

**TEACHERS ATTITUDES TOWARDS THE PROVISION OF INCLUSIVE  
EDUCATION IN PRIMARY SCHOOLS IN CHAKE CHAKE DISTRICT  
ZANZIBAR**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SOCIAL WORK  
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**2015**

**CERTIFICATION**

The Undersigned certifies that he has read and hereby recommends for examination by the Open University of Tanzania dissertation titled **“Teachers Attitudes Towards the Provision of Inclusive Education in Chake Chake District Zanzibar”** in partial fulfillment of the requirements for the degree of Master of Social Work of Open University of Tanzania.

.....

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.....

Date

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**DECLARATION**

I, **Hamad Othman Hamad**, do hereby declare that this dissertation is my own work compiled from documentary information and field data. It has never been submitted to any other Higher learning Institution.

.....

Signature

.....

Date

**DEDICATION**

This study is dedicated to my family whose love and inspiration encouraged me to complete this difficult task.

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I would like to thank God for keeping me hale and hearty for the whole period of my study. I would also like to thank a number of individuals who in one way or another contributed to the success of this work, especially those who shared discussions on certain ideas with me and commented on draft of various chapters.

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## **ABSTRACT**

This is a result of findings of teachers attitude towards the provision of Inclusive Education in primary schools in Zanzibar. The study was conducted to find out the teachers attitude towards the provision of Inclusive Education in Primary School in Zanzibar. The general object of the study was to explore the teachers attitudes towards the provision of inclusive education in primary schools in Zanzibar and specifically, it intend to examine teachers feeling when teaching students with disabilities, to find out teacher perception towards learners with disabilities in inclusive setting and to find out how teachers manage to teach students with different disabilities. The sample size was 160 respondents that were selected by purposeful sampling and data was analyzed qualitatively. The tools used to collected data were questionnaires, in-depth interview, observation, focus group discussion and documentary review. The major findings of the study were specialist teachers in inclusive education schools have positive attitudes while untrained teachers have negative attitudes, the learning environment was not conducive to all learners, in the schools there was a high shortage of facilities and the classes were overcrowded. The study concluded that pupils with special educational need did not enjoy their life at school due to the prevalence of discriminatory attitudes and unfriendly school environment. The study recommended that, the government should ensure ongoing educational reform and programme taking place in the country should consider the needs of the students who are in inclusive schools, teachers to attend courses on inclusive education, to improve supply of teaching and learning materials and other facilities and the infrastructure should consider the needs of pupils with disabilities.

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## LIST OF ABBREVIATIONS

CD	Cognitive Disability
CRC	Convention of Right of the Child
DD	Development Disability
DPOS	Disabled People Organizations
EFA	Educational for All
EENET	Enabling Education Network
FGD	Focus Group Discussion
HI	Hearing Impairment
IELS	Inclusive Education and Life Skills
LI	Intellectual Impairment
IEP	Individual Education Plan
IDD	International Disability and Development Consortium
MKUZA	Mpango wa Kukuza Uchumi Zanzibar (Zanzibar Strategy For Growth and Reeducation of Poverty
MOEVT	Ministry of Education and Vocational Training.
NGOS	Non- Government Organization
NFU	Norwegian Association for Person with Disability
SE	Special Education
SEN	Special Needs Education
TTC	Teacher Training College
USA	United State of America
UNESCO	United Nation Educational Scientific and Cultural Organization



UNICEF	United Nation International Children Emergency Fund
UWZ	Umoja wa Watu wenye Ulemavu Zanzibar (Association of People with Disability Zanzibar)
ZANAB	Zanzibar National Association for the Blind
ZPRD	Zanzibar Policy Reduction Program
ZPICE	Zanzibar Policy of Inclusive and child Friendly Education
ZAPDD	Zanzibar Association for people with Developmental Disabilities.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter consists of background of the study, statement of the problem, research questions, research objectives and significance of the study.

#### **1.2 Background Information**

Around the world, persons with disabilities, face physical, social, economic and attitudinal barriers, that exclude them from participating fully and effectively as equal members of society. They are disproportionately represented among the world's poorest, and lack equal access to basic resources, such as education, employment, healthcare, social and legal support systems, as well as to have a higher rate of mortality. In spite of this situation, disability has remained largely invisible in the mainstream development agenda and its processes (message of Secretary – General of the United Nation on the International, Day of Persons with Disabilities 2013). Theme of the year was “Break Barriers, Open Doors: for an inclusive society and development”

This situation of peoples with disabilities (PWDs) almost affects all peoples around the world, it also affect peoples, youth and children in Tanzania and Zanzibar in particular. To overcome this in the education institution the right of all children to receive quality education is affirmed in several internationally building instruments/tools, such as universal declaration of human rights promulgated in 1948, the world Declaration on Education for All, Jomitten 1990, the Salamanca

Statement and Framework for Action on Special Needs Education in 1994 and the Millennium Development Goal which focuses on poverty eradication and development 2000.

In the Tanzania context, the right to get education is provided for under the Education Act number 25 of 1978 and Education Training Policy of 1995 which state that every child has the right to receive proper primary education as a human right, regardless of their sex, color, ethnicity and abilities. The children with disabilities in Tanzania get education in special schools, integrated schools; mainstreaming and inclusive education practice has been introduced in only 13 legal Affairs and Social Economic Development (DOLASED, 2005:5).

In Zanzibar, the right to get education is provided by the Education Policy 2006 of the Ministry of Education and Vocational Training and Zanzibar Education Policy – Transition towards Inclusive education which state that Education, for All in Inclusive Settings is Right – Based.

The overall Vision 2020's objective is to eradicate absolute poverty in the society (RGZ, 2000). The Vision's policy on the development of special groups is to enhance opportunities for, and protection of vulnerable and disadvantaged groups as orphans, the physically, mentally and psychologically disabled and old people with no relatives or other means of support. According to the vision's policy, access to education should be ensured, especially for poor household members, women and people with disabilities. Individuals or disabled groups of people should receive assistance to cope with disability and research should be extended to assist in

effective planning and implementation of social services' programmes for various disadvantaged groups and people with disabilities.

Friend (2003:106) asserted that, some special educational providers say, inclusion refers to integrating learners with disabilities into general education classes primarily for social purposes. In other words inclusive means integrating students physically, instructionally and socially regardless of their disabilities. Educators in primary schools in inclusive settings have different attitudes towards inclusive education. Thus the main concern of this study was to explore the attitudes of teachers towards the provision of inclusive education in selected schools in Chake-Chake District Southern region Pemba. The schools involved were Michakain 'A', Ponderami, Ziwani, Vitongoji and Uwandani.

Inclusive education brings diverse learners, families, educators and the community members together to create school and their social instruction based on acceptance belongingness and community.

As far as the education system is concerned, teachers who teach inclusive education have different views and attitudes towards inclusive education. These views and attitudes are not well known. That being the case, the researcher interested to examine the attitudes of teachers in inclusive school settings at primary school level in Chake-Chake District.

### **1.3 Statement of the Problem**

International and national organizations such as UNESCO, UNICEF and others, have discussed the debate of including children with special educational needs in educational institution and free society without exclusion, stigmatization, oppression and isolation. Education for All, 1990, Salamanca Statement, 1994 and other convections has been ratified by Tanzania and Zanzibar in particular. All these document advocate that children with Special Educational Needs and others forms of disability should not exclude vulnerable children in educational institutions.

Zanzibar, which has ratified many international, documents concerning inclusion in education. Not only that has its own document such as Educational Policy (2006), and inclusive Education Policy on Draft (2013), Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA 2006 – 2010) and other documents concerning inclusion in education indicate that peoples with disability have a right to education and can be integrated in their home schools (Inclusive Education Policy Draft 2013).

Implementers of inclusive education (IE), such as teachers, family with children with disabilities, Society and Community, unfortunately, shows different views and attitudes towards Inclusive Education Implementation and its effectiveness is low, (periodic inclusive education report 2014), due to that the researcher was interested and motivated to study the teachers attitudes towards the provision of inclusive education in Zanzibar.

## **1.4 General Objective**

The main objective of the study is to explore the attitudes of teachers towards the provision of Inclusive Education in Primary Schools in Zanzibar.

### **1.4.1 The Specific Objective**

Specifically, the study aimed to examine the situation of Inclusive School Setting in Chake-Chake District.

1.4.1.1 To examine teachers perception teaching students with disabilities.

1.4.1.2 To find out/to explore teachers perception towards learners with disabilities in inclusive setting.

1.4.1.3 To find out how teachers manage to teach students with different disabilities in inclusive settings.

## **1.5 Research Questions**

The study is guided by the following questions

1.5.1 What are the teachers perception when teaching students with disabilities?

1.5.2 What are the teachers perceptions towards learners with disabilities?

1.5.3 How do teachers in inclusive education manage to teach students with different disabilities in inclusive settings?

## **1.6 Significance of the Study**

The study will have various significances to different parties and users of research findings as follows. The study will be useful source of information, literature review to her researchers who intended to research further in teachers attitudes towards the

provision of inclusive education in Zanzibar. The findings will help them to broaden the topic in other areas that have not been covered yet or fully explored in this study, the findings of the study on the other hand will help the policy makers and planners to review the existing policies and establish reliable policies that facilitate inclusive education provision. Example Ministry of Education and Vocational Training Zanzibar. The study will provide awareness to the key policy actors and activists such as UNESCO, UNICEF, ZAPDD on the importance of inclusive education provision and encourage them to participate effectively in decision and implementing programs on provision of inclusive education. The study will provide in-depth knowledge and understanding to the researcher on inclusive education.

### **1.7 Theoretical Framework**

The study was guided by structural functionalism theory (Emile Durkheim, (1858-1917). The theory proposes that a human society functions like an organism and is made up of structures called social institutions. These institutions are structured to perform different functions in the behalf of the society. The structural functionalism theory attempts to provide an explanation on how human society is organized and what each of the various social institutions function in order for the society to continue existing. As per this theory the structures are interrelated and interdependent, one organ in functioning can affect the other and ultimately the whole structure. The whole can affect one or all the social institutions (Donald and Delno, 2006). Explicitly the theory can be used to thoroughly investigate the teachers' attitudes towards the provision of inclusive education in Zanzibar and unearth issues which influence the provision and how they are being supervised or managed by

social interaction provision of education are created by Education legislation that are initiated and implemented by one or more institutions. Each institution that forms a part of educational legislations may undermine the effectiveness of the provision of inclusive education in inclusive setting. In relation to provision of inclusive Education in particular, Zanzibar has a number of institutional actors which include ministry of education and vocational Training ministry of Empowerment, social welfare, Youth women and children Affaires, Labour Commission, commission for Civil Servant, Civil Society Organizations, Ministry of Health Community Based Organization, and Religions Institutions Employees Unions and Association of Zanzibar Employers.

The Ministry of Education and Vocation Training initiate decent employment act for all teachers through employment policies and labour legislation. The enforcement of such conditions depends upon the effective functioning and participation of this institutional actor. If any institution fails to act accordingly it may negatively influence effectiveness of provision of inclusive education and ultimately there will be no decent work condition to improvision of inclusive education in Zanzibar in that scenario it raises the needs of Ministry of Education and Vocational Training, Trade Unions/ZATU (Zanzibar Teacher Union) and other Institution to work as a combined entity to address the provision of inclusive education in Zanzibar. More specifically to assess and document actual conditions that surrounds teacher's attitudes towards provision of inclusive education.

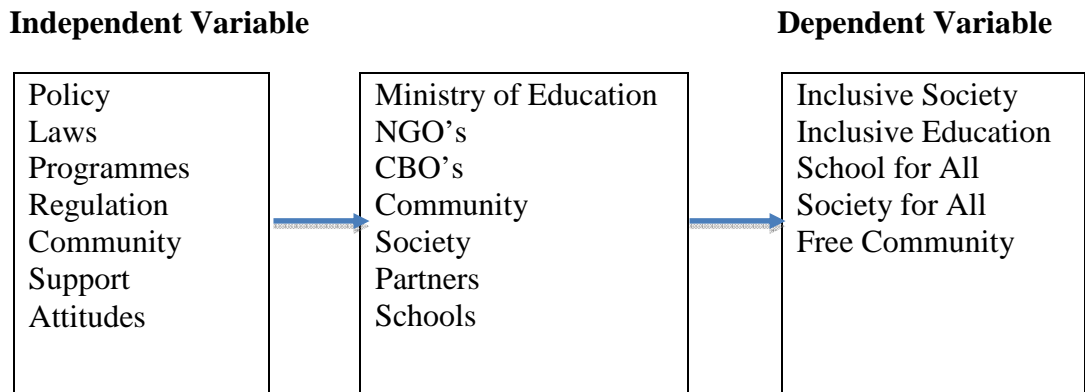


The study can further be related to policy network theory the policy network theory proposes one theoretical framework, which can be used to view policy-making. Defined broadly, policy network theory provided a lens through which to examine the interaction between groups or networks involved in policy making and their influence on the policy process. Dowding (1995). As supported by Marsh and Smith (2000) policy network is useful in identifying causal factors in policy formation and policy implementation and that the approach has utility for helping to explain local as well as national/ international policy making especially when combined with the notion of ideas.

The theory requires the integration of different actors or system to adjust to problems that cannot be tackled by existing formal configuration and that the outcome of any social policy in this area of good governance and provision of education can be influenced by the degree of participation and contributions of these actor from the formulation evaluation stages of policy circle as the national government no longer finance and carryout each and everything in addressing social educational activities including the attitudes of teachers towards the provision of inclusive education in Zanzibar. Therefore to address the issues of provision of inclusive education it is important to research and document policy framework that provides specific roles for each actor in the network to provide its contributions towards improving the improvisation of inclusive education in Zanzibar. In a nutshell the study will also focus on studying how the social institutions and networks can influence decent working conditions of teachers in improvising provision of inclusive education in Zanzibar.

## 1.8 Conceptual Framework

**Figure 1.1: Conceptual Framework**



Source: Researcher (2015)

The Figure 1.1 shows that effective implementation of inclusive education will depend upon independent variables.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is about literature review it includes definition of key concepts, past studies relating to the problems under study, and other information related to subject under study and knowledge gap.

#### **2.2 Key Concepts and Definitions**

This study covered a lot of the problem investigated it was necessary to define/explain the following concepts:

##### **2.2.1 Exceptional Children**

These are children, which differ from the normal below or above- to such an extent that an individualized program of special educational is required to meet their needs. The term exceptional children include both children who experience difficulties in learning and children whose performance is so superior that special education is necessary if there are to fulfill their refer to children with physical disabilities and children with learning and or behavior problems as well as children intellectually gifted. (MOVET 2010)

##### **2.2.2 Organization**

Colleens English language dictionary, defined the word organization as group, society clubs or business especially a large one that has particular aims (Collins, 1987).

### **2.2.3 Disabled**

Means a person with disability World Health Organization (1993) Defines disability as "any restriction or lack (resulting from an impairment) of disability to perform an activity in the manner or within the range considered normal for human being. But Lender (1992) defined a disabled person as the one who in his or her society is regarded or officially recognized as such because of a difference in appearance and for behavior in combination with a functional limitation or activity restriction.

### **2.2.4 Special Education (SE)**

The concept used in the past to refer to education specially provided to learner with impairment or disabilities in a special school or special class/ unit (MOEVT, 2010).

### **2.2.5 Special Education Needs (SEN)**

According to MOEVT (2010) SEN are the educational needs learners may resulting from a certain condition. These needs may be temporary or more permanent nature. It also refers to children with learning difficulties or disabilities that make it harder for them to learn or access education as the children of the same age. If a child has SEN may need extra help in a range of areas, example: school work, reading, writing, number work and understanding information.

### **2.2.6 Special Needs Education (SNE)**

The term is broader than "special education" and does not only target learners with impairments but all learners who for any reason, may have special educational needs, including those gifted and talented (MOEVT, 2010).

### **2.2.7 Inclusive Education**

It is the system that includes learners with various special educational needs in a regular class in a school, which is very close to their homes. (MOEVT, 2010) Children with special needs are those with disabilities, serious health challenges, refugees, street children, orphans, girl children, working children, with learning difficulties reading/writing/mathematics, children with speech problems, talented and gifted children (UNESCO (1994) Defined as that.

(1994), is a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as a problem but as opportunities for including learning but researcher defined IE as the education of all children which involve parent families society, and community support its implementation needs a lot of devices teaching and learning materials, use of different methods, skilled personal on sign language, braille and child psychology.

### **2.2.8 Attitudes**

Attitudes have been defined in a number of ways. Rockeach, (1968) cited in Mujanja (1982) define an attitude as "a relatively enduring organization of belief around an object or situation predisposing one to respond in some preferential manner, but Eagly Chaiken (1993) defined attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree or favor or disfavor. Despite the above Compell (1963), treated an attitude as an acquired behavior disposition that is a learned state that creates an inclination to respond in particular was. Attitudes can be positive or negative depending on the reaction of people.

### **2.3 The Birth of Inclusive Education**

Inclusive education, which has its origins in special education, originally set out to meet the needs of learners who were being traditionally excluded from the school or were otherwise marginalized within the classroom. A series of shifts from focusing on the disabled child as a problem to focusing on changes in the management of the classroom, revealed surprising changes in learning. The results demonstrated benefits to those who were traditionally excluded from learning as well as all the others in the classroom. To day inclusive education or “inclusions in education” is a conceptual approach aimed at achieving quality education by making changes to accommodate all learners of their physical, social or psychological differences. (UNESCO 1994)

Inclusive education differs from previously held notion of ‘integration’ and “mainstreaming” which tended to be concerned principally with “special educational needs” and implied learners changing or becoming ‘ready for’ accommodation by the mainstream. By contrast, inclusion is about the child’s right to participate and the schools duty to accept and ensure this right. It is thus rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restructuring school policies, curricula and practices so that all learning need to be met. (UNESCO 1994)

Only by removing physical and social barriers to learning, can we create truly inclusive classrooms and speak of Education for All in a holistic sense. Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society to day.

## **2.4 Characteristic of Inclusive Schools**

While every inclusive school will have a different look and feel than any other, schools dedicated for serving all students will share some characteristics. Specifically, these schools will have committed leadership, democratic classrooms, reflective teachers, a supportive culture, and responsive and relevant curriculum.

## **2.5 Committed Leadership**

Administrators, school board members, and teachers in leadership position, play a critical role in an inclusive school by articulating a vision for the school, building support for the vision and working with the school community to implement strategic's that make the school successful. In fact, Trump and Hange (1996) found in their study that administrative leadership was considered to be the greatest support or the greatest obstacle to the success and development of inclusive schooling.

Administrators and other leaders help students, staff, and the local community understand inclusion as a philosophy or ideology that will permeate the school; they help staff members as new ways of 'doing business' are adopted; they provide encouragement and support as teachers take risks and try new approaches; they educate families and community members about the school's beliefs and their inclusive mission, and they held to celebrate day-to-day successes and problem solve day-to-day struggles.

## **2.6 Democratic Classrooms**

Democratic schooling is an approach to education that honors individuality, respects student's voice, and asks all school community members (including teachers,

students, support staff, and family members) to be responsible to contribute, and to participate in learning and teaching.

One characteristic of democratic schools is equality. In a democratic school, all students and all staff members are treated with respect and dignity, all voices are honored and all contributions are seen as valuable. Another common characteristic is collaboration. Students in democratic schools are connected to each other, to the surrounding neighborhood, and to the broader community through partnerships with business, volunteer relationships, curriculum and instruction that relates to real-life experience and student interests. (UNESCO 1994)

Students in democratic classrooms often share ideas, make rules, help to create curriculum, and make decisions about their learning and their environment. In addition, they often direct their own learning experiences.

## **2.7 Supportive School Culture**

In simple terms, culture is the “way things are done” in a certain place. In other words, culture involves the norms, expectations, or habits of an environment. Often times, the culture of a school is apparent to visitors the moment they walk in the front door. Outsiders can learn a lot about school by the kinds of banners or signs that cover the walls, the type of teacher conversation taking place in the lounge, and the ways in which students are engaged.

If the culture of a school is open, accepting, and caring, inclusive schooling can thrive. However, if the school culture is competitive, individualistic, and



authoritative, teachers will find it impossible to grow inclusive schooling. Cultivating a safe, positive, and robust school culture may be the most difficult piece of creating an inclusive school, but it is also, perhaps, the most critical piece. School leaders and educators concerned with creating an inclusive school culture might invite parents and community members to visit classrooms, help with projects, and serve as resources; give students opportunities to teach and lead; use suggestion boxes and implement suggestions from all stakeholders groups in the school, and make time for school celebrations small and large. (UNESCO 1994)

## **2.8 Engaging and Relevant Curricula**

Teachers in inclusive classrooms must design curriculum and instruction and engineer classroom activities that are personally and culturally appropriate, engaging for a range of learning styles, and suitable for learners with various talents and interests. This is critical not only for students with unique learning or social needs, but also for every student in the classroom as they grow and learn not just from the daily curriculum, but from the ways in which schools respond to difference. (UNESCO 1994)

In inclusive classrooms, units of study must be relevant, themes of investigation must be interesting and content must be appropriately challenging. Classroom materials should also be meaningful to a wide variety of students. The classroom library must include books written by and about people with individual and group differences, for example. Further, classroom lessons should include information about the diversity students represent. (UNESCO 1994)

## 2.9 Past Studies

Kombo (2014), in his study *Assessment of the progress and effectiveness of inclusive Education in Zanzibar* find that "Majority of teacher (66.36%) teach inclusive Education classes but lack is a need of practical knowledge and skills of inclusive education to almost of all school teaching in Zanzibar more over Kombo (2014) said that "Despite trainings received by some teachers for inclusive Education Classes in Zanzibar, the study revealed that the practical knowledge and skills gained were low which proved being insufficient to teach learners with special Education Needs (p.g.20) Possi, (2006) In her paper *from special to inclusive Education for children in special Needs in Tanzania old wine in New Bottle?* She said that not much has been done in inclusive education in the country due to a number of problems pertaining to policy administrative and implementation aspects focusing the education of students in special needs in the country. Among the challenges facing the inclusive education in the country are negative attitudes that are harbored towards children with disabilities. She concludes to say that, the system used in educating children in special needs in the country is mainly integration with some pockets of inclusive education possibly because the concept is not well understood in the country.

But Ali, (2007) in his study *impact Assessment of Learners with special Needs* advocate that children with special Education Needs are benefited in Inclusive setting through they are facing a number of challenges which are barriers to their learning and hence these barriers pull down their progress. Hamad, (2012) in her study *Attitudes of teachers and students towards children with mental retardation*

declare that, Teacher and students have negative attitudes towards children with mental retardation, community support is low, school environment is not conducive and also teaching and learning material are not sufficient.

### **2.10 Educationist View on Inclusion and Teacher Attitudes**

Educationists discussion about teachers attitudes towards inclusion in different ways Smith (2008) say that a significant towards inclusion. Although most teachers and administrators agree that inclusion is a good things, making decisions on how to achieve it. Martin (2003) argue that, teacher's perceptions toward inclusion sometimes are mixed or negative. They contended that teachers do not prefer having students with disabilities in their classrooms and in some extent students with mild disabilities rejected. For a school to be inclusive principally there must be strong leaders who keep the vision focused foster among staff understanding on inclusion and nature the development of skills and practice needed to improve their practices (Salisbury 2002).

Mclesley (2001) asserts that, educators working in classrooms tend to have more positive setting. In general elementary teachers appear to favour inclusion more than secondary teachers. Special education educators appear to have more positive views on inclusion than general, educators. Praisner (2003) argues that the factors that that affect their attitudes towards inclusive, includes the effectiveness of the program for students with disability and their general education. According to Praisner, the classmates, the development of school community the availability of collaborative teaching arrangement and administrative, family support and the adequacy of the

support services and training is the main factors that affect inclusive education. Some studies indicate that general education teacher in inclusive setting do not possess the necessary skills and teacher students with disabilities and lack opportunity to collaborate with special education teacher (Barker 2001) coated in the Tanzania formal of special Education that being the case, provision of education in inclusive setting is not done effectively and efficiently Idol (2006) argues that educators tend to agree with the principle of placing students with disabilities in general education classrooms although some controversy still exists. Samkiwa (2008:6) assets that, some teachers see these children with disabilities as " Untouchable" and time wasters when it comes to coverage of their schemes of work and syllabuses. Moreover the classroom teachers sometimes fail to be in a position to figure out ways to facilitate opportunities for classmate's interactions, both inside and outside the classroom. These being the case the teacher fails to facilitate teaching to pupils with disabilities this create a negative attitude towards inclusive education.

The results obtained from different literature revealed that teachers have direct impacts on Inclusive Education. They this research intends to explore different attended of teachers towards inclusive education in Chake-Chake district. According to Richard (2005), inclusion is about school/change to improve the educational system for all students. It means change in the curriculum changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact with the relate to one another. Moreover, Culalla (2003) argues that, inclusive education practices reflect the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied

curriculum, multi- level instructional approaches and increased attention to diverse student needs and individualization. But Friend (2003:106) asserted that, say, , inclusion refers to integrating learners with disability into general education classes primarily for social purposes. In other words inclusive means integrating students physically, instructionally and socially regardless of their disabilities some studies indicate that general education teachers in inclusive setting, do not possess the necessary skills to teach students with disabilities and lack opportunity to collaborate with special education teacher (Barker, 2001).

### **2.11 Rationale for Inclusion**

The 1983 World Program of Action Concerning Disabled Persons state under Article 120 that all member states agree that education for persons with disabilities should be carried out as far as possible within the general school system. A few years later, the 1989 convention on the right of the child acknowledged the special needs of children with disabilities and stated that these children must be guaranteed effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development such nation was further asserted by the 1990 world Declaration on Education for All, by the 1993 standard Rules on the Equalization of opportunities for persons with Disabilities and by the 1994 UNESCO meeting (P,ccone, 2000). A second key argument is that everybody benefit from inclusion Advocated say that there are many children and young people who don't fit in and that school that fully includes all disabled students feels welcoming to all, Trainer, (1991 conclude that student with mental retardation (cognitive disability) who spend time among their peers show an increase in social skills and academic

proficiency. Despite student's diversities but all have right to education as advocated in 1948 UN declaration of Human right as article No. 26.

### **2.12 Inclusion in Education a Human Right**

UNESCO views inclusion as a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems but as opportunities for enriching learning. Therefore the move towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy. In order for inclusion to be implemented effectively countries need to define a set of inclusive principles together with practical ideas to guide the transition toward policies addressing inclusion in education. The principles of inclusion that are set out in various international declarations can be used as a foundation. These then can be interpreted and adopted to the context of individual countries.

The core of inclusive education is the human right to education pronounced in the Universal Declaration of Human Rights in 1948 which states " Everyone has the right to education. Education shall be free at least in the elementary and fundamental stager. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms it shall promote understanding tolerance and friendship among all nations racial or religious groups and shall further the activities of the United Nations for the maintenance of peace" (Art 26-Universal Declaration of Human Rights).

### **2.13 Inclusive Education Philosophy**

The policy recognizes the different educational needs of children and the right to get response to the variety of needs by individualization of teaching methods, adopted curricular and learning material in an inclusive setting and in collaboration by all actors in and outside school. Inclusive education is regarded as a means to combat discriminatory attitudes and achieve in a real sense it is an education for all that is effective, efficient and equal. It is supported by documents such as the UN convention on the rights of the child 1989, the UN standard Rules on the Equalization of opportunities for persons with Disabilities 1993, document from the Education conference in Jomtien in 1990 and Dakar 2000 and not least, the Salamanca Conference in 1994. It is a system of education where children with special needs receive their education in the same setting and taught with the same teachers without segregation. Inclusive Education Philosophy has been accepted in many parts of the world, including Zanzibar (Arnee Krohn- Nydal, 2008).

### **2.14 Inclusion and Quality Education**

According to the 2005 Global Monitoring Report "Education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacity. An inclusive approach to education is one that strives to promote quality in education in the classroom. In order to move towards quality in education, changes are required at several levels. Human variations and differences are a naturally occurring and valuable part of society and should be reflected in schools. Schools should be able to offer opportunities a range of working methods and individualized learning in order

that no pupil is obliged to stand outside the follow-up of and participation in the school.

An inclusive school for all must put flexibility and variation at the centre, structurally as well as in terms of content, with the goals of offering every individual a relevant education and optimal opportunities for development. An inclusive perspective on quality education is concerned with the need to ensure that learning opportunities contribute to effective inclusion of individual and groups into the wider fabric of society. Quality education is therefore education that is inclusive as it aims at the full participation of all learner- as we have learned from constructive and transactional theories that the quality of learning can be enhanced by the diversity of student involvement. Teacher attitudes and tolerance are the vehicles for the construction of an inclusive and participatory society. Focusing on quality education for enhanced inclusion implies identifying strategies for overcoming or eliminating the barriers to full participation for individuals and groups which experience discrimination, marginalization and groups which experience discrimination, marginalization and exclusion or which are particularly vulnerable. (UNESCO 1994)

### **2.15 Key Players in Support of Inclusion**

Teacher parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actor that can serve as valuable resources in support of inclusion. Some teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. This involves a willingness to accept and promote diversity and to take an active role in the lives of students, both in and out of



school. The optimal learning environment for inclusion depends largely upon the relationship among teachers, parents other students and society. Ideally, effective inclusion involves implementation both in school and in society at large.

Also it is the responsibility of the Ministry of Education to ensure that school accessible and child centered programs are elaborated, implemented and evaluated. The outcome of such programmes and the results of their evaluation will facilitate new incentives and ideas for teaching. Moreover, the families and communities should ensure that the child's school learning is applied at home and other real life daily setting family members and communities can be important resources when informed, stimulated, entrusted and prepared in effective ways.

### **2.16 Attitudes and Values in Inclusion**

Teacher's positive attitudes toward inclusion depend strongly on their experience with learners who are support within the classroom, class size and overall work load are all factors which influence teacher's attitudes. Several studies have revealed that negative attitudes of teacher and adults (parents and other family members) are the major barriers to inclusion; children do not have prejudices unless adults show them. This introducing inclusion as a guiding principle them. Thus, introducing inclusion as guiding principles in these different areas will have implications for teacher's attitudes. Shared values make cooperation possible just as lack of them makes it difficult for people to work together. However when common values are lacking common interests, which are precursors to values, may substitute for them and in daily life of often a significant driving force (Darnell and Hoem, 1996) changes in

attitudes involve significant changes in conception and role behavior. Among other factors this is why change is so difficult to achieve.

### **2.17 Inclusive Education World Wide**

Inclusive education is a major concern of the International Community of states. In 1990, the World Declaration on Education for all (EFA) adopted by the world conference on Education for All in Jomtien, Thailand, requested universal access to education for all children, adolescence and Adult World Wide. They signatory states spoke out in favor of more equity in the education sector. UNESCO'S Salamanca statement as milestone on the way to establishing the right to Inclusive Education. For the first time the declaration requested the creation of inclusive education system in order to enable schools to commonly educate all children with their individual needs.

The declaration proclaim that regular school with the inclusive orientation are the most effective means of combating discriminatory attitudes, creating, welcoming communities building an inclusive society and achieving education for all moreover they provide an effective to the majority of children and improve and improve efficiency and ultimately the cost effectiveness of the entire education system" (The Salamanca statement and Framework for Action on special Needs Education 1994).

In the year 2000, the world Education form in Darker Frame work for Action, 169 states have committed themselves to fundamental aims to be achieved by 2015, known as the EFA goals. One of these goals is to ensure that all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities

have access to free and compulsory primary education of high quality. A further milestone for the establishment of the right to inclusive education was the adoption of the United inclusive education was the adoption of the United Nation Convention on the right of person with Disability in 2006 Article 24 demands the creation of an inclusive creation system and embads the right to inclusive education in the informational law. Access to education, the right to quality education and the right to a respectful learning environment need to be convention.

The concept of inclusive education was also acknowledged at the 48th International conference on Education in November 2008 in Geneva. Its final declaration again requests all UNESCO member states to establish inclusive education systems; the declaration regards inclusive education as indispensable in order to reach all six EFA goals by 2015. ([www.unescoide/inclusive building welt weit. Html. &L](http://www.unescoide/inclusive-building-weltweit.html)).

## **2.18 Inclusive Education Practices in Different Countries**

Different techniques and methods are exercised indifferent countries to practice inclusion. Through that Scenario the researcher triesto give /show examples of few countries as mentioned here under.

### **2.18.1 Inclusive Education in Europe**

In Europe inclusive education is practiced through two most important documents at EU level, which serve as guidelines for member states in the field of special educations. These are the council resolution on promoting the employment and social integration and the council resolution on equal opportunities for pupils and students in education and training, both adopted in 2003. Furthermore, UNESCO'S

Salamanca Declaration of 1994 sticks an important point of reference for special needs education in Europe. All European states have ratified the Declaration and therefore agree that its core principles shall serve as a foundation for educational policy in general and not just on special needs education, equity regarding the access to education as well as quality education for all respecting individual differences and putting strengths rather than weakness into focus.

The UN convention on the Rights of Persons with Disability (2006) has been signed by the vast majority of the European states; some ratifications yet to come. The European Union has ratified the UN convention. Generally speaking, children with special needs are being educated in special school more often in North Western Europe than in southern Europe or Scandinavian. In many of the southern European or Scandinavian countries among them Italy, Norway and Sweden about as percent of students with special needs attend regular school. In Great Britain the rate lays around 60 percent.(<http://www.unesco.de/inclusivebuiding.aerop.html?8/=>).

#### **2.18.8 Inclusive Education in Tanzania**

Tanzania embarked on inclusive education in 1997, two years after the Salamanca agreement through a pilot project (Mbagi, 2003). Mbagi argues that inclusive education has been referred to as part of the global education for all agenda, and a new education paralleling as well as an education reform. It is a world agenda endorsed at the Salamanca world conference on special needs education. In Tanzania Inclusive Education calls for full participation of persons with special needs so they can be able to get the relevant education, access facilities and environments, and

communicate with others (Possi, 2006). More over in Tanzania, national policies, laws and practices have also currently been guard towards implementing the idea of inclusion in the country. (Andrew Mollel, 2013). Furthermore the country is well placed in terms of moles, regulations and policies for the implementation of inclusive education. It has rectified various international conventions relating to disability issues and carrying with it the concept of inclusive education (Mollel, 2013). A number policies and laws have been adopted at the national level with the aim of emphasizing on inclusion in the country.

In Tanzania context, inclusive education can be defined as s system of education in which all children, youths and adults are enrolled, actively participate and achieve in regular schools and other educational programs regardless of their diverse backgrounds and abilities, without discrimination, through minimization of barriers and maximization of resources (MOEVT).

### **2.19 Inclusive Education in Zanzibar**

Inclusive Education is implemented in Zanzibar schools. This means that all learners study in the same class regardless of their abilities, disabilities and other special needs in learning. This follows the intentions and guidelines given by International Declarations, Conventions and National Instruments to support the implementation of education for all children in an Inclusive system.

The education policy (2006) has created an environment for children with different special educational needs to learn together with their fellow learners without special educational needs in inclusive settings. In facilitating inclusive education in schools,

the Ministry of Education and Vocational Training Zanzibar developed training packages for teachers so as to empower teachers in order to enable them to deal with learners in inclusive schools effectively. In the other side ZAPDD has been engaging in sensitization and advocacy work to support its implementation.

In recognizing the importance of inclusive education, in 2004 the Revolutionary Government of Zanzibar decided to adopt and introduce inclusive education in its schools whereby learners with special education needs (SEN) study with their fellow learners without SEN in the same class and school. In 2006, Ministry of Education and Vocational Training Zanzibar reviewed its National Education Policy and incorporated inclusive education component. The MoEVT did it in line with EFA goals, the Salamanca statement and framework of action on special needs education that calls for the promotion of inclusive education approach to enable schools to serve all children particularly those with special needs.

In 2010, the MOEVT developed a draft policy on Inclusive and learner friendly education. The policy intended to create conducive environment for the smooth implementation of inclusive and child friendly education in Zanzibar. The draft policy sets the guidelines aiming at re-orientation and upgrading of all stakeholders and already existing materials used for upgrading and advocacy that should be provided to all levels of the community. It also expresses the necessity of introducing more flexibility and differentiated teaching/learning into the curriculum, developing appreciation of diversity and improving the learning environment into more learner and learning friendly environments (MOEVT, 2010).

Following the review of the Zanzibar national education policy, development of inclusive education policy and the establishment of inclusive education program in government schools, parents and community in general were sensitized and agreed to enroll their children with special educational needs to study in the same class and school with other children without special needs. In inclusive education setting, it is assumed that all children including those with special educational need benefit from it. All learners must access quality education within the system.

The 2006 education policy lays out the mission for the education sector as “to strive for equitable access, quality education for all and promotion of lifelong learning”. The policy focuses on the creation of an education system, which enables graduates to “take up employment at the right age and with the right qualifications” and stresses the need to provide “equal opportunities for education, especially to vulnerable groups such as people with special educational needs”. In order to achieve these goals education must be made inclusive and learner-friendly, as it is through inclusive and learner-friendly education that every learner, from pre-primary to tertiary level, is given the opportunity to reach her/his full potential and develop into an active and productive member of the community.

From all that has been done by the government and ZAPDD in implementing inclusive education, there is no clear confirmation that inclusive education in Zanzibar is whether effective or not. Survey done by MoEVT from 2010 to 2012 revealed that there are 73,242 learners with different special educational needs from 334 schools, which is compared to 2095 learners with special needs from 100 schools in 2004 (Feasibility study report, 2004). Evaluations of the inclusive

education project in Zanzibar were conducted in 2007, 2010 and 2013; however, the results were inadequate to fulfill the demand on progress and effectiveness of IE in Zanzibar.

## **2.20 The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994)**

The Salamanca Statement emphasizes among other things the right of all children to participate in a meaningful, learner-centred, quality education, which meets their individual needs. In fulfillment of this, all children, including marginalized children, have the right to attend school in their home community in inclusive and learner-friendly classrooms. The Statement articulates the belief that Inclusive and Learner-Friendly Education will lead to an inclusive, learner-friendly and more democratic society and that the implementation of Inclusive and Learner-friendly Education will enrich and benefit all partners involved in it.

### **2.20.1 The Convention on the Rights of Persons with Disabilities (UNCPRD, 2006)**

Article 30 of the convention of the rights of persons with disabilities states that appropriate measures should be taken “to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system.”



### **2.20.2 The Education Policy (2006)**

The overall Mission of the Education Policy (2006) is “to strive for equitable access, quality education for all and promotion of lifelong learning”. Throughout the policy the need for Inclusive and Learner-Friendly Education is emphasized. More specifically, at all levels; the policy refers to the need to include vulnerable and disadvantaged groups, including learners with special educational needs, as well as the need for learner-centred teaching approaches. The policy stated that “inclusive education shall be promoted to ensure that children with special needs get equal opportunities, barriers to learning are addressed and the diverse range of learning needs are accommodated”. The policy added that within the population of children (as well as the youth and adults) with special needs, there are talents and skills, which, if promoted, may contribute in a significant way to the national development.

### **2.20.3 Inclusive and Learner-Friendly Education Policy 2013 (Draft)**

While existing policies, conventions and legislation provide some guidance in the provision of Inclusive and Learner-Friendly Education, they do not fully account for the Zanzibar context. The implementation of Inclusive and Learner-Friendly Education must be adjusted to national, local community and individual schools’ context. It has to take into account natural, cultural and economic conditions as well as possibilities and needs. There is no single model that can fit all countries, communities or schools. This means that not only do international conventions have to be adjusted for the national context but also every community and school must have the flexibility within national policies to adjust strategies for establishing Inclusive and Learner-friendly Education to their own context.

Given all of the challenges inherent in creating an inclusive and learner-friendly education system, there is a need for a Zanzibar Inclusive and Learner-friendly Education Policy, which reflects and consolidates existing policies and strategies and applies these to the national context, as well as designing new strategies to address country specific issues. The Zanzibar inclusive and learner-friendly education policy takes into account all of the international and national policies, conventions, acts and statements detailed above as well as the current situation in Zanzibar in order to produce a policy that benefits the Zanzibar community and promotes equal opportunities for all, allowing all learners to access education without discrimination.

### **2.21 Inclusive and Learner-Friendly Education**

Inclusive and Learner-friendly Education has its roots in Inclusive Education, which is based on the right of all learners to receive a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive and learner-friendly education is to end all forms of discrimination and foster social cohesion (MoEVT, 2010). According to MoEVT (2010), Inclusive and learner-friendly education requires that all learners, including those experiencing barriers to learning, development and participation, receive a quality education in the schools that are closest to their homes and in schools and classrooms that suit their needs. Since communities are diverse, schools must reflect this and promote an integrated community.

Education for all in an inclusive and learner-friendly environment addresses the whole learner and includes a focus on physical, social emotional, cognitive and spiritual aspects of growth and development (MOEVT, 2010). All aspects of learning should be considered and education should be diverse and flexible in order to promote creativity and allow for differentiation in teaching/learning approaches. Inclusive and learner-friendly education includes, among other, the following pedagogical principles:

- (a) Providing flexibility for teachers to adapt content, methodology and workloads to take into account learners' learning and work potential.
- (b) Creating a learner centered and learning friendly environment.
- (c) Taking into account learners' diversity in the choice of teaching and learning methods, learning materials, the speed of teaching and evaluation methods (both quantitative and qualitative).
- (d) Creating a positive social learning environment with dialogues between teachers and learners and among learners.
- (e) Promoting active learning through learning by doing and problem solving in both individual and group settings.
- (f) Encouraging learners to take initiative.
- (g) Partnering with parents and the community.
- (h) Creating a positive working environment for teachers characterize by teamwork, internal and external support as well as partnership with head teachers and school inspectors.

## **2.22 Research Gap**

The existing literature in Zanzibar indicates that there is no intensive study conducted which relate to Attitudes and Teachers towards the provision of inclusive Education in Primary Schools. However there are some literature that shows some information relating to special Needs Education and inclusive education assessment. The literatures point out some challenges and attitudes of teachers and students towards special Needs Education in particular. The literatures do not specifically mention the attitudes of teachers towards the provision of IE in primary school in Zanzibar and has teacher's feels inclusive education in their school environment. Due to that researcher was motivated to do this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is about the design and methodology of the study it will cover, research design, study area, sample and sample size, sampling techniques, data collection methods and data analysis procedures.

#### **3.2 Research Design**

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economic in procedure (Kothari, 2001). In fact research design is the conceptual structure with in which research is conducted. This study was employed quantitative and qualitative study design data analysis process employed percentage, tabulation and description was used in order to explain the nature and attitudes of teachers towards the provision of inclusive education and also capacity of government in providing inclusive education. The primary data from the field and from records, documents, files, books and journals was used.

#### **3.3 Study Area**

The study was conducted at Chake-Chake District in South Region in Pemba. The area was purposely selected due to the fact that Chake-Chake District was the first district to introduce Special Education program since 1991 and later Inclusive Education in 2004. It is also the district with large number of students with Special Educational Needs. Chake Chake has a population of 97,249 peoples among them

50,838 are females and 46, 411 are men. The number of vulnerable children are 1,199 among them 714 are men and 485 are female (population and housing censuses 2012). Due to this big number of children with disabilities the researcher was interest to do his study in this district.

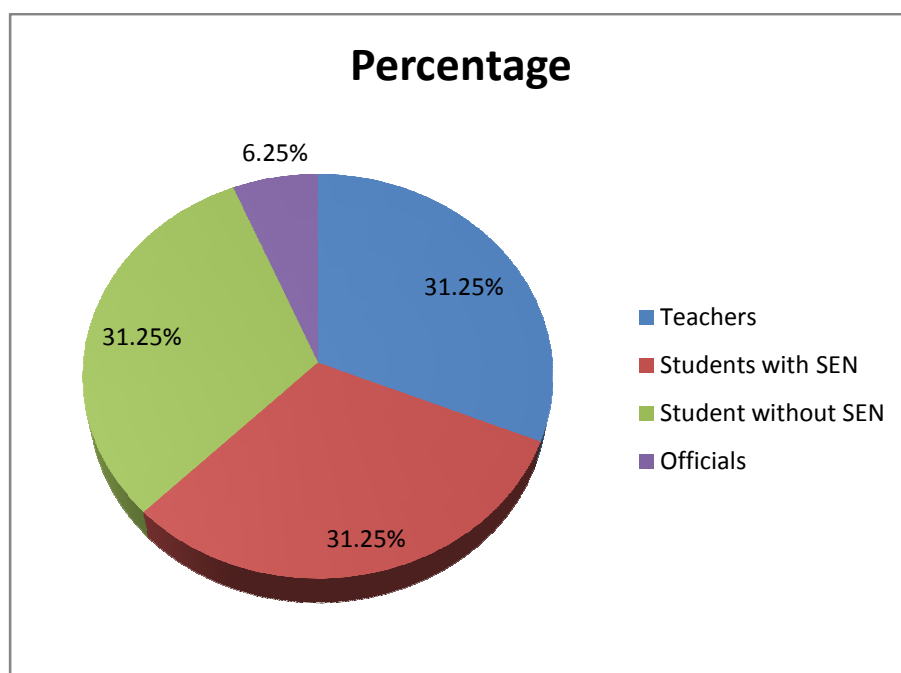
### 3.4 Target Population

The population of this study was 50 primary school teachers from the selected schools, ten educational officials from Ministry of Education and Vocational Training, fifty children with special educational need and fifty children without special educational need. Therefore, the total target population was 160 peoples; it was purposely selected because the researcher hopes to get full information about the study.

**Table 3.1: Sampling Frame**

<b>S.N</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
1	Teachers	50	31.25
2	Students with SEN	50	31.25
3	Student without SEN	50	31.25
5	Officials	10	06.25
	<b>Total</b>	<b>160</b>	<b>100</b>

Source: Research (2015)

**Figure 3.1: The Study Sample**

Source: Researcher (2015)

### 3.5 Sampling Techniques

Purposive sampling was used. The researcher picked only those respondents whom he thought would be best meet the purpose of the study. The sample was chosen because it would support the argument and in a way will help to develop test and make meaningful comparison in relation to the research questions. The respondents were approached because they were accessible, knowledgeable, experienced and informative with regard to research under investigation.

### 3.6 Data Collection Instruments

In this research different forms/techniques/methods of data collections were used. The methods are the questionnaire, in depth interview, observation, documentary reviews and focus group discussions.

### **3.6.1 Questionnaires**

Questionnaires will be the first method of data collection to be used in the research. This method will be used because it is easy to handle interpretation of the result, does not present problem and cost and time involved in processing the answer and to be much easier. A questionnaire is also more to bias than direct observations pointed by Hillgards. (1996:23). In this research, the researcher himself will administered questionnaires to the respondents and organized short explanation to clarify what to do. Questionnaires will be administered to school teachers and Educational officials.

### **3.6.2 In-depth Interview**

As far as this study is concerned the questionnaire method above did not exhaust all needful information to meet the desired objectives. Therefore, personal interviews will be conducted so as to collect more detailed information's from the respondents. The term interview means the verbal communication in terms of oral. The advantage of this is that, there was a better response since people gave information willingly when approached personally.

### **3.6.3 Observation**

This method was used in observing conditions of teacher's behavior, feelings, reactions/emotions and relationships with students with SEN and those without SEN in school environment.

Participant observation was used through out this study. More specially, direct and repeated information observation in the field enabled collection of detail information



about informants behavior, recording experiences social relations, teaching experience, teaching methods, learning and teaching materials, social relations and social events as they occur in the schools community. Moreover the observation method was used to check the discipline of the children, teachers emotional. Observation was used inside the classroom and outside the school environment.

#### **3.6.4 Focus Group Discussion (FGD)**

Information from children with SEN and those without SEN obtained through FGD. Children were divided in to two groups in each school, the first group of children with SEN and the second group children without SEN. Teachers who are experience with inclusive education practices facilitated the exercise under the guide of structured and unstructured questions. Facilitators/teachers of this exercise ensured that all participants participate, no one dominate the group, conducive environment. Bites and drinks were obtained to make the environment more fruitful. Facilitators made note for all points, behavior of children with SEN, checking the environment if it accessible to all children. All in all the method was used to observe everything in relation to inclusive education in school environment.

#### **3.6.5 Documentary Reviews**

Relevant documentary materials were reviewed critically throughout the research process so as to grasp new insights on the topic. Published materials were also be searched from numerous databases. Documentary sources were used because of their usefulness for cross-checking some interview data and for comparison results of the study with findings from other studies.

### **3.7 Data Processing**

After collection, the next stage was to process and analyze the data accordingly through tabulation, percentage and small calculation for classification. This was of necessity for easy interpretation of the data.

According to Olive and Abel (1999) data obtained from the field is difficult to interpret, such data must be cleaned, coded and key punched in to computer and analyzed. It is from the result of such analysis that researcher is able to make sense of data. Once the questionnaire or other measuring instruments have been administered the mass of raw data collected must be systematically organized in a manner that facilitates analysis. In this research tabulation, percentage and simple calculation were used to analyze the data. Data was processed by excel.

### **3.8 Ethical Consideration**

Simple, clear and polite language were used in order to make respondents harmonious and trust during the acquisition of data (collection of data). The researcher avoided harsh language and questions that made respondents to be disappointed. Respondents were assured strict confidentiality on their information, and the data was analyzed confidentially and interpreted for the intended purpose only.

### **3.9 Limitation of the Study**

The study covered only one district of Zanzibar, Chake Chake District. This was due to the following problems:

- a. Willingness of the respondent to provide information at right time as some of them denied to take questionnaires and even been interviewed.
- b. Communication barriers as some the informants were children with hearing impairment.
- c. To overcome this problem, the researcher selected focal persons who are influential at school and used to contact him/her throughout the whole process of data collection.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter highlights analysis and discussion of the field findings, it also explains the descriptions of respondents who were included in the study. The findings have been organized appropriately in such a way that the presentation of sections based on specific objectives and themes of the study. The data were collected at Chake - Chake District in five schools and these are Michakaini A, Ziwani, Pondeani, Vitongoji and Uwandani primary schools. Educational officials, Teachers, Children with special needs Education and those without special educational needs were involved in this study.

#### **4.2 Profile of the Respondents**

The respondents of this research were official from ministry of education and vocational training Zanzibar, teachers from the selected schools and children or students with and with out special educational needs.

As far as the respondents were concerned they possessed different trends that the researcher wanted to reveal. The respondents were classified according to their categories, gender, Education, Position and place of work.

**(a) Categories of Respondents****Table 4.1: Respondent**

Categories	Frequency	Turn up rate	Percentage
Official	10	10	6.25
Teachers	50	50	31.25
Children with out SEN	50	50	31.25
Children with SEN	50	50	31.25
<b>Total</b>	<b>160</b>	<b>160</b>	<b>100</b>

Source: Field Data, (2015)

Table 4.1 shows the categories of respondents and their turn up rate of questionnaire. Ten officials equivalent to 6.25%, fifty teachers equivalent to 31.25% turn up their questionnaires. Also 50 children without SEN equivalent to 31.25% and fifty children with SEN equivalent to 31.25% of attend focus Group Discussions.

**(b) Gender Distribution****Table 4.2: Distribution of Respondents According to Gender**

S/N	Name of Schools	No of Children											
		SENs			Without SNEs			No of Teachers			Officials		
		M	F	T	M	F	T	M	F	T	M	F	T
1.	Michakcoin 'A'	5	5	10	6	4	10	2	8	10	-	-	-
2.	Zuvani	6	4	10	7	3	10	7	3	10	-	-	-
3.	Pondeani	5	5	10	6	4	10	4	6	10	-	-	-
4.	Vitongoji	7	3	10	8	2	10	5	5	10	-	-	-
5.	Uwandani	4	6	10	6	4	10	6	4	10	-	-	-
6.	Officials	-	-	-	-	-	-	-	-	-	6	4	10
	<b>Total</b>	<b>27</b>	<b>23</b>	<b>50</b>	<b>33</b>	<b>17</b>	<b>50</b>	<b>24</b>	<b>26</b>	<b>50</b>	<b>6</b>	<b>4</b>	<b>10</b>

Source: Field Data (2015)

The Table 4.3 shows no of respondents in each category according to genders.

**(c) Education levels of respondents**

**Table 4.3: Respondents According to Level of Education**

Category	Education level									
	Standard 4-7		Form iv		Diploma		Graduate		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Officials	-	-	-	-	4	2.5	6	3.75	10	6.25
Teachers	-	-	15	9.375	35	21.875	-	-	50	31.25
Children without SENs	50	31.25	-	-	-	-	-	-	50	31.25
Children with SENs	50	31.25	-	-	-	-	-	-	50	31.25
<b>Total</b>	<b>100</b>	<b>62.5</b>	<b>15</b>	<b>9.375</b>	<b>39</b>	<b>24.375</b>	<b>6</b>	<b>3.75</b>	<b>160</b>	<b>100</b>

**Source: Field data (2015)**

The Table 4.3 above show that 62.5% are standard four to seven 9.3% are form four leavers, 24.3% are diploma and 3.75% are graduate.

**(d) Respondents place of origin**

Respondents from Michakaini 'A', Pondeani and officials are from urban area, while those from Ziواني, Vitongoji and Uwandani are from rural area (outside Chake-Chake district) it was purposely done to obtain information from urban and rural area.

**(e) Institutional status and roles of respondents****Table 4.4: Distribution of Roles and Status of Respondents and their Institutions**

S/N		Respondents					
		Public		PRIVATE		Total	
		No	%	No	%	No	%
1.	Officials	10	6.25	-	-	10	6.25
2.	Teachers	50	31.25	-	-	50	6.25
3	Students	100	6.25	-	-	100	22.5
	<b>Total</b>	<b>160</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>160</b>	<b>100</b>

**Source: Field data (2015)**

This Table 4.5 shows that all respondents 160 equivalent to 100% are from public institution. No respondents from private institution were involved in this study.

**4.3 Involvement of Children with Special Needs**

According to the 2006 Education Policy, inclusive education shall be promoted to ensure that children with special needs gets equal opportunities, barriers to learning are addressed and the diverse range of learning needs are accommodate. Children with special education needs in Zanzibar are enrolled in the nearby Schools. Education Policy (2006). All schools of Zanzibar revealed that 55% of children with SENs are enrolled and 45% they don't know that children with special educational needs are enrolled. Increasing enrollment of students with SNEs in regular, school meet the needs of all student (Stanback and Stanback, 1984:10). Regular schools work inclusive orientation are the most effective means of combating discrimination creating welcoming communities, buildings and inclusive society and achieving education for all (Salamanea statement, Art.2).

#### 4.4 Institutionalization of Inclusive Education in Zanzibar

Total number of schools in Zanzibar is 880, among then 480 are public schools and 400 are private registered school (IE periodic report, 2013). Inclusive education was not well distributed in all schools, only few schools implemented inclusive education programme. Currently inclusive education covers 135 schools in Zanzibar both public and private. Out of all government schools 25% of implement IE programme where as only 3.5% of all private school implement IE programme.

#### 4.5 Distribution of School by Inclusiveness

**Table 4.5:(a): Inclusive Education Schools**

	<b>Primary</b>	<b>Secondary</b>	<b>Nursery</b>	<b>Primary Middle sc</b>	<b>Total</b>
Unguja	44	7	5	15	71
Pemba	31	6	6	7	50
<b>Total</b>	<b>75</b>	<b>13</b>	<b>11</b>	<b>22</b>	<b>121</b>

Source: Ministry of Education and Vocational Training Zanzibar (2015)

**Table 4.5(b) Private Inclusive Education Schools**

	<b>Primary</b>	<b>Secondary</b>	<b>Nursery</b>	<b>Primary middle sc</b>	<b>Total</b>
Unguja	2	-	1	5	8
Pemba	2	1	3	-	6
<b>Total</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>14</b>

Source: MOEVT (2015)

#### 4.6 Teachers Knowledge on Teaching Learners with Special Educational Needs

Kombo, (2014), in his study assessment of the progress and effectiveness of inclusive Education in Zanzibar said that" Majority of teachers (66-36%) teach inclusive education classes but there is a need of practical knowledge and skill of



inclusive education to almost of all school teachers in Zanzibar also they need a lot of awareness on IE knowledge. More over Kombo, elaborate that: Despite trainings received by some teachers of inclusive education classes in Zanzibar his study revealed that the practical knowledge and skill gained was low which proved being insufficient to teach learners with special educational needs (p.g. 20). In this study 60% of teachers have receive training in IE and the remaining 40% have not.

**Table 4.6:Teacher Trained in Inclusive Education**

<b>Teacher</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Unguja & Pemba	920	1620	2,540

Source: Ministry of Education and Vocational Training Zanzibar (2015)

The Table4.6shows out of 2540 who received IE training 920 are male and 1620 are female. It shows that female teachers are engaged in inclusive practices more than male teachers in Zanzibar. From 2004- 2014

**The training received by teachers are:**

- (a) Introduction to IE education
- (b) Behavior modification
- (c) Guidance and counseling
- (d) Introduction to cognitive disability
- (e) Psychology of blindness, hearing impairment and cognitive disability
- (f) Introduction to Braille
- (g) Introduction to sign language

Teachers claimed that the knowledge gained from the training is not insufficient to inclusive setting. 'We need more training one teacher said from Pondeani School.

#### **4.7 Inclusive Education Curriculum**

Inclusive Curriculum is an educational approach that blends and unifies the needs, learning styles and cultural backgrounds of all students. Inclusive curriculum is very often linked to special education policies and practices, but it can be implemented with other student populations as well. An inclusive curriculum is regarded as a balanced, equitable and globally oriented program that is adaptable according to circumstance. (MOEVT 2010)

The Zanzibar Ministry of Education has agreed that the country develops a curriculum for Inclusive Education to be implemented in its training institutions (Draft of the Zanzibar Policy of Inclusive and Child Friendly Educational system. It is required to be guide an educational system. It is required to be flexible to meet the diverse needs of learners and teachers are responsible for adjusting it after receiving training. In this study 30% teachers agreed that curriculum addressed inclusive education and 70 % did not address inclusive education practices. Officials emphasized that the curriculum is inclusiveness of curriculum; documentary review revealed that curriculum is inclusive but teachers were not informed officially. More over respondents agreed that Teacher Training Colleges have integrated curriculum but not inclusive.

**Table 4.7: Teachers View on IE Curriculum**

	Yes		No		Total	
	Freq	%	Freq	%	Freq	%
Teachers	15	30	35	70	50	100

Source: Field data (2015)

The Table 4.7 shows 15 teachers equivalent to 30% support that IE curriculum is Inclusive but 35 teachers equivalent to 70% is not inclusive. The official accept that curriculum in Inclusive.

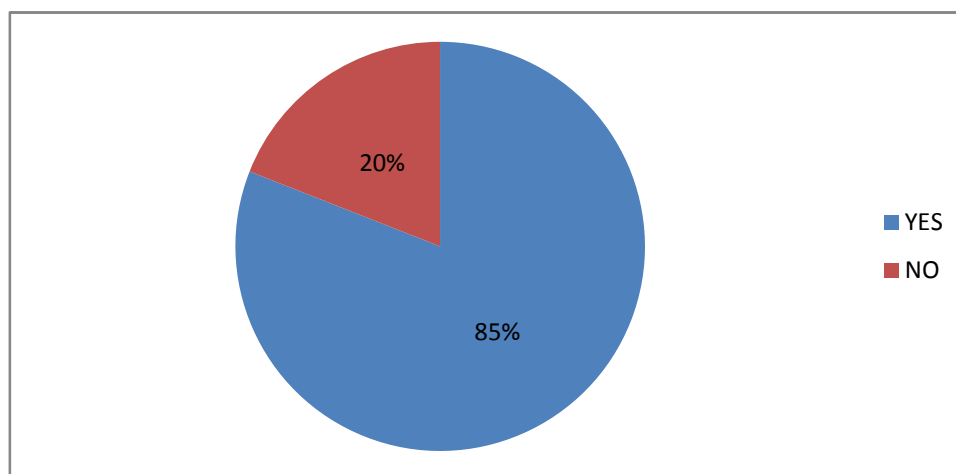
#### **4.8 Examination System**

Examination system is a major component in learning process which the MOEVT uses as the measuring tools for learner's academic performance. The examination system was blamed by majority of the respondent's teachers (85%) to be somehow irrelevant to the learners with special educational Needs. Results simply that examination system does not recognize the special needs requirements for assessment to learners with SENs. Such requirements are consideration on examination time, nature of questions and answer sheets required by learners with visual impairment and low vision who need Braille print and large print, marking schemes, marking and grading procedure. Moreover the examination system is insufficient to assess and type of learners with SEN such as learners with cognitive disability. Learners with cognitive disability (CD) were observed not to benefit current general examination system due to their low level of cognitive capacity. Furthermore the examination system is not up to date with learners with emotional

and behavioral disorders, learning disabilities speech and language disorders multiple handicaps, Autism, Down syndrome, micro and hydrocephalic.

With their findings examination system in Zanzibar, challenges the efforts, performance and talents of some learners with SEN as it does not consider the needs of all learners.

**Figure 4.1: Distribution of Teachers Claiming on Examination System**



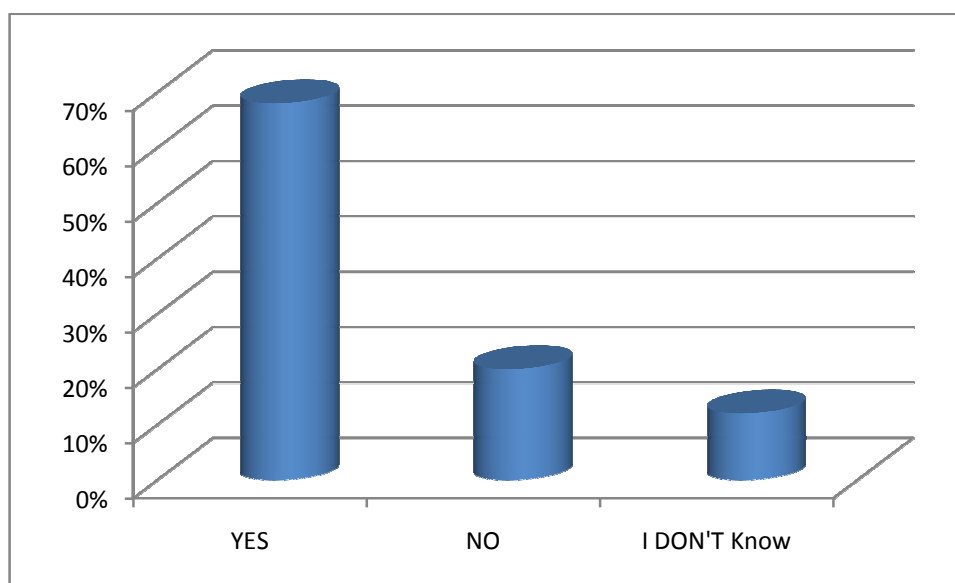
Source: Field Data (2015)

#### **4.9 Education Policy and Inclusive Education Policy**

Education policy (2006) is a guideline for educational activities in Zanzibar. Emphasis on IE for Zanzibar Schools is readily documented in the policy section 4.6. The study also revealed that 68% of teachers recognized that educational policy puts emphasis on IE (Figure 4.2). However the teachers explained that the emphasis on IE is more in the policy document rather than practice. They supported their claims by addressing shortage of Trained teachers on IE, limited teaching/learning resources, attitudinal aspects (fear, ignorance and low expectation of what can be achieved from such children by members of the society) and insufficient preparation of learning

environments for learners with SENs. Semkiwa, (2008:6) asserts that, some teachers see these children with disabilities as 'un teachable and time wasters when it comes to coverage of their schemes of work and syllabuses. Moreover the classroom teachers sometimes fail to be in a position to figure out ways to facilitate opportunities for classmates' interactions both inside and outside the classroom. This being the case the teachers fail to facilitate teaching to pupils with disabilities thus create a negative attitudes towards inclusive education. In Zanzibar context this also appears, particularly to teachers who are not trained in IE practices.

**Figure 4.2: Teachers View on Educational Policie**



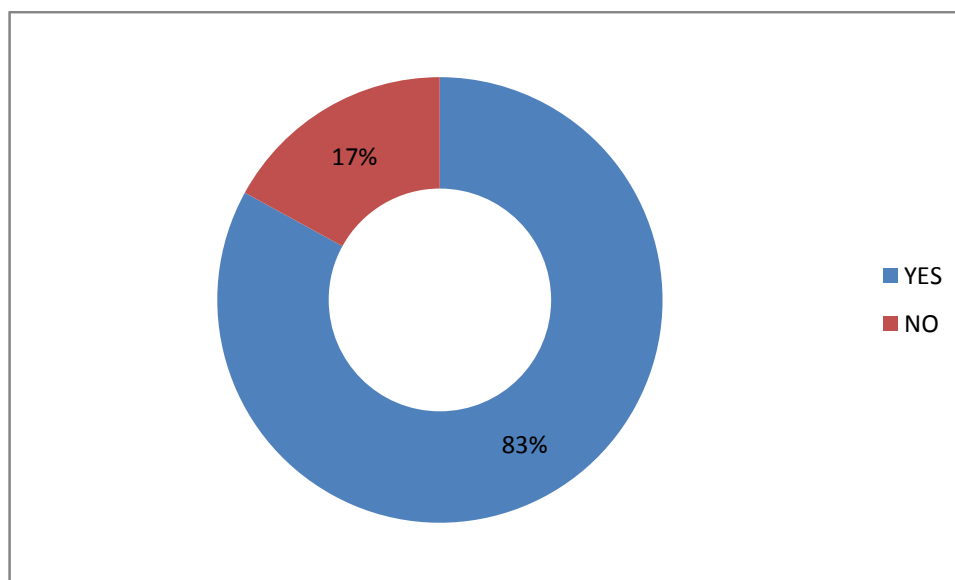
Source: Field Data(2015)

#### **4.10 Ministry of Education Leaders Emphasis on IE**

Majority of teachers (83%) supported that leaders and officers from the Ministry of Education and Vocational training in Zanzibar put emphasis on IE activities/ programme. These leaders and officers are policy-implementing organs. However, 17% of IE respondents teachers argued for the low effort put forwards by educational

leaders hence, regarded as there is no emphasis on IE due to irregular follow up and insufficient delivery of aids, services teaching/learning resources, lack of motivation no health care programmes to SENs children no first aid that in the schools, no assessment centers and no consideration of school infrastructure in request for teachers and learners with SEN. The perception of these few teachers and learners with SEN. The perception of these few teachers (17%) reflects low awareness and negative attitude towards IE.

**Figure 4.3: Teachers view on Educational Leaders Emphasis on IE**



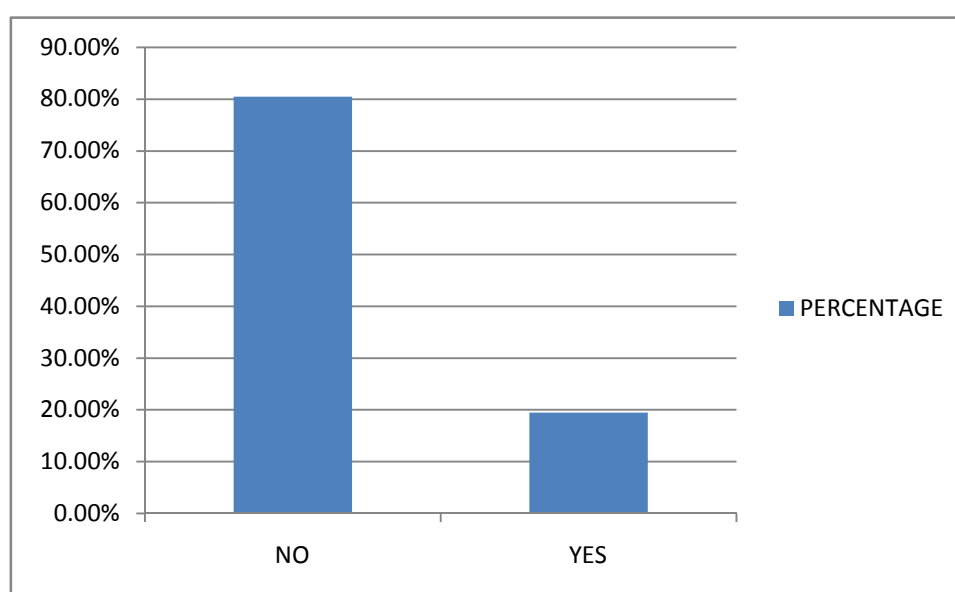
Source: Field Data (2015)

#### **4.11 Learning Environment**

Teaching/learning environment for IE schools was claimed by majority of teachers (80.5%) to be not conducive for learners with SENs (Figure 4.4). the observed condition of the teaching/learning environment shows overcrowded classes (we have more than 100 children in one class – female teacher from Michakaini ‘A’ announced), class furniture and toilets are not user friendly to all learners and some

schools have no ramps (our school has no money of building ramps – Uwandani male teacher said). The observed environments are most promising for effective implementation of IE and hence pulls down the progress of learners with SENs. Moreover in some school there is poor socialization to children with SENs which results isolations, groups and teachers abuse child to child pedagogy.

Figure 4.4:Teacher’s Views on School Learning Environment



Source: Field data, (2015)

#### 4.12 Achievement in Implementation of Inclusive Education

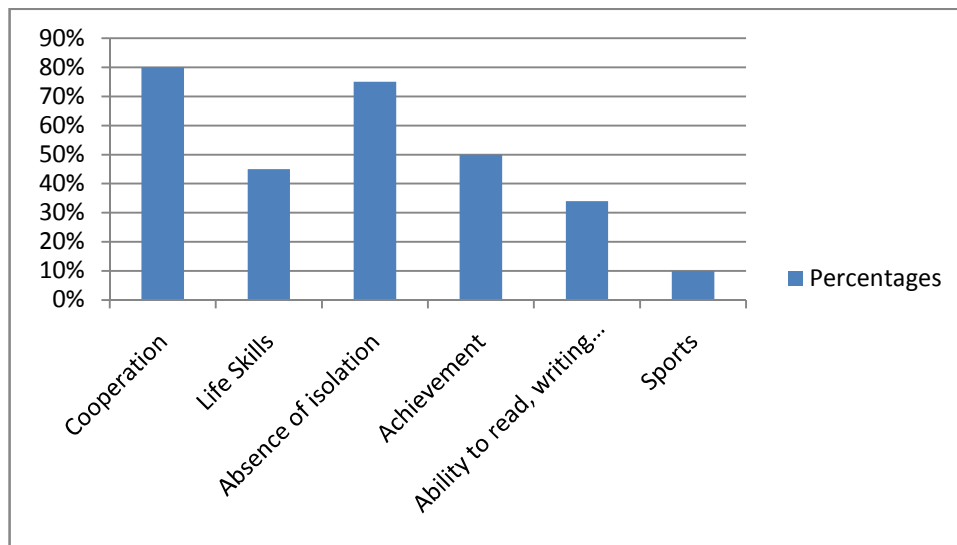
Implementation of inclusive education was assessed and the study revealed multiple responses of achievement from teachers 80% of them supported that inclusive education creates cooperation among learners including friendship and learning assistance from learners without SEN, (45%) of teachers involved in the study assessed their learners identified improvement in life skills to the learners with SEN. These life skills include ability of carrying out several daily activities such as taking

birth, dressing, washing clothes, crossing road, singing and greeting people particularly for learners with CD.

Absence of sense of isolation among the learners with special educational needs was identified by (75%) of the respondents as an achievement of IE in Zanzibar. This is due to interaction and cooperation among the learners. An increased number of learners with SEN enrolled in schools were realized by nearly half of respondents (50%) as an achievement of implementation of IE in Zanzibar. The finding imply that inclusive education provides the opportunity to access the education for learners with SEN near to their home, thus reduces the cost of education to the poor family with a child who has SEN. Ability to read, count and write as well as involvement in sport shows other achievement in IE as addressed by 34% and 10% of respectively.

IE programme shows some academic progress in Zanzibar. According to IE periodic report (2014), 18 students with SEN currently are pursuing high learning degree in State University of Zanzibar (SUZA), Zanzibar University and USA, while 5 females have completed Teachers Training College (TTC). However, students with visual and physical disability seemed to be more benefited with IE programme while other learners particularly with DD academically benefit less despite the fact that they perform better in social activities such as sports.





**Figure 4.5: Achievements**

Source: Field data, (2015)

#### 4.13 IE Challenges

Despite various benefits occurred in many schools in Zanzibar as a result of implementation of inclusive education in Zanzibar schools, several challenges hindering successful attainment of goals of inclusive education are mentioned below.

Learners with SEN require teaching/learning materials according to their special educational needs to facilitate teaching/learning process, as well as their understanding depending of their nature of special educational needs. Limited teaching/learning resources were claimed by 80% of respondent's teachers as a drawback for inclusive education in limited of such materials make difficult for teaching and hence hunder the learning process.

In adequate number of specialist teachers for inclusive education schools is also another challenge faces IE programme in Zanzibar as explained by 60% of teachers involved in the study. Current situation shows that 70% of teachers who teach

inclusive classes work without proper knowledge and skills about inclusive education and the remaining trained teachers have insufficient practical knowledge and skills for teaching learners with special educational needs. Since majority of them (56%) received short seminars of not more than one month.

Learners with special educational needs require additional support in inclusive classes compared to children without special educational needs. Overcrowded classes and high number of period per teacher were blamed by many respondents teachers (76%) to minimize the opportunity of the teachers to devote extra effort and time for learners with SEN and hence fail to give the required support.

Lack of motivation for inclusive education teachers is also a highlighted challenge by 76%. Most trained teachers who pursued certificate course in inclusive education claimed of not being recognized by the Ministry of Education and Vocational Training in Zanzibar since there is no salary increase and other increments based on attainment of the certificates as implemented for other professional certificate course. Lack of this motivational package discourages other teachers to apply for inclusive education trainings and for those trained teachers is demoted from delivering effective teaching to learners with special educational needs.

Other challenges explained were un conducive learning environments (70%) and inappropriate curriculum (70%) for learners with SEN. Most of teachers working for inclusive education programme claimed that the teaching/learning environments and curriculum are inappropriate for students with SEN. The observed condition of the teaching/learning environments shows overcrowded classes and some class furniture

and toilets were not user friendly to learners with SEN and some school have no ramps. With regards to curriculum, the challenge is that teachers were not fully informed with the inclusiveness of curriculum.

#### **4.14 Summary**

It shows that, the inclusive education program in Zanzibar is accepted, the organization, which is supposed to monitor and organize the programme, is now trying to be in place with policy and acts. The school infrastructure is not in place to accommodate all children. More over teachers show negative feeling and their attitudes towards the programme is somehow not ready to mix children with disabilities and others with learning disabilities in one classroom.

#### **4.15 In depth Interview**

Through this method, trained teachers in inclusive education formally called specialist teachers and untrained teachers were interviewed. Fifteen specialist teachers' and thirty five ingrained teachers were involved.

##### **4.15.1 Trained Teachers View on Inclusive Education**

The respondents responded that, they are comfortable to teach in inclusive classes. They supported their answers by saying, “inclusive creates social interaction and remove segregations among the learners”. On top of that, inclusive education helps teachers and pupils without special needs to know the needs.

Furthermore, five respondents said that, it is very difficult to implement inclusive education due to un conducive school environments whereby; the environment is not welcoming for the pupils with special needs. The respondents suggested on having slants/ramps where pupils with different physical disabilities can move with their wheel chairs and try circles to their classes and other places on the school compound/environment smoothly.

#### **4.15.2 Un Trained Teachers View on Inclusive Education**

Twenty (20) respondents argued that, it is possible to teach pupils with special needs and without special needs in the same classroom, since integrating pupils with special needs and without special needs in the same classroom help them to learn from each other. They went on by saying that; inclusive education will be possible if schools have enough teaching and learning materials as well as seminars of refresher course. They suggested that the number of pupils in the classroom should be lowered and the number of periods per week should be reduced.

Ten respondents said that, it is not possible to teach pupils with special needs in inclusive classrooms because pupils with disabilities and other form of SNE (gifted) 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. Actually, pupils with special needs, need special care and attention skills which most of teachers did not possess. For example, pupils with hearing impairment had communication

problems; they used sign language as their means of communication. Most of teachers were unable to communicate with them by using sign language.

On the issue of placing of pupils with different disabilities in inclusive settings, three respondents said that, inclusive education is right placement because it promotes social interaction between pupils with and without special needs, hence removes segregations. While, two respondents advocate that, inclusive education is not right placement for pupils with special needs because there is no proper preparation before introducing programme. Those preparations included environmental modification, provision of teaching and learning materials, training personnel's and funds for running the programme. They suggested that, proper placement for pupils with special needs is special schools or learnt where there are special teachers, special equipment and well modified environment.

Moreover, eight specialist teachers argued that, inclusive education is the best placement for pupils with special needs. They assert that, lack of well-trained personnel and poor infrastructures were among the drawbacks of inclusive education. Therefore, if these two things were rectified all will go smoothly in inclusive setting. They emphasized that; time to conduct inclusive education was not yet ripe/ready. This programme was initiated due to pressure from outsider "respondents claimed. Two respondents argued that, inclusive education was the right placement for pupils with special needs. Things needed are: improvement of school environment and other facilities in order to accommodate all regardless of their strengths and weaknesses.

### **4.15.3 Teachers Classroom Management**

#### **(a) Un Trained Teachers**

From interviews twenty five (25) 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 assisted their fellows with special needs spent a lot of time in helping them instead of concentrating to teachers, therefore they can lose their performance. Ten respondents 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.

#### **(b) Trained Teachers**

From interviews five (5) specialist teachers 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 the classroom. The response from ten respondents revealed that, there was an effect to combine pupils with different categories of special needs in one classroom (inclusive). They contended/said that, it is difficult to make follow up to all pupils during teaching and learning processes.

In order to know whether school administration support inclusive education or not seven respondents argued that school administrators do not support inclusive in terms of fund and materials. Respondents claimed that pupils with special needs, need special teaching aids and assistive devices such as Braille machine learning aids and wheelchairs.

Three respondents said school administration support inclusive education by considering and allowing pupils with special needs 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. A part from that the head teachers allows teachers to attend various seminars, workshops and other activities on inclusive education. Moreover, respondent verified that, the school administration used to talk with parents of the children with special educational needs in order to create awareness on the inclusive education. The finding reveals that, district education office and other stakeholders support inclusive education as follows:

**(a) Support from District Education Office**

Four respondents said that district education officer's support inclusive by paying visits to their schools to see how inclusive education is going on. Eight respondents said that, no financial assistance is given by that office.

**(b) Support from the Ministry of Education and Vocational Training**

All respondents agreed that Ministry officials used to visits their schools and sometimes they cooperate with Zanzibar Association for people with Developmental Disabilities (ZAPDD) in providing seminars to the teachers, on how to assist pupils in inclusive classes.

**(c) Support from other Sources**

All respondents said that, they got assistance from ZAPDD, UNICEF, USAID, and NFU some of the assistance given by this organization includes, conducting seminar and providing fund for improving teaching/learning materials.

**4.16 Focus Group Discussion**

The researcher collected information from groups of children with special education needs and the group of children without special educational needs. These groups in one way or another have information related to the process and practices of inclusive education in Zanzibar. The discussions included 10 children with special educational needs and 10 without special needs in each school. A total of fifty children with special educational needs and fifty children without special educational needs were involved in discussion.

**4.16.1 Learners with Special Educational Needs**

Five different group discussions with student who have special educational needs were conducted. In each group ten participants were involved with different kinds of disabilities (visual/impaired physical, intellectual, hearing, low vision and down syndrome).

**(a) Teachers Perception Towards Children with Special Educational Needs**

Most of learners confirmed that, some teachers have good feeling towards them and show positive attitudes. Some teachers they don't feel well to see us in their classroom learning together with children without disabilities. They said it is a



burden to them and they don't take care of our exercise books and other extra curriculum activities.

**(b) Management**

Some teachers ask questions and participate in their lesson and feel active participants in their work but others they don't ask any questions throughout their lesson and we are passive members in the lesson. Effective inclusive education have three important things these are presence, participation and achievement (periodic report 2014).

Also they said teachers don't have skills and knowledge to support learners with intellectual impairment and hence academically they don't benefit.

**(c) Understanding**

Most of learners confirmed that, they understand their teachers in a low pace. Learners with hearing impairment claimed that they do not understand other teachers who do not use sign languages. On the other hand, learners with developmental disabilities (DD) were identified to be difficult in understanding lesson. This implies that sign language, the use of appropriate teaching aids/material and appropriate pedagogical approaches and Braille are paramount for effective IE teaching/learning process.

**(d) Learning Environment**

According to the group discussion results, the environments for inclusive education (IE) are conducive for both learners with and without special educational needs as schools are easily accessed. These findings were opposite from teachers and observations which claimed that learning environment for learners with SEN were not friendly in most schools. Supporting the claim of conducive environments by these learners is due to their low level of understanding of inclusive education context.

**(e) Sense of Isolation**

The results revealed that learners with SEN feel no sense of isolation in inclusive education classes. The learners with special educational needs and those with health problems acknowledged being assisted by other learners academically and social activities, such as in clarifying topics taught, team working in school activities, mutual assistance in going school and home (normalization of the community) and at sports and recreation.

**(f) Society Views**

Through the discussions on the society views about educating learners with SENs, these students supported that society has satisfactory view to them as the society acknowledges that education is a right based.

**(g) Achievements**

The discussions on the achievements for inclusive education programme to learners with special educational needs and other problems were carried out to get their

views. The results confirmed improvement in basic life skills such as greetings, toilet training, washing, bathing, brushing teeth, counting, singing, ability of reading and writing, establishing good relationship among learners and parents of these children. However, achievement for the inclusive education programme especially for deaf and learners with Cognitive Disabilities (CD) is insufficient. The deaf children claimed that teachers do not put more efforts on them hence resulting to low educational performance.

#### **(h) Challenges**

The discussions revealed several challenges in facilitating inclusive education programme including low understanding rate for the learners, little time for teachers to deal with learners with special educational needs, insufficient number of specialist teachers for inclusive education schools, limited teaching and learning aids, poor vision and hearing ability (due to poor ventilation and light in classrooms). Also schools lack braille technicians and resource rooms.

#### **(i) Recommendations**

The following recommendations were put forwards by the learners with special education needs to improve inclusive education programme:

- (a) Teachers should be well trained
- (b) Adequate teaching/learning resources should be provided to schools implementing IE programme
- (c) More training on sign language should be delivered
- (d) Teachers should be polite to learners with special educational needs
- (e) More classrooms should be built to address the issue of large classes

(f) Teacher should devote more time for students with special educational needs

#### **4.17 Learners without Special Educational Needs**

Five different groups discussions with children without special educational needs were conducted. In each group ten participants were involved. A total of fifty children were involved:

##### **(a) Perception of Learners without Special Educational Needs to Learners with Disability**

These children supported that education is for all; there is no need of segregating, or isolation to learners to learners with SEN, we accept, respect and support them. They are human being and have dignity. To learn together is not a problem.

##### **(b) Environment**

“Environment is not conducive to some learners, particularly those who are wheel chair and try circle users. The infrastructure needs to be improved to fit all learners” they said.

##### **(c) Participation in Lesson**

Teachers who have knowledge and skills in inclusive education ask questions but those who don't have knowledge they don't ask. We help them in their activities, we learn together and we do home work together. Teachers they don't use teaching aids, no tack tile maps for visual impairment they claimed.

**(d) Achievement**

Some learners with SENs they recommended that, their progress is weak but others, visual impairment they do better. More efforts is needed to teachers so that all children are benefited.

**(e) Challenges**

They recommended that, there are a lot of challenges, such as: lack of braille technicians, few teaching resources, overcrowded classes and teachers they lack knowledge and skills of inclusive classrooms setting.

**(f) Recommendations**

For effective implementation of IE practices, teachers should use a lot of teaching/learning materials, sign language and also to make all student active in their lesson. Moreover, those with SENs they need extra time in order to cope with their classmates.

**4.18 Observation Method****4.18.1 Introduction**

A lot of important issues on inclusion in education were observed through seeing and hearing. Through these researchers examined perspectives, feelings and interests of teachers towards inclusive education. Observation was done through interring in the classroom and observing the ways in which teachers interacted with their learners during the teaching learning process. Also the researcher observed interactions of teacher and pupils out side the classroom. Moreover, the researcher observed on the

teachers and pupils interaction during sports and games. School slogans, messages, and pictures outside the classroom were also observed.

#### **4.18.2 Findings From Observation**

Researcher observed that, there was social interaction among the learners in all schools visited, on the other side, the researcher noted that the school environment is not conducive due to poor infrastructure and classes are congested. (It is not good to mix with children who have health problems and chronic illness).

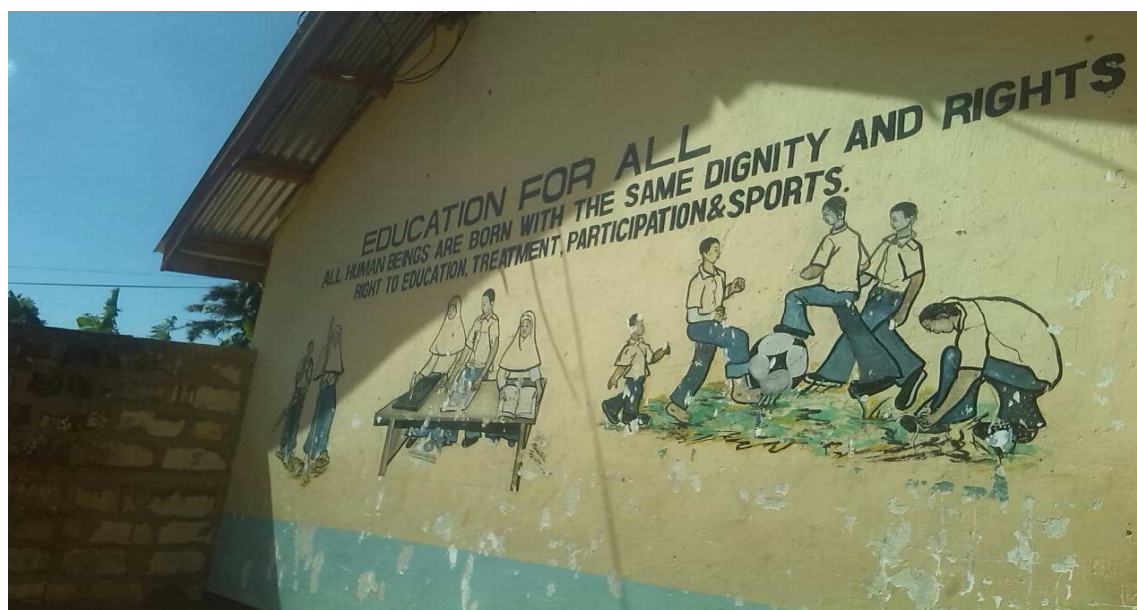
Also the researcher noted that most of teachers who attended special training are working willingly because they sometimes provide remedial lessons to the children with special needs. On the other hand teachers who did not attend special training are not so much willing to assist pupils with special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

Moreover, the researcher observed that, non-specialist teachers from all schools researched, did not pay much attention to pupils with special educational needs because they lacked skills and knowledge especially sign language. In one of the schools researcher observed sitting arrangement, which was semi-circle for the class with more than hundred pupils. This did not allow either the teacher or the pupils to move around to assist each other let alone those with special needs. Another school children with Visual Impairment, Hearing impairment and cognitive disability sit on one desk and no help from their peers.

Furthermore, researcher observed that, non-specialist teachers do not care pupils with special needs during teaching and learning process as a result affect them to poor progress. Out side the classroom some of the observed school lack, slogans, messages and picture indicating inclusion in that school.

Researcher noted that, pupils with special needs are capable of performing well in various activities. One of the most interesting things observed by researcher was that, pupils with disabilities are hard working and hated being segregated from any activity (children with cognitive disability). Toileted were observed too, but in some school were not friendly to all learners and hence push out learners who are wheel chair and try circle users. Also the researcher observed slogans, massages and pitchers in the schools walls which provide awareness on inclusive education practices. (figurer 4.6 to 4.11).

**Figure 4.6: Example of Michakaeni ‘A’ Primary School with Inclusive Education Slogans**



Source: Researcher (2015)





**Figure 4.9: Example of Uwandani Primary School without Inclusive Education Messages and Pictures**



Source: Researcher (2015)



**Figure 4.10: Example of Michakaeni 'A' Primary School with Crowded Classroom**

Source: Researcher (2015)



**Figure 4.11: Example of Michakaeni ‘A’ Primary School with Congested Classroom**

Source: Researcher (2015)

#### **4.18.3 Summary**

Through interview researcher noted that, teachers hold different attitudes towards the provision of inclusive education. Trained teachers in inclusive education have positive attitude towards children with special educational needs but untrained teachers possess negative attitudes. Therefore, the organ, which organize, supervise and monitor IE implementation needs to plan, make good policies, which will support IE implementation in schools. Government should plan to train all teachers in Teacher Training Colleges to have knowledge to support all learners.

#### **4.19 Documentary Review**

The researcher reviewed literatures on inclusive education at international regional and national levels. Deliberate efforts were made to take stock of all locally

available literature and information to document the progress made in the implementation of inclusive education programme in Zanzibar. The following documents were reviewed:

- (a) Zanzibar Educational Policy 2006.
- (b) Inclusive and Learner Friendly Education Policy 2013 (draft).
- (c) Vision 2020.
- (d) Periodic Report on the Implementation of IE Development 2010 – 2013.
- (e) A Report of Feasibility Study on the Inclusion of Pupils/Youth with Special Educational Needs into Regular schools in Zanzibar (2004).
- (f) Journals, Magazine, UNESCO Reports on Implementation of Inclusive Education were also reviewed.
- (g) Pamphlets on Guidelines for Inclusion – Ensuring Access to Education for All.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of the study was to investigate the attitudes of teachers towards the provision of Inclusive Education in Zanzibar. This chapter tries to give the Summary, Conclusion and Recommendation of the study.

#### **5.2 Summary**

Although the study has revealed positive perceptions toward-children with disability and children with Special Educational Needs, the result have made it positive to detect that teachers have the same understanding on inclusive education provision in primary schools. There is a significant difference on their perception to children with special educational needs and the provision of IE in general and so its delivery is not effective despite the fact that, education policy of MoEVT declare that, all children should be enrolled in their home school (including those with disabilities) IE draft policy (2013) put emphasis on this, yet some teachers have negative attitudes towards the provision of IE program. The trained teachers on IE possess positive attitudes and take care and support children with special educational needs and the IE program.

The study also show that the implementation of IE practice is humpered by lack of resources, trained/skilled personal on IE, teaching and learning materials, short time of IE training and may others. Also there is lack of official awareness on special needs children and IE in particular. School community in some school is not friendly

to all children. Now it is time to create a school for all, including disability and young people in education.

### **5.3 Conclusions**

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

This research revealed that, teachers who were supposed to be in the front in educating society to have positive attitudes towards inclusive education themselves had mixed attitudes. Some had positive attitudes while other s had negative attitudes towards inclusive education. Pupils with special educational needs did not enjoy their life at school due to the prevalence of discriminatory attitudes, and unfriendly school environment. Most of teacher with positive attitudes towards inclusive were those who had a training in Special Needs Education most of those with negative attitudes were the ones without that training.

### **5.4 General Recommendations**

In this study, the following recommendations were drawn.

#### **5.4.1 To the Government**

- (a) The government should ensure, on going educational reform and program taking place in the country should consider the needs of the students who are in inclusive schools.

- (b) The government should ensure that those teachers who are involved in teaching inclusive education classes attend the course so as to make them familiar with special needs education.
- (c) The government has to improve supply of teaching and learning materials and other facilities for the inclusive schools.
- (d) The government should consider the needs of the people with disabilities when constructing new infrastructures.

#### **5.4.2 To Non-Government Organization**

- (a) Non-government organizations (NGOs) should increase lobbying and advocacy on policy of special education and that of people with disability
- (b) NGOs should strengthen integration with government and other social partners dealing with disabilities in advocating Special Needs Education.
- (c) NGOs should support provision of education of children with Special Needs in schools.

#### **5.4.3 To the Community**

- (a) Community members should be educated on education of children with special educational needs and that of peoples with disabilities (PWDs)
- (b) Community should support children with special educational needs to have access to recreation, sports and other social issues in their societies.
- (c) Community should support children with special educational needs to have good life in the community and to have the opportunities to the needs.

**5.4.4 To School Administrators**

- (a) They should make sure that there is an effective inclusive education atmosphere at school community and monitor its implementation.
  
- (b) They should motivate teachers in all aspects of life and be free with life pressures and stress.

**5.4.5 To Teachers**

- (a) Teachers should respect, accept and support children with special educational needs in their lesson.
  
- (b) Teachers should include children with special educational needs in sports, school choir and all school activities (they are part and parcel of that community).

**5.4.6 To Parents**

- (a) The parents should do away negative attitudes towards people with disabilities.
- (b) Parents should not stigmatize children with disability.
- (c) The parents should ensure they send their children with disabilities to school.

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**APPENDICES****Appendix 1: Dodoso la Walimu**

Chuo Kikuu Huria cha Tanzania,

P.O box 23409,

Dar es Salaam,

Tanzania.

Mtafiti huyu ni mwanafunzi wa chuo kikuu huria cha Tanzania, ambaye anasoma stashahada ya uzamili katika fani ya ustawi wa jamii. Hivi sasa anafanya utafiti juu ya “Mtazammo wa walimu juu ya utoaji wa elimu mjumuisho katika shule za misingi za wilaya ya Chake-Chake Pemba.

Utafiti huu unafanywa ikiwa kama ni sehemu ya mafunzo. Taarifa zote utakazotoa zitakuwa ni siri na zitatumika kwa madhumuni ya utafiti tu. Hivyo, unaombwa kutoa msaada wako katika kujibu maswali katika dodoso hili.

Ahsante.

### MAELEZO YA MWALIMU

Jinsia;

MKE ( ) MUME( ) UMRI( ) ELIMU ( ) CHEO( )

Sehemu ya kazi, Wilaya ..... Mkoa ( )

Maswali.

1. Mnapokea wanafunzi wenye mahitaji maalumu katika skuli yenu

Ndiyo ( ) Hapana ( )

2. Je; unafundisha darasa la watoto wenye mahitaji maalumu kielimu

Ndiyo ( ) Hapana ( )

3. (a) Je umewahi kupata mafunzo ya elimu mjumuisho?

Ndiyo ( ) Hapana ( ) Sijui ( )

(b) kama jibu la suali namba tatu (a) ni ndiy taja aina ya mafunzo uliyopata?

a) .....

b) .....

c) .....

d) .....

4. Mtaala unaofundishia unatambua juu ya elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

5. Je utaratibu wa mitihani unazingatia watoto wenye mahitaji maalumu ya kielimu?

Ndio ( ) Hapana ( ) Sijui ( )

6. Je sera ya elimu na mafunzo ya awali inatilia mkazo elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

7. Je mnashirikiana na wazazi wa watoto wenye mahitaji?

Ndiyo ( ) Hapana ( )

8. (a) Je kuna utaratibu gani wa kufuatilia maendeleo ya watoto wenye ulemavu na wale wenye mahitaji maalumu ya kielimu?

Upo ( ) Hapana ( )

(b) kama jibu la swali la 8a ni upo. Ainisha njia zinazotumika katika ufuatiliaji huo.

(i) .....

(ii) .....

(iii) .....

(iv) .....

9. Je mazingira ya skuli yanakidhi....kwa wanafunzi wote?

Ndio ( ) Hapana ( )

10. Taja mafanikio yaliyopatikana katika utekelezaji wa elimu mjumuisho.

(i) .....

(ii) .....

(iii) .....

(iv) .....

11. Taja changamoto katika utoaji wa elimu mjumuisho.

(i) .....

(ii) .....

(iii) .....

(iv) .....

12. Toa mapendekezo yako ili kuboresha Elimu Mjumuisho

Ahsante.

**Appendix 2: Focus Group Discussion of School Children with Special Educational Needs**

Chuo Kikuu Huria cha Tanzania,

P.O box 23409,

Dar es Salaam,

Tanzania.

Mtafiti huyu ni mwanafunzi wa chuo kikuu huria cha Tanzania, ambaye anasoma stahahada ya uzamili katika fani ya ustawi wa jamii. Hivi sasa anafanya utafiti juu ya “Mtazammo wa walimu juu ya utoaji wa elimu mjumuisho katika shule za misingi za wilaya ya Chake-Chake Pemba.

Utafiti huu unafanywa ikiwa kama ni sehemu ya mafunzo. Taarifa zote utakazotoa zitakuwa ni siri na zitatumika kwa madhumuni ya utafiti tu. Hivyo, unaombwa kutoa msaada wako katika kujibu maswali katika dodoso hili.

Ahsante.



**Kiongozi cha majadiliano cha vikundi vya watoto wasio na mahitaji maalumu.**

Naomba mjibu maswali yafuatayo:

1. Je mfumo wa utoaji wa elimu wa kuchanganya watoto wenye mahitaji maalumu ya kielimu na wasio na mahitaji maalumu unafaa?

Ndio ( ) Hapana ( )

2. Mazingira ya shule yanakidhi mahitaji ya wanafunzi wa aina zote?

Ndio ( ) Hapana ( )

3. Walimu wanawashirikisha watoto wenye mahitaji maalumu kwenye masomo wanapofundisha?

Ndio ( ) Hapana ( )

4. Faida gani mnazoziona/mnazozipata mnapochanganywa na wanafunzi wenye mahitaji maalumu?

(i) .....

(ii) .....

(iii) .....

(iv) .....

5. Changamoto gani zinawapata mnaposoma na watoto wenye mahitaji maalumu?

(i) .....

(ii) .....

(iii) .....

(iv) .....

6. Nini kifanyike ili elimu inayotolewa iwe bora zaidi?

(i) .....

(ii) .....

(iii) .....

(iv) .....

**Appendix 3: Focus Group Discussion of School Children without Special Educational Needs**

Chuo Kikuu Huria cha Tanzania,  
P.O box 23409,  
Dar es Salaam,  
Tanzania.

Mtafiti huyu ni mwanafunzi wa chuo kikuu huria cha Tanzania, ambaye anasoma stahahada ya uzamili katika fani ya ustawi wa jamii. Hivi sasa anafanya utafiti juu ya “Mtazammo wa walimu juu ya utoaji wa elimu mjumuisho katika shule za misingi za wilaya ya Chake-Chake Pemba.

Utafiti huu unafanywa ikiwa kama ni sehemu ya mafunzo. Taarifa zote utakazotoa zitakuwa ni siri na zitatumika kwa madhumuni ya utafiti tu. Hivyo, unaombwa kutoa msaada wako katika kujibu maswali katika dodoso hili.

Ahsante.

**Kiongozi cha majadiliano cha vikundi vya watoto wwenye mahitaji maalumu ya kielimu.**

Naomba mjibu maswali yafuatayo.

1. Je unawafahamu walimu wenu.

Ndio ( ) Hapana ( )

2. Walimu wanapofundisha wanatumia visaidizi?

Ndio ( ) Hapana ( )

3. Je walimu wanawashirikisha katika somo?

Ndio ( ) Hapana ( )

4. Walimu wanasahihisha kazi zenu?

Ndio ( ) Hapana ( )

5. Mnashirikian na wwenzenu mkiwa darasani na nje ya darasa?

Ndio ( ) Hapana ( )

6. (a) Kuna mabadiliko yoyote yaliyotokea kabla na baada ya kuanza shule?

Ndio ( ) Hapana

(b) kama jibu la swali la 6a. ni ndio. Taja mabadiliko hayo.

(i) .....

(ii) .....

(iii) .....

(iv) .....

7. Je ni mafanikio gani mnayoyaona kwa utaratibu huu wa kusoma na watoto wenzenu wasio na mahitaji maalumu.

(i) .....

(ii) .....

(iii) .....

(iv) .....

8. Changamoto gani mnapambana nazo pindi mnapokuwa shuleni?

(i) .....

(ii) .....

(iii) .....

(iv) .....

9. Je wizara ya elimu inafanya hatua gani ili kuboresha utoaji wa elimu mjumuisho?

(i) .....

(ii) .....

(iii) .....

(iv) .....

**Appendix 4: Questionnaire for Educational Officers**

Chuo Kikuu Huria Cha Tanzania,

P.O Box 23409,

Dar es Salaam,

Tanzania.

Mtafiti huyu ni mwanafunzi wa chuo kikuu huria cha Tanzania, ambaye anasoma stahhada ya uzamili katika fani ya ustawi wa jamii. Hivi sasa anafanya utafiti juu ya “mtazamo wa walimu juu ya utoaji wa elimu mjumuisho katika shule za msingi za wilaya ya Chake-Chake Pemba”.

Utafiti huu unafanywa ikiwa kama ni sehemu ya mafunzo. Taarifa zote utakazotoa zitakuwa ni siri na zitatumika kwa madhumuni ya utafiti tu. Hivyo, unaombwa kutoa msaada wako katika kujibu maswali katika dodoso hili.

Ahsante.

**DODOSO LA MAFISA WA ELIMU****MAELEZO BINAFSI**

Jinsia;

MKE (     )                      MUME        (     )                      UMRI (     )

ELIMU (     )                      CHEO        (     )

Sehemu ya kazi; wilaya ..... Mkoa.....

MASWALI.

WEKA ALAMA YA VYEMA KATIKA JIBU UNALOONA NI SAHIHI.

(NDIO/HAPANA/SIJUI)

1. Je wizara ya elimu na mafunzo ya awali inatoa mafunzo ya elimu mjumuisho  
kwa walimu?

Ndio        (     )                      Hapana        (     )                      Sijui        (     )

2. Je walimu wangapi wamepata mafunzo ya elimu mjumuisho katika wilaya ya  
Chake-Chake Pemba?

Ndio        (     )                      Hapana        (     )                      Sijui        (     )

3. Ni skuli ngapi zinatoa mafunzo ya elimu mjumuisho katika wilaya ya Chake-  
Chake Pemba?

Skuli        (     )

4. Je; Vyuo vya ualimu vinatoa mafunzo ya elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

5. Je; Mafunzo yanayotolewa kwa walimu vyuoni yanakidhi mahitaji ya elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

6. Je; Wizara ya elimu na mafunzo ya awali imetayarisha na kutekeleza mitaala ya elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

7. Je; Sera ya elimu na mafunzo ya awali imeainisha na kutilia mkazo suala la elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

8. Je; Wizara ya elimu na mafunzo ya awali inawashirikisha wadau wengine katika utoaji w elimu mjumuisho?

Ndio ( ) Hapana ( ) Sijui ( )

9. Kama jibu la swali la 8 ni ndio. Tafadhali wataje wadau hao.

(a) .....

(b) .....

(c) .....

(d) .....

10. Je; Mazingira ya skuli zetu yanafikika kwa wanafunzi wote?

Ndio ( ) Hapana ( ) Sijui ( )



11. Ni mafanikio gani yamepatikana kaika utekelezaji wa mpango mzima wa elimu

mjumuisho?

(i) .....

(ii) .....

(iii) .....

(iv) .....

12. Ni changamoto gani/zipi zinazowakabili walimu katika utoaji wa elimu

mjumuisho?

(i) .....

(ii) .....

(iii) .....

(iv) .....

13. Toa mapendekezo yako katika kuboresha mpango wa utoaji wa elimu

mjumuisho.

(i) .....

(ii) .....

(iii) .....

(iv) .....

Ahsante.

**APPENDIX 5: OBSERVATION CHECK LIST (HADIDI REJEA)**

Orodha ya mambo yaliyo angaliwa katika shule.

1. Maziingira ya shule
2. Njia za ufundishaji
3. Vifaa vya kufundishia
4. Tabia za wanafunzi
5. Tabia za walimu kwa wanafunzi wenye mahitaji maalum ya kimasomo
6. Ushirikishwaji wa wanafunzi wenye ulemavu katika vipindi vya masomo
7. Picha katika kuta za shule zinazo shajiisha elimu mjumuhisho
8. Ushirikiano wa wanafunzi wenye ulemavu na wasio na walemavu

**Ahsante**