

# An enabling environment for the use of Accessible Technology to ensure Inclusive Education and Access to Information in Uganda



United Nations  
Educational, Scientific and  
Cultural Organization

**Jaco du Toit**

**Adviser for Communication & Information**

**UNESCO Regional Office for Eastern Africa**

**June 2016**

# United Nations Convention on the Rights of Persons with Disabilities



**Article 1:** “...to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities.”

**Article 9:** Accessibility;

**Article 21:** Freedom of Expression and Opinion, and Access;

**Article 24:** Inclusive Education.

# Contribution of ICTs

## 1. Accessible Hardware

Devices with built-in accessibility features and Assistive Technologies.

## 2. Accessible Formats

MSWord, PowerPoint, PDF, HTML 5, videos with captioning, DAISY books, EPUB, etc.

## 3. Customized Educational Content

Supports flexible, personalized learning in lifelong learning settings.



# Main Lessons Learned

- A paradigm shift towards *cross-sectorial approach* among all relevant stakeholders is required to create an enabling environment for the use of inclusive technology;
- A policy framework on ICT and Inclusive Education is established and supported by a multi-stakeholder committee;
- Awareness raising and capacity building is conducted on web accessibility & inclusive publishing;
- Upstream and downstream monitoring ensures implementation at different levels.





# Success and Failure Factors

| Success Factors                                                                                                         | Failure Factors                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cross-sectorial consideration of all stakeholders and their interconnected areas of activity</b>                     | <b>Failure in coordinating cross-sectorial cooperation results in unconcerted efforts among stakeholders</b>                                           |
| <b>Enabling policy environment with multi-level objectives and appropriate governance structure</b>                     | <b>Uneven global distribution of hardware affects costs and provision of devices</b>                                                                   |
| <b>Capacity development of all institutional partners increases awareness, participation and learning opportunities</b> | <b>Lack of awareness among both implementers and end-users limits opportunities to utilize assistive technologies in learning, esp. in rural areas</b> |
| <b>Research and evidence-based data collection supports monitoring and evaluation of policy implementation</b>          | <b>Unavailable Openly Licensed Learning Resources restricts access to and sharing of knowledge</b>                                                     |