AVAILABILITY AND USE OF EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH DISABILITIES IN BABATI DISTRICT COUNCIL MANYARA, TANZANIA

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A DISSERTATION SUBMMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2018

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation title; ñThe availability and use of educational opportunities for children with disability in Babati District Council Manyara Regionò in partial fulfillment of the requirements of the degree of master of Education Administration, planning, and Policy Studies (MED-APPS).

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Date

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DECLARATION

I, Siasi, Nada, do hereby declare that this dissertation is original work of mine and it has not been presented and will not be presented in any other tertiary educational level for any other degree award.

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Signature

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Date

DEDICATION

This significant academic work is dedicated to my beloved Parents late Father Siasi Oye Gidahuru and beloved mother Toa Tluway Bosta who made a glorious decision to take me to school and brought up me to have good and wonderful interactions with people. This work is an outcome of their material and moral support and sensitivity to importance of education.

AKNOWLEDGEMENTS

I would like to acknowledge the help and whole hearted support from my supervisor, Dr Mnyanyi Cosmas. Special thanks go to my wife Haikasia W. Minja, my mother, and my children, for their significant moral and material support. Special thanks also go to my Regional Director Dr. Magali and his assistant Mr. Kassim for their whole hearted support and linking me with my supervisor, DPEO, Primary school Head teachers, Primary school teachers, WECs, Primary school pupils and parents for providing me with data to complete my work.

I would like also to acknowledge the encouragement from my fellow teaching staff and non-teaching staff for their positive support, special thanks also go to Volunteer Brian from USA Peace corps and Mr. Fred Swai of Gallapo secondary school, Mr. Hamis Bura, Ward Executive Officer (WEO) and Mr. Enea Peter, Ward Education Officer (WECs) of Nangara ward for their favorable support.Finally, I would like to thank, most sincerely Headmaster of my work station, Gallapo secondary school for providing me positive support and permission to collect data. I salute you for your favorable support.

ABSTRACT

The main aim of this research was to explore the availability and use of educational opportunities for children with disabilities in Babati District Council- Manyara Region. The specific objectives are to identify educational opportunities available for children with opportunities, to examine infrastructural barriers to educational opportunities for children with disabilities, to assess the presence of teaching and learning materials for children with disabilities and to assess the presence of qualified teachers with special needs education. The research used a case study research design whereby eight government primary schools were selected as sample schools. The random and purposive sampling techniques were used to select samples of interviewees from which the researcher collects data to complete his dissertation. The researcher interviewed 118 interviewees that are 40 non-disabled children, 32 disabled children, 16 teachers, 14 parents, 08 Primary schools Head teachers, 07 Ward Education Officers and 01 District Primary Education Officer. The data was collected using structured interviews. The findings indicated that most teachers had positive attitude toward children with disabilities, being included in the general classroom, even non-disabled showed positive attitude to children with disabilities being included in the same classroom, sharing learning materials, and playing together outside classroom in the school playground. The researcher from his findings recommended that the Ministry of education, science and technology has to prepare regular trainings for teachers with special needs education and to involve different educational stakeholders to create and maintain friendly educational environment for children with disabilities.

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LIST OF ABREVIATIONS

ACRE	Action for the Rights of Children in Education
AU	African Union
BDC	Babati District Council
CRC	Convention of the Right of the Child
CRPD	Convention of the Rights of persons with Disabilities
DPEO	District Primary Education Officer
GCE	Global campaign for Education
GMR	Global Monitoring Report
GPE	Global Partnership for Education
MOE VT	Ministry of Education and Vocational Training.
OAU	Organization of African Unity
PWD	People with Disabilities.
SWA	Students with Albinism.
TAS	Tanzaniaôs Albinism Society.
TFDPO	Tanzania Federation on Disability People Organization
UN	United Nations
UNDP	United Nations Development program.
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nation International Children Emergency Fund.
URT	United Republic of Tanzania.
WEC	Ward Education Coordinator
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter focused on the background of the study, statement of the problem, objectives, research questions, the scope of the study, significances of the study, limitation of the study and organization of the study.

1.2 Background of the Study

Education is a right to everyone, however, it is has been found that persons with disabilities face barriers in accessing education (UNESCO, 2010; Ainscow & sandill, 2010; Hutching & Martin, 2012). Data and research findings have not indicated that persons with disabilities are non-educable (Culham&Nuid, 2003; Reit&Vitani, 2007; Maul & Singer, 2009; Porter & Smith, 2011). This indicates that all can learn. The question then is about the availability and use of the availed educational opportunities to children with disabilities: Are there educational opportunities? Who uses these educational opportunities? Why these educational opportunities are not used by children with disabilities?

These are some of the questions that will be addressed in this dissertation with a focus to Babati district council. The UNESCO convention against Discrimination in Education (1960), Universal Declaration of Human rights (1948) and UN convention on the Right of persons with Disabilities (2006) strongly condemned discriminations and segregations in educational opportunities on the basis of abilities or disabilities. It is estimated that 140 million of the school-aged children in the world who have less educational opportunities mostly are children with disabilities and girls from

low-income countries. Eighty percent of these children live in African countries including Tanzania (ACPF, 2011).

Africa south of Sahara is supposed to update their research data to ensure them to have full information about problems facing children with disabilities in their region. Most data they have in their hands are of five to ten years past (Kisanji, 1995; Grol, 2000) or rely on World Bank, UNESCO and other UN agenciesô estimations. Children with disabilities obtained few or less social opportunities like educational opportunities from which they can obtain knowledge and skills to act positively to their great demands of their daily life (GPE, 2016).

The Marginalization of children with disabilities is still a big problem, particularly in low and middle income countries like Malawi and other African countries south of Sahara. Children with disabilities get various challenges even from their closer people like parents, friends, neighbors, and community. The followings are words from a disabled girl of 6 years in Malawi ñI would like to go back to school. I admire my friends who go to school. It hurt me that I was asked to drop out, because if I had continued to go to school, I would have been independent. This young girl has a profound visual impairment and was asked to drop out from primary school when her eyes began to lose ability to see.

In Nepal, data of school-aged children showed an estimation of 85% of all children who did not join and dropped out of schools are disabled children GPE (2016). In Burkina Faso children with disabilities have few educational opportunities like the right to join schools (GPE 2016). In the Philippines, one research discovers that most

families with disabled members have a high risk of their school-aged children obtaining less educational opportunities by 25 percent and by 13 percent in Uganda (UNICEF, 2014). In Tanzania and Malawi, children with disabilities have fewer opportunities to join schools compared to their fellow non-disabled children (GPE, 2017). Lithuania in Europe gives no educational opportunities for children with serious disabilities and they were not included in national statistics on children with special needs and in Bosnia-Herzegovina the curriculum is full of activities directed to non-disabled pupils providing no chance for teachers to respond to pupils with disability (UNESCO, 1996).

Children with disabilities have lesser chance to join schools and if they happen to join, they are likely unable to continue with post-primary schools. This inability to access schools is an outcome of poor knowledge on the needs of children with disabilities, fewer teachersô training programs, lack of friendly school environments, and lack of teaching and learning materials (GPE, 2016 & HakiElimu, 2014). Children with disabilities need education as their basic right, failure to get this right has a long root of negative effects in their lives, families, societies, and nations at large (GPE, 2016).

If it happen a disabled child does obtain the educational opportunity, she or he becomes of great fortune, because can have self-employment or employed somewhere to run her or his daily life easily. Education gives them power to achieve other rights like to live in clean environment, safe water and other fundamental services. The social model of disabilities considered people with disabilities as full members of society who can provide significant contributions to their immediate

environments like parents, neighbors and communities. One view sees the ñproblem of disability is not something that is wrong with the child but rather something is wrong with the organization of schoolò (Booth and Ainscow, 1998). It is discovered that, problems faced by pupils is result of unfriendly school environment and methods of teaching that is used to provide education to children with disabilities. Pupils with special needs are not favored with traditional curriculum (Skrtic, 1991).It is argued that, the way forward shall be to restructure schoolsô organizations and modify teaching pedagogy to favor all pupils irrespective of their ability or disability.

International community gave several resolutions about the rights to education for all children (Krohn-Nydal, 2008). The moves towards education for all began at the first time in the Universal Declaration of Human Rights (UN, 1948). Tanzania as a member of international communities and other members signed different agreements including EFA Education for all and become committed to implementing this by providing a right to education without segregations, oppressions, and discriminations. Education as a right for all is stated in Article 26 of 1948 of Human Right Declaration that ñEveryone has the right to educationò.

Education shall be free, at least in the elementary and fundamental stages. Elementary Education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the Maintenance of peaceò (UN, 1948:26). It is now more

than 68 years different nations in the world talking about the Universal Declaration of Human rights which says ñeveryone has a right to educationò. The implementation of this article 26 of 1948 UDHR had begun by providing education to children with disabilities through special schools which were made by religions or philanthropic organizations (chapters in Mittler, Brouillette and Harris, 1993).

The special schools were not given full resources to provide quality education to children with disabilities. This unfavorable situation to children with disabilities gave birth to new orientation called Inclusive Education (IE). It is an idea of The Salamanca statement on principles, policy and practice in special needs Education agreed by 92 governments, and 25 international organizations in June 1994 (UNESCO 1994). The statement argue that, ñ Inclusive Schools are the most effective means of combating discriminatory attitudes, creating welcoming community, building an inclusive society and achieving Education for all, moreover they provide an effective education to the majority of children and improve efficiency and ultimately the cost effectiveness of the entire education systemôô.

Implementation of the Inclusive Education, demands to restructure schools and classrooms to create friendly school environment to all children (Ainscow 1995, 1998)hence creation, support, and defense of valued social roles of people who are at risk of social devaluation (Wolfensberger 1983). There are many other declarations given by international community strongly supporting provision of education to all, in particular to the marginalized children with disabilities. Tanzania and other developing countries are signatories of these declarations-

1. 1982: UN The world program of Action concerning Disabled persons.
2. 1989: UN Convention on the Right of the child.
3. 1993: UN standard Rules on Equalization and opportunities for persons with Disabilities.
4. 2001: EFA flagship: Education for persons with disabilities. Towards inclusive.
5. 2007: UN Convention on the Rights of persons with Disabilities (Krohn- Nydal. 2008).

Babati district council has 312,392 populations that are 158,804 males and 153,588 females, the council has 141 primary schools, 138 are government schools and 03 are private schools, only 06 schools out of 141 provide education to children with disabilities and few 22 trained teachers are present to teach these disabled children (DPEO, 2017). Therefore this study will explore availability and use of educational opportunities for children with disabilities in Babati District council; Manyara Region. The study aims to support all international declarations about the implementation of the Education for All policy.

1.3 Statement of the Problem

Tanzania has accepted and signed various international education agreements; among those agreements is the world declaration on education for all and Framework action to meet basic learning needs (UNESCO, 1990) and World program of action concerning disabled persons (UN, 1982). In early 2004-2010 Government of Tanzania came out with PEDP-Primary Education Development Program as the strategy to implement EFA without discrimination and segregation (Matete, 2016). The program was implemented in all councils in Tanzania including

Babati district council, in which there are 141 primary schools, 138 are government schools and 03 are private schools. Only five government schools provide education to children with disabilities out of 141 primary schools.

In September 2017 I had a conversation with the Babati District Primary Education Officer about enrollment of children with disabilities in 2015-2017; she informed me that her office has no reliable information about the number of the enrolled students in those respective primary schools. This indicates that the council has does not have proper data on the availability and use of educational opportunities for children with disabilities in Babati District council. This study is undertaken to explore availability and use of educational opportunities amongst children with disabilities in Babati District council.

1.4 Objective of the Study

The objectives of the study are put into two parts that are general and specific objectives:-

1.4.1 General Objectives

The general objective of this study is to explore availability and use of educational opportunities for children with disabilities in Tanzania primary schools.

1.4.2 Specific Objectives

The specific objectives of this study are:-

i. To identify educational opportunities available for children with disabilities in Babati District Council.
ii. To examine infrastructural barriers to educational opportunities for children

with disabilities.

iii. To assess the availability of teaching and learning materials for children with disabilities.

iv. To assess the availability of qualified teachers with special needs education.

v. Challenges facing children with disabilities in accessing education opportunities

1.5 Research Questions

Research is expected to answer the following questions:-

i. What are educational opportunities available for children with disabilities in Babati district council?

ii. How does school infrastructure for children with disabilities influence their educational opportunities?

iii. To what extent do Schools have teaching and learning materials for children with disabilities?

iv. To what extent do schools have qualified Teachers with special needs education?

v. What are the challenges facing children with disabilities in accessing education opportunities?

1.6 The Significance of the Study

The study is timely as the government is implementing the second National strategy on Inclusive Education 2018-2021 that among other things stress on the need for creating a good learning environment for children with disabilities. The study is illuminating to the government officials to know the magnitude of the problem in

Babati District council, and the policymakers to make more favorable policies for children with disabilities. The study findings may call for the government to establish strategies to equip teachers with knowledge and skills for teaching children with special needs. Also the study findings are likely to create awareness to inclusive education stakeholders including the parents and society at large to understand the significance of providing quality education to children with disabilities like non-disabled children and the study is significant to other researchers who are interested in doing this study.

1.7 Limitation of the Study

The study explored availability and use of educational opportunities for children with disabilities in Babati district council. The council has 21 wards and 96 villages, in which there are 141 primary schools, and the study involved only 8 primary schools because of limited time and shortage of funds. Some of the issues influencing effectiveness of implementation of education for children with disabilities may vary due to exposure that may not be the same to all respondents; this might compromise the research findings.

The researcher was not able to control the attitude of the respondents as they responded to the set of questions. Some respondents could not give honest answers due to fear and or less exposure to the phenomenon under investigation. Due to the limited time and shortage of funds, the study explored availability and use of educational opportunities for children with disabilities in few primary schools in Babati District Council and also examined limited data of children with disabilities in Headmasters, Ward Education Officer (WEO), and DPEO.

1.8 Delimitation of the Study

The study was confined to public primary schools in Babati district. It did not target private primary schools because of the different prevailing factors and situations from those in public schools. As a result, factors influencing availability and use of education opportunities for children with disabilities may vary from one part of the country to the other. The findings would therefore only be generalized to other parts of the country with caution.

1.9 Definitions of the Operational Terminologies

Disabilities: Disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical mental or social factors (Kapuya, 2004).

Accessibility: Is the ability to access the functionality and possible benefit of some system or entity and is used to describe the degree to which a product such as a device, service, or environment is accessible by as many people as possible (Disabled world, 2004).

Education: Is the process in which and by which the knowledge, characters, and behaviors of the human being are shaped and molded. Education is lead to the enlightenment of human being (Farooq, 2012).

Learning: Learning is the process by which individuals acquire and retain attitudes, knowledge, understanding, skills, and capabilities that cannot attribute to inherited behaviors patterns on physical growth (Farrant, 1980).

Teaching: Is the process of attending to peopleôs needs, experiences, and feelings, and making specific interventions to help them to learn particular thing. In the

process of teaching interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill, or process, testing understanding and capacity and facilitating learning activities such as note-taking, discussion, assignment writing, simulations and practice (Smith, 2016).

Positive School Environment: The positive school environments defined as a school having appropriate support facilities, well-managed classroom, available school-based health support and clear, fair disciplinary policy. Supportive school environment has a meaningful influence on student outcomes (American Institute of research, 2017).

1.10 The Organization of the Study

This study consists of five chapters as shown in the table of content. This chapter focused on the introduction, background of the study, problem statement and justification, general and specific objectives, research questions, and the significance of the study, the scope of the study, limitations of the study and organization of the study. The chapter contained definitions of the operational terminologies, theoretical studies, historical perspective, empirical studies, research gap and conceptual framework. This chapter dealt with the research methodology, research design, area of the study, population and sample size, data collection tools; validity and reliability of the tools, methods of data analysis and interpretation; and research ethical and moral issues. This chapter focused on the presentation, analysis, and discussion of the data collected or findings. This chapter made the summary of findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered Definitions of operational terminologies, Historical perspective, theoretical framework, empirical study, research gap and conceptual framework.

2.2 Historical Perspective of Disability

Disability is always part and parcel of manôs all walks of life, that is the disabled persons or people shall not be stigmatized and discriminated in whole man's life, but unfortunately, lives of persons with disabilities are full of fear, despair and sometimes helpless before the eyes of different societies. In old times, children born with disabilities were seen as a curse, left and abandoned and thrown into the forest by their parents and close relatives. Persons with disabilities were given awkward names or considered as misfit, misfortune, idiots, and fools and usually seen as a curse by family and society, the respective family is supposed to make scarification as a way of confessing and requesting excuse to their gods. Different religion as exemplified by Christianity improved the ways disabled people were treated and increased empathy and special care to the persons with disabilities like blind, dumb and others with physical disabilities (Joomla, 2016).

In America, 1800s lives for persons with disabilities were very poor because they were given poor houses with an unfriendly environment. By the mid of the19$^{th\ century}$, various communities in different parts America had full information about the poor life of the disabled persons. One of the Americaôs top organs of the government, the

Congress initiated the process to favor disabled persons by providing them with resources like land and money to construct better and friendly buildings for their accommodations (Joomla, 2016).

UN established the international day of persons with disabilities (IDPWD) that is 3rd December each year, as one of the strategies to promote consciousness, understanding, and acceptance of persons with disability among different communities in Africa. Through this day African governments recognize and celebrate the success and contributions shown in different walks of life like economics and politics by people with a disability in Africa (African studies center, 2016)

The OAU (now African Union AU), African governments and different stakeholders in Africa are taking their times to educate African societies about the problems facing persons with disabilities in Africa. In 1988, the African Rehabilitation Institute (ARI) was established in Harare, Zimbabwe. This agent has the role of reporting, addressing and coordinating different AU political organs like the council of ministers and secretariat and African regional co-operations like the East African Community (EAC) and Economic Community of West African States (ECOWAS) about disabilities in Africa (The African studies center, 2016).

Disability movement in Tanzania started by different societies by organizing themselves and aired out their voices about the problems facing disabled persons even before attainment of independence. The religious missionaryôs society started disability movement by telling the British colonial government in Tanganyika that

all human beings are equal regardless of their disabilities or abilities.

Persons with disabilities, particularly children need equal educational opportunities without segregation and discrimination. Anglican Church as a great example in those old days of colonialism in the Central Diocese of Tanganyika had initiated and established educational programs in 1947 for the disabled children especially blind children. In 1950 Buigiri primary school was established, a special school for the blind Children only, other special schools established by Roman Catholic and Lutheran Church, were Furaha primary school in Tabora and Irene primary school in Lushoto in Tanga (TFDPO, nd). In India provision of education to children with disabilities started by constructing special schools to accommodate pupils with disabilities, these schools were established in the last two decades of the 19th c by church missionaries and in Germany special schools were introduced in 1880 after the Education act of 1872 (Ellget-Ruttgarft 1995).

Nowadays most districts in Tanzania are practicing integrated and inclusive education by having special units in schools for children with disabilities. For example in Babati district council, there are Magugu, Patrick Winters, Dareda Kati, Dudiye and Oltukai primary schools with inclusive education (DPEO,2017) and government of Tanzania enacted persons with disabilities Act 2010 to support the rights of disabled persons in Tanzania.

2.3 Theoretical Framework

2.3.1 Ecological System Theory

Urie Bronfenbrenner through ecological system theory explained that since the first

day of his or her life any person regardless of abilities or disabilities live in complex systems because life is full of interactions. He further argued that biological characteristics and the way ones interact with his or her immediate environment shape the behavior in a positive or negative way. This theory consists of Microsystem, Mesosystem, Exosystem, and Macrosystem.

2.3.1.1 The Microsystem

According to Urie Bronfenbrenner, people interact with their immediate environment and conduct their activities in the same environment. Their immediate environments are the family, the neighbor, the school, and some caregivers. People with disabilities particularly students in school interact with other students, teachers, school administrators, non-teaching staff and other educational stakeholders as their immediate environment. The interaction among them is of great benefit to each other. Students with disabilities should be provided with teaching and learning materials, involved in group discussions, and others elected as prefects in studentsô government as the strategies to access their educational opportunities.

2.3.1.2 The Mesosystem

Berk (2007) argued that the mesosystem of child work hand in hand to ensure that, the child enjoy all its benefits like the right to education. The important childôs mesosystem is school and parents or family in a wide term. Students with disabilities should be given teaching and learning materials and constructed buildings friendly to them. All these activities should be performed hand in hand by school administration and parents to help their students with disabilities to access educational opportunities.

2.3.1.3 The Exosystem

According to Urie Bronfenbrenner, exosystem refers to some social settings that cover both the mesosystem and the exosystem. This level explains the relationship between government systems and educational policies made for purpose of providing equal educational opportunities to all children including ones with disabilities.

The implementations of good educational policies by educational officers and educational stakeholders provide equal educational opportunities to all children regardless of their abilities or disabilities. Implementation of free education policy in Tanzania and training of teachers on special needs education is a good example because of poor parents and ones who have chased away from their workstation, their children continue to get an education in their schools without disturbances.

2.3.1.4 The Macrosystem

Bronfenbrenner (1979) said that laws, customs, and cultural values have great influence on the life of individuals. Boyd (2006) and Bee (200) argued that all the societies are full of different cultural values, norms, and beliefs. These cultural values are the super glue which binds together all members of the society. Some members are spoiled and others are positively shaped by these cultural values. Environments are spoiled and positively shaped by the individuals and vice versa. The students with disabilities should be listened, valued and recognized. After successful acquisition of those opportunities in schools and homes, then they will be in a position to access educational opportunities.

2.3.2 Maslow's Hierarchy of Needs

There are many Theorists who explained the motivation of persons in learning programs in and outside of school environment. The motivation of students with disabilities just like their fellow non-disabilities students is of great importance so that they can obtain education opportunities. Psychologist Abraham Maslow (1943) in his theory, human motivation came out and explained five basic needs common to every person regardless of his or her abilities, disabilities or age. Such basic needs are Physiological Needs, Safety and Security Needs, love and belongingness needs, Self-Worth and Self-Esteem needs and the need for self-actualization.

2.3.2.1 Physiological Needs

Abraham Maslow argued that the physiological needs or requirements are food, water, and shelter, and they build the foundation of the pyramid of the hierarchy of needs. School administrators, teachers, parents and other educational stakeholders should implement breakfast and lunch as well as dinner programs in boarding schools as the best motivating strategy for students with disabilities to acquire quality education in the school environment. The school administrations should build infrastructures like a kitchen from which students can get cooked food and dormitories in which they find rooms to sleep and feel comfortable to access educational opportunities.

2.3.2.2 Safety and Security Needs

Maslow argued that, after the full acquisition and satisfaction of the physiological needs, any person particularly students with disabilities need safety and security. Students particularly ones with disabilities shall be provided with school

environment in which they can feel no harm, fears, and anxieties. That is to say, students with disabilities should learn in an environment in which there are no physical, Mental and Emotional threats as well as embarrassment from non-disabled and qualified teachers. From that free and fair environment, students regardless of their abilities or disabilities can access educational opportunities.

2.3.2.3 Love and Belongingness Needs

Maslow recommended that, after obtaining safety and security needs, students with disabilities just like their fellow non-disabled students stepped ahead to love and belongingness needs, this means that, students with disabilities should have to enjoy good relationships with family member, friends, peers, classmates, Teachers, and other people who surround and interact with them in their daily lives in and out of school environment. The good relationships with their fellow non-disabled students make them share teaching and learning materials in normal classrooms and play together in playgrounds, thus perform well in their academic development.

2.3.2.4 Self-Worth and Self-Esteem Needs

After satisfactorily meeting the love and belongingness need, irrespective of their abilities or disabilities, students develop the good feelings of self-worth and self-esteem and feel proud in and outside their school environment. Teachers and school administrators should create conducive school environment to their students, particularly ones with disabilities to develop good feelings of confidence in themselves that, are good and useful persons and become happy with their own character and abilities. These needs motivate students with disabilities to work hard and access educational opportunities and the next need.

2.3.2.5 The Needs for Self-Actualization

This is the last need and is found at the peak of the pyramid of the hierarchy of needs, few persons can access it. It is the level in which persons are capable of realizing and using their potential, capacities, and talents regardless of their abilities or disabilities. Students with disabilities when are provided with other needs like physiological needs, safety and security needs, love and belongingness and self-worth and self-esteem needs can use their skills and abilities and get greater achievements to provide significant contributions to their respective societies.

2.6. Empirical Study

Various researchers have assessed the factors affecting educational opportunities for children with disabilities in different areas in Tanzania, Africa and other parts of the world. Wondwosen *et al* (2014) conducted a study on challenges and opportunities to implement inclusive Education, through survey study, the study demonstrated ñThe big and hot challenge to inclusive education is to meet the needs of all learners irrespective of their ability. It is not an easy activity to meet the needs of all learners. It needs a lot of time, finance, and effort as well as commitment from national educational officers to discourage the negative attitudes shown by the societies (Disability Ethiopia, 2005).

The challenge to inclusive education could emerge from various angles such as attitudes, rigidity to changes, unfriendly school systems and learning environment, poor educational strategies, poor instructions from teachers and administrators, lack of teaching and learning materials and inadequate financial resources. In the study by Dilnesaw (2009), classroom physical environment can facilitate teaching and

learning process. He suggested that learners in a normal classroom are supposed to be supplied with enough teaching-learning material to obtain a quality education.

The children position, classroom arrangement of the teaching and learning materials, and appearance of the building act as an accelerating agent in the teaching and learning process of the learners. The study recommended that, for any students to receive special needs education service there shall be a very special reason because disability only is not enough reason. Teachers should be given special training to prepare them to teach students by using different methodologies like an individualized educational plan for the school to accommodate all learners. The government should allocate special and enough budgets to its schools to buy special materials and equipment and to build the special library and the resource rooms for students with disabilities.

Mukhopadhyay*et al* (2012) conducted a research on inclusive education for learners with Disability in Botswana primary schools. Using a qualitative case study, the research revealed that, inclusive education in Botswana is mostly accepted by most academicians and educational officers, but the government failed to put into practice inclusive education in the cultural ways of the people of Botswana (Mukhopadhyay,2009). Researchers like Brandon, (2006) &Mangope, (2002) examined attitudes of Botswanaôs teachers toward inclusive education and revealed that most teachers had negative attitudes on the implementation of inclusive education in Botswana though it is gaining more acceptance and popularity among the educational officers. The study recommended that the ministry dealing with education through educational department at region down to district level should

organize and implement time to time training for teachers with special needs education for the provision of quality education to children with disabilities.

The Kesho trust (TZ) (2012) conducted a research on access to and provision of pre-primary and primary education to children with disabilities in Tanzania. Through Action research method the study showed that 2011 report on Adolescence in Tanzania by UNICEF showed an estimation of 0.5% students with disabilities is enrolled in primary schools. The enrolled students in secondary schools are 0.2% boys and 0.4% girls with disabilities. Different surveys suggested that disabilities have negative effects on accessing educational opportunities compare to gender and family economic level (Filmer, 2005).

The research recommended that day today educational campaign about the significance of an inclusive education for children with disabilities should welcome the government officers like Mtaa, village chairman and ward chairman (councilor) to expand the campaign down at the grassroots level. The aim of this strategy is to awaken people from a grassroots level to support children with disabilities to access educational opportunities in their respective areas. The campaign would help the parents with children with disability to get support and grants from the government and other educational stakeholders to offer quality education to their children.

Mwaijande (2014) studied an access to education and assistive device for children with physical disabilities in Tanzania. Using both quantitative and qualitative approaches the study shows that Tanzania primary schools succeeded to enroll 0.35% of children with disabilities in 2011, secondary schools enrolled 0.3% of boys

and 0.35 of girls to make the total of 0.38%. Tanzania has an estimation of 7.8% of people with disabilities, out of these percentages only 0.38% got an access to educational opportunities, this showed and proved that most disabled children are out of school.

Children with disabilities who succeeded to join primary or secondary schools failed to attend school continuously as their fellow non-disabled did. Most girls with disabilities suffered from less educational opportunities than boys (UNICEF, 2011). The study came out with two main educational issues from which the government can develop the proper policy to favor children with disabilities to obtain the quality education and researchers to continue with research for the betterment of disabled children. Firstly the study has noted negative attitudes from teachers and unfavorable building design to access educational opportunities for children with disabilities, and secondly, the study has discovered lack of skills among teachers who are responsible for preparing teaching and learning environment for children with disabilities.

Actionaid (2015) conducted a study on Action for childrenôs Right to education. Using participatory action research method, the study revealed that, apart from gender other main problem preventing children from accessing their right to education is a disability. WHO (2011), World Report on Disability showed that children with disabilities have less educational opportunities like an enrollment in primary school. Many school-aged girls with disabilities are mostly neglected and they obtain less educational opportunities particularly primary school education in most countries with a poor economy. The situation showed that 45.5% of boys with disabilities obtain educational opportunities succeeded to complete primary school

compared with 42% of girls with disabilities. The Action Aidôs ACRE project currently is working hard on the principle of a right based approach in Malawi, Kenya, Uganda, Tanzania and Ghana to support disabled children to obtain educational opportunities through inclusive education. The study recommended that government should put more effort to make educational policy which favors children with disabilities to get quality education and teachers to get more training to teach students with special needs.

Devota (2014) conducted research on children with visual impairments in Tanzania; the research employed qualitative research approach to analyze the fundamental policy of the Salamanca Conference which promotes inclusive education as the best approach of providing quality education to children with disabilities, whereby all pre-primary, primary and secondary schools are required to have teaching-learning environment which favor and accommodate both nondisabled and disabled students (UNESCO, 2009). The government of Tanzania and its educational stakeholders started an educational journey of implementing inclusive education in 1998. The good example of the stakeholders is Salvation Army and UNESCO from which the government got a support of different project like the ones made in Temeke district in the Dar esSalaam region. From 1998 to 2010 Tanzania had 196 inclusive primary schools in different councils (Tungaraza, 2012).

With all these successfulness in increasing number of inclusive schools, there is a need for deliberate effort to improve teaching and learning environment for all learners especially students with disabilities. That is to say the available teaching and learning materials still provide poor accommodative environments to a student with

disabilities hence poor education (ICC, 2008). The research recommended that the government, Ministry of Education and Vocational Training (MoEVT) and different educational stakeholders should come together and work like one strong and stable family with the same goal ahead of providing quality education to children with disability through inclusive education. The provision of quality education is possible to all learners especially students with disabilities by preparing and developing teaching and learning environment which favor and accommodate all learners to meet the necessary needs of every single learner in each and every level of education.

Ogondiek (2013) studied social factors affecting enrollment of children with disabilities in primary schools: A case of peri-urban primary schools in Ilala District. The research demonstrated that the C.R.C. held in Geneva in 2006 showed that Tanzania has 17.8 million children who are under 18 years age (URT, 2006). The same report of URT (2007) revealed that about 24,003 children with disabilities had joined primary schools in different councils. In 2010 the Revised National Data came out with data which showed that there are about 21,273 boys and 15,312 girls which make the total of 36,585 of students with disabilities who were enrolled in primary schools.

Different primary schools in Ilala Municipal Council in Dar es Salaam region in 2012 made an enrollment of about 269 boys and 349 girls to make the total of 618 of students with disabilities who obtained educational opportunities. The research recommended that the central government and local government of Tanzania should make a supportive environment and allow different stakeholders to provide material

and moral support to parents living with children with disabilities. The provision of both material and moral support as part and parcel of social support need social welfare officers. These officers have to educate parents and society about the negative impact of stigmatization and social isolation of children with disabilities, particularly in educational opportunities.

MacDonald (2012) made a study on preparing children with Developmental Disabilities for life in the community: A Tanzania perspective. Through an ethnographic case study, the research showed that most societies in African countries provided people with disabilities with less social services like education because of different cultural beliefs and low family income (Kristensen, Omagor, Loan, & Owen, 2013).This is really what is happening in Tanzania because the experience shows that there are little social services opportunities like education for persons with disabilities in their daily life (McDonald, 2010). The research recommended that the community should understand the importance of providing quality education to children with disabilities so that they can have skills and knowledge that would make them active members of the community. The curriculum should awaken the responsible personnel to prepare and provide the necessary learning materials to the students with disabilities.

Muwana (2012) conducted a research on Zambian students Teachersô attitudes toward including students with disabilities in general education classroom, using qualitative and quantitative approaches, the research demonstrated that there are many researchers like Avramids, Bayliss, & Burden (2000) and Cook (2002) who conducted a study on teachersô attitudes and revealed that teachers have different

attitudes towards inclusive education in Zambia, that is to say, some have positive attitudes and others have negative one. Teachers with positive attitudes used their opportunities to support inclusive education while those with negatives do the opposite.

Avramidis (2000) and Leyser and Tappendort (2001) conducted a study and revealed that some teachers have shown neutral attitudes toward inclusion. The study recommended that there is a great need of changing the educational system of Zambia to favor and accommodate children with disabilities. From there various educational practitioners suggested the great needs of training teachers with special education to favor and accommodate children with disabilities in teaching and learning process. The educational suggestions given by different researchers made the Universities and colleges of Zambia to change their educational program to support, favor and accommodate children with disabilities particularly in primary and secondary schools. The programs were planned in the way that can provide knowledge and skills to teachers who are responsible to teach students with disabilities in diverse classrooms in inclusive schools.

Hayden (2013) conducted a study on primary school Teachersô perceptions of enablement for inclusive classroom: An Empirical study of inclusive Education in Bangladesh. This study showed that, in Bangladesh, most primary school-aged children with disabilities about 96% are out of school, that is they do not have any educational opportunities (Ahmed *et al*; 2012). There are many reasons which lead to the poor enrollment of children with disabilities, few of them to mention are lack of training of teachers, reluctance of parents to enroll their disabled children, poor

teaching and learning materials, lack of friendly curriculum and disability awareness UNESCO (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). The study recommended there is possibility of implementation of inclusive school in Bangladesh by using different pedagogical practice. Example of the pedagogical practice is child-centered teaching strategy for children with varied abilities. This pedagogy helped teachers to understand and recognizing the abilities, knowledge, and skills of each student in the classroom then become easy to process teaching and learning.

2.7 Research Gap

Different empirical studies conducted by different researchers show the availability and use of educational opportunities for students with disabilities in Tanzania, Africa and other parts of the world like Asia and America. Researchers who studied availability and use of educational opportunities by children with disabilities were exemplified by Devota (2014), who conducted a study on children with visual impairments in Tanzania Temeke district in particular and recommended that schools should accommodate all learners.

Actionaid (2015) through its research on Action for childrenôs right to education revealed that disability is the main barrier which is preventing children from accessing and enjoying their rights to education. These researches were conducted in developing countries like Tanzania, Uganda, Ghana, Kenya, and Malawi. Apart from

these researches and many others but still, there are variables on availability and use of educational opportunities for children with disabilities in Babati district council which have not yet been explored. Therefore this research will be conducted to identify availability of educational opportunities for children with disabilities, examine infrastructural barriers to children with disabilities, to assess the presence of teaching-learning materials and to assess the presence of qualified teachers with special education in Babati district council.

2.8 Conceptual Framework

In 2006, Kombo and Tromp describe conceptual framework as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation.

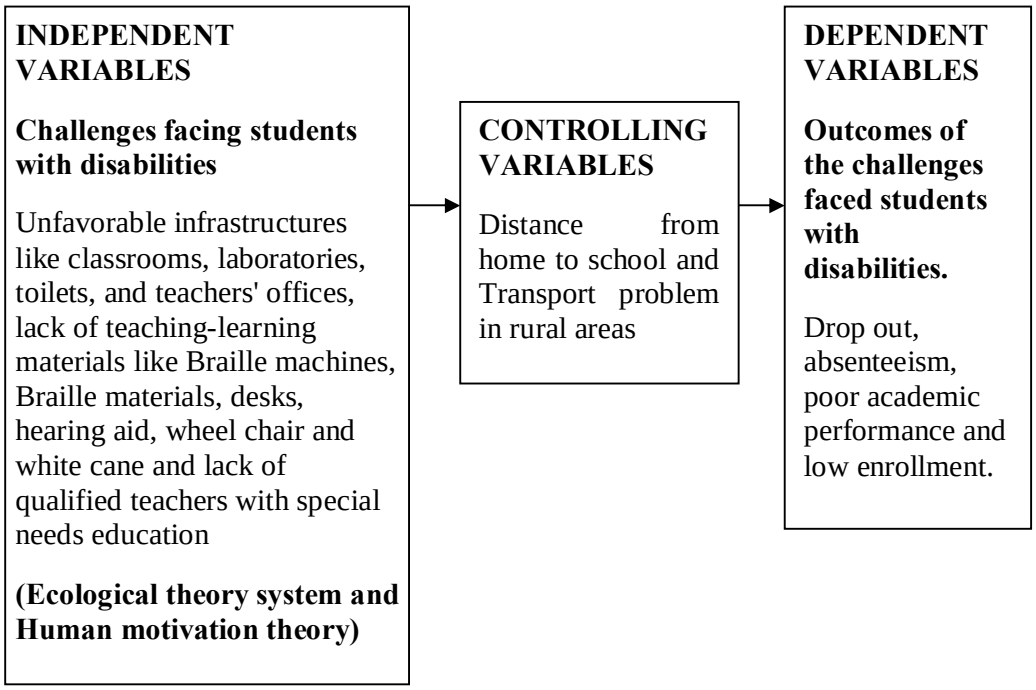

Figure 1.1: A Conceptual Framework for the Study

Source: Researcherôs conceptualization, 2018

In this study, the conceptual framework is divided into independent and dependent variables. Independent variables are shown by availability of educational opportunities for children with disabilities and dependent variables are shown by the outcome of the independent and controlling variables as shown in figure 1.1.The application of ecological system theory by Urie Bronfenbrenner and Human motivation theory psychologist Abraham Maslow will help the students with disabilities to reduce or stop drop out and absenteeism, improve academic performance and increase enrollment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered the research methodology, research design, area of the study, population, sample size, sampling procedures, method of data collection, validity and reliability, data analysis and interpretation, research and ethical issues.

3.2 Research Design

Kothari (2004) defines research methodology as a systematic way to solve the research problem. It may be understood as a science of studying how research is done scientifically. In 1997, Parahoo describes a research design as a plan that describes how, when and where data are to be collected and analyzed. It presents the plan for data collection, data measurement, and analysis. It is a plan that specifies the sources and types of information relevant to the research problem. The research design employed in this study was the Case study design because it is an in-depth study of a particular problem. It helped the researcher to apply a variety of methodologies and sources to explore availability and use of educational opportunities for children with disabilities in Babati district council, Manyara Region- Tanzania also it helped the Researcher to gain the experience and get more knowledge on what is already learned and known through the previous study.

The study employed the qualitative approach. In the handbook of qualitative research Denzin and Lincoln (2005) describe qualitative research as involving an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or

interpret phenomena in terms of the meanings people bring to them. In this study, the Researcher used qualitative research approach to obtain direct explanation and views from the respondents.

3.3 Area of the Study

This study was carried out at Babati District council in Manyara Region. According to the National Bureau of statistics (2013), the council has 312,392 populations, 158,804 are males and 153,588 are females. Administratively, Babati district council is divided into 21 wards and 96 villages 21 wards in which 8 schools were selected from 5 wards. The council headquarters is located in Babati town, where the headquarters of Manyara region is also found. Babati town is 167 Km south of Arusha region on the Arusha to Dodoma and Singida road.

3.4 Population

Population of the area under research is divided into two parts:-

3.4.1Target Population

In 2017, explorable.com describes target population as all the individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population.

3.4.2 Accessible Population

Accessible population is the population in research to which the researchers can apply their conclusion. This subset of the target population is also known as the

study population. It is from the accessible population that researcher draws their samples (Patton, 1990). The population size in Babati district Council became barrier from reaching every individual, it was very expensive and time-consuming. In this study, the accessible population was primary schools teachers, Head teachers, WECs, DPEO, and students both disabled and non-disabled. The research was conducted by interviewing respondents that were selected teachers including Head teachers and students in eight primary schools. Furthermore, the researcher interviewed Ward Education coordinators (WECs) and District Primary Education officer (DPEO).

3.5 Sample Size of the Study

In 2010, Silverman explained that sample size is that it constitutes a few items selected from the population for the study (Silverman, 2010). Normally it contains all major characteristics of the population in order to allow for making generalizations about the entire population. Time resources and financial limitations may dictate the size to be included in the study (Kothari, 2004).

Table 3.1 Sample Composition

Serial No-	Category of Sample	Number of Interviewees
01	DPEO	01
02	WECs	08
03	Head masters	08
04	Teachers	16
05	Parents	16
06	Non-disabled children	40
07	Disabled children	32
Total		121

Source: Researcher, 2017

A sample size of 121 respondents were used in the study, 72 students with an equal number of boys and girls, that are 40 non-disabled children and 32 disabled children from 8 primary schools, 08 Ward Education coordinators (WECs), 08 Head teachers, 01 District primary Education officer (DPEO), 16 Teachers, 16 parents and of both non-disabled and disabled children.

3.6 Sampling Procedures

Sampling is the process of selecting units, for example, people or organizations from a population of interest so that by studying the sample the researcher may fairly generalize the results back to the population from which they were chosen (Patton, 1990). For the purpose of collecting intended accurate information, this study used random sampling to select primary schools, students and teachers and purposive sampling technique in selecting head teachers, ward executive officer (WECs) and District primary education officer (DPEO). Students with disabilities were purposively selected to enter into the study. Thus all students with disabilities in the 8 schools participated in the study. Non-disabled were randomly selected in each class, where a minimum of 5 students from a class enrolling children with disabilities. Teachers trained in special education are the ones participated in the study.

3.7 Data Collection Method

In this study, interview, focus group discussion, and documentary analysis were employed to collect data. In Cohen *et al.,* (2011) explained that using more than one specific method enables the researcher to cross-validate the information and data collected from a variety of sources. The researcher used open and closed interview

and focus group discussion to collect information from the chosen respondents. The researcherôs interview for WECs is found in Appendix 1, Head teachers found in Appendix 2, DPEO found in Appendix 3, Teachers found in Appendix 4, parents found in Appendix 5 and students found in Appendix 6.

The most desirable approach with regard to the selection of appropriate techniques for data collection depends on the nature of the particular problem and on the time and resources available along with the desired degree of accuracy (Kothari, 1990). According to Denscombe (1998), using more than one specific method enables the researcher to cross-validate information and data collected from a variety of sources. Therefore, due to the nature of this study, we used the triangulation approach that implies the use of multiple data gathering techniques and instruments. Thus a combination of interview, questionnaires and the use of documentary to discloses the findings of the study.

3.7.1 Interview

The study did not use a rigid procedure to seek answers to sets of preconceived questions in data collection. Such data collection method is usually carried out in structured, semi-structured or unstructured interviews. Merriam (1998) admit that interviews have the advantage of enabling the researcher to establish rapport with potential participants and therefore, gain their experience and cooperation. According to Cohen *et al.* (2007), an interview is described as a conversation with a purpose. In this study structured interview has been used to collect data and information from head teachers and Municipal education officer.

3.7.2 Questionnaires

It refers to a series of number of questions in a definite order that is used to ask the respondents in order to obtain the beneficial information about the given topic (Rwegoshora, 2006; Creswell, 2008; Frankel *et al.,* 2000). It requires the researcher to prepare a number of questions to get the needed information from the respondents or households. The questionnaires involve the self-explanatory and self-directed instructions that help the respondents to answer them clearly.

The questionnaire included open ended questions in collecting data aiming at involving about 60 respondents to testify the research objectives of the study, looking at the impacts of the overcrowded classes to teachersô skills and abilities. Thus the respondents were given the questionnaires which required them to provide the detailed information on how they are managing to reach those overcrowded classes. The instrument used allowed the respondents to be free and flexible from arising issues asked by the researcher on the open ended questions.

3.7.3 Observation

Observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. It requires the researcherôs personal ability and understanding of the phenomenon (Frankael & Wallen, 2000). The method implies collection of information by way of investigatorsô observation without interviewing respondent, such kind of observation method is known as complete observer technique (Merriam, 1998) in that method participants may not be aware that they are being observed.

In this study, observation was employed to gather first-hand information on infrastructure facilities such as classrooms, water and electricity, textbooks, equipment as well as monitoring ongoing classroom teaching and learning. The study observed teachers while teaching mathematics in two periods in overcrowded classrooms in each school. This method helped the researcher to cross-check information and data gathered through documentation, structured interviews and the questionnaires. Observation as an instrument for collecting data also enabled the researcher to gain information on the physical setting, interactive setting as well as program setting (Patton, 1990; Creswell, 2008).

3.7.4 Document Sources

Documentary source has been defined by Denscombe (1998) as the process of analyzing and deriving of relevant information from primary and secondary sources. Rwegoshora (2006) added that it entails gathering information from recorded documents. Hence, it is the type of data collection from secondary source of data that are available. Some of these primary data include those taken from the National Examination Council of Tanzania (NECTA) results of primary school examination, continuous assessment records and school files with number of teachers, school ledgers showing the number of infrastructures, equipment and text books.

Thus, published and unpublished theses, books, reports, pamphlets and some other sources were obtained or reviewed from internet. Hence fourthly, these sources are very potential for they fully help the research to obtain valuable information that is a vital and central phenomenon in the study. Therefore, data has been analyzed without the necessary transcription as required in the observation or interview.

3.7.5 Focus Groups Discussions (FGD)

FDGs are basically discussions conducted by a researcher with a group of respondents who are considered to be representatives for the target population. Such meetings are usually held in an informal setting and are moderated by the researcher (Massomo & Ngaruko, 2012). The researcher will meet one focus group from each school.

3.8 Validity and Reliability of the Tools

Validity is the extent to which an instrument measured what was supposed to measure (Patton, 1990; Creswell, 2008). This means that the data was the intended one, accurate, correct, trustworthy, meaningful and right. Reliability is the extent to which a measurement instrument or procedure yields the same results on repeated trials (Rwegoshora, 2006; Creswell, 2008). In this study, the reliability was maintained by doing a pilot study and checking the tools for possible of being able to respond. The collected data from schools to district level provided an opportunity to check the information given by the respondents if were precise, accurate, correct trustworthy, meaningful and right.

3.9. Data Analysis and Interpretation

Data analysis is the attempt to fully and accurately summarize and represent the data that has been collected and data interpretation is the ñso whatò what does it mean? Or the interpretation of the facts- what does the data mean? (Patton, 1990). The data from the respondents were extracted, classified, and systematically presented in tables to make an interpretation of data easy.

3.10 Research Ethical Issues

In 2013, Steven describes ethical issues in qualitative research as that, the researcher ensured that participation in research was voluntary, decisions about participation in research are made from an informed position, all data were treated with appropriate confidentiality and anonymity and research participants were protected from undue intrusion, distress, and indignity, physical discomfort, and personal embarrassment, psychological or other harm. Therefore in this study the researcher adhered to ethical issues by exercising appropriate behavior in relation to the right of those who became subject of this study, including the right to know the true purpose of the research, to decide which question to answer and the right to withdraw from participation at any time, and ensured that all information remains confidential. The researcher sought permission to appropriate authorities to carry out the study and avoided plagiarism.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter consists of the study findings on the availability and use of educational opportunities to children with disabilities. The findings are based on four specific objectives of the study that are educational opportunities available for children with disabilities in Babati District council, infrastructural barriers to educational opportunities for children with disabilities, the presence of teaching and learning materials for teaching children with disabilities and the presence of qualified teachers with special needs education.

4.2 Respondent Characteristics

The researcher interviewed 118 interviewees that were 40 non-disabled and 32 disabled students, 08 Head teachers, 16 Teachers, 07 WECs, 14 Parents and 01 DPEO. They provided 100% responses, which revealed that all the sample schools practice inclusive education. Thorvilson (2014) conducted a research on factors influencing students placement decisions in elementary school assignments found that Inclusive education is of great advantageous for all children when it is well planned and organized, (Stainback & Stainback, 1992) and (Loreman, Deppler, Harvey, 2005).

Moreover, Mittler (2000) suggested that the aim of inclusive education is restructure and reform the school in the direction so that all children can be social and educational opportunities for children with disabilities can be offered at that particular school. Table 4.1 present the number of interviewed interviewees.

Table 4.1: Number of Interviewed Respondents

Serial no-	Type of interviewees	Expected number	Actual number
01	WECs	08	07
02	DPEO	01	01
03	Head teachers	08	08
04	Teachers	16	16
05	Parents	16	14
O6	Non disabled children	32	32
07	Disabled children	40	40

Source: Researcher, 2017

4.3 The Available Educational Opportunities

The first specific objective of the study was to identify educational opportunities available for children with disabilities. The availability of educational opportunities encouraged and motivated disabled children to attend school and obtain quality education. From the sample schools the findings by the researcher showed that there were 06 out of 141 primary schools, 22 teachers out of 1268 teachers and few teaching and learning materials for children with disabilities. These showed there were inadequate teaching materials.

The findings in his study Wondswosen et al (2014) on challenges and opportunities to implement inclusive education found that inclusive education was faced by unfriendly school system and learning environments, poor educational strategies , lack of teaching and learning materials. These findings were similar with what the researcher of this researcher found in his study area through 8 sample schools. Table 4.3 shows the responses from the interviewed interviewees.

Table 4.2: Responses from Interviewees on Available Educational Opportunities

Category of educational opportunities	Categories of interviewees						
	Number of WECs	Number of Head teachers	Number of DPEO	Number of teachers	Number of Parents	No- of children	
						Number of non-disabled children	Number of disabled children
Infrastructures	07	08	01	16	14	40	32
Teaching and learning materials	07	08	01	16	14	40	32
Qualified teachers with special education	07	08	01	16	14	40	32
Attitudes of teachers	07	08	01	16	14	40	32
Attitudes of non-disabled children	07	08	01	16	14	40	32
Lunch for disabled children	07	o8	01	16	14	40	32
Means of transport	07	08	01	16	14	40	32

Source: Researcher, 2017

4.4 The Current Situation of Infrastructures

From the sample schools, the researcher found that there were extremely poor infrastructures available for disabled children with disabilities. The classrooms and toilets were outdated and unfriendly to disabled students and available tables and desks are poorly arranged. They provided poor teaching and learning environment which discouraged studentsô school attendance and teachers in their whole hearted support and teaching children with disabilities.

The same findings were revealed in the research conducted by Julka (2007) that most schools practicing inclusive education in India had classrooms which were poorly arranged with no enough space for students to move throughout the classrooms. Teachers are required to opt to universal design. Universal design is designing

products and environments usable by all people, to the greatest extent possible without the need for modification or specialized design Burgastahler (2008).

4.5 Qualified Teachers with Special Education

The study found that there were 22 qualified teachers with special education, with the following qualifications, 16 teachers are degree holders, 01 teacher diploma holder and 05 certificate teachers. The BDC has 06 out of 141 primary schools practicing inclusive education. This study is in line with the one conducted by GCE (no date) on equal right, equal opportunities which suggested that successful inclusive education needs adequate teachers, well trained ones, and who are motivated to work in inclusive life.

4.6 Available Teaching and Learning Materials

Researcher discovered that there were very few teaching and learning materials available for children with disabilities. Only 03 sample primary schools were distributed with few materials but one sample school was not provided with qualified teacher. The present teachers did not bother themselves counting the supplied materials. They received from DPEO and put them in the shelves of headmasterôs office. Other five sample schools were distributed with single teacher each, unfortunately with no teaching and learning materials for children with disabilities. Table 5 presents responses from interviewees on teaching and learning materials.

The study conducted by Hayden (2013) had the similar findings in study area of this study. Hayden (2013) conducted research on primary school teachersô perception of enablement for inclusive education in Bangladesh in which he revealed that there is

poor enrolment of children due to poor teaching and learning materials, lack of friendly environment and disabilities awareness which discouraged both parents and children with disabilities to join school.

Table 2.4: Teachers Responses on Teaching and Learning Materials

Serial no-	Name of teaching and learning materials	Number of teaching and learning materials
01	A4 Frame	03
02	Staillors	02
03	Sperwill	02
04	Goalball	02
05	Brillon paper	04
06	Hardcover	21
07	Talking pictures	1
08	Puzzles	Unknown
09	Magnifier	06
10	White cane	07
11	Lap sized board	02
12	Abacus	03
13	Tanzania sign language dictionary	02

Source: Researcher, 2017

4.7 Challenges Facing Children with Disabilities

The researcher in the study area found that there were children with different disabilities in BDC primary schools as shown by Table 4.5.

Table 4.3: Indicates Types and Number of Disabilities

Serial No-	Types of disabilities	Number of disabilities
01	Albinism	07
02	Low vision	15
03	Dumb	11
04	Intellectual impairment	24
05	Hard hearing	05
06	Physical disabilities	34

Source Researcher, 2017

It was further found that the children with disabilities had transport problems. Most of them came to schools, walking about half to one and half kilometer on foot and few were transported to schools by bicycle or motorcycle by their parents.

> *I live about one kilometer from school, I come to school on foot while I have problem with my leg, during the rainy day I stop coming school, I would be very happy if I can have a support of motorcycle to take me to and from school because my parents cannot manage to buy, he is a small farmer''*

These are words from a girl of about 15 years with physical disabilities.

Most parents of children were farmers and involved themselves in small business just to get daily bread of his or family. These marginalized children lacked friendly classrooms, toilets and learning materials. They faced stigmatization from few teachers and non-disabled children, all in all they learnt in an unfriendly learning environment from which they obtained poor quality education. The findings by Thorvilson (2014) on factors influencing students placement decisions in elementary school assignments revealed that children with disabilities need additional resources and support for example transport support to keep them in school and funding must be allocated for this marginalized children.

4.7.1 Attitude of Teachers toward Children with Disabilities

The study found that most teachers have positive attitudes toward children with disabilities. They felt comfortable teaching class with disabled children. They said that presence of disabled children in their school helped them to learn a lot of things from them. Teaching classroom with disabled children and non-disabled children helped them to share the few available learning materials and develop friendship

among themselves. Sharing of materials and playing together in school grounds reflects the way these children can live in the near future time as part of society, said one of the teachers.

The research conducted by Muwana (2012) on Zambian studentsô teachersô attitude including students with disabilities in general classrooms revealed the same results as that, teachers have different attitudes towards inclusive education, some have positive and others have negative attitude. The teachers with positive attitudes encouraged disabled children and their parents to continue pursue education as basic right not a privilege. From these support provided by teachers, government and other educational stakeholders were encouraged to increase more and more support to education for children with disabilities in Zambia.

4.7.2 Attitude of Non-Disabled Children toward Children with Disabilities

The researcher discovered that most of non-disabled children have positive attitude toward disabled children. They shared classrooms, desks, books and other learning materials and played different games in school playground together. Also they walked together to and from school, through that, they developed friendship among themselves and helping each other in any problem they face at school or outside school particularly in playgrounds they ran away from disabled children, escaping playing with themôô said a boy of standard six at one sample school.

> *We share classrooms together, we share books together, we share desks together, we play different games at school playground together, we went back home together we are neighbors, we are friends, generally we enjoy school, few non-disabled children showed elements of stigmatization in and outside classroom,*

The same results were found by Krohn Nydal, A (2008) in his research conducted on the development of inclusive education in the Tanzanian primary school in which he got a comment from one the respondent that

> *inclusive is very good, because we avoid stigmatization, and the pupils seem happier……I have seen a change in attitude among the children, now they help each other in the classroom, and they play with them outside''.*

The study found that the DPEO, WECs and Heads of primary schools did not make any meetings with village governments in their respective areas. The village governments which were the owners of the primary schools were not given enough opportunities to participate in developing educational opportunities for disabled children. The village government leaders with their people were the ones who constructed the existing school infrastructures like classrooms and toilets. The involvement of leaders at the grassroots level would help the whole society to understand the importance of providing quality education to children with disabilities and greatly contribute to the construction and creation of friendly learning environment for their children with disabilities.

4.7.3 Availability of Teachers with Special Education

The researcher discovered that, the few teachers with special education in BDC have faced various problems in their daily duties of teaching disabled children. Some of the problems were lack of teaching and learning materials, lack of motivation, poor infrastructures like classrooms and toilets, negative attitude from few other teachers toward children with disabilities, and negative attitude from few non-disabled children toward children with disabilities

4.7.4 Support from Central Government

The research discovered that Central government provides capitation of 2000Tsh. for each disabled child for lunch at school. This capitation motivated disabled children to attend school within weekdays that is from Monday to Friday. The researcher got a chance to eat lunch with disabled children at one of the sample school. GCE (no date) on its study on Equal right, equal opportunities suggested that government and Donors shall increase financial year budget for inclusive education and ensuring that the provided finances is used effectively according to the proposed areas of inclusive education. This suggestion given by GCE is what government of Tanzania and NGOs like World vision implementing in Tanzania, BDC in particular in which both government and World vision are supplying teaching and learning materials for children with disabilities.

4.7.5 Challenges Facing DPEO

The study found that DPEO office in BDC has only one education officer dealing with special education area. This important officer has the great task of creating conducive learning environment for disabled children in the whole council. It was found that the officer is facing various challenges; some of them are lack of means of transport, lack of teaching and learning materials in schools, shortage of teachers with special education, poor cooperation from political leaders at council, ward and village level, lack funds to implement various office activities, and poor support from the society.

4.7.6 Attitudes of Parents toward Children with Disabilities

The research found that most parents showed no elements of stigmatization, they

shown readiness to support policy of sending disabled children to school. One of them commented that

> ñ*disabled children are children just like other non-disabled children, and education is their right, they need to join pre and primary school as their right not prestige and late to continue with secondary as well as to higher education like other children"*

From this comment the researcher learnt that most parents need instructions and directives on how to provide their contributions on creating better and friendly learning environment to children with disabilities. The similar study on factors influencing studentsô placement decisions in elementary school assignments from University of Michigan (2007) found that families with poor income had less ability to find specific teachers than other families with high income Thorvilson (2014) and Julka (2007) through her study entitled meetings special needs in schools in India revealed that most respondents commented that all children have equal access to education; ñ*equal access to education is a matter of right and not a privilege''*

This comment is quite similar with that one given by one of the interviewees in the research area that most parents are ready to take their disabled children what they need is justification of the available educational opportunities. The study found that the selected samples of primary schools were practicing inclusive education. Through his study entitled óavailability and use of educational opportunities for children with disabilities the Researcher visited the selected schools to interview the interviewees on available educational opportunities for children with disabilities? The researcher found that the most selected schools have outdated buildings like classrooms and toilets, furniture like desks and tables also provide no friendly environment to the children with disabilities. Furthermore the study revealed that

there were few or inadequate teaching and learning materials which do not favor children with disabilities. The few available teachers with knowledge and skills use these few materials to teach disabled children likewise DPEO faced problems like shortage of finance, and lack of means of transport.

All in all the findings or results from the Researcher revealed that all samples schools have extremely unfriendly learning environment s for children with disabilities. Teaching became very difficult in general classrooms in which all children were included regardless of their behavioral diversity particularly to those teachers with no knowledge and skills of teaching disabled children.

CHAPTER FIVE

SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of study. The chapter is organized into three parts. The first part consists of summary of the study, second part consists of conclusion and last part gives some recommendations further study.

5.2 Summary of the Study

The fundamental aim of this study was to explore the availability and use of educational opportunities for children with disabilities in BDC. The study employed case study research design, whereby eight government primary schools were selected as the case for research. Furthermore the research used qualitative approach. Both random and purpose procedures were used to sample the interviewees. The research consists of 118 interviewees that are 07 WECs, 08 Head teachers, 01 DPEO, 16 teachers, 14 parents, 40 non-disabled children, 32 disabled children.

The research was led by four specific objectives which were to identify educational opportunities available for children with disabilities, to examine infrastructural barriers to educational opportunities to children with disabilities, to assess the presence of teaching and learning materials for children with disabilities and the presence of qualified teachers with special needs which were found in chapter one. The second chapter presents the review of this research. The empirical studies on the availability and use of educational opportunities for children with disabilities were reviewed. Chapter three presents the design of this research. The major findings are

presented in chapter four and chapter five presents recommendations from the researcher.

5.3 Conclusion

The researcher through his findings revealed that there is still a little done to the provision of quality education to children with disabilities in BDC. The researcher found that there were few teachers with special education, extremely unfriendly infrastructures to children with disabilities, and few teaching and learning materials for children with disabilities. The improvement of educational opportunities for children with disabilities needs creation of favorable policies by local government, involvement of ward and village government leaders, involvement of parents and different NGOs as educational stakeholders, to make yearly census of disabled children, to provide workshops and seminars to WECs on importance of providing quality education to children with disabilities and to make educational opportunities for children with disabilities the major agenda in Ward development committee (WDC) and Village government common meetings.

5.4 Recommendations

5.4.1 Recommendations for Action

The findings from the sample schools help the researcher to recommend that the Ministry of education, science and technology has to prepare regular training to teachers with special education. The regular trainings would help the teachers to increase knowledge and skills of teaching children with disabilities. Furthermore the government should involve the local government leaders particularly at grassroots level such as ward and village government leaders to construct and create friendly

teaching and learning environment and local government at council, ward and village level should make their own favorable policy to educational opportunities for children with disabilities in their council, ward and village.

5.4.2 Recommendations for Further Research

The availability and use of educational opportunities for children with disabilities in BDC as the major objective in this study need further study for more confirmations. Other researchers should conduct different study on educational opportunities for children with disabilities to reveal the challenges facing these marginalized disabled children in BDC. The findings would help the central and local government to make educational policies favorable for disabled children.

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APPENDICES

APPENDIX 1: AN INTERVIEW FOR THE WECS

Dear respondent I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. Do you have disabled students in your ward? Yes or no

If yes, mention the types of disabilities, for example

i. Physical disabilities
ii. Blindness
iii. Albinism
iv. Deafness
v. Others

ii. Are the learning and teaching materials for disabled students available in schools? Yes or no. If yes, mention them.

i. White canes.
ii. Braille machines
iii. Sun goggles
iv. Hearing aids
v. Radio cassettes
vi. screen readers

vii. Audio books

viii. Others

iii. Did the construction of school buildings consider the student with disabilities? Yes or no. If no, explain.

iv. Did you make meetings with the village governments about educational opportunities for children with disabilities in your ward?

v. Do you have teachers with special needs education in schools? Yes or no. If yes how many teachers?

vi. As an educational manager do you face challenges in ensuring the accessibility of children with disability to educational opportunities? Yes or no. If yes mention them

vii. What do you suggest to be done to facilitate and improve the children with Disabilities to access educational opportunities?

APPENDIX 2: INTERVIEW FOR THE HEAD TEACHERS

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use of educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. Name of the school é é é é é é é é é é é é é é .

ii. Number of students é é é é é é é boys é é é é é é é girlsé é é é .

iii. How do you explain disabled student?

iv. Are there any disabled students in your school? Yes or no. If yes how manyé é boysé é girls

v. what is your attitude toward students with disabilities in your school?

vi. What is common means of transport for children with disability to and from school?

i. wheel chair
ii. cars
iii. Bicycle
iv. Motorcycle
v. foot
vi. others

vi. Is there any teacher with special education? Yes or no. If Yes how manyé ..Malesé ..Females.

vii. Does school have teaching and learning materials for disabled children? Yes or

no. If yes, mention them.

viii. Does the school have infrastructure that favor student with disability? Yes or no. If yes mentions them.

ix. Did you make meetings with parents at your schools discussing educational opportunities of children with disabilities?

x. Did you make meetings with village governments about educational opportunities of children with disabilities in your ward?

xi**.** What are your suggestions on improving accessibility for students with disabilities to educational opportunities?

APPENDIX 3: AN INTERVIEW FOR THE DISTRICT PRIMARY EDUCATIONAL OFFICERS (DPEO)

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. Does your council have students with disabilities? Yes or no. if yes how manyé é é boysé é é .girls.

ii. Does your council have teachers with special needs education? Yes or no. If yes how many é é maleé é female teachers

iii. Are there any academic related challenges facing children with disability in your district? Yes or no. If yes mention them.

iv. Do your schools have teaching and learning materials for students with disabilities? Yes or no. If yes mention them.

v. Do your schools infrastructures favor student with disability? Yes or no. If yes mention them.

Vi. Did you make meetings with village government about educational opportunities for children with disabilities in your council?

vii. Did you make meetings with parents about educational opportunities for children with disabilities at your council?

viii. Does your council have policies which favor the children with disability to access educational opportunities? Yes or no. If yes mention them.

ix. What are your suggestions for improving accessibility of educational opportunities to children with disabilities?

APPENDIX 4: INTERVIEW FOR PRIMARY SCHOOL TEACHERS

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use of educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

Demographic information

i. Sex (please tick where appropriate)

a. Male b. fem☐ ☐

ii. Educational level (please tick where appropriate)

a. Diploma b. und☐aduate c. p☐aduate ☐

iii. Is your school day or Boarding? Yes or no.

iv. Does the school environment favor student with disability in schools? Yes or no.

v. Does the student with a disability come early in the morning according to time table? Yes or no. If no why?

vi. How many students in one streamé é .....Malesé é é é é é .Females.

vii. Does the size of the class in your school affect the students with disability academic performance? Yes or No If explains.

viii. Do you have children with disabilities in your class?

ix. Does your school have learning and teaching materials?

x. Do school buildings favor children with disabilities?

APPENDIX 5: AN INTERVIEW FOR PARENTS/GUARDIANS

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use of educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. Sex of Respondents (parent/guardiané é é é . Marital statusé é é é é é é

ii. Occupation of parent/guardian

iv. Education level é é é é . (Informal) 2 primary 3 secondary 4 tertiary é é é é

v. Main source of income é é é é é é é é é ..

vi. How far is school located from your home?

vii. What type of transport does your child use when going to school?

viii. Did you enroll your child with disability to school?

ix. What social-cultural practices lead to the reluctance of parent to enroll their children to school?

x. Are there any challenges which affect your child in accessing school?

APPENDIX 6: INTERVIEW FOR NONDISABLED CHILDREN

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use of educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. What is the distance from home to school? For example

   i. 500metres
   ii. 1kilometres
   iii. 4kilometres

ii. How many hours do you spend to go to school? For example

   i. One hour
   ii. Three hours

iii. How many friends with disabilities do you have?

iv. Do you play with children with disabilities in the school playground? Yes or no.

v. Do you make group discussion with students with disabilities? Yes or no.

vi. What problems do children with disabilities face in the school environments?

vii. Do your share classroom with children with disabilities? Yes or no.

APPENDIX 7: INTERVIEW FOR DISABLED STUDENTS

Dear respondents I Siasi, Nada I am pursuing MED-APPS at The Open University of Tanzania. I am conducting a research on availability and use of educational opportunities for children with disabilities in Babati district council, Manyara region, Tanzania. Your contribution is very important in this study. I kindly request you to answer the questions. All the information will remain confidential and will be used for academic purpose only.

i. What is the distance from home to school? For example

i. 200M
ii. 500M
iii. 1KM
iv. 4KM

ii. How many hours do you spend to go to school? For example

i. One hour
ii. Three hours.
iii. Five hours.

iii. Do you have non-disabled friends? Yes or no. How many friends?

iv. Do you play with non-disabled students in the school playground? Yes or no.

v. what means of transport do you use to go to school? For example

i. Cars
ii. Motorcycle
iii. Wheel chair
iv. Foot

vi. What is your parentsô occupation?

vii. Do you share learning materials with non-disabled students? Yes or no.

vii. How can you explain your academic performance?

viii. Do you share classrooms with your fellow non-disabled students? Yes or no.

ix. What problems do you face in the school environment?