

Every Child Can Learn Podcast

Episode 23: Glades on the progress of inclusive education

Intro: You are listening to the Every Child Can Learn podcast. The podcast is offered to you by Backup Uganda and Brainstud. You can listen to our podcasts online on our website, www.backupuganda.com. And if you are in Gulu, you can pick up the audios offline from Mega FM, Radio Rupiny, Divine Video and Music Library. Head teachers from the district's schools can pick this podcast from the District Education Office. And head teachers from city schools can pick theirs from the City Education Office. You can as well pick up the podcast episodes from the following schools Highland Primary School, Gulu Prison Primary School, Gulu Town Primary School, Mary Immaculate Primary School, St. Joseph Primary School, or Christ the King Demonstration Primary School. Do you like our podcast? Feel free to share it with your family, friends, or neighbors. The more people learn about learning difficulties, the better we can help our children.

Moses: Welcome our listeners to our 23rd episodes of every child can learn this program is brought to you by Backup Uganda. Today with me I am Rackara Moses, the host with my guest, she is a surprising guest by the way, she is going to tell us her name and some brief introductions from her. My sister, you're most welcome.

Glades: Thank you so much Moses, my name is Lanyero Glades. For those who are listening for the first time, that's my name. And I know there are people who have been following our program have been playing this podcasts, the different podcasts. So you're very most welcome, stay right there. We have a lot to share with you. Thank you.

Moses: Yeah, you're most welcome. Okay, from her Glades feel at home. Please, let's go to the business. And can you tell us more about what you do? And for how long have you been doing it?

Glades: Okay, thank you so much. Again, my brother Moses, I have been grateful to work with Backup Uganda, or to work for Backup Uganda for about five to six years. And I've really loved working for backup Uganda, looking at their goals as something they do to help

children with disabilities or children with learning disabilities and difficulties. And I've really been grateful to work with parents to work with teachers to work with different organizations that so much look at children's learning, in particular. So thank you very much.

Moses: So you have lots of experience I believe you will share with us in the next few minutes. You have been doing lots of things for almost like 5, 6, 7 years now going on dealing with learning difficulties and disabilities with Backup Uganda. Now, can you at least share with us your experience working in the area of inclusive education?

Glades: Thank you once again, just like I said, I have worked for quite a while with Backup Uganda. And I've really loved working with Backup Uganda simply because it is it is they work in the areas that most of the time our different partners or different organization have left out. We today are looking at inclusive education as something that is paramount. And the government is also looking at inclusive education to be included in all the schools. My experience has really been so interesting. I have been able to work in in many schools have been able to work with parents. And I've realized that this is something that many times has been left out looking at different learning disabilities that we focus on as Backup Uganda. Many times our parents and the teachers have known the disabilities that you can easily see the disabilities that when someone is moving on a wheelchair, automatically, someone can easily tell that someone has difficulties with walking or his limbs are not okay. Someone moving on crutches you will easily see that one, someone using a white cane, much as sometimes they may not use a white cane, but the disabilities that we so much look at are the disabilities that are very hard to see physically with your eyes. So I have learnt a lot of things that parents have been able to one, learn and get to know that at times their disabilities that you may not see the disabilities that originate from the brain, the causes originate from the brain. So I've also learnt that or been able to interact with teachers where they now feel ease to tell or to identify these children with disabilities in their classrooms, looking at the different trainings that we have offered them. And then also with the parents, we've been able to play a lot of podcasts in different markets. As we talk now, we are also running our podcast playing At Olailong market where you find that a lot of parents are coming up to share their experiences to share their difficulties that they have been having with their children, just because they didn't know that could also be a disability, a child being very stubborn,

sometimes it could be a disability, and also children struggling in a classroom, you know, a child having all the body parts a child looking normal, but a child is repeating a class year after year. Now, that one could be a disability that a child is struggling on but or a child is struggling in, but someone or a parent might not be able to tell. And that has been the experience that I've got that a lot of parents now have gotten to know that their disabilities that may not be seen physically, thank you so much.

Moses: Thank you, Glades. For those who have just joined us this is the program called every child can learn we are at the 23rd episodes of it. Today, we are having our guest, Glades, she's telling us more in her last words, I got something brief, that is Backup deals with the disabilities that cannot be seen. Okay? It's really important, we have to mark that word disability that cannot be seen, we cannot easily see them. So was talking about someone with a white cane, you can see it. Okay, it can be seen. But Backup Uganda goes the extra mile to see those ones which cannot be seen with our naked eyes. So thank you so much, Glades. I appreciate you for that it was well elaborated. I want you to share with us today. Who are the people involved when it comes to inclusive education? My dear sister, who are those ones involved?

Glades: Thanks, again, Moses for asking me this question. I believe that people who are involved when it comes to inclusive education should be all of us. I don't want to say it's the role of a parent is the role of a teacher or is the role of the government. This is a call for all of us. This is a call for everyone to be involved, assuming you meet someone who is struggling on the way, are you going to call for the parent to come and help this person, I believe no, or I believe not. So this is something that it's a call for all of us, we are all responsible for our children with disabilities, or we are all responsible for this inclusive education to be seen in our community. So that is why we are trying our level best to meet the parents wherever they are to meet the teachers in the different schools, and also talk to the government how best he can be able to help the different schools on improving in terms of structure, how can the government come in to improve the different roads that maybe we use and also trying our level best to make sure that even the different sectors, when constructing they are able to cater for everyone. They're able to cater for even those that use wheelchairs, to have accessibility to

those places, let's talk of hospitals, banks and the rest of it. So for me that people are involved when it comes to inclusive education. It's for all of us. Thank you.

Moses: That is in summary, thank you Glades means it is your responsibility, It is my responsibilities, It is everyone's responsibility to help in inclusive education. Take your child to school. It's the teacher's responsibility to make your child feel comfortable at school regardless of the ability or inability in that particular person. So thank you so much Glades I appreciate that it is really amazing to open our eyes to say that we are responsible for what is happening within our communities. So what changes do you see following awareness about inclusive education in schools and communities that you have been going through?

Glades: Thank you, again, the changes that I've been able to see or noticed, just like I said, I've worked for quite a while. And I've been able to interact a lot with teachers with parents. And the changes that I've seen are one; I want to say there has been a lot of change in mindset. Much as mindset change is something that is very hard to remove from people. But I believe, as we continue doing this, as we continue sensitizing the communities, sensitizing the teachers, somehow, and mindset will change, about children with disabilities and difficulties. Now, what I've seen in the different schools that I've moved in, with the different trainings we offer the teachers is that teachers are positive when it comes to helping these children, they have also been able to integrate in their lessons children or different activities that cater for children with disabilities as well. And this is something we have encouraged teachers, as you're drafting your lesson plan, as you're making your scheme of work, can you also be mindful of children with disabilities? Can you think of them and include them in your lesson plan, integrate activities that will be able to help these children, and they have been sharing positive feedbacks with us, that has made their teaching even more easy. Because, you know, when you have the different skills, and you are teaching, it's very easy for you to help everyone in class, if there's a child making noise, you know what to do. If there's a slow learner, as we usually call a child who takes long to understand, what are you supposed to do? What can you do for that child to be helped? Apart from chasing the child out apart from making noise and saying this child has failed to understand what can you do to help this child? They have been able to have the skills on how to cater for those children? Now, for parents, I have also seen that a lot of parents have gotten interest to even know more, because

that is already a positive kind of feedback that we get. Now you see a parent who is very inquisitive, very eager. What is this dyslexia, these people are talking about? What is this dyscalculia these people are talking about, and you see, with the learning disabilities, we're talking of, you don't easily see them on anyone's face, you will not see a child with dyslexia. You will not see dyslexia on someone's face; you will not see autism on someone's face. But most of the time, you only see that as they are learning in the process of their learning, that is when you will be able to notice that this child is struggling with reading and writing this child is struggling in mathematics. So I have also seen that a lot of parents have come ahead. And there are those who have approached us in our offices. There are those that we have visited their kids in their schools, we've done our assessment, and we have been able to help them do a lot of referrals here and there. So for me, that has really been an amazing thing that parents are now realizing the importance of their children with different disabilities. I'm grateful for that. Thank you,

Moses: You're most welcome thank you Glades I think you deserve a bottle of water. It was well elaborated so meaning it is parent we're seeing changes I believe parents can now identify the learners with the learning difficulties right from home isn't it? Yeah, I believe so. Yeah, and another one we are able to see teachers maybe they're no longer chasing the you know, when someone cannot understand something so quick, you chase them using the stick. So with the knowledge that Backup Uganda is giving to people I believe there is no more use of sticks like caning people in school, right?

Glades: I don't want to say they are no longer caning. But that is one thing. We usually tell teachers, that caning is not the best solution, especially for children with disabilities. You are inflicting pain on these learners, but you're not solving the problem. So caning usually is not the best solution. I have always asked teachers that when you can a child for the first time the child is not improving you can the same child for the second time the child is not improving. Do you think the third time you came this child there is going to be an improvement? No, there is nothing that is going to change. So for me caning and not seeing change is not the solution. What can you do? What else can you do? Apart from caning? What can you do? So for me, I don't want to say schools are not caning kids. But that is what we usually encourage

teachers, that caning is not going to solve the problem. But finding the solution to the problem is the best thing.

Moses: Since we know that caning is no longer solution and people are involved in identifying the learning difficulties and disabilities should use their intellectual skills to at least see what is happening with these kids. Okay, Glades, what do you really think parents and teachers can do to support the child best of it, if they're dealing with any disabilities in community,

Glades: This is something we've been saying, in almost all our episodes, or our podcasts rather, that, for me, one of the things that I would encourage both parents and teachers, rather, is one is acceptance. If you accept these children, the way they are, you see when you go to churches, they like saying that come the way you are, God says come the way you are, I also want to use the same word. Let us accept these kids the way they are. Now that is one of the things that I've always encouraged parents, if you show this kids love, if you accept them, trust me, whatever thing you plan to do is going to come to pass because one, you are doing it with love, you are not doing it, because you're sympathizing with the situation, but you're doing it because you have accepted them the way they are, to teacher, let's also accept these kids the way they are and think of what can I do? How can I help this child? for me, I believe that is the best thing we can do. Because once you accept them, you show them the love. You will also be positive in thinking an extra mile of how best can I help this child?

Moses: What you have explained we have to put it into practice. You're doing something amazing, you're just most welcome. Once again, to this program, we are getting an end. This is Backup Uganda program. We are in the 23rd episodes of every child can learn. And today our guest is someone who is well known as got lots of skills sharing with us her experiences where she has been going, what she has been doing, how she's seeing the teachers the changes and the awareness they're giving in the community if there's any change about it, and she has just told us what she think about the parents and teachers how they can definitely support learners with learning difficulties, people with disabilities. My last question, it's called last and last to you. Okay, what advice can you give to parents and teachers who are listening to

this program on how they can deal with the people that they are suspecting that this one has a disability? Okay,

Glades: What I can advise the parents to do one, actually, I am going to give my advice for both of them is, one, let's accept these kids. And once we accept them, let's take these kids to school. Now, for me, that is the advice I can give to the parents, let's not leave these children home. But let's be able to take these kids to school, and let's be able to also share with the teachers. Now the bond between the school and the parent, or the school and the community, it is something that has to be a strong one. Because if you communicate to the teachers about the condition and the situation of your child, it becomes very easy for a teacher to even think of strategies of how best they can help your child. And that is why for a parent or for parents who are listening to this program, you have to build a very good relationship with the school where your child is going to. And also this is not only for your child who is struggling or for your child who has a disability. This is also for your child, the one we call normal. You have to follow your child how is my child progressing? How is he doing? How is she performing? That is very important. And that's that also calls for us to do the same for these children with disabilities. Let's follow them at school. Let's talk about this child, to the teachers, to the school administration, so that they get to know how best they can handle these kids. Sometimes, there are situations where a parent already knows my child is struggling, my child is slow, talk to my child like this, do like this, and then my child will follow. Now such information is very, very good for a teacher. But if you don't communicate that to a teacher, it is going to be hard for a teacher to just think I like telling teachers or parents, that these teachers are not God, they will not be able to know what is happening with your child. But if you tell them if you communicate to them, it is going to be very, very easy for them to understand. And also think of what can I do; now I know; now the parent has told me, what can I do to be able to help this child? And for me, that is the advice I can give the teachers. Thank you so much.

Moses: Yeah, that was our last question. It was well elaborated and she has given out her voice, the views on how to help so we have to take them as our very own. Now, Glades, I think perhaps you could be having your last word to our listeners, please, can you give it out right now.

Glades: Thank you so much, Moses, my last word to the parents is or to the teachers, and whoever is listening is let's be positive about everything that we are doing. When it comes to helping children with disabilities, let's be very positive. I like telling the parents and the teachers that God is so wonderful that if he has not given your child legs, he is going to make the hands very, very helpful. He's going to make the brain think very well. So let's take advantage and be very positive to helping these children and also to the teachers, you are there for a reason. So let's also be positive when it comes to helping these children. Let's share if you're stuck with a child in your class, please share it with other teachers share it with the administration. Let's talk about this child. I am struggling helping this child I am struggling helping this boy, what can I do? Because it is going to make your teaching easy apart from chasing this boy out of your classroom, apart from caning what can you do? I believe sharing is caring and at the same time it's going to help you when it comes to such situations where things are tough. And then to the parents my advice is when you find your child has signs that seem different from all the other kids that you've given birth to please go to the hospital, go find out what could be the problem. Why is my child different from this other child? That is very key, assessment is very important. Because we also want you to take your child to school when you know what exactly is happening with your child. So when you visit the hospital is going to help you understand so well. What exactly your child is struggling with. So for me, that is the advice I can give. Thank you so much our listeners for listening. God bless you.

Moses: Thank you that is my dear sister Glades Lead Trainer at Backup Uganda who has ever been going through lots of training and she has met very many people and educated lots of youth, elders, teachers, parents, children and everyone that she has been going to. Now this program is brought to you by Backup Uganda it is called every child can learn we are at the 23rd episodes of it. Don't miss out this program next time. We say that every child can learn. Thank you so much. See you later.

Outro: Thank you for listening to Every Chance Can Learn. Please share your thoughts with us. Join the conversation on Facebook, or send your questions to 0772630078. Do you want to learn more about Backup Uganda and stay updated about our activities? Check our website on www.backupuganda.org and follow us on Facebook, Instagram, Twitter, and LinkedIn.