

**THE LEVEL OF TEACHERS' AND STUDENTS' UNDERSTANDING AND
ACCEPTABILITY OF INCLUSIVE EDUCATION IN PUBLIC SCHOOLS IN
ZANZIBAR**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled “**The Level of Teachers’ and Students’ Understanding and Acceptability of Inclusive Education in Public Schools in Zanzibar**”, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I Ali Makame Ali, do hereby declare that this dissertation is my own original work. Thus, it has not been presented and will not be presented to any other Higher Learning Institution for a similar or any other academic award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved daughters Rauhiyah, Dalila and Hudhaima who missed their father during the difficult period of my absence at home and Mr. Makame A. Makame and Mrs. Kidawa M. Fakh, for their guidance assistance and wisdom against me. Oh! Allah gives them a good life in this world and the day after, Amen.

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ABSTRACT

The objective of the study was to assess the level of teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar. The sample of the study was 217 out of 246 expected respondents, 30 teachers, six (6) Head teachers and two hundred and ten (210) students. The study utilized a case study approach to assess the level of teachers' and students' understanding and acceptability of inclusive education and support services to the students with disabilities in public schools in Zanzibar. The study employed positivism paradigm in primary data collection. Statistical Package for Social Sciences (SPSS) software was used in data analysis based on Linkert Scale model for questionnaires and content method for analysing interview questions. The major findings indicated that the level of teachers' and students' understanding about the concept inclusive education in public schools in Zanzibar is very high (85%). The study also found that inclusive education in public schools in Zanzibar is highly accepted by teachers and students. By 84% of respondents accept the concept of inclusive education. Moreover, the study found that students with disabilities accessed high (79%) level of support services and resources to the children with disabilities in their studies in public schools in Zanzibar. Hence, the study recommends that there is a great need for the Revolutionary Government of Zanzibar and its related institutions, Non-Government Organizations (NGOs), Agencies, individual scholars and all educational stakeholders to conduct extensive research in this field especially rural area.

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LIST OF ABBREVIATIONS

ASP	Afro Shiraz Party
CA	Children Act
CACL	Canadian Association for Community Living
CRPD	Convention on the Rights of Persons with Disabilities
CWDs	Children with Disabilities
DDA	Disability Discrimination Act
DFID	Department for International Development
EFA	Education for All
IE	Inclusive Education
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
MoFEA	Ministry of Finance and Economic Affairs
NASUWT	National Association of Schoolmasters Union of Women Teachers
NBS	National Bureau of Statistics
NGOs	Non-Government Organizations
NSS	National Sample Survey
PBC	Perceived Behavioural Control
RGZ	Revolutionary Government of Zanzibar
SENDA	Special Educational Needs and Disability Act
SPSS	Statistical Package for Social Sciences

TPB	Theory of Planned Behaviour
TRA	Tanzania Revenue Authority
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USA	United States of America
WHO	World Health Organization
ZSTC	Zanzibar State Trading Corporation

CHAPTER ONE

THE BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Background to the Problem

Zanzibar consists of two main Islands, Unguja and Pemba, and a number of other small islands including Tumbatu, Kojani, Makoongwe and others. The Islands are located in the Indian Ocean about 40 kilometres off the Coast of Tanzania Mainland (Minstry of Finance and Economic Affairs (MoFEA), 2008).

Geographically, the Islands situated between longitude 39° 17' and 39° 50' East of Greenwich and latitude 4° 80' and 6° 87' South of Equator. The two main Islands are 50 kilometres apart separated by the deep Pemba channel. The Islands have a total area of 2,332 square kilometres. Unguja has an area of 1,464 square kilometres while Pemba has a land area of 868 square kilometres. The climatic condition in these Islands is tropical and humid with an average of the maximum temperature of about 30°C recorded during hot seasons and an average minimum of 21°C recorded during the cool season (MoFEA, 2008). Zanzibar receives a maximum rainfall regime in March to June. This period is very heavy shower pouring in local language called “Masika” by the south east monsoon, and on October to December, there is lesser rainfall called “Vuli” as a result of the northeast monsoon.

According to the 2012 Population and Housing Census, Zanzibar has 1,303,569 people (630,677 among them are males and 672,892 are females) compared to 981,754 in 2002; 640,578 in 1988; 476,111 in 1978; 354,360 in 1967 and 295,600 in 1957. This is to say that, the annual growth rate rose from 1.8 percent between 1957 and 1967 up to 2.8 between 2002 and 2012. Table 1.1 summarizes.

Table 1.1: Zanzibar Population and Annual Population Growth Rate from 1957 to 2012

Year	Population	Annual Growth Rate (%)
1957	295,600	
1967	354,360	1.8
1978	476,111	2.9
1988	640,578	3.0
2002	981,754	3.1
2012	1,303,569	2.8

Source: MoFEA, (2008) and National Bureau of Statistics, (2014)

Kiswahili language is the national in Zanzibar-Tanzania. Kiswahili Language is the combination of the English language, Arabic language, Indian language and other native languages. Whereas Kiswahili and English are official languages and are spoken by the most of Zanzibaris. Other languages are Arabic language, Indian language, French, Italian and Spanish considered as business languages. The ninety eight percent (98%) of Zanzibar population is Muslims and the rest Christian, Hindu and Buddhism. For example, in Stone Town there are 52 Mosques, 2 Churches and 3 Temples.

Zanzibaris culture is affected by Arabs, Indians and some Europeans' culture in terms of food, clothes and wearing styles, funerals and marriage ceremony. Zanzibar is the heart of the distinctive Taraab, or sung poetry, tradition. The goddess of this haunting style is Siti bint Saad, the first East African singer to make commercial recordings, way back in 1928. Tarabu, also called taarab or tarab, is the African-Islamic music popular in the coastal towns of Tanzania and Kenya, and the island of Zanzibar. Tarab is popularly known as Swahili wedding music, since tarabu musicians and music are an essential part of these multi-day festivities.

For the people of Zanzibar, fishing and farming are the main economic activities. From the beginning of the 19th century to the mid-1970s Zanzibar exported a large proportion of the world's supply of cloves, and the islands' economy were based largely on this commodity. Some diversification has occurred since then as the world market price for cloves fell dramatically in the 1980s, but cloves are still a major export, along with coconut products and other spices. In recent years, seaweed has also become an important export commodity. The potential for tourism to be a major earner of foreign currency has been recognised and this is being developed.

Much of Zanzibar's involvement in trade has been presented earlier due to its central role in the history of the archipelago. Briefly, Zanzibar prospered in the past due to maritime trade involving slaves, spices, ivory and gold. These items were the glory of the past and no longer applicable to today's Zanzibar. Slavery is history and the interior that used to supply ivory and gold is no longer under her control.

The Revolutionary Government of Zanzibar (RGZ) initially closed doors for its citizens wishing to pursue trading opportunities in the external world. It instead championed a move of launching a number of factories producing consumer goods such as shoes, cigarettes, soaps and oils, household items, sugar, perfumery and spirits. None of these survived the economic downturns and the government has to bear the burden of keeping thousands of people who once worked in these factories. It also established two public corporations, BIZANJE for importing consumer commodities into the isles and Zanzibar State Trading Corporation (ZSTC) for marketing cloves and other cash crops to the world markets. BIZANJE is now defunct and during the Hon. Ali Hassan Mwinyi's period as president of Zanzibar, a

program of trade liberalization allowed private entrepreneurs to get involved with the business of importing consumer commodities into the country. ZSTC is still operating but recently there have been reports that the government is about to yield into pressures to either completely close its business or transform it into a mere facilitating agency.

Trade liberalization is a welcome policy for Zanzibar businessmen but there is a lot to be done if trade is to deliver the expected benefits for people of Zanzibar. During the early days of its operation, this policy gave businessmen a big boost in revenue mainly by utilizing the large market in mainland Tanzania. Nevertheless, when the union government also followed suit and liberalized its economy, Zanzibar faced an upward hurdle. It became more serious when Zanzibar was forced to harmonize its tax and tariffs in accordance with those set forth by the Tanzania Revenue Authority (TRA).

Therefore, the relaxation of trade restrictions seems to be having little impact on the economy of Zanzibar. Furthermore, there are also concerns about the way the whole sector is organized and the chances of trade replacing the clove industry are very slim. Zanzibar enjoys a cool tropical climate favourable for the production of many warm-climate crops but clove trees have largely filled its landscape, particularly on the island of Pemba. For many years, it was the leading producer of cloves in the world, but the age of clove trees, diseases, agronomic- and a number of human-related factors have caused a steep decline in the annual production levels. Clove trees thrive best in deep soils on the western sides of both islands. Other major cash crops are coconuts, chillies, and recently seaweed. There are also other crops such as

black pepper, cinnamon and vanilla, but due at the moment they are not produced in quantities that could warrant export to the outer world.

Zanzibar united with Tanganyika in 1964 to form the United Republic of Tanzania. Under the Union Act of 1964, Zanzibar has its own legislative which is the House of Representatives, its own government and executive organs of the state with the President, Chief Minister, Ministers, Judiciary and Civil Societies (MoFEA, 2008). Since independence in 1964, the RGZ has been involved in improving the wellbeing of her people by addressing three main development challenges, namely ignorance (illiteracy), disease and poverty.

Therefore, the only solution of fighting against these three enemies in Zanzibar is to provide quality education to all citizens regardless their colour, race and economic background. For this reason, in Zanzibar from the early months of her independence of 1964, the education system was devoted by the Revolutionary Government of Zanzibar as a means to implement the Manifesto of Afro Shiraz Party (ASP) announced by the late Hon. Abeid Amani Karume (the First President of Zanzibar), September 23, 1964 that education was declared free of charge (Education is free – “*Elimu Bure*”) for all children in Zanzibar and in all classes without any kind of discrimination such as race, sex, colour or religion (Mapuri, 1996).

The first policies which were implemented by the new government in the education sector were aimed at increasing the level of African participation in education. The government had abolished all kinds of discrimination in education, as well as in the social services. Also, President Karume banned child labour, particularly the use of

children in domestic work in the homes of the wealthy, and required that all such children be sent to school.

Another measure aimed at improving access to education among African children was the rapid construction of new primary schools in the deprived rural areas of the both islands (Unguja and Pemba). The government mobilized the local communities through self-help schemes, but it provided import materials and skilled labour. By the end of 1964 thirteen new primary schools had been built in rural areas, whereas in the three years preceding the revolution, not a single school had been built by the colonial administration (Zanzibar Government, 1967) as cited by Mapuri, (1996).

Before the 1964 Zanzibar Revolution, African children had been severely disadvantaged in their chances of proceeding to secondary and further education. They were grossly under-represented in all secondary schools, accounting for less than 10 per cent of the school enrolment while they were 80 per cent of Zanzibari's population. As noted earlier that inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. It is believed that the implementation of the inclusive education is very important for eliminating all aspects of discrimination, especially in the educational sector in the society like Zanzibar (Tanzania).

In general, the implementation of inclusive education in public schools is based on the level of understanding and acceptability of the concept of inclusive education in Zanzibar. Therefore, the study critical examined the level of understanding and

acceptability of the concept of inclusive education as well as the level of the support services to the children with disabilities (CWDs) in public schools in Zanzibar.

1.2 Statement of the Problem

Estimates for the number of children (0–14 years) living with disabilities range between 93 million and 150 million (United Nations Children’s Fund (UNICEF), 2005; World Health Organization (WHO), 2008; and United Nations (UN), 2009). Many children and adults with disabilities historically have been excluded from mainstream education opportunities. According to Booth, (2005) inclusion is a philosophy based on values, aiming to maximise participation of all people in society and education by minimising exclusionary and discriminatory practices. Education for All (EFA), as a means towards inclusive and equitable education to all members in the society, needs to take into account of diversity, which is by no means limited to disability.

The implementation of inclusive education in Zanzibar especially in public schools will open the door of building an inclusive society; provide human rights (right to access education) and participatory democracy. Inclusive education is gradually in progress, for example in the year of 2011/2012 the Revolutionary Government of Zanzibar has succeeded to provide services for 4,500 students with disabilities (2,201 girls and 2,299 boys) from 86 schools in Zanzibar. Moreover, two disabled students (both were females) passed well in their standard seven class examination in 2011, and joined special class (Form One) at Vikokotoni Secondary School from Kisiwandui School (MoEVT, 2012).

Despite the development of inclusive education in Zanzibar, the approach to inclusive education recognises that many different groups of children are currently excluded from education, even though the term “inclusive education” is often assumed to refer just to disabled children (Stubbs, 2002). In Tanzania, there is disadvantaged group, which is represented by the children with disabilities; some of them, they have 15 year old girls and boys who have never been to school in their lifetime because they are blind and deaf. Their fathers believe that they are not capable of learning because of their disabilities (Daily News, 2008). For more examples, we can cite in the following countries the current educational status of children with disabilities:

In India, based on National Sample Survey (NSS) data, the World Bank report categorically states that, “it is very clear that both educational attainment of all people with disabilities and current attendance of children with disabilities are very poor and far below national averages”. Data suggests that people with disabilities have much lower educational attainment rates, with 52 percent illiteracy against a 35 percent average for the general population. Illiteracy levels are high across all categories of disability, and extremely so for children with visual, multiple and mental disabilities (and for children with severe disabilities across all the categories) Singal, (2009).

In Ethiopia, there has been an expansion in the numbers of special classes and disabled children attending school. But using Ministry of Education statistics, it is estimated that only 6000 identified disabled children have access to education of a primary school population of nearly 15 million (UNESCO, 2012). Even though

various efforts have been made in the recent past, both the rates of educational participation and outcomes of education, remain very poor for children and young adults with disabilities. Illiteracy rates for this group remain much higher than the general population and school attendance continues to lag behind that of non-disabled peers.

There are many differences of opinions in relation to what inclusive education means and how can be applied in practice. Unfortunately, there is no easy, simple definition and explanation that everyone agrees and accepts with. Thus, the study critical examined the level of understanding and acceptability of inclusive education in public schools in Zanzibar.

1.3 Purpose of the Study

The major objective of this study was to identify the level of teachers' and pupils' understanding and acceptability of inclusive education and the level of support service and resources to the children with disabilities in their studies in public schools in Zanzibar.

1.3.1 Specific Objectives

The study has the following specific objectives:

- (i) To examine the level of understanding the concept of inclusive education by the teachers and students.
- (ii) To evaluate the level of teachers' and students' acceptability of inclusive education in public schools in Zanzibar.

- (iii) To assess the level of support services and resources provided to children with disabilities in their studies in public schools.

1.4 Research Questions

This part is very essential part of the study. The research questions allow a researcher to have answered by undertaking the study. Therefore, the study has been guided by the following questions:

- (i) Do the teachers and students understand the concept of inclusive education?
- (ii) What is the level of teachers' and students' acceptability of inclusive education in public schools in Zanzibar?
- (iii) To what level children with disabilities are provided support services and resources in their studies in public schools?

1.5 Significance of the Study

The implementation of inclusive education in public or private schools has enormous potential, especially in developing countries and in furthering sustainable development. This importance has been recognized by various actors who have brought on board their efforts to promote the use of new techniques in dealing with disabled children, awareness, factors that influencing positive attitudes and good perception against inclusive education in the developing countries.

According to Canadian Association for Community Living (CACL) 2012, all children benefit from inclusive education. It allows them to develop individual strengths and gifts, with high and appropriate expectations for each child; secondly, to work on individual goals while participating in the life of the classroom with other

students of their own age; also, to involve their parents in their education and in the activities of their local schools; moreover, to foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying; fifthly, to develop friendships with a wide variety of other children, each with their own individual needs and abilities; and furthermore, all children benefit from inclusive education with positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Other writers have established links between understanding (skills, knowledge, motivation/rewards and awareness), acceptability (attitude, belief, norm and perception) and practice or the implementation of inclusive education. Research suggests that teachers' attitudes are the key to successful inclusion, based on the assumption that successful implementation of any inclusion policy is largely dependent on educators being positive about it. Shade and Stewart (2001) cited by Ellis, et al (2008) note that in America the intention is to place the responsibility for educating all students on the general classroom teacher, and to do that requires major changes in teachers' attitudes and expectations. Tait and Purdie (2000) argue that if teachers do not develop positive attitudes towards people with disabilities during their training, these attitudes will be difficult to change and inclusive schooling will be more difficult to achieve.

1.5.1 Contribution to the Knowledge

There are many papers and books written on inclusive education including managing inclusive field. However, most of them deal with key principles for promoting

quality in inclusive education, understanding educator attitudes towards the implementation of inclusive education, special educational needs and inclusion, towards inclusive schools and practice on the upstream. There is limited literature on the contribution of the level of understanding and acceptability of inclusive education to the implementation of inclusive education in public schools especially in Zanzibar.

This research will therefore aim at exploring on how the level of understanding (skills, knowledge, motivation/rewards, experience and awareness), acceptability (attitude, belief, norm and perception) of inclusive education by teachers and students/pupils are nurturing and generating the opportunities for practicing inclusive education in the community. It will also explore on what supports which can be used for the success of the children with disabilities in their studies. The emerging lessons from the study will provide an input to the framework of action plan for achieving the benefits of Millennium Development Goals (MDGs) and Education for All (EFA) Goals especially in developing country like Tanzania. Thus, the study adds knowledge to the existing literature on the use of skills, knowledge, rewards, experience, attitudes, belief, and perception (understanding and acceptability) in promoting inclusive education in public schools in Zanzibar.

1.5.2 Contribution to Policy Makers

Recognizing the importance of inclusive education and positive attitudes on it, our Governments (United Republic of Tanzania and Revolutionary Government of Zanzibar) are committed on EFA. Thus, their educational policies specify the priorities in inclusion to include (a) to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless

of individual differences or difficulties; (b) adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise; (c) develop demonstration projects and encourage exchanges with countries having experience with inclusive schools; (d) establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs; (e) encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes concerning provision for special educational needs; and (f) invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education.

This is in line with the MDGs and EFA Goals which aims at partnering with the understanding and acceptability of inclusive education either in private schools or public schools. The focus is therefore to have positive attitude on inclusion and proclaim that every child has a fundamental right to access education, and must be given the opportunity to achieve and maintain an acceptable level of learning. Secondly, every child has unique characteristics, interests, abilities and learning needs.

Also, education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs. Finally, those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs (UNESCO and Ministry of Education and Science–Spain 1994).

The study therefore will enable the government through MoEVT to come up with appropriate policies in order to have regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system for socio-economic development.

1.5.3 Contribution to Practitioners

In most countries early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. These institutions reached only a small proportion of those in need and were not cost-effective: usually in urban areas, they tended to isolate individuals from their families and communities (UNESCO, 1988). The situation began to change only when legislation started to require including children with disabilities in the educational systems (UNESCO and Ministry of Education and Science–Spain, 1994).

Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require (See Appendix III). Systemic change to remove barriers and provide reasonable accommodation and support services is required to ensure that children with disabilities are not excluded from mainstream educational

opportunities. The inclusion of children and adults with disabilities in education is important for four main reasons.

Firstly, education contributes to human capital formation and thus is a key determinant of personal well-being and welfare. Secondly, excluding children with disabilities from educational and employment opportunities has high social and economic costs. For example, adults with disabilities tend to be poorer than those without disabilities, but education weakens this association (Filmer 2008, cited in World Report on Disability 2011). Thirdly, countries cannot achieve EFA or the MDGs of universal completion of primary education without ensuring access to education for children with disabilities (UNESCO 2009). Fourthly, countries that are signatories to the CRPD cannot fulfil their responsibilities under Article 24 (See Appendix III).

1.6 Defining Terms

In this section, we will see on how various scholars describe the key terms according to their ideas and philosophy. Some of these definitions and meanings of the respected key terms are described here below as follow:

1.6.1 Inclusive Education

Inclusive Education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school (CACL, 2012). Stubbs (2002) defined inclusive education as the process of increasing the participation of students and reducing their exclusion from cultures, curricula and

communities of local schools. While UNESCO sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion to and from education. It involves changes in context, approaches, structures and strategies, with a common vision which covers all children within an appropriate age range (Rieser, 2008). It embodies the conviction that it is the responsibility of the mainstream education system to educate all children.

It also, inclusive education (inclusion) is the term used to describe the process of ensuring equality of learning opportunities for all children and young people, whatever their disabilities or disadvantages. This means that all children have the right to have their needs met in the best way for them; they are seen as being part of the community, even if they need particular help to live a full life within the community (Bruce and Meggitt, 2006).

1.6.2 Children with Disabilities

According to UNICEF (1989), *Article 1 (Definition of the child)*: The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

While the term disability is used to define a person as having a physical or mental impairment which substantial and long-term adverse effect on his/her ability to carry

out normal day-to-day activities (Disability Discrimination Act (DDA), 1995) as cited by Bruce and Meggitt, (2006). Moreover, Special Educational Needs and Disability Act (SENDA) 2001 defines “a disabled pupil/child with disability” as a school pupil who meets the definition of disabled person under DDA 1995. Also, Children Act (CA) 1989 includes a definition of disability as a child is disabled if he/she is blind, deaf or dumb or suffers from mental disorder of any kind, or is substantially and permanently handicapped by illness, injury or congenital or other such disability as may be prescribed (Bruce and Meggitt 2006).

1.6.3 Public School

The term public school refers to a group of older, more expensive and exclusive fee-paying private independent schools. Public schools have had a strong association with the ruling classes. A free tax-supported school controlled by local government authority or central government. In other countries, the public schools are known as state schools.

1.6.4 Attitudes Formation

An attitude is an expression of favour or disfavour toward a person, place, thing or event (the attitude object). According prominent psychologist Allport (1935) once described attitudes “the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person’s past and present. Attitude is also measurable and changeable as well as influencing the person’s emotion and behaviour. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, and ideas or just about anything in your environment, but there is debate about precise definitions.

Eagly and Chaiken, (1998), define an attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Therefore, to achieve a better understanding and acceptability of inclusive education, scholars have relied on the study of teachers’ and students’ attitudes toward the implementation of inclusion in public schools.

1.6.5 Teacher and Student

According to Longman Group UK (United Kingdom) Limited (1991), the term “teacher” means a person who teaches, especially at school or college. While the term “student” means a person who is studying at a place of education or training. Also, the term teacher may be defined as a person who teaches or instructs, especially as a profession or instructor. In other words, is a person whose occupation is teaching others, especially children (Collins 2009).

Teachers and students are crucial actors in building an inclusive society as well as socioeconomic development. For example, if disabled people or children with disabilities do not have access to basic education, how can they take advantage of employment and income opportunities created by education?

If there is discrimination and social exclusion, how can the discriminated and excluded people take advantage of the expanded education and share the benefits of economic growth. In a nutshell, inclusive education (education) in combining with other factor can contribute to the economic development and hence reduce the poverty gap as well as the level discrimination and exclusion can be minimized.

1.7 The Scope of the Study

The study has based on the process of identifying the level of understanding and acceptability of inclusive education in public schools in Zanzibar by teachers and pupils. It was conducted in six (6) public schools in Unguja Island, whereby students and teachers from public schools that exist in Urban, Semi urban and rural are involved as a sample of the study.

1.8 Conceptual Framework

The level of understanding and acceptability of the concept of inclusive education by teachers and students as well as the level of support services and resources to the children with disabilities in their studies in Zanzibar are being much affected by socio cultural constrains. Some of the socio cultural barriers are peer rejection, religious ideology, parental preferences and negative attitudes and beliefs towards disabilities. The conceptual framework of this study is shown in Figure 1.1 in which the major variables hinders the children with disabilities to access education in public Schools and its impact in enrolment rates for children with disabilities are shown, the level of understanding, acceptability and the support services and resources and initiatives may be taken to eradicate the problem.

Figure 1.1 shows the conceptual framework of the major variables of the socio-cultural factors affecting the level teachers' and students' understanding and acceptability of inclusive education and the level of support services and resources to the children with disabilities in their studies in public schools in Zanzibar. The structure used Context Input Process Product model (CIPP) to join interrelation among variables.

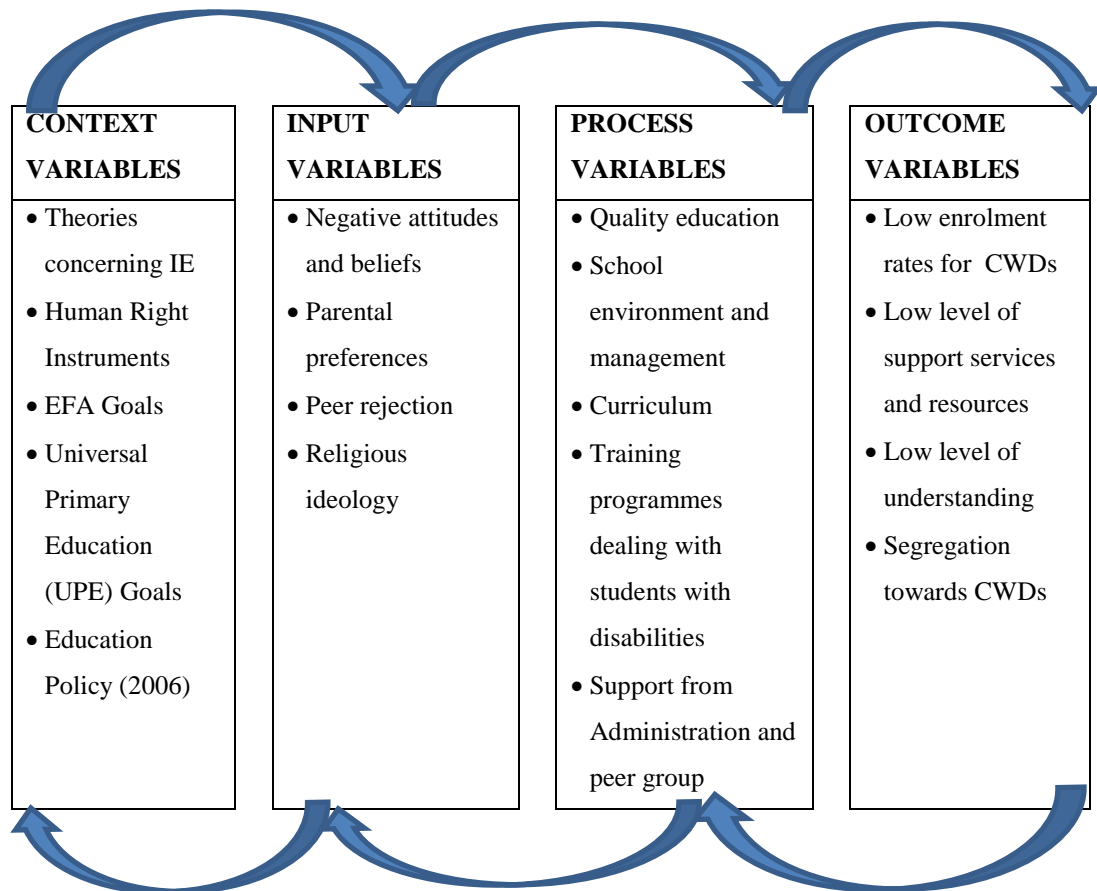


Figure 1.1: Conceptual Framework of the Study

Source: Field Data, (2015)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The numbers of sources including institutions, Government, NGOs, Agencies and individual scholars have been focused on the factors affecting teachers' attitudes, values, beliefs and norms towards inclusive education. The attitudes, values, beliefs and norms can increase the level of teachers' and students' understanding and acceptability of inclusive education as well as educational outcomes for students with disabilities will be improved in Africa particular and global in generally.

Therefore, the layout of this chapter includes theoretical framework (Human attitudes and values theory, the incentive theory of motivation and the theory of planned behaviour), factors affecting attitudes formation, principles of inclusive education, historical perspective of inclusive education in Zanzibar, benefits of inclusive education, achievements of inclusive education in Zanzibar, synthesis of the literature and research gap.

2.2 Theoretical Framework

According to Borgatti (1998), theoretical framework is a collection of interrelated concepts or ideas that provides guidance to a research project. Theoretical frameworks are obviously critical in deductive, theory-testing sorts of studies. In those kinds of studies, the theoretical framework must be very specific and well thought out.

Therefore, the level of understanding and acceptability of inclusive education by teachers and students and the support services and resources to the children with disabilities in public schools in Zanzibar are influenced by many factors; they can be either internal or external factors or both of them. Recognizing this fact, in this section forms the basis for anchoring the ongoing debate on the teachers' and students' understanding and acceptability of inclusive education in public schools. It covers a brief theoretical reflection on the work done by others. Thus, the study was concerned with the following theories:

2.2.1 Human Attitudes and Values Theory

According to Rajecki (1982) and Mushoriwa (2001) as cited by Ellis et al (2008) argued that attitudes are an important area to study because they influence so much of our personal lives. For Rajecki, attitudes include desires, convictions, feelings, opinions, views, beliefs, hopes, judgements and sentiments. It is thus important to consider attitudes because human behaviour and actions are influenced by attitudes – attitudes are seen as the cause and behaviour as the consequence. Thus teachers' and students' attitudes may affect the way they perceive, value, and judge, interact with and teach children with special educational needs and/or disabilities.

Research suggests that teachers' attitudes are the key to successful inclusion; based on the assumption that successful implementation of any inclusion policy is largely dependent on educators being positive about it. Shade and Stewart (2001) as cited by Ellis et al (2008), note that in America the intention is to place the responsibility for educating all students on the general classroom teacher, and to do that requires major changes in teachers' attitudes and expectations. Also, Tait and Purdie in 2000 argued

that if teachers do not develop positive attitudes towards people with disabilities during their training, these attitudes will be difficult to change and inclusive schooling will be more difficult to achieve.

Similarly Murphy's (1996) as cited by Ellis et al (2008) in their research suggests that if teachers emerge from initial teachers' training programmes without a positive attitude to inclusion, their attitudes would be difficult to change, particularly if they are exposed to information-based courses rather than greater contact with disabled people on an interpersonal level.

Also, Short and Martin (2005) as cited by Ellis et al (2008) in their study "Special Educational Needs and Inclusion" suggest that the acknowledgement of the connection between educators' attitudes and the success or failure of an inclusionary programme is significant, but little data exist on teachers' attitudes. They also argue that although the beliefs of educators play a major role in the success or failure of inclusion, a major concern of educators is the time element, particularly where there is no team teaching or collaboration. Other significant concerns are the use of support services, staff and resources. Their study, in a rural high school in a Midwest state in the United States of America (USA), found a need for improved teacher and student's attitude towards inclusion through training.

A key issue in this theory is that attitudes and values can shape the behaviour of an individual especial in understanding and accepting inclusive education as well as in providing support services and resources to the children with disabilities in their studies, whereas positive attitudes and values can influence the behaviour positively

and vice versa is also true. The theory is relevant to this study as deals with the influence of teachers' and students' understanding and acceptability for inclusion in our society. In order to meet the inclusive education practice in public schools, we need to have an influence on the teachers' and students' understanding and acceptability of an inclusive society.

Therefore, there is a great need to have some sort of positive attitudes and values that can motivate teachers and students, and hence the importance of this theory in assessing the positive attitudes and values that are necessary in influencing teachers' and students' understanding and acceptability in the concept of inclusive education in public schools in Zanzibar.

2.2.2 The Incentive Theory of Motivation

Incentive theories emerged in the 1940s and 1950s. Incentive theories proposed that behaviour is motivated by the pull of external goals, such as rewards, money, or recognition. It is easy to think of many situations in which a particular goal, such as a promotion at work, can serve as an external incentive that helps activate particular behaviours (Hockenbury and Hockenbury, 2003).

A key issue in this theory is that incentive can motivate the behaviour (of understanding and acceptability) of an individual, whereas positive incentive can influence the behaviour positively and vice versa is also true. This theory has been used in a working environment to predict the employees' behaviour in improving their job performance. For example, in 2010, the Revolutionary Government of Zanzibar through MoEVT was applied this theory by providing a special allowance

for the inclusive teachers in public schools in Zanzibar as a part of motivation as well as their hardship incentives. The MoEVT through its' respective section proved that incentive can influence the behaviour of an individual positively.

The theory is relevant to this study as it deals with the influence of teachers' and students' understanding and acceptance of inclusion. In order to reach the inclusive education practices in public schools, we can use this theory in influencing the teachers' and students' understanding and acceptability of the concept on inclusive education. Therefore, there is a great need to have some sort of incentives that can motivate both teachers and students, and hence the importance of this theory in assessing the incentives that are necessary in influencing teachers' and pupils' understanding and acceptability of inclusive education practice in public schools in Zanzibar. People are pulled toward behaviours that offer positive incentives and pushed away from behaviours that associated with negative incentives. In other words, differences in behaviour from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time (Bernstein, 2011).

In contrast with other theories that suggest that we are pushed into action by internal drives (such theories as the drive reduction theory of motivation, arousal theory, and instinct theory), incentive theory instead suggests that we are pulled into action by outside incentives. You can liken incentive theory of operant conditioning. Just as in operant conditioning, where behaviours are performed in order to either gain reinforcement or avoid punishment, incentive theory states that one's actions are directed toward gaining rewards. On the type of rewards, one can think of the type of

things motivate them to study hard and do well in school. Good grades are one type of incentive. Gaining esteem and accolades from your teachers and parents might be another. Money is also an excellent example of an external reward that motivates behaviour. In many cases, these external rewards can motivate someone to do things that we might otherwise avoid such as chores, work, and other tasks you might find unpleasant.

Obviously, not all incentives are created equal and the rewards that you find motivating might not be enough to inspire another person to take action. Physiological, social, and cognitive factors can all play a role in what incentives you find motivating. For example, you are more likely to be motivated by food when you are actually hungry versus when you are full. A teenage boy might be motivated to clean his room by the promise of a coveted video game, while another person would find such a game completely unappealing (Franzoi, 2011).

Important observations about incentive can be used to get people to engage in certain behaviours, but they can also be used to get people to stop performing certain actions. Also incentives only become powerful if the individual places importance on the reward. The rewards have to be obtained in order to be motivated. For example, a student will not be motivated to earn a top grade on an exam if the assignment is so difficult that it is not realistically achievable.

2.2.3 Theory of Planned Behaviour (TPB)

Behaviour intentions do not always lead to actual behaviour and it cannot be its exclusive determinant where individual control over the behaviour is incomplete,

hence this theory of planned behaviour cover the non-volitional nature of behaviour which predict behaviour intentions and actual behaviour by adding “perceived behaviour control, Ajzen (1991) as cited by Mwakila (2013). The theory links attitudes and behaviours. The attitudes and behaviours are twin factors in influencing an understanding in knowledge and skill and acceptance of inclusive education.

The TPB aimed at improving predictive powers. It includes the construct perceived behavior control as an additional to take into account the more common situation in which individuals do not have complete voluntary control over their behavior, such as when they lack skills or resources to perform a particular task, Armitage and Christian (2003) cited by Subban (2005). Figure 2.1 summarizes.

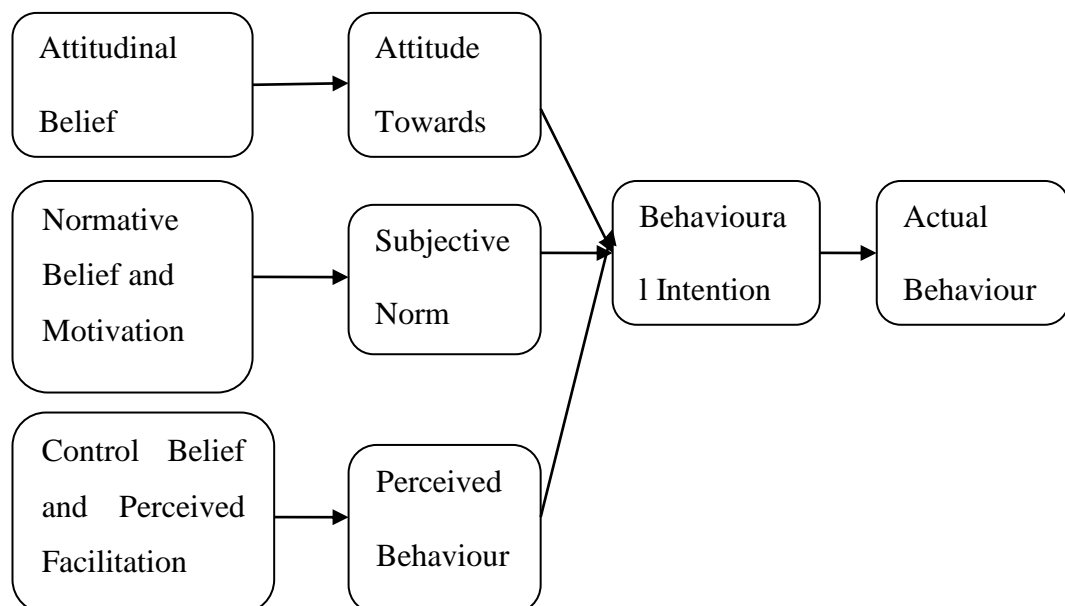


Figure 2.1: Theory of Planned Behaviour

Source: Adapted from Fishbein and Ajzen Model (1975 cited by Mwakila 2013)

The Figure 2.1 shows the behavioural intention is a function of an individual belief in three areas: Attitude towards behaviour, it means that their belief about the probable

outcome of the behaviour as the individual's positive or negative feelings about performing that particular behaviour. This can be observed from assessment of one's belief regarding the consequences arising from behaviour an evaluation of the desirability of the consequence. On that regard, attitudinal can be expressed as the sum of the individual consequences and desirability assessment of the all expected consequences of the behaviour. Normative belief (Subjective norms), means that their belief about their normative expectations of significant of others or individual's perception of whether people important to the individual think the behaviour should be performed.

Furthermore, Ajzen (1991) cited by Mwakila (2013), has suggested that the link between behaviour and behavioural control outlined in the model should be between behaviour and actual behaviour control rather the perceived behaviour control, therefore the difficulty to assess actual control has led to the use of perceived control as a proxy. Conclusively, TPB shows that the individual behaviour is driven by behavioural intentions, which are the function of an individual attitude towards the behaviour. Also subjective norms surrounding the performance of the behaviour and the individual's perception of the ease with which the behaviour can be performed.

Control belief (perceived behaviour control), means that belief regarding the absence or presence of factors that might facilitate or impede the performance of the behaviour (Ibid). Also, it can be referred to readily available resources, skills, and opportunities as well as persons own perception towards the importance of achieving the results. TPB has received considerable attention in the literature. The present study is a quantitative integration and review of that research. From a database of

independent studies published, the TPB accounted the variance in behaviour and intention, respectively. The perceived behavioural control (PBC) construct accounted for significant amounts of variance in intention and behaviour, independent of theory of reasoned action variables. When behaviour measures were self-reports, the TPB accounted more of the variance in behaviour than when behaviour measures were objective or observed.

Attitude, subjective norm and account for significantly more of the variance in individuals' desires than intentions or self-predictions, but intentions and self-predictions were better predictors of behaviour. The subjective norm construct is generally found to be a weak predictor of intentions. This is partly attributable to a combination of poor measurement and the need for expansion of the normative component. The discussion focuses on ways in which current TPB research can be taken forward in the light of the present review (Wigfield, 2001), as cited by Mwakila, (2013).

The key issue in this theory is about predictive behaviour. Teachers are perceived to be integral to the implementation of inclusive education (Haskell, 2000) as cited by Subban, (2005). Research communicates the view that teachers are the key to the success of inclusionary programs (Cant, 1994), as they are viewed as linchpins in the process of including students with disabilities into regular classes (Stewart, 1983; Whiting and Young, 1995) as cited by Subban, (2005). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Horne, (1983); Malone, Gallagher, and Long, (2001) as cited by Subban, (2005).

2.2.4 Summary of the Theoretical Framework

The teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar has been influenced by number of factors as studies indicate that it can be helpful in the way to the inclusion. However, the factors such as rewards, money, or recognition, readiness and willingness, attitudes, values and belief can be used as the tools for understanding and acceptability to the concept of inclusive education in public schools as explained by the above theories.

The incentive theory of motivation establishes the linkage between rewards (money, or recognition, readiness and willingness) and behaviour for understanding and acceptability of a particular thing, the incentives can create behaviour to an individual like teacher and pupil through the creation of opportunities which raises the level of teachers' and pupils' understanding and acceptability to inclusion.

The humans' attitudes and value theory propose that behaviour is motivated by the "pull" of internal factors, such as attitudes, values and belief. Therefore, the level of understanding and acceptability can be influenced by the behaviour of an individual, especially due to the internal factors as mentioned above.

The theories provide that the application of rewards, money, or recognition, attitudes, values and belief in the public schools in Zanzibar can be influenced by the level of understanding and acceptability of inclusive education. The high level of understanding and acceptability of inclusive education is enabling positive impact on the process of reducing the level of exclusion and pave the way for creating opportunities for implementing inclusion in public schools in Zanzibar.

2.3 Factors Affecting Attitudes Formation

The following section presents an investigation of some of the factors that may influence the educators' (teachers' and students') attitudes toward inclusive education (the inclusion of students with disabilities in mainstream settings). While some studies point out that teachers' attitudes to inclusive education are typically positive, (Avramidis et al., 2000; Kuester, 2000; Schmelkin, 1981 as cited by Subban, 2005), other studies reveal that teachers' attitudes may be influenced by the disquiet they experience regarding the impact such a process will have on their time and skills (Subban, 2005). The discussion that follows considers some of the factors raised by previous research, which may have influenced by teachers' attitudes toward the inclusion of children with disabilities into mainstream classes.

2.3.1 Training Regarding Teaching Students with a Disability

Researchers note that teachers may resist inclusive practices on account of inadequate training (Gickling and Theobald, 1975; Heiman, 2001; Hines and Johnston, 1996; Minke, Bear, Deemer, and Griffin, 1996 cited by Subban, 2005). It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Bender, Vail, and Scott, 1995; Daane, Beirne-Smith, and Latham, 2000; Gans, 1987; Malone et al., 2001, cited by Subban, (2005)). Inadequate training relating to inclusive education may result in lower teacher confidence as they plan for inclusive education (Schumm, Vaughn, Gordon, & Rothlein, 1994; Whitworth, 1991), cited by Subban, (2005).

Also teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen

et al., 2001 cited by Subban, 2005), while increasing training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd, and Sedbrook, 2002; Powers, 2002; Van Reusen et al., 2001), cited by Subban, (2005). Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion. Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion (Beattie et al., 1997), cited by Subban, (2005).

2.3.2 Gender

Several studies support the view that there is no correlation between a teacher's gender and their attitude toward inclusive education (Avramidis et al., 2000; Cornoldi, Terreni, Scruggs, and Mastropieri, 1998; Kuester, 2000; Van Reusen et al., 2001 cited by Subban, 2005). In a similar Victorian study concluded that gender was not a significant factor in determining teacher's attitudes toward inclusive education (Harvey, 1985), cited by Subban, (2005).

However, other studies that investigated teacher attitudes toward the inclusion of students with disabilities into regular settings found that female teachers are inclined to have more favourable attitudes and appeared to have higher expectations of students with disabilities than their male counterparts (Leyser and Tappendorf, 2001; Pearman, Huang, Barnhart, and Mellblom, 1992, as cited by Subban, 2005). Contrary to the above study, other studies found that male teachers were either significantly more confident than females, in their ability to teach students with disabilities or they held more positive views about inclusive education (Jobe, Rust, and Brissie, 1996;

Lampropoulou and Padelliadu, 1997, as cited by Subban, 2005). Lampropoulou and Padelliadu caution that findings linking gender as a variable to investigate reactions to inclusive education, are often linked to cultural factors, with some cultures ascribing the care of students with disabilities to female teachers.

2.3.3 Age, Teaching Experience and Teachers' Qualifications

There are several studies which have investigated whether there is any significant correlation between a teacher's age, years of experience and qualification to that teacher's attitude toward the inclusion of students with disabilities in regular classrooms (Avramidis et al., 2000; Cornoldi et al., 1998; Harvey, 1985; Heiman, 2001; Stoler, 1992; Whiting and Young, 1995, as cited by Subban, 2005).

Some studies record that older teachers appear to foster less positive attitudes than younger teachers. Younger teachers appear more accepting of inclusive trends than their more experienced counterparts (Cornoldi et al., 1998; Lampropoulou & Padelliadu, 1997; Harvey, 1985, as cited by Subban, 2005). Also, it would seem that the most experienced educators have the lowest level of acceptance of inclusion (Forlin, Douglas, and Hattie, 1996; Knight, 1999, cited by Subban, 2005).

Further to this, Whiting and Young are of the viewing that older, more experienced teachers are uncomfortable with inclusive practices, because they face an intrusion into their rooms by support personnel. The presence of other adults in the room may result in tension and discomfort, especially as they perceived the visitor as an observer and not as additional support (Whiting & Young, 1995, as cited by Subban, 2005).

According to Heiman and Kuester, they concluded that a teacher's level of educational qualification did not significantly influence that teacher's attitude toward the inclusion of students with disabilities into regular classes. While the study by Stoler (1992), indicated that teachers with high levels of education had less positive attitudes toward inclusion, than those who did not achieve master's degree status, cited by Subban, (2005).

2.3.4 Class Size

Large classes may be viewed as an obstacle to the successful implementation of inclusive education (Agran, Alper, and Wehmeyer, 2002; Prochnow, Kearney, and Carroll-Lind, 2000; Van Reusen et al., 2001 as cited by Subban, 2005). Larger classes place additional demands on the regular educator, while reinforcing concerns that all students may not receive proper time or attention (Stoler, 1992; Van Reusen et al., 2001, as cited by Subban, 2005).

Cornoldi et al (1998), as cited by Subban, (2005), make reference to Italian Law 517, which refers to the inclusion of students with disabilities into regular classes. Class sizes cannot exceed 20 if there is one student with a disability in a mainstream class. Consistency in terms of class size has allowed Italian teachers to be more supportive of inclusive education.

2.3.5 Level of Confidence

Sigafoos and Elkons (1994), cited by Subban, (2005), they concluded that mainstream educators generally lacked confidence as they attempted to include students with disabilities in their classes. This may be as a result of lacking

proficiency about modifying the regular education curriculum to suit students with individual learning needs.

Further, Avramidis et al. (2000) and Briggs et al (2002), cited by Subban, (2005), they support the view that teachers who perceive themselves as competent inclusive educators, often have more positive attitudes toward inclusive education. Teachers acquire increased competence as a result of increased training in the field of inclusive education. Inadequate knowledge with regard to instructional techniques and curricular adaptations, which contributes to decreased confidence, may be factors which influence a teacher's attitude toward inclusive education (Janney, Snell, Beers, and Raynes, 1995; Lesar, Brenner, Habel, and Coleman, 1997, cited by Subban, 2005).

2.3.6 Previous Experiences Teaching Students with Disabilities

Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education (Avissar, 2000; Avramidis et al., 2000; Harvey, 1985; Hodge and Jansma, 2000; Jobe et al., 1996 cited by Subban, 2005). It would appear that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom. Direct experiences of including students with disabilities in mainstream settings appeared to be an essential factor in shaping teachers' views toward inclusive settings (Avramidis et al., 2000; Giangreco, Dennis, Cloninger, Edelman, and Schattman, 1993; Villa, Thousand, Meyers, and Nevin, 1996, cited by Subban, 2005). However, Briggs et al (2002), as cited by Subban, (2005), they point out that the nature of previous contact

should be positive as it is this that results in positive attitudes toward inclusive education.

2.3.7 The Severity of a Student's Disability

Teachers' attitudes toward the inclusion of students with disabilities into regular classrooms appear to be shaped by the type and the degree of the disability of the student concerned (Agran et al., 2002; Barnatt and Kabzems, 1992; Croll and Moses, 2000; Forlin et al., 1996; Heiman, 2001; Hodge and Jansma, 2000; Hurley, 1993; Jobe et al., 1996; Kuester, 2000; Lanier and Lanier, 1996; Mushoriwa, 2001; Shotel, Iano, and McGettigan, 1972; Sigafos and Elkins, 1994; Villa et al., 1996; Ward, Center, and Bochner, 1994 cited by Subban, 2005). There is concern from teachers regarding the inclusion of students with more severe disabilities. Teachers view the move to include students with multiple disabilities into the mainstream classroom, as impractical. The study conducted by Sigafos and Elkins (1994 cited by Subban, 2005) found that teacher attitudes were less favourable about including students with multiple and physical disabilities in the regular class. While Avramidis et al. (2002) and Kuster (2000, as cited by Subban, 2005) found that students with emotional and behavioural disorders attract the least positive attitudes from teachers within inclusive classrooms.

2.3.8 Support from Administrative Staff

Administrative support has also been cited as a significant factor in determining teacher attitudes toward inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Idol, 1994; Larrivee and Cook, 1979 cited by Subban, 2005). Teachers believe that the

support of the principal and other school leaders are critical in order for them to implement inclusive practices (Daane et al., 2000; Hammond and Ingalls, 2003 cited by Subban, 2005). Gameros refers to a "visionary" principal, who will accept the challenge to create an inclusive environment for all students. Principals need to accept ownership of all students and support inclusive placement, in order to inspire these feelings among other school personnel (Gameros, 1995; Idol, 1994 as cited by Subban, 2005).

However, research suggests that administrators' attitudes toward students with disabilities are less than positive; thereby impacting on the process of inclusion in schools. Clayton noted that administrative staffs lack sufficient understanding and expertise regarding the delivery of services to students with disabilities (Clayton, 1996; and Daane et al., 2000, as cited by Subban, 2005). Further research commented that administrators may hold positive views of inclusion as they are further away than mainstream teachers, in terms of actual experiences (Garvar-Pinhas and Schmelkin, 1989; Larrivee and Cook, 1979, as cited by Subban, 2005).

2.4 Principles of Inclusive Education

The UNESCO Salamanca statement and framework for action on special needs education (1994) articulated the underlying principles on which inclusive education is based (Gillies and Carrington, 2004). Inclusive education involves important shifts and changes at the system as well as societal level. Therefore, the move toward inclusive education is not simply a technical or organizational change, but also a movement which needs clear philosophy. In order for inclusive education to be implemented effectively, countries need to define a set of inclusive principles

together with practical ideas to guide the transition towards policies for inclusive education in the education system. There principles of inclusive education are:

Every child can learn smoothly and effectively. It is noted that every child has a fundamental right to education (Gillies and Carrington, 2004). It means that by keeping any child out of the school system his right to education is denied. Moreover, it argued that out of the legal instruments by having teaching and learning resources child can learn smoothly. Resources are essentials for making good environment or effective classes to disabled children and non-disabled children. Therefore, we have to respect all children, regardless their differences because every child has fundamental right to access education.

Children have a wide diversity of characteristics. Educational systems need to accommodate this diversity in the student population (Gillies and Carrington, 2004). Other children like human beings; they have a wide diversity of characteristics. For example, some of them have “The Green Coloured Brain Processors”, “The Red Coloured Brain Processors”, “The Purple Coloured Brain Processors” and “The Blue Coloured Brain Processors.” That is, those who have The Green Coloured Brain Processors”, their decisions based on this formula (little information + little analysis + actions) while “The Blue Coloured Brain Processors” use (More and more information + intensive analysis + actions) (Sood, 2013).

Thus, Inclusive Education acknowledges that all children can learn and it respects differences in children, such as age, gender, disability, language and ethnicity. Schools should accommodate all children. Those with special education needs must

have access to regular schools which should accommodate them within child centred pedagogy capable of meeting these needs (Gillies and Carrington, 2004). Inclusive education enables education structures, systems and methodologies to meet the needs and expectation of all children of all children. Also, it is part of a wider strategy to build and promote an inclusive society and is a dynamic process that is constantly evolving. The schools can be used as the motivation factor for imparting skills, knowledge, behaviours and experiences from one generation to another. The inclusive education assists the education developers (educational elites) to build schools that should accommodate all children.

The difference is normal. This principle of an inclusive education stipulates that every child has unique characteristics, interests, abilities and learning needs (Gillies and Carrington, 2004). In the sense that even our fingers are not the same in terms of size and shape. Therefore, there is a great need for inclusive teacher to know well their learners. They must know the basis difference of the learners because the teacher's activities aim at imparting effective education to the learners. The duty of educating needs much to have clear knowledge that would help the child (learner) to achieve the intended goals aimed to them.

Children with disabilities should attend to their neighbourhood schools. The basic characteristic of inclusive education is that any disabled child admitted and accesses her/his education in the neighbourhood school. Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (Gillies and Carrington, 2004). This principle helps to differentiate

between special education and inclusive education. In the special education there is specific schools and classes for special people while in inclusive education one school for all although it can be different for some. Thus, inclusive schools benefit all children because they help to create an inclusive society.

Community participation is essential for inclusion. Inclusive education is a philosophy that is based on the values, aiming at maximizing participation of all in society and education by minimising exclusionary and discriminatory practices. Moreover, inclusive education aims to build a society that promotes equal opportunity for all citizens to participate in and contribute to the development of the particular nation or state. Thus, community participation is the crucial principle of the implementation of inclusion and vis versa is true.

Child-centred pedagogy is central to inclusion. Inclusive centres must have based on the science and art of education, specifically an instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. These theorists (Bruner, Piaget and Vygotsky) have laid a foundation for pedagogy where the sequential development of individual mental processes—such as recognizing, recalling, analysing, reflecting, applying, creating, understanding, and evaluating—are scaffold. Students learn as they internalize the procedures, organization, and structures encountered in social contexts as their own schemata.

The learner requires assistance to integrate prior knowledge with new knowledge. Children must also develop met cognition, or the ability to learn how to learn (Unit

of Inclusive Education, 2011). Flexible curricula should adapt to the child and not vice-versa. Inclusive education must have identified by the Education Policy of a particular state or country. Then, from policy document we can set the Strategic Planning that will take five to eight (5-8) years. Moreover, short-term plan will be formulated (normally for three (3) years. And finally, the Annual Plans are formulated which will lay down the Quarterly Plans (Planning). These plans show the real activities that will take place within three months in a particular department, division, section and subsection. Therefore, the flexible curricula have to adapt the implementation of inclusion to the existing society like Tanzania.

Inclusion needs proper resources and support. In this principle of inclusive education, the educators have to provide materials /resources and service for children with disabilities. For example, in Zanzibar the children with special needs were provided wheel chairs, glasses, white sticks, Braille machines and 2,483 students were sent to hospital for medical cheeking. All in all, the inclusion needs proper resources and support from the public and private institutions (Stakeholders). These resources and support must have clear distribution to the disadvantaged group in the right time as well in a right place and for the right person (MoEVT, 2011).

Inclusion is essential to human dignity and the enjoyment of full human rights. The inclusive education acts as an agent for implementing the human dignity and the enjoyment of full human rights (UN, 2006). The provisions of the present Convention shall extend to all parts of federal states without any limitations or exceptions. For example, (Article 5 - Equality and non-discrimination) have the following statements:

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.
3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.
4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Therefore, in inclusion system all children are enjoying their human rights by studying together, playing, discussing and helping with each other with their peer group. In other words, without inclusive education there is no EFA.

2.5 Historical Perspective of Inclusive Education in Zanzibar

The trends in the educational provision for the children with disabilities have since the past two and half decades continued to focus on their education in the same setting as that of their peers without special needs. The education now being most advocated for children with disabilities is inclusive education (Mittler, 2000).

In Zanzibar, the movement of inclusive education started immediately after the 1964 Revolution, more than forty-seven years ago, this is due to proclaimed free education to all Zanzibaris irrespective of race, sex, colour or religion and abolished all kinds

of discrimination in education (Mapuri, 1996). Under this slogan inclusion has emerged in society of Zanzibar. The emergence of the present thinking in the provision of services for children and people with disabilities is the result of development and interaction of ideologies, especial through important international conventions and declaration. Some of them are:

Firstly, the Declaration of Human Rights (1948). The Universal Declaration of Human Rights (1948) was drafted by the UN Commission on Human Rights in 1947 and 1948. The Declaration was adopted by the United Nations General Assembly on 10 December 1948. Amongst other human rights, this declaration enunciates certain fundamental human rights of every human being which are which are of special interest in the study of the ethics of circumcision. They are the rights to security of person, to freedom from torture and other cruel and unusual treatment, and to privacy. Motherhood and childhood (children) have a right to special protection from the male.

Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and educating to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Secondly, the United Nation Convention on the Rights of the Child (1989). According to the UNICEF in 1989, the world's leaders officially recognised the human rights of all children and young people under 18 by signing the UN Convention on the Rights of the Child. UNICEF works for children in more than 190 countries. We believe that every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

The Convention is the basis of all our work. UNICEF is the only organisation working for children recognised by the Convention. The Convention says that every child has the right to a childhood (including protection from harm), the right to be educated (including all girls and boys completing primary school), the right to be healthy (including having clean water, nutritious food and medical care), the right to be treated fairly (including changing laws and practices that are unfair on children) and the right to be heard (including considering children's views).

It's the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. All UN member states except for the United States and Somalia have approved the Convention. The UK signed it on 19 April 1990 and ratified it on 16 December 1991. It comes into force in the UK on 15 January 1992. Therefore, this convention has opened the door for the development of the inclusive education, not only in Zanzibar – Tanzania but also in the all United Nations' member states.

Thirdly, Jomtien Declaration EFA. In 1990, delegates from 155 countries, as well as representatives from some 150 governmental and non-governmental organizations,

agreed at the World Conference on EFA in Jomtien, Thailand (5-9 March 1990) to make primary education accessible to all children and to massively reduce illiteracy before the end of the decade. The delegates adopted a World Declaration on EFA, which reaffirmed the notion of education as a fundamental human right and urged countries to intensify efforts to address the basic learning needs of all. The Framework for Action to Meet the Basic Learning Needs defined targets and strategies to meet the basic learning needs of all by the year 2000. The goals included: the universal access to learning; a focus on equity; emphasis on learning outcomes; broadening the means and the scope of basic education; enhancing the environment for learning; and strengthening partnerships by 2000. However, the Jomtien EFA targets were not achieved by the year 2000.

The main goals for educational development which were adopted at the World Education Forum in Dakar in 2000 by governments, non-governmental organizations and multilateral and national development assistance agencies. The six EFA goals express the major goals for education development, which were agreed upon at the international level. One of these EFA goals is:

“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children” (UNESCO, 2000).

Therefore, EFA goals have paved the way to inclusive education in Zanzibar.

Also, the Salamanca Statement on Inclusive Education (1994). According to UNESCO (1994), more than 300 participants representing 92 governments and 25 International Organizations Salamanca, Spain, from 7 to 10 June 1994 to further the objective of EFA by considering the fundamental policy shifts required to promote

the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs. Organized by the Government of Spain in co-operation with UNESCO, the Conference brought together senior education officials, administrators, policy - makers and specialists, as well as representatives of the United Nations and the Specialized.

Agencies, other International Governmental Organizations, NGOs and donor agencies. The Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. These documents are informed by the principle of inclusion, by recognition of the need to work towards “schools for all” - institutions which include everybody, celebrate differences, support learning, and respond to individual needs. As such, they constitute an important contribution to the agenda for achieving EFA and for making schools educationally more effective. These documents represent a worldwide consensus on the future directions for special needs education. UNESCO is proud to be associated with this Conference and its important conclusions. All concerned must now act to the challenge and work to ensure that EFA effectively means FOR ALL, particularly those who are most vulnerable and most in need.

Fifthly, United Nation Convention on the Rights of the persons with Disabilities (2006). According to United Nations (2006), the purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms to all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments in which their interaction with

various barriers may hinder their full and effective participation in society on an equal basis with others. The article six (6) and seven (7) emphasise more about the women with disabilities as well as children with disabilities.

Therefore, the major impacts of the above international conventions and declarations on the education system in Zanzibar are, firstly, the formulation of New Education Policy 2006 within pronounced policy statements for inclusive education (MoEVT 2006) and finally, the establishment of Unit for Special Education (Inclusive Education) in the Ministry of Education and Vocational Training, Zanzibar.

2.6 Benefits of Inclusive Education

Inclusive education is important because as Tanzanians, we value our diverse communities. These communities start at school, where all students learn to live alongside peers. They learn together, they play together; they grow and are nurtured together. All children benefit from inclusive education (Singal, 2009). It allows them to:

Firstly, develop individual strengths and gifts, with high and appropriate expectations for each child. Also, work on individual goals while participating in the life of the classroom with other students their own age. Thirdly, involve their parents in their education and in their activities of their local schools. In addition to that, foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.

Fifthly, develop friendships with a wide variety of other children, each with their own individual needs and abilities. Furthermore, positively affect both their school and community to appreciate diversity and inclusion on a broader level. All in all, via these benefits of inclusive education, there is a great need of having a clear understanding and high level of acceptability of inclusive education in our society. Therefore, the main aim of this study is to identify the level of understanding and acceptability of inclusive education in public schools in Zanzibar.

2.7 Achievements of Inclusive Education in Zanzibar

Some of the achievements or the development of the unit of inclusive education in Zanzibar is:

As it has been said earlier, the education policy (2006) underlines the Revolutionary Government of Zanzibar (RGZ) policy commitment to address the educational needs of children with developmental disability. For example, private schools were re-introduced since in 1992. In 2004 there were 157 private owned pre-primary schools and 24 primary schools with a combined enrolment of 12,078 and 5,842 respectively (MoEVT, 2006). There were only 12 schools with a total enrolment of 1,828 children offering secondary education. Thus, it is to say that, by having private schools in Zanzibar helps the implementation of inclusive education to the children with special needs. This is because the private sector is the largest supplier of pre-primary services to the development of disabled children than public schools.

The MoEVT in Zanzibar has succeeded to provide training for capacity building to the staffs and teachers in order to meet good environment for teaching and learning the children with special needs. For example, in 2009/2010, the total number of 2390

of the teachers has attended on the training program of sign language and Braille. Out of the 808 were males while 1582 female (MoEVT, 2010). Also, in the year of 2009/2010, 51 teachers were joined on the certificate program for inclusive education at Mazizini Islamic College, 8 teachers were admitted in diploma and degree programs in Tanzania Mainland and Uganda (MoEVT, 2010).

In addition to that, due to high commitment to the implementation of inclusive education in Zanzibar, many countries have appreciated the unit of inclusive education's performance. As a result in 2009/2010, Zanzibar was a place (holder state) of a meeting of the African Network of People with Disabilities. The main theme or slogan of this meeting was inclusive education. Therefore, countries like Norway, Niger, Uganda and Tanzania Mainland were very excited to learn how Zanzibar was able to implement inclusive education. Also, a team of 14 members from Madagascar and a team of 6 members from Niger came to Zanzibar for the same purpose.

Furthermore, in 2010/2011 the MoEVT through its unit of inclusive education registered 4,300 students with special needs (MoEVT, 2011). Out of the mentioned students, 2,254 were boys while 2,046 were girls who are situated in 86 of the public schools in Zanzibar (Unguja and Pemba). Finally, unit of inclusive has succeeded to provide materials /resources and service for children with disabilities.

For example, children with special needs were provided wheel chairs, glasses, white sticks, Braille machines and 2,483 students were sent to hospital for medical checking. In spite of the mentioned achievements of inclusive education in Zanzibar,

but also I think if there is a high level of understanding and acceptability of inclusive education, more achievements will be achieved in Zanzibar's society. While this time there are some people (Zanzibaris) who know nothing about inclusive education. This group is represented by the parents having disabled children who are not in the school system. For example, Barner and Mercer (2003) argue that without inclusive education more than 90 per cent of disabled children in developing countries are not in the school system. Thus, the above example shows a wide gap, and therefore, the main task of this study is to investigate the level of understanding and acceptability of inclusive education in public schools in Zanzibar.

2.8 A Synthesis of the Literature

It is important to examine the attitudes of mainstream educators (teachers and students) toward the inclusion of students with disabilities into regular settings as their perceptions may influence their behaviour toward and acceptance of such students (Hammond and Ingalls, 2003; Sideridis Chandler, 1996; Van Reusen, Shoho, and Barker, 2001, as cited by Subban, 2005).

The success of an inclusionary program may be at risk if regular classroom teachers hold negative perceptions toward the inclusion of students with disabilities (Horne, 1983; Van Reusen et al., 2001, as cited by Subban, 2005). Negative perceptions of inclusive education may become obstacles, as general education teachers attempt to include students with disabilities (Cawley, Hayden, Cade, and Baker-Kroczyński, 2000, as cited by Subban, 2005). Therefore, the attitude of teachers and students is influenced by many factors such as training regarding teaching students with disabilities; gender; class size; age, teaching experience and teachers' qualification;

level of confidence; previous experience teaching students with disabilities; the severity of the students' with disability; support from administrative staff and other skills about subject matter.

2.9 Research Gap

Studies done have more focussed on the factors affecting teachers' and students' attitudes, beliefs, norms and values towards inclusive education in regular classrooms. This is to say that, to what extent the level of teachers and students' understanding and acceptability of inclusive education in public schools in Zanzibar is has not been focused. Therefore, the study was intended to fill this gap in knowledge by assessing the level of teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, a researcher will intend to show the techniques of collecting data systematically. It is imperative to provide the reader with details of data collection and generation, research approach, sample and sampling procedure and research instruments as the means for collecting data of the researched data and data analysis procedures.

3.2 Research Approach

The research approach used in this study was a case study approach. This is because of the type of data that the study needed to collect from the respondents (Frankel, 2006). The study needed to collect opinions, attitudes, beliefs and values of teachers and students about the level of teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar. Moreover, the study is said to be a case study because the data was collected from a large sample and the uses of more than one research instruments for data collection. The study used interview to collect data from head teachers, and questionnaires from teachers and students.

3.3 Area of Study

Academically, area of the study in this research was the level of understanding and acceptability of inclusive education in public schools in Zanzibar by teachers and pupils. While the geographical location of the study was Zanzibar and it was

represented by Urban (two schools), Semi urban (two schools) and Rural (two schools).

3.3.1 Sample Size of the Study

The researcher has selected two kinds of participants or people in a study about the level of understanding and acceptability of inclusive education in public schools in Zanzibar. These participants were teachers and students from standard six (6). All participants, who were selected by the researcher to participate in the study, were called samples. Whereas any person who is expected by the researcher that he/she has information about the study and from who can be obtained information is known as population. Thus, the sample size of this study was consisting of thirty (36) teachers (100%), and expected two hundred and ten (210) students (100%) to make a total of 246 respondents, which is equal to a hundred percent (100%). Table 3.1 presents the sample size used by the researcher in the study according to the number of expected respondents and the real number of responded.

Table 3.1: The Sample Size of the Study

Respondents	No. Expected	No. Responded	Percent (%)
Head Teachers	06	06	100
Teachers	30	26	86.7
Students	210	185	88.1
Total	246	217	88.2

Source: Field data, (2015)

3.3.2 Sampling Procedures

Strategically, the researcher has selected a sample of six (6) public schools out of 404 public schools that existing in the Zanzibar (MoEVT, 2012). For example Urban

(two schools), Semi urban (two schools) and Rural (two schools). Moreover, the sampling procedure was applied in selecting 210 students by using systematic random sampling. The researcher has 35 students as the sample size in every selected school. How the researcher would be able to select this sample size? By using the attendance book for a selected class a researcher determined the total number of students in a particular class. For example, if the total population is one hundred and five (105), the sampling interval would be the total population, dividing by the sample size ($105/35 = 3$). The selection of respondents were followed the sampling interval as hereunder: -..... 3; 6;..... 9;..... 12; up to..... 105. In other words, that is to say, the researcher picked every 3rd student out of one hundred and five (105) students to make sample size of thirty five (35) students per class or school.

Also, six (6) teachers were selected strategically such as head teacher (headmaster) by his position, science teacher, mathematics teacher, English teacher, Kiswahili teacher and class teacher for standard six in every selected school. The task of data collection was done by researcher himself during January 2015 to March 2015.

3.4 Data Collection Methods and Instruments

A researcher expected to develop an instrument with which to collect the necessary information from targeted population. The most common instruments used by researcher in this study were questionnaires and interviews.

3.4.1 Questionnaires

A questionnaire is a written down document with items to which the respondents individually respond in writing (Enon, 1995). Also, it is a set of questions drawn up

to meet objectives of the study (Keya et al, 1998). Therefore, a researcher has used the questionnaires to obtain important information from teachers and students about their level of understanding and acceptability of inclusive education. Normally, each item questionnaire was developed to address a specific objective and research question of the study. The items were in the form of statement, examples are in Appendix I (a) and Appendix I (b). The questionnaires were applied for collecting data from teachers and students as the respondents of this study.

3.4.2 Interviews

An interview is the oral or vocal discussion between the researcher and respondents (Enon, 1995). It involves data collection through direct verbal interaction between individuals (Best and Kahn, 1992). Interview is useful because it is quite flexible, adaptable and can apply to any people, and enable participants to discuss and interpret the world and life in their own (Cohn et al, 2000). The study conducted face-to-face interviews with head teachers to get information about the level of teachers' and students' understanding and acceptability of inclusive education. The head teachers' interview guides were semi-structured (See Appendix II).

3.4.3 Validity and Reliability of Instruments

Omari (2011) defined the two terms 'validity' and 'reliability' in sense that:

Validity: Is the extent to which the instrument is capable of measuring what it is supposed to measure accurately, effectively and effectively.

Reliability: Is the extent to which the instrument likely to give consistent results across time, places, and or similar instrument.

The validation of the instrument was determined by conducting pilot testing using at least ten teachers from pilot school. The quality of responses from participants evidenced that the instrument can measure what is supposed to measure. In turn the reliability of the instrument was also determined by the responses from pilot testing as compared to those from field or selected school.

3.5 Data Analysis Procedure

Data analysis refers to the examination and analyses of data and makes interferences (Kombo et al, 2006). It involves uncovering underlying structure, extracting important variables, detecting any anomalies, and testing any underlying assumptions (Ibid). The data were expected to be gathered in this study mostly were based on qualitative and quantitative. The data collected through questionnaire were analysed by using SPSS computer software. Also, the data gathered through interviews analysed and presented qualitatively via content analysis as per research objective and research questions. This technique allows the researcher to draw inferences based on specific characteristics she/he objectively identified (Holst, 1969) as cited by Shaughnessy, (2003).

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF THE RESULTS

4.1 Introduction

This chapter presents and analyse data obtained from the respondents based on the objectives and research questions of the study. The main research instruments employed in collecting information were questionnaires for teachers and students (See Appendix I) and interviews for head teachers (See Appendix II). The data are analyzed and discussed basing on the main themes of each research question as a statement appeared in the questionnaires and interviews. The qualitative data from questionnaires were recorded and its content was summarized in a narrative for and critical analysis and interpretation by summarizing the contents. Other data in quantitative form was analyzed in numerically, percentage and mathematical tables.

4.2 Assessing the Level of Understanding the Concept of Inclusive Education by the Teachers and Students

Under this objective, the study wanted to assess the level of understanding towards inclusive education by teachers and students in public schools in Zanzibar. Appendix I (Item 1 to 5) and Appendix II (Item 1 to 2) were concerned to collect data from the selected respondents. A total number of 211 respondents answered those five questions from questionnaires, according to their attitudes, experiences, behaviours as well as their perceptions. The Table 4.1 summarizes the results.

The findings depicted from those questions show that 115 respondents strongly agree to make 54% of representing people whose understand the concept of inclusive

education, 55 (26%) were agreed, 25 respondents (12%) and 16 (8%) disagreed and strongly disagreed respectively.

Table 4.1: The Level of Teachers and Students' Understanding the Concept of Inclusive Education

S/N	Statements	Rating Items				Total Respondents
		A	B	C	D	
1.	Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs.	152	44	10	05	211
2.	I have attended classes/lessons on inclusive education in school or teachers' centre.	58	57	64	32	211
3.	I have received information about inclusive education from one of the following sources radio, TV, magazine, cinema, internet or seminar/workshop.	78	74	39	20	211
4.	A pupil/teacher who is living with disabilities can be allowed to continue with the school system programme.	145	40	11	15	211
5.	There is evidence that a person with disability can perform well in his/her study.	142	60	03	06	211
Average		115	55	25	16	211
Percentage		54.%	26%	12%	8%	100%

Source: Field data, (2015)

Key: A= Strongly Agree, B= Agree, C= Disagree and D= Strongly Disagree.

Furthermore, the results show that the level of understanding the concept of inclusive education by the teachers and students is high (80%) but still problem of low level or lack of understanding the concept of inclusive education by the teachers and students in public schools in Zanzibar is existing (20%) especially in rural areas.

Moreover, the result for Appendix II showed that all six (6) head teachers understand the concept of inclusive education. Therefore, the study showed that head teachers were highly (90%) understand the concept inclusive education in their schools.

4.3 Assessing the Level of Teachers' and Students' Acceptability of Inclusive Education in Public Schools in Zanzibar

The second objective of this study was to assess the level of acceptability of the concept of inclusive education by the teachers and students. Therefore, to achieve this objective item 6 to 10 (Appendix I) and item 4 to 5 (Appendix II) were concerned. A total number of 211 respondents answered those items 6 to 10 (Appendix I) according to their attitudes, experiences, behaviours as well as their perceptions. The results were indicated in the Table 4.2.

Table 4.2: The Level of Acceptability of the Concept of Inclusive Education by Teachers and Students

S/N	Statements	Rating Items				Total Respondents
		A	B	C	D	
6.	Children with disabilities should attend to their neighbourhood schools.	147	51	12	01	211
7.	Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.	112	78	12	09	211
8.	Inclusive education develops friendships with a wide variety of other children, each with their own individual needs and abilities.	137	60	13	01	211
9.	Teacher or pupil can teach/learn in the same class, same lesson with disabled people but for some different for some.	103	76	15	17	211
10.	The children with disabilities can be segregated and exploited from the mainstream education system.	134	33	18	26	211
Average		127	60	14	11	211
Percentage		60%	28%	7%	5%	100%

Source: Field data, (2015)

Key: A= Strongly Agree, B= Agree, C= Disagree and D= Strongly Disagree

There results showed that 127 respondents (60%) strongly agree to represent people who accept the inclusive education, 60 (28%) were agreed, 14 respondents (7%) disagreed and 11 (5%) were strongly disagreed. On the other hand, the result from item 4 to 5 (Appendix II) showed that head teachers by 79% were accept the concept inclusive education in their schools. Thus, the findings revealed that, the level of teachers' and students' acceptability of the concept of inclusive education in public schools in Zanzibar is high (84%), but on the other hand there are some people (16%) who have low level of acceptability of inclusive education in public schools in Zanzibar.

4.4 Assessing the Level of Support Services and Resources Provided to the Children with Disabilities in their Schools

Under this objective, the study wanted to assess the level of support services and resource provided to the children with disabilities in their studies. Appendix I (Item 11 to 15) and Appendix II (Item 6 to 8) were concerned to collect data from the selected respondents. A total number of 211 respondents answered those five questions from questionnaires, according to their attitudes, experiences, behaviours as well as their perceptions. The Table 4.3 summarizes the results.

The findings depicted from questionnaires item number eleven to fifteen (See Appendix I) showed that 110 (52.13%) of respondents strongly agreed that there is high level of support services and resources provided to disabled students, 61 (28.4%) were agreed, 20 respondents (9.47%) and 21 (9.95%) disagree and strongly disagree respectively. While the results from item 6 to 8 (Appendix II) showed that disabled students have high (77%) level of support and resources in their studies.

Therefore, the findings revealed that, the level of support and resources for children with disabilities in public schools in Zanzibar is high (79%) but on the other side of the coin, there are some respondents (21%) who have believe that there is low level of support services and resources for children with disabilities in public schools.

Table 4.3: The Level of Support Services and Resources Provided to Children with Disabilities in their Studies

S/N	Statements	Rating Items				Total Respondents
		A	B	C	D	
11.	In our school, there are ramps that support the movement of the children with disabilities in their studies.	48	50	45	68	211
12.	Government and NGO's distribute sometimes equipments such as wheel chairs, glasses, white sticks, books and Braille machines for disabled persons.	87	93	16	15	211
13.	We are willing to care and helpful for a child with a disability in his/her studies.	181	21	07	02	211
14.	Sometimes disabled persons need extra lessons outside or within school hours.	90	96	14	11	211
15.	The children with disabilities use wheelchairs, glasses, white sticks, books and Braille machines in their studies.	144	43	16	09	211
Average		110	61	20	21	211
Percentage		52.13%	28.4%	9.47%	9.95%	100%

Source: Field data, (2015)

Key: A= Strongly Agree, B= Agree, C= Disagree and D= Strongly Disagree.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 Introduction

The discussion of the study has done according to the research questions of the study and the results after data presentation. Three research questions that were based with objectives of the study that are the level of teachers' and students' understanding the concept of inclusive education, the level of teachers' and students' acceptability the concept of inclusive education and the level of support services and resources provided to the children with disabilities in their studies were discussed and how they influence inclusive education in Zanzibar. So each research objective of the study was analyzed independently as seen below.

5.2 The Level of Teachers' and Students' Understanding the Concept of Inclusive Education

According to the respondents' views gathered and analysed from questionnaires and interviews, it can be seen that the level of teachers' and students' understanding the concept of inclusive education in public schools in Zanzibar is about 85%. That is to say the level of understanding the concept of inclusive education by teachers and students is high and the rest (15%) are having low level of understanding of inclusion.

Also, data proved that in urban areas the level of understanding of this concept seemed to be higher (95%) compare to the rural areas (65%). This situation justifies that the urban areas are less affected with lack of awareness or low level of

understanding the concept of inclusive education by teachers and students in public schools (5%) than in the rural areas (35%). This means that the problem is large in rural areas than urban; it can be assumed that due to shortage of media resources and environmental factors at large.

On the other hand, we can say that the above situation may result many of disabled children to be hidden in their houses and their rights to access education to be denied. While education for them is the fundamental rights under United Nations Convention (UN 1989); for example, Article 26(1), (2) and (3) state the right to education for all. Also, the Millennium Development Goals (EFA and UPE goals) cannot be achieved in right time with effective manner without inclusion. Thus, there is a great need for the Revolutionary Government of Zanzibar through MoEVT to provide the capacity building for teachers and students especially in rural areas about inclusive education.

5.3 The Level of Teachers' and Students' Acceptability of the Concept of Inclusive Education

According to the respondents' views gathered and analysed from questionnaires, it can be seen that the level of teachers and students' acceptability the concept of inclusive education in public schools in Zanzibar is about 84%. That is to say the level of acceptance for the concept of inclusive education by teachers and students is high. While the 16% of teachers and students are having low level of acceptability of the concept of inclusive education or they are opposing the concept of inclusive education at all.

In addition to that, data proved that in urban areas the level of acceptability of this concept seemed to be higher (95%) compare to the rural areas (65%). This situation

shows that the urban areas are less affected with this problem (5%) than in the rural areas (35%). This means that the problem is large in rural areas is bigger than urban; it can be assumed that those parents who have disabled children in rural areas ought to take their children to school because of their deaf and blindness or mental retardation. Also, they argue that the condition of their children is a gift from the God, no right of participation in social and economic activities. For example, Barner and Mercer (2003) argue that without inclusive education more than 90 per cent of disabled children in developing countries are not in the school system.

Furthermore, the Revolutionary Government of Zanzibar will fail to meet the MDGs and EFA Goals towards school planning development because lack of proper statistics on children with disabilities. Thus, further studies are needed for identifying the proper statistics on children with disabilities as well as their contribution in socio-economic aspects in the country like Tanzania.

5.4 The Level of Support Services and Resources Provided to the Children with Disabilities in their Studies in Public Schools

According to the respondents' views gathered and analysed from questionnaires, it can be seen that the level of accessibility of support services and resources to the children with disabilities in public schools in Zanzibar is about 79%. That is to say the level of accessibility of support services and resources to the children with disabilities is high and the rest (21%) are having low level of accessibility of support services and resources in their studies.

In addition to that, data proved that in urban areas the level of accessibility of support services and resources to the children with disabilities in public schools seemed to be

higher (95%) compare to the rural areas (65%). This situation justifies that the urban areas are less affected with this problem (5%) than in the rural areas (35%). This means that the problem of less support services and resources for children with disabilities is bigger in rural areas than urban; it can be assumed that there are various factors that lead to this problem. Some them are shortage of training regarding teaching students with a disability it can causes less confidence for teachers.

For example, the studies show that the teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area. Inadequate training relating to inclusive education may result in lower teacher confidence as they plan for inclusive education (Bender, Vail, and Scott, 1995; Daane, Beirne-Smith, and Latham, 2000; Gans, 1987; Malone et al., 2001; Schumm, Vaughn, Gordon, and Rothlein, 1994; Whitworth, 1991, as cited by Suban, 2005).

Also, negative attitudes toward such inclusion, this kind of attitude can be resulted by the shortage of training regarding inclusive education in public schools and the whole society at large. Fore stance, the searchers argue that teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion, while increasing training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd, and Sedbrook, 2002; Powers, 2002; Van Reusen et al., 2001; as cited by Subban, 2005). Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion.

Furthermore, less resources and support services from administrative staff is a big challenge for inclusive education. For example, the previous studies show that Administrative support has also been cited as a significant factor in determining teacher attitudes toward inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Idol, 1994; Larrivee & Cook, 1979 cited by Subban, 2005). Teachers believe that the support of the principal and other school leaders are critical in order for them to implement inclusive practices (Daane et al., 2000; Hammond & Ingalls, 2003 cited in Subban, 2005).

Therefore, further studies are needed to identify the causes of low level of support services and resources provided to the children with disability in their studies especially in public schools situated in rural areas and to suggest the proper ways for solving the problem.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter makes a conclusion of the research work by combining in summary the findings discussed in chapter five. It also covers recommendations basing on research findings as the core and basis of the problems found from the study conducted.

The researcher stated the objectives and research questions, the methods of data collection, data analysis were considered and finally data were collected and analyzed using SPSS. The analysed results and findings were important in drawing a relevant conclusion and recommendations that will help the implementation of inclusive education in public schools as well as achieving the MDGs, EFA and UPE.

6.2 Summary

The study examined how the level of teachers and students' understanding and acceptability of inclusive education in public schools can affect the implementation of inclusive education, EFA and UPE in Zanzibar. Specifically, the study investigated the impacts of three variables that are the level of teachers' and students' understanding, acceptance as well as the availability of support and resources for inclusive education were discussed and how they can influence the implementation of inclusion in public schools. So the summary of the findings of the study are categorized according to the nature of the data and variables of the study.

6.2.1 The Level of Teachers' and Students' Understanding the Concept of Inclusive Education

According to the respondents' views gathered and analysed from questionnaires and interviews, they show that the level of teachers' and students' understanding the concept of inclusive education in general average is about 80%. That is to say the level of understanding the concept of inclusive education by teachers and students is high.

Also, data proved that in urban areas the level of understanding of this concept seemed to be higher (95%) compare to the rural areas (65%). This situation justifies that the urban areas are less affected with lack of awareness or low level of understanding the concept of inclusive education by teachers and students in public schools (5%) than in the rural areas (35%). This means that the problem is large in rural areas than urban; it can be assumed that due to shortage of media resources and environmental factors at large. Thus, the gap between rural areas and urban areas about the level of understanding the concept of inclusive education by teachers and students in public schools for some extent is big.

6.2.2 The Level of Teachers' and Students' Acceptability of the Concept of Inclusive Education

In response to the level of teachers' and students' acceptance of the inclusive education cases, 88% respondents support that the level of acceptance is high and it leads to implement inclusive education in public schools effectively so as to meet EFA and UPE goals. Oppositely, the minor survey conducted by the researcher shows that the level of acceptance is very low (18%) in Zanzibar. Therefore, the

problem is very big because there is different between “*special education*” and “*inclusive education*”. This means that in Zanzibar, we are preaching inclusive education, but we are practicing special education in only eight (8) centres and all centres situated in urban areas (See Appendix IV). In other words, I can say that we are accepting special education but not accepting inclusive education.

6.2.3 The Level of Support Services and Resources Provided to the Children with Disabilities in their Schools

Inclusive Education needs extensive support and resources in terms of friendship environment, support from administrative staffs, peer group, training dealing with disabled children, positive attitudes and availability of reliable resources. The responses from questionnaires prove that 80% of respondents support that the level of the availability of support and resources for inclusive education in Zanzibar is high.

While in reality, there is scarcity of resources and support for inclusive education or disabled children. For example, there are no ramps in many schools for supporting their movement. Not only that but also, the head quarter of Ministry of Education and Vocational Training is a building of two flats but it has not ramps for disabled people (teachers and students).

6.3 Conclusion

The conclusion of this study is drawn according to the objectives of the study and research questions as well as minor survey of the field of the study. The conclusion is related to each variable as follow here below.

For the level of teachers' and students' understanding the concept of inclusive education cases, according to the data from the respondents, it is the first variable for helping the implementation of inclusive education in public schools. It is revealed that the level of understanding the concept of inclusive education is very high (85%), especially in urban areas rather than rural areas. However, the current situation shows that the concept of inclusive education is understood by teachers, students and the administrative level negatively. That is means that they understand inclusive education in the sense of special education, this is the wrong meaning of inclusive education. Thus, it is suggested that further studies should be conducted in this field order to come up with the right solution.

The second objective was to assess the level of teachers' and students' acceptability towards inclusive education in public schools in Zanzibar. The results from the study showed that the level of teachers' and students' acceptability towards inclusive education is very high (84%). Moreover, the study found that students with disabilities accessed high (79%) level of support services and resources to the children with disabilities in their studies in public schools in Zanzibar.

6.4 Recommendations

The researcher in this section will have a chance to make recommendations for present and future research based upon the findings.

6.4.1 Implications for the Policy Makers

Coming to the role of government, its action can either create an enabling environment or one that is not enabling for inclusion. Indeed, harassment,

corruption, bureaucracy, cumbersome procedures and regulatory framework will definitely negatively impact on micro-enterprises (Berner et al, 2008). In line with such arguments this study has indicated that the restructuring of the clear and high level of teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar creates opportunities for the emergence of an inclusive society at the ground or lower level group which is ready for providing downstream services to the children with disabilities.

It is therefore prudent to argue here that, policies aimed at attracting businesses (investing in education) should address those aspects that are disabling and prioritize on facilitating, among others easy businesses formalization including security of tenure as well as eliminating corruption and harassment of entrepreneurs. In addition, practical actions to facilitate the entrepreneurs currently engaged in businesses nationwide to have sustainable businesses are necessary. Towards this end, forging public and private sector partnership in providing support infrastructure to enable them access the emerging ideas such as "Education for All" and "Universal Primary Education" could yield positive results.

The study has a positive recommendation to Policy makers of the government that inclusive education policy should be given attention for its role in combating EFA, UPE, creating an opportunity to meet the MDGs and contribute to the economic development by minimizing the illiteracy rate of the disabled people in Zanzibar. Government should promote more on the implementation of inclusive education for the wellbeing of its people. It should also create an enabling environment in which inclusive education and its tools can be easily accessible by the majority of

Zanzibaris (Tanzanian). Entrepreneurs (investing in education) should assist in improving their small businesses (schools). This means that unnecessary taxes should be removed and enabling environment should be promoted. Technology should be encouraged and IE policy be interpreted to the grass root level.

6.4.2 Implications for Further Research

Researches related to the level of teachers' and students' understanding and acceptability of inclusive education in public schools in Zanzibar Islands are few or has not yet done at all, so there is a great need for the Revolutionary Government of Zanzibar and its institutions, NGOs, Agencies and individual scholars to conduct extensive research in this field.

6.4.3 Implications for the Practitioners

This study provides a good ground level for Practitioners in the country, including but not limited to Administrative level, teachers and students who would like to develop more in inclusive education implementation. The study shows them the impact of ignoring the implementation of inclusive education in the society is that the educational attainment of all people with disabilities and current attendance of children with disabilities are very poor and finally the illiteracy levels for the disabled people will be high across all categories of disability, and extremely so for children with visual, multiple and mental disabilities.

Furthermore, this study provides to other readers and interested stakeholders the importance of implementing inclusive education in public schools in combating EFA, UPE, creating an opportunity to meet the MDGs and contribute to the

economic development by minimizing the illiteracy rate of the disabled people in Zanzibar. Hence, every member in the society should accept and respect the need for inclusive education in public schools in Zanzibar.

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APPENDECIES

Appendix I(a): Questionnaire for Teachers and Students

Date of introduction..... /..... / 2014

(This questionnaire is confidential, and will be used for research purpose only)

Dear Sir/Madam,

My name is Ali Makame Ali a student of the Open University of Tanzania, pursuing a Master of Education in Administration, Planning and Policy Studies. I will conduct and collecting data on the level of Understanding and Acceptability of Inclusive Education in Public Schools in Zanzibar.

Please be free to express and sharing ideas for anything you feel about the subject matter. If you will have any question, you can contact with me through telephone number **+255 777 411731** or e-mail address: **almaal77@yahoo.com**

Please put a tick (\surd) in the given responding to the correct answer to the questions given according to your full knowledge and understanding. Respondent Profiles.

Gender (Tick one)

i) Male

ii) Female

Age (Tick only one)

i) 20-30 years

ii) 31-40 years

iii) 41-50 years

iv) Over 51 years

Marital Status

i) Married

ii) Single

iii) Divorced

Educational Level

i) Primary Level

ii) Secondary Level

iii) Diploma

iv) Degree and Above

v) None Above

QUESTIONS

S/N	Statement/Question	Level of Agreement			
		Strong Agreement	Agreement	Disagreement	Strong Disagreement
1.	Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs.				
2.	I have attended classes/lessons on inclusive education in school or teachers' centre.				

3.	I have received information about inclusive education from one of the following sources radio, TV, magazine, cinema, internet or seminar/workshop.				
4.	A pupil/teacher who is living with disabilities can be allowed to continue with the school system programme.				
5.	There is evidence that a person with disability can perform well in his/her study.				
6.	Children with disabilities should attend to their neighbourhood schools.				
7.	Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.				
8.	Inclusive education develops friendships with a wide variety of other children, each with their own individual needs and abilities.				
9.	Teacher or pupil can teach/learn in the same class, same lesson with disabled people but for some different for some				
10.	The children with disabilities can be segregated and exploited from the mainstream education system.				
11.	In our school, there are ramps that support the movement of the children with disabilities in their studies.				
12.	Sometimes equipments such as wheel chairs, glasses, white sticks, books and Braille machines are distributed by Government and NGO's for				

	disabled persons.				
13.	We are willing to care and helpful for a child with a disability in his/her studies.				
14.	Sometimes disabled persons need extra lessons outside or within school hours.				
15.	The children with disabilities use wheelchairs, glasses, white sticks, books and Braille machines in their studies.				

Appendix 1(b): Questionnaire for Teachers and Students (in Kiswahili)

Dodoso kwa ajili ya Walimu na Wanafunzi

Tarehe ya utambulisho..... /..... / 2014

(Dodoso hii ni siri, na itatumika kwa lengo la kutafutia taarifa kwa ajili ya Utafiti wa Kimaso tu.)

Mpendwa Dada/Kaka,

Kwa jina ninaitwa Ali Makame Ali ni mwanafunzi kutoka Chuo Kikuu Huria cha Tanzania (Open University of Tanzania), ninaechukua Shahada ya Pili ya Elimu katika Fani ya Uongozi, Mipango na Sera (Master of Education in Administration, Planning and Policy Studies). Ninatarajia kutafuta taarifa zinazohusiana na kiwango cha Ufahamu na Ukubalikaji wa Dhana ya Elimu Mjumuisho katika Shule za Serikali za Zanzibar.

Tafadhali weka alama ya vyema (✓) katika kisanduku kimoja tu kwa kila swali uliloulizwa ili kuonyesha jibu sahihi la swali hilo kulingana na ufahamu wako.

Maelezo Binafsi:

Jinsia yako ?

i) Mme

ii) Mke

Miaka/Umri wako?

i) 7-10 miaka

ii) 11-14 miaka

iii) 15-18 miaka

iv) Zaidi ya miaka 19

Hali ya Mzazi/Mlezi

i) Ameoa/Ameolewa

ii) Hajaoa/Hajaolewa

iii) Mjane

iv) Hali isiyokua hizo

Kiwango cha Elimu

i) Elimu ya Maandalizi

ii) Elimu ya Msingi

iii) Sekondari ya Awali

iv) Sekondari ya Juu

v) Elimu ya Chuo Kikuu

MASWALI

N.	Maelezo/Maswali	Kiwango Cha Kukubali			
		Nakubali Kabisa	Nakubali	Si Kubali	Si Kubali Kabisa
1.	Elimu mjumuisho ni mchakato wa kuwawezesha watoto wote kusoma na kushiriki kikamilifu katika mkondo mkuu wa mfumo wa skuli. Na haiwatengi watoto ambao wanauwezo tofauti au mahitaji maalum.				

2.	Nimeshawahi kuhudhuria katika madarasa/masomo kuhusiana na elimu mjumuisho katika skuli au kituo cha walimu.				
3.	Nimeshawahi kupata taarifa kuhusu elimu mjumuisho kupitia chanzo kimoja kati ya radio, TV, magazeti, sinema au semina.				
4.	Mwanafunzi au mwalimu ambaye anaishi na ulemavu anaruhusiwa kuendelea na masomo ya skuli.				
5.	Kuna ushahidi unaoonyesha kwamba mtu mwenye ulemavu anaweza kufanya vizuri katika masomo yake.				
6.	Watoto wenye ulemavu wanaweza kuandikishwa katika skuli za karibu na maeneo yao wanayoishi.				
7.	Elimu mjumuisho hutoa fursa ya kujifunza kuhusiana na kukubali tofauti iliyopo kati ya mtu na mtu, hupunguza athari za unyanyasaji wa kijinsia na ukangamizaji.				
8.	Elimu mjumuisho huendeleza urafiki na upendo katika makundi tofauti ya watoto, na kila mmoja ana mahitajio yake na uwezo wake.				
9.	Mwalimu au manafunzi anaweza kufundisha au				

	kujifunza katika darasa moja, somo moja na watu wenye ulemavu lakini wakawa tofauti kwa baadhi ya mambo tu.				
10.	Watoto wenye ulemavu tunaweza kuwatenga na kuwanyanyapaa kutokana na mfumo mkuu wetu wa elimu.				
11.	Katika skuli yetu kuna njia maalum ambazo hurahisisha matembezi ya watu wenye ulemavu katika masomo yao.				
12.	Baadhi ya wakati zana au vifaa kama vile vigari, miwani, fimbo nyeupe, vitabu na mashine za kuandikia kwa watu wenye ulemavu hutolewa na Serikali na baadhi ya Jumuiya zisizokuwa za Serikali.				
13.	Tupo tayari kumtunza na kumsaidia mtoto mwenye ulemavu katika masomo yake.				
14.	Baadhi ya wakati watu wenye ulemavu huhitaji masomo ya ziada, nje au ndani ya masaa ya skuli.				
15.	Watoto wenye ulemavu hutumia vifaa kama vile vigari, miwani, fimbo nyeupe, vitabu na mashine za kuandikia kwa watu wenye ulemavu katika skuli zao.				

Appendix II: Head Teachers' Interview

To assess the level of teachers' understanding the concept of inclusive education in public schools in Zanzibar.

1. Do you understand the concept of inclusive education?
2. If yes, to what extent? Explain.
3. Have you attend any lesson/training/ workshop/seminar concerning inclusive education?

To assess the level of teachers' acceptability to the concept of inclusive education in public schools in Zanzibar.

4. Do you have any student or teacher living with disabilities in your school?
5. If yes, how they are perceived and accepted to their peer group?

To assess the level of support services and resources to disable students in their studies in public schools in Zanzibar.

6. As a head teacher what kind of support services and resources you provide with them?
7. By having these supports, do you think they can help them to perform well in their studies?
8. Do you have qualified teachers dealing with students with special needs in your school?
9. If no, what measures do you take to overcome this situation?

10. What are your suggestions about inclusive education in public schools in Zanzibar?

Appendix III: The Rights and Frameworks

The human right of all people to education was first defined in the United Nations' Universal Declaration of Human Rights of 1948 and further elaborated in a range of international conventions, including the Convention on the Rights of the Child and more recently in the CRPD.

In 1994 the World Conference on Special Needs Education in Salamanca, Spain produced a statement and framework for action The Salamanca Declaration encouraged governments to design education systems that respond to diverse needs so that all students can have access to regular schools that accommodate them in child-centred pedagogy (5).

The Education for All Movement is a global movement to provide quality basic education for all children, youth and adults (6). Governments around the world have made a commitment to achieve, by 2015, the six EFA goals: expand early childhood care and education; provide free and compulsory education for all; promote learning and life skills for young people and adults; increase adult literacy by 50%; achieve gender parity by 2005, gender equality by 2015; and improve the quality of education (6).

In Article 24 the CRPD stresses the need for governments to ensure equal access to an "inclusive education system at all levels" and provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education (UN 2006).

The Millennium Development Goal of universal primary completion stresses attracting children to school and ensuring their ability to thrive in a learning environment that allows every child to develop to the best of their abilities.

AINA YA KITUO CHA ULEMAVU	JINA LA KITUO	WILAYA	UNGUJA/PEMBA
Kitengo cha wanafunzi wenye ulemavu wa akili	Jangombe msingi "A"	MJINI	UNGUJA
Kitengo cha wanafunzi wenye ulemavu wa akili	Muembemakumbi	MJINI	UNGUJA
Kitengo cha wanafunzi wenye ulemavu wa akili	Mwanakwerekwe "E"	MAGHARIBI	UNGUJA
Kitengo cha wanafunzi wenye ulemavu wa akili	Pondeani	CHAKECHAKE	PEMBA
Kitengo cha wanafunzi wenye ulemavu wa akili	Michakaini	CHAKECHAKE	PEMBA

Appendix IV: Vitengo vya Elimu Maalumu (Special Education Centers)

Kitengo cha viziwi	M/mwe "F"	MAGHARIBI	UNGUJA
Kitengo cha viziwi	M/kwe "H"	MAGHARIBI	UNGUJA
kitengo cha wasioona	Skuli ya kisiwandui	MJINI	UNGUJA
Kitengo cha wanafunzi wenye ulemavu wa akili	Skuli ya kisiwandui	MJINI	UNGUJA

Appendix V: Inclusive Education Schools in Zanzibar 2004 to 2013

(Government/Public Schools)

S/N	Name Of Schools	Region	Year	Attached to ZAPDD Branch	Supported by
1	Bambi Primary	South Unguja	2005		NFU
2	Paje Primary and Middle School	South Unguja	2005	✓	NFU
3	Kusini Primary	South Unguja	2005		NFU
4	Uroa Primary	South Unguja	2009		NFU
5	Chwaka Primary and Middle School	South Unguja	2006	✓	CREATE
6	Kibele	South Unguja	2006		CREATE
7	Unguja Ukuu	South Unguja	2006		CREATE
8	Kizimkazi Mkuguni	South Unguja	2006		CREATE
9	Jambiani	South Unguja	2006	✓	NFU
10	Bwejuu	South Unguja	2006		CREATE

11	Uzini	South Unguja	2013		SSI
12	Kiboje Primary	South Unguja	2009		NFU
13	Muyuni Primary	South Unguja	2009	✓	NFU
14	Mtende Primary	South Unguja	2009		NFU
15	Kizimkazi Dimbani	South Unguja	2010		NFU
16	Uzi Primary	South Unguja	2013		NFU
17	Kitogani Primary and Secondary	South Unguja	2013	✓	NFU
18	Mahonda Primary	North Unguja	2005	✓	NFU
19	Bumbwini Primary	North Unguja	2005	✓	NFU
20	Kidoti Primary	North Unguja	2005		NFU
21	Chaani Primary	North Unguja	2005	✓	NFU
22	Upinja Primary	North Unguja	2010	✓	NFU
23	Mwanda Primary	North Unguja	2010		NFU
24	Pwani mchangani Primary and Secondary	North Unguja	2010		NFU
25	Kilombero Primary	North Unguja	2010		NFU
26	Kivunge Nursery	North Unguja	2010		NFU
27	Makoba	North Unguja	2013		NFU
28	Tumbatu	North Unguja	2005	✓	CREATE
30	Matemwe	North Unguja	2005		SSI
31	Kitope	North Unguja	2010		NFU
32	Fujoni	North Unguja	2010		NFU
33	Jang'ombe Primary 'A'	Urban west Unguja	2005	✓	NFU
34	Kijitoupele Secondary	Urban West Unguja	2012	✓	NFU
35	Kisiwandui Primary	Urban west Unguja	2005	✓	NFU
36	Mwembemakumbi Primary	Urban west Unguja	2005	✓	NFU
37	Langoni Primary and Secondary	Urban west Unguja	2009	✓	NFU
38	Kombeni Primary	Urban west Unguja	2009		NFU
39	Jang'ombe Secondary	Urban west Unguja	2009		NFU
40	Hailleselassie Secondary	Urban west Unguja	2009		NFU
41	Nyerere Primary	Urban west Unguja	2009		NFU

42	Mwanakwerekwe 'A' Secondary	Urban west Unguja	2009		NFU
43	Mwanakwerekwe 'E'	Urban west Unguja	2005		NFU
44	Mwanakwerekwe 'F'	Urban west Unguja	2005		NFU
45	Mwembeshauri primary	Urban west Unguja	2010		NFU
46	Kisauni Primary	Urban west Unguja	2012	✓	NFU
47	Kidongochekundu	Urban west Unguja	2012		NFU
48	Mtopepo 'B'	Urban west Unguja	2012		CREATIVE
49	Shaurimoyo Primary	Urban west Unguja	2010		SSI
50	Kijitoupele Primary	Urban west Unguja	2010		NFU
51	Darajani Primary	Urban west Unguja	2010		NFU
52	Darajani Secondary	Urban west Unguja	2010		NFU
53	Bwefum	Urban west Unguja	2007		SSI
54	Bububu Primary 'A'	Urban west Unguja	2013		NFU
55	Bububu Primary 'B'	Urban west Unguja	2013		NFU
56	Bububu Secondary	Urban west Unguja	2013		NFU
57	Mfenesini Nursery and Primary	Urban west Unguja	2013		NFU
58	Mwera Primary and Secondary	Urban west Unguja	2013		NFU
59	RegezaMwendo	Urban west Unguja	2013		NFU
60	Ng'ombeni Primary	South Pemba	2005		NFU
61	Kengeja Primary	South Pemba	2005	✓	NFU
62	Michakaini Primary	South Pemba	2005	✓	NFU
63	Vitongoji Primary	South Pemba	2005	✓	NFU
64	Chambani Primary	South Pemba	2007	✓	NFU
65	Kangani Primary	South Pemba	2007	✓	NFU
66	Ndagoni Primary	South Pemba	2007	✓	NFU
67	Ziwani Primary	South Pemba	2007	✓	NFU
68	Uweleni Secondary	South Pemba	2008	✓	NFU

69	Shamiani Secondary	South Pemba	2008		NFU
70	Shamiani Mwambe	South Pemba	2007		NFU
71	Furaha	South Pemba	2007		NFU
72	Kilindi Primary	South Pemba	2007		NFU
73	Makombeni Secondary	South Pemba	2013		NFU
74	Makombeni Primary	South Pemba	2013		NFU
75	Tasini Primary	South Pemba	2013		NFU
76	Mbuzini Primary	South Pemba	2013		NFU
77	Mbuzini Secondary	South Pemba	2013		NFU
78	Maandalizi ya Kiislamu Machomane	South Pemba	2008		NFU
79	Michenzani	South Pemba	2010		NFU
80	Kilindi Primary	South Pemba	2013		NFU
81	Makombeni Primary and Secondary	South Pemba	2013		NFU
82	Tasini Primary	South Pemba	2013		NFU
83	Mbuzini Primary and Secondary	South Pemba	2013		NFU
84	Pandani Primary	North Pemba	2005	✓	NFU
85	Micheweni Primary	North Pemba	2005	✓	NFU
86	Konde Primary	North Pemba	2005	✓	NFU
87	Makangale Primary	North Pemba	2007		NFU
88	Msuka Primary	North Pemba	2007	✓	NFU
89	Kinyasini Primary	North Pemba	2007		NFU
90	Uwondwe Primary	North Pemba	2007		NFU
91	Utaani Secondary	North Pemba	2005	✓	NFU
92	Kojani	North Pemba	2006	✓	CREATIVE
93	Ole	North Pemba	2005	✓	CREATIVE
94	Shumba	North Pemba	2006		CREATIVE
95	Sizini	North Pemba	2007		SSI
96	Uwandani	North Pemba	2006		CREATIVE
97	Ukunjwi	North Pemba	2006		CREATIVE
98	Gando	North Pemba	2005	✓	CREATIVE
99	Kinowe	North Pemba	2009		SSI
100	Mchangamdogo	North Pemba	2007		SSI
101	Kangagani Primary	North Pemba	2010		NFU
102	Kangagani Secondary	North Pemba	2010		NFU
103	Finya	North Pemba	2010		NFU
104	Bwagamoyo	North Pemba	2013		NFU
105	Konde Nursery	North Pemba	2013		NFU

