

Management of Challenges Faced by Learners with Disabilities:

A Case of Selected Inclusive Schools in Busitema Sub-County, Busia District, Uganda

Michail Peter Barasa

BU/GS17/EDM/2



A Dissertation Submitted to the Directorate of Graduate Studies, Research and Innovations in Partial Fulfillment of the requirements for award of a Master of Educational Leadership and Management of Busitema University

February 2021

Declaration

I, Michail Peter Barasa, hereby declare that I am the rightful author of this study and that any assistance received in its preparation is fully acknowledged and disclosed. This dissertation is my original work, and to the best of my knowledge, has not been presented/published or submitted for any award in any other University or Institution of learning.

Signed: *Michail Peter Barasa*

Date: 02/2/2021



Approval

This dissertation titled "*Management of Challenges Faced by Learners with Disabilities: A Case of Selected Inclusive Schools in Busitema Sub-County, Busia District, Uganda*", was written by Michail Peter Barasa under our guidance and supervision and meets the requirements set by Busitema University for the award of Master of Education Management and leadership. It has been submitted with our approval as the University supervisors.

Signature: 

Date:

02/02/2021

.....
Dr Dennis ZamiAtibuni

Supervisor

Signature: 

Date:

08/02/2021

.....
Dr Edward Andama

Supervisor

Dedication

I dedicate this work first to my parents late father John Musa Welekeh and mother Elizabeth Tayi who made me the person I am today. I will always appreciate the effort they invested in nurturing me and my siblings to greater heights. Then to my lovely wife Mrs. Grace Barasa and children; Kenny, Finney, Prossy, Jolivia, Shanitah and Mickey. May this work be a source of inspiration to all my children. Finally to my entire family, I am greatly indebted to you for the immense psycho- social, moral, spiritual and financial support during my academic endeavors.

Acknowledgements

I acknowledge God Almighty for the provision, wisdom, health and guidance provided to me throughout this study. To Him be the glory and honor and power forever and ever, Amen. I wish to thank all people who supported my endeavours in the compilation and successful completion of this research study. In particular, I appreciate my supervisors Dr. Edward Andama and Dr. Dennis Atibuni who fastidiously supervised this research study. I wish also to take this opportunity to thank Bustema University for nurturing me to this academic level.

To my dear mentors Assoc. Prof. Kani David Olema, Dr. Fredrick Ssempala, Madam Stella Suubi, Mr. Ronald Wamakote and Dr Charles Eryenyu for kindling in me the knowledge and skills that have empowered me to become a great teacher and administrator. I am grateful to the staff and, fellow students (classmates) and friends who unreservedly and voluntarily offered their encouragement, money for photocopying and lunch and transport and even have time to critic the work for improvement. Their contribution in this study cannot be underestimated. To friends; Bro. James Mukhula, Byakika John and Okecho James I thank you for always being there for me. May God bless you all.

I would like to thank my family members for the significant support and endurance of my absence whenever I would leave for studies. Without their immeasurable support and dedication this work wouldn't have been accomplished. I appreciate the cooperation of all teachers, head teachers and pupils with disabilities or special needs of Busitema sub county-primary schools for volunteering to offer your responses to me and for the support you rendered to me.

Table of Contents

Declaration	i
Dedication.....	iii
Acknowledgements	iv
Abstract.....	viii
Chapter One.....	1
Introduction	1
Overview	1
Background to the Study	1
Problem Statement.....	7
Purpose of the Study.....	8
Study Objectives.....	8
Research Questions.....	8
Significance of the Study.....	8
Scope of the Study.....	9
Chapter Two	10
Literature Review	10
Introduction	10
Theoretical Review.....	10
The Social Inclusion Theory by Clough & Corbett (2000)	11
The Capability Theory.....	11
Theory of Stigma.....	12
Social Systems Theory.....	13
Critical Disability Theory.....	14
Conceptual Review.....	16
Related literature	19
Common Disabilities Children have in Inclusive Primary Schools.....	19
Challenges Faced by CWDs in Inclusive Primary Schools.....	20
Management strategies for the challenges CWDs face in Inclusive primary schools	29
Gaps in literature	35
Chapter Three	37

Methodology.....	37
Introduction.....	37
Research Design and Approach	37
Target Population.....	38
Sample Size.....	38
Sampling Techniques.....	39
Data Collection Instruments.....	39
Interview guides.....	39
Data Collection Procedure.....	40
Validity of Instruments.....	40
Data Management and Analysis.....	40
Ethical Considerations.....	41
Chapter Four.....	42
Presentation, Analysis, and Interpretation.....	42
Introduction.....	42
Common disabilities in inclusive schools.....	42
Challenges faced by learners with disabilities.....	43
Management strategies for challenges faced by learners with disabilities.....	48
Chapter Five.....	54
Discussions, Conclusions and Recommendations.....	54
Introduction.....	54
Discussion of findings.....	54
Conclusions.....	63
Recommendations relating to the study.....	65
Areas for further research.....	66
References.....	67
Appendix 1.....	77
Appendix 2.....	78
Appendix 3.....	79
Appendix 4.....	82
Appendix 5.....	87

List of Tables

Table 1: Population and Sample	43
Table 2: Ranked response on the kinds of disabilities from sampled schools	47
Table 3: Challenges faced by learners with disabilities in inclusive schools	48
Table 4: Ranking of the management strategies	51

Abstract

The purpose of this study was to investigate the management of challenges faced by children with disabilities in inclusive primary schools. The study was undertaken to establish the common disabilities in inclusive schools document the challenges faced by learners with disabilities and assess whether regular primary schools have the strategies for managing challenges that are faced by learners with disabilities.

A qualitative research approach in form of a case study design was carried out in Busitema sub county Busia District. The population of 70 informants included teachers, head teachers and children with disabilities and a purposive sampling technique helped to select respondents. Busia District was purposively selected because of the availability of promoting inclusive education in public schools since 1997. Questionnaires and interview guides were the instruments employed collect data from the respondents.

The study mainly revealed that sensitization had effectively been done, hence the teachers, pupils and the community in general had positive attitude towards Persons with Disabilities (PWDs). Few trained Special Needs Education (SNE) teachers had adapted environment and few appropriate resources were available.. However it was noted that the schools needed funding to sustain their resources.

Therefore there's need to adapt the school environment, providing education resources and training and positing adequate staff to help varied types of disabilities in every regular school settings. I wish to recommend that, there should be continuous funding of the process and allocate a vote in the UPE funds to procure education resources, devices or equipment for Children with Disabilities (CWDs).

Chapter One

Introduction

Overview

This chapter is organized into background, problem statement, purpose of the study, research questions, study scope, significance of the study and a summary presentation. However, the background is guided by the historical, conceptual, theoretical and contextual background.

Background to the Study

The concern to provide special education existed as early as the 1940s. With the Universal Declaration of Human Rights coming into force in 1948, the realization of universal special education was the main agenda of the world conferences (Kiyuba & Tukur, 2014). Free access to special education is a right in the Universal declaration of human rights. The 1989 Convention on Children's Rights which most countries signed to, voted on this right as legally binding. Emphasis has been put on universal primary education since the 1990s, and this has spread to many countries.

In 1997 when Universal Primary Education (UPE) was first introduced in Uganda, priority was given to a girl child and children with disabilities (CWDs) to join the mainstream primary education. In furtherance of education for Children With Disabilities (CWDs), the government White Paper on Education (1992) streamlined key policy issues among which, all Inclusive education services were recommended as the best approach to accessing education (Najjingo, 2009). This trend was followed by legislation for inclusive education which shows that Uganda education has moved away from the traditional specialized model and the aim is now total inclusion in all public main stream schools.

References

- ACPF.(2014). *The African report on children with disabilities*. Promising starts and persisting challenges. Addis Ababa. African Child Policy Forum (ACPF)
- Agesa. (2014). Challenges faced by learners with Visual impairments in inclusive setting in Trans-Nzoia county. *Journal of Education and Practice*, 29.2014. ISSN 2222- 1735 (Paper) ISSN 2222-288 X
- Ahmed, A., (2018) Perceptions of using Assistive technology for students with disabilities in classroom. *International journal of special education* 33, (1), 2018
- Ainscow, M. (2014) From special education to effective schools for all: widening the agenda. In L. Florian (ed) *The SAGE Handbook of Special Education, I* (2nd ed.), p. 171–186. London, Sage
- AJESI—Anadolu. (2017) *Journal of Educational Sciences International*, 7(1).2017; 184-202197
- Alexander. H., (2014). *Challenges faced by teachers when teaching learners with developmental disability*. (Un published thesis), University of Oslo.
- Anastasious. & Kauffmann. (2012). *Disability and culture*. Berkley, University of California Press, 2011.
- Artiles, A.J., & Kozleski, E. B.(2016). Inclusive education's promises and trajectories: Critical notes about future research on a venerable idea. *Education Policy Analysis Archives*, 24(43).
- Aventrume, R. (2016). *Reducing poverty through primary Education; Learning from the experience of Kenya, Lesotho, Malawi and Tanzania*.
- Aylward, M., Cohen, D. & Sawney, P., (2013), 'Support, rehabilitation, and interventions in restoring fitness for work' in Palmer, Brown & Hobson J. (eds.), *Fitness for work: The medical aspects*, 5th ed. p. 69–87, Oxford University Press, Oxford.

- Barnes C., Mercer, G. & Shakespeare, T., (2010), 'The social model of disability', in A. Giddens & P. Sutton (eds.), *Sociology: Introductory readings, 3rd ed.*, p. 161–166, Polity Press, Cambridge.
- Beirne & Shannon ; Friend & Bursuck, (2014). *International Journal of Progressive Education*, 10 (3), 2014.
- Betsy, B. & Waterman (2014). Assessing children for the presence of a disability; *National Information Center for Children and Youth with Disabilities- NICCY. News digest 4.* (1)
- BMAU Briefing paper (2018). *Provision of inclusive education in Uganda*. What are the challenges? www.finance.go.ug 2018.
- Bouillet D. & Kudek- Mirošević j. (2015). *Croatian Journal of Education*, 17; Sp.Ed. (2) /2015, p.11-26 Faculty of Teacher Education, University of Zagreb doi: 10.15516/cje.v17i0.1472
- Byrne, B. (2012). Minding the gap? Children with disabilities and the United Nations convention on the rights of persons with disabilities. In Freeman, M. (ed.). *Law and Childhood Studies, Current Legal Issues*, 14. p. 419–437. Oxford: Oxford University Press.
- Colley A. (2018). To what extent have learners with severe, profound and multiple learning difficulties been excluded from the policy and practice of inclusive education. *British Journal of Special Education*. 42 (256)
- Combrinck, H. (2018). The hidden ones: children with disabilities in Africa and the right to education. *Children's Rights in Africa: A Legal Perspective*. Aldershot: Ashgate, p. 299-322.
- Crown copyright.(2012). Early support for children, young people and families. *Information about neurological disorders*.

- CRPD. (2017). *From exclusion to Equality*. Realizing the rights of PWDs, Convention on the rights persons with disabilities and its optional protocol.
- CWDs. (2012). *The Future of children; Spring*, 22 (1), ISSN. 10548259 2012.
www.futureofchildren.org.
- Darling, R.B. & Heckert, D.A., (2010). 'Orientations toward disability: Differences over the life course. *International Journal of Disability, Development and Education*, 57 (2), 131–143.
- Degener, T., (2017). 'A new human rights model of disability, in V. Della Fina, R. Cera& G. Palmisano (eds.), *The United Nations convention on the rights of persons with disabilities: A commentary*, p. 41–60, Springer, Cham, Switzerland
- Deiniger- Klaus (2013). Does cost schooling affect enrolment by the poor? UPE in Uganda
Economics of Education Review 22: 291-305
- Dunn, D.(2015). *The social psychology of disability*, Oxford University Press, New York.
- Ed Smeets and Jaap, R.,(2016). Identification by teachers of special educational needs in primary schools and factors associated with referral to special education. *European Journal of special education* 2016 31 (4) p. 423- 439. UK.
- Eilor, J. (2014). *Education and Sector wide approach in Uganda International Institute for Education Planning*. Embracing diversity: toolkit for creating inclusive, learning-friendly environments. Bangkok, Thailand.
- European Agency for Special needs and Inclusive Education (2016), *Early leaving and Learners with disabilities and or SEN. A review of the Research Evidence Focusing on Europe* (A. Dyson & G. Squires, eds) Odense Denmark.
- Famakinwa, Olagaju & Akinnawanu (2016) ,A study of psychosocial challenges of public secondary school students in Semi- Urban area of Southwest Nigeria. *Journal of community medicine and primary health care*, 28 (1) 59-64.

- Florian L et al. (2016). Cross-cultural perspectives on the classification of children with disabilities: Part 1 issues in the classification of children with disabilities *The Journal of Special Education*, 2016,40:36-45. doi:10.1177/00224669060400010401.
- Florian, L., & Linklater, H. (2014). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40 (4), 369-386. <http://dx.doi.org/10.1080/0305764X.2010.526588>
- Forlin, Ch., & Chambers, D. (2011). Teacher preparation for inclusive education: increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32. <http://dx.doi.org/10.1080/1359866X.2010.540850>
- Glazzard, J. (2016). Perceptions of barriers to effective inclusion in one primary school: voices of teachers and teaching assistants. *Support for Learning - British Journal of Learning Support*, 26(2), 56-63. <http://dx.doi.org/10.1111/j.1467-9604.2011.01478.x>
- Godwin, A., (2014). (*A dissertation*); the public primary School teacher's perceptions on inclusive education. A case of selected public primary schools in Moshi municipality. Open University of Tanzania
- Gordon, J.S. (2018). Is Inclusive Education a Human Right?. *Journal of Law, Medicine & Ethics*, 41(4), 754-767. <http://dx.doi.org/10.1111/jlme.12087>
- Government of Uganda (2018). National Development Plan 2018/19—2025, *Ministry of Finance, Planning and Economic Development*. Kampala
- Grogan, L. (2016). "Who benefits from UPE in Uganda?" Kampala, Uganda.
- Grue, J. (2015). *Disability and Discourse Analysis*. Burlington, VT, Ashgate Publishing.
- Halfon, N. (2012) The future of children. *spring journal*, 22

- Hart, S. & Drummond, M. J. (2014). Learning without limits: constructing a pedagogy free from determinist beliefs about ability. In L. Florian (ed.), *The SAGE Handbook of Special Education*, vol. 2 (2nd ed), pp. 439–458. London: Sage.
- Haualand H, & Allen C. (2013). *Deaf people and human rights*. Helsinki, World Federation of the Deaf and Swedish National Association of the Deaf
- Henderson, G. & Bryan, W., (2011), psychosocial aspects of disability, Charles C. Thomas, Springfield, IL.
- Holcomb, T., (2013). Introduction to American deaf culture, *Oxford University Press*, New York
- Hosking L. David (2008). Critical Disability Theory. A paper presented at the 4th Biennial Disability Studies Conference at Lancaster University, UK, Sept. 2-4, 2008*Impact of a universal classroom-based intervention. *Journal of Consulting and Clinical Psychology*, 72 (3), 467–478.
- Junior, N. & Schipper, J., (2013). 'Disability studies and the Bible', in S. McKenzie & J. Kaltner (eds), *New meanings for ancient texts: Recent approaches to biblical criticisms and their applications*, pp. 21–37, Westminster John Knox Press, Louisville, KY.
- Karande W., R. (2014). School- Based factors influencing participation of physically challenged learners in public primary schools in Kiambu Municipality, Kenya. *A research project*;
- Kihlström, A. (2012). Luhmann's system theory in social work: Criticism and reflections. *Journal of Social Work*, 12(3), 287-299
- Kim, E. 2014. "The Spectre of Vulnerability and Disabled Bodies in Protest." In *Disability, Human Rights, and the Limits of Humanitarianism*. Eds. Gil and Schlund-Vials. Burlington, VT, Ashgate Publishing: 137-154.
- Kiyuba J. & Tukur Y. (2014), Challenges of providing Special Education to children with disabilities.): *Student thesis, Social work*. View of teachers and Education Officials.

- Klasen, S. (2017). *Social Exclusion, and Education: Conceptual and Measurement Issues*. University of Munich. *International Journal of Progressive Education*, 10 (3), 2014© 2014 INASED 33
- Kvam M.H, & Braathen H. (2016) *Violence and abuse against women with disabilities in Malawi*. Oslo, SINTEF, 2016.
- KwaZulu-Natal (2011). *Education access and retention for educationally marginalised children: innovations in social protection*, Mobile Task Team, Health Economics & HIV and AIDS Research Division, University of KwaZulu Natal, 2011.
- Lorian L. (2014). *Reimagining special education: why new approaches are needed*. In L. Florian (ed.), *The SAGE Handbook of Special Education*, 1 (2nd ed.), p. 9–23. London: Sage.
- Florian, L. and Black-Hawkins, K. (2011). *Exploring inclusive pedagogy*. *British Educational Research Journal*, 37, 5, 813–828.
- Maiwa C.J. (2017). *Assessment of teacher competence in handling physically challenged pupils in public primary schools in Kericho Kenya*. *Journal of Education and practices* ISSN 2222-1155 (paper) vol. 8. No 2 2017
- Macdonald S., J. (2009). *Towards sociology of dyslexia: exploring links between dyslexia, disability and social class*. Saarbrücken, VDM Publishing House, 2009.
- Mahwish S., Mahr M.S.A., Ghulan Fatima, Misbah M. (2012) “Problems faced by students with hearing impairment in inclusive education” *Journal of research and reflection in Education* 129-136
- Malhotra R. and M. Rowe. (2014). *Exploring Disability Identity and Disability Rights through Narratives: Finding a Voice of Their Own*. Hoboken.
- Mawson M. (2013). ‘Subjectivity and embodied limits: Deborah Creamer’s disability and Christian theology’, *Journal of Religion, Disability & Health* 17(4), 409–417.
<https://doi.org/10.1080/15228967.2013.840962>

- Meekosha H. & R. Shuttleworth. (2019). "What's So 'Critical' About Critical Disability Studies?" *Australian Journal of Human Rights* 15 (1): 47-75.
- Meekosha, H. (2011). Decolonizing Disability: Thinking and Acting Globally. *Disability & Society* 26 (6): p.667-682.
- MoES (2016) "The Education and Sports Sector Strategic plan FY2017/18 – 2019/2020 Kampala, Uganda.
- MoES (2017), *Ministerial policy statement* FY2017/18 Kampala, Uganda
- Morewood, G. D., Humphrey, N. and Symes, W. (2011). Mainstreaming autism: making it work. *Good Autism Practice Journal*, 12 (2), p. 62–68
- Mpofu & Shumba (2012). Challenges faced by students with special needs in Early childhood development centre in zimbabwe. *A developmentally appropriate early childhood*
- Mpofu J. & Chimhenga S. (2013). Challenges faced by Hearing Impaired pupils in learning: A case study *IOSR Journal of Research & Method in Education* 2 (1) (Jul. –Aug. 2013), P. 69-74.
- Mukhopadhyay S., Molosiwa M. & Moswela E., (2013). 'Teacher trainees' level of preparedness for inclusive education in Botswana schools: Need for change', *International Journal of Scientific Research* 2(2), 51–58. ISSN: 1117-3259.
- Mungai N. E. (2014). Challenges facing children with special needs in pursuing education in Thika sub county Kiambu county. *A research project*; University of Nairobi, Kenya.
- Musembi, D., Kasoo (2014). School factors affecting head teachers provision of special needs education in public primary schools, Kangundo sub county. *A research project*, Kenya.
- Mushoriwa, T. (2017). Attitudes of Secondary School pupil towards the inclusion of Educable Mentally Challenged pupils in Harare. *The Zimbabwe Bulletin of Teacher Education*. 15 (1) ISSN, 1022-3800

- Mutisya C.M. (2010). Factors influencing inclusion of learners with disabilities. *Theoretical frame work*.
- Mutungu L.W.,(2018). Learning challenges faced by special needs education learners. *Journal of Education and practices* ISSN 2222-1155 (paper) vol. 8. No 2 2018.
- Mwangi, M. E. (2014). Challenges Facing Implementation of Inclusive Education in Public Primary Schools in Nyeri Town, Nyeri County, Kenya. *Journal of Education and Practice* 5 (16), 2014 www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
- Najjingo H., (2009). *Challenges of accessing all-inclusive education services by children with disabilities (cwnds): A case of Mijwala sub-county ssembabule district*, Makerere University, Sembabule.
- NCERT. (2016). Position paper national focus group on education of children with special needs (2016) , New Delhi - 110 016
- NCSE. (2014). National Council for Special Education for children with Special Needs. Information Booklet for parents. April 2014
- Neube, A., C. (2017). Social and Psychological Effects of Inclusive Classrooms: Insights from Teachers of Inclusive Classes in Selected Primary Schools in Zimbabwe. *Journal of Emerging Trends in Educational Research and policy Studies (JETERAPS)* 5 (4) 449 – 556 2014 ISSN:21416990
- Nviiri H. (2016). *Uganda bureau of statistics (UBOS)*. Disability statistics measurement in national population and housing census. Uganda experience. Nov 2016
- Ogot O, McKenzie J, Dube S. (2015). *Inclusive Education (IE) and community-based rehabilitation*. In: Hartley S, Okune J, eds. CBR: inclusive policy development and implementation. Norwich, University of East Anglia, 2018

- Okoye O. (2010). Support systems and coping strategies available to physically challenged students in University of Nigeria, Nsukka. *International Research Journals*, 1(11) p.666-67. Department of Social Work, University of Nigeria, Nsukka, Enugu State, Nigeria.
- Orodho, J. A. (2014). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi: Masola publishers.
- Paras, J. (2017). Identify gaps in inclusive education. *International Journal of Advanced Research*.
- Phasia, N., Mahlo, D., & Sefa Dei, J.G. (2017). *Inclusive Education in African contexts – A critical reader. Ant-colonial colonial perspective for transformative change*. Sense publishers Boston/TAIPEI.
- Price P. (2016). Education for All (EFA): *An inclusive goal for children with disabilities in developing countries in the Asian Pacific Region*. Asia Pacific Disability Rehabilitation Journal, 14 P.3 - 9.
- Quryouti, I. A. (2010). Inclusion of the disabled children in education. *International Journal of Cross- disciplinary in special education (IJCDESE)* 2 (1) 4 216-222
- Ravet, J. (2011). Inclusive/ exclusive? Contradictory perspectives on autism and inclusion: the case for an integrative position. *International Journal of Inclusive Education*, 15, (6), P. 667–682.
- Retief, M. & Letšosa, R. (2018). 'Models of disability: A brief overview', HTS Teologiese Studies/ Retrieved from http://www.cast.org/publications/ncac/ncac_classroom.html
- Rimmerman, A. (2013). *Social inclusion of people with disabilities*. Cambridge University Press, Cambridge.
- Rioux, M. (2014). *Disability rights in education*. In L. Florian (ed.), *The SAGE Handbook of Special Education*, 1 (2nd ed.), p. 131–148. London: Sage

- Rose, D. H., Gravel, J. W. and Gordan, D. T. (2014) Universal design for learning. In L. Florian(ed.), *The SAGE Handbook of Special Education*, 2 (2nd ed.), p. 475–490. London: Sage
- Salva, K. (2015). School influence on children's development. *Journal of child psychology and psychiatry* 35 (1) p. 135-170 London, UK.
- Sarton, E. & Smith, M. (2018). The challenge of inclusion for children with disabilities – experiences of implementation in Eastern and Southern Africa. UNICEF *Think Piece Series: Disability Inclusion*.
- Shree A. & Shukla P. C., (2016). Intellectual Disability: definition, classification, causes and characteristics. *Learning Community: © 2016 New Delhi Publishers. DOI: 10.5958/2231-458X.2016.00002.6*
- Sifiso L. Zwane & Watome M. Malale (2018). Investigating barriers teachers face in implementation of inclusive schools in Gege branch, Swaziland. *African journal for disability Vol.7. (391)*
- Smith, et al. (2014). *Making Inclusion Work for Students with Autism Spectrum Disorders*. New York: Guilford Press.
- Stubbs S. (2009). Inclusive education: where there are few resources. Oslo, Atlas Alliance, 2008 ([http://www.eenet.org.uk/theory practice/IE%20few%20resources%202008.pdf](http://www.eenet.org.uk/theory%20practice/IE%20few%20resources%202008.pdf), accessed 20 July 2009).
- Travers et al. (2014). Addressing challenges and barriers to inclusion in Irish schools. ISBN: 97809559519778 Dublin: Special Education Department, St. Patrick's College.
- Uganda Bureau of Statistics (UBOS) and ICF. (2018). *Uganda Demographic and Health Survey 2016*. Kampala, Uganda and Rockville, Maryland, USA: UBOS and ICF.
- Uganda Society for Disabled Children- USDC (2018). *Inclusive education in Uganda: Examples of Best practice*. Kampala Uganda

- UNESCO.(2011). Toolkit of best practices and policy advice.Geneva, International Telecommunication Union, (<http://www.connec-taschool.org/itu-module-list>, accessed 12 January 2011).
- UNESCO. (2012). Global Monitoring Report (2010) *Reaching the marginalized (EFA)*
- UNESCO.(2013). *Policy Guidelines on Inclusion in Education*, Paris, 2009.
- UNICECF. (2014).. 'Research Study on CWDs living in Uganda. CWDs *Situational analysis* FINAL (pdf)
- UNICEF. (2016). Eastern and Southern Africa regional study on the fulfilment of the Rights of education of children with disabilities.
- UNICEF. (2018). The challenge of inclusion for children with disabilities: Experience of implementation in Eastern and Southern Africa. *International Journal of progressive Education* Vol. 10 No.3 INASED>2018 Sookkohmyung & Sunwooshin
- Uwezo (2015). Are children wanting? *Fine stories on the states of Education in 2015 and Beyond* Kampala TWAWEZA, East Africa.
- Walga, K., T. (2018). The lived experiences of students with severe mobility impairment at Addis Ababa University (AAU): *A phenomenological perspective. International Journal of psychology and counseling* Vol. 10, No. 8
- Watson N. et al. (2018). *Life as a disabled child: research report*. Edinburgh, University of Edinburgh.
- Watson, S. (2018). Assessing student with special needs: Tips for teachers of kids with learning disabilities
- World Bank 2014): World Bank Report on Disability. WHO library cataloguing- in- publication Data

World Vision (2007). Education's missing millions: including disabled children in education through EFA FTI processes and national sector plans.

www.worldvision.org.uk/upload/pdf/Education%27s.

Wright, and Sigafos.(2016). Teachers and students without disabilities comment on the placement of students with special needs in regular classrooms at an Australian primary school.

Australasian Journal of Special Education, 19 97, 21:67-

80.doi:10.1080/1030011970210203.

Zimba Z., (2011). *Managing an inclusive school in Swaziland*, Research report, Rhodes University, Grahamstown.