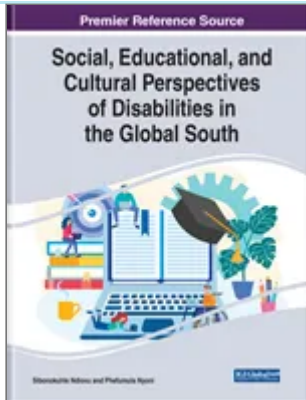


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## Challenges and Management of Disabilities Among Exceptional Learners in Inclusive Primary Schools in Busia District, Uganda

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Source Title: Social, Educational, and Cultural Perspectives of Disabilities in the Global South (/book/social-educational-cultural-perspectives-disabilities/244600)

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Pages: 14

DOI: 10.4018/978-1-7998-4867-7.ch008

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### Abstract

This chapter presents a qualitative investigation of the challenges of common disabilities and their management among learners with disabilities in inclusive primary schools in Busitema Subcounty, Busia District, Uganda. Data collection involved key informant interviews and focus group discussions with a purposive sample of 85 informants including head teachers, teachers, and learners. Thematic content analysis was used to analyze the data. Findings revealed that the main challenges facing the learners were school-based, psychosocial, socioeconomic, socio-cultural, and policy related. Strategies to overcome the challenges were suggested. The authors recommend strict adherence to SNE policy guidelines during the implementation of these strategies.

### Chapter Preview

Top

### Introduction

The universal declaration of human rights of 1948 has accorded a critical space for the realization of free access to universal special needs education as a main agenda of the world conferences (Kiyuba & Tukur, 2014). A case in point is the 1989 Convention on Children’s Rights. During this convention, most countries signed to, and voted on this right as a statutory declaration. This was followed by the two world conferences in 1990, the Jomtein conference and the world summit for children, which resulted in many countries emphasizing Universal Primary Education (UPE). A target of ten years had been set to achieve