulties, Dyslexia, etc but also other needs like epilepsy, asthma, orphans, street children, HIV/AIDS orphaned children, physically and emotionally abused children, traumatized children, neglected children, children in war affected areas, etc. Every one of us has needs but not all needs are special needs. Special needs are extremely unique cases and may require a long term intervention strategy.

1.2 What are Special Educational Needs?

Individuals have different abilities and potentials in performing educational tasks. In education there are individuals who do not perform like the rest of other learners. These learners have special learning or educational needs which is not the same as of others. For example, the Blind will require Braille, the Deaf will require Sign Language Interpreters, and the Dyslexic will require Transcribers or Audio Recording Assistant during examinations. Other cases may be extreme physical conditions that affect handwriting and/or movement, in which case a Transcriber or Amanuensis will be sought for such a candidate. However, UNEB will require medical documentation to ascertain the candidate's state of affair.

1.3 What is Special Needs Education?

This is a system of education, which provides appropriate modifications in curriculum, teaching methods, teaching/learning materials, medium of communication or to the environment that may be needed in order to meet special educational needs in an individual. It is learner centered, flexible and adjustable to individual needs and potentials.

2.0 UNEB's concern with Special Educational Needs

UNEB places great emphasis in ensuring continued improvement in quality, validity and reliability of assessment in schools. Learners with special educational needs follow the national curricular as much as possible, albeit with exceptional modifications where appropriate. All learners with special educational needs are believed to be educable; and with the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE), a number of children with special needs has been enrolled. For example, in 2002, a number of pupils with special needs in schools had increased from 26,429 in 1997 to 218,286. This dramatic increase could be attributed to five significant factors named below;

- Education is a basic human right that must be enjoyed by all including persons with special needs. This is in reference to the World Conference's declaration in Jomtien, Thailand, in 1990 that gave birth to the Education For All (EFA) Flagships on Disability.
- Special Needs schools benefit significantly from the UPE funds that government gives to all UPE schools.

- Children with Special Educational Needs have been included into ordinary schools through the inclusion approach and they follow the national curriculum. This is supported by the international acknowledgement of the right to education through inclusion, in the *World Conference on Special Needs Education: Access and Quality*, held in Salamanca, Spain in 1994. The core aspect of this document is the principle that all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, have the right to education, preferably in the ordinary school system.
- Government of Uganda has invested a lot of awareness campaigns to enlighten the community and society at large about the plight of children with special needs, thus promoting coexistence in society.
- Policy statements (National and International) have been adopted by the Government of Uganda, and have helped form a basis for practical involvement in meeting the educational needs of learners with special needs.

3.0 The role of the Head of Examination Centre during registration of candidates with special educational needs.

The registration process is basically the responsibility of the Head of the UNEB examination sitting Centre. Candidates with special educational needs are free to register from any examination Centre. The Head of the Centre, in conjunction with the parents (family) of the child with a special educational need, should be ready to accommodate his/her educational needs. The Centre should provide appropriate assistive devices accordingly during the learning process. UNEB only provides assessment/examinations - related support. The support UNEB provides is in view of the candidate's educational challenge as outlined in 1.2 above.

3.1 The Identification of SEN Candidates

UNEB shall endeavor to offer its services to all learners with special educational needs/disabilities as far as assessment and examination is concerned. The categories of candidates with special educational needs/disabilities identified include but not limited to the following:

Category	Code
Blind	A
Low Vision and Albinos	B
Deaf and Hard of hearing	C
Physical Disabilities and Orthopedic problems <ul style="list-style-type: none"> ▪ (Amputees) ▪ Spina-Bifida (hunch back) ▪ Severe polio cases ▪ No limbs or limited limbs ▪ Missing fingers ▪ Serious physical deformities in the body ▪ Cerebral palsy ▪ Muscular Dystrophy, etc. 	D

Dyslexia/Dyscalculia/Dysgraphia	E
Other Special Educational Needs (Required to specify) Intellectual Impairments Speech and Language Disorders Socio-emotional and/or Behavioural Problems Autism Health Problems e.g. Candidates with Epilepsy, Asthma etc	F

3.2 The Registration Process

- (i) The Centre management is required to study critically the registration procedure provided by the Board in order to understand all the categories requiring attention. For example,
- (a) Subjects **not** offered by Blind students at both UCE and UACE
- Physics
 - Chemistry
 - Biology
 - Geography
 - S475 Sub-Math
- (b) General Science is **only** offered by the Blind, Low Vision and Dyslexic students.
- (ii) For e-registration of candidates with special educational needs (and their categorization), you will observe (at the bottom left corner) of the e-registration template a provision marked Special Educational Needs/Disability, then follow the procedure below:
- Click on the drop down arrow.
 - The interface that opens has SNE Categories/specifications coded A – F.
 - Select (by checking) the option/specification that applies to the candidate.
 - (Before you close the interface) a new window opens demanding explanation (i.e. special educational needs explanation).
 - *Note: You are required to provide an explanation as to the specific nature of disability/special educational need(s) of a given candidate.
 - Then click save to have the candidate registered accordingly.
- (iii) The Centres are continually required to update the Board on emerging matters related to special educational needs candidates even after registration. This will help the Board to adequately prepare for the candidates' examination needs. For example, some candidates that were originally registered as "normal" may develop special educational needs/disabilities after registration such as accident victims leading to loss of limbs or other senses, pregnant student mothers.
- (iv) The Head of Centre is required to download and fill in **Access arrangement form for candidates with Special Educational Needs**, outlining the details of the nature of the Disability/Special Educational Need of the candidate(s). A medical report from a reputable medical facility/Practitioner should be attached to this form. For the case of the severe physical impairments, a photograph should be attached.
- (v) After filling- in the Access Arrangement form(s), the Head of Centre (UCE/UACE) is required to submit the form(s) to UNEB-Special Needs Education Division (SNE)

at UNEB-Kyambogo, or UNEB-Ntinda, Secondary Department immediately. For Primary schools, the Head of Centre is required to submit the forms to the DIS/MIS/CIS who will later bring them to UNEB-Ntinda, Primary Department or UNEB-SNE Division at UNEB-Kyambogo office as soon as registration is done.

N.B. Each Access Arrangement form is for one Special Educational Needs (SEN) candidate.

3.3 Psycho-educational Assessment (PEA).

After the closure of registration, the Board prepares a comprehensive list of all declared SEN candidates for all levels and conducts PEA to ascertain the nature of their special educational needs vs their examination related needs. The purpose of this assessment is not to eliminate potential candidates from registering to sit specific papers/subjects; rather, it is a basis through which the candidate, his/her parent(s)/guardian(s), centre management, and relevant stakeholders will recognize the potential challenges that would impact on the general educational service delivery and thus arrange/prepare for corresponding interventions. The Board shall not be held responsible for any omissions and commissions arising from failure to formally declare or wrong declarations of candidates with special educational needs.

4.0 Collection of Stationery

- (i) When collecting examination related stationery from the Board, Centre Heads with special educational needs candidates (**specifically the blind candidates**) are reminded that the Braille answer sheets will be delivered together with examinations. The Inspectors of Schools/Area Supervisors are required to ensure safe and prompt delivery of this paper to the respective sitting Centres where blind candidates are **at the start of the first Paper**.
- (ii) Centres with **candidates with low vision and Albinos** will pick **Large Print** answer booklets and graphs papers together with the rest of the stationery.
- (iii) At all levels (PLE, UCE and UACE) all SEN candidates that require to be audio recorded (e.g. the Dyslexic) will receive tapes on the day of delivery of examinations. The Head of Centre is required to provide audio recorder for the candidate.

5.0 Access arrangement strategies for candidates with special needs.

NB: Access Arrangements provided by the Board should be in line with what the schools already use and the learners are familiar with.

5.1 Extra time:

All approved registered candidates with special educational needs are entitled to extra time of **45 minutes** per paper sat. **This is optional**. Most SEN candidates only benefit from this provision as opposed to other unique provisions, however, this extra time is not obligatory. All Centre Heads, Scouts, Supervisors and Invigilators are required to take note of this. The Access arrangement strategies should not adversely affect or lead to the lowering of the established UNEB's academic certification standards. They are basically a bare minimum that the Board can afford bearing in mind the scarcity of resources (human, financial and

material). Besides extra time, the other strategies proposed are matched against the special educational need/disability identified.

These are shown in the table below:

No.	Special Educational Need/ Disability	Access Arrangement Strategy
1	Blind	<ul style="list-style-type: none"> ▪ Use Braille/adaptable ICT software ▪ Use Audio Recorders ▪ Provide alternative questions or modify existing questions involving drawings, graphs etc.
2	Low Vision and Albinos	<ul style="list-style-type: none"> ▪ Provide large print (preferably Arial font) while enhancing contrast, colour. ▪ Use Braille following Eye Doctor's/ Vision Specialist's diagnostic assessment if residual sight is severe.
3	Deaf and Hard of hearing	<ul style="list-style-type: none"> ▪ Use of proficient Ugandan Sign Language Interpreters
4	Physical Disabilities and Orthopedic problems <ul style="list-style-type: none"> ▪ Amputees ▪ Spina-Bifida (hunch back) ▪ Severe polio cases ▪ No limbs or limited limbs ▪ Missing fingers ▪ Serious physical deformities in the body ▪ Cerebral palsy ▪ Muscular Dystrophy ▪ Etc. 	<ul style="list-style-type: none"> ▪ Use of audio tapes for recording. ▪ Read examination verbatim to candidate in person. ▪ Provide Supervised Aide or use of Amanuensis where necessary. ▪ Allow short breaks in between but maintain allotted time (where necessary).
5	Dyslexia/Dyscalculia/ Dysgraphia	<ul style="list-style-type: none"> ▪ Use recorded tapes/video clips ▪ Audio-visual. ▪ Use Transcribers.
6	Other Special Educational Needs Intellectual Impairments Speech and Language Disorders Socio-emotional and/or Behavioural Problems Autism Health Problems e.g. Candidates with Epilepsy, Asthma etc	<ul style="list-style-type: none"> • Allow short breaks if so desired but maintain allotted time. ▪ Only 45 minutes extra

5.2 Use of Support Personnel

Some candidates with unique special educational needs require the use of Support Personnel. Their involvement is dully recommended by the Board after thorough investigations and Psycho-educational assessment has been conducted prior to sitting examinations. However, the Support Personnel will only be appointed by the Board and normally carry with them appointment letters. They Include:

(i) *Ugandan Sign Language Interpreters*

These are appointed by the Board to support candidates who are Deaf and hard of hearing by providing interpreter services during examinations process. They can only be posted where Deaf candidates already know Ugandan Sign Language.

(ii) *Audio Recording Assistants*

Their role is to carry out audio recordings of the candidates work during examinations.

(iii) *Amanuensis*

These personnel normally offer physical support services to candidates with very severe physical special educational needs during examinations. Such candidates may be those with severe polio cases, missing arms/limbs etc. An Amanuensis is particularly very helpful during practical examinations.

(iv) *Transcribers/Readers*

These are persons who normally take dictations from the special educational needs candidates. These special educational needs candidates normally have a special need impinging upon their ability to write/read independently.

N.B These Support Personnel are all well trained in the field of Special Educational Needs and Rehabilitation.

6.0 Enquiries:

For further information about Special Needs Education at UNEB, please contact the following:

- The Executive Director on 0312 260 752, 0414 289 397, 0772 410 878.
- Mr. Daniel Alenyo, Principal Examinations Officer, SNE on 0772 570 860.
- Ms. Edna Niyibizi, Senior Examinations Officer, SNE on 0772 570 282.