

**FACTORS INFLUENCING IMPLEMENTATION OF THE NATIONAL
INCLUSIVE EDUCATION STRATEGY FOR THE DEAF CHILDREN IN
MASASI DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance, a dissertation titled “*Factors Influencing Implementation of the National Inclusive Education Strategy for the Deaf Children in Masasi, Tanzania*” in partial fulfillment of the requirements for the Master’s Degree of Education in Administration Planning and Policy Studies (APPS) of the Open University of Tanzania.

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DECLARATION

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Signature

Date: _____

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ABSTRACT

The aim of this study is to investigate factors influencing Implementation of the National Inclusive Education Strategy for the Deaf Children in Masasi, Tanzania. The study used qualitative research approaches and data were collected using observation checklist, interviews guide and questionnaires. A total of 58 respondents participated in the study including 20 students (10 deaf), 10 specialist teachers, 10 non-specialist teachers, 6 parents, 2 head of schools, 2 care givers, 2 medical persons, 2 school inspectors, 2 social workers, and 2 District Special Needs Education Officers. Findings indicated that, the government supports schools in items related to hearing aids, audiometer, sound level meter and speech trainer. Specialist teachers are employed by the government. Whereas students had challenges related to communication and classroom interaction, teachers faced a challenge on teaching deaf students as had no skills in teaching deaf students and sign language. In similar ways, school inspectors had a view that, they needed training, so that, they can inspect a class enrolling deaf children. The Special needs education officer, medical officer, and social workers had a view that inclusive education strategy needed more support especially for the deaf as had few persons with skills in sign language that hindered services to the deaf. Therefore, there is a need for the Government to continue providing services to deaf children and it has a special place in supporting them.

TABLE OF CONTENTS

CERTIFICATION	II
COPYRIGHT	III
DECLARATION.....	IV
ACKNOWLEDGEMENTS.....	V
ABSTRACT	VI
TABLE	X
LIST OF FIGURES	XI
LIST OF ABBREVIATION.....	XII
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Study	5
1.3.1 Main Objective of the Study.....	5
1.3.2 Specific Objective of the Study	5
1.4 Research Questions.....	5
1.5 Significance of the Study.....	6
1.6 Conceptual Framework.....	7
CHAPTER TWO	9
2.0 LITERATURE REVIEW	9
2.1 Theoretical Perspectives On Inclusive Education	9
2.1.1 The capability theory	11
2.2 Inclusive Education	15

2.3	Provision of Service.....	16
2.4	National Programme of Implementing Inclusive Education	17
2.5	Implementation of the National Inclusive Education Strategy in Tanzania.....	18
	CHAPTER THREE	23
	3.0 RESEARCH METHODOLOGY	23
3.1	Research Design	23
3.2	Area of the Study	24
3.3	Population	24
3.4	Sample size	25
3.5	Sampling	26
3.6	Data Collection	26
3.6.1	Method of Data Collection	27
3.6.2	Observation.....	27
3.6.3	Interview	27
3.6.4	Questionnaires	28
3.7	Data Processing and Analysis.....	29
3.8	Research Ethics.....	29
	CHAPTER FOUR.....	30
	4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION	30
4.1	Respondents Characteristics	30
4.2	4.2. Stakeholders Views on Inclusive for the Deaf Children	31
4.3	Opportunities Available for the Deaf to Access Education.....	33
4.4	Challenges Facing Deaf Students In Accessing Education	34

4.5	Contribution of Special school, ESRAS and Regional Team for the Deaf Children In Inclusive Education	36
4.6	Strategies of Implementing Inclusive Education for the Deaf.....	37
CHAPTER FIVE.....		43
5.0 SUMMARY, CONCLUSION AND RECCOMMENDATION.....		43
5.1	Summary.....	43
5.2	Conclusions of the Study	46
5.3	Recommendations.....	47
REFERENCES.....		50
APPENDICES		55

TABLE

Table 3.1: Sample Size Targeted 26

LIST OF FIGURES

Figure 1.6: Conceptual Framework..... 8

Figure 4.1: The Study Respondents 30

LIST OF ABBREVIATION

DED	District Executive Director.
DSNEO	District Special Needs Education Officer.
EFA	Education for All
ESRAC	Educational Support Resource and Assessment Centres.
ESRAS	Educational Support Resource and Assessment Services.
MEST-VT	Ministry of Education Science, Technology and Vocational Training.
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania.
NGO's	Non Governmental Organization.
NIES	National Inclusive Education Strategy.
PEDP	Primary Education Development Plan.
UNESCO	United Nations Educational, Science and Cultural Organization.
UPE	Universal Primary Education.
URT	United Republic of Tanzania.
ZPD	Zone of Proximal Development
KKK	Kusoma Kuandika na Kuhesabu
CHAVITA	Chama cha Viziwi Tanzania
TSL	Tanzania Sign Language

CHAPTER ONE

1.0 INTRODUCTION

This study investigates factors influencing implementation of the National Inclusive Education Strategy for the Deaf Children in Masasi, Tanzania. Discussion based on the background to the study, statement of the problem, objectives, research question, significant and conceptual framework of the study.

1.1 Background to the Study

Since the initiation of implementation of inclusive education in Tanzania, school management and especially District Special Needs Education Officers face challenges related to how to guide heads of school in planning best ways to implement inclusive education (Mmbaga, 2002; Mnyanyi, 2005; URT, 2009; Kapinga, 2012; Mwakyeja, 2013; Muyungu, 2015).

In Tanzania inclusive education started being implemented in 1997 in Temeke (Mnyanyi, 2014; Kapinga, 2012). In 2009 the government formulated National Strategy on implementing inclusive education 2009 – 2017 (URT, 2009). The strategy earmarked multi-stakeholders in implementing inclusive education. According to URT (2009) Inclusive education is not, and cannot be, an add-on programme. It is a comprehensive approach attempting to address the barriers to presence, participation and learning which arise in the process of education.

In similar ways URT (2009) states that inclusive education is about calling for the adoption of its values and principles across education, and translating these into

practices at all levels, in all programmes and in every classroom and lecture halls. In practical terms, this requires the sharing of the responsibility and accountability to the implementation of the Strategy between the different Departments and Units at the Ministry of Education and Vocational Training, and PMO-RALG, as well as among other stakeholders.

Through different international agencies, initiatives, movements, campaigns and networks of the United Nation agencies aligned UNESCO to organize Salamanca conference to produce variety of publication on all educational topics including special needs and Inclusion. Also, 2008 EFA global monitoring report highlighted Inclusion for all different groups as priority to education. More over global peoples movement to ensure that, EFA goals implemented 1999 and Tanzania as member of international, participated, agreed and signed for different declaration and convention.

This aligned Tanzania to formulate National Strategy in Inclusive Education to guide implementation of inclusive education. The National Inclusive Education strategy defined, Inclusive Education as a system of Education in which all children, youth, and adults are enrolled, actively participation and achieve in regular school and other education programme regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resource (URT, 2013). According to the NIES barriers to learning are within the learner and around the learner. Within the learner include impairment, psycho-social disturbances and life experiences whereas around the learner include teaching and

learning environment, curriculum, teaching practices and the system.

The study is set to investigate, how far has influenced implementation of the National inclusive education strategy for the deaf children in Masasi. Many people of Tanzania experience challenges facing deaf children in inclusive education while they have an opportunity to minimize those challenges through special schools, units, Educational Support, Resources and Assessment Centres, regional team of identifying and intervention. Also, appropriate services required to children like placement, fitting of hearing aid, guidance and counselling to children, teachers and parents on how to care and teach deaf children according to their needs. Therefore, it is now the write time that a study on NIES should be undertaken in order to increase information, knowledge, skills and great understanding on implementation of inclusive education.

Despite of National strategy on inclusive education pointed out opportunities which influence implementation of inclusive education but still services provided are not sufficient to deaf children. Therefore this has called for such study on NIES for the deaf children.

1.2 Statement of the Problem

Probably, Tanzania has committed to implement inclusive education with provision of services to children with special needs including deaf children and same action has been taken to create conducive environment to influence implementation of inclusive education strategy. For instance establishment of special schools and units, ESRACs

in eight zones, regional teams, specialist teachers, medical personnel and social worker's are introduction to appropriated of services provision to the children with special needs. Such services are like early identification and intervention, school placement, guidance and counseling, medical intervention, vocational rehabilitation, psychological intervention, hearing aid Fitting, language or speech rehabilitation, referral for surgery, sign language training and sign interpretation.

Moreover, to create awareness to Deaf people on believing in deaf culture that, deaf children can not study in regular or inclusive classroom, so they need to study in special schools. Actually deaf people can study in regular school or inclusive but what they need is to be identified and services required like hearing aid fittings, positioning of the class, sign language, interpretation and guidance and counseling. Also, there is a needs to orient teachers, other staff members and students to be aware during provision of services to deaf children.

Despite of National strategy on inclusive education pointed out opportunities which influence implementation of inclusive education but still services provided are not sufficient to deaf children. Therefore, this is gap which alligned for this study on factors influencing implementation of the NIES for the deaf children.

In support of this, Mnyanyi, (2007) says that, people with disabilities including those with hearing impairment were objectives of pity, dependant and good for nothing. Nowadays many people recognize that education is the key to normal development through language training, understanding of the word and concepts, reading skills

and through sign communication. Therefore, societies reduce negative attitudes to pupils with hearing impairment.

1.3 Objective of the Study

1.3.1 Main Objective of the Study

This study is concerned with the Investigation of Factors Influencing Implementation of Inclusive Education Strategy for the Deaf Children in Masasi, Tanzania.

1.3.2 Specific Objective of the Study

The following specific objective comes from the study aims:

- i) To investigate stakeholders views on implementation of inclusive education for the Deaf Children.
- ii) To identify opportunities available for the deaf to access education.
- iii) To identify challenges facing deaf students in accessing education.
- iv) To examine contribution of special school, ESRAC and regional team support for the deaf children in inclusive education.
- v) To assess stakeholders views on what should be done to implement the national strategy on inclusive Education for the deaf.

1.4 Research Questions

Research questions have been derived from specific objectives discussed before as follows:

- i) What are the stakeholders' views on implementation of inclusive education for the Deaf Children?

- ii) What are the available opportunities for the deaf to access education?
- iii) What are the challenges facing deaf students in accessing education?
- iv) What is the contribution of special school, ESRAC and regional team support for the deaf children in inclusive education?
- v) What are the stakeholders views on what should be done to implement the national strategy on inclusive Education for the deaf ?

1.5 Significance of the Study

The results of this study will be: to increase enrollment of deaf children in inclusive education or regular school because of the services provided to deaf children, teachers and parents; to give insight to Government leaders and political figures to review National strategy on Inclusive education objectives and its strategies of implementing Inclusion; to point out factors influencing implementation of National inclusive education strategy. This research is expected to influence policy makers, curriculum developers and other educational stakeholders at various levels to take action and measures to express where services for deaf children can be given; to reduce existing challenge of drop out, truant and boared in regular classrooms.

The study is expected also to be used as reference to other reseachers who want to conduct detailed studies related to this heading. The study is also expected to provide potential knowledge to the researcher in the field of their study and enable them to meet the partial fulfillment of the award of a Master of Education Administration, Planning and Policy Studies.

1.6 Conceptual Framework

Refers to factors influencing implementation of NIES which intended a researcher to develop awareness and understanding of the situation under scrutiny and communicating. (URT, 2009:11). The main ideas of this framework is to point out where, what and who provide services. For instance places where are used to provide services are special schools, units, regular or inclusive schools, hospitals, social workers and DSNEOs offices. Services required to be given to deaf Children are hearing aid fitting, sign language as means of communication, interpreter in and outside the classroom, placement, medical services, psychological services and other educational services. But personnels who provide services are specialist teachers, medical personnels, social workers, teachers, parents and students.

Through these services, the child will be identified and intervened which service is required to reduce his or her obstacles in acquiring education. (URT, 2013). According to Dr. Zigler, R (Oktober, 2011) when teaching third year students on classroom Administration and Management in Inclusive Classroom at Sebastian Kolowa Memorial University by said that, “Inclusive Education Implementation in Tanzania is still a dream since there is inadequate provision of educational assessment services to children with disabilities including deaf children”. Also, Thoma et al (2004) argued that, the variety of support services and resources provided to deaf children in Cyprus ensure academic and social Inclusion. This statements indicate Tanzanian to continue with the spirit of providing services and resources to deaf children in order to meet our National Strategy on inclusion.

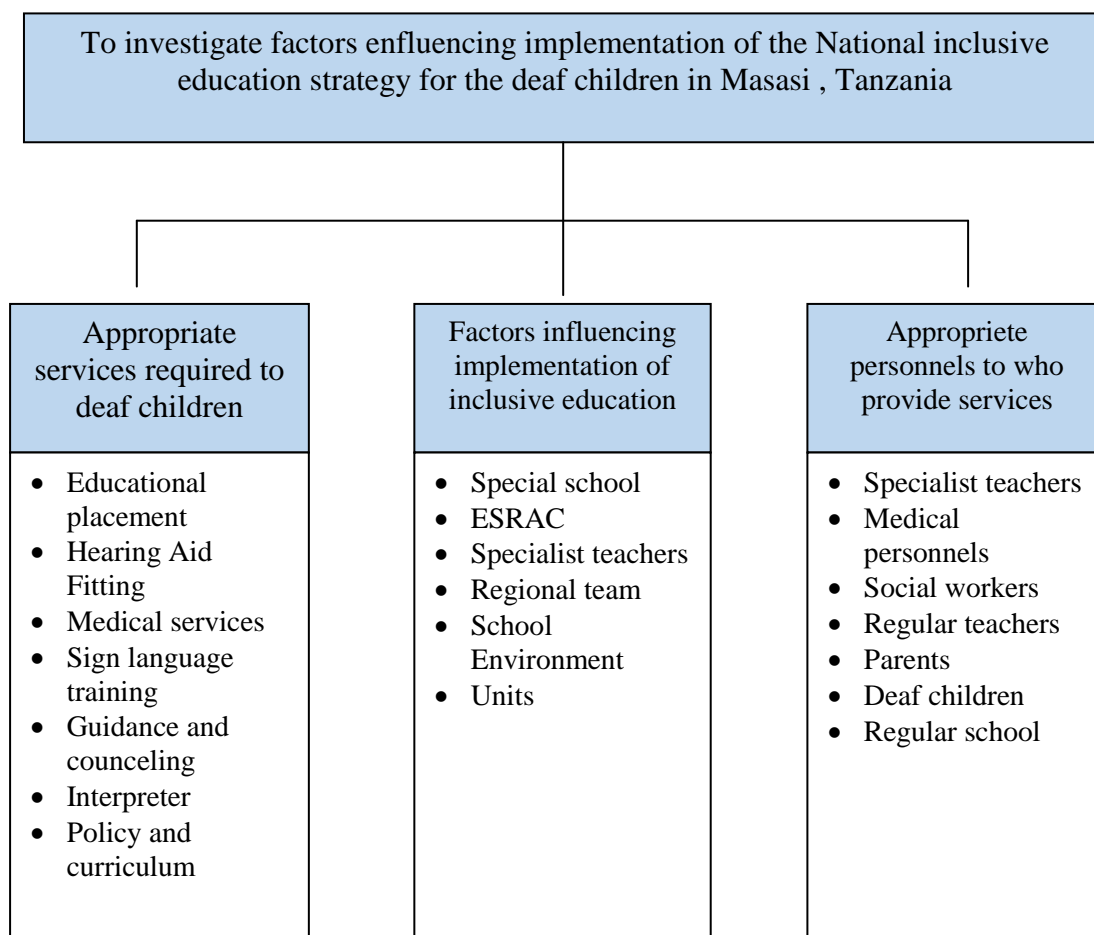


Figure 1.6 Conceptual Framework

In Tanzania most of its people are not aware of the place where services to children with special needs are provided (URT, 2009). The intention here, is to continue with provision with services to children with special needs in and out in regular school where implementation of inclusive education is taking place, (URT, 2013). Factors influencing implementation of inclusive education in Tanzania are presences of special needs schools and units, ESRAC in eight zone, regional teams, specialist teachers, medical personnel and social workers who are responsible to provide services.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents a review of the related literature. It covers relevant information from various literature including studies relating to the problem under investigation. This section is focusing to read different literatures which are close related to factors influencing Implementation of the National Inclusive Education Strategy for the Deaf Children in Masasi, Tanzania. Furthermore, it is a place where the researcher will fill up a gap. Also it is in this chapter where theories of teaching people with special needs is discussed. The following sub sections presents the theoretical perspectives on inclusive education; the capability theory; inclusive education; provision of services; national programmes on implementing inclusive education; implementation of the National inclusive education strategy in Tanzania.

2.1 Theoretical Perspectives On Inclusive Education

This study focuses on social cultural theory on disability. Within the context of social nature of the disability, Vygotsky introduced the core concepts of the "primary disability, "secondary disability" and their interactions. A "primary" disability is an organic impairment due to biological factors. A "secondary" disability refers to distortions of higher psychological functions due to social factors. An organic impairment prevents a child from mastering some or most social skills and acquiring knowledge at a proper rate and in an acceptable form. It is the child's social milieu, however, that modifies his/her course of development and leads to distortions and delays (Moll, 1990).

From this point of view, many symptoms such as behavioral infantilism or primitivism of emotional reactions in individuals with mental retardation are considered to be secondary handicapping condition, acquired in the process of social interaction. Vygotsky pointed out that from the psychoeducational perspectives the primary problem of a disability is not the organic impairment itself but its social implications: an organic defect is recognized by society as a social abnormality in behavior (Moll, 1990). Expectations and attitudes of social milieu and conditions created by the society influence the access of a child with disability to socio-cultural knowledge, experiences, and opportunity to acquire the "psychological tools". Changing negative societal attitudes towards the individuals with disabilities should be one of the goals of special educators (Vygotsky, 1995).

The search for positive capacities and qualitative characteristics in the upbringing (nurturing) of children with disabilities is the "trademark" of Vygotsky's approach. He called for the identification of a disability in a child from a point of strength, not weakness - he labeled this "positive differentiation". With his slashing sarcasm he nicknamed the traditional approach to the individuals with disability an "arithmetical concept of handicap" because of its view of a child with disability as the sum of his/her negative characteristics. He suggested, for example, the identification of levels of overall independence and needs for support rather than levels of feeble-mindedness in children with mental retardation (Vygotsky, 1995).

The Vygotsky theory about disability is seen to explain the implementation of the National strategy on inclusive education 2009-2017 (URT, 2009) whose focus is

making reality inclusive education in Tanzania. In this aspect primary, secondary and its interaction on disabilities has implication in the implementation process (Vygotsky, 1995). Addressing primary disability is about medical care and the secondary disability focus on education and experiences, whereas the interaction of primary and secondary disability is about providing services to children with disabilities during their study process. It is about care education. According to Vygotsky's social constructionist view on development and learning, the social situations of development is a source for the development of consciousness: "The ontogenesis of consciousness is considered a process of continuous change of activities within the 'system-child-society'".

According to Gindis (1999) Vygotsky, observed that with the proper assistance from an adult or a more advanced peer, a child is capable of much more learning than on his/her own. Vygotsky elevated this simple observation to a theoretical generalization known as the "Zone of Proximal Development" (ZPD). Gindis (1999) further asserts that Vygotsky stated that the process of scaffolding brings about abilities that have been in the process of emerging, developing, (that is, have not yet matured) and thus reveals the hidden potential of a child which is crucial for both diagnosis and prognosis. The ZPD is one of Vygotsky's ideas that has a direct bearing on practice, both in psychological testing and in school instruction (Moll, 1990).

2.1.1 The capability theory

In establishing the theory Sen (1990) attempts to address various concerns including:

- i) Individuals can differ greatly in their abilities to convert the same resources into valuable functionings ('beings' and 'doings'). For example, those with physical disabilities may need specific goods to achieve mobility, and pregnant women have specific nutritional requirements to achieve good health. *Therefore, evaluation that focuses only on means, without considering what particular people can do with them, is insufficient.*
- ii) People can internalize the harshness of their circumstances, so that they do not desire what they can never expect to achieve. This is the phenomenon of 'adaptive preferences' in which people who are objectively very sick may, for example, still declare, and believe, that their health is fine. *Therefore, evaluation that focuses only on subjective mental metrics is insufficient without considering whether that matches with what a neutral observer would perceive as their objective circumstances,.*
- iii) Whether or not people take up the options they have, the fact that they do have valuable options is significant. For example, even if the nutritional state of people who are fasting and starving is the same, the fact that fasting is a choice not to eat should be recognized. *Therefore evaluation must be sensitive to both actual achievements ('functionings') and effective freedom ('capability').*
- iv) Reality is complicated and evaluation should reflect that complexity rather than take a short-cut by excluding all sorts of information from consideration in advance. For example, although it may seem obvious that happiness matters for

the evaluation of how well people are doing, it is not all obvious that it should be the *only* aspect that ever matters and so nothing else should be considered. *Therefore, evaluation of how well people are doing must seek to be as open-minded as possible.*

In similar ways Nussbaum (2000) frames 10 capabilities, i.e. real opportunities based on personal and social circumstance, saying that, a political order can only be considered as being decent if this order secures at least a threshold level of these 10 capabilities to all citizens. Nussbaum's capabilities approach is centered around the notion of individual human dignity. Given Nussbaum's contention that the goal of the capabilities approach is to produce capabilities for each and every person, the capabilities below belong to individual persons, rather than to groups. The capabilities approach has been very influential in development policy where it has shaped the evolution of the human development index (HDI), has been much discussed in philosophy, and is increasingly influential in a range of social sciences.

The core capabilities Nussbaum argues include:

Life: Being able to live to the end of a human life of normal length; not dying prematurely, or before one's life is so reduced as to be not worth living.

Bodily Health: Being able to have good health, including reproductive health; to be adequately nourished; to have adequate shelter.

Bodily Integrity: Being able to move freely from place to place; to be secure against violent assault, including sexual assault and domestic violence; having opportunities for sexual satisfaction and for choice in matters of reproduction.

Senses, Imagination, and Thought: Being able to use the senses, to imagine, think, and reason and to do these things in a "truly human" way, a way informed and cultivated by an adequate education, including, but by no means limited to, literacy and basic mathematical and scientific training. Being able to use imagination and thought in connection with experiencing and producing works and events of one's own choice, religious, literary, musical, and so forth. Being able to use one's mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to have pleasurable experiences and to avoid non-beneficial pain.

Emotions: Being able to have attachments to things and people outside ourselves; to love those who love and care for us, to grieve at their absence; in general, to love, to grieve, to experience longing, gratitude, and justified anger. Not having one's emotional development blighted by fear and anxiety.

Practical Reason: Being able to form a conception of the good and to engage in critical reflection about the planning of one's life.

Affiliation: Being able to live with and toward others, to recognize and show concern for other humans, to engage in various forms of social interaction; to be able to imagine the situation of another. Having the social bases of self-respect and non-humiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails provisions of non-discrimination on the basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin and species.

Other Species: Being able to live with concern for and in relation to animals, plants, and the world of nature.

Play: Being able to laugh, to play, to enjoy recreational activities. Control over one's Environment.

Political: Being able to participate effectively in political choices that govern one's life; having the right of political participation, protections of free speech and association.

Material: Being able to hold property (both land and movable goods), and having property rights on an equal basis with others; having the right to seek employment on an equal basis with others; having the freedom from unwarranted search and seizure. In work, being able to work as a human, exercising practical reason and entering into meaningful relationships of mutual recognition with other workers.

The capabilities are important in implementing inclusive education. These capabilities are also part and parcel in implementing National Inclusive Education Strategy 2009-2017 (URT, 2009).

2.2 Inclusive Education

Tanzania formulated National Inclusive Education Strategy (NIES) to guide implementation of inclusive education. The National Inclusive Education strategy define inclusive Education as a system of Education in which all children, youth, and

adults are enrolled, actively participation and achieve in regular school and other education programme regardless of their diverse, backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resource (URT, 2013). According to the NIES barriers to learning are within the learner and around the learner. Within the learner include impairment, pscho-social disturbances and life experiences whereas around the learner include environment, curriculum and teaching as well as the system.

The only way of minimaizing challenges to deaf children in studying is provision of services such as identifying individual needs and appropriate intervention in order to participart actively in studying. For instance, deaf pupils need only communication which is supported by using hearing aid and sign language through interpretation inside and outside the class in order to participart effectively in studying. Therefore, services differ from one person to another depending on his or her level of hearing. Refers to Mwongozo Elekezi wa Kubaini Mahitaji Maalum ya Ujifunzaji Stadi za Kusoma, Kuandika na Kuhesabu (KKK) kwa watoto, (2015).

2.3 Provision of Service

Supportive services is the only way to meet required needs to deaf children according to his or her level of hearing impairment. These services which can be provided are educational placement, medication, guidance and counseling, hearing aid fitting, language or speech rehabilitation, vocational training, referral for surgery, sign language training, sign language interpretation and supportive services such as speech therapy, one-to-one tuition and lip reading training. This is supported by

(URT, 2013) saying that, inclusive education has particular focus on different groups of children who have been traditionally excluded from educational opportunities. In order for this group to realize their full potential, educational support, resource and assessment services are required. This revealed by that, Children with disabilities, who are integrated in regular schools, would need additional provision and support in order to benefit socially, psychologically and educationally from any existing education system. Most support systems offer a range of delivery services and placement alternatives for pupils with special educational needs. The quotation above, insist the importance of services, for instance Assessment which is used for designing and planning implementation of Inclusive Educational policy.

2.4 National Programme of Implementing Inclusive Education

Through weakness shown by special education which limit deaf children to collaborate with other members of the society because of being in custody, brings a lot of challenges to them, when selected to join secondary school and meeting with other students hence develop drop out and truancy. Through different weakness of special school and other challenges and the importance of inclusive education, the government decided to come up with the National inclusive education strategy which are 'reinforce presence, participation and learning of all learners in inclusive setting through legislation and policies, strengthen institutional arrangements for effective, review and redesign resources and financing, develop curricular and learning materials that promote and support learning, develop institutional based support'(URT, 2009:3).

The Government of Tanzania continues with its implementation by preparing guiding documents, for instance National Strategy of Inclusive Education (2009), Guideline for Educational Support, Resource and Assessment services (June, 2013), Operational Tools for Effective Management of ESRACS (2014) and Mwongozo Elekezi wa kubaini mahitaji maalum ya ujifunzaji stadi za kusoma, kuandika na kuhesabu (KKK) kwa watoto (URT, 2015:16 – 20) whereby strategies and plans are stated clearly to show the directives to the educational stakeholders.

Therefore, Tanzania shows commitment of implementing inclusive education by articulating objectives and strategies in Primary Education Development Plan II (URT 2006: 18 and 23) and (URT, 2012) in PEDP III. Due to this programme made by Government aligned researcher to find out factors influencing implementation of the National inclusive education strategy in Masasi.

2.5 Implementation of the National Inclusive Education Strategy in Tanzania

Tanzania has been a signatory in different international declarations and convention. Some of them are article 26 of the United Nations Declaration of human rights (1948): proclaims the right of every citizen to appropriate education regardless of gender, race, colour and religion. The Salamanca statement on principles, policy and practice in special needs education and framework for action (1994) and Dakar framework of action (2000) on establishing inclusive education in regular schools. This aligned Tanzania to take initiative planning to implement inclusive education in regular schools.

Tanzania formulated objectives such as Educational policies and programmes of inclusive value and practice, teaching and learning responding to the diverse needs of learners, educational support available to all learners, professional capabilities for inclusive education are widened and strengthened, and community ownership and participation as a guideline of implementing National Strategy on Inclusive Education (URT, 2009:3). In Tanzania we experienced different education programmes such as KKK, MEM, UPE etc all of these programmes are to make sure that the educational goal is reached.

In order for Tanzania to meet her objectives currently developed needs to implement the strategies which influence the implementation of inclusive education. There are guidelines and documents which guide professionals in Educational support, Resource and Assessment services (URT, 2013), Operational Tools for Effective Management of ESRACS (URT, 2014) and Mwongozo Elekezi wa Kubaini Mahitaji Maalum ya Ujifunzaji Stadi za Kusoma, Kuandika na Kuhesabu (KKK) kwa watoto (URT, 2015). These documents apply to policy implementation for inclusive education in order to support education for all children.

Tanzania shows commitment of implementing inclusive education by articulating objectives and strategies in Primary Education Development Plan II (URT, 2006: 18,23) by saying that, ‘in order to meet the specific learning needs of children in regular school, the government will ensure that, at least one teacher at each primary school is trained in special needs and inclusive education’. For instance Masasi started the programme of encouraging teachers by conducting seminar to twelve

primary school teachers which included standard one teachers, school academic and headteachers on octobar, 2014 with the aim of getting skills on inclusive education.

At present special needs schools and units are used as specialised centres for supporting regular schools in their catchment areas. Through these schools the government already impart operational tools for assessment and presence of specialist teacher who are experienced in identifying and intervention. Not only that but provision of other supportive services such as hearing aid fitting, sign language training and interpretation are provided. Stubbs, (2008:30) said that, 'special schools is a key of influencing development of inclusive education'. This means that special education is needed in movement to inclusion on all levels in emphasizing knowledge, skills, experience and various technology and equipment to help learners with wide range depending to his or her special needs.

Tanzania Government has been influenced to inclusive education through international agency and different conferences which initiate movement campaigns in establishing system of inclusive education. For instance UNESCO organized the pioneering Salamanca conference which has continued to produce a variety of publications in all education topics, including special needs and inclusion (Stubbs, 2008:34). These agency influence Tanzania to take different action to implement inclusion on all levels.

There is an establishment of Educational Support, Resource and Assessment centres in six zone such as Masasi (southern), Dar-es-salaam (National centre), Mbeya (southern west), Tabora (western), Tanga (Northern) and Morogoro (Eastern).

ESRAC is a service designed to provide a wider response in the following areas such as identification of children who experience barriers to learning, provision of support to children with special needs in schools and communities in order to maximize learning outcomes, and training of personnel and sourcing of teaching and learning materials (URT, 2003:4). For instance 150 pupils, students and others received services like guidance and counseling, educational placement, medical intervention, sign language training, hearing aid fitting, medication, language or speech rehabilitation.

Presence of specialist teachers is another factor that contributes knowledge, skills, experience and various technologies and equipment to help learners to identify their level of hearing impaired. This is another strategy expressed in PEDP II (URT, 2006:8) by saying that, 'develop clear terms of reference (ToR) for teachers especially trained in special needs with a focus on working with regular classroom teachers'. For instance, regional and ESRAC members are trained special needs.

Present Non Government organization in Tanzania play part as catalyst of influencing inclusive education through movement of ensuring their receiving required rights without regarding their disabilities. For instance, ability to hear live information direct from the speaker through using sign language interpreter. Chama cha viziwi Tanzania (CHAVITA) trained sign language to individual person or in groups in order to improve communication. In order to ensure encouraging people to use sign language prepare Tanzania sign language (TSL). Therefore, teachers or interpreter using sign language while teaching and learning process have improved

performance of deaf children and have get rid of drop out and truance. So these NGO's have influenced the establishment of inclusive education (CHAVITA, 2004). Due to this programme made by Government aligned researcher to find out how much factors influenced implementetion of inclusive education in inclusive/regular schools in Tanzania. Generally from the investigation of National Inclusive Strategy shows that some objectives and strategies made are implemented even though, there are challenges which interfere inclusion to practice, but still sulation are made to get rid of them. Researcher addresses the gap that exists of the awareness of using instutions which provide educational services to deaf children and which services are required for them to study and improved their performance, hence reduce difficuties in implementation.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter discusses different activities which are carried out in the research study. These activities are organized under the following sections: research design, area of study, population and sampling techniques, research instrument and procedures of collecting data, data processing and analysis, research ethics and conceptual framework, (OUT 2015/2016:68).

3.1 Research Design

This study is aimed at investigating factors influencing implementation of the NIES for the deaf Children. A case study design under qualitative approach was used to conduct the study in order to provide holistic view on Factors influencing implementation of the NIES for the deaf children and capacity to produce multiple outcomes. This supported by De Vaus (2002) when said, that qualitative method are regarded as providing rich information about real life people and situation and being more able to make sense of behaviour and understand it within its wider context.

In order to qualitative approach to rich information and Also, the data was collected by using interviews to students, parents and caregivers. Administering questionnaires used to teachers, DSNEOs, social workers and medical personnels. This design used to collected data through with attitudes, opinions, habits or any variety of education. This is according to Kombo and Tramp (2016:72).

Secondly, the researcher used interviews to students, parents and caregivers because of their capacity of understanding and some of data gathered at the specific school

where detail insights and better understanding of the problem which faces students with special needs. Lastly, the researcher used observation methods because wanted to find out complex interactions in natural settings as Marshel & Rossman (1995).

Therefore, the design used three categories because researcher wanted to get exactly information gathered from the source, even those other information acquired from distance and specific people who work on it.

3.2 Area of the Study

The researcher selected Masasi in Mtwara region as a pilot area of this study due to the presences of three special school, four units primary and secondary schools, presence of ESRAC, members of regional team for identifying and intervention and plenty of different kind of specialist teachers, social workers, DSNEO and medical personnels.

Not only that but also, the area is covered with regular teachers, students with special needs, caregivers, and parents. Secondly, the area has alot of retired specialist teachers, specialist teacher who are school inspectors. So, due to presence of these opportunities, Masasi qualies to represent all parts of Tanzania (Coffey & Atkmson 1996).

3.3 Population

Ndwika Girls Secondary school is a target area of this research, because it has the characteristics of the factors which influence implementation of the NIES for deaf students. For instance having regular students, deaf children and other students with

special needs who are identified and studying at the same class. But also, presences of regular, specialist teacher and other workers. Also, having of speccialist teacher who deals as interprenter and establishment of sign language interpreter club which comprises of students and teachers. This is a specific number of a group of individuals who share some common defining characteristics which interested the reseacher according to Kombo & Tramp (2016).

Not only that, the study comprises specialist and care givers from Masasi primary school, Lukuledi Maalum, Lulindi Maalum, Chidya secondary school, Ndanda primary school, Migongo primary school, social workers and medical personnels. In additional to that, the researcher used oriented teachers from inclusive schools established to get experinced information.

3.4 Sample size

Sample size determination is the act of choosing the number of observation or replicates to include in statical sample. Sample size is an important feature of any emperical study in which the goal is to make references about a population from sample. Also this expressed by Kombo and Tramp (2016) says that, ' is a process of selecting specific number of population who will give the information from the entire population'.

This research sample size is targeted to 80 respondents from Masasi primary school, Lukuledi Maalum, Lulindi Maalum, Ndwika secondary school and Ndanda primary school. Not only that but also, proffessionals from Masasi District office. The figure below shows the summary of sample size of Masasi District.

Table 3.1: Sample Size Targeted

S/No	Participant	Anticipated
1	Specialist teachers, regular teachers and head of schools.	30
2	Regular, deaf students and other students with special needs.	20
3	DSNEOs, School Inspectors, Social Workers and medical personnels	10
4	Parents and caregivers	20
	Total	80

3.5 Sampling

According to nature and sample size suggested, the study employed purposive sampling technique due to the following reasons: firstly, the use of purposive sampling because of specific targeted professionals who generate insight and in depth understanding of information, for instance eight members who work in Educational Support, Resource, Assessment Centres and two regional team of reference, specialist teachers, headteachers, standard one teachers who have acquired orientation of Inclusive Education and DSNEO. This supported by Kombo & Tramp (2016). Therefore, the selected people are implementers who have been affected to challenges facing deaf children while in school.

3.6 Data Collection

The study used two main types of sources of collecting data known as primary and secondary data. In primary data the researcher received data directly from respondents through interview, questionnaire and observation. They are given by students, teachers, specialist teachers, head of schools, DSNEO, School Inspectors, social workers, medical personnel, parents, caregivers and school environment of Ndwika Secondary School. Also, secondary data received through using text books, journals, internet and other publications (Kothari, 2004).

3.6.1 Method of Data Collection

The researcher collected data by using observation, interview, questionnaire during investigating factors influencing Implementation of the National Inclusive Education Strategy (Bogdom and Bikelm, 1992).

3.6.2 Observation

The researcher employed observation because visited Ndwika Secondary school and stayed there for two weeks. Researcher wanted to obtain data directly from learning people's behaviour and action during implementation of inclusive Education. Also, the researcher used active and non active participation during collection of data. The researcher being a member of ESRAC in southern zone, it was easy for me to meet members of ESRAC and pupils or students directly during the collection of data. Moreover, of the ESRAC is found at Masasi primary school, made it easier to observe other pupils with special needs and their services provided because of being around the school campus. Not only that but also, the researcher is a member of Mtwara regional team. This methods will help a researcher to gate complex interactions in natural social setting and in depth investigation. The methods limited the researcher to observe schools life of deaf students while in the dormitories because of its biased sample, where by, all students are girls while a researcher is a man (Bogdom and Bikelm, 1992).

3.6.3 Interview

The study used interview methods to students, parents and caregivers depending on their status of understanding. The researcher used semi-structured interviews in order

to get detailed information and control the research by setting topics for discussion. On top of that, the researcher used this method in order to experience difficulties faced by students during data collection. Moreover the researcher used open handed interview because demanded individuals to express what they understood, understanding and their views. This is according to Kombo & Tramp (2016:93).

This method helped to obtain data systematically and acquire comprehensive information faster during the process of collection of data directly from the respondents. Also, expressed by Bogdom and Bikelm (1992). Also this method has given chances to participants to ask questions to the area where they didn't understand. Therefore, this brings clear messages of information provided. Communication was a challenge of collecting data, even though the interpreter was closed. This is due to misinterpretation of questions to deaf children.

3.6.4 Questionnaires

The study used questionnaires to obtain data from respondents who live far away from a researcher. In this method the researcher used written and printed lists of questions, so as to be answered by a number of respondents during data collection. This method was used to teachers and other personnel like DSNEOs, School Inspector and medical personnel. The researcher decided to use this method because it is cheap in obtaining information and also gives time to respondents to think and understand the questions, so as to come up with clear information. This is according to Kombo & Tramp (2016). Ultimately the study used closed ended and open ended

questions to respondents in order to give up their ideas and views concern to factors influencing implementation of the National Inclusive Education strategy in Tanzania.

3.7 Data Processing and Analysis

The study used Microsoft window excel 2010 to plot statistical matrix for the average, percentage and respondents (frequencies) during data processing. Questionnaires, observation and interviews are tools used by the researcher during data correction. These tools were prepared by using swahili language in order to make easier for respondent to understand and tackle the questions so as to provide information required. Also a researcher interpreted the field notes in English language which formulated with relevant data to meet specific objective of the study through interviews, observations and questionnaire (Kothari, 2004).

3.8 Research Ethics

The researcher used standards that govern conduction of respondents during data collection. In an honest way, the researcher justified and analysed the purpose of his research to respondents. Also, the researcher insured confidentiality of the data that was given by respondents. Before collecting data, the reseacher received a permissin letter from Open University Administration which allowed to collect data. Also, the researcher received authorized letter from Masasi District Council which permitted to reach respondents areas and collected data. Through using these principles, the researcher collected data and information required easily, percefull and hormornely (Bogdom and Bikelm, 1992).

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents analysis and interpretation of findings investigated from the field (Kothari, 2004). The study intends to investigate factors influencing implementation of the National Inclusive Education Strategy for Deaf Children in Masasi, Tanzania. The study is guided by the following objectives which are related to research questions of the study in analysing data collected and interpretation: to identify stakeholders' views on implementation of Inclusive education for the Deaf Children, to identify opportunities available for Deaf children to access education, to identify challenges facing deaf children in accessing education, to examine the contribution of special schools, ESRAC and regional team to support inclusive education for the deaf children, and to assess stakeholders' views on what should be done to implement the national strategy on inclusive education for deaf children.

4.1 Respondents Characteristics

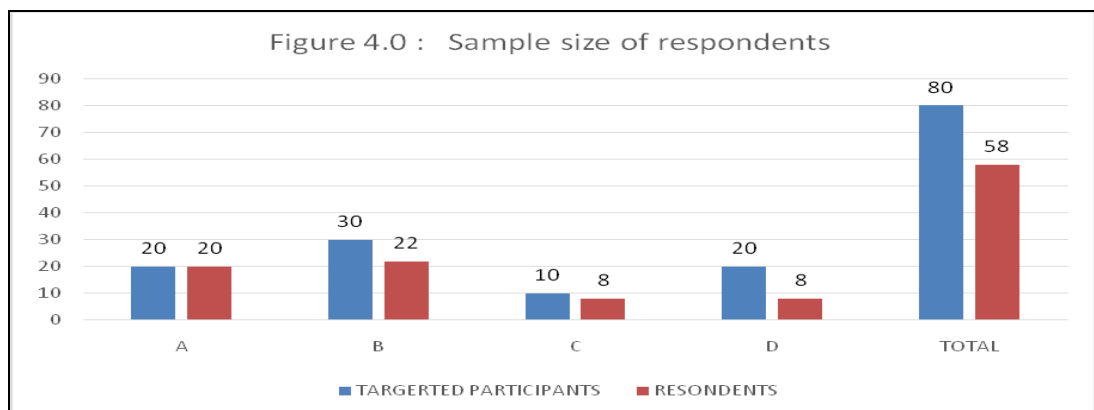


Figure 4.1: The Study Respondents

Source: Compiled research data 2016 at Masasi District.

A total of 58 respondents participated in the study including 20 students (10 deaf), 10 specialist teachers, 10 non-specialist teachers, 6 parents, 2 head of schools, 2 care givers, 2 medical persons, 2 school inspectors, 2 social workers, and 2 District Special Needs Education Officer. This is to show that the sampling was planned enough to acquire the data required in the study.

4.2 4.2. Stakeholders Views on Inclusive for the Deaf Children

Stakeholders are developers, implementers of curriculum and education planners into various levels in the country. The study indicated that, inclusive education is well implemented in Primary schools as compared to secondary schools. Here, shows that respondents are aware of the factors which influence inclusive education especially Teachers, specialist teachers, head of schools, head of unity who deal with special needs, District Special Needs Education Officer, School Inspector,s who know well about special needs, specialist teachers, Educational Support, Resources and Assessment Centres in each zone of Tanzania, special schools, the use of sign language, supportive devices, presence of facilitators , the use of teaching and learning methods which allow all learners to participate during teaching and learning process to all stakeholders aware in inclusive education.

The views and opinion of education stakeholders shows that the inclusive programme in school is good because it favours all students to have a chance to get education while living in normal life with other regular students. The challenges reported most are communication barrier which affect the process of the programme. Reasons brought forward were related to communication whereby many teachers

lack communication skills. Some views were provided as a sign for different of poor communication in teaching subjects as indicated below:

Student: When I was in primary school I was happy. My teachers were competent and had a lot of skills to support my learning. As I came to secondary school, I had no orientation whereas my fellow students had orientation. When I asked, teachers said, I didn't have sign language skills to support me.

Teacher: I am qualified in special education. I have a diploma from a recognised college. But remember during my college education had no opportunity to learn any teaching subject. As such, I have a diploma but still using teaching skills of primary education. In such situation, how can I support a secondary school student (A specialist teacher)

The results found show that regular students and deaf students 60% of them are aware of the factors Influencing National inclusive education strategy but 40% were not aware. Teachers, specialist teachers, headteachers and head of school 91% of them aware of the factors influencing National Inclusive Education Strategy while 9% show that are not aware. Special Needs Education District Officers, School Inspectors, Medical personels and Social workers about 100% show that, they are aware of the factors influencing National Inclusive Education Strategy and Parents and Caregives in group 40% of them are aware of the factors influencing National Inclusive Education Strategy than 60% who are not aware. Also, observation shows that, 80% percent of deaf students came from special schools where teacher's are able to use sign language, 20% percent are coming from regular school where by are mastering in total communication.

Due to that information it shows that orientation is a factor influencing the implementation of inclusive education the same as the application of sign language.

There is a need to implement and enhance capacity building to education stakeholders in order to enable the success of inclusive education in Tanzania.

4.3 Opportunities Available for the Deaf to Access Education

According to URT (2013) Educational Support, Resources and Assessment Services are required in order to access education. The data shows that, there is insufficient support in education for inclusive education which affect the access of education to the deaf. In this study it was found that students, parents and care givers had challenges as reported by some of the respondents.

I need to have educational support, guidance and counseling, medical services, placement, screening and intervention services, specialist teachers, teaching and learning materials, hospitals or health centres, medical shops, and ESRACs. Without having these, it will be difficult to be enrolled in schools. Sometimes parents do not allow us to join schools as they feel that I cannot do better (*Deaf student*).

Lack of specialist teachers and distance from services area like special schools, units, and hospital, discourage other parents with special needs to send their children for assessment (*Parents*).

Students who are coming from special school or units face the problem of collaborating with others due to failure of communication, because me as a caregiver I don't know how to use sign language (*Caregivers*).

Ainscow & Sandill, (2010) revealed that, organisation structure and policies play role to a successful Inclusive teacher education. The findings show that about 20% of Group A (Students) and Group B (Specialist teachers) reported on poor communication, also 10% of caregivers and parents indicate that communication is also the problem. This is to show that sign language is not properly used in inclusive education and there is a need to educate stakeholders to take for granted to promote the sign language in the community as well to education media.

4.4 Challenges Facing Deaf Students In Accessing Education

According to the National Report of Republic of Tanzania by Ministry of Educational and Vocational Training (2008) challenges identified in Primary Education Development Plan are quality improvement, capacity building and institution management. The study found out that students with special education face a problem in media and communication. Sign language to most of teachers and students is not common while for them to access information is when sign language is applied. The following statement shows the reality:

Student: It is granted for me academically to be poor because I don't hear what is taught in the class. Also, most of the teachers are not competent in sign language. Not only that, but also my fellow students do not make clarification on what the teacher taught.

Susan (2003:2) discussed external factors which influence inclusive education such as policy, legislation, cultural and socio economic condition. The findings reveal that parents and caregivers are the factors influencing students in accessing education. In teaching and learning process, language and means of communication, teaching aid, orientation are the basic tools to all school members about in assisting of deaf students. Below is the claim on the challenges in inclusive education:

Parents: I don't understand the government on establishing special units in secondary school without giving orientation to school board, teachers, students and other staff members concerning deaf student and the way to communicate with them.

Specialist teachers, regular teachers and head of schools said, challenges which affects deaf students are shortage of specialist teachers, language of communication, facilitators, competent specialist teachers to use assessment tools especially fitting of hearing aid.

Specialist teacher: I need more training in using assessment tools especially in assessing and fitting because we fail to understand the level of hearing and whether to determine required service either fitting or not.
 Head of schools: It is difficult to enroll students with special needs because no Audiogram sheet which can provide information of the students but also even if it can be given, no one knows how to read it. Everything is difficult to me.

As a science teacher difficulties raised to communication with deaf students because I don't know sign language and even to sign the science equipments. Therefore, most of students drop science subjects.

DSNEOs, School Inspectors, social workers and medical personnels their responses are orientation to society members about importance on provision of inclusive education, teaching aid, number of students in the class, attitudes of society towards children with special needs, use of sign language, facilitator, specialist teachers, the uses of ESRACs, District and regional team in early identification and intervention. The issue is on how to implement the policy to reach the goals targeted as reported below:

DSNEO and Educational Support, Resource and Assessment Centres members are the place where services to children with special needs are provided. Their objectives are good in implementing Inclusive Education and the government is already recruiting specialist teacher in zone centres. But up to now the government has not yet provided assessment tools.

For me School Inspector, becomes difficult to inspect teachers in teaching and learning process, how they use teaching aid to accomodate more than fourty students in the class while exact number of students in inclusive classroom is 30. Here it shows that deaf students fail to get information required to accessed.

To me Social worker, if I fail to provide guidance and counseling services. It means a society fails to provide proper information to students and parents with special needs, who are not cooperate with the education stakeholders.

To medical personnels, deaf children are not sent for medical for treatment or check up, because hospitals have no medicine to cure them.

In order to meet real inclusive Stayton & MC Cullum (2002:8) revealed that, classroom with relevant and supportive teaching and learning materials, supportive environment for disabled children, acceptance among peers in the class, relevant physical infrastructure have a large impact in developing relevant inclusion practices among student and teachers. In order to make this programme work it is supposed to make sure that the available policy is implemented and not to remain as a statement while there is no implementation.

4.5 Contribution of Special school, ESRAS and Regional Team for the Deaf Children In Inclusive Education

ESRAC (2014) implement strategies to enhance the inclusive education and other regional team who support deaf children in inclusive education. Also stakeholders try to provide supports to the students by providing teaching and learning materials for deaf children. Regardless the variation of the services provided between schools and region location but there is evidence for those who accessed the stakeholder contribution and support they academically perform well as reported below:

Deaf students: Establishment of special schools helps to know Tanzanian sign language and fitting of hearing aid. This helped me to pass standard seven examination through the effort of the government support and competent specialist teachers in my schools.

Parents and caregivers: Special schools helps pupils to do well in primary schools rather than in secondary school. For instance, in primary school have full specialist who are competent in assessing children and fitting hearing aid.

In spite of strategies and priorities to these schools to support inclusive education the data shows that, the support provided is not enough to accommodate all students in the country. Education change does not happen overnight and adopting new ways of

thinking and doing. Although support to inclusive education is provided it shows that few of them get the opportunity and other students fail to get the support which is needed and that hinders their education development.

Therefore, responses show that, there is a need for Tanzania to maintain services required to deaf children in order for them to continue studying in inclusive school. For instance to maintain regional team which deals with early intervention and screening, ESRACs, Units and Special schools which provide services to deaf children. Also, to maintain provision of services like fitting hearing aid, the use of sign language and interpretation in and outside the classroom. Moreover services of screening and intervention, early identification to children with special needs and creation of friendly environment which attract children with special needs to study.

4.6 Strategies of Implementing Inclusive Education for the Deaf

URT (2013) set guidelines for educational support in resources and assessment services, which show that children with special needs require support in order to overcome learning barriers. The information can be obtained in the “Guideline for Educational Support, Resource and Assessment Services (2013), Operational Tools for Effective Management of ESRACS (2014), National Strategy on Inclusive Education (2013) and “Mwongozo wa kubaini Mahitaji ya Ujifunzaji Stadi za Kusoma, Kuandika na Kuhesabu (KKK) kwa watoto”, and each zone na regional establish ESRACs team for screening and intervention of special need children.

The responses from the stakeholders shows that the implementation of strategy is not succeeded whereby the support provided is not enough to fill the gap of special needs as reported below:

Regular Student: If the governments provides support in sign language, provision of facilitators and supportive devices can lead to access education to special need students.

Deaf students: If I can be supported in learning and teaching by using sign language, facilitators and devices will lead me to access education.

Caregivers and parents: In order to implement National Strategies in inclusive education for deaf students they have to use sign language, facilitators, and to make sure that strategies settled by ESRACs (2013) and other stakeholders are established to enhance inclusive education. Also it will be better if the units for inclusive education be implemented in each ward to bring equal opportunities to students with special needs in Tanzania

his is shows that, there is a need to implement policy on regular teachers and heads of schools so as to use regional team members and ESRACs so as to acquire effectiveness services of the use of sign language in teaching and learning process. Also number of students in the inclusive class should not be more than 30 and the government support to allocate a budget and resource for the activities of early identification and intervention to assist in identification of needs and services required for special needs children at a specific time.

A study by Stubbs (2008) reveals that, special schools is a key of influencing development of 'inclusive education'. This means that, special education is needed in movement to inclusion on all levels in emphasizing knowledge, skills, experience and

various technology and equipment to help learners with wide range depending to his or her special needs.

Karakosi et al., (2005) finds that on line with the technical assistance components will be subjected to competitive binding based the ToR. Also, in order for Tanzania to meet implementation of National Strategy on Inclusive Education it should include SNE components to the relevant education sector and sub- sector plan and programmed in PEDP & SEDP. Due to the responses of interviews and questionnaires shows that, all respondent are aware to the factors influencing Implementation of the National Inclusive Education and Strategy because they were able to mention strategies done by Tanzania in special school and specialist teachers as a key resource to establish Inclusive ducation.

According to Muyungu (2015), pre service teacher's should learn cultural influence and perceptions as well as understanding of inclusive education. In addition to that, muyungu continues saying, the role of organization (teachers training Institute) is to shape and change student teachers orientation towards Inclusionand this can be done through policy and training level. Also insisted that for successful inclusion, training should bei n made collaboration between special needs teachers and profession teachers.

Findings reveal respondents to have awareness of the society about action taken by the government in implementation of the National Inclusive Education Strategy by developing guiding books which are used by ESRAC, Special schools, Units,

Regional team and other speciality teacher in screening and intervention to children with special needs. Most of the respondents mentioned other areas where deaf students can acquire services rather than in special school, known as Educational Support, Resource and Assessment Centres and Regional team for the purpose of screening and intervention.

The findings from interview and questionnaires show that, all respondents according to their understanding they know places where services of identifying children with special needs in order for students to study in inclusive settings. Not only of the place mentioned by participant where services can be provided but also studies done by Gale (2013) who says that, the deaf children and young people consulted identified four common areas that would help to make them included such as good communication support, emotional support, awareness of their individual needs and good eye contact.

Thoma et al (2004) stresses that, Deaf children in cyprus included in general school and are provided with a variety of support services such as one to one and group session, in-service training for disgnated teachers, modification of normal classroom delivery, presence of co-cordinators (specialist teacher for the deaf), psychological support and counseling, acoustical treatment of the classroom and provision and management of personal amplification.

In additional to that in Cyprus there is good coordination between the different bodies eg. The shool for the deaf, Ministry of Education, Ministry of Health, the

Ministry of Labor, The Cyprus Parents' Association of Deaf Children and the persons involved in the Inclusion of Deaf Children and the persons involved in the inclusion of deaf children in secondary education (parents, teachers, headteachers, coordinators, audilogsists, educational psychologist and school counselors) offering a variety of resources to deaf children.

Also URT (2013:4) revealed that, the implementation of inclusive education is sharing responsibility between the Ministry of Education and Vocational Training and PMO-RALG. Also derpartments and Units are independently accountable for adopting the principles of inclusive Education and taking necessary actions in this respect. Therefore, all Tanzanians are required to be aware of the place where deaf children and other children with special needs can recive services.

The responses from the findings show that, most of all participarts are aware of the services required to be provided to deaf students/pupils and chidren with special needs in order for these students to acquire education. In additional to that they know services, places where services can be given and who's supposed to give services. For instance screening and intervention, placement, guidance and counselling to students, knowledge of sign language, interpreter in the class, teaching methods and teaching materials, friendly environment can be done in schools by specialist teachers.

De Raeve (2012) streses that, in the last decade the population of deaf children has changed dramatically in these countries where universal hearing screening, early

intervention, digital hearing aid and cochlear implants are available. Also medication and other orientation care of the client is given by a doctor as well as guidance and counseling is provided by social workers. The study finds out that most children can now acquire intelligible spoken language and they go to mainstream school in larger proportion.

Also Gale (2013:210) revealed that, all deaf children attending secondary school in Cyprus have access to free audiological services provided by the educational audiologist employed at the audiological clinic of the school for the Deaf. Not only that but also more study has been done by (Possi, 2006) that teaching and learning materials are crucial in facilitating the effectiveness of learning of deaf students and other disabilities and URT (2005:82) found that deaf students use hearing aids even if they use other means of communication.

Ainscow & Sandil (2010) stresses that the development of inclusive education practice requires process of social learning within particular context. This means that in making organisation at our society we need to make orientation and permanent appointment to people who will deal with people with special needs. This is a comment by Gale (2013) who said that, good working relationship developed with specialist support services such as hearing support services, speech and language therapist and audiology services.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter comments on summary of the study, conclusion and recommendation of the findings of the whole study undertaken to investigate factors influencing Implementation of the National Inclusive Education Strategy for Deaf Children in Masasi Tanzania. Masasi District taken as representative of the whole country, therefore the findings investigated will help to create awareness National Strategy on Inclusive Education.

5.1 Summary

The purpose of this study was to investigate factors influencing implementation of the National Inclusive Education Strategy for Deaf Children in Tanzania. The research was done in Masasi District and participants who responded to interview are regular students, deaf students, parents and caregivers, but teachers, specialist teachers, head of schools, DSNEOs, School inspectors, medical personnel and social workers used questionnaires. Moreover observation were used to some of objectives by sitting in the classroom, special schools and ESRAC.

The study had five specific objectives discussed as follows: The first objective was to investigate stakeholders views on implementation of Inclusive Education for the Deaf Children. From the findings the study shows that, most of participants had ideas about inclusive education and the places where services can be given to deaf students. In addition to that, the society knows specialist teacher who are dealing

with deaf children. Through interview and questionnaire when I asked, participants responded by saying that, *'special school, units, specialist teachers, regional team for screening and intervention , Educational Support, Resources and Assessment Centres in each zone of Tanzania, special schools, the use of sign language, supportive devices, presence of interpreter , the use of teaching and learning methods which allow all learners to participate during teaching and learning process, teaching and learning materials, medical services and guidance and counseling'*.

The second objective was to identify opportunity where deaf children can acquire services which influence implementation of National strategy due to its presences. The study found out that most of the participants were able to mention area where deaf children acquired services and the places mentioned are *ESRACs, Regional team, special schools, units, regular schools where specialist teachers are present, hospitals or health centres, social workers office and DSNEO office*. They recommend that in one way or another this area helped much in providing services or directives in Tanzania.

The third objective was challenges facing deaf students in accessing education were mainly communication and interaction. Most of the children who are deaf use sign language in classroom interaction. So many of teachers and service providers faced challenges of using sign language, hence limit students understanding and meet their needs as a result fail in their examination. *Science teachers faced difficulties raised to communication with students because they don't know sign*

linguae and even to sign science equipments hence most students drop science subject.

The fourth objective was to examine contribution for deaf children in special school, ESRAC and Regional team in influencing implementation of National Inclusive Education Strategy for Deaf Children. The effort of providing services done by Tanzania government are *referral for surgery, guidance and counseling, medication, the use of assistive devices and fittings like hearing aids, educational placement, vocational training, sign language training and interpretation plus total communication.*

The fifth objective was to assess stakeholders views on what should be done to implement the National Strategies on Inclusive Education for the deaf children. The following are suggestion of the way forward: central and local government plus stakeholders should establish ESRAC's and District team for early identification and intervention in order to bring services closer to the people rather than being in zone or regional level. In ESRAC,s should have permanent post to specialist teachers, medical personnel and social worker who will be responsible to provide services to children with special needs. Also, to continue establishing units in each cluster or ward in order to simplify services and advice from specialist teachers who are near to him or her. Total communication and sign language should be used during teaching and learning process inside and outside the class in order to simplify communication. The government and local government should continue to support ESRACs, District Team, Units and Special Schools to budget fund for operational tools for effective

management (of ESRACs, Special schools and Units) and teaching and learning materials. Provision of inservice training should be conducted through seminars, workshops, short and long course.

Also in each college which provide certificate, diploma, digree should provide a course of special needs in order to create awareness, to what they are going to meet in the environment. Not only that, but also are coming to be expectant mother and father so as to know what to do. There should be cooperation among teachers and other stalkholders so as to make easy implementation of inclusive education. Studies done by Conelly (2004), Mapsea (2006), and Pembe (2008) argued that, teachers in inclusive schools need professional, development of short courses in special education in order to update their teaching carrier. In additional to that, there should be effective monitoring and evaluation of National strategy on Inclusive Education needed to be achieved.

5.2 Conclusions of the Study

In the study the findings concluded that, presences of special school, units, specialist teachers, regional team for screening and intervention, Educational Support, Resources and Assesment Centres in each zone of Tanzania, special schools, the use of sign language, supportive devices, presence of interpreter , the use of teaching and learning methods which allow all learners to participart during teaching and learning process, teaching and learning materials, medical services and guidance and counseling' are the factors which influence Implementation of National Inclusive Education Strategy for Deaf children in Tanzania.

Not only that but also provision of services like referral for surgery, guidance and counseling, medication, the use of assistive devices and fittings of hearing aids, educational placement, vocational training, sign language training and interpretation plus total communication. In addition to that, knowing the place where educational support services are provided like in special schools, units, ESRACs, Regional team, hospital, social workers office, DSNEO office and regular schools.

Therefore, if there is co-operation between central and local government, plus teachers, specialist teachers, social workers, medical personnels, parents, people with special needs, different NGO's and other stakeholder in provision of services to children with special needs, Tanzania will continue to maintain influence of implementing National strategy on Inclusive Education.

5.3 Recommendations

The study based on presented results, discussion and conclusion to several issues which would need to be addressed in order to enhance factors influencing Implementation of the National Inclusive Education Strategy for Deaf Children in Tanzania. The following recommendation addresses to factors influencing Implementation of the National Strategy on Inclusive Education for Deaf Children:

The Government of Tanzania should include sign language as special course for student learners in all levels of education especially at certificate, diploma and degree, so as to improve sign language and to simplify communication during provision of services to person with hearing impairment.

Changes of curriculum and syllabus should go together with the changes of special education to inclusive education. This is a chance where by the Government could use to minimize cost and to create awareness of the provision of services to children with special needs, especially identification of the children with special needs and where they seek for more services.

Creation of awareness from the administrative level, political figures, educators and other stakeholder due to the presence of ESRAC in each zone within our country and Regional team which works to provide services to children with special needs. Not only that but also, to those people who has responsibility to prepare government budget in the central and local government team to spelled out and point out costs of services required to people with disability in budget directory. This will manage to insist budget planners to include during preparation.

The central and local Government together with stakeholders should take initiative in establishing units in secondary schools and primary schools in the level of cluster or wards so that students, parents and teacher get services around. In each unit should be appointed specialist teacher who will provide services and reports.

The Government should appoint Specialist Educational Officer at the regional level who will deal with all matters of special needs in order to maintain, monitor, evaluate and provide reports. Studies done by Ainscow & Sandill (2010) argued that, Organisation structure and policies play a great role to a successful Inclusive teachers Education.

The Government should provide incentives, privileges and motivation through good salary, houses and even means of transport to special needs teachers, ESRAC, Regional team members and DSNEO. This is to simplify means of transport to meet people with special needs in regular school and increase morale of working.

Since the study covered only Masasi District, Mtwara region out of 29 regions of Tanzania, the findings should not be representative of the whole country. Therefore, there is a need for other researchers to conduct research in order to fill the remaining gap, so as to continue influencing implementation of National Strategy on Inclusive Education.

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APPENDICES

Appendix 1: Questionnaires to Teachers, Specialist Teachers, Headteachers or Headmasters

If given a chance to decide, would you choose to teach a class enrolling deaf children?

Explain

How are deaf children supported in this school?.....

As a teacher do you have any knowledge and skills to support deaf children? Yes _____ No _____.

Is the school receiving educational support from NGO's? Yes _____ No _____.

If yes which services provided:

Do you have the National Inclusive Education strategy 2009-2017 document. How are you using the document.....

What are the reasons of increasing enrollment to deaf children?.....

Describe support services required to deaf children.....

What are your general suggestion that you think can improve teaching and learning for the deaf children in this school?.....

In your case, describe how you are implementing the national Strategy on inclusive Education in Tanzania.

.....

Appendix 2: Questionnaire for District specialist education officer, school inspector, social works, and medical personel

What are the factors influencing inclusive education in your district?

.....
.....

What services are provided to deaf children in schools/hospitals/comunity?

.....
.....

What educational support is provided to teachers and pupils/students?.....

.....

What services are provided in special school, Educational Support, Resources and Assessment Centres for the deaf children?.....

.....

Describe support services required to deaf children.....

.....

Are there educational support from NGO's? Yes _____ No_____.

If yes which services are provided:

.....

What are your general suggestion that you think can improve implementation of inclusive education to deaf children?.....

.....

Describe how you are implementing the national Strategy on inclusive Education in Tanzania.

.....

Appendix 3: Interview to Students

How do you feel being a student in this school. What makes you feel better/bad?

Better

Bad

If given a chance to choose a school to study, would you choose a school that enrol both deaf and hearing people? Yes _____ No_____.

If yes or no give the reason

Mention three things that make you interested in this school.....

3. Mention support services given to deaf children.

- a.....
- b.....
- c.....

4. Do you receive educational support from any NGO's? Yes _____ No_____.

If yes which services are provided:

5. As a deaf child what support would you need in order to learn better.....

6. What do you think should be done so that all children in this school learn better?

.....

Appendix 4 Interview to Parents and caregivers

How do you feel being a student in this school. What makes you feel better/bad?

Better

Bad

If given a chance to choose a school to study, would you choose a school that enrol both deaf and hearing people? Yes _____ No _____.

If yes or no give the reason

Mention three things that make you interested in this school.

.....

4. Mention support services given to deaf children.

a.....

b.....

c.....

5. Do you receive educational support from any NGO's? Yes _____ No _____.

If yes which services are provided:

6. As a deaf child what support would you need in order to learn better.

7. What do you think should be done so that all children in this school learn better?

Appendix 5: Inside and Outside Classroom Observation Guideline

If students used sign language in communication.

If interpreter are used inside and outside the classroom.

If students had hearing aids

Awareness of teachers and other workers due to presences of students with special needs.

Co-operation among students with special needs and regular students.

Presences of specialist teachers.

Services provided to deaf students in schools.