**INCLUSIVE EDUCATION AND THE ENROLLMENT OF CHILDREN WITH ALBINISM IN PRIMARY SCHOOLS IN TANZANIA: CASE OF TEMEKE MUNICIPAL DAR ES SALAAM**

**ALLEN JACOB MWANGOKA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN MONITORING AND EVALUATIONS (MAME)**

**DEPARTMENT OF ECONOMICS**

**OF THE OPEN UNIVERSITY OF TANZANIA**

**2020**

# CERTIFICATION

The undersigned, certify that have read and hereby recommend for acceptance by The Open University of Tanzania a Dissertation titled, “Inclusive Education and the enrollment of children with albinism in primary schools in Tanzania: A case of Temeke Municipality, Dar es Salaam” submitted in partial fulfillment for the requirements of Master of Arts Degree in social work of The Open University of Tanzania.

……………………………………..

Dr. Hamidu Shungu

(Supervisor)

……………………………….

Date

# COPY RIGHT

No part of this dissertation may be reproduced, stored, in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania.

# DECLARATION

I, Allen J. Mwangoka, do hereby declare that this dissertation is my original work and that it has not been presented and will not be presented to any other university or higher institution of learning for a similar or any other degree award

……………………………………..

Signature

…………………………………..

Date

# DEDICATION

This dissertation is dedicated to my lovely wife Oliver Sanga who all the time encouraged me and supported the family in my absence. Special dedication is also given to my lovely children Fainess, Junior, Josephat, Joshua and Jonathan who really missed my attention while being tied up with my study and working responsibilities. I also dedicate my mother Fainess Kwenje and my father, the late Jacob Mwangoka who took their efforts to take me to school and made sure that I reached the level of Master’s Degree

# ACKNOWLEDGEMENT

I would like to thank the almighty God for his endless love, comfort and courage that was granted to me to accomplish this study. I would like also to take this opportunity to acknowledge the following people; my supervisor Dr. Hamidu Shungu for his tireless supervision and guidance to make sure that I made it. Also my special thanks go to Dr. Harieth Mtae for her encouragement and moral support, and the programme coordinator, Mr. Henry Tumaini for his encouragement, time and advise.

Lastly but not least I wish to thank all, without forgetting TAS leaders of Temeke, who participated in one way or another in sharing their valuable information which assisted the accomplishment of this study.

# 

# ABSTRACT

This study basically looked on how inclusive education bridged the gap of education to this special group of people with albinism and hence increases the rate of enrollment to primary schools. The study had the following specific objective such that to assess the enrollment rate of children with albinism in primary schools with inclusive education system in Temeke Municipality, to determine if government education policy for inclusive education to the children with albinism is practically implemented, and also to determine the relationship between inclusive education and the rate of enrollment in primary schools with inclusive education system to the children with albinism in Temeke municipality. The research employed qualitative research design with application of random sampling and purposive sampling in collecting data where data were analyzed by SPSS. The research found that there were inadequate school infrastructure requirements for inclusive education, inadequate of additional fund to support inclusive education to the school budget which is over and above the normal primary schools for covering special needs such optical tools, binoculars to support the sight and sun screen lotion to protect children with albinism weak skin. The study has the following recommendations; the Government should review the education policy to include the needs of inclusive education, the Government should provide a friendly infrastructure for inclusive education; it may include facilities for training and learnering. Lastly the study recommends that the government should provide special courses for the teachers to acquire special skills for inclusive education so as to support the diversity of learners.

Keywords: [*Inclusive Education,*](#_Toc32224142) [*Children with Albinism*,](#_Toc32224143) [*Primary school, Eduction.*](#_Toc32224144)

**TABLE OF CONTENTS**

[CERTIFICATION ii](#_Toc32224119)

[COPY RIGHT iii](#_Toc32224120)

[DECLARATION iv](#_Toc32224121)

[DEDICATION v](#_Toc32224122)

[ACKNOWLEDGEMENT vi](#_Toc32224123)

[ABSTRACT vii](#_Toc32224124)

[LIST OF TABLES xi](#_Toc32224125)

[LIST OF FIGURES xii](#_Toc32224126)

[LIST OF ABBREVIATIONS xiii](#_Toc32224127)

[CHAPTER ONE 1](#_Toc32224128)

[1.1 Background to the problem 1](#_Toc32224129)

[1.2 Statement of the problem 5](#_Toc32224130)

[1.3 Objectives of the Study 6](#_Toc32224131)

[1.3.1 General Objectives 6](#_Toc32224132)

[1.3.2 The Specific Objective of the Study 6](#_Toc32224133)

[1.4 Research Questions 6](#_Toc32224134)

[1.5 Significance of the Study 7](#_Toc32224135)

[1.6 Limitation of the Study 7](#_Toc32224136)

[1.7 Delimitation of the study 7](#_Toc32224137)

[CHAPTER TWO 9](#_Toc32224138)

[LITERATURE REVIEW 9](#_Toc32224139)

[2.1 Introduction 9](#_Toc32224140)

[2.2 Definition of Terms and Concepts 9](#_Toc32224141)

[2.2.1 Inclusive education 9](#_Toc32224142)

[2.2.2 Children with Albinism 10](#_Toc32224143)

[2.2.3 Primary school 10](#_Toc32224144)

[2.2.4 Enrollment 10](#_Toc32224145)

[2.3 The Theoretical framework of the study 11](#_Toc32224146)

[2.4 Empirical Studies for reviewing 13](#_Toc32224147)

[2.5 The 2014 Education Policy Implication 16](#_Toc32224148)

[2.6 Conceptual Framework 17](#_Toc32224149)

[2.7 Knowledge Gap 18](#_Toc32224150)

[2.8 Summary of Literature Review 18](#_Toc32224151)

[CHAPTER THREE 20](#_Toc32224152)

[RESEARCH METHODOLOGY 20](#_Toc32224153)

[3.1 Introduction 20](#_Toc32224154)

[3.2 Research Approach 20](#_Toc32224155)

[3.3 Research Design 21](#_Toc32224156)

[3.4 Area of Study 21](#_Toc32224157)

[3.5 Target population 21](#_Toc32224158)

[3.6 Sample Size and Sampling Techniques 22](#_Toc32224159)

[3.6.1 Sample size 22](#_Toc32224160)

[3.6.2 Sampling Techniques 23](#_Toc32224161)

[3.7 Types and Sources of Data 24](#_Toc32224162)

[3.8 Data Collection Methods 24](#_Toc32224163)

[3.8.1 Questionnaire 24](#_Toc32224164)

[3.8.2 Interview 25](#_Toc32224165)

[3.8.3 Documentary sources 25](#_Toc32224166)

[3.8.4 Focus Group Discussion (FGD) 25](#_Toc32224167)

[3.9 Data Analysis 26](#_Toc32224168)

[3.10 Reliability and Validity 26](#_Toc32224169)

[3.11 Ethical Consideration 27](#_Toc32224170)

[CHAPTER FOUR 28](#_Toc32224171)

[DATA PRESENTATION, ANALYSIS AND DISCUSSION 28](#_Toc32224172)

[4.1 Introduction 28](#_Toc32224173)

[4.2 Respondents Background Characteristics 29](#_Toc32224174)

[4.3 Response rates 31](#_Toc32224175)

[4.4 Chapter Summary 37](#_Toc32224176)

[CHAPTER FIVE 38](#_Toc32224177)

[CONCLUSIONS AND RECOMMENDATIONS 38](#_Toc32224178)

[5.1 Introduction 38](#_Toc32224179)

[5.2 Summary and Conclusion of the Key Findings 38](#_Toc32224180)

[5.3 Recommendations 39](#_Toc32224181)

[5.4 Recommendations for Further Studies 39](#_Toc32224182)

[REFERENCES 41](#_Toc32224183)

APPENDICES [43](#_Toc32224183)

# LIST OF TABLES

[Table 3.1: Composition of the population sample 23](#_Toc32224090)

[Table 4.1: Sex of respondents 29](#_Toc32072525)

[Table 4.2: Age of respondent 29](#_Toc32072526)

[Table 4.3: Residing location in Temeke of respondent 30](#_Toc32072527)

[Table 4.4: Do you know anything about education associates 31](#_Toc32072528)

[Table 4.5: Do you know why Tanzania decided to follow that system 31](#_Toc32072529)

[Table 4.6: Do primary school in Tanzania follow this system 32](#_Toc32072530)

[Table 4.7: Do primary School have friendly infrastructure to associates 32](#_Toc32072531)

[Table 4.8: Do we have enough skilled teacher for inclusive education 33](#_Toc32072532)

[Table 4.9: Special training for Education Inclusive Teachers 33](#_Toc32072533)

[Table 4.10: Special Curriculum for education Inclusive 34](#_Toc32072534)

[Table 4.11: Addition fund to school budget for Education Inclusive 34](#_Toc32072535)

[Table 4.12: In Qn 13 if answer is NO this can be a reason of not registering Disabled in primary school 35](#_Toc32072536)

[Table 4.13: Any other obstacles 35](#_Toc32072537)

[Table 4.14: As your stakeholder do you have any comments for education inclusive 36](#_Toc32072538)

# LIST OF FIGURES

[Figure 2.1: Conceptual Framework 17](#_Toc33532131)

[Figure 4.1: Education level 29](#_Toc32072563)

[Figure 4.2: Job of respondents 30](#_Toc32072564)

# LIST OF ABBREVIATIONS

EFA Education for All

UN United Nations

UNESCO United Nations Educational, Scientific and Cultural Organization

UTSS Under The Same Sun

THC Temporary Holding Centers

ACERWC African Committee of Experts on the Right and Welfare of the Child

TAS Tanzania Albinism Association

SPSS Statistical Package for Social Sciences

PWA People with Albinism

URT United Republic of Tanzania

# CHAPTER ONE

**INTRODUCTION**

## 1.1 Background to the Problem

Inclusive education is a global commitment to provide quality basic education for youth and adults and hence it is the strategy of achieving Education for All (EFA) with the aim to meet the learning needs of all children, youth and adults. UNESCO being the leading UN Agency for Education for Sustainable Development therefore, promote Inclusive Education Systems that remove barriers that limit the participation and achievement of all learners, respect diverse needs, abilities and characteristics that eliminate all forms of discrimination in the learning environment by reaching excluded and marginalized groups by providing them with quality education which requires the development and implementation inclusive policies and programmes (IJRAR, 2018).

UNESCO being the UN Agency has facilitated several international conferences and declarations that are adopted by the local countries including Tanzania, which promote inclusive education as the strategy to meet the EFA goal by implementing the inclusive education as the strategy of achieving the EFA goal. Such as Sustainable Development Goal 4 (2015) with the aim of ensuring inclusive and quality education for all and promote lifelong learning, and insisting on educational system which will allow many other Sustainable Development Goals to be achieved.

Moreover Incheon Declaration and Frame work for Action for the implementation of Sustainable Development which is the World Education Forum (2015) in Incheon Republic of Korea, hosted by Republic of Korea with the key issue of ensuring Inclusive and Equitable Quality Education and promote lifelong learning Opportunities for all. There are also International conferences such as the 20th Conference of Commonwealth Education Ministers (2018) held in Nandi, Fiji with the key issues including Inclusive and Quality education and insisted on leadership capacity quality teachers and environment, enabling tools and frameworks for the inclusive education to be achieved.

In achieving the goal of EFA as result of the World Education Forum in Dakar, 2000, Inclusive education is one of the strategy of including all children in the learning and educational goal set were excluded from or marginalized within education systems due to non respond to needs of all learners such as people with albinism. People with albinism among the people with disabilities have unique characteristics as compared to other people with disability as evidenced by California Senate Resolution (Bates, 2019) recognizes 13,2019 as International Albinism Awareness Day where she emphasized that albinism resulted from the body inability to produce a dark biological pigment known as melanin that determines a person’s skin, hair and eye colour and also plays role in the development of certain optic nerves which mainly affects eyes as a result of low vision problem which may require corrective lenses or in rare cases surgery.

Also people albinism are at greater risk of developing skin cancer due to lack of melanin, thus they need to protect their skin and eyes from sun exposure by wearing sunscreen or sunblock, sunglasses and sun protective clothing. But also because of their uniqueness in pale appearance people with albinism are at risk of marginalization and social exclusion that can ultimately lead to profound isolation and discrimination.

The killings and the attacks of person with albinism and the target being the children including a school going age children resulted into fear and insecurity to the children but also the parents/guardians. Therefore responding to this challenge the Government of Tanzania has established the so called Temporary Holding Centers (THCs) of which are about 32 Centers which are now in operation as per report of The African Committee of Experts on the Right and Welfare of the Child (ACERWC, 2016).

Keeping these school going age children to shelters first is the exclusion of these children from their parents but also from the society and hence is contrary to the objective of inclusive education as per Salamanca statement that proclaimed that “every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning and the regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effective of an entire education system. Tanzania, among the first states to sign the UN Convention on the Right of persons with Disabilities in 2007 and ratified it in 2009 (UN, 2012). The first official initiatives of Inclusive education by the Government of Tanzania was a joint venture of Salvation Army and UNESCO in 1998 which was carried out in Temeke, one of the districts in the city of Dar es salaam.

The National Strategy on Inclusive Education (2009-2017) is among the country’s commitment of ensuring that all children have equal access to quality education on inclusive setting. The aims included the availability of teachers to respond to the diverse needs of learners and that educational support is available to learners. Also with new education and training policy, adopted in 2014, seeks to increase access to educational facilities for children with disabilities, including children with albinism. However, children with albinism have unique challenges from other children with disabilities due to their special need such as necessary reasonable accommodation, including visual aids like glasses, monocular and large print material. They also have to apply sunscreen cream to keep their skin which is somehow of high cost since it is not produced domestically and therefore the Government and non government organization that are ministering such people need to devote more resources to support them.

Social justice in educations can only be delivered by inclusive school; it allows every child to flourish in their learning and have their talents nurtured and developed (Commission for Social Justice, 1994). Therefore inclusive education is only achieved when the educational environment of children who have disability cannot be distinguished from others in the school community. The ones with disability have to be accepted with their capability in all of our primary schools.

## 1.2 Statement of the Problem

In Tanzania the official initiatives of inclusive education began 1998 by the Government, Salvation Army and UNESCO. As the respond to different International agreements signed by the Government such as the Salamanca statement and EFA. A pilot project of inclusive education was carried out in Temeke, one amongst the three districts of the city of Dar es Salaam and it started with seven primary schools by assessing the process and outcome to scale up to other districts in the country. In 2009 the Ministry of Education and Vocational Training introduced a strategy for inclusive education requiring a significant change in education policy with an achievement of more than 280 primary schools with inclusive practices in more than 70 sub-districts in various regions of the country (URT, 2018).

Despite all the initiatives done by our government on inclusive education, there is no remarkable impact to this special group. By just looking at inclusion and association of this special group to societal activities, the enrolment in higher learning institutions, and to the employment rate; indicate that they don’t meet the requirements for such opportunities like others. Free primary education has remarkably increased the enrollment rate where other new primary schools have been built to meet the increment, but to this group there is no remarkable impact. Therefore, there is a need of undertaking such research and to establish the specific challenges so as to come up with the recommendations that will assist the group as well as the government to meet the expectations.

## 1.3 Objectives of the Study

### 1.3.1 General Objectives

The main objective of this study is to assess inclusive education and the rate of enrollment of the children with albinism in primary schools in Temeke Municipality, Dar es Salaam.

### 1.3.2 The Specific Objective of the Study

1. To assess the enrollment rate of children with albinisms in primary schools with inclusive education system in Temeke Municipality
2. To determine if Government education policies for inclusive education of the children with albinism is practically implemented.
3. To determine the relationship between inclusive education and the rate of enrollment in primary schools with inclusive education system to the children with albinism in Temeke Municipality

## 1.4 Research Questions

1. What are the factors which affect the enrollment rate of the children with albinism in primary schools with inclusive education system in Temeke Municipality?
2. Is the Government education policy for the inclusive education assist children with albinism to enjoy their learning as others do?
3. Is there any relationship between the inclusive education and the rate of enrollment in primary schools with inclusive education system to the children with albinism in Temeke Municipality?

## 1.5 Significance of the Study

Inclusive education has been the only means to achieve “Education for All (EFA) since every child has equal opportunity in accessing education. Therefore this study will assist the parents/guardians and other stakeholders to be aware and be encouraged in taking their children with albinism to school instead of keeping them in doors by working out on the challenges that hinders PWA to enroll in schools. This study will remind the government planners and policy makers that free primary education is not only to the normal scholars but also to those with disabilities including PWA.

## 1.6 Limitation of the Study

Some respondents especially ward leaders tried much to hide the real situation with the reason of protecting their positions.

## 1.7 Delimitation of the study

The study was conducted to selected primary schools which undertake inclusive education in Temeke Municipality and some leaders from TAS Temeke in Dar es Salaam, in order to produce the more representative results.

**1.8 Organization of the Study**

The study is organized into five chapters whereby chapter one presents the introduction and the study context while in chapter two the study presents the review of related literature. Chapter three presents the research methodology, which includes the procedures for data collection and analysis. Chapter four presents result and the discussion of the findings. Chapter five presents the summary, conclusion and recommendations. References and appendices are placed at the end of the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter deals with literature review, by giving details on definitions of key terms and the theory of the study. It also deals with theoretical and empirical literature related to the study. The chapter also captures on research gap as well conceptual framework which guide the study.

## 2.2 Definition of Terms and Concepts

### 2.2.1 Inclusive Education

The term inclusive education historically referred mostly to children with disabilities, but its definition has evolved to encompass all sorts of special needs, including gender, orphans and vulnerable children. Although there is no universally agreed upon definition of inclusive education, many definitions are consistently guided by the presence of certain key elements. Inclusive education is a transformational process of constant change and improvement within school and wider education ecosystem to make education welcoming and participatory achievement oriented for all students. Inclusive education is concerned with identification and removal of barriers that exclude learners within each unique situation/context. Inclusive education likewise calls for addressing the needs of all children, irrespective of range of abilities and disabilities (GPE, 2018).

In Tanzanian context, inclusive education can be defined as a system of education in which all children, youths, and adults are enrolled, actively participate and achieve in regular schools and other educational programs regardless of their diverse backgrounds and abilities, without discrimination, through minimization of barriers and maximization of resources (National Strategy on Inclusive Education 2009-2017).

### 2.2.2 Children with Albinism

These are the children one who lack pigmentation in their skin, hair and eyes (they look white from their black peers) and hence are highly susceptible to sun- induced skin damage (UN, 2013). Albinism is always associated with poor vision, due involuntary eye movement. The visual impairment is present from birth and is lifelong, but varies severity between individuals (Ashley, 1992). Children with Albinism are doubly vulnerable in our community and school environment, their visually impaired but also looking white in a black population makes them the target off bullying and name-calling (Lynch and Lund, 2011).

### 2.2.3 Primary School

This is the school at which children receive primary or elementary education from the age of about six years to about eleven, it comes after preschool but before secondary school (primary school-wikipedia). In most parts of the world primary education is the first stage of compulsory education, and is normally available without charge as it is done in Tanzania, but may also be offered in a fee paying independent school.

### 2.2.4 Enrollment

Enrollment is the act of putting yourself or someone else onto the official list of members of group, course or school. In this study is the process registering a school age child to officially start primary education.

## 2.3 The Theoretical Framework of the Study

This study is guided by a guide for ensuring inclusion and equity in education. The guide has been developed by UNESCO in 2017, with the emphasis that including all learners and ensuring that each individual has an equal and personalized opportunity in acquiring education. The challenges are inevitable to every country therefore further efforts are needed to minimize barriers to learning and ensure that all learners in schools and other learning settings experience a genuine inclusive environment which principally is in line with this study.

The 2030 Agenda for Sustainable Development, with its focus on leaving no one behind, provides a unique opportunity to build more inclusive and equitable societies and this should start with inclusive education systems. Also the Global Education 2030 Agenda, UNESCO as the United Nation’s specialized agency for education, is entrusted to lead and coordinate 2030 Agenda which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030 in achieving all these goals Education is essential and has its own dedicated Goal 4 which aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This is in line with this study which is confined on the implementation and the commitment of the government to the inclusive education so as to increase the enrolments of the selected unique group of disabilities, that is children with albinism.

In achieving these ambitious goals, countries like Tanzania should ensure inclusion and equity in and through education systems and programs, which includes taking steps to prevent and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, and completion as well as in learning processes and outcome. It also requires understanding learner’s diversities as opportunities in order to enhance and democratize learning for all students.

UNESCO supports government education policy-makers, practitioners and key stakeholders in their efforts to develop and implement inclusive policies, programs and practices that meet the needs of all learners. This guide is helpful to this study since its ultimate objective is to system-wide change for overcoming barriers to quality education access, participation, learning processes and outcomes and to ensure that all learners are valued and engaged equally. Also the guide is intended for use of key government education policy-makers, working with key stakeholders such as teachers and other educators, student’s families and community representatives.

This Guide tried to mention the principles of equity and inclusion in education policy such that valuing the presence, participation and achievement of all learners, regardless of their context and personal characteristics. Recognizing the benefits of student diversity, and how to live with, and learn from, differences. Collecting, collating and evaluating evidence on children’s barriers to education access, to participation and to achievement, with particular attention to learner who may be at most risk of underachievement, marginalization or exclusion.

Building a common understanding that more inclusive and equitable education systems have potential to promote gender equality, reduce inequalities, develop teacher and system capabilities, and encourage supportive learning environment all these efforts will, in turn contribute to overall improvement in education quality. Engaging key education and community stakeholders to foster the conditions for inclusive learning, and to foster a broader understanding of the principle of inclusion and equity. The central message of this guidance is that “every learner matters and matters equally. The complexity arises, however, in implementing this message will likely require changes in thinking and practice at every level of an education system, from classroom teachers and others who provide educational experiences directly to those responsible for national policy.

## 2.4 Empirical Studies for reviewing

**2.4.1 The Challenges of the Inclusive Education in Tanzania**

Krohn-Nydal (2008) conducted the study on the ‘Development of Inclusive Education in Tanzanian’. The purpose of the study was to improve the effectiveness of the inclusive education in primary schools in Tanzania. The following were the findings from the field; various stakeholders had positive view on inclusive education which faced many barriers such as lack of resources like teaching aids and books, together with inadequate teacher /pupils ratio as well as lack of transport for children needing assistance to and from school.

Ndomondo (2015) did the study on Educating Children with Albinism in Tanzanian Regular Secondary School: Challenges and Opportunities; the findings were lack of knowledge of the learning needs of students with albinism among teachers and educational administrators, lack of learning facilities, less commitment of the educational officials to improve teaching and learning materials and examinations to carter for the low vision experience of students with albinism and poor academic performance of the students with albinism.

Despite the challenges encountered by students with albinism in school learning some few opportunities were observed such as maximum cooperation from classmates who involve them in all academic matters and other school activities, also the big support from the heads of schools who used to talk to them, encouraged them and also allowed them to borrow books so that they could read them closely at school or at home. ‘African Committee of Experts on the Rights and Welfare of the Child (2016) did study and report on the situation of children with albinism in temporally holding shelters-Tanzania.

The following were the objectives; to investigate the situation of children with albinism in Tanzania and assess the alleged rights violations and challenges they encounter, to identify the causes leading to the reported curtailing violation of the rights of children with albinism; and to engage various stakeholders, in particular the government of Tanzania, United Nations, African Union, UN Agencies, International and local Non-Governmentals, for a better understanding of challenges and protection of children with albinism in Tanzania.

The findings in this investigation noted with strong concern due to very limited resources, teaching and learning materials were almost inexistent in the center also they were in an extremely vulnerable position , which made them easy targets for witchcraft and the consumers of witchcraft therefore the shelters were no longer temporary and they were not serving the best interest of the children, not only that but also is as the provision of a convenient escape mechanism for parents wanting to divest themselves of the responsibility to care for their children with albinism.

Moreover, the investigation realized that the stigma and discrimination against children with albinism were structurally embedded, and the marginalization and social exclusion since these children were separated not only from their parents but also from the society. Lynch *et al.* (2011) researched on education of children and young people with albinism in Malawi. The main purpose of this study was to explore albinism directly by capturing the experiences of children and young people and their families, and indirectly through those involved in their education, notably the itinerant teachers who support children with visual impairment in mainstream schools.

This study identified the need for specialist training on albinism, on how best to intervene to facilitate the education of a child with this condition, both at the resource centers and within mainstream schools. Workshops and training should involve and include children and families living with albinism, recognizing their knowledge of the condition. Experience and expertise should be shared among itinerant teachers, between itinerant teachers and class/head teachers and with all other stakeholders including families.

**2.4.2 Factors Influencing Enrollment rates in Primary school**

Kipkosgei *et al*. (2017) investigated Factors Influencing Enrolment of Learners with Disabilities In Primary schools with Inclusion Education In Nandi South District Kenya. The study had the following objectives to determine how physical facilities in institution in Nandi South District are structured to accommodate learners with special needs, to determine how sufficient were teaching and learning resources for learners with disability in Nandi South, to determine preparedness of teachers to handle learners with disability in Nandi South, to determine how the available curriculum in institutions was relevant for learners with special needs and to determine adequacy of available funds in financing special needs education. The findings of the study revealed low morale among teachers, the teaching and learning resources were not adequate and sufficient for special learners most of teachers were not qualified on special education, the curriculum was not fully meeting the needs of the learners and the funding was not adequate to handle special learners.

## 2.5 The 2014 Education Policy Implication

The policy lacks strong strategies of transforming the current education system to the one that is ensuring the inclusion and equity education that will promote lifelong learning opportunities to all. The policy tried just to mention the challenges of the special educational needs scholars but there are no ways of combating such challenges for instance page no. 50

“*kukosekana kwa mahitaji maalumu shuleni kwa baadhi ya wanafunzi”; kushuka kwa morali ya kufundisha miongoni mwa walimu kwa sababu ya maslahi yasiyoridhisha na mazingira magumu ya kazi: utambuzi hafifu wa wanafunzi wenye mahitaji maalumu na mazingira duni ya kujifunzia.*

There are also several proclaims which is found at page no. 51 “*Serilkali itaendelea kuongeza fursa anuwai za elimu na mafunzo kwa usawa kwa makundi yote ya kijamii katika ngazi zote ikiwemo watoto wenye mahitaji maalumu*. Translation “The government will continue increasing the education and training opportunities to respond the diversities in the community including those with special needs.

It further states, *Serikali itaondoa vikwazo vinavyozuia fursa ya wanafunzi kuendelea na masomo na kukamilisha mzunguko wa elimu katika ngazi husika*

Translation: The government will create the environment of diminishing the dropout rates so that the completion rates improves.

The policy is also silent on the key issue of the “teacher”. So as to improve the quality of education there is a need to enhance teacher competences, motivation, supervision, increase availability of teaching and learning materials as well as improvement of the teaching and learning environment. As there is a chance of amendments to the policy all educational stakeholders should be given the chance and ample time for their contributions so that the policy is consensus. Otherwise there no any strategy to this policy of creating an environment of equal opportunity in education between the special needs students to normal ones.

## 2.6 Conceptual Framework

Independent Variable

Intermediate Variable

Dependent Variable

**Achievement of Inclusive Education**

**Enrollment rate**

Figure 2.1: Conceptual Framework

Source: researcher, 2020

The study conceptualizes some few issues from the guide such that the government education policy, the structures and systems and finally the practices of which when considered the inclusive education in Tanzania will be achieved and hence there will be an impact to this vulnerable group of children with albinism. The study probed whether their actions taken to ensure that senior staff at the national level and district levels are providing leadership in inclusive education and making sure that there is an achievement of inclusive at the local government and at the family level.

The study also focused on the school infrastructures and the systems in promoting the inclusive education, the fairness in distribution of resources and the quality of support from the government with the consideration of free primary education. The study went farther to the effectiveness for encouraging the presence, participation and achievement of all learners by making sure that teachers and other support staff have effective training in respect to the way they respond to learner diversity.

## 2.7 Knowledge Gap

Apart from a good number of studies focused generally on people with disabilities, children with albinism have a unique case. In order to let them learn like others they need optical devices to support their sight, also they need medication for their skin, but also with the free primary education one can to see the impact of such group in the enrollment to primary schools.

## 2.8 Summary of Literature Review

The study sought to evaluate the impact of inclusive education on the enrollment of children with albinism in primary schools at Temeke Municipality. Such study has never been conducted in Temeke Municipality. It was also important to note that studies done before like Ndomondo (2015), on educating children with albinism in Tanzania regular secondary school: challenges and opportunities and the findings were lack of teaching knowledge and inadequate teaching and learning materials. Krohn-Nydal (2008) did the study on development of inclusive education in Tanzanian and found out the barriers faced in inclusive education such as lack of resources, inadequate teachers-pupils ratio as well as lack of transport for the children needing assistance to and from school.

By considering that many studies have been conducted on general disabilities, this study found out that this group is so unique in the sense that it is doubly vulnerable in impairment but also striking difference in appearance, looking white in a black population, makes them the target of bullying and name calling and they also need the supportive learning devices. This necessitates this study.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the general methodology with the following sub-sections, research approach and design, area of the study, population, sample and sampling techniques, and respondent’s profile. It further more explains the type and data source, research instruments, data analysis validation of instruments and ethical considerations.

## 3.2 Research Approach

Currently there are two well-known and used approaches to research namely, the qualitative and quantitative approaches. The two approaches may both be employed to the study with one approach being used more than the other, but usually it depends to the demand of the topic in study. With this study the largely employed approach is the qualitative whereby in some elements supplemented by quantitative approach. The qualitative approach was considered suitable due to the following reasons; firstly, it enables the researcher to collect and analyze respondent’s views feeling within the natural setting and hence provide to the respondents an opportunity to give their perception and experience regarding the inclusive and enrolment of children with albinism in primary schools.

Secondly qualitative approach allows interaction between the researcher and respondents and therefore enables the researcher to get first hand information about the problem being studied. But also to this study the qualitative approach was employed so as to explore the attitudes of the parents/guardians and the community and other stakeholders towards the enrolment of children with albinism in primary schools.

## 3.3 Research Design

Research design is the conceptual structure within which a research is conducted; it constitutes the blue print for the collection, measurements and analysis of data (Kothari, 2004). This study will be conducted by using descriptive design which is under qualitative research method since it deals with describing the perspective on the implementation of inclusive education and the enrolment of the PWA. The researcher focused on stakeholder’s perceptions on the implementation of inclusive education in Temeke Municipality to the selected primary schools namely Wailes, Salvation Army and Mtongani kwa Mama Mary.

## 3.4 Area of Study

This study was conducted at Temeke Municipality in Dar es Salaam. The selection was based on the fact that Temeke was the pilot district to adopt the inclusive education in 1997 with the aim of providing compulsory education to all children with disabilities including those from the neighborhood communities. In this study, three primary schools were selected by stratified sampling then getting the groups that simple random sampling was used to those schools that adopt the inclusive education in Temeke district.

## 3.5 Target population

The target population is the collection of objects which processes the information required by the researcher and about which the inferences are to be made (Bajpai, 2011). With this study the target population involved all the people who in one way or another are directly related to the children with albinism for their education in Temeke Municipality. These included parents/guardians of the children with albinism, teachers to schools where children with albinism learn, Tanzania Albinism Society (TAS) leaders where children with albinism are the members, also the ward officers for the welfare of disabilities and therefore the sample based on these stakeholders.

## 3.6 Sample Size and Sampling Techniques

This subsection explains how the size of the sample was designed for this research and the sampling techniques that were used in extracting depth and qualitative information from them.

### 3.6.1 Sample size

A sample size is the small group or subset of the population, which a researcher selects for the purpose of the study and from which generalization is made about the characteristic of the population (Kothari, 2004). According to the TAS leaders the whole population of people with albinism was 487of which only 87 are school going children, and almost three quarters of the school going children were enrolled to boarding schools such as Pongwe in Tanga, Mchanganyiko in Morogoro, Mpandi Mchanyiko in Mtwara; just leaving almost seventeen children with albinism who enrolled to almost to these randomly selected primary schools.

The head teachers for the selected primary schools were part of the sample size plus their class teachers of each of the selected schools, then the purposive sampling was applied to get other sample members who were likely to generate useful data for the study. Thus a total of 20 respondents which comprises of head teachers of the selected schools, teachers of the special need education, parents/guardians of the children with albinism who are enrolled in those schools, Tanzania Albinism Society (TAS)- Temeke leaders and the special education officers as well as the ward executive officers, as summarized in Table 3.1.

Table 3.1: Composition of the Population Sample

|  |  |
| --- | --- |
| **Category** | **Sample size** |
| Children with albinism in school | 3 |
| Other children classmates to those children with albinism | 3 |
| Head teachers | 3 |
| Teachers | 3 |
| Parents/Guardians | 3 |
| TAS leaders | 3 |
| Special education officers | 1 |
| Ward executive officer | 1 |
| **Total** | **20** |

**Source:** Researcher, (2018)

### 3.6.2 Sampling Techniques

Kothari (2004) explains that sampling techniques is the scientific method that involves the selection of the representative’s sample of the large population. Therefore, in this study the stratified sampling and simple random sampling were employed. Stratified sampling used to get head teachers and the teachers of the selected schools with the special education officers and the ward executive officers, while simple random sampling was employed to get a sample from large number of students with and without albinism in the class and the parents of the children with albinism who had enrolled their children in those schools.

## 3.7 Types and Sources of Data

There are two types of data sources namely primary and secondary data. Primary data are those collected afresh and for the first time from informants and respondents whereas secondary data are those which have already been collected by someone else and which have been passed through statistical process (Kothari, 2004). In this study primary data were obtained through questionnaire, observation, interview and discussion conducted from respondents and informants while secondary data were collected from books, journals, dissertations, reports, published materials and Internet.

## 3.8 Data Collection Methods

According to the nature of this study and in order obtain adequate and reliable information triangulation method were adopted where by various data collection instruments were involved namely the questionnaire, interviews, focus group discussion and documentations so as to get the views, perceptions and experience of stakeholders in implementation of inclusive education relating to the enrollment rate of children with albinism in the schools adopting inclusive education. Each type of instrument was used depending on the kind of respondent, time factor and the environment.

### 3.8.1 Questionnaire

In this study, open-ended questions were distributed to respondents, focusing on stakeholders perception in implantation of inclusive education in relation to the enrollment rates of children with albinism in those selected primary schools that adopt inclusive education. The questions were administered in Swahili so as to make respondents able to fully express their views and perceptions.

### 3.8.2 Interview

Personal interview were conducted to respondents in order to get the first hand information. This was applied to all teachers and students who were willing and have enough time to respond to face-to-face questions. Semi structured interview were used and considered to be the most effective strategy for collecting data due to its merit of flexibility. The researcher used guiding question in making sure that all issues were covered so that the intended information is obtained. This technique enabled the researcher to meet with respondents face to face and understand their feeling during conversation and the perception of stakeholders. The question and answers asked during interviews were recorded which made easier in correcting mistakes and was flexible enough to permit restructuring of questions as the situation demanded.

### 3.8.3 Documentary sources

From secondary sources, various documents were studied such reports, office files and relevant materials. The researcher read the documents in order to get useful information to supplement the primary data.

### 3.8.4 Focus Group Discussion

The researcher conducted FGDs basically with a group of respondents who were considered to be representatives of the target population. Such meeting was held in an informal setting and was moderated by the researcher. The researcher met one focus group namely the Tanzania Albinism Society HQ which is the albinism organization, of which every albinism is a member by default therefore they coordinate and cooperate with the government on all issues that people with albinism are with interest.

## 3.9 Data Analysis

The analysis refers the computation of certain indices or measures along with searching for patterns of relationship that exist among data groups (Kothari, 2004).

In this study, data was analyzed through descriptive and inferential statistics. The collected data were coded; a coding sheet was assigned to each answer in a questionnaire with the corresponding number on the coding sheet. The data was subjected to standardized statistical analysis techniques using statistical package for social sciences (SPSS). Data was entered into SPSS program that finally produced frequencies and percentages of responses. Theses tables were used to present the findings for the interpretation.

## 3.10 Reliability and Validity

Reliability is the ability of research instrument to consistently yield the same results when repeated measurements are taken under the same condition overt time (Kothari, 2004). The greater the degree of consistency and stability in an instrument (0.7 value), the greater its reliability; while validity is the concept of appropriateness and accuracy as applied to research process (Kumar, 2011). To ensure validity and reliability in this study triangulation of data gathering instruments (interview, observation and questionnaire) were used but also the supervisor and other senior colleagues were used in collecting data in the field.

## 3.11 Ethical Consideration

According Bryman and Bell (2007) to address ethical consideration aspect of your dissertation in an effective manner, you will need to consider the following points; voluntary participation of respondents is important, respondents should participate on the basis of informed consent, the use of offensive, discriminatory or other unacceptable language needs to be avoided in the formulation of Questionnaire /Interview/ Focus group questions, privacy and anonymity or respondents is of a paramount importance and also maintenance of the highest level of objectivity in discussions and analyses throughout the research. In this study the researcher adhered to all rules and regulations during the whole process of research in the field such that respondents were informed about the purpose of the study and assured on the confidentiality of the information which could be obtained and the questionnaire were structured carefully with the acceptable and non-discriminatory language so and hence to avoid questions that could embarrass the respondents.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Introduction

The findings and interpretation of data gathered by the researcher is presented in this chapter. The data were discussed and interpreted by ensuring that research questions have been tackled and research results are well understood. The presentation is based on the theme of the study.

The findings of the study are organized and presented in line with the five questions which guided the study. These questions were: To what extent are the parents/guardian of PWA and other stakeholders aware of the inclusive education? Are resources and fund disbursed adequately, sufficiently and timely distributed to support learning to PWA? Does free education mean free education to all? Is there any specific curriculum that teachers and other supporting staff use as learning materials and therefore the may be guided in supporting the learning of such special group?

Do the teachers and other supporting staff have skilled and hence well equipped to support the learning of PWA? And lastly, what are the obstacles in the enrollment of PWA to primary schools and suggested possible ways of overcoming them? Those questions were administered to the respondents residing in Temeke as target population of the study. The following are results from the data analysis and collection administered and interpreted focusing on the objectives of findings.

## 4.2 Respondents Background Characteristics

Table 4.1: Sex of respondents

| **SEX** | **Frequency** | **Percent** |
| --- | --- | --- |
| M | 12 | 60.0 |
| F | 8 | 40.0 |
| Total | 20 | 100.0 |

Table 4.1 presents the gender of the respondents being 40% female and 60% male.

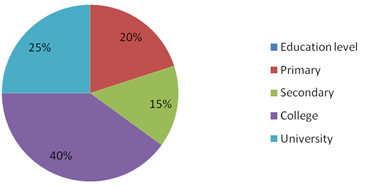


Figure 4. 1: Education level

**Source:** Researcher, 2019

The education level of the respondents include 15% were of secondary education, while 20% of respondent had the primary education. And 25% of respondent had a university education while 40% of respondent had college level of education. Generally, these levels of education indicate the better results of the finding to fulfill the objectives since most of the respondents were educated.

Table 4. 2: Age of respondent

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Age** | **Frequency** | **Percent** |
|  | Below 20 | 3 | 15.0 |
| Above 20 | 17 | 85.0 |
| Total | 20 | 100.0 |

**Source:** Researcher, 2019

Table 4.2 represents the age of respondents. From the target population of the research 15% of respondent were below 20 years of age while 85% of respondent were above 20 years of age. This is an indicator that we got the valid information from the matured respondents.

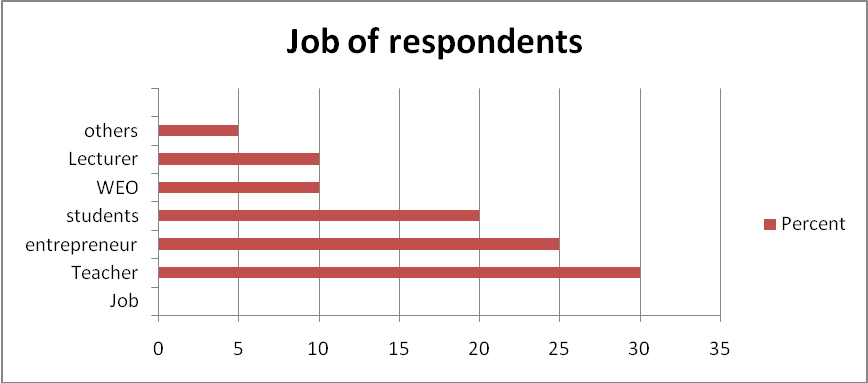


Figure 4. 2: Job of respondents

The above Figure 4.2 represents the job of the respondents who answered the research questions. When you look deeper most of those respondents are coming from the same career, lectures 10%. Teachers are about 30%. And 20% were the students, altogether have experience on inclusive education and hence see those challenges faced by pupils with albinism.

Table 4. 3: Residing location in Temeke of Respondent

|  |  |  |
| --- | --- | --- |
| **location** | **Frequency** | **Percent** |
| Mbagala | 5 | 25.0 |
| Kizuiani | 1 | 5.0 |
| Mtoni Mtongani | 3 | 15.0 |
| Mbande | 3 | 15.0 |
| Tandika | 4 | 20.0 |
| Kiburugwa | 1 | 5.0 |
| Chamazi | 2 | 10.0 |
| Yombo vituka | 1 | 5.0 |
| **Total** | **20** | **100.0** |

**Source:** researcher, 2020

Table 4.3 shows the residing location of respondents in Temeke Municipality. It is clear that there is no respondent out of Temeke. The areas of Mtoni Mtongani 15%, Mbagala 25% and Tandika 20% where the primary schools were selected as respondents as it is observed.

## 4.3 Response rates

Table 4. 4: Do you know anything about inclusive education

|  | **Inclusive** | **Frequency** | **Percent** |
| --- | --- | --- | --- |
|  | Yes | 18 | 90.0 |
| No | 2 | 10.0 |
| **Total** | **20** | **100**.0 |

**Source: Field data**

As to how far they do understand or know about inclusive education within the schools and community, 90% of respondent admitted that they know and only 10% of respondent said NO. This is an indicator when you administer monitoring and evaluation that you meet with the community that knowing your findings so that they have to give clear challenges and progress of research.

Table 4.5: Do you know why Tanzania decided to follow that system

| **System** | **Frequency** | **Percent** |
| --- | --- | --- |
| Yes | 17 | 85.0 |
| No | 3 | 15.0 |
| **Total** | **20** | **100.0** |

**Source: Field data**

Table 4.5 above shows the results of why Tanzania decided to follow the inclusive education system; 85% of respondent admitted that they know and 15% they said no. So inclusive education concurs with Human rights policy. Therefore, the only challenge remain to be researched is, do we have enough or friendly infrastructure to support disabled and albinism?

Table 4. 6: Do primary school in Tanzania follow this system

| **Primary** | **Frequency** | **Percent** |
| --- | --- | --- |
| few | 17 | 85.0 |
| None | 3 | 15.0 |
| **Total** | **20** | **100.0** |

**Source: Field data**

According to the human right policy Tanzania primary schools and others follows this system of inclusive education although in few establishments as respondent responded in this research. In Table 4.6 above 85% reported that few primary schools comply with the system and 15% of respondent reported NONE. The researcher went further to see for respondent who said NONE and came up with the reasons that there is no different taking care of those albinisms or other disabled; they are treated the same as others. Whereas inclusive education must have extra budget, friendly infrastructure to cover, support as well as protect this special group.

Table 4. 7: Do Primary School Have Friendly Infrastructure To Support Inclusive Education?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Infrastructure | Frequency | Percent |
|  | Yes | 11 | 55.0 |
| No | 9 | 45.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Table 4.7 explains about those few primary schools of inclusive education if they do have friendly infrastructure. The respondent admitted the research questions with the results of 55% on the frequencies of 11 that YES those few schools having friendly infrastructure and 45% of frequencies’ 9 said NO.

Table 4. 8: Do we have enough skilled teachers for inclusive education?

|  | **Skills** | **Frequency** | **Percent** |
| --- | --- | --- | --- |
|  | Yes | 9 | 45.0 |
| No | 11 | 55.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Table 4.8 explains the research question about skills for teachers of inclusive education; 45% of respondent said Yes they do have skills to support inclusive education but 55% of respondent they said NO. The researcher analyzed the comment on this aspect and proved that there is few skilled teachers for inclusive education.

Table 4. 9: Special Training for Inclusive Education Teachers

|  | Training | Frequency | Percent |
| --- | --- | --- | --- |
|  | No | 2 | 10.0 |
| Mostly | 5 | 25.0 |
| Minor | 13 | 65.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Respondent were asked if there are any special training for teachers who will support inclusive education. Table 4.9 have a results as follows: 65% of respondent said very minor this training to happen but few of respondent (25%) said mostly the training used to be provided to teachers of inclusive education and 10% of respondent said Not at all.

Table 4.10: Special Curriculum for Inclusive education

|  | Curriculum | Frequency | Percent |
| --- | --- | --- | --- |
|  | Yes | 9 | 45.0 |
| No | 11 | 55.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Skilled teachers come from the training regardless talents skills innovated by having training curriculum. Research asked if there is any special curriculum for inclusive education. Table 4.10 shows the respondents tips. 55% of respondent said no special curriculum for inclusive education. While 45% said there is a special curriculum for inclusive education.

Table 4.11: Addition fund for school budget for Inclusive Education

|  | Fund | Frequency | Percent |
| --- | --- | --- | --- |
|  | Yes | 10 | 50.0 |
| No | 10 | 50.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Basically it is known that schools have budgeted to run their activities annually. The question is, are there any additional fund to the schools that include the inclusive education? The research went through the findings, Table 4.11 comes up with answers from the respondents; the results show 50% of respondent accept that there is and another 50% of respondent dined it.

Table 4.12: In Question 13 If Answer is NO This Can Be A Reason of Not Registering the Disabled in Primary Schools

|  | Registration | Frequency | Percent |
| --- | --- | --- | --- |
|  | Yes | 10 | 50.0 |
| No | 10 | 50.0 |
| Total | 20 | 100.0 |

**Source: Field data**

The researcher was looking whether there is an extra fund added to the schools of inclusive education; Table 4.12 above the results are 50% to 50% what does it mean. Research show if fund will be available for inclusive education the pupils with disability and albinism shall be well supported with and that those special needs would be covered by an extra budget which is over and above with that disbursed in other conventional primary schools.

Table 4.13: Any Other Obstacles

|  | Obstacles | Frequency | Percent |
| --- | --- | --- | --- |
|  | No | 10 | 50.0 |
| Yes | 5 | 25.0 |
| Others | 5 | 25.0 |
| Total | 20 | 100.0 |

**Source: Field data**

The research went further looking for any other obstacles that hinder the albinism and other disabled to the school provided that all schools have a system of education inclusive. In Table 4.13 the respondents attempted that question and the results are as follows, 50% of respondents said no obstacles to register those students of special needs. About 25% of respondents said yes there is an obstacle, referring to the friendly infrastructure, budget and other facilities for students with special needs.

Table 4. 14: As a Stakeholder Do You Have any Comments For Inclusive Education?

|  | Comments | Frequency | Percent |
| --- | --- | --- | --- |
|  | Budget review | 5 | 25.0 |
| Accept the system | 4 | 20.0 |
| friendly infrastructure | 7 | 35.0 |
| add special skills to teacher | 4 | 20.0 |
| Total | 20 | 100.0 |

**Source: Field data**

Table 4.14 explains the different comments given from different stakeholder concerning the inclusive education; 20% of respondents commented that the school should accept the system of inclusive education and other 20% of respondents commented on skills of teachers who are dealing with this special program they must be trained. 25% of respondents commented on friendly infrastructure for education inclusive the school have to make the required infrastructures for these special students. And other 25% of respondents commented on budget review that there must be additional fund to the schools that run the system of inclusive education.

## 4.4 Chapter Summary

Firstly the researcher observes that there is a group of people with disabilities such as people with albinism within our community, and according to the human right policy they are eligible to all basic needs as other human being including shelters, food, sleep and education. Most of the schools do not have the facilities for this special group. The respondents together declared that no fund, no friendly infrastructure, no skilled teacher, to support for the learning of such a special group. Therefore, it is high time now for the government to adopt the policy of human rights and consider the needs of this group by providing an equal environment on every aspect such as education, employment etc.

# CHAPTER FIVE

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study. The chapter is organized into four sections. The first one consists of the summary of the study while the second section presents the summary of the findings while the third one is the conclusions and the last section provides some recommendations.

## 5.2 Summary and Conclusion of the Key Findings

The studies focused to assess the challenges of inclusive education and the enrollment rate of children with albinism in primary schools in Tanzania. The specific studies were at Temeke Municipality, Dar es Salaam Tanzania. The main objective of this study is to assess inclusive education and the rate of enrollment of the children with albinism in primary schools in Temeke Municipality Dar es Salaam. The main objective was supported by other three specific objectives to assess the factors for enrollment rate of people with albinisms in primary schools in Temeke Municipality; to determine Government education policies for inclusive education of the children with albinism. Also were to determine the relationship between inclusive education and the rate of enrollment in primary schools of the children with albinism in Temeke Municipality.

The findings of the study revealed that inadequate school infrastructures and requirements such as student’s desks (tables and chairs), classrooms, toilets, laboratory instruments and chemicals, books, cleaning equipment, and papers are the challenge that influence the enrollment rate to the lower side to primary schools. Also, the study found that the lack of additional budget to cover their special needs such as visual assistive tools and screen lotion, just to mention few, creates unfriendly environment to this special and hence the stagnant in an enrollment rate. Also the study results indicate that the meaning of inclusive education is not clear to the community especially to present schools. Most of the schools available have no facilities and friendly infrastructure to handle inclusive education, but also lack of skilled teachers for special education. Furthermore, the education policy has no enforcement to act in favour of the inclusive education.

## 5.3 Recommendations

Based on the obtained study findings, the study came up with the following recommendations:

1. The Government should review the education policy to include the needs of inclusive education.
2. The Government should provide the user friendly infrastructure for inclusive education. These include facilities for training and learners, fund and reviewing budget of school inclusive education so as to meet the special needs for albinism and disabled.
3. Also the study recommends that the Government should provide special courses for the teachers to acquire skills special for inclusive education.

## 5.4 Recommendations for Further Studies

This study purposely assessed the challenges of inclusive education and the enrollment rate of children with albinism in primary schools in Tanzania. Since the study was conducted in Temeke Municipality, there is a need for other studies to assess inclusive education and the enrollment rate of children with albinism in primary schools in Tanzania in other regions since results from Temeke could not be generalized to a large population of Tanzania. Also, the study can be repeated in next years to come since this study was conducted few years after introduction of inclusive education program. This will provide more realistic results of inclusive education program in Tanzania at large.

# REFERENCES

Ashley, J. R. (1992). Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14).

Lynch, P. and Lund, P. (2011). Education of children and young people with albinism in Malawi.

Dictionary.com. (2020). Enrollment. Retrieved February 8, 2020, from <https://www.dictionary.com/browse/enrollment>.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International (P) Limited.

Bell, E. and Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, *18*(1), 63-77.

Kumar, R. (2011). *Research Methodology: A Step by Step Guide for Beginners* (3rd ed.). London: SAGE Publications Ltd.

### Nagpal, G. and Supreet, K. ( 2018). Institutional Care: Identification before Education. *International Journal of Research and Analytical Reviews* (*IJRAR*) 5(4), 51-55

Bates, P. C. (2019). California Senate Resolution

ACERWC (2016). The African Committee of Experts on the Right and Welfare of the Child.

UN (2012). UN Convention on the Right of persons with Disabilities in 2007 and 2009

URT (2018). The National Strategy on Inclusive Education (2009-2017). URT

ACERWC (2016). The African Committee of Experts on the Right and Welfare of the Child.

Ashley, J. R. (1992). Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14).

Bajpai, N. (2011). *Business Research Methods*, First edition. New Delhi: Pearson Education

Bates, P. C. (2019). California Senate Resolution

Bell, E. and Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, *18*(1), 63-77.

Bryman, A. and Bell, E. (2007). The ethics of management and research: An Expolartory Content Analysis. *British Journal of Management*, 18, 63-77**APPENDICES**

# Connal, C., Strath, A. and Dihenga, K. (2018). Evaluation of the Global Partnership for Education (GPE) – Literacy and Numeracy Education Support (LANES) program in Tanzania (2014–2018). GPE

Dictionary.com. (2020). Enrollment. Retrieved February 8, 2020, from <https://www.dictionary.com/browse/enrollment>.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International (P) Limited.

## Krohn-Nydal (2008). The development of inclusive education in the Tanzanian primary school. Master thesis for the Master of Philosophy degree in Comparative and International Education, Institute for Educational Research, Universitetet I Oslo.

Kumar, R. (2011). *Research Methodology: A Step by Step Guide for Beginners* (3rd ed.). London: SAGE Publications Ltd.

Lynch, P. and Lund, P. (2011). Education of children and young people with albinism in Malawi.

### Nagpal, G. and Supreet, K. ( 2018). Institutional Care: Identification before Education. *International Journal of Research and Analytical Reviews* (*IJRAR*) 5(4), 51-55.

Ndomondo, E. (2015). Educating Children with Albinism in Tanzania Secondary Schools: Challenges and Opportunities. *International Journal of Education and Research,* 3 (6), 389-400

UN, (2012). Convention on the Right of persons with Disabilities in 2007- 2009.

URT (2018). The National Strategy on Inclusive Education (2009-2017). URT

**APPENDIX**

**Introduction part**

Dear Respondents,

The researcher is a student pursuing Masters in Monitoring & Evaluation at Open University of Tanzania. The purpose of this study is to determine the enrollment rate of the people with albinism in primary schools due to the adoption of inclusive education in Temeke Municipal as required for perusal fulfillment of award of master’s degree at The Open University of Tanzania. The responses are for academic purpose and not otherwise. Please you are requested to respond accordingly.

**General Information**

Please kindly provide the following information

1. Sex: Male ( ) Female( )
2. Academic Qualification; Primary education level ( ) Secondary level ( ) College ( ) University level ( )
3. Age: 20 and below ( ) Above 20 years ( )

4. Occupation…………………………………………………………………………

6. Do you know anything about Inclusive education?

. a) Yes ( ) b) No ( )

7. Do you know why Tanzania Government adopted The Inclusive Education?

a) Yes ( ) b) No ( )

8. Are there any primary schools just to mention few that inclusive education is implemented in terms of enrolling students with special needs?

……………………………………………………………………………………………………………………………………………………………………………………

9. Do these primary schools have conducive infrastructure to support the children with special needs especially those people with albinism (PWA)?

a) Yes ( ) b) No ( )

10. Are there adequate and sufficient teachers to support inclusive education in these schools?

a) Yes ( ) b) No ( )

11. What about in service training to these teachers so as to equip them in supporting inclusive education?

a) None ( ) b) several ( ) c) very rarely

12. Is there any special curriculum that teachers and learners are supported with and that Ministry of Education is monitoring and evaluating the performance from it?

a) Yes ( ) b) No ( )

13. Do these primary schools that implement inclusive education identified for extra budget over and above that which is normally disbursed by the government since these children have their special need over and above the normal ones? (For example PWA needs skin and eye clinic to support their learning)

a) Yes ( ) b) No ( )

14. If the answer is “Yes “ in no.13 above can it be among the obstacles that lead to teachers to avoid enrolling these children since they have nothing to support them?

a) Yes ( ) b) No ( )

15. Are there any other obstacles in enrolling PWA in these primary schools of inclusive education?

…………………………………………………………………………………………

…………………………………………………………………..…………………….

16. Being one of the stakeholders of the inclusive education what are your opinions and suggestions to the government for the good implementation of inclusive education in accordance to our Tanzanian environment?

…………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………

Thanks for your cooperation