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# Inclusion of pupils with intellectual disabilities: primary school teachers' attitudes and willingness in a rural area in Uganda

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## Abstract

Teachers in regular schools have a responsibility to accommodate the needs and interests of all learners. The attitudes and willingness of teachers to include learners with intellectual disabilities in their classes in regular schools in a district with a semi-nomadic pastoral population in north-eastern Uganda was investigated. A survey of 125 school teachers was conducted, using an attitude scale and a willingness sub-scale. The results showed slightly more positive than negative attitudes, and more willingness than unwillingness to teach learners with intellectual disabilities. Attendance of workshops and seminars had a positive impact on teacher attitudes and willingness towards inclusive education. The findings are discussed with reference to historical-cultural characteristics of the district, as well as pupil and teacher characteristics.

Keywords: inclusive education, teachers, attitudes, willingness, intellectual disabilities, Uganda

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Rivka Glaubman IV et al., *Euro Jour of Spec Needs Edu*, 2010

Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school