

**CHALLENGES FACING CHILDREN WITH VISUAL IMPAIREMENT IN
ACCESSING INCLUSIVE PRIMARY EDUCATION: A CASE OF UHURU
MCHANGANYIKO PRIMARY SCHOOL,DAR ES SALAAM, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARRTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THEDEGREE OF MASTER OF SOCIAL WORK
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CERTIFICATION

The undersigned certifies that he has read the entire work and hereby recommends for the acceptance by Open University of Tanzania a dissertation titled “**Challenges Facing Children with Visual Impairment in Accessing Inclusive Primary Education: A Case of Uhuru Mchanganyiko Primary School, Dar es Salaam, Tanzania**” in partial fulfillment of the requirements for the Degree of Master in Social Work of the Open University of Tanzania.

.....

Dr. Simon Waane

(Supervisor)

.....

Date

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DECLARATION

I, **Leticia Wilson**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree.

.....

Signature

.....

Date

DEDICATION

This dissertation is affectionately dedicated to the multitude of social and community workers who work hard in enabling society to overcome social problems. I also dedicated it to my beloved family and especially my lovely sister Lilian Wilson, whose support and encouragement which have contributed to my success and progress in this academic level.

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ABSTRACT

This study was intended to assess the challenges facing children with visual impairment in accessing inclusive primary education. The study was to identify if the physical infrastructure at UhuruMchanganyiko Primary School, Ilala Municipality, Dar es Salaam region are friendly visually impaired students. Furthermore, the study investigated the social-economic and cultural profile (labeling, perception, and behaviour) of the student with visual impairment at the study area. The study adopted the descriptive design in order to describe the characteristics of a particular individual, or of a group, and determine different groups of population that could give information on challenges facing children with visual impairment. The study has revealed that 58% of students were not familiar of the physical infrastructure followed by 42% of the respondents are familiar with the physical infrastructure at UhuruMchanganyiko and only 26% of visually impaired students can use studying machines at the same time. In addition, 74% of the students socialize with other students, 72% of the students socialize at school, mostly with their fellow visually impaired students. The remaining percentage (28%) do not socialize because of their negative attitudes, as they feel neglected, not fit with other, and stigmatization. The study concluded that, the situation shows that there are limited or lacking of special treatments in terms of special supportive facilities to the disabled students in facilitating them to acquire education which is easily obtained by students who are not disabled. Furthermore, appropriate use of studying machines or in Braille is necessary to help student with visual disability to acquire primary education. The Social Welfare Department should increase budget to education needs for persons with disability such as literacy programmes and special education.

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LIST OF ABBREVIATIONS

CBR	Community Based Rehabilitation
CHAT	Cultural Historical Activity Theory
CWDs	Children with Disabilities
EARS	Education Assessment Resource Services
EBG	Educational Block Grants
EFA	Education For All
FGD	Focus Group Discussions
IDEA	Individuals with Disability Education Act
MSW	Ministry of Social Welfare
NPE	National Policy on Education
NRCI	National Resource Centre for Inclusion
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Program
PPS	Personalized Schooling Project
SNE	Special Needs Education
SPSS	Statistics Package for Social Science
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education in Tanzania
URT	United Republic of Tanzania
WCEFA	World Conference on Education for All
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an important investment that a country can make. Similarly, enhancing accessibility to educational services is essential for the development of a nation (World Bank, 1993). Education positively affects socio-economic behaviour such as productivity, living standards, health and demographic characteristics of any population (Okech (1993). Likewise, it opens infinity of possibilities for society that would otherwise be denied, namely; a better chance to lead healthy and productive lives, building strong and nurturing families, participating fully in civic affairs of their communities, moulding morals and value creating culture and shaping history. It is a solid foundation for progress and sustainable development, an inherent human rights and critical step towards dismantling the gender discrimination that threatens all other rights catalyzing freedom and democracy within borders and extending its reach as an agent of international peace and security (UNICEF, 2000). It's therefore, societal obligations to make the provision of education to all people according to the nature of their individual's needs and capacity.

The vitality of education to society was supported more by the United Nations Declaration proclaiming the right to education for all in 1948, subsequent to that, education ministers of African region met in Addis Ababa in 1961 and resolved that there should be Universal Primary Education (UPE) and the eradication of illiteracy in Africa within twenty years (UNESCO, 1961). Unfortunately, the serious political and economic setbacks in Africa of the time deterred the implementation of the

Addis Ababa Proclamation in the 1970s and 1980s. This caused deterioration of education in many Third World Countries.

This view of need of right of education is reaffirmed further, by the principle that education for all is a societal objective, which cannot be allowed to shape its course according to market mechanisms and that it is in effect a target, which can be achieved only through the united efforts of partners in all schools. (UNESCO (1990).The ratification of the Education For All (EFA) by Tanzania policy, (Ministry of Educational and Sports 2000) and backed up by the proceeding United Nations Education Scientific Cultural Fund (UNESCO) report in 1998, which stated that the best way to deal with Children With Disabilities (CWD) was not putting them in special schools where they are segregated, but to provide for them in the general community where they are expected to take their places in adulthood. It's because of the significance of education, which explains why nations worldwide allocate a lot of their resources even to the disabled.

In Tanzania, the success of provision of inclusive education depends on the quality of teaching in an inclusive school. Students with special needs education face a lot of problems in most of the primary schools in Tanzania. Their being at inclusive schools is not well recognized and their needs are not well known. Equal and quality education is the right of every child who attend school. Provision of education should be equal to all children regardless of their different abilities.

According to Tungaraza (2010), Tanzania is at present offering primary education for some students with different disabilities including visual impairment, hearing

impairments, mental retardation, physical impairments, autism and multiple disabilities in both special and integrated schools. Tanzania as a member of the international community has signed and ratified various International declarations that work towards equality in all ways of life, education being one of them. It ratified the Salamanca Statement in 1994, a declaration that emphasizes on the need to provide basic education to children with special needs (Krohn, 2008). It signed the Convention on the Rights of the Child (UNICEF) in 1989 and ratified it in 1991, UN Convention on the rights of the child (2007).

In implementing this, Tanzania's parliament in November 6, 2009 passed a bill known as "The Law of the Children Act 2009". This law provides the legal framework through which the rights of country's children can be protected. In November 2009 Tanzania ratified the UN Convention on the Rights of Persons with Disabilities (UN Treaty series, 2008). Even though Tanzania has been launching some programmes on inclusion there are still some problems, which face teachers on how to help the children with disability towards quality education in the classroom situation. For example, one of the problems, which are serious according to Tanzanian Human Rights Report (2011) is insufficient or lack of necessary facilities to enhance their learning.

To put it in context, Tanzania is among the third world countries, which lag behind in implementing inclusive education in primary schools. Despite the government efforts of putting budget for capacity building for inclusion to teachers, buying teaching aids, books, teaching and learning materials and other equipment, teachers still face a lot of challenges in the implementation of inclusion. In order to ensure that inclusive

education takes place there are many things to be considered. Msuya (2005) suggests that, necessary facilities like teaching and learning materials, equipment and some environmental settings that are important for children with special needs should be considered in an inclusive context.

These facilities includes items like Braille materials, audio and visual devices, various teaching aids, mobility equipment like white cane for the blind, wheel chair for the physically challenged ones, special classroom designs and toilets. Mmbaga (2002) argues that inclusive education needs to be part of the whole school equal opportunity policy; in this case children with learning difficulties, girls' and boys' learning needs would be incorporated into the curriculum and the school-learning environment. At a society level inclusion touches on questions of citizenship and politics of difference, that is, minority groups, gender differences, ethnicity and linguistic. In line with this Mmbaga (2002) discusses that, "The previous studies in Tanzania have confirmed that children experiencing learning difficulties are present in schools, and have speculated that they are not learning. Children with learning difficulties between 2 and 5 percent finish the official seven years of primary education without having attained the basic skills of reading, writing and arithmetic".

Numerous efforts have been made to provide education for children with visual impairment and other children with different disabilities since the 1922s where by the British Empire Society for the Blind, presently known as Sight Savers was founded which led to the construction of the school for the blind in Dar es Salaam called UhuruMchanganyiko Primary School in 1922.

However, policy makers tend to ignore this by saying it is too expensive to accommodate the children with learning difficulties. The result was that, a large part of the population has been denied equal opportunities and full participation in development activities. This is segregation and it is against the constitution of Tanzania and there should be a change of attitude so that implementation of inclusive education in primary schools in Tanzania can be undertaken.

The reason behind selecting this title “assessment of the challenges facing children with visual impairment in accessing inclusive primary education” was to find out the challenges that the visually impaired face in accessing inclusive education at Uhuru Mchanganyiko Primary School in Ilala, Dar es Salaam. The challenges to accessing of inclusion education could be a result of school organization, culture and policies, relationships and approaches to teaching and learning. However, this goes beyond the school boundaries and, to the community. Inclusive education needs to be given priority so that we have no discrimination in schools. The right to education is not just for some; it is for all human beings regardless of their capabilities.

1.2 Statement of the Problem

Visual impairment is a condition that ranges from absence of sight to the partially sighted. Thus, the two main groups of visually disabled children are; the Blind and the Low Vision children. Visual loss affects the individual's daily life activities in acquiring various social opportunities and services (Lewis, 1987; Holbrook, 1996).

Although there have been several international and national pronouncements like The Education For All convention of 1991, United Nations International Children's

Education Fund (UNICEF, 2000), Universal Primary Education (UPE) through establishment of Education Assessment Resource Services (EARS) in 2001 in Tanzania to promote education for all people, there are still unmet expectations of some social groups. Out of these efforts, the disabled children were expected to meaningfully gain access to their special needs so as to acquire education service. However, the clear picture observed from the schools, which have children with visual impairment reveals that the targets set out by the conventions and policies have been lowly met.

The visually impaired students face specific challenges of different aspects, which bar them from acquiring the opportunities for full social life, including education among others. This study, therefore, sets out to examine in details these specific challenges faced by visual impaired students, using Uhuru Mchanganyiko as a case study since it gives a comparative analysis because it has both normal and disabled students.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the challenges facing children with visual impairment in accessing inclusive primary education.

1.3.2 Specific Objectives

- (i) To determine the social-economic and cultural profile (labeling, perception, and behaviour) of students with visual impairment at Uhuru Mchanganyiko Primary School.

- (ii) To assess the available infrastructures and learning resources for the visually impaired children at Uhuru Mchanganyiko Primary School.

1.4 Research Questions

- (i) To what extent do social, economic, and cultural backgrounds affect children with visual impairment in accessing education in inclusive primary schools?
- (ii) Are the available physical infrastructures and learning resources adequate for the visually impaired students?

1.5 Significance of the Study

This study has added knowledge on the challenges of accessing inclusive primary education services by Children with visual impairment. Likewise, the findings from the study can be used by the educational planners as a reference into their developmental plans to address the gaps in educational provisioning. Furthermore, it shall be of interest to all public and private educational providers that are involved in ensuring equal opportunities especially to children with disabilities in Tanzania. The study has generated information that can be used in the current advocacy and lobbying activities taken by various stakeholders that aim at improving the study conditions of Children with visual impairment.

1.6 Conceptual Framework

The possible factors contributing to the children with visual impairment to find difficulties in accessing education are stigmatization, family conflict, absolute poverty, separation, negative attitude, lack of awareness, culture, community, and family violence.

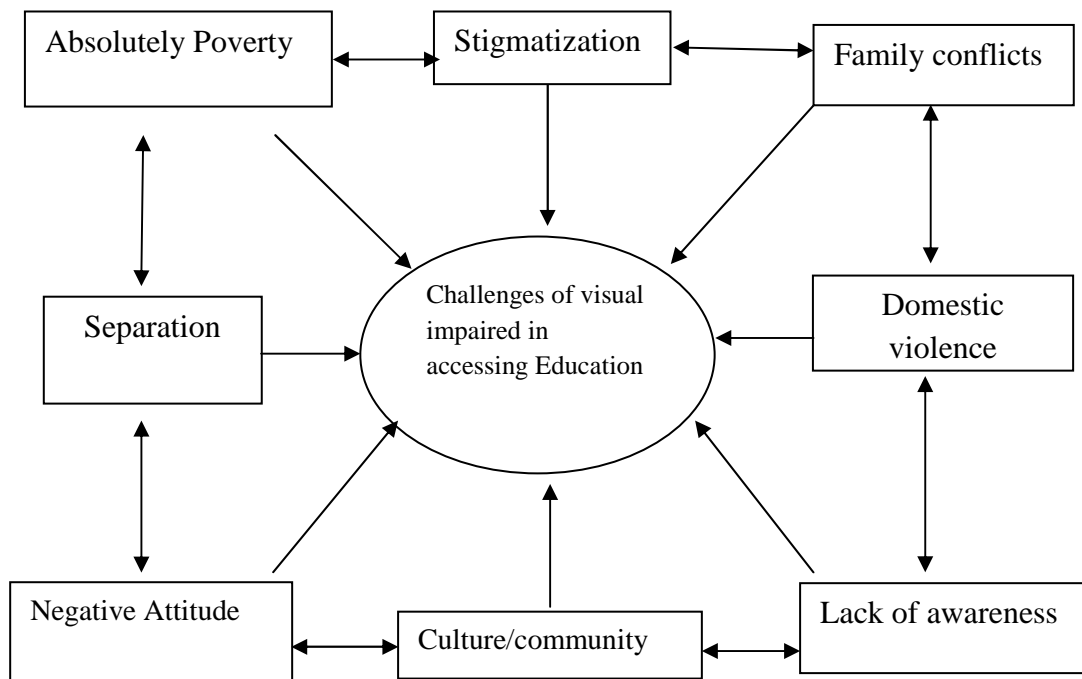


Figure 1.1: The Factors that Might Contribute to Challenges to Children with Visual Impairment not to Accessing Inclusive Primary Education

Source: Field Survey (2015)

1.6.1 Definition of Terms Used in Conceptual Framework

1. Absolutely Poverty

The term “absolute poverty” generally refers to a specific income threshold or a fixed amount, below which individuals are unable to meet basic needs. By international standards, it is a “state in which a family earns less than a minimum amount of income typically US\$1.25 per day per person in low-income countries”(Africa Check, 2014).

Absolute poverty refers to a condition where a person does not have the minimum amount of income needed to meet the minimum requirements for one or more basic living needs over an extended period of time. This includes things like clean and safe water, quality and healthy food, quality and safely shelter and quality education.

(ii) *Culture /Community*

Culture is a common behavior of society. Whereas Community is a place where people living together they share their common interest including language, geographical location and their common culture.

(iii) *Domestic Violence*

Is an inflicting force within the family, which is usually perpetuated by the parents and ends up with the children within the family being beaten, neglected and abused physically and emotionally.

(iv) *Family Conflict*

Is a misunderstanding between father and mother, which may involve the children and may lead to conflict?

(v) *Separation*

Refer to disintegration of the family whereby the father and mother of the children live independent of family unit at home. Couples are deciding to remain separated, rather than divorce even after they know their marriages are fractured beyond repair (Landers, 2014).

(vi) *Stigmatization*

Stigma which is normal socially is when people have negative beliefs, views or attitudes about individuals that belong to a certain group or who differs from their cultural norms. Often the result of stigma is discrimination such as excluding people with disabilities or mental health issues from experiences and activities that are open to other people.

(vii) Lack of Awareness

It's a tendency where people perceive a behavior as mean when there was no intention to be hurtful. Instead, the behavior may be due to lack of skills, a lack of knowledge or a lack of awareness.

(viii) Negative Attitude

Negative Attitude limiting beliefs. The main cause of negative attitude is wrong beliefs about life or certain aspects of it. You see the life through your beliefs and if your beliefs are negative, you will see your life as unhappy or downright pointless.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter endeavors to discuss and analyze other similar studies who studied and where it was conducted, what results were found, helps analyze the problem using theoretical insight as well as passing policies issues which shows how the problem manifested itself in different socio-cultural contexts. It clarifies on issues through comparison and answering certain research questions.

2.2 Definition of Terms and Concepts

2.2.1 Inclusive Education

Inclusive education is a system where all learners have the right to attend the neighbourhood school, which is important for social reasons. In inclusive education all teachers are responsible for the education of all students and the curriculum is adapted to cope with this diversity (Lomofsky& Lazarus, 2001). For the purpose of this study inclusive education refers to a school system where all students with visual impairment receive their education together with their non-disabled peers.

2.2.2 Special Educational Needs or Special Needs

Learning needs arise from intrinsic factors, such as disabilities, and extrinsic factors, such as social, systemic or financial factors (Swart, 2004). For the purpose of these study special educational needs refers to the needs of students with visual impairment who experience special needs because of their loss of vision.

2.2.3 Impairment

Goodley (2001) defines impairment as the lacking of a part of or all of a limb, or having a defective limb organism of the body. For the purpose of this study, impairment refers to the students who struggle to fully participate in a classroom because of their loss of vision.

2.2.4 Blindness

Blindness has been differently defined from one study to another (Scheiman, et al., (2007). World Health Organization (WHO) defines blindness as the inability to see (WHO, According to Kirk et al., (2009) blindness is a situation when a child cannot use vision for learning yet she or she can respond to light and darkness and can have some visual imagery in some instances. For the purpose of this study, blindness refers these children who are blind use their tactile or auditory senses as their primary learning channels.

2.2.5 Low Vision

According to the international standard of classification as proposed by World Health Organization (WHO) Low vision is when the measurement is worse than 20/60 in the better eye with best correction (Randall T.J. (ed.) (2004), Scheiman M. et al (2007). Low vision is the loss of eyesight that makes the accomplishment of visual tasks difficulty. However with aid, children with low vision can use their visual sense for learning (Kirk, et al., (2009).

2.2.6 Child

According to the Law of the Child Act (2009), which applies in Tanzania Mainland, “a child is any person below the age of 18 years”. The UN Convention on the Rights

of the Child states that a child “means every human being below the age of eighteen years unless, under the law applicable to the child. According to the African Charter on the Rights and Welfare of the Child (1999), Article 2 defined child “as every human being below the age of 18 years.”

2.3 Theoretical Literature Review

This study discusses Radical Feminist Theory, Family System Theory and Attachment Theory. The three theories touch on family behavior, environment, various social groups and communities.

2.3.1 The Radical Feminist Theory

The Radical Feminist Theory shows how the patriarchy uses power to dominate others in the family; such as the mother of children and children. The family domination influences the issues within the family. The Radical Feminist Theory, states that “patriarchy is causal to oppression and victimization of women (Solomon, 1992).

This study examined the extent to which male and female children have equal rights to participate in the family issues; it examined if they share equal welfare rights including right of accessing education, health, rights of decision making and rights of freedom of speech to all. This study focused on how the father being a household manager contributes to children with visual disability to face challenges according to the power that he holds as a father in the house. Parents, especially a father, have powers that they exercise over the whole family including the mother of children within the household.

2.3.2 Attachment Theory

The Attachment Theory assumes that a human behaviour is a result of how the parents nurture the children whereby the children develop love and trust in the people. In the absence of cordial relationships within the family, the children lost trust, love and attachment to the family and communities; and go astray to embrace unwholesome behaviour and such as drug and substance abuse and petty thefts.

Erickson as quoted by Diane (2013) described an attachment theorist as a person who believes that “human development behaviours are a result of how the caregivers nurture them. “The attachment is the one, which bring the love and affection to the children within the families. Negligence of the child inculcates in the child a feeling; beliefs and thoughts that the world is not a good place to live and therefore mistrusts the people who are around him/her. The children see the people around as harsh and often are there to abuse and harm him or her.

Lack of attachment precipitate problems; and neglect leads to failure of the children getting their basic need such as clothes, shelter and foods, which thereby becomes part of challenge to the children. In addition, this attachment and psychological crisis has also been noted by McLeod (2008). Erikson's first psychosocial crisis occurs during the first year or so of life (like Freud's oral stage of psychosexual development). The crisis is one of trust vs. mistrust. During this stage the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty the infant looks towards their primary caregiver for stability and consistency of care. If the care the infant receives is consistent, predictable and reliable they will develop

a sense of trust, which they will carry to other relationships, and they will be able to feel secure even when threatened.

Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there for support. Failing to acquire the virtue of hope will lead to the development of fear. For example, if the care has been harsh or inconsistent, unpredictable and unreliable then the infant will develop a sense of mistrust and will not have confidence in the world around them or in their abilities to influence events. This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

2.3.3 Family System Theory

The Family System Theory reflects the relationship and interdependency within the family and not isolation, which lead to neglect and stigma, which can lead also to be challenge. The Family System Theory states that “the actions of a family member cannot be understood in isolation. The family comprised by the father, mother and children; sometimes the extended family includes grandparents, aunts and the uncles.

Therefore in the family system there is a hierarchy, which sometimes interferes the family system. The family hierarchy comes due to family composition, which includes grandparents, father, mother and children. Therefore the decision made at the top should be followed by all members of the family and always the decision is influenced by the cultural background of the family (Friedman, 2010).

2.4 Empirical Literature Review

The following empirical review draws out the experience in regards to acquiring education for the special groups from both developed and developing countries.

2.4.1 Special Education in France

The study conducted by the European Union (2012) shows that France as among of many countries around the world providing good services to her people whereby in 'Schooling for learners with visual impairment including other disabled students like physical and mental disorder. The student's schooling takes place mainly in a mainstream educational environment. Actual schooling can be complemented by the specialist team of a specialized education and home care service, which can combine access to care and the right to schooling within the school environment, from primary to secondary level, Individual schooling at primary and secondary levels. This consists of enrolling one or more learners with disabilities in a mainstream class. Individual schooling is the primary goal at all levels. Regardless of whether it is on a part-time or full-time basis, hosting conditions must be adapted within the framework of the personalized schooling project.

A multi-disciplinary team develops the personalized schooling project (PPS), based on the information gathered during the assessment, particularly from the educational team or the schooling monitoring team. Once developed, the project is submitted to the Commission for the Rights and Autonomy of People with Disabilities (CDAPH). The PPS is an aspect of the Personalized Compensation Plan. The PPS 'proposes methods for educational pursuit, coordinated with measures to support it shown in the compensation plan' (Article L 112-2 of the Code of Education). It 'defines how

the schooling takes place, along with pedagogical, psychological, educational, social, medical and paramedical actions to meet the special needs of students with disabilities' (Article D 351-5 of the Code of Education).

In particular, the PPS allows a 'programme adapted to learning objectives', as provided for by Circular 2006-126 of 17 August 2006, to be set up for students in a mainstream school setting. The personalized schooling project (PPS) provides the framework for the schooling of the learner with disabilities including visual impairment. It ensures the coherence and quality of accompanying measures and necessary assistance based on a global evaluation of the situation and the learner's needs: therapeutic or re-educational accompaniment, assignment of a school career or appropriate teaching materials, or assistance to the teaching team via a school assistance post.

Each school career should be closely monitored, especially during the transitional phases between education levels: nursery school, primary school, lower-secondary school, upper-secondary school and vocational training school. The same applies for baccalaureate access and preparation for higher education. Students with visual impairment provided with a reference teacher, who follows up their progress throughout their school career. All of those involved in the education process (parents, teachers, and various other stakeholders) must be able to clearly identify the reference teacher and be able to contact them.

Students can be accompanied by a school career, which is one of the compensation tools provided for by the Commission for the Rights and Autonomy of People with

Disabilities (Circular no. 2003-093 of 11 June 2003, on the accompaniment by a school career for children or adolescents with a disability or disabling health problem).

2.4.2 Special Education in South Africa

A research done by Makgetlaneng (2000) showed that South Africa had embarked on a radical restructuring programme of its entire education system, with the aim of removing barriers to learning and ending the deep divisions created by generations of apartheid. The inclusion of children with disabilities has been built into the foundations of this policy and is beginning to be implemented, despite limited resources.

Barriers to learning and participation identified by the government include poverty and under-development, lack of access to basic services, factors putting children at risk, such as physical, social, emotional and sexual abuse, HIV/AIDS, political violence, inaccessible and unsafe physical environments, absence of support services, lack of parental recognition of disability, domestic violence, substance abuse and teenage pregnancy. In one of the project sites (Kwazulu Natal Province), 222 of the 701 schools were without water, 384 without power, 400 without telephones; 124 out of 184 secondary schools did not have a library.

Disabled children are therefore one of many groups of marginalized children who need to be much more fully included in schools and in society. Project schools prioritized the need to break down barriers between home and school, to prevent drug and sexual abuse and teenage pregnancy and to identify and support children

with learning difficulties at an early stage. South Africa is also launching a new national curriculum, which has been planned to promote access to the curriculum for all children.

In one of the development areas (Kwazulu-Natal) the Department of Health and an NGO began an inclusive education programme but this was not sustained because of lack of involvement from the Ministry of Education. In the second area (Gauteng), eight schools and two Early Child Care Centres were involved, including two schools previously restricted to white children who opened their doors to all local children, including some with Down Syndrome. Schools in both areas were well supported by their own parents and by the local community - in one school, 600 parents attended parents' meetings twice a year and raised funds for building and equipment.

2.4.3 Special Education in Bangladesh

Education in Bangladesh is coordinated by two main ministries: the Ministry of Primary and Mass Education, MOPME (up to grade 5) and the Ministry of Education, MOE (post-primary) (BRAC, 2010). It is noteworthy that CWD are governed under the Ministry of Social Welfare (MSW) rather than either education ministry suggesting that an equal right to an education does not yet exist and that CWD are viewed as 'ineducatable' (Asim, 2011; Miles & Singal, 2010). Furthermore the MSW's vision statement is to "create a better life in all Bangladesh by providing social welfare, protection, empowerment and development for the poor and vulnerable" (MSW, n.d.). The language of 'poor and vulnerable' may further suggest that this population is considered inferior.

The reality in Bangladesh is that the vast majority of primary school-aged children with disabilities, 96% of the estimated 1.6 million, do not attend an educational programme (Ackerman et al., 2005; DRWG, 2009; NFOWD, 2009; cited in Ahmmed et al., 2012). Contributions to the low enrolment rate of CWD, within an inequitable education system, include a lack of several factors: adequately trained teachers, informed and proactive parents, accessible and accommodating schools, a flexible curriculum, and disability awareness (DRWG, 2009; UNECSO, 2002).

It has been suggested that many CWD, including those with mild and moderate impairments, would benefit from inclusive schools with simple interventions (Croft, 2010; Kibria, 2005). DRWG (2009) posits that with better coordination at the ministerial level, 70% of the CWD out of school could be educated in an inclusive education programme, whereas the remaining 30% of students would benefit from more specialized education supports. Political will is required to address disability rights, including a right to an education, in order to become a reality and to advance the agenda for inclusive education (Eleweke and Rodda, 2002; Meekosha and Soldatic, 2011).

Inclusive education is in its infancy in Bangladesh and it has been found that Bangladeshi CWD have few options for public school education (Ahmmed et al., 2012; Ahuja and Ibrahim, 2006). Although primary education is considered compulsory to grade 5, it does not appear to be prioritised for CWD as it is estimated that fewer than 1,500 CWD have access to state-run special schools that cater to specific disabilities (Ackerman et al., 2005; ILDO, 2010). Morpeth and Creed (2012) argue that in order to create a more equitable system, governments in South Asia

have to continue with education reform of the public system and be open to diverse education service providers. In Bangladesh it has been found that the vast majority of opportunities for inclusive education are provided by either non-governmental organisations (NGOs) or private institutions, as these schools are often better prepared to create inclusive classrooms with the use of child-friendly teaching methods (Zaman and Munir, n.d.).

The ministry of social welfare proved the education programme statistics for the students with disability as; 5 special primary schools for visual disabilities, 5 special primary schools for hearing and speech disabilities, 2 special primary schools and vocational training centres for physical disabilities, 2 special primary schools vocational training centers for intellectual disabilities.

In developing countries, educational policy for Children with different disabilities is typically based on one of three approaches: “charity/welfare, rights and equity, and utility” (societal benefit and/or educational efficiency) (Bines and Lei, 2011, p.420). Disability is commonly associated with charity and welfare rather than human rights (DRWG, 2009). The traditional model of special schools was founded on a philosophy of charity to help the needy (Bines and Lei, 2011). Another charitable consideration is the Islamic view that disability is a form of disadvantage and society has a responsibility to help to improve the predicament (Bazna and Hatab, 2005). Shifting towards a rights-based approach is a newer concept to replace charitable service-delivery reframing people with disabilities as fundamentally people first and therefore entitled to the same rights (DRWG, 2009). It also requires recognition and

respect of these rights, choices, and perspectives (UNICEF, 2013). Although the Bangladesh government is moving beyond a charitable model of service, prioritising these children in the national education planning needs to be addressed.

2.4.4 Special Education in Uganda

A research done by Najjingo (2004), in Uganda called the National School Mapping Census of 1999 reported a total of 150,559 children with disabilities attending primary schools - 40,972 with hearing impairments, 28,668 with visual impairments, 42,325 with intellectual disabilities and 38,624 with physical and motor disabilities. This was 2.3% of the total population of 6.5 million children registered at primary school - a figure which compares favourably with many other countries. The research found out that the needs of new groups of children identified were beginning to be addressed – e.g. those with autism, deaf-blindness and cerebral palsy.

This commitment to universal primary education (UPE) has been made within the framework of the United Nations Education for All initiative, first launched at Jomtien, Thailand in 1990 and re-affirmed and strengthened by the Salamanca (1994) and Dakar (2000) Declaration and Framework for Action (UNESCO 2000) and by the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (United Nations 1993). Uganda was also one of the first countries to apply for debt relief under the UN Heavily Indebted Poor Countries Initiative, in return for a commitment to invest the money thus saved in health and education. In addition, several international NGOs have entered into partnership agreements and grants have been provided by the World Bank, the African Development Bank, the European Union, the UN Development Programme and UNICEF.

The government took a number of steps to ensure that the needs of disabled children were given priority, in line with national legislation. For example, a Department of Special Needs Education and Careers Guidance has been created within the Ministry of Education and Sports; each of the 45 administrative districts has at least one staff member who is responsible for ensuring that disabled children are admitted to school and do not drop out prematurely. The Uganda National Institute of Special Education (UNISE) in Makerere University, Kampala is developing teacher training programmes at every level in line with the government's commitment to Education for All and offers support to the 45 district services (unise@imul.com).

The Ugandan authorities are very open about their difficulties in implementing the new legislation but are clearly determined to do so. For example, many people are unaware of the new policies - not only families but government officials and some of the major disability organizations themselves. Increasing numbers of children emigrate from rural areas to the cities, where they swell the ranks of street children; HIV/AIDS creates tens of thousands of orphans or families headed by children. Many poor parents have reservations about the relevance of education for their children, particularly in the case of girls. 53% of adult women and 27% of men are illiterate. Reform of the school curriculum is a slow process.

2.4.5 Special Education in Tanzania

A research conducted by Danda (2009) on early detection, identification and intervention are essential for children with disabilities to reach their full intellectual, social, emotional and physical potential. Parents of children with disabilities in many cases need support from child-care, education and health professionals, as many feel

insecure when raising a child with a disability. Parents should be encouraged to look at their children first and foremost as children, learning to discover and value their abilities, rather than focusing on the disabilities. They should be empowered to trust their instincts as parents, while they also may need to learn some basic techniques and skills in order to better communicate with their children and support them in their development, (<http://www.ibe.unesco.org/>).

During the past decade, Tanzania has made major advances in improving access to Basic Education. The Education Sector Reviews of 2006 and 2007 recorded significant achievements in enrolment, school infrastructure and the provision of teaching and learning materials. However, such increase hardly materialized for learners with disabilities and other vulnerable learners, and drop-out and repetition rates remained high. There is an observed tension between quantity and quality in education whereby quantity has been prioritized over quality.

Inclusive education, in its essence, is concerned with providing appropriate responses to a range of learning needs in formal and non-formal education settings. It is an approach that attempts to transform the education system in such a way that the diversity of learner population and learning characteristics can be addressed and responded to in a unified system. Therefore, inclusive education goes beyond the issue of placement of certain groups of learners into existing structures and systems.

Inclusive education is based on values emanating from human rights. It is recognised that every person is unique and equal regardless of any characteristics, beliefs, opinions or wealth. Equity means that they should all be given an opportunity to lead a decent life and pursue their aspirations. It is about respect for and celebration of

human diversity, and full participation in all aspects of community life. In Tanzanian context, inclusive education can be defined as a system of education in which all children, youths and adults are enrolled, actively participate and achieve in regular schools and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources.

Inclusive education is an evolving process rather than a fixed state. It takes a proactive stance in developing policies, practices and cultures that create an educational environment where barriers to presence, participation and learning can be minimised. It further attempts to address and respond to the challenges that emerge within education and in the interaction between the learner and her / his environment through a continuum of educational support. Inclusive Education initiatives for learners with disabilities have been initiated in 70 districts, in 280 schools since mid-1990s.

While educational support system as such is not in place in these districts or schools, nor has all teachers in these schools provided with training, they are, nevertheless, schools that have opened up their doors to children with disabilities and attempt to reduce barriers to presence, participation and learning in their own contexts. However, field observations suggest that in some of these schools the concept and principles of inclusive education are poorly understood as they place learners with disabilities in separate classes (Situation Analysis, 2008). Notwithstanding the conceptual challenges, field observations also point out that in these schools there is

an emerging understanding of the urgent need to address vulnerability in a more comprehensive way.

Disabled students follow the official curriculum. However, the blind, due to the nature of their disability, do not study mathematics beyond the primary school level. It is estimated that only about 3% of the disabled receive basic education. Efforts are being made to ensure that more disabled individuals get access to education. The steps being taken to achieve this goal include: integration of special education into normal schools; establishment of centers to prepare special education teaching/learning materials; training of teachers; establishment of centers for early identification of disabilities. A special needs teacher training college was established in 1993. Despite the progress, special education provision in Tanzania faces the following problems: Lack of specialized equipment and teaching/learning materials; insufficient specialist teachers for special needs education, limited education opportunities. For example, visually impaired students cannot study mathematics or science at post-primary levels, (<http://www.ibe.unesco.org/>).

Also in Tanzania there is Sinza Primary School which is Exclusive School for mental retardation disability. And Uhuru Mchanganyiko Primary School which is Inclusive School where by disabled and normal children mixing together in acquiring primary education. Children with disabilities in Uhuru Mchanganyiko there are some of the students who are succeeded to reach at secondary and university level of education as the product of Uhuru Mchanganyiko Primary School (Uhuru Mchanganyiko documents, 2015).

2.5 Literature Review of Policies

According to Aldersey and Turnbull (2011), policy documents are the backbone of democracies because they provide a reflection of the government's decision making process, hold governments accountable for services delivered, shape societal viewpoints and actions and record a society's progress and change over time. Having a policy in special education is a significant milestone towards operationalizing various global initiatives to ensure equal education opportunities to people with special needs.

However having a policy is one thing different from turning its contents into practice. One important factor that should never be overlooked when aspiring for a practicable policy is the factor of its dissemination. Ntombela, (2006) argues that effectiveness of any policy on the ground depends on how it is disseminated and understood by its stakeholders. Stakeholders for this case are the respondents of the study (primary school teachers). It is significantly important to ensure policy awareness to them because apart from making the policy practicable it also entails professional development and support to teachers (they have right to information access) (Guskey, (2000), Day, et al (1998).

Policy documents particularly in special needs education should have specified statement of their own, followed by a statement of purpose that sets out the rationale of the policy and elaborates the desired goals and outcomes of the policy. The statement of purpose should show empirically the inclusion of people with special needs education in participation, contribution and benefit (Aldersey and Turnbull, 2011).

Turnbull, et al (2007) suggested six important elements that need to be contained in a workable special education policy. These are Zero Reject, Non-discriminatory Evaluation, Appropriate Education, Least Restrictive Environment, Procedural Due Process and the Parent Participation. However, Aldersey & Turnbull (2011) does caution the use of these six principles in various cultural, economic and political settings or contexts. They assert that some of these principles might be irrelevant to some places compared to the way they are used in the United States of America in the special education policy and Act.

Researchers in the United States of America identified eighteen (18) core concepts from the American Individuals with Disability Education Act (IDEA). In evaluating the Tanzania Policy on Disability, Aldersey and Turnbull used American Individuals with Disability Education Act (IDEA) for analysis. They see that the eighteen (18) core concepts of IDEA (American Individuals with Disability Education Act) remain paramount to any other policy on disability. The identified eighteen core concepts of the American Individuals with Disability Education Act (IDEA) are Protection from Harm, Prevention and amelioration, Liberty, Autonomy, Privacy and confidentiality, Empowerment/participatory decision making, Antidiscrimination, Individualized and appropriate services, Cultural Responsiveness, Family Integrity and unit, Family Centeredness, Professional Capacity Building, Classification, Capacity-Based Services, Coordination and Collaboration, Accountability, Productivity and Contribution and Integration, (Turnbull, Gwen, & Stowe (2001), Aldersey and Turnbull 2011, Turnbull, et al, (2001) Though suggested by American scholars to reflect the American context, these 18 core concepts can still be relevant to other

countries as well. Commenting on their usability to other contexts, Aldersey& Turnbull retaliates;

“Although the core concepts approach relies solely on U.S. policy, its utility to policy leaders in other countries lies in the fact that other countries place greater worth in public policy, much like the United States”(Aldersey& Turnbull, (2011), p.165).

The Nigeria Development Plan of 1974 among other pronouncements declared that government would make adequate provisions for the education and care of the handicapped. In Zimbabwe, policies on SNE were addressed in the National Policy of 1982 and Parliamentary Act of 1992 with reference to disabled persons. These efforts were always supported by Presbyterian, Roman Catholic, Baptists, and Methodists Salvation Army who always initiated educational services as an espousal of Christian charity (UNISE 1993).

2.5.1 Review of Tanzania’s Related National Policies and Documents

Tanzania has adopted and to some extent implemented a number of laws, policies and documents pertaining to people with special needs. Under this sub-chapter, eight of them are highlighted. These are The Constitution of the United Republic of Tanzania, Universal Primary Education in Tanzania (UPE), National Strategy for Growth and Reduction of Poverty (NSGRP), Primary Education Development Program (PEDP), Tanzania Development Vision 2025, and the Persons with Disability Act 2010.

2.5.1.1 The Constitution of the United Republic of Tanzania

The 1977 Tanzanian constitution with its amendments stresses the equality and equity to all citizens. That, all human beings are equal and are entitled to equal rights

irrespective of colour, tribe, gender, religion or disability. The constitution prohibits discrimination against people with special needs (URT, (2008). In 2011 the government issued for the first time 1,500 copies of constitution in Braille form to enable people with visual special needs to access it as a basic rights of all children of school going aged (Peter, 2011).

2.5.1.2 Universal Primary Education in Tanzania

In Tanzania the government under the first president J.K.Nyerere embarked on serious measures to ensure its success. Primary education became universal and schools were built in almost every village. This resulted into high enrolment in primary schools and remarkable literacy rates which reached 98% by the mid 1980's (Oluoch 2006; Omari, et al, 1983. In relation to special needs education, the Universal Primary Education initiative addressed it in a general manner by means of including learners with special needs in the general statements such as the right to education to every child of school age (7 to 12 years) (Omari, et al, (1983).

2.5.1.3 Education Policy of 2009

Education policy of Tanzania put focus on providing conducive environment for people with disabilities to ensure that they get good and quality education which will help them to engage in productive work for their development and the utilization of available resources for improved service delivery. Also Education and Community Support Programme be promoted and extended nationwide to create more chances for disabled children both in urban and rural area for effective teaching and learning to take place, sufficient specialized equipment and teaching/learning materials taking

into consideration various needs of each category of disabled children should be supplied and more teachers/teacher trainers and administrators be trained.

2.5.1.4 Women Policy of 1992

Policy need availing more educational and training opportunity to women (in order) to increase their abilities. Furthermore, training in management, planning, business and administration should be provided to women and to members of ward, district and village development councils. Training should emphasize the importance of planning and supervising implementation and monitoring the results, with the aim of hastening women's development.

2.5.1.5 Tanzania Development Vision 2025

Developed in 1990's, the Tanzania Development Vision 2025 came into operation in the year 2000. The document views education as essential for social and economic development of the country. In correspondence with the Millennium Development Goals (MDGs) the document stipulates that ALL children shall receive basic education (Krohn N.A, (2008). However, this document is not specific in terms of special need education since it is coined in a general way like that.

2.5.1.6 Primary Education Development Program

Primary Education Development Program (PEDP) started to be implemented in the year 2002 as an effort to realize the educational objectives set under the Tanzania Development Vision 2025. The program's general aim was to facilitate the attainment of universal primary education in mainland Tanzania. Key issues under the plan included enrolment, increasing school retention, expansion, and quality

improvement among others (GOURT 2002). According to some studies on Primary Education Development Program, the program did not give serious concern the question of special needs education. This resulted into continuation of deplorable situation in their education even after the program has ended. The study by Davidson, 2004 for example indicated that Primary Education Development Program facilitated the increase of classrooms but not the physical design that is friendly for special needs children.

2.5.1.7 Persons with Disability Act 2010

The Persons with Disability Act was passed by the government of Tanzania in 2010 to promote and protect people with disabilities' rights. In terms of education, the act prohibits discrimination of any kind in the provision of education at all levels. The law stipulates that;

“Persons with disabilities in all ages and gender shall have the same rights to education, training in inclusive settings...” (Tanzania Human Rights Report 2010, (2011), p.186-7).

Sub article 3 of article 29 further stresses on the importance of inclusive education in attaining education for all. The article stipulates that special schools shall be for transitional period towards inclusive schools (CCBRT.org).

2.6 Educational Response to Children with Visual Special Needs

In order for learners with visual disabilities to conveniently learn and have a meaningful learning, there should be a full utilization of their body senses like hearing, touch, vision, smell and even taste (Kirk et al., (2009). Thus adaptation is important and it should go hand in hand with the exact need of a child (Garnett, Gail,

2003; Lowenfield, 1973) proposed three general principles for adapting instruction to the educational needs of children with visual disabilities. These are the need for concrete experience, the need for learning by doing and the need for unifying experiences (Koenig & Holbrook, 2003).

2.6.1 The Need for Concrete Experiences

Children with visual disabilities need to work with concrete objects to understand the surrounding world and develop meaningful concepts. Teachers should therefore use concrete or real objects from the natural and even outside the natural environment. They (teachers) should also allow ample time for children to have physical guidance like trips to museums (Koenig & Holbrook, 2003, Kirk, et al, 2009).

2.6.2 Learning by Doing

Learning by doing is attained by letting the child with visual disabilities to accomplish tasks, which are the focus of the instruction. Therefore lectures should always be accompanied by a practical experience to bring sense to children with visual disabilities. Teachers and other people around children with visual disabilities should avoid doing things for them. What is important is for teachers to continuously motivate their learners.

2.6.3 The Need for Unifying Experiences

Since visual disabilities restrict holistic experience of one's environment, a unifying experience is paramount to bridge out the restriction. Special education teachers should therefore strive to explain to visual disabilities children the relationships among concrete experiences. A teacher can use field trips for example to make children establish a link between what was instructed in the classroom.

2.7 Research Gap

However, though various researches such as Pima (2012). Has been conducted research on Special Needs education and Disability on challenges of accessing primary education on side of (Children with Disability) CWDs in a national context like unfriendly curriculum, lack of day meals and lack of enough awareness from the parents and caregiver of the children with disabilities. Therefore, this is a pushing factor for conducting the research to fulfill the gap on the study regarding children with visual impairment in accessing inclusive primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an explanation on how the study was conducted. The chapter describes the methodology employed during fieldwork. It describe research designed, study area, sample size, sampling procedure, and data collection methods, data collection procedures, data analysis and ethical consideration.

3.2 Area of the Study

The study was conducted in UhuruMchanganyiko Primary School, which is in Ilala districtDar es Salaam region.UhuruMchanganyiko Primary School is chosen as the case for this study in Ilala district because it consists of special visually impaired students who are the main target of the study.

Ilala district which is the southern part is among of the three districts in Dar es Salaam, the residents are engaged in private and public sector for economic and social activities, where much of the commerce, banking and National offices are located. Tanzania the others being Temeke to the far southeast and Kinondoni to the northern. According to the statistics of population by the year 2012 National Tanzania Census states the population for Ilala district as 1,220,611 in which males are 595,928, and females are 624,683. The area is 273 km². Ilala is commonly referred to as 'Downtown Dar', compare to Kinondoni District has the total of 1,775,049 people, males are 860,802 while female 914,247 and Temeke District as

total of 1,368,881 people in which males are 669,059 and females are 699,825. Dar es Salaam Region is also the economic centre, with industrial, trade and cultural centers (URT National Census, 2012).

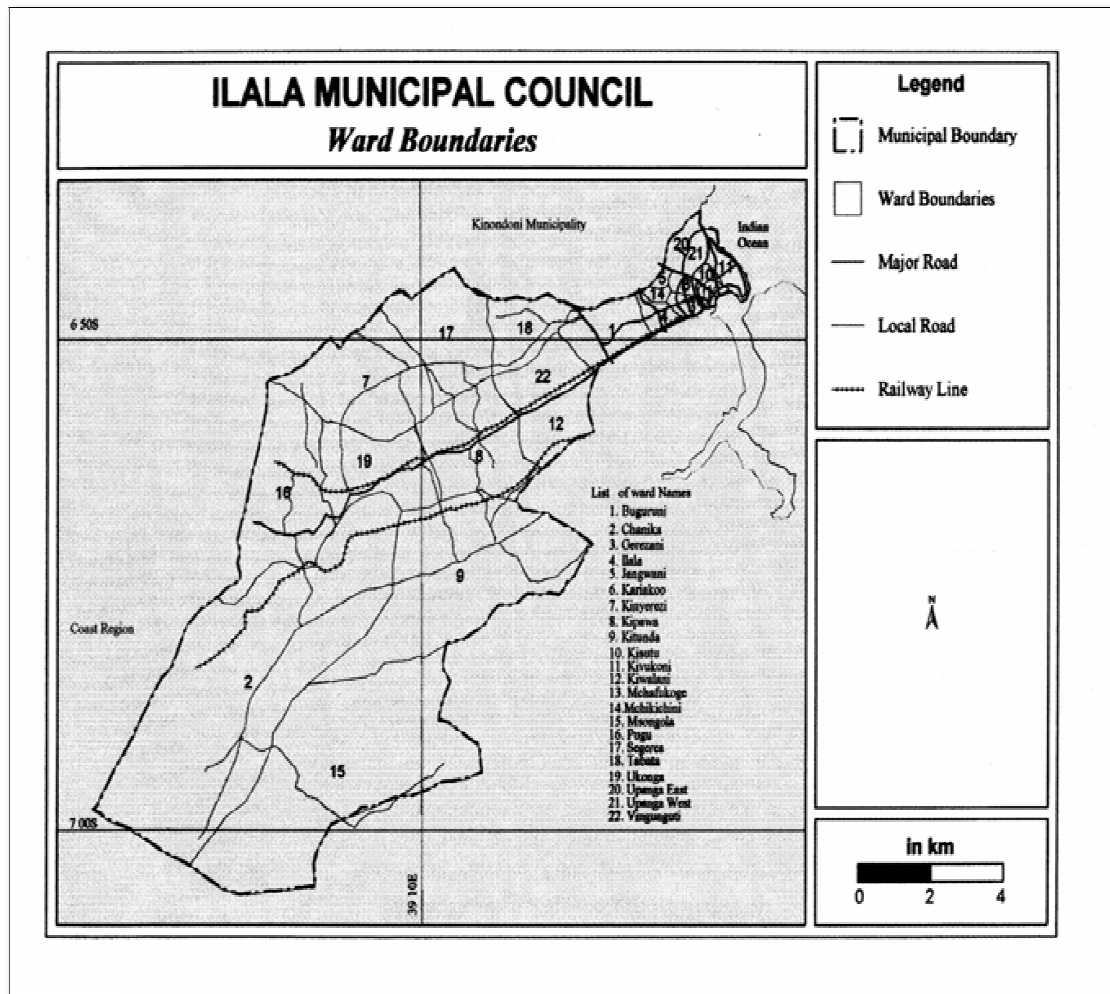


Figure 3.1:Administrative Map of Ilala Municipal

Source: Ilala Municipal Council (2015)

3.3 Research Design

A research design is the arrangement of conditions for collecting and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in a procedure (Kothari, 2004).The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the

collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

Types of research design are (1) Research design in case of exploratory research studies; (2) Research design in case of descriptive and diagnostic research studies and (3) Research design in case of hypothesis-testing research studies (Kothari, 2004). The study adopted descriptive design in order to described the characteristics of a particular individual, or of a group, and determine different groups of population that could give information on challenges facing children with visual impairment.

The research used qualitative approach in the study to insure the intended goals are reached. Using a qualitative approach the researcher gathered specific information on many cases by obtaining a vivid and accurate data on various aspect of inclusive education at UhuruMchanganyiko primary school involving the respondent whereby they aired their opinions, feelings and attitude. The researcher preferred qualitative research methodology because of its visibility and flexibility in terms of data collection methods. Another reason is because some of data were not measurable since it did not use numerical numbers but descriptive explanations.

3.4 Study Population

The target population was Children with Visual Impairment at UhuruMchanganyiko, target number was 100 but the study also involved Teachers and Parents.

3.5 Sampling Procedures

Population is a group of individuals, objectives or items from which sample are taken for measurements. Sampling is the process of selecting of individual for a study a way that the individual selected (Mugenda, 1999). This was done through sampling techniques, whereby it's a method that are used to get a sample from a population. In this research the research was used the following techniques.

3.5.1 Sample Size

Systematic sampling procedure was used to select the people interviewed. The Researcher adopted the Slovia formula to get the sample size, which is $n = N / (1 + Ne^2)$.

The study concentrated on one primary school, which is UhuruMchanganyiko Primary School located at Geita Ward, ilala Municipality, Dar es Salaam, because the school had enough respondents and it is the only inclusive school that has children with visual impairment and that can give the researcher information, The school has 653 students, 253 girls and 400 boys, of which Visual Impaired 198, the rest 455 have a normal visual capacity. So the target population of the study was 198, the slovia formula was used to get real sample size as follows:

$$n = N / (1 + Ne^2)$$

Where n = sample size

N = population size

e = marginal error which represent 10% = 0.1

$$n = N / (1 + Ne^2)$$

$$n = 198 / (1 + 198 * 0.1 * 0.1)$$

$$n = 198 / (199 * 0.01)$$

$$n = 198 / 1.99 = 99.49 = 99.5$$

$$n = 100$$

3.5.2 Simple Random Sampling

This is a probability sampling technique whereby all members in the population have an equal chance of being selected (Adam, 2007). The technique was applied due to its strength of giving research data that can be generalized to a large group as well as providing equal opportunity of selections of area. This sampling technique is very important because it reduces time and cost for researcher to conduct the research, also it gives a better assessment since may lead to better supervision, data analysis and hence achievement of the research objectives.

3.5.3 Purposive Sampling

This sampling technique enables the researcher to access a particular subset of a sample. The researcher used this method because the power of purposive sampling lies in selecting information rich cases for in depth analysis related to the central issue being studied, which are accessing primary education among children with visual disability. Therefore the researcher used purposive sampling for only to those children with visual impairment.

3.6 Data Collection Methods

In this study the researcher used both primary and secondary source data collection methods. Namely; Interviews and focus group discussions for primary data. And this

data were obtained from various publications such as Journals, books, Internet, and Policies for secondary data. The combination of the method was enabling the researcher to get valid and reliable information.

3.6.1 Primary Data Collection Methods

(a)Interviews

According (Kothari, 2006) defines interviews as a set of question administered through oral or verbal communication or is a face-to-face discussion between the researcher and the interviewee respondent. Also it refers to the method of collecting data, which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses, also can be by telephone where both structure and unstructured question are used.

The researchers used this method because of children with visual impaired find it difficult to write and read. So that structured interviews were conducted between the researcher and visually impaired student at UhuruMchanganyiko.

(b)Focus Group Discussion

The Focus Group Discussion (FGD) was one of the data collection instruments used, whereby the researcher selected 6 – 10 respondents from teachers and parents.

3.6.2 Secondary Data Collection

A document as any written or recorded material not prepared for the purposes of the evaluation or at the request of the inquirer. Documents can be divided into two major categories: public records, and personal documents (Guba and Lincoln, 1981). A

number of sources were consulted basing on the objectives of the study. These sources allowed extraction of data on the past trends on inclusive education; type of studies and data collection methods used, answers some of the research questions, makes necessary comparisons and handled in different cultural context. They include among others, UhuruMchanganyiko Primary School documents, National Policy Documents, and studies carried out by earlier researchers.

3.6.3 Reliability and Validity of Data

Reliability and validity of the information collected are of importance to check the qualities of the data to be collected.

3.6.3.1 Reliability of data

The reliability of data that will be collected will be tested by the use of Cronbach's Alpha (α). Miller et al (2002) confirmed that Cronbach's Alpha (α) should be at least 0.7 or higher to retain variables in adequate scale. The reliability test will be done using SPSS to find the results in an alpha (α) and if it will be above 0.7 then the internal data will be reliable.

3.6.3.2 Validity of Data

Validity of data in the study will be determined by the pre-testing of research tools. Data collection tools will be tested before (pre-test) and the results will be used to modify the tools such as questionnaires to be able to collect the required information as much as possible.

3.7 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyze numerical data gathered through interview and questionnaires. The qualitative data based on the Focus Group Discussion (FGD), was analyzed manually.

3.8 Data Presentation Methods

The researcher was used different methods to represent data; some of them include graphs, the statistical Package for Social Science (SPSS) and pie charts and tables that were to be collected from the target areas and persons. This was helping a researcher to make sense of the data and also to systematically organization of data.

3.9 Ethical Consideration

The consent of carrying out the study was considered at all levels, whereby the researcher asked the permission from The Open University of Tanzania, Directorate of Research, Publications, and Postgraduate Studies and approval was obtained from Open University of Tanzania department of Art Social Work before the study conducted. Also permission of sample data was obtained from in-charge of Ilala Municipality. Confidentiality: there was agreement of confidentiality between the researcher and the staff of UhuruMchanganyiko, and others participants, because sometimes the study had to involve the confidential information.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter describes the analysis followed by a discussion of the research findings.

The findings related to the research questions that guided the study.

4.2 Demographic Characteristics of the Students

4.2.1 Age Distribution of the Respondents

The term age refers to the number of years a person has already lived from birth to present; age is an important variable in demographic analysis.

Table 4.1: Age Distribution

Age of respondents	Frequency	Percent
10-14	44	44%
15-18	56	56%
Total	100	100%

Source: Field Survey (2015)

Most of the respondents 56% were between the ages of 15 – 18. The Figure 4.1 shows the profile of age distribution of the respondents as shown in the Table 4.1.

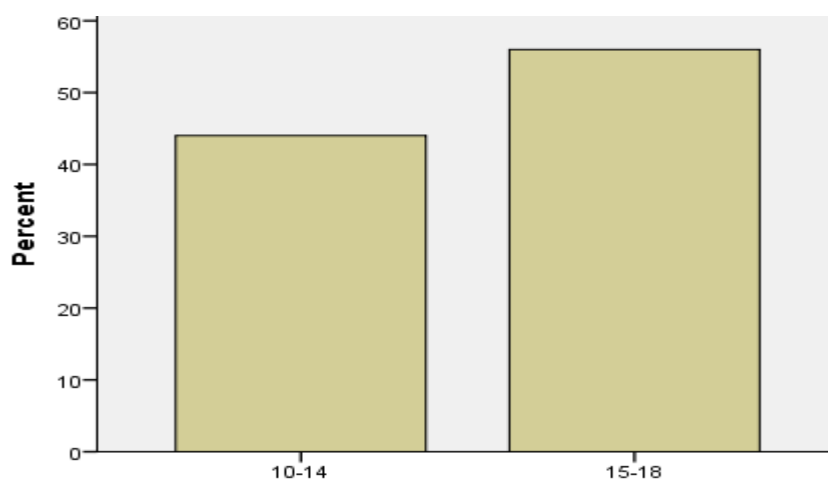


Figure 4.1: Age Distribution of Respondents

Source: Field Survey (2015)

4.1.2 Gender Distribution of the Respondents

Table 4.2: Distribution Gender of the Respondents

Gender of the respondents	Frequency	Percent
Male	38	38%
Female	62	62%
Total	100	100%

Source: Field Survey (2015)

Most of the respondents 62% were females

Figure 4.2 shows the profile of gender distribution of the respondents as shown in Table4.2.

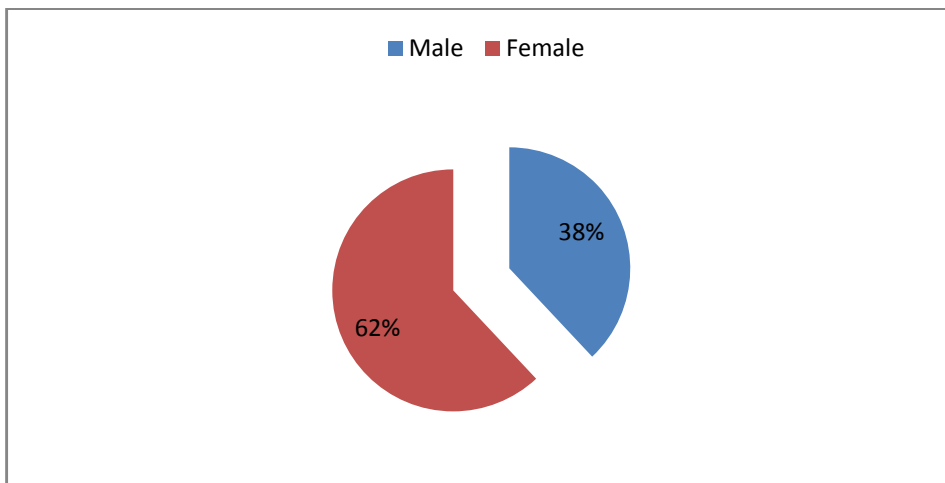


Figure 4.2: Distribution by Gender of Respondents

Source: Field Survey (2015)

4.1.3 Education Levels of the Students

Table 4.3: Class Level of the Student

Level of class	Frequency	Percent
iii-v	42	42%
vi- vii	58	58%
Total	100	100%

Source: Field Survey (2015)

Most of the visually impaired students 58% students were in class vi - vii

Figure 4.3 illustrates Table 4.3.

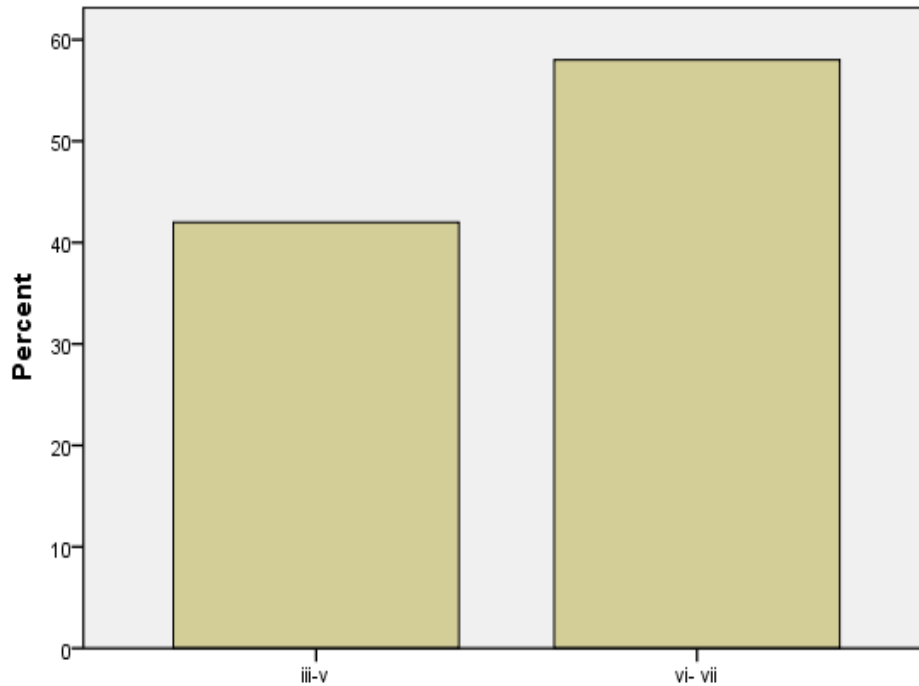


Figure 4.3: Represent Class Level of the Student

Source: Field Survey (2015)

4.1.4 Source of Economic and Financial Support

Table 4.4: Source of the Economic/Financial Support of the Students

Opinions	Frequency	Percent
Family	46	46%
Guardian	41	41%
Orphanage	13	13%
Total	100	100%

Source: Field Survey (2015)

Most of the students are supported by either family 46% or Guardian 41%, 13% of the respondents are enroll with OPHANAGE programs. This indicate the weakness of the economic and financial basis of the students(Figure 4.4)

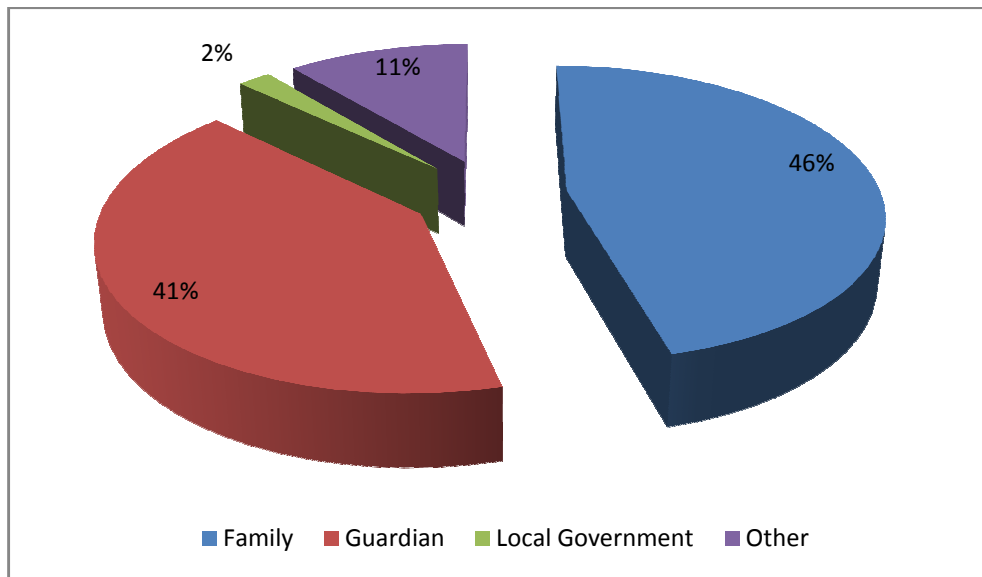


Figure 4.4: The Source of Economic/Financial Support

Source: Field Survey (2015)

4.1.5 Socialization of the Student at School

Table 4.5: Represent the Socialization of the Students at School

Opinions	Frequency	Percent
Yes	72	72%
No	28	28%
Total	100	100%

Source: Field Survey (2015)

Most students 72% socialize with their visual impairment students. Figure 4.5 shows that socialization of the students, respondents who say Yes in table 4.5, in the Bar Chart can be Yes, that represent students socialize but with Impaired students, or it can be No, that they socialize with normal students, NIL represent those who do not socialize.

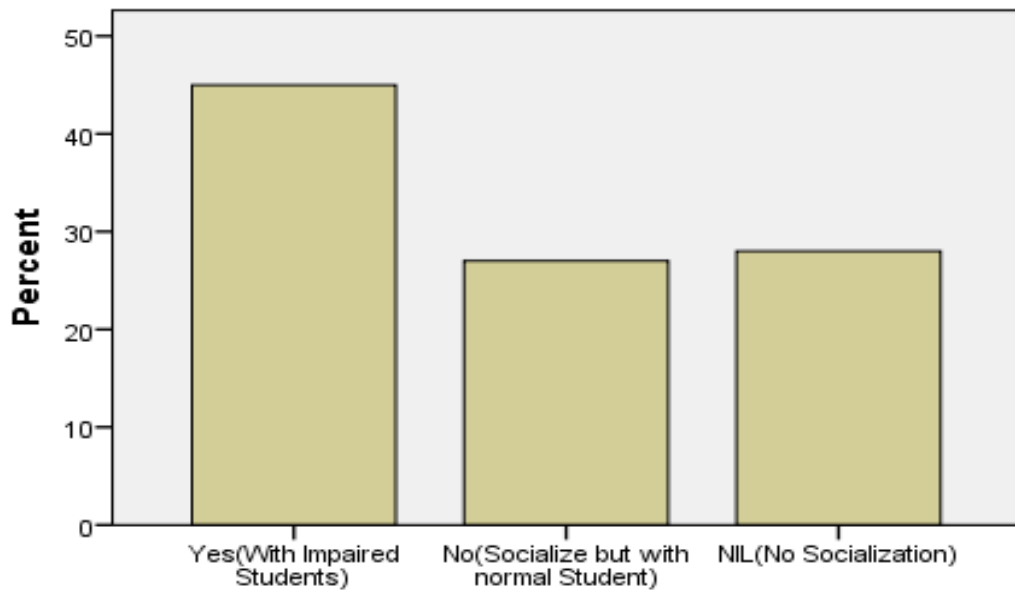


Figure 4.5:Represent the Socialization of Students at School

Source: Field Survey (2015)

4.1.6 Availability of Learning Materials

Table 4.6: Opinions of the Respondent

Opinions of the Respondents	Frequency	Percent
Mixture with normal student	74	74%
Teaching machines	26	26%
Total	100	100%

Source: Field Survey (2015)

The majority 74% indicate that learning material were not enough since they mix with normal student in order to assist them. There was a question administered to the school headmistress regarding the learning resources; aim was to know the available learning resources to students with visual disability. According to headmistress, visually impaired student are supposed to use learning resources to support their studies including; White Canes, Sight Saver, Styler, Braille materials, A4 Flame, Rim Paper, various teaching aids like Audio, Computer, Telescope machines, and

mobility equipment like Wheel chair. According to headmistress, only 20% of learning materials are available which are White Canes, A4 Frame, Rim Paper. This is in line with students responses where by 74% of them claimed that the learning resources are not enough because only 26% of them are able to access the materials.

4.1.7 Access to Studying Machine

Table 4.7: Studying Machines are these Help you to Access Education

Opinions of the Respondents	Frequency	Percent
Yes	100	100%

Source: Field Survey (2015)

All students indicated that studying machines helped them to get knowledge.

4.1.8 Importance of Primary Education to Respondents

Table 4.8: Represents the Important of Primary Education to respondents

Opinions of the Respondents	Frequency	Percent
Writing and reading	47	47%
Future Planning	19	19%
Creating Awareness	34	34%
Total	100	100%

Source: Field Survey (2015)

The majority 47% of the respondents acknowledges that primary education is important because it help them to know how to read and writing.

4.1.9 Familiarity with Physical Infrastructure of the School

Physical infrastructure in this context comprises of broad away of system and facilities that help people to smoothly acquire the intended services which for this

case is education. These infrastructures include buildings, playgrounds, toilets, dormitories and laboratories.

Table 4.9: Student Familiar with the Physical Infrastructure of the School

Opinions	Frequency	Percent
Yes	42	42%
No	58	58%
Total	100	100%

Source: Field Survey (2015)

The majority 58% of the respondents were not familiar with the physical infrastructure of the school. Figure 4.6 shows the familiar of physical infrastructure distribution of the respondents.

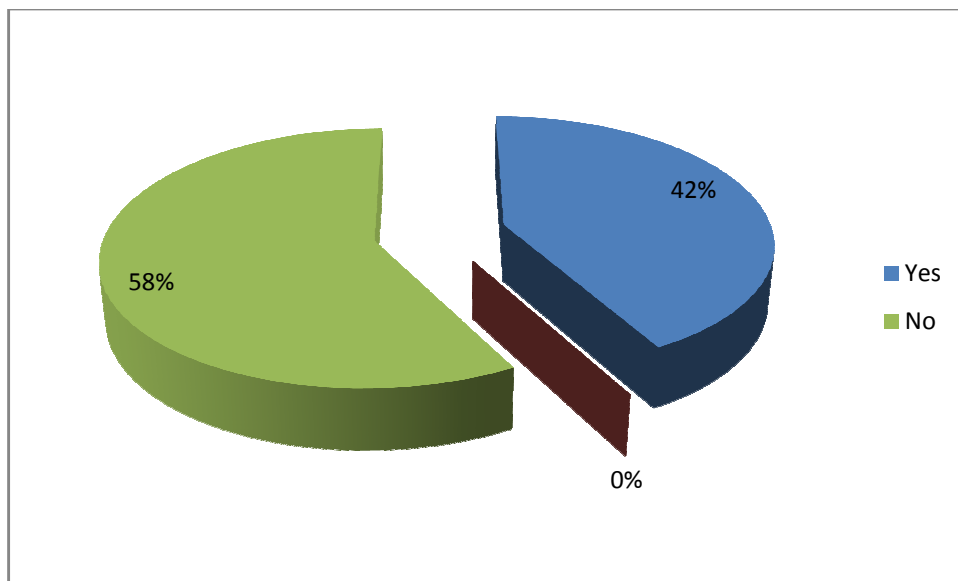


Figure 4.6: Students Familiar with the Physical Infrastructure of the School

Source: Field Survey (2015)

There was a question to administer to the school headmistress regarding to the physical infrastructure so as to identify and assess how the physical infrastructure affect learning. The school had a total number of 653 students of which 400 was males and 253 were females. The physical infrastructure comprised of 3 flat toilets (bath areas) in each dormitory, the school has two dormitories, one for Male and one for female, one dormitory takes 40 students (double-decker's) and two (2) outside toilets, 14 classrooms with 4 slop and steers, 1 laboratory for all students and 1 playground.

The general picture is that there is mismatch between number of facilities and total number of students, where by 72% of the student claimed that facilities were not supportive while 28% of the student said that facilities were supportive.

Table 4.10: Suggestions on how to Improve and Reduce Challenges Facing Children with Visual Impaired

Suggestions	Frequency	Percent
Increasing learning materials/Building	38	38%
Implementation of education policy	20	20%
Create awareness to the community about children with visual impairment	22	22%
More special education teachers for teaching visual disability	20	20%
Total	100	100%

Source: Field Survey (2015)

The majority 38% of the respondents (students) suggested that learning materials should be increased.

4.2 Qualitative Information

4.2.1 Introduction

Focus Group Discussion involved teachers and parents of the children with visual impairment at Uhuru Mchanganyiko. The FGD used guiding questions in the discussion.

4.2.2 Respondent's Defined Disability

4.2.2.1 Weakness of some sense organs to work effectively, e.g. eye, brain, skin

4.2.2.2 Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being as a result of impairment.

4.2.2.3 Physical or mental condition that limits a person movement, sense or activities.

4.2.2.4 Disability are disorders which are faced by the person in performing different activities both physical and mentally

4.2.3 Respondent's Knowledge about Visual Impairment

4.2.3.1 Visual impairment is to fail to see effectively

4.2.3.2 This is a vision loss of a person to such a degree as to qualify as an additional support need through a significant limitation of visual capacity.

4.2.3.3 Visual impairment is where a person will not be able to use his/her eyes because of some difficulties. e.g. diseases.

4.2.4 Handling to Teach Students with Visual Impaired

4.2.4.1 Using braille machines and other appropriate teaching aid

4.2.4.2 Using clear language and showing sign language to them.

4.2.4.3 By directing them to do their daily activities, also how to learn six skills.

4.2.4.4 By using knowledge I got of teaching such students

4.2.4.5 By the use of instructional strategies, equipment's, use of taped books and large print books.

4.2.5 The Challenges Facing Teachers when Dealing with Children with Visual Impaired

4.2.5.1 Learning and teaching materials and assistance devices are not enough.

4.2.5.2 To deal with normal student at the same time with visual disability, you cannot follow your lesson notes as you planned lack of teachings aids/material at all.

4.2.5.3 Some students have got more than one disability

4.2.5.4 Time management, some time you can use long period of time to teach them few things.

4.2.5.5 Stigmatization between student and student

4.2.5.6 Physical Infrastructure, building environment some are not fit to children with disabilities.

4.2.6 Summarize the Social, Economic and Cultural Profiles of your Students

Economically

4.2.6.1 Most of them are coming from poor family

4.2.6.2 Most of the students are sponsored by Institutions

Culturally

4.2.6.3 Some of them are neglected by the society and families.

4.2.6.4 Cultural believe, some culture believe that, there is nothing a disabled children can do in the society, that why many parents do not bother to take disabled children to school.

Socially

4.2.6.4 They socialize and interact with other normal students during classes and daily activities.

4.2.6.5 In the society these children to be a burden.

4.2.6.6 Co-operation is poor, society does not listen and not allow them to get entertain in any inclusive issues, so when they are at home during holidays they just staying at home. They are not allowed to go out doors.

4.2.6.7 Lacks of awareness, people in the society are not aware of anything about these children, Government needs to sensitize and emphasize the community not to stigmatize these children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provide summary of the study and present conclusion and recommendations.

5.2 Summary of the Study

It would be recalled that the survey was undertaken to assess the challenges facing children with visual impairment in accessing inclusive primary education. The challenges included the limited physical infrastructure, negative social attitudes to people with disabilities and poor teaching resources. The task was to examine the physical infrastructure at UhuruMchanganyiko Primary School if it was friendly to the students with visual impairment. And find out which types of infrastructure were lacking to the users in the school environment to realize their intended goals and dreams of getting education. The environment is among the big thing and support to a person with visual impairment, comes to the study, the purpose was to find out and identify the environment of the school. It was found that the majority of respondents 58% were not familiar of the physical infrastructure followed by 42% of the respondents are familiar with the physical infrastructure at UhuruMchanganyiko.

This indicates that most of the student are not familiar, and happened to be challenge to them because the environment is not friendly to students with visual impairment. To assess the available learning resource, such as availability of White Cane, Sight Saver, Styler, Braille materials, A4 Flame, Lim Paper, Parking Bribe,

various teaching aids like Audio tapes, Computers, Telescope machines, and mobility equipment like Wheel chair.

To what extent were they available at school? According to the headmistress, in hundred percentages (100%), only 20% are available, the student of visual impairment in UhuruMchanganyiko can be able to use White Cane, A4 Flame, Lim Paper and Parking bribe. And these are the only available Learning Resources in School. The study found that the majority 74% of the respondents (students) said that normal they mix with other students. Forexample when teacher is in the class as student with visual impaired sit near to normal student in order to get assistance.

Likewise when they are doing exercise, or writing notes, they et assistance from normal students. This is due to inadequacies in learning materials for students with visual impairment, while 26% of the respondents, respond that they were learning through teaching machines which were very few in number, that becomes a big challenge to children with visual impaired, andthe study revealed that 100%, of all students who were interviewed by the study agreed that when they use studying machine it help and support them in their studies which shows that how important studying machines are in their studies.

To investigate the social-economic and cultural profile (labeling, perception, and behaviour) of student with visual impairment. This involves families, societies and environment in General, how children with visual impaired socialize at school, in their society and sought to find out there cultural believes. The study found that the majority 72% of the respondents (students) respond that they normally socialize at

school, but most of them socialize with their visual impaired students, 28% of the respondents represent that they are not socialize. When you come to the community Co-operation is poor, the society do not listen and does not allow them to entertain in any inclusive issues, so when they reach home during holidays they are just stay at home. Economically, most of them are coming from poor families, and as such most of the students are sponsored outside of their family. The study found that the 46% of the respondents were sponsored by their Families, followed by 41% of the respondents were sponsored by guardians, 2% of the respondents were sponsored by Local Government, 11% of the respondents were sponsored by OPHAN program activities, NGOs. This revealed shows that still the economic situation of the student are not well within their Family, 54% of the respondents getting support from different sector.

In a way the study was trying to look on challenges and find out if there can be ways forward to improve inclusive education system which would enable these children with visual impaired to acquire adequate education. The Government should make sure that they have good sensitization and emphasize to people as well as the whole community about the provision of good education.

5.3 Conclusions

The conclusion drawn from the study is that, the right to education must be granted to all children on the basis of equal opportunity and non-discrimination. This is in accordance with the provision of national education Act No. of 1978 and the Tanzania education and framing policy which states that every child has the right to proper primary education as a basic human right regardless of sex, colour, and

disabilities. In the light of this approach it is, therefore an right of every child in our society to have elementary education. This education should be freely granted to all children without any form of discrimination.

However from the research findings, the situation on the ground shows that there are limited supportive facilities to the disabled students in inclusive education schools. The study also shows that appropriate use of studying machines or studying material in Braille is necessary to help student with visual disability to acquire primary education.

5.3 Recommendations

In order to minimize the observed challenges the study has recommended the following:

Government/CommunityGovernment should increase more support on this matter, supporting the school by increase the Braille materials, Audio, various teaching aids and mobility equipment (such as white cane, wheel chair, and visual devices). And build good physical infrastructure so that can be conducive to them, by having enough slop, and lifts.

Also Implementation of Education Policy, there should be emphases on implementation of policy, policies are not well enough implemented, Having a policy in special education is a significant milestone towards operationalizing various global initiatives to ensure equal education opportunities to people with special needs. Education policy of Tanzania put focus on providing conducive environment for people with disabilities to ensure that they get good and quality education, which

will help them to engage in productive work for their development, and the utilization of available resources for improved service delivery.

Create Awareness to the community, community to be aware of this children, not to limit them in accessing primary education, to protect, love and support them in their learning age and not to ignore them, there other society like Massai society, they do not believe of children with disabilities, they believe that they have nothing they can do to support the community, so they end up killing them. Government, Ministry of Social Welfare and Ministry of Education should go beyond in the community and create awareness for the purpose of helping and make the improving life of these children.

More special education teacher for visual impaired, provide motivation to teachers, need to train more teachers for special cases like students with visual impairment at school, their at Uhuru there is lack of trained special teachers, professional of teaching people with visual disability.

Government should increase more support on this matter, supporting the school by increase the Braille materials, audio, various teaching aids and mobility equipment (such as white cane, wheel chair, and visual devices), and build good physical infrastructure so that can be conducive to them, by having enough slop, and lifts.

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Laws that govern environment and matters of public buildings must ensure provision of accessibility for persons with disability and also considerations should be made for other infrastructure to have the same law.

The central and local government of Tanzania should improve access to education for person with visual disability as one as the target area of their equal participation in our society. It is very important for parents not to treat these children as stupid or

retarded praise the child and try to help her develop in areas where she shows interest or ability. It is important to strengthen child's self-confidence, which is vital for healthy development and help parents and other family members better understand and cope with the realities of living with a child with visual disability.

Parents should know that, these children (even more than most) have a great need for love, understanding, and appreciation of the things they do well. Pay attention to your child's interests and passions. Helping children with learning disorders develop their passions and strengths will probably help them with the areas of difficulty as well.

Living with visual disability can be a painful struggle for both the parents and the child. In many cases, parents are relieved to find an answer when children are diagnosed. The diagnosis is reassuring because it leads to additional support in school through specially trained teachers and special education programs.

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APPENDICES

Appendix I: Part A: Interview Guidelines Questions For Student With Visual Impaired. Questionnaire No.....

Please fill the blanks or tick the correct answer in the blanket.

Identification

Indicate your class.....AgeGender

1. Male ()
2. Female ()
3. Who is Responsible for your Enrolment?

(i) Family ()

(ii) Guardian ()

(iii) Local Government ()

(iv) Other ()

If other Specify.....

4. How many are you in your family?.....

5. Who are you living with?

(i) Family ()

(ii) Guardian ()

(iii) Local Government ()

(iv) Other ()

If other Specify.....

6. Do you have any friends in this school?

(i) YES ()

(ii) NO ()

If no justify.....

7. Are they disabled?

(a) YES ()

(b) NO ()

(c) NIL ()

8. How are you taught in Class?

.....

9. Do these methods help you to get knowledge required?

.....

10. What physical Infrastructure in the school helps you to access education?

(i)

(ii)

(iii)

Justify why?.....

11. Do Physical facilities supportive to your learning process?

a) YES ()

b) NO ()

12. What is the importance of primary education to you?

.....

.....

.....

13. There are any other activities that you are able to do apart from reading and writing?

(a) YES ()

(b) NO ()

If Yes specify.....

14. If yes are they all provided

(i) At school ()

(ii) At Home ()

(iii) The Neighborhood ()

15. What is your advice to the Institutions providing Primary Education level?

.....

.....

.....

Part B: Questions to understand physical infrastructure (Headmaster)

- (i) What is the total Number of the student
- (ii) How many female and Male.....
- (iii) What number of Toilets.....
- (iv) What number of Classrooms.....
- (v) What number of Dormitories.....
- (vi) Do you have a playground?..... How many?.....

Part C: Learning Resources

16. What are Learning resources are needed to student with visual impairment.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

17. To what extents are learning materials are they available in your school?

.....

.....

18. Mention them?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

**Appendix II: Focus Group Discussion (FGD) Guiding Questions to the
Respondents**

1. What do you understand the term Disability?
2. What do you understand about Visual Impairment?
3. How do you handle to teach students with visual impairment?
4. What challenges are you facing when dealing with children with visual Impaired?
5. Summarize the social, economic and cultural profiles of your students.
6. What are ways forward to improve the accessibility of primary Education to the children with visual disability?

Appendix III: Chart to Present Period Time of Data Collection DSM 2015

MAY	JUNE	JULY	JULY – AUGUST	SEPTEMBER
Proposal writing				
	Submission of proposal to supervisor for correction			
		Data collection		
			Report writing and submission	
				Defending the research