

Status of the Teaching of Children with Special Needs in Inclusive Primary Schools of Iganga District

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Abstract

The education of students with special needs is becoming a top priority but challenging in the 21st century in primary schools. According the American Institute for Research, \$50 Billion was spent on special education services in the 1999-2000 school year. The costs have gone up by at approximately 60% since that time. The average expenditure for a special needs child almost doubles the average costs of services for other children. In 1991 Parliament established the Uganda National Institute of Special Education to train special education teachers. In 1992 the Ugandan Government “established a policy on ‘Education for National Integration and Development’, pledging to support special needs education by providing funding and teacher training. Though teachers for special needs have been trained, it has remained a challenge on the performance of learners with special needs and this is attributed to teacher’s Status into the teaching of Children with Special needs. Thus the purpose of this study.

Keywords: Special needs education, disabilities, academic performance