

**STAKEHOLDERS' PERCEPTION ON IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN KIBAHA TOWN
COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*Stakeholders’ Perception on Implementation of Inclusive Education in Primary Schools in Kibaha Town Council*” in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Leonard Henerico** do hereby declares that this dissertation is my own original work and that it has been submitted and will not be presented to other University for similar or any degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved Fr. Henerico Bukore, Sr. Agnes Henerico and Br. Keromba Henerico.

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I am deeply grateful to almighty God whose will enabled me to reach this stage. I would like to take this opportunity to express my gratitude to those who in one way or another have contributed to the completion of this work. It is not possible to mention them all. However, I find it important to mention a few a few here. Firstly, my special appreciation and thanks are extended to my supervisor, Dr. Cosmas Mnyanyi for guiding and shaping this study. His close supervision, constant advice, and encouragement were very important to the success of this study.

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ABSTRACT

This research report focuses on the investigation of Stakeholders' Perception on Implementation of Inclusive Education in Primary Schools in Kibaha Town Council in Coast region in Tanzania. The study explored stakeholder's views on implementation of inclusive education, to find out practical activities and services employed on implementation of inclusive education and also to find out the main challenges associated with the implementation of inclusive education. A case study design was used, with a total sample of 103 informants and respondents from the six inclusive primary schools out of eighteen schools. Probability and non-probability sampling was used. Purposive sampling was used to get regular teachers and parents of children without disabilities. Primary data were collected using interviews, observation and questionnaires, whereas, secondary data were obtained through documentary reviews. The study revealed that stakeholders including the government, the special education teachers, the parents of children with disabilities, and non-governmental organizations perceive inclusive education positively despite some challenges like inadequate special materials, unfriendly school environment and shortages of teachers trained in special education. The result indicates that Inclusive education was introduced in the country without due preparations. The education is well perceived by both students and teachers, parents and the community. Collaborative efforts with different partners have to play their part in order to make inclusive education successful for the development of the country.

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LIST OF ABBREVIATIONS

ADD	Action on Disability Development
CWD	Children with Disabilities
DA	Disability Act
DPO	Disabled Peoples Organization
EFA	Education For All
ENT	Ear, Nose and Throat
ESRAC	Educational Services, Resource and Assessment Centres
FAPE	Free Appropriate Public Education
FGD	Focus Group Discussions
IDEA	Individual with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Services Plan
LRE	Least Restrictive Environment
MDG	Millennium Development Goals
MIE	Modeling Inclusive Education
MoEVT	Ministry of Education and Vocational Training
NGO	Non Governmental Organizations
NPD	National Policy on Disability
NSGRP	National Strategy for Growth and Reduction of Poverty
NSIE	National Strategy for Inclusive Education
PEDP	Primary Education Development Plan
SNEO	Special Needs Education Officer

TAHM	Tanzania Association for Mental Handicapped
TENMET	Tanzania Education Network
TLB	Tanzania league for the Blind
TSD	Tanzania Society for the Deaf
UNICEF	United Nations Education, Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

BACKGROUND TO THE PROBLEM

1.1 Introduction

This study was about investigating stakeholders' perception on implementation of inclusive education in primary schools in Kibaha Town council. Chapter one provided information on the introduction and background to the problem, statement of the problem, purpose of the study and objectives of the study. It has also described significance of the study, conceptual framework and delimitation of the study. Further the chapter has defined key terms used in the study.

1.2 Background of the Study

In order to focus on development and improved services to people with disabilities as a result of implementation of inclusive education (IE), stakeholders considered in this study included; teachers, children, parents, the community members, the government officials and Non-Governmental Organizations. These stakeholders were chosen because they form social – ecology of the child with and without disabilities.

Teachers encompass a vital part to the success of inclusive educational practices (Macfarlane, 2007). They need not only the required skills and knowledge to implement inclusive education successfully but also need to have a positive attitude towards inclusion in their classrooms, because, the teacher's attitude is highly pertinent to manage these students (Macfarlane, 2007). According to UNESCO, inclusive education is a process of addressing and responding to diverse needs of all children by increasing participation in learning and reducing exclusion within and

from education (Nguyet & Ha, 2010). It is a process of increasing the presence, participation and achievement of all learners (Ainscrow & Booth, 2003). In Tanzania education is a right to every child (URT, 1977).

However as a result of lack of resources including teachers trained in special and inclusive education (Mnyanyi, 2009), persons with disabilities rarely enjoy the right to education. Educational authorities worldwide including Tanzania have adopted the principle of inclusion to address their social and moral obligation to eradicate all learners (Forbes, 2007). With implementation of inclusive education that started late in the 1990s in Tanzania, persons with and without disabilities are to be to their maximum potentials in regular schools. The issues are that most of the teachers in Tanzania schools are educated through general teacher education system except for a very few who get chance to be educated as in- service education at Patandi Teachers College. Patandi is a teacher education college where teachers who have taught in regular schools are sent to study more about providing services to children with disabilities.

In Patandi, teachers are trained on disability oriented subjects and not more about the teaching subjects and the teaching content. The assumption are that teachers who register at Patandi are already having enough content, subject teaching methods and teaching experience in a real classroom. This leaves very few teachers with Special Education knowledge and skills capable of supporting children with special needs and disabilities (Bagandashwa, 2004). In Tanzania the available placements of education to learners with disabilities range from Special schools services to Inclusive Education (Mmbaga, 2002). The special school started since the 1990s

when the first special school for the blind was established. The segregated special provision for learners with disabilities and other learning challenges in Tanzania has been reduced by the education system that allows every child to be enrolled and complete primary education (URT, 1974).

The segregated system focuses or concentrates on disabilities and on learning challenges of an individual child as a problem and ignores the fact that some of the difficulties in the learning process and limited educational opportunities are the result of the system itself. Therefore, as a response to the critique, the emphasis has been shifted to inclusion which implanted some special education practices into the ordinary schools without organizational changes (Bagandashwa, 2004).

Bunch (2008) argues that inclusive education is a new human rights and social justice approach to education and disability. It is a symbol of respect for all of humanity. From these explanations, one may argue that inclusive education is about social justice and equity and take into account learners' abilities, potential diverse needs. The learner does not have to adapt to the school system. The school or the education system has to change in order to meet the learning needs of children in a given community (Kisanji, 1999; Armstrong, 2005). In other words, inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality (Ainscow & Booth, 2003).

The guiding principle in inclusive education is that all learners have the right to learn in mainstream schools. It guarantees children with disabilities their right to education and helps to achieve equality. In changing culture it is not possible if those involved

in the school that is the teachers, children, educational leaders and those who support school in some ways are not positive toward change. Inclusive education has also been successful where all stakeholders: parents, teachers, children, people with disabilities and significant others impress the vision and value of inclusive change on government and school leadership (Porter, 2008). Inclusive education is successful where all learners are accepted as true learners at their level of ability and where there collaboration among all players in education: regular teachers, special education teachers, parents, supporting disciplines and students (Bunch, 2008).

A number of barriers to inclusive education have been identified in a number of countries; for example, in Malawi, lack of coordination between stakeholders (Chireshe, 2011), in South Africa, lack of knowledge among teachers (Porters, 2008) and in Zimbabwe, lack of resources, lack of training among teachers, lack of commitment by policy makers (Mushoriwa, 2002; Musengi, 2010). Studies in Zimbabwe for example, Musengi (2010) and Chireshe (2011) have all made numerous recommendations aimed at improving inclusive education. The recommendations include: running awareness campaigns, coordinating stakeholders, training of teachers and availing resources.

For understanding and implementing inclusive education there is a need to have a context in which there is a clear communication among different partners and or stakeholders. The lack of common language and understanding of inclusive education in Tanzania is one of the obstacles of addressing the special needs in inclusive educational context. This study was, therefore, intended to investigate the stakeholders' perception in implementation of inclusive education in primary

schools. The information is intended to facilitate the development of realistic strategic for special needs and inclusive education to ensure the realization of education for all (EFA), Millennium Development Goals (MDGs), National Strategy for Growth and Reduction of Poverty (NSGRP) and National Strategy for Inclusive Education (NSIE).

1.3 Statement of the Problem

The education of the children with disabilities in primary schools in Tanzania is managed by local government authorities. In the past education for children with disabilities was established in segregated setup whereas no separate setup is found for these children in secondary or postgraduate level in Tanzania. Most of them who have access complete their studies in regular system. It clearly reflects that inclusive education can be a good setup for them if appropriate adaptation is made in instruction with assistive and educational devices and special arrangements are made in the evaluation process by the teachers at primary level. This research is conducted to explore the perception of stakeholders (children with disabilities, their teachers, education leaders and parents) about inclusive education. Implementation of inclusive education calls for the authentic study to assess the stakeholders' perception in implementation of inclusive education in primary schools in the country.

Various studies conducted focused on general inclusive education in Tanzania (Kisanji, 1998; Mmbaga, 2002; Possi, 1986; Mboya & Possi, 1996) teacher professional development (Bagandashwa, 2004; Kapinga, 2012) and little attention has been given to stakeholders perceptions on inclusive education. The assumptions

are that where stakeholders are positive there is likelihood of acceptance of inclusive education and hence the school will receive support. The support might include parents contributing for education of their children, parents sending their children to school and or supporting teachers in non-curricular activities. It was from this knowledge gap this study aim to investigate the current perception of stakeholders on implementation of inclusive education in primary schools. Since the need to improve teaching and learning in inclusive classes cannot be undermined because of the introduction of Inclusive Education in Tanzania. Mnyanyi (2005) argues that inclusion needs to be put into practice for the betterment of education for all. In line with this observation there is a need to examine stakeholders' perceptions on implementation of inclusive education in primary schools in Kibaha Town Council.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to investigate the stakeholders' perception on implementation of the inclusive education in primary schools in Kibaha Town Council.

1.4.2 Specific Objectives

The study intended to attain the following objectives:

- (i) To explore stakeholders views on inclusive education.
- (ii) To find out stakeholders views on implementation of inclusive education services.
- (iii) To find out the main challenges associated with the implementation of inclusive education.

1.5 Research Questions

- (i) What are the stakeholders' views on inclusive education?
- (ii) What are stakeholders' views on implementation of inclusive education?
- (iii) What are the stakeholders' views on the challenges associated with implementation of inclusive education in Kibaha Town Council?

1.6 Significance of the Study

The study is expected to come up with findings that can be useful for the Ministry of Education and Vocational Training, curriculum developers, teachers, children, parents, Non- Governmental Organization, Disabled Peoples' Organization, National Examination Council of Tanzania and other educational stakeholder to recognize, identify, and analyzing problems facing children with special needs in inclusive education setting. As Kibaha Town Council is in a pilot project toward implementing inclusive education in partnership with ADD International, the findings can be useful for the project implementation. Schools taking part in this study are involved in the ADD International project which is a five years project as from the year 2012 to 2017.

The researcher hopes that the suggestions and recommendations from the research will help to solve various problems which are facing children with special needs in inclusion. The researcher also hopes that the study will help the government to review the manner in which inclusive education in Tanzania is conducted. Findings of the study are expected to pave the way on how to minimize academic challenges facing inclusive primary schools in Tanzania. The study can also be the foundation for other researchers to go deeper in conducting further studies.

1.7 Limitation to the Study

In a largely qualitative study like this, the researcher cannot claim for “purity” of the study conclusions based on interpretations. Although the researcher remained sensitive to prior beliefs and philosophy by capitalizing on interpretations, it would not be surprising to find some rudiments of the researcher’s interpretive effects. To minimize this, the researcher used a technique of “bracketing”. It is “a specific strategy for separating impressions, feelings and early interpretations from descriptions during qualitative data collection” (Hatch, 1988).

The researcher also cross checked the interpretations he made by consulting participants frequently during and after data collection. Moreover, other findings from this study relied much on respondents’ honest responses of self report. It was possible for respondents to over report or under report their responses on issues under investigation. That was cross- checked during interviews, and focus group discussions.

1.8 Delimitation of the Study

The study was conducted in public primary schools in Kibaha Town Council. The study was restricted to the Stakeholders’ perceptions in implementation of inclusive education in six primary schools. Three schools were from the town centre and another three school were from peripheral areas to bring a good representation. It was conducted by interviewing and observing specialist teachers, regular teachers, children, Head teachers, parents of children with and without disabilities and one focus group (ADD International staff) so as to get their perception towards inclusion.

1.9 Operational Definitions of the Key Terms

1.9.1 Disability

The term means inability to do something, a diminished capacity to perform in a specific way (Hallahan & Kauffman, 1994).

1.9.2 Inclusive Education

This is the system of education in which all children, youths and adults are enrolled, actively participate and achieve education in regular schools and other educational programmes regardless of their diverse backgrounds, without discrimination, through minimization of barriers and maximization of resources.

1.9.3 Learners with Special Needs

Such learners are those with mild, moderate, severe and profound disabilities as well as those who are gifted and talented. In addition to the above mentioned categories, Most Vulnerable Children are also included.

1.9.4 Regular Teacher

A teacher who has ordinary training in teacher education but has not attended any course in teaching students with disabilities.

1.9.5 Specialist Teacher

The term refers to a teacher who has undergone special education training to teach students with disabilities. He/ She may have specialized in teaching those with disability in either category.

1.9.6 Individualized Education Program

A kind of blue print for providing early intervention services made by a child, parents and multi professionals. It contains long and short-term objectives. In this study, IEP refers to a working schedule provided to meet educational needs of students.

1.10 Conceptual Framework of the Study

This section described the general focus of the study. Punch (2000) states that conceptual Framework represents the general focus of the study. Conceptual framework according to educational researcher Smyth (2004) are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. Theories serve to justify the practice.

Many theories have taken different angles on the conceptualization of disability and education issues, but this study is underpinned by the social constructivists view of disability. Disability is constructed on the basis of interpretations made because of social values and beliefs (Thomas & Loxley, 2001). Within this view, inclusive practices enable teachers to pursue appropriate strategies for learners support from the stakeholders (Figure 1.1). The underlying premise is that teachers are all experts in different ways, and that their different experiences and understandings are of value. On the other hand teachers alone in schools cannot work without the children, the parents, the government officials and in the case of developing countries, the donors, including Non- Governmental Organizations and the faith based organization. Each of the stakeholders has a role to play.

1.10.1 Roles of Stakeholders in Inclusive Education

The term role refers to the way in which someone or something is involved in an activity or a situation and how much influence they have on it. Also according to the American Heritage Dictionary (2000), the term role refers to a function or position. In this study the term role will be used to mean influence and position because the study is about investigating stakeholders' perception on implementation of inclusive education in primary schools in Kibaha Town Council.

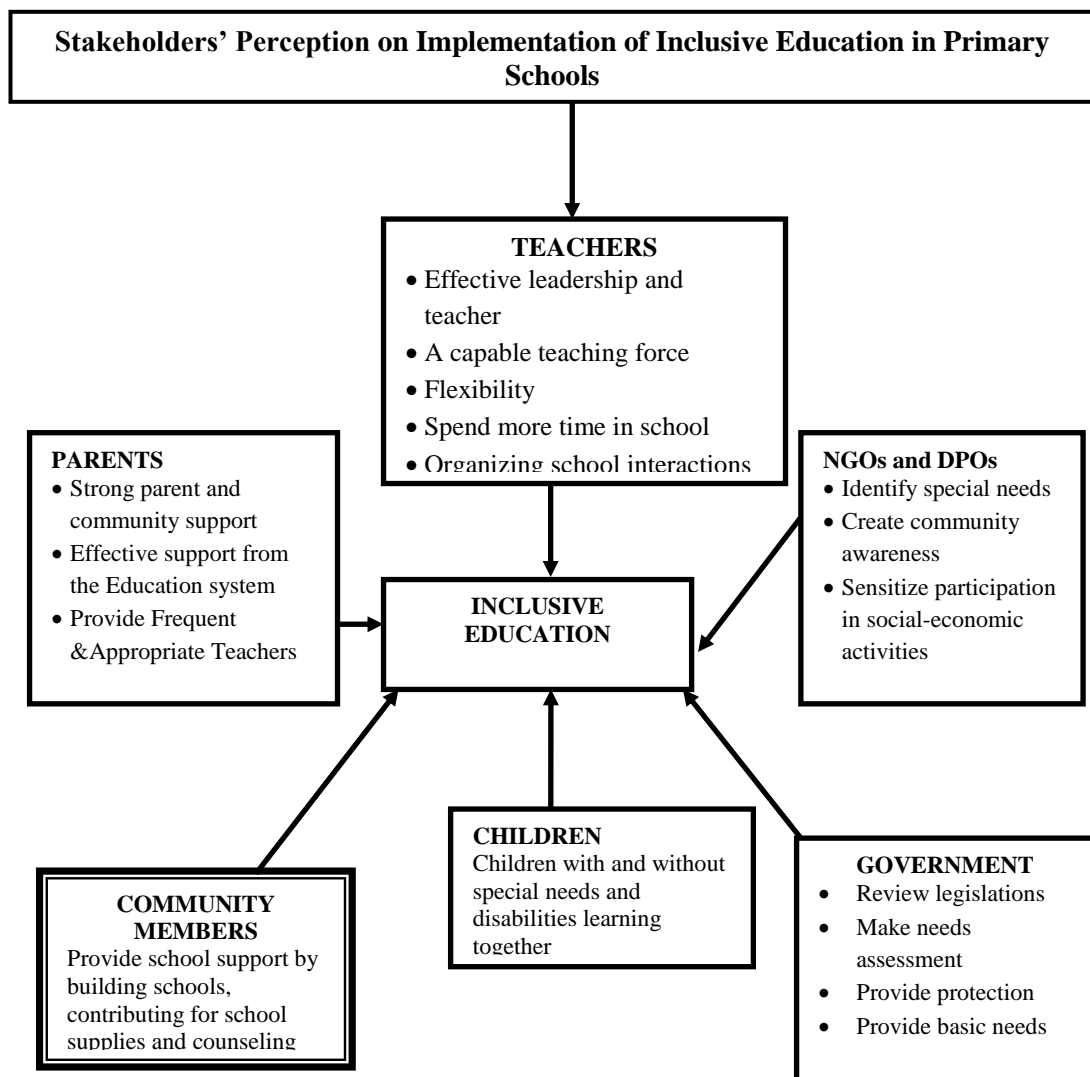


Figure 1.1: The Conceptual Framework

Source: The researcher

The National Policy on Disability (NPD) insists that, In order to focus on development and improved services to people with disabilities, inclusive education stakeholders' have to play.

1.10.2 Teachers

Teachers are in many ways a focus when talking about school and general learning environment. Recent initiatives in inclusion services such as Getting it Right for every child (SEED, 2006) are likely to mean that teachers will be undertaking more multi- agency work with special services, school psychology services and health authorities. Forlin (2010) explains that all areas of education have changed during the past decade, with major changes in development of new understandings about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child' to 'what does the child need to support the learning?' such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers.

Rouse (2007) says that in developing effective inclusive practice is about not only extending teachers' knowledge but it is also about encouraging to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about knowing, doing and believing. Knowing about ; Teaching strategies, disability and special needs, how children learn, what children need to learn, classroom organization and management, where to get help when necessary, identifying and assessing difficulties, assessing and monitoring children's learning and legislative and policy context. In doing it refers to turning knowledge into action, moving beyond reflective practice, using evidence to improve practice, learning how

to work with colleagues as well as children and becoming an activist professional. About believing, inclusive teachers should believe that all children are worth educating, that all children can learn, that they have the capacity to make a difference to children's lives and that such work is their responsibility and not only a task for specialists. Teachers should conduct orientation and mobility programmes to children with disabilities (CWD) in order to make them familiar with the surroundings. Assessment programs should be conducted in for the purpose of establishing the present level of performance for the right placement, teaching methodologies and strategies.

The teachers need to be clear on the meaning and practices of inclusive education. The concepts were not well understood which created an implementation challenge. Teacher's assistance or support for children with disability appeared to be limited. Providing essential remedial classes and extra exercise; using sign language to reinforce the explanations; allowing students with low vision to sit in front of the blackboards; using loud voice when teaching; and referring them to hospital for medical checkup and treatment. Most of these supports focus on academic activities management. Psycho-social support skills are also critical for these children.

Teachers with specialized knowledge know how to handle children with disabilities. In inclusive schools some regular teachers have received seminars on pedagogical approaches in inclusive education from a Non-governmental organization called Action on Disability Development (ADD) International. Regular teachers face various challenges to handle and serve children with special needs. These teachers are unable to identify children's difficulties and to provide special assistance. More

intensive organized programs need to be availed to them to manage, cope and provide appropriate services to children with special needs.

1.10.3 The Parents

Inclusion is not just a school issue; it is about children, parents and the community (Schwartz, 1999). Parents are the primary and natural educators and caregivers, and provide services for their child in the natural environment of the home. The parents being primary caregiver will be by definition the most insightful, knowledgeable experts on the needs and development of the child, because of their intimate knowledge and unique perspective (Carpenter, 1997).

School entry moving from primary to post-primary or transferring from one service to another are important transitions in the life of a child. Preparations, planning, and parental involvement are critical in the process. Transitions should be anticipated and planned in advance as a collaborative exercise involving representatives from home and school. Parents of children with disabilities, however, sometimes experience added stress caused by their child's, physical, emotional, and financial demands. Educators who are not parents of a child with disabilities, chronic illness, or severe problem behavior cannot possibly know the 24-hours, 7-days reality of being the parent of such a child (Peterson, 1998).

According to Individuals with Disability Education Act (IDEA) Prescriptions (1990) established that students with disabilities are guaranteed a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Parents should be service providers, caregivers as Carpenter (1997) explained above. Parents as

teachers; in most cases children learn many skills without any one teaching them. Children with disabilities, however, often do not acquire new skills as naturally or independently as their typically developing peers do. All parents are counselors in the sense that they deal with their children's changing emotions, feelings and attitudes. Behavioral support specialists; all children act out occasionally, and all parents are challenged and frustrated from time to time by their children's noncompliance and misbehavior. Parents play role in helping children with disabilities as doctors by giving them medicine where necessary as instructed by doctors and specialists. Parents as planners should collaborate with children and teachers in designing appropriate Individualized Education Plan (IEP) and Individualized Family Services Plan (IFSP).

The level of child home preparation for learning in an inclusive environment was very low. Parents confirmed that there were no preparations made for pupils with disability to enable them “to just to school environments in inclusive setting”. Preparing the physical environment helps build a framework for learning (Wood, 2006). Such preparation is vital if inclusive education is to be successful. Some pupils were free to seek for help when they need something but this method does not work for most pupils, the freedom to interact with adults is limited by their culture. That is one of the main reasons why parents and teachers should understand individual learning needs of all children in the family and schools.

Concerning the benefits of inclusive education to their children, parents believe children will learn to be a part of a group and will not be isolated or discriminated due to disability. The benefits of inclusive education include elimination of

discrimination, helping children to learn with others, the recognition that all pupils have the basic human right to be educated with their peers (Friend & Bursuck, 1996). when all pupils are respected and loved, inclusive education becomes meaningful. The parents decried the lack of special equipments and trained teachers to handle children with special needs.

Lack of equipment and materials was a major setback for realizing practical inclusive education according to the parents. Truly, without adequate teaching and learning materials, little inclusive education can be taught successfully. The aim of inclusive education should not just be to put children in the regular classrooms, but make sure, among other things, that they acquire knowledge and skills for life. Parents stressed the need for specially trained teaching staff as another critical requirement for inclusive education. The provision for teaching and learning materials and trained staff were some of the main concerns that with joint effort of the stakeholders can be adequately supplied or produced.

1.10.4 The Children

In schools children have a role to play. They are the ones who are involved in the process. Without children there will be no schools for the children as who will be learning. In this view Coggins (2009) provide learning tips in inclusive classroom approach. The author asserts that interaction in pairs and small group enhance academic achievement and finally improve self esteem, active learning and social skill developments. Children in inclusive class have some roles to play. They should observe the school routine, study hard academic subjects and vocational ones, should learn communication and interactive skills from peers and teachers to enhance

healthy peer tutoring and group discussion in and out of the class. To get involved in social and economic activities in order to be productive and independent members in the society in the future; should be encouraged to participate in recreational activities, sports and games as well as in school projects. Children should be accountable to social norms, the school rules and regulations; in so doing will be in a position to show respects to their fellow peers, teachers and non- teaching staff.

1.10.5 The Community Members

In collaboration with local authorities and NGOs, families and village communities shall provide protection to people with disabilities, to include people with disabilities in the planning and implementation of income generating programmes. The society should join hands with the school management by establishing and strengthening Parents Teachers Association (PTA) to give moral and material support to children, the school, the government and local authorities to make communication easy. Pupils' expectations from inclusive education include; Special needs pupils cherish cooperation, absence of segregation, access to education and opportunity for future employment. Pupils with disability regard inclusive education as a means for promoting cooperation between peers with and without disabilities and their teachers. They expect parents, caregivers and teachers to be materially, psychologically and socially supportive.

1.10.6 The Government

According to the URT. (2004) the government should encourage the development of people with disabilities, empower families of people with disabilities by establishing a Disabled Persons Development Fund so as to enable them participate effectively in

income generation and bring about their development, review or amend legislations that are not disability friendly, improve service delivery, to allow the participation of people with disabilities in decision making and implementation of important activities in the society and to enable families of people with disabilities and the society at large to participate in decisions and implementation of important disability friendly activities.

To identify NGOs those provide services to people with disabilities and coordinate their activities. The government through the ministry of health is conducting hearing assessment through referral hospitals of Muhimbili, Bugando, Mbeya and Kilimanjaro Christian Medical Centre (KCMC) where those hospitals have Ear, Nose and Throat (ENT) departments.

1.10.5 The Non-Governmental Organizations and Disability Peoples

Organizations

Non Governmental Organizations and Disability Peoples Organization play a great role in supporting special education in Tanzania. The support is mainly in terms of finance, learning materials and advocacy in collaboration with the government. Examples of NGOs and DPOs are;

TAMH: Tanzania Association for Mental Handicapped; This is the voluntary association aiming at advocating and catering services for the people with mental retardation.

TLB: Tanzania League for the Blind which operates at national level. It conducts seminars and workshops to create community awareness and also sponsor students with visual impairment for primary education and further studies

TSD: Tanzania Society for the Deaf; supports children with hard of hearing

HOPE: It is an organization that deals with physical handicapped outreach program rehabilitation, and education. They have physiotherapists, teachers and nurses who work with the local community. They organize workshops, seminars and offer services.

ADD: International; it deals with lobbying and advocacy, training and capacity building on inclusive education issues.

1.11 Organization of the Dissertation

The report comprised of five chapters. Chapter one presented introduction, background of the study and conceptual framework. Chapter two presented literature reviews related to stakeholders' perspectives on inclusion. These stakeholders include children with special needs, Parents, teachers, the community at large, Heads of schools, Non-Governmental Organizations and the Government. Research methodology was presented in chapter three while chapter four presented the findings of the study, data analysis and discussions. Finally, chapter five presented the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature that contributes to our understanding of perception of stakeholders on implementation of inclusive education in primary schools. It starts with the perception of teachers on inclusive education, perception of parents, perception of children, perception of community members, perception of the government on inclusive education witnessed through its educational support to inclusive schools, and the perception of Non- Governmental Organization through the contributions offered for the development of inclusive education. Mgumba (2007) points out that Tanzania mainland education for children with special needs is practiced in four settings; namely special schools, special units, in regular schools and inclusive schools.

According to Mmbaga (2003) there are clear indications of an inclusive in Nyerere policy of “Ujamaa” (socialism) which still guides the legislation on education to day. This policy was based on the culture of the people, living together, working together, and helping each other. Inclusion accommodates all learners in regular classrooms where individualized Education Programmes (IEP) can be used (Mmbaga, 2003).

On the other hand, the policy statement on awareness creation states that negative attitude of the society towards persons with disabilities is a barrier that limits their participation in activities that are developmental to themselves and the society (URT, 2004). It is important that this negative perception is corrected by availing people

with disabilities every opportunity that would ensure that they lead productive life equal to non disabled. People with disabilities participation in the life of the community must target on reduction or elimination of dependence. Finally, it ends up by giving the general overview of the literature and the knowledge gap this study attempts to fill.

2.2 Perceptions of Teachers on Inclusive Education

Teacher perceptions and attitudes are keys to successful inclusive practice (Norwich, 1996) Teacher's perceptions and experiences are critical to develop inclusive learning environments. Positive, accepting attitudes create the foundation for inclusive practice though positive teacher attitudes are insufficient to guarantee the successful implementation of inclusive practice. Inclusive practice relies on knowledge, skills, understanding, resources and attitudes. Positive attitudes are a necessary starting point and the availability of physical and human support has consistently been shown to be associated with attitudes to inclusion (Omari, 2006).

Effective learning to all students including those with disabilities depend largely on teachers perspectives which is about reporting and demonstrating their ability to demonstrate how learning achievement takes place, sustained and can be improved (Bruce, 2005). Teachers need both the skills of their profession and the belief that their skills can make a difference (Sedikides, 1997). Therefore, professional development programs will need a balance of presentation on information and strategies for reflection on current thinking and practice. School staff could then be encouraged to develop, share commitment and vision for future development towards inclusive schooling and willing and will be more committed to achieving that goal

(Carrington, 1998). Teachers should acknowledge that each student has unique characteristics, abilities and learning needs. That being the case, teaching and learning activities should be designed to cater for the diversity of individual characteristics and student needs.

On the other hand, Salend (2002) and Tomlinson (1995) assert that different strategies can be used teaching children with special needs depending on the type of disabilities they possess and other factors affecting their ability to succeed academically. Students may need modification of curriculum, testing procedure, and grading criteria, instructional scaffolding, additional practice and time to complete assignment and alternative media. Human resources influence academic performance, as stated by Sims (1995) that the man who can make hard things easier is the educator. Effective instructors are those who understand the importance of involving all students in learning how to learn.

Jordan and Stanovich (2000) examined Canadian teachers' assumptions and beliefs about inclusion and how these are related to the quality of teaching practice. They showed that, in schools where teachers believed they had a responsibility to work with special needs included in their classrooms, the quality of instruction was the highest. Such teachers were more likely to use effective instructional strategies that engaged all their students compared to teachers without that beliefs.

Dyson and Farrell (2004) showed that British schools with staffs who valued inclusion and academic achievement, produced students with higher average achievement scores, whether or not the students had special education needs.

Ndhlovu (2008) recommends for need for capability of teachers, to handle learners diversity in inclusive classroom, whereas, (Mmbaga, 2003) considers the teacher to handle learners diversity in inclusive classroom, whereas Mmbaga further considers the teacher to have a more critical role in the success of inclusive education. The teacher is the one who acknowledges the presence of diverse of learners in the classrooms and modifies curriculum to suit the needs of individual learners. Moreover, prepares individualized education plans, teaching and learning materials and selects proper instructions that consider age, ability, type and severity of disability and content to be taught.

Effective learning occurs when instructors affirm the presence of and validity of diverse learning style and maximize the climate for the learning in and outside the classrooms. Through deliberate use of instructional design, principal condition that takes into account of different learning, increase the possibility of success for all learners (Sims, 1995). Teachers are instrumental in inclusive education as they are required to develop pedagogy for diversity, effective use of learning and teaching materials for the full participation of all learners.

In reference to specialist teaching approaches Stubbs (2008) points out that most mainstream teachers do not believe that they have the skills and knowledge to do this kind of work and that there is an army 'experts' out there to deal with these students on a one to one basis or in small more manageable groups. Nevertheless teachers do have concerns about inclusion and many surveys have found that teachers attitudes towards inclusion are not particularly positive (Ellins and Porter, 2005).

However, overcrowded classes tend to limit effective teaching and learning for children with special needs in inclusive settings. Baine (1988) notes that availability of large number of students in inclusive settings (overcrowded classroom) limits individualized Education Program. The author further reports that it is more difficult to provide even group instruction. Therefore, students with special needs are not actively involved in learning processes, hence limiting their academic performance.

Savolainen and Kaikile, (2000) claim that, despite the fact that inclusive education program is targeted to students with special needs so as to increase participation and remove barriers, there still exist barriers like lack of support, lack of acceptance and lack of resources within classrooms and school environment. The barriers hinder effective learning hence poor academic gains. Other studies report that inadequate resources, unfriendly environment, poor services for children with disability, greatly hinder performance (Possi, 2006). Some contradictions have been reported concerning inclusive education for children with special needs. The researcher suggests that a regular classroom is not ideal for all children with special needs education, as often it is not as individualized or structured as a special education classroom. That being the case, they seldom satisfy individual students' requirement.

2.3 Perceptions of Parents on Inclusion in Primary Schools

According to Mittler (2000), the aim of inclusion in education is to restructure and reform the school in the direction so that all children can be part of social and educational opportunity offered at school. The aim of reform further implies that no one should be segregated or isolated. Mittler further argues that a reform like this requires a radical rethink in policy, and that such policies should be designed to

benefit all. This includes those from ethnic or linguistic minorities, those with disabilities or any other kind of learning difficulty as well as children who often are absent or at the risk of exclusion.

2.4 Perceptions of Children on Inclusion in Primary Schools

Kivi (2010) outlines some activities to be provided to students with special needs education in inclusive settings. The author suggests that students have to be provided with activities which stimulate the use of all senses. The emphasis is on the use of multi sensory learning through sense of touch, seeing, smelling and tasting. These activities will stimulate learners to remember what they have sensed, which will develop active participation and cognitive ability.

Savolainen and Kaikile (2000) claim that, despite the fact that inclusive education program is targeted to students with special needs so as to increase participation and remove barriers, there still exist barriers like lack of support, lack of acceptance and lack of resources within classrooms and school environment. The barriers hinder effective learning hence poor academic gains. Other studies report that inadequate resources, unfriendly environment, poor services for disabled, greatly hinder performance (Possi, 2006). There are some research support for the idea that students with disabilities mimic the behavior of their peers now that they are on a more equal level and this levels enable them to play, to learn new ways as well as to adjust to the harder curriculum and colleagues themselves in their setting, they form new friendships and do not feel that they can only be friends with the students who are having disabilities (Ainscow and Booth, 2003).

As with their non-disabled peers, student with disabilities are also better prepared to deal with the diversity of the real world. “If benefits were all that obtained as a result of inclusive education, then the argument for making it available to more and more disabled students without restriction would be valid. Unfortunately not all students with disabilities benefit from inclusive education nor do non-disabled students, thus become a question of whether at some point the disadvantages outweigh the advantages” (Giangreco, 1997). Baine (1988) claims that peer tutoring is important in inclusive as it allows fast learners to teach fellow students, consequently socialization is enhanced and academic performance improved.

2.5 Perceptions of the Community on Inclusion in Primary Schools

Irmsher (1995) remarks that teachers and parents of children without special needs are hesitant and think that inclusive education will lower academic standards within regular education classrooms. Dayson and Farrell (2004) compared schools which inclusion was associated with the overall increased achievement levels with schools without increased achievement, to assess the factors distinguishing them. The results suggest that the highly inclusive and the higher performing schools developed strategies to meet the needs of individual students and monitored achievement of individual students. The higher performing schools were committed and devised strategies aiming at excelling in performance. Also teachers’ attitude, efficacy, belief and profession are the key elements to academic achievement (Smith and Leonard, 2005; Mmbaga, 2003; and Possi, 2006).

In an inclusive classroom, effective teaching and learning is a result of interaction between teachers and students, and vice versa, students and students, and students

and materials. Kivi (2010) is of opinion that cooperative learning is effective in inclusive classroom as it engages other professionals such as social worker, special teacher, Therapist, and school counselor.

2.6 Perceptions of the Government

Series of national and international initiatives intended to broaden participation for vulnerable groups of children have been enacted. These include the United Nations Education For All (EFA), which was launched in Jomtiem, Thailand 1990, and the Dakar Declaration (UNICEF, 2000). Mmbaga (2003) considers the Compulsory Education Act from 1978 as being relevant. This act advocates the right to education for every child within a general education system. In article 56 of the act, reads “every citizen of the united Republic is entitled to receive such category, nature and level of education as the ability may permit”. Skjorten (2001) agree upon the fact that policies need to be adjusted radically, however she states that the road to reach inclusion is long, and will amongst other things also require a change of heart and attitude, reorientation related to assessment, teaching methods and classrooms management including adjustment of the environment.

Inclusive education is a system of education in which all children, youth and adults are enrolled, actively participate and achieve in regular schools and other educational programmes regardless of their diverse background and abilities, without discrimination through maximization of resources. An inclusive setting is therefore a place where every pupil is accepted and supported by his or her peers and other community members in the appropriate educational opportunities and resources within the school or class (Savolaine & Kaikile, 2000).

Tanzania policy vision and direction Stipulates that Tanzania values human rights and equality of all citizens. Every citizen has the right under the law to participate freely in activities, which benefit himself or herself and the society as a whole. Every citizen, including people with disabilities has an equal right to receive basic needs from the society. Despite their impairment, people with disabilities are a resource, which if and when appropriately developed could be of a greater benefit to themselves and the community at large. There is therefore a great need to identify their capabilities and talents and devise strategies to develop them (URT, 2004). The national policy on disability aims at providing friendly environment for people with disabilities to engage in productive work for their development and the utilization of available resources for improved services delivery.

2.7 Perspective of Non-Governmental Organization

Inclusion is not only about access to schooling, but it is also about ensuring meaningful participation in a system in which achievement and success is available to all (Florian, 2007). NGOs and DPOs address that education matters including inclusive education should be for the best interest of the child no matter disabilities of any kind.

2.8 Challenges Facing Inclusive Primary Schools in Tanzania

Many scholars are of a view that the challenges facing inclusive education in developing countries are similar. Tanzania, being one of them, faces the same challenges. Tungaraza (2010) identify challenges such as lack of funds, poor infrastructure, lack of resources, and lack of legislation. Furthermore, Possi (2006) is critical that the curricular for Patandi Teachers' Training College, which is

developed by Tanzania Institute of Education (TIE), does not have curricular for deaf blindness, emotional and behavioral disorder, mult-handicapped, learning disability and autism.

The lack of specialized teachers to handle inclusive classroom has been reported by various scholars (Pembe, 2009). Another challenge is the extra time, as some learners need more time, depending on the type disability and severity. Moreover, Mmbaga (2003) observed that the structure of education system in Tanzania promotes exclusion tendencies where teachers are told what to teach and when to teach. They are provided with curriculum guides that they have to follow. The World Health Organization (2006) reports that the prevailing situation is the most schools exclude a lot of pupils with disabilities from accessing education. Such exclusion may result difficult to attain the millennium Development Goals (MDG'S) by 2015. For example, the second goal among the DMG;s is to achieve Universal Primary Education. But, with 98% (588 million) of the 600 million children with disabilities worldwide excluded from school, this may be unattainable.

In Tanzania, the policy which is in use was passed out in 1995 which emphasizes on Education for (EFA), but does not spell out the guidelines for special needs education. In the course of implementing inclusive education, the Ministry of Education and Vocational Training faces the following challenges; The fast growing enrolment rate of children with disabilities, Inadequate supply of teaching and learning materials for learners with special needs, lack of assistive devices for learners with disabilities, unfriendly learning environment in the existing regular primary schools nationwide, negative attitude of the society on inclusive education

program and inadequate number of trained staff for inclusive education both at regional and district level.

Several scholars have suggested possible ways of how to overcome challenges facing effectiveness of inclusive education. These include among others, Possi (2006), Mmbaga (2003), and Kalabula (2000), who suggest that the curricular should be designed to suit the needs of the learners. All elements of inclusive should be taught to teachers and curriculum developers and involvement of stakeholders in policy formulation in respect to special needs education is vital.

2.9 Children with disabilities in Kibaha Town Council

The table below presents the number of children with special needs in Kibaha Town Council and children with special needs in sample schools respectively.

Table 2.1: Categories of CWDs in Kibaha Town Council

S/n	Category	CWDs Boys	CWDs Girls	Total
1.	Hearing impairment	15	26	41
2.	Visual impairment	05	07	12
3.	Physical impairment	15	10	25
4.	Albino	13	06	19
5.	Autism	01	00	01
6.	Deaf Blind	00	00	00
7.	Intellectual impairment	32	38	70
TOTAL		81	87	168

Source: Kibaha Town Council Special Unit

2.10 The Research Gap

From my experience of three years being a special needs education teacher, I have learned that some teachers are of opinion that children with disabilities or learning

difficulties have to be taught by teachers with special qualification. Others do not understand that the learning problems of many children are caused by the way teachers teach them, or the school system or even problems at home or in their communities. Some teachers even resist to attend inclusive classes. The researcher ever heard some regular teachers telling children with special needs at school that they will never pass their academic examination, and that they are just wasting time when they come to school. These misunderstandings convince that very little is known about inclusive education. This is why it is important to investigate the stakeholders' perceptions on inclusion in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains research approach, research design, area of study, population, sample and sampling techniques in obtaining data. It also describes the type of study, type of data sources, and discussed the methods to be used in the data analysis.

3.2 Research Approach

The study was descriptive in nature as it attempts to investigate the stake holders 'perspectives on implementation of inclusive education in primary school. A descriptive research study attempts to accurately portray the characteristics of individual, group or a situation so that appropriate actions can be taken to that object (Robson, 1993). Qualitative approach involved examining data thus giving content analysis of the study.

3.3 Research Design

The study was conducted by using the case study design which falls under qualitative research method. The case study deals with describing perspectives on inclusive education, resources, methodologies for inclusive education, and products. The researcher focused on stake holders' perceptions on the implementations of inclusive education in Kongowe ,Mailimoja, Mkoani, Juhudi, Jitihada and Miswe Primary Schools.

3.4 Study Area

The study was conducted in Kibaha Town Council in Coast region. Six public primary schools were used for the study; Kongowe, Mailimoja, Mkoani, Juhudi,

Jitihada and Mbwawa primary schools. The area has been selected due to the fact that the researcher works in Kibaha and therefore the cost were effective. Researcher also selected Kibaha Town Council because of its geographical location , it is easily accessed, further, the place has a good sample representation due to the presence of four (4) special units which normally supply students with disabilities to regular classes when they reach a certain level of competence.

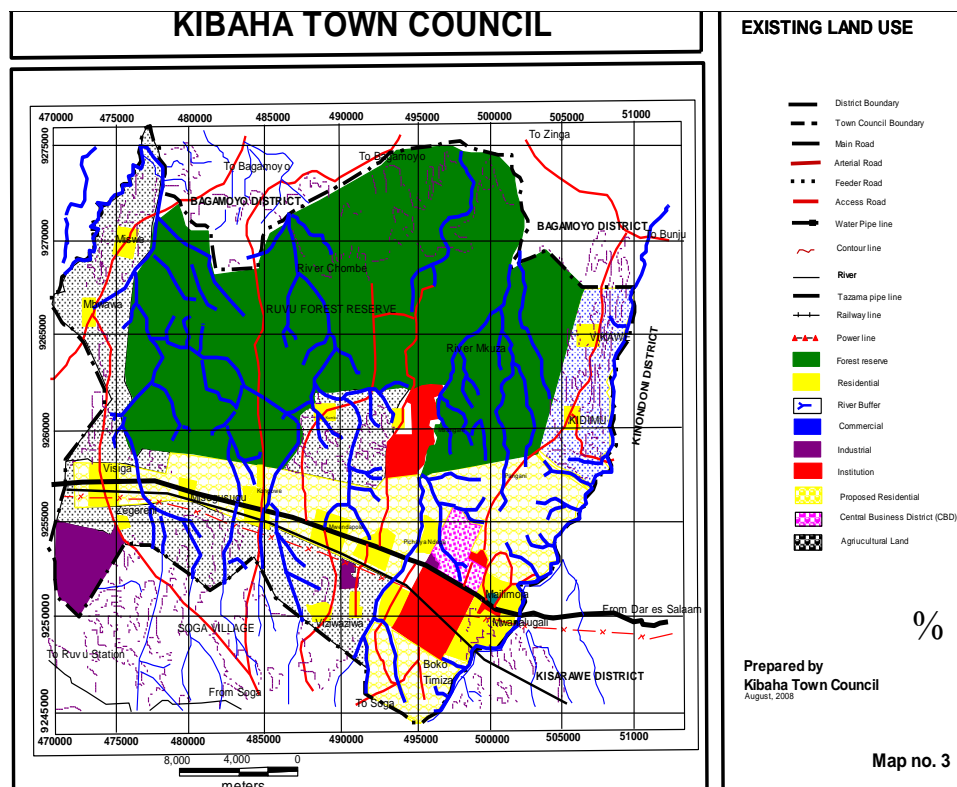


Figure 3.1: A Map showing Kibaha Town Council

Source: Kibaha Town Council; Urban Planning Department.

In Kibaha Town Council also there is a five years project called Modeling Inclusive Education (MIE). This project is run jointly by The Ministry of Education, Action on Disability Development (ADD International) and Tanzania Federation for Disabled Peoples Organization. Furthermore, the researcher developed interest to the area because it is the place where he works as a Special Needs Education Officer (SNEO).

3.5 Population

The population included; students with disabilities, students without disabilities, Regular classroom teachers, Special education teachers, parents with children with and without disabilities and Head Teachers. The Town Education Officer was also included. Moreover, one focus group was met for discussions.

3.6 Sampling Techniques

The sample size of the study was 103 participants, out of whom two informants were Heads of Schools, Special needs students, students without special needs, specialist teachers, regular teachers, parents of children with disabilities and parents of children without disabilities and two focus groups. These were involved in the study because were expected to have vast experiences relevant for the study.

Table 3.1: Sample Composition

Schools	H/T	Teachers	Parents	Children	Community	Ed. Officer	Total
Kongowe	1	4	4	4	4		17
Mailimoja	1	4	4	4	4		17
Mkoani	1	4	4	4	4		17
Jitihada	1	4	4	4	4		17
Juhudi	1	4	4	4	4		17
Mbwawa	1	4	4	4	4		17
TOTAL	6	24	24	24	24	1	103

Source: Researcher Data (2015)

3.7 Types and Sources of Data

There was two types of data sources namely, primary and secondary data. Primary data are those collected afresh and for the first time from informants and respondents whereas secondary data are those which have already been collected by someone else

and which have already been passed through the statistical process (Kothari, 2004). In this study, primary data was obtained through Questionnaires, observation, interviews and discussions conducted from respondents. Secondary data was collected from academic ledger, journals, books, dissertations, reports and published materials.

3.8 Data Collection Methods

The study used interviews, observations, questionnaires, Focus Group Discussions (FGD) and documentations in order to get the views and perceptions of stakeholders in implementing inclusive education. Each type of instrument was used depending on the kind of respondent, time factor and environment.

3.8.1 Questionnaires

In this study, open-ended questions were distributed to respondents focusing on the stakeholders' perception in implementing inclusive education program in selected inclusive primary schools. The questions were administered in both Kiswahili and English versions. This technique was used so as to make respondents able to fully express their views and perceptions.

3.8.2 Interview

Personal interviews were conducted to respondents in order to obtain the first hand information. This was applied to all teachers and students who were willing and have enough time to respond face-to-face questions. Semi structured interviews were used and considered to be the most effective strategy for collecting data. The data gathering technique will be preferred due to its merit of flexibility. The researcher

used guiding questions in order to make sure that all issues were covered. The technique enabled the researcher to meet with respondents face to face and understand their feelings during conversation on the perceptions of stakeholders in implementation of inclusion. The questions and answers asked during the interview were recorded because was easy to correct mistakes immediately. It was so flexible to permit restructuring of questions as the situation demanded.

3.8.3 Observation

The technique was used in the selected inclusive primary schools which enrolled students with special needs. The observation focused on the process of teaching and learning, availability of teaching and learning materials, teacher/ students ratio, teacher /student interaction and student to student's interaction, the class arrangement, and number of students in class, examinations/ tests records and the environment in general.

3.8.4 Documentary Sources

From secondary sources, various documents such as reports, office files, and other relevant materials were studied. Allocation of Capitation Grants to respective schools was visited. The researcher read the documents in order to get useful information to supplement the primary data.

3.8.5 Focus Groups Discussions (FGD)

FDGs are basically discussions conducted by a researcher with a group of respondents who are considered to be representatives for the target population. Such meetings are usually held in an informal setting and are moderated by the researcher

(Massomo & Ngaruko (2012). The researcher met one focus group in Kibaha Town Council from ADD International. ADD International runs a project called Modeling Inclusive Education in Kibaha.

3.9 Data Analysis

In this study, data were analyzed by using Qualitative and quantitative methods. Descriptive statistics was used to analyze qualitative data. Data were verified, compiled, coded, summarized, and presentation was done in form of tables.

3.10 Reliability and Validity

Reliability and validity of the instrument used in this study was verified by the researcher after going through various literatures. Also the researcher pre-tested the instrument by allowing the head of schools to go through the question items to cross check if at all they were easy to understand and provide the relevant output.

3.10.1 Reliability

Something is said to be reliable when it is consistent and dependable. In a quantitative research, reliability can be taken as something of a fit between what the researcher records as data and what exactly happens in the natural setting that is being studied to ensure more accuracy and comprehensiveness of coverage (Bogdan & Biklen, 1992).

To consider the reliability of the study, the researcher used observation and informal talks with other people outside the sample of the respondents geared towards enhancing reliability as part of this research. According to Best and Khan (2006)

reliability means consistency and stability of the tool of data collection such as questionnaire. In this study, reliability was checked through pilot study. Questionnaires were administered to respondents. Then editing of the questionnaires was made depending upon comments and responses from the respondents. In addition to that Questionnaires schedule was translated into Kiswahili so that respondents can comfortably respond and deliver reliable data.

3.10.2 Validity

The questionnaires were distributed to six different schools with different characteristics of respondents adequately to assist the researcher to achieve the objectives of the study. The researcher in quantitative research was more interested in validity that is giving a fair, honest and balanced account of social life from the point of view of someone who experiences the event everyday (Neuman, 2007). To ensure that the study was validity, the researcher applied multi-methods strategy from multi-sources; Interviews, observations, Questionnaires and Focus Group Discussions. Brock-Utnes (1996) suggests that triangulation is a traditional way of treating validity in quantitative study. In this study, questionnaires adhered to the respondent's ethics thus the use of acceptable terminologies of disabilities in our society. By observing, reliability and validity, the researcher provided more realistic information that can answer the problem of the study more precisely.

3.11 Ethical Considerations

Ethical considerations were taken to ensure observation of human rights together with national policies. Therefore, attention was paid to rules and regulations when conducting research activities in the field. In this study, ethical issues were adhered

to as Varkevisser (2003) emphasized that when we develop our data collection techniques, we need to consider whether our research procedures are likely to cause any physical or emotional harm such as violating informants right to privacy. The researcher requested for permission to conduct the study from responsible authorities. As for primary school pupils, permission was requested from teachers, where necessary, their parents or guardians were requested to permit their children to participate in the study. Consent of respondents and confidentiality were observed. Furthermore, the language used was user friendly.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the findings. It specifically discusses research findings about stakeholders' views on Inclusive Education. Teachers understanding of Inclusive Education, children understanding about Inclusive Education, Education Officer Perception to Inclusion, perception of parents on significance of Inclusive Education, the understanding of inclusive education by parents of children without disabilities and perception of the ADD International to inclusion. In investigating the stakeholders' perception on implementation of inclusive education in primary schools, several challenges were found. The challenges therefore be argued that inclusive education will not be achieved unless the revealed challenges such as negative perception of the concept of inclusion, shortage of specialist teachers, shortage of teaching and learning materials, incompetent teachers, using normal curriculum in teaching students with special needs, poor teaching methods and unfriendly environment are solved.

4.2 Stakeholders Views on Inclusive Education

4.2.1 Understanding of Inclusive Education

Stakeholders had different views on what is inclusive education. Important was that teachers, parents, children, education officials and community members had a relatively positive view towards inclusive education. Where there were seemed to be negative views were related to challenges associated with its implementation in schools.

4.2.2 Teachers Understanding of Inclusive Education

The researcher found it was important to enquire this information about teachers perception on implementing inclusive education in primary schools by asking the question “*would you allow a child with disability to included in your class*”. Most of the teachers had positive perception on children with special needs and disabilities.

Table 4.1: Would you Allow a Child with Disability to included in your Class?

Responses	Number	Percent
Yes	23	95.8
No	01	4.2
Total	24	100

Source: Researcher Data (2015)

Twenty two respondents responded that, they are comfortable to teach children with special needs in inclusive classrooms since, integrating pupils with special needs and children without special needs in inclusive classes. When asked to explain, some of the teachers said:

“Inclusive education creates opportunities for social interaction and removes segregations among the learners. On top of that, inclusive education helps teachers and pupils without special needs to know the needs and to know how to assist pupils with special needs” (Makokolo, 2014).

Eighteen respondents argued that, it is possible to teach pupils with special needs in inclusive classrooms since, integrating pupils with special needs and without special

needs in the same classroom helps them to learn from each other. They went on by saying that; inclusive education will be possible if schools will have enough teaching and learning materials as well as seminars or refresher courses. They suggested that the number of pupils in the classroom should be lowered and the number of periods per week should be reduced.

However there were teachers who said it is difficult to implement inclusive education because of the challenges related to school environment so that all children are welcome. Six respondents said that, it is not possible to teach pupil with special needs in inclusive classrooms because pupils with disabilities differ in understanding capacity and their needs, therefore it is better to teach them in separate classes. Being included in the same classrooms will make teachers to concentrate much in assisting one group and ignore the other group.

“It is very difficult to implement inclusive education due to unfriendly school environments whereby, the environment is not welcoming for the pupils with special needs. There is a need to having special pavements where children with navigation problems especially those with physical disabilities can move with their wheel chair to their classes and other places in school compound smoothly” (Sambi, 2014).

Furthermore, the researcher during discussion with teachers had some interest to the perception of regular teachers above the meaning of Inclusive Education. At the school, the researcher met four regular teachers who were interviewed, one of them had participated in the seminar provided by the Ministry of Education and Vocational Training and the other had not. Regular teachers who had not participate

in any training, understood inclusive education to be for those children with “retarded minds”. On the other hand the regular teacher who attended the seminar was under the impression that:

“inclusive education was education provided for children with and without disabilities and that they are all equal individuals in class”.

She further answered, that inclusive education was positive and by letting children with disabilities learn together with other children gave them confidence. On the issue of placing of pupils with different disabilities in inclusive settings, nine respondents said that, inclusive education is a right placement because it promotes social interaction between pupils with and without special needs hence removes segregations. While, thirteen respondents contended that, inclusive education is not right placement for pupils with special needs because there is no proper preparations before introducing this programme. Those preparations include environmental modification, provision of teaching and learning materials, availability training staff and funds for running the programs. They suggested that, proper placement for pupils with special needs is special schools or unit where there are special education teachers, special equipment and well modified school environment.

The findings revealed that, pupils with special needs, need special care and attention of which most teachers do not have, for example pupils with hearing impairment have communication problems, they use sign language as their means of communication and most regular teachers are unable to communicate with them smoothly. On the issue of placing pupils with different disabilities in inclusive

settings, nine respondents said that, inclusive education is a right placement because it promotes social interaction between pupils with and without special needs hence removes segregation.

Thirteen respondents contended that, inclusive education is not the right placement for pupils with special needs because there no proper preparations before introducing this programme. Those preparations include environmental modification, provision of teaching and learning materials, enough trained staff and funds for running the programme. They suggested that, proper placement for pupils with special needs should be special units where there are special teachers, special equipment and well modified school environment.

One of the teacher in one school commented positively about inclusive education by equating quality life to quality education. The teacher further commented that where proper inclusion is done the challenges associated with disabilities are minimized. When in the classroom children are happy with teaching. Inclusive classes are like other classes; sometimes it is even difficult to determine who is a child with disabilities and who is not. In my view, inclusive education should be embraced as all people need good life and there is no way one can improve quality life without having quality education of any form.

According to teachers, pupils with special needs and disabilities were participating well in different activities. In that there were some interactions created at the school level. The Table 4.2 reveals the response that children with special needs have a very small chance of fully participating in different aspects at school (25%) whereas the majority (75%) is segregated and isolated.

Table 4.2: Participation of CWDs in Different School Activities

Category	Fully interact in all aspects		Interact partially with some restrictions	
	Number	%	Number	%
Community members	6	25	18	75

Source: Researcher Data (2015)

On the other hand, the results show that many teachers are ready to teach students with disabilities, although a good number of them have not been trained on special needs education or inclusive education. They suggested that capacity building was required to enhance their capabilities and to develop their interests. This indicates that non- specialist teachers from all sample schools did not pay much attention to pupils with special needs because they lack skills and knowledge especially sign language. In one of the schools, a researcher observed sitting arrangement of more than eighty pupils which do not allow either teacher or pupils to move around to assist pupils with special needs.

4.2.3 Children' Understanding About Inclusive Education

In an interview with students with disability, one respondent expressed her understanding of an inclusive school to be *“To me inclusive education is an education that is provided for all pupils, with and without disabilities, which are taught according to individual needs”*

This was also the general understanding among the teachers to whom the researcher spoke at school. Another student added that it would be negative for children with disabilities to continue in special schools, arguing that this would not improve their

disability, and that children with special needs would be able to learn more in inclusive classes. The other student shared his understanding of inclusive education, however he expressed it slightly different, and said that; it is a program where children with different abilities are mixed and by being in the same classroom, his experience was that children with disabilities felt less judged for their disabilities. He added that the process of including children with disabilities to an inclusive class, in most cases had to be dealt with patiently in school.

However, the result in his opinion was that the children with disabilities who were included were gradually accepted by their peers as equals. Some students shared their views on inclusive education in these words: *“inclusive education is very good, because we avoid stigmatization, and the pupils seem happier”*.

I have seen a change in attitude among the children, now they help each other in the classroom, and also play with them outside, his opinion was that children with disabilities had an advantage of being included in the classrooms with others, he gave an example from one child using a wheel chair at the school, which he regularly provided assistant for, saying that he experienced her to enjoy school, having friends and also clear goals for her future. He commented that this would not have been the situation if she was segregated in a special school or kept at home.

4.2.4 Education Officer’s Perception to Inclusion

The education officer was interviewed to investigate her perception towards the implementation of inclusive education.

The question was;

“Do you think there is any importance of children with disabilities to learn in inclusive class?”

The following were the responses; “Inclusive environment gives all learners opportunities to interact with diverse group of people, In whatever we do, let us include children with disabilities, Inclusive Education academically may be good to some children but there is a risk of less severely children learning negatively as they imitate from their more severely peers, Inclusive Education can be a success if proper adjustments are done including; awareness creation which will create attitudinal change publically, environmental restructuring, curriculum modification and resources availability”.

Together with these opinions special education is still good to some children compared to Inclusive Education and vice versa depending on the child’s assessed challenges (Severity of disability) This means that, a child with special needs ought to be given equal opportunity to education like other children who are without it so as to enable them to become productive members in the society but the severity of disability should determine the placement of the concerned child.

4.2.5 Perception of Parents on Significance of Inclusive Education

Parents were asked to react to a question *“Do you consider Inclusive Education to children with disability to be of significance value?” Explain.* Parents of children with disabilities said; These children are abnormal, they differ from normal children; they are unable to learn, their understanding ability is very low. Education is not so

important to these children; rather, parents send them to school so that they get time to perform other duties at home or at their work places. Some few of them showed some improvement after being taught. They cannot do more than that. Their brain is restricted. Children with disabilities need their own systems of education because the ordinary one cannot help them.

On the other hand, some parents had different ideas; these parents said that education is important to children with special needs because: Education will help them in Daily Living Activities, safety skills, Communication skills and improves their general hygienic conditions. Children with special needs, especially who are mild and moderate should be sent to get education in Inclusive setting systems so as to enable them to learn from others. In order for the children with special needs to get quality education in Inclusive settings, all regular teachers at all levels of education should undergo special education training so as to be able to get knowledge and skills on how to help children with disabilities accordingly.

The educational curriculum for regular learners should consider and include the provision of education for children with special needs. Parents of children with special needs were asked the same question about significance of sending children with special needs to inclusive schools. Parents of children with special needs were interviewed to assess their perception concerning sending children with special needs to inclusive schools. *“Do you think inclusive education is of any significance to children with special needs?” Explain.* Respondents agreed that Education to children with special needs is very important but children with special needs especially children with disabilities are sometimes rejected by head teachers; *“they*

do not enroll them to schools” Education is important but the infrastructure like toilets, pavements, playing grounds, classes are not friendly. Education will help them to get job and to be independent in the future.

The researcher also met with a group of five parents who all had children with disabilities just after attending the school parents meeting, they had in general a similar view; commented that, “the disabled children were placed in inclusive classes in order to improve on their disability, and enable them to feel part of the community at home and at school. They also expressed that inclusion in the ordinary school was positive for their children, sensing that their children were generally more satisfied”

Another parent even told the researcher that his daughter was so eager to go school that she got mad at him one day when the school was closed for holidays and she could not go. Parents expressed their understanding of inclusive education in the same lines; however they expressed it more clearly that it was education for both children with Special Needs and children without Special Needs happening in the same classroom.

4.2.6 The Understanding of Inclusive Education to Parents Without Disabilities

In an interview with parents of children without Special Needs, one parent said that; inclusion happens after a child is born with brain damage. When asked “*what do you understand about inclusive education?*” She further argued that it would be preferable to provide education for these children in a special school. Her main reason is that, she experienced that the children with disabilities were bullied and made shame of, arguing that they would feel free in a special school. Another parent had a different experience, he said that all of the children with disabilities had become part of their

society and were fully respected by their peers. When the researcher further asked other parents about *how inclusive education could improve*, they restated their view and answered: “as we told you, to have a special school for them”.

This means that, despite the fact that inclusive education is the key to liberation, success and independence there obstacles such as rejection from heads of schools, poor infrastructure, lack of specialist teachers, lack of teaching and learning materials and so forth.

4.2.7 Perception of the ADD International to Inclusion

I had a discussion with ADD International about provision of Inclusive Education in primary schools. A number of 5 respondents were asked this question and all of them responded. 05 respondents equivalent to 100% said that CWDs will be given a first priority to education whereas, no respondent equivalent to 00% said education should not be given to a child with disabilities. The ADD international has a positive perception towards implementation of Inclusive Education.

Table 4.3: ADD Support on Inclusion in Kibaha

Statement	YES	NO
Training regular teachers	✓	
Training specialist teachers	✓	
Training district level	✓	
Training at ward level	✓	
Financial support		✓
Training at family level	✓	
Assessment of CWDs	✓	

Source: Research Data (2015)

From the Table 4.3 it is obvious that ADD is ready to support implementation of inclusive education especially in the area of changing the community attitudes towards inclusive education. 6 out of 7 of their roles rely on transforming the communities focus from special education to Inclusive Education. This is vitally important to achieve the millennium goal of education for all, one of ADD staff insisted. ADD explained that has trained 15 regular teachers on pedagogical approaches in inclusive setting for a week, some specialist teacher attended seminars and workshops on capacity building such as effective reporting on CWDs issues.

At district level; Special Needs Education Officer, Statistics and Logistics Education Officer, Cultural and Sports Officer, a planner, social worker, as well as community developer attended seminars on Inclusive Education development planning. Furthermore, Ward Executive Officers, Ward Education Officers, ward community developer were empowered to establish and supervise ward mobilization teams through advocacy and lobbying. Parents with CWDs and Village Executive Officers were not left out in the training. ADD also conducted assessment for school and out of school children with hard of hearing. About 40 children were found with problems at different levels and arrangements to provide them with hearing aids are in pipe line.

4.3 Stakeholders' Perception on Implementation of Inclusive Education

In this respect stakeholders were asked on their perception on the way inclusive education was implemented in Kibaha Town Council. In case of teachers, views were collected on issues related to interaction, curriculum and assessment. Other stakeholders were asked on whether inclusive education was being practiced in the

right way or not. Similarly, teachers were interviewed on the way the government provides support on not in different aspects of inclusive education.

4.3.1 Head Teachers Perception on Implementing Inclusive Schools

Likewise the researcher wanted to know if head teachers are comfortable to head inclusive school. All six respondents (head teachers) said that, they feel good to be the head of the schools implementing inclusive education when were asked “*Do you feel good to be the head of school implementing inclusive education?*” To verify their answers, respondents said that: “being the head teachers at schools which conduct inclusive education enable them to get more experiences and skills on how to assist children with Special Needs.

It creates cooperation between teachers who attended special training and those who did not attend the course. Inclusive education creates awareness to the parents on where to educate their children with Special Needs”. They also said that, it creates cooperation between teachers who attended special training and those who did not attend the course.

Moreover, it creates awareness to the parents on where to educate their children with Special Needs and disabilities. Two head teachers argued that, all teachers in their school are working willingly. No difference has shown between teachers who attended Special Education Training and those who did not attend. Four head teachers responded that “there is slight difference between teachers who attended special trained and those who did not”. The respondent argued that, those who attended special training or course, are much aware on inclusive education compared to those who did not attend those trainings.

From observations, the researcher noted that, most of teachers who attended special training are working willingly because they sometimes provide remedial lessons to the children with special needs. On the other hand teachers who did not attend special training are not so much willing to assist pupils with special needs because they do not have skills and knowledge on how to deal with those pupils.

4.3.2 Perception of Regular Teachers on Implementing Inclusive Education

The researcher developed interest to search information on *whether the current primary school curriculum accommodates the needs of all students in inclusive class or not*. The purpose of this question was to try to investigate the rationale of investigating primary school curriculum to children with special needs and disabilities. The existing homogenous curriculum design assumes a homogeneous group of learners; it accommodates some of the pupils visual disability but not other categories like deaf and pupils with severe intellectual impairments.

The curriculum catered for by ensuring the experts' consultations are made in the process of curriculum implementation. The curriculum should give equal educational opportunities for all children by providing for special teaching and learning methods, equipments and facilities to cater for various types of impairments. A sensitive inclusive education curriculum should contain all core content subjects but at the same time, differentiate the needs of children according to their impairments, abilities and aspirations. The curriculum should also provide for staff collaboration to curriculum differentiation across disability conditions. The pupils have been constrained by lack of adequate teaching and learning materials, lack of appropriately trained specialist teachers, aids for learning and poor classroom

environment. The problems of inclusive education like shortage of teaching and learning materials, lack of specialist teachers in the schools, appropriate teaching methods being used by untrained teachers can all be solved with the cooperation between the government, development partners and the respective communities where schools are located.

Services for pupils with disabilities require the schools and community in general to provide for their needs through early intervention directed as averting life of failure. The importance of early intervention (besides life saving techniques) is to provide quality protective skills for physical and emotional care that promotes self-esteem and efficacy.

On the other side, this research showed that, non specialist teachers are not so much willing to teach in inclusive classes. According to their views, they consider teaching inclusive classes as a heavy task because pupils with Special Needs need special care and specialist teachers, so to include them in general classes without specialist teachers is wastage of time. These findings are in line with the ideas of Semkiwa (2008) who said that, some teachers see these children with disabilities as “unteachables” and “time wasters” when it comes to cover their schemes and syllabuses.

4.3.3 Perception of Specialist Teachers on Implementing Inclusive Education

Four respondents argued that, inclusive education does not affect pupils interaction in the classroom. Respondents insisted that, pupils without special needs assist pupils with special needs in different aspects in and out of classroom. They assist them

reading, writing and in doing various outside activities. Responses from two respondents revealed that, there is an effect to combine pupils with different categories of special needs in one classroom (Inclusive). They contended that, it is difficult to make follow up to all pupils during teaching and learning processes. One respondent agreed that;“ *pupils with special needs were allowed to integrate with those without special needs in the same classroom*”.

The head teachers always ensure that students with special needs are placed in the right place in the classroom such as in front of the class. The researcher observed that, in some classes there is a good interaction between pupils with special needs and those without special needs. Pupils are collaborative and cooperative in doing different activities assigned. Specialist teachers pay more attention on pupils with special needs during their teachings, they ask them questions and assist them.

Contrary to specialist teachers, eight non specialist Teachers said that, to include pupils with special needs in a regular classrooms affect pupils without special needs because it consumes time to assist them and neglect pupils without special needs. They added that, pupils who assist their fellows with special needs spend a lot of time to help them instead of listening to teachers; therefore they can lose their performances. One respondent said, “*to include pupils with special needs in a regular classroom does not affect but what is needed is to have enough teaching and learning materials*”.

The researcher observed that, non-specialist teachers do not care pupils with special needs during teaching and learning process as a result it affects them. The central and

local government authorities should on efforts to the school management to make sure appropriate in service training in inclusive pedagogies to non- specialist teachers is regularly conducted.

The findings from specialist teachers researched, are in line with of the statement by Mcleskey (2001) who said that “Special educators appear to have more positive views on inclusion than general educators, most of specialist teachers are comfortable to teach in inclusive classes because they have the knowledge and skills on inclusive education. Positiveness appears on the ways they handle, assist and communicate with special needs children in and outside of the classroom activities. Moreover this research has shown that heads of schools are struggling to get sponsors who offer seminars to the teachers, renovate school infrastructures and provide assistive devices to support inclusive education. By so doing they support the ideas of Salisbury (2002), who argued that, for a school to be inclusive, there must be strong leaders who keep the vision focused, foster understanding on inclusion among staff and nurture the development of skills and practices needed to improve these practice.

Moreover the findings of this study revealed that, although specialist teachers have more positive attitudes toward inclusive education. ” they thought that Tanzania has many challenges to consider before implementing inclusive education. Those challenges include having well trained inclusive teachers, availability of teaching and learning materials for all categories, reducing number of pupils in the class and modification of schools’ environment”

4.3.4 Perception of Class Teachers on Implementing Inclusive Education

Class teachers were asked to grade how well they felt that children with disabilities (CWDs) interacted with their fellow students. Teachers reported that more than 80% of children with disabilities interact well or very well in the regular school setting. This is encouraging response and reflects results in other studies (Kristensen, 2003).

Teachers were also asked to report “*what lessons if any, children were excluded from*” in core subjects like Mathematics and science children with VI are excluded only rarely. They reported that the rate of exclusion from lessons was very low. In terms of interactions within the community, 37% of the children are reported to be actively engaged in church and mosque activities. The most commonly reported interaction relates involvement in domestic chores such as sweeping, digging, collecting firewood or fetching water (25%) . the other main activities reported were involvement in music (11%) and sports(7%). Only 20% of children were said to be involved in no community activities.

The classroom size is another important consideration in Tanzania;

“The introduction of free Universal Primary Education brought a large increase in the number of children attending school. The huge class sizes raise questions about the quality of education for all children but they are likely to be even more disadvantageous to children with disabilities since they may restrict the opportunities for individual attendance”

The average size at primary school in our sample is from 81-91 while the largest class size is over 100. The findings of this study showed that class teachers are

having different perspectives toward inclusive education. Those with positive attitudes like specialist teachers assert that, placing pupils with special needs in inclusive setting removes segregations and promotes cooperation and solidarity among learners. Furthermore inclusive education creates awareness to teachers and pupils without special needs on how to assist those with special needs. The ideas of those who support inclusive education are in line with of Idol (2006), who said *“educators tend to agree with the principles of placing pupils with disabilities in general classroom, although some controversy still exists”*.

Several factors seem to be constraining the implementation of inclusive education. These include shortage of teaching and learning materials, poor infrastructures and insufficiency of trained teachers. The majority of non specialist teachers had displayed little or poor understanding in inclusive education issues. The reason might be that they do not possess enough skills and knowledge about inclusive education. For example they are not even capable of identifying different categories of special needs. This is in line with the idea given by Barker (2001) who said “general educators in inclusive setting do not have the necessary skills to teach pupils with disabilities and lack opportunity to collaborate with special education teachers”.

4.3.5 The Perception of the Community to Implementation of Inclusive Education

The community without children with disabilities was interviewed to assess their opinions concerning play activities to children; the intention was to assess whether the community found it good for their children to play with those who are having disabilities or should they be lonely. Parents were asked, *“Do you think it is*

appropriate for your child to play with children with disabilities?” Responses to this question were as follows: “Yes, they should play together so as to break the gap between them. All are human beings, therefore, they have equal rights and should play together, Children with special needs have talents which can benefit those without it, Children who are without disabilities do not hate those with disabilities , they love them.

It is not bad for them to play together, but the one without disabilities need to be careful because he or she may be injured by the one who is mentally retarded, It is good for them to play together but parents of children with disabilities think that their children will be badly treated and harassed. It was revealed through interview that 18 (75%) of the community members of children who are not having disabilities wanted their children at school to play together with children with special needs so as to help, socialize, and interact with them because they are human beings too; on the other hand, 6 community members equivalent to 25% said that children with disabilities are aggressive, stubborn, careless, and they should have their own schools and plays. Other community members do not have facilities and resources conducive for inclusive education. As a result, children with disabilities were excluded from accessing schools. In an inclusive classroom, effective teaching and learning is a result of interaction between teachers and students and vice versa, students and students, and students and materials.

Community members in answering the question *“Do you think there is any importance of sending children with disabilities to schools? “why do you think so?”* had the following responses: It is wastage of resources to a person whom you are

sure is useless to the society. If children with disabilities go to school, parents and other family members will manage to get ample time to perform other productive works and duties at school, home. Sending children with disabilities to schools will reduce expenses at home.

Children with disabilities should be sent to vocational centers where can get various skills to make them independent in future. This means that, a child with mental Intellectual Impairment ought to be given equal opportunity to education like other children who are without it so as to enable them to become productive members of the society. The observation made to provide them with vocational courses for specific skills should be taken into account. A number of 24 respondents were asked this question and all of them responded. 07 respondents equivalent to 29% said that a child with disabilities will be given a first priority to education whereas, 17 respondents equivalent to 71% said education should not be given to a child without special needs. The society has a negative perception towards children with disabilities (Table 4.4).

Table 4.4: Priorities to Inclusive Education Provision by the Community

Education is important to children with CWDs	Education is not important to CWDs children	Total
7	11	18
39	61	100%

Source: Researcher Data (2015)

4.3.6 Children View on Implementation Of Inclusive Education

Peers were all interviewed to get views on implementation of inclusive education.

From the question “*are inclusive class objective met by individuals with special*

needs?” Two respondents contended that, the teaching objectives are met in inclusive classrooms because they are few pupils with special needs. In case they fail to cope with others, teachers provide remedial lessons.

One respondent argued that, sometimes teachers do not meet teaching objectives due to the fact that pupils with special needs have different level of understanding compared to pupils without special needs. Teaching pupils with special needs consume a lot of time as a results teachers may fail to complete their lesson plans. All pupils are involved in school activities according to their abilities. For example those with physical disabilities are not involved in activities that they cannot afford to perform. The researcher noted that, pupils with special needs are capable of performing well in various activities. One of the most interesting thing observed by the researcher was that, pupils with disabilities are hard working according to their present level of performance and do not need to be segregated in any activity.

Twenty four children participated in the study. These were in two groups: 18 children with disabilities and 06 children without special needs. These pupils were drawn from six inclusive schools. In terms of age, the majorities were those between 12 and 16 years old accounting for 75% in total, there were 10 boys (accounting of 42% of the total) and 08 girls (accounting for 33%) of the total 24. Students were asked “*what treatment do you like and dislike?*” Pupils liked to be cared for well, being taught properly, cooperating with them, playing with them. These aspects favored relations tended to be directed at the socially expected services provider. Parents were said to be more responsible for care services, teachers for education and pupils for helping each other.

Table 4.5: Pupils with Special Needs in the Sample Schools

S/n	School	Albino	Visual	Hearing	Intellectual	Physical	Total
1.	Kongowe	02	00	15	29	02	48
2.	Mailimoja	00	01	01	31	01	34
3.	Mkoani	00	00	03	03	02	08
4.	Juhudi	00	05	00	00	01	06
5.	Jitihada	01	00	00	00	04	05
6.	Miswe	00	00	00	01	01	02
Total		03	07	19	64	11	103

Source: Researcher Data (2015)

Children also were interviewed on the question; *“Do you like to play and work with children with disabilities?”* Peers responses on the issue of playing and working with children with special needs observed through the interview that 24 (100%) of the peers wanted to play and work together with children with special needs so as to help, socialize, and interact with them because they are human beings too. Non-had opposite views.

The data obtained indicated that 24 respondents, equivalent to 100% said that children with special needs are like any other person in the society; there is no difference because all people are equal before the law (Table 4.6).

Table 4.6: Responses on the Issue of Playing and Working with CWDs

Number of Peers (24)	Children with disabilities are human beings. They need help, protection, cooperation and love.		Children with special needs are aggressive, less humans, they should be isolated.	
	Number	%	Number	%
	24	100	0	0

Source: Researcher Data (2015)

On the other hand 00% said that children with disabilities are aggressive and need to be isolated. The government exhibited an implication of concern on education towards children with special needs although it has not set clear objectives on how the curriculum of education suits to all. Generally all respondents perceived these children as being part of the society without isolation and relatives for cooperation, teaching all of them being ready to show love. At the same time they disliked a number of things.

However, pupils with disabilities disliked being segregated like not being taught, verbal harassment and being humiliated. The researcher talked to children in those schools visited and his impression from these meeting was that students were all very happy being at school. They all enjoyed school; Every one said she or he had friends. Even though, some of the children were very shy when speaking to the researcher, he thought that it was never the right setting to talk about more emotional issues with children with special needs, which could have revealed a different reality.

4.4 Challenges Associated with Implementation of Inclusive Education

The stakeholders were asked about specific challenges related to implementation of inclusive education. These challenges included community perception, government support, and infrastructure, teacher ability to teach inclusive classes and limited knowledge and skills about inclusive education.

4.4.1 Head Teachers Perception on Challenges Facing Inclusive Education

Head Teachers were asked to explain *the challenges facing students with disabilities enrolled in their schools*. Respondents said that they had limited knowledge in

determining challenges facing children with disabilities in their schools. Many respondents said that students with disabilities have poor performance in learning. The reasons behind are obvious, for instance, lack of qualified teachers who can address their learning needs properly, in terms of teaching and learning methods. Inadequate teaching and learning resources pose challenge in implementing inclusive education.

Respondents explained that there were shortage of text books in the schools, and also added that unfriendly learning was among the crucial challenges facing inclusive education. The comments given by the respondents were; as students with physical disability need access to move from one place to another. This means they needed assistive devices like wheel chairs and crutches for ideal movement. In additional they said that desks in the classroom were not flexible to suit children with disabilities and some building had a lot of stairs which were not friendly to these students with physical disabilities.

Many respondents explained that the classes, toilets and playing grounds are not learner friendly to this group of learners. All children are supposed to play games and sports for recreation regardless of their physical differences. This demand to; appropriate play grounds and equipments for playing games such as ringing balls for students with visual impairment. Poor communication was mentioned by respondents to be one of the challenges to students who had hearing impairment, since they depended more on sign language, they face communication barrier because many teachers were not conversant with sign language therefore depended on oral communication. This calls for arrangements to be done by the ministries in of

primary education; MOEVT and PMORALG to train teachers' sign language or to train and employ sign language interpreters who will assist students with hearing impairment.

4.3.2 Perceptions of the Community on Challenges to Inclusive Education

The community members of children attending inclusive classes were interviewed to assess the challenges they face as a result of having children with special needs. Responses to the question “*what challenges do you encounter in having a child who has disabilities?*” Respondents disclosed various challenges in relation to the implementation of inclusive education in primary schools as follows; poverty; plenty of time is used looking for a child with disabilities; it becomes difficult to do different duties. Head Teachers refuse to enroll these children in their schools. Some families are isolated by many people and people hate parents of children with disabilities (Table 4.7).

Table 4.7: Challenges by Parents of CWDs

Number of Community members	Families of children with special needs are isolated, degraded, not respected, hated, poor, not socially accepted		Families of children with disabilities are treated equal to other families without some sort of disabilities.	
	Number	%	Number	%
18	15	83	3	17

Source: Researcher Data (2015)

The table shows that 83% of the community members of children with disabilities are poorly treated by members of the society; they do not enjoy life the way other parents do. Only 17% of these parents are fairly treated and respected.

4.4.3 Information about Government Support on Education to CWDs

The table shows the responses of specialist teachers to reveal *the information about the support of the government on education to children with special needs.*

Table 4.8: Teachers Views on Government Support in Inclusive Education

Statement	HS		VHS		LS		VLS	
	N	%	N	%	N	%	N	%
Curriculum implementation	0	0	0	0	3	60	2	40
Training specialist teachers	4	80	0	0	1	20	0	0
Financial support	3	60	1	20	1	20	0	0
Provision of learning materials	0	0	0	0	3	60	2	40

Source: Researcher Data (2015)

Key: HS-High Support; VHS-Very High Support; LS-Low Support; VLS-Very Low Support

The intention of this information was to assess the perception of the government towards education to children with special needs. The researcher combined the percentages of high support and very high support to be one percentage which represents those who agree with the statement. On the other hand, low support and very low support are combined to form a group of those who say the government has a support to education of children with special needs.

The Table 4.8 indicates that 0% of respondents agree that the government has not implemented the curriculum at all. In training specialist teachers 80% agree that the government has done it highly whereas 20% see that the government has not trained

enough teachers yet. Concerning financial support to inclusive schools, 80% see that the government has supported to a good extent while 20% said that only low support was provided.

Finally provision of learning materials; 0% said that they are available and 100% said a low support is provided to obtain teaching and learning materials. The researcher observed that, there is social interaction among the learners in all schools visited. On the side, the researcher noted that the school environments are not conducive to implement inclusive education for example classes are congested.

4.4.4 The Challenges of Inclusive Education According to the Education Officer

The Township Education Officer was interviewed concerning challenges facing him in conducting inclusive education system. The education officer was requested to give her experiences in connection to the question “*what professional challenges do you face in conducting inclusive education system in primary schools in your area?*”

Kibaha Town Education officer’s responses included; Inclusive Education is a new approach to our society; most stakeholders lack experience, labeling from pupils without disabilities and regular teachers towards pupils with disabilities is a big problem, poor treatment including punishments from regular teachers to (for example) the mentally retarded children due to wrong perception on their behaviors and low levels of understanding, no enough budget is planned by the government for the education of learners with special needs.

Government officials do accept proposals and reports concerning children with disabilities for implementations but never act in time. Most children with disabilities

are still hidden in homes, accommodation, treatment, assistive devices and services such as occupational and physical therapy to help children in need are very expensive, rehabilitation centers such as KCMC and CCBRT are very far from most places where children with disabilities are found. There is a need for these rehabilitation centers to be opened in every region if not at district level. Unfriendly environment to suit children with special needs for instance, classes with stairs which are not easily accessible by children with wheel chairs and tri circles. Classes also do not have adjustable desks and chairs.

In answering the question “*what is the average number of pupils in inclusive classes?*” The intention of this question was to assess the awareness and attitude of the education officer for primary schools towards children with special needs in her work place. The responses to this question could depict the real situation of educated people in the society towards children with special needs. The response was as follows:

“The exact number of children with special needs include those who are in four special units of Kongowe, Mailimoja and Mkoani Primary schools. These are around eighty. Also we have almost the same figure in regular schools. So, the total number of children with special needs amount to one hundred and sixty (160)” (Interview with education officer 12.10.2014).

The education officer started by giving the statistics of children with special needs as explained above. Coming to the average number of pupils per inclusive class, the education officer revealed the problem of overcrowdings in inclusive classes. She

stated that the required number of pupils in inclusive class according to directives from the Ministry of Education and Vocational Training is thirty five (35) per class but in her area it ranges from 75-100.

The response given by the Education Officer of Kibaha Town Council enabled the researcher to realize that the education officer was aware of what was going on concerning serious shortage of classrooms compared increasing number of students. This shortage of classrooms hinders the implementation of inclusive education to children with special needs in her area. She suggests that all stakeholders should be involved in solving this problem rather than depending on the government alone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings. It specifically presents the research findings about the stakeholders' perception on implantation of inclusive education in primary schools. The finding focuses on stakeholders understanding about inclusive education, practical activities and services provided to inclusive classes, the efforts put by the government and Non – Governmental Organization to support inclusion in primary schools. It includes the researcher's views in connection to the findings. It ends with the conclusion and recommendations.

5.2 Summary of Key Findings

All the categories of children were enrolled in the participating schools and were happy to have the right for education respectively. The school committees, teachers, parents and the children felt that pupils with disability attending school and particularly in the classrooms made them to be part of the school, family and community through working, cooperating and playing with other pupils. Being in school also gave the children with disability the opportunity to understand and to be understood by other people including the teachers, other pupils, the relatives and the neighbors. Their potentials were developed and appreciated.

The researcher reported experiencing serious problems associated with shortage of teaching/ learning materials, accommodation, and negative treatment from the caregivers especially parents, teachers and relatives. The Government of Tanzania

has the greatest responsibility to secure these basic entitlements. Pupils with disability should be provided with adequate education, the researcher argues that an inclusive setting is the best individualized learning program, which entail what a child can do or be. The inclusive schools in Tanzania and its development stand before immense challenges. In light of the findings presented in this study, researcher has listed below what perceived to be challenges; Too few qualified teachers, shortage of in- service training, Too many pupils per teacher, often more than a 1/50 ratio, Lack of teaching and learning material, Poor infrastructure, Lack of other resources like proper food and transport, Poor sanitation systems, Shortage of classrooms and school facilities, Poor implementation of the policies and negative attitude.

Moreover, the findings of this study revealed that, although specialist teachers have more positive attitudes towards inclusive, the thought that Tanzania has many challenges to consider before implementing inclusive education. Those challenges include having well trained inclusive teachers, availability of teaching and learning materials for all categories, reducing number of pupils in the class and modification of school environment.

The study shows that, non-specialist teachers are not so much willing to teach in inclusive classes. According to their views, they consider teaching inclusive classes as a heavy task because pupils with special needs need special care and specialist teachers, so to include them general classes without specialist teachers is wastage of time. This finding is in line with the idea of Vodonos (2012); Abosi & Koay (2008) and Harry (1995) who talk about some teachers who see children with disabilities as

“unteachables” and *“time wasters”* when it comes to cover their schemes and syllabuses as directed by the school curriculum.

The researcher reveals that including pupils with special needs in a regular classroom affects pupils without special needs to a certain extent. Pupils without special needs are affected because they concentrate on assisting their fellow pupils with special needs instead of listening to teachers. Furthermore specialist teachers prefer having inclusive setting in schools because they believe that inclusive setting does not create barriers between the pupils with special needs and those without special needs. They emphasize that pupils without special needs tend to assist pupils with special needs in and out of the classroom.

The researcher noted that, there is a little support from administrators in inclusive education. Administrators are reluctant to support inclusive education. They do not supply teaching and learning materials and assistive devices. The findings indicate that, some teachers meet their objectives and others do not meet due to the level of understanding and types of disabilities. This finding support the idea of (Van Reusen, , 2001) who said *“general teacher education in inclusive setting do not have the necessary skills to teach pupils with disability and lack opportunity to collaborate with special education teacher which make the provision of education in inclusive setting not to be done effectively and efficiently.*

For several reasons Tanzania is a poor country, and can be argued to be a direct reasons of why too little money and resources is allocated to schools and educational programs which subsequently causes several of the above mentioned challenges to

inclusive education and its development. The lack of several resources as hindrance to the development of inclusive education is clear. Negative attitudes as listed above are another challenge to inclusion. In five of the interviewed different informants expressed that parents tend to keep children with disabilities away from the public sphere, such as schools. Therefore the researcher viewed that it is of most important if the awareness will be created to the community so as to make the concept of inclusive to be successful.

5.3 Conclusion

Despite the governments emphasis on inclusive education so as to bring diverse students, families, educators, and community members together to create school and other social institutions based on acceptance, belonging and community, the situation of inclusive classrooms on the ground do not suit this purposes.

This research reveals that, teachers who are supposed to be in forefront in educating the societies to have positive attitudes towards inclusive education differ in their attitudes. Some have positive attitudes while others have negative attitudes towards inclusive education as a result, pupils with special needs do not enjoy their life at school due to the prevalence discriminatory attitudes, and unfriendly school environment.

The researcher noted that most teachers with positive attitudes toward inclusive are those who attended the special education courses, while most of those with negative attitudes are the one who never attended the special training or courses about inclusive education. The parents expressed that they are very happy that their

children now could attend school and learn together with children without disability but enrollment rates itself cannot measure the development of inclusive education at school, so in light of our understanding of inclusive education. On the part of children, they indicated that they are positive toward inclusion. Similarly NGOs were ready to support inclusive education practices.

5.4 Recommendations

In the light of the findings, the following recommendation course of doing the research, the researcher came across a number of problems of which they have to be solved in order to make inclusive education to be real and this forms the basis for recommendations made here under:

- (i) The Ministry of Education and Vocational training is an overseer of education in the country and has the responsibility of ensuring inclusive education is implemented as stipulated by itself and UNESCO (1999) by modifying or rewriting the education curricula and syllabi that will incorporate the diversity needs of learners in inclusive setting. The current curricula and syllabi that are in use do not meet the diversity needs of inclusive education.
- (ii) The Ministry of Education and Vocational Training has to arrange for short courses, seminars and workshops for teachers teaching special education, in order to equip them with modern knowledge and skills.
- (iii) Special Education colleges have to train special teachers with pedagogical skills on how to teach students with special needs education. The study has shown that some teachers lack pedagogical skills to teach students with special needs.

- (iv) The primary schools administration should be assigned duties of identifying, enrolling pupils, teaching, and making follow up of students, whereas the district administration should facilitate and coordinate all activities concerning special needs education in the area of jurisdiction.
- (v) The government has to ensure that the learning environment is conducive for students with special needs in visual impairment and hard of hearing. The government also should help in building fences around the school compound, which will protect the schools from trespassers and thieves.
- (vi) Educational study tours should be organized and implemented by schools that are equipped with materials in order to get experience and gain knowledge on how these schools manage the use of the materials.

5.5 Areas for Further Research

In view of finding of this study the following areas for further study are recommended:

- (i) The area which needs further study is the assessment of the attained objectives in inclusive education. The result will assist in evaluating inclusive education in the country.
- (ii) There is need of study on how Special Teachers College offer relevant training to the needs required in the field.

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APPENDICES

Appendix I: A Questionnaire for Head Teachers

Dear Head Teacher,

I am Henerico, Leonard. A student at the Open University of Tanzania who is expecting to collect data for MEd.APPS dissertation on Stakeholders perception in implementation of Inclusive Education in primary schools. I assure you that any information to be collected will be used for this study only and will be confidential. You will not be required to write your name on this piece of paper. Please assist me in providing information in the following sections.

Thank you in advance.

Name of school.....Region.....District.....Date...

Instructions:

Put a tick (v) in the appropriate space and fill in to blank spaces provided where applicable.

1. Sex : Male () Female ()
2. Age range: a.21-44 () b.45-60 ()
3. Level of education a. IIIA () b. Diploma () c. Degree ()
d. Others ()
4. For how long your school has been enrolling students with special needs
a.0-10 yrs () b.11-20 () c.21-30 () .
5. How many students with special needs are enrolled in your school?

.....

6. Indicate classes which have students with special needs in your school
.....
.....
7. What is the (PSLE) performance of students with special needs for five years from 2009- 2013?
8. What are the teaching and learning activities provided in inclusive classrooms settings which enhance academic performance of pupils with special needs?
9. What learning resources do you need in your school of which are not provided with?
10. What strategies are employed by teachers to enhance the performance of students with special needs?
11. What the factors hindering academic performance of pupils with special in inclusive classroom settings?
12. What should be done to improve performance of students with special needs in inclusive settings?.....
.....
13. what are the challenges facing implementation of inclusive education in your school?
14. What should be done in order to improve performance in inclusive setting in your school?

Thank you for your cooperation

Appendix III: Questionnaire to Parents with Children with Special Needs

Please circle the number that best describes your feelings about your class.

1. My child's education has been negatively affected
Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)
1 2 3 4 5
2. My child has made more friends.
Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)
1 2 3 4 5
3. My child has become more accepting of individual diversities.
Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)
1 2 3 4 5
4. My child has picked undesirable behavior from classmates.
Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)
1 2 3 4 5
5. My child has teased classmates.
Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)
1 2 3 4 5
6. How many children you have?
7. Any children with disabilities do you have?
8. How can you support your children at home?
9. How can you support your children at school?
10. What is your expectation to your children after school?
11. What are the benefits do you expect to get after your child being included in inclusive class?
12. I receive necessary support to implement inclusion successfully.

Thank you for your cooperation

Appendix E: Questionnaires to Special education teachers

Please indicate your feelings about inclusion by circling the number.

1. I feel that inclusion is a good idea.

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

2. I feel that I receive necessary support and assistance to implement inclusion successfully.

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

3. I feel that inclusion helps student academically.

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

4. I feel that the demands of curriculum make it difficult to implement inclusion.

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

5. My students have been teased by their classmates.

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

6. Are teaching and learning materials available appropriate to children with disabilities?

Strongly disagree (SD) disagree (D) neutral (N) agree (A) strongly agree (SA)

1 2 3 4 5

7. What are your roles?

8. Do you think what should be done in order to make inclusive education more effective?

Thank you for your cooperation.

Appendix VI: Checklist for the Available Textbooks

	Number required	Number available	Deficiency	Remarks
Kiswahili				
Science				
Geography				
History				
Mathematics				
English				
Civics				

Appendix VII: Observation Schedule for Tapping Information on Teaching Strategies Employed in the Inclusive Classroom

Name of the school.....Class.....Number of students.....

Number of students with special needs

Number of students without special needs.....

Number of teachers in the classroom..... Subject.....

Time.....

S/N	Descriptions	Very Good	Good	Average	Poor	Very Poor
		A	B	C	D	E
1.	Does the teacher use Learner Centered Approach in teaching?					
2.	Does the teacher make the lesson attractive?					
3.	Does the teacher motivate learners in the classroom?					
4.	Does the teaching method employed allow students to interact with the teacher?					
5.	Do student have sufficient practice?					
6.	Does the teacher use appropriate teaching materials?					
7.	Does the school have the required facilities to accommodate the diversity of learners?					
8.	Is the school environment user friendly to learners with visual impairment?					
9.	Is the school equipped with required personnel?					
10.	How does the school infrastructure look like?					

Appendix VIII: Documentary Schedule on PSLE Results for Five Years (2009-2013)

Year	Passed	Failed	% Passed
2009			
2010			
2011			
2012			
2013			
Total			

**Appendix IX: Interview Guide for Teachers Teaching in Inclusive Primary
School**

1. Do you have students with special needs in your classroom?
2. How many students with special needs are in your classroom?
3. How do students with special needs perform in classroom tests and examinations?
4. Is there any difference in performance between students with special needs and those without special needs in inclusive classroom?
5. what are your suggestions on how to improve education for students with special needs in inclusive setting?
6. Do you give the similar tasks to students with special needs and those without special needs in the classrooms?
7. Which challenges do you face in teaching an inclusive classroom?
8. How do you solve them?
9. What approach do you use in teaching inclusive classrooms?
10. What is the general academic performance of students with special needs in your classrooms?
11. How do you find an inclusive education program?
12. What are your opinions on inclusive education program?
13. What should be done in order to improve inclusive education program?

Appendix X: Interview guide for Head Teachers for Inclusive Primary Schools

1. How many children with special needs are enrolled in your school?
2. Do you have enough special teachers to handle students with special needs in your school?
3. How is the academic performance of students with special needs?
4. Do they perform better or poorly compared to their fellow students in the same class?
5. Do teachers provide extra time to students with special needs during learning process?
6. How do teachers help students with special needs so that the syllabus is well covered?
7. What is the performance of students with special needs for five years from 2009 to 2013?
8. Does inclusive program hinder or enhance academic performance of students with special needs?
9. What factors are likely to hinder academic performance of students with special needs in inclusive classrooms?
10. What kind of activities provided to students with special needs during learning process

Appendix XI: Interview Guide to Students without Disabilities

1. Have you ever seen a child with special needs? If yes explain.
2. Do you have a friend with special needs?
3. How do you feel being with him or her?
4. How do your friends view you having a friend with special needs?
5. With whom do you like to play and work with; a peer with special needs or a peer without special needs?
6. Is it important to send children with special needs to school to get education?
Explain why you think so.

Appendix XII: Interview Guide to Parents

1. How many children do you have?
2. Do you have any child with special needs?
3. What priority do you give a to a child with special needs in terms of social services? (Recreation, interactions, medical services, education, house work, religious activities, community activities, tours, picnic.....)
4. Do you think education to a child with special needs is of significance?
Explain.
5. What challenges do you encounter in having a child with special needs?