**EVALUATION OF EFFECTIVENESS OF PRIMARY EDUCATION DEVELOPMENT PROGRAM ON ENHANCEMENT OF INCLUSIVE EDUCATION FOR CHILDREN WITH HEARING AND VISUAL DISABILITIES IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE**

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**2013**

# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled “***An evaluation of the effectiveness of Primary Education Development Program on the enhancement of inclusive education for children with hearing and visual disabilities in Tanzania****”*in partial fulfilment of Masters of Education (APPS).

………………..……………………….

Dr. Josephat, A. Saria

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Date……………………………….……

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# DECLARATION

I, ***Fredy Nathanael Sudy,*** certify that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

Signature……………….………………

Date………………………..

# DEDICATION

This work is dedicated to my dear wife Joyce Byabachwezi and our beloved children Benson, Faith and Noela for their sustained support, encouragement, and prayers which have been instrumental to the success of my study. It is also dedicated to my brother and sisters, nephews and nieces for their kind support, constant encouragement and unconditional love. Most importantly, I dedicate this work to my parents whose love, support and unfailing belief have made this dissertation complete and successful.

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# ABSTRACT

The study focused on effectiveness of Primary Education Development Program (PEDP) on the enhancement of inclusive education for children with hearing and visual impairment in Tanzania. The study addressed three objectives including the extent to which the implementation of PEDP has improved the enrolment of children with hearing and visual impairment in the inclusive primary schools in Tanzania. The other objectives were; to examine challenges facing the teaching and learning materials for pupils with hearing and visual impairment in inclusive schools after the introduction of PEDP and finally assessing the adequacy and relevance of the teaching and learning materials for pupils with hearing and visual impairment in inclusive schools. The major findings revealed that the effectiveness of PEDP had little impact on the enrolment rates of the children with impairment in the inclusive classrooms in Tanzania. The teaching and learning for Children with Disability (CWD) in inclusive classrooms was facing challenges associated with lack of trained teachers for inclusive schools, poor school buildings design and lack of teaching and learning materials for CWDs. Also PEDP did very little to promote the teaching and learning resources for inclusive classrooms in terms of both adequate and relevance. The study recommends that the government and other partners to join their efforts in increasing enrolment rates for the CWDs. There is a need for training and in-service programs for teachers as well as increase teaching and learning resources for pupils with hearing and visual impairment in inclusive education.

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# CHAPTER ONE

# 1.0 INTRODUCTION

# 1.1 Background of the Study

Admittance to basic education lies at the heart of development. Lack of educational right and securely acquired knowledge and skills, is both a part of the definition of poverty and a means for its reduction. Sustained access to significant learning is critical to long term improvements in productivity, reduction of inter-generational cycles of poverty, demographic transition, preventive health care, empowerment of women, which leads to equality.

A focus on disability in global development not only raises questions of varied local interpretations of the same problem, but also the need to accept the diversity of needs within this ‘group’ depending on both the nature of impairment and cultural context. The linguistic translation, let alone personal understanding, of new, often ‘northern’, terminologies and ideas can be problematic and the English word ‘disability’ does not break out this conceptual tension.

Experience indicates that, effective provision of basic education to all categories of children eligible for primary schools has been a challenge (UNESCO, 2005). However, the provision of the same quality education to children with disability has been even more challenging to its providers worldwide to the extent of scaring the achievement of Education for All (EFA) as stipulated in Millennium development goals (UNESCO, 2005).

Several measures have been put in place to ensure quality basic education is provided to all children on the basis of equity and equality globally including disabled children. Different strategic objectives exist (like girls’ education, inclusion of learners with disabilities, early child development education). There are many ways of expressing and strategically try to reach the various Education for All objectives. They depend upon the nation, region of the world and its resources, the global/local relations of power including different institutions (UNESCO, 2004).

In Tanzania, measures to provide quality basic education for all children can be traced from soon after independence. Separate schools were initiated to address the needs for blind children only. For example, Buigiri Primary School was established at Buigiri village in Dodoma in 30th April 1950. Another school for deaf was established by colonists at Tabora in 1963 (UNESCO, 2001). These were early efforts to establish separate schools for disabled children with the aim of ensuring them, not disturbed by non disabled children. For quite a long time such schools were successful to the extent of enabling children with visual disability to get education. The right for basic education for all children with seven years can be traced right from international declarations in which all countries including Tanzania began to implement Universal Primary Education since 1976 (URT, 2006).

Despite their strengths, such schools have been perceived negatively because of being associated by stigmatisation for pupils with disabilities. In the recent years UN has come up with declaration with the resolution to establish inclusive school as one of another major to ensure disabled children get equal quality basic education as non disabled pupils (UNESCO, 2000). Inclusion can be seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2009).

Inclusive educationimplies a radical reform of the school in terms of educational policy and curricular frameworks, which includes educational content, assessment and pedagogy, the systemic grouping of pupils within institutional and curricular structures. It is based on a values system that welcomes and celebrates diversity arising from gender, nationality, race, language, social background, level of educational achievement, disability. Inclusion also implies that all teachers are responsible for the education of all learners.

According to UNESCO (2009), the majority of an estimated 150 million disabled children through the world remain deprived of learning opportunities. Despite advances in education in developing countries, less than 5% of disabled children are enrolled in schools. It is not their disabilities described, but the negative altitude of professionals, parents, teachers and society in general that create barriers to the inclusion of children with special needs (Anderson, 1992). The vast majority of children with disabilities particularly those living in rural areas are excluded from most services and have no means of accessing education (Anderson, 1992). There is a consensus among professional and disability rights organisation that inclusion in the mainstream schooling system is the only way to provide a means of education and learning for the world`s 150 million children with disabilities (UNICEF,1999). At present it is estimated that only 3 percent of children from developing countries who have disabilities are attending school (ibid).

# 1.2 Attitudes and Beliefs about Disability

History is complete with examples of disabled people worldwide being ridiculed, killed, and abandoned to die or condemned to permanent exclusion in asylum and ridiculed (Pritchard, 1963). According to Coleridge (1993), the killing of people with disabilities (PWDs) began with the Spartans who killed disabled persons as a matter of law. There were some beliefs such as the endorsement by Martin Luther to kill disabled babies because they were incarnations of the devil, and the Nazi Euthanasia Programme under Hitler to exterminate disabled people as they could not make any contribution to society. These perceptions recorded in western culture are still evident today (Coleridge, 1993).

On the education scene the contribution made by such educational thinkers as Froebel, Rousseau, Locke and Montessori, just to name a few, have had an indirect influence on the understanding of disabled learners (Ishumi, 1976). The History of special education is in fact a story of changing attitude towards CWDs from private tuition, institution, special school to integration and now gradually to inclusive education.

Modern practices recognise and respect the disabled person as a person first and as disabled second, disabled people are not perceived as inferior or second-class citizens but capable of communicating and participating, entering into dialogue with other people (Freire, 1973). These are the empowering practices, the very basis of people-centred development, which recognise that disabled people or any other group of human being in society need to be responsible for their own affairs. Therefore attitudes towards disabled people have been a mixture of persecution as well as tolerance. However the tolerance shown has been paternalistic. Disabled people were perceived as incapable of making their own decision and of taking control of their lives; they were viewed as people who always need to be helped or as objects of pity and charity (Coleridge, 1993).

The attitude and beliefs about disability in Tanzania shows that local professionals have largely been content with impressionistic description which may express mainly personal perceptions rather than genuine community attitudes. The situation on the ground indicates that majority of the people are not aware of the laws and other instruments governing the rights of PWDs, which is one of the attributing factors that widespread prejudice and negative attitude towards disability and persons with disability in Tanzania. The negative attitudes are culturally motivated. Obviously this is why section 7(b) of the Persons with Disabilities Act, 2010 requires adoption of appropriate measures to combat stereotypes, prejudices and harmful practices relating to PWDs (URT, 2010).

Moreover, the National Disability Policy of 2004 attributes negative (cultural) attitudes towards CWDs and limitation of their participation in activities that are developmental to themselves and the society to lack of clear mechanism to create public awareness on the needs, rights, abilities and contribution of CWDs in the society (URT, 2004). Situation on the ground shows that the general public perception towards persons with disabilities was still negative though some improvements were observed from the year 2000s.

For example, there are several Swahili proverbs and riddles on disability which are used to negatively describe the characteristics of disability as they have been described by Omari, Kezilahabi and Kamera (1978). For example for Visual impairment, *“Kipofu hamwelekezi kipofu mwingine kwa mwenge”*, meaning that a blind person does not lead another blind person using a torch. This proverb is similar to the English one “*If the blind lead the blind both shall fall into the ditch*”. The other proverb for hearing impairment is that “*Kumwimbia kiziwi ni kumaliza nyimbo bure*.” This means that to sing to a deaf person is a mere waste of song. Here proverb refers to inability to hear and difficult of engaging in communication as well as enjoying audition dependent activities such as music. For physical disability there is a proverb that “*Agana Na nyonga kabla ya kuruka*” Make sure you are physically fit before you take a leaps; this has literal meaning that your hips should agree before you jump. All the proverbs above provide evidence of the culture`s understanding of both the distinguishing features of given disabilities as well as the limitation associated with them. They also present disability as permanent and make a clear distinction among one type of disability to another.

# 1.3 A Brief Historical Account of the Shift from Integration to Inclusive Education

There has been a significant shift from special education to inclusive education (IE) around the globe including both developing and developed countries. Following long standing segregation of disabled learners in special schools, integration was an alternative placement for such learners up until 1980s. Historically disabled learners were ‘integrated’ into mainstream schools alongside with their non-disabled peers and oftentimes this integration was physical in nature where the necessary accommodations were not made to enable their participation.

The integration took many forms ranging from occasional presence of disabled students from segregated special schools to mainstream schools to full placement in mainstream school and occasional withdrawal from mainstream classes by placing them in ‘special classes’ and segregated group activities at times outside of mainstream class and or school. Indeed, total isolation of some disabled learners in integrated settings was evident, which can be considered as another form of segregation. Although there seems to be confusion in terminology concerning integration and inclusion as they can be used interchangeably (Mittler, 2000), there are substantial conceptual differences in values and practices of the two.

As was noted earlier, integration is about partial or full physical placement of disabled learners in mainstream schools, while inclusion is much more than presence, which involves process of changing values, attitudes, policies and practices within a school setting and beyond. Although inclusion has been a mainstream terminology for more than two decades, the struggle for achieving education for all has been a long standing battle for more than five decades, as stated in Article 26 of the Universal Declaration of Human Rights by the United Nations (UN, 1948).

# 1.4 Developments of Special Education in Tanzania

It can be traced from 1950s with the opening of the first school, the Anglican Church in the Diocese of Central Tanganyika at Buigiri near Dodoma. Expansion of special education in 1960s with the adoption of Education for Self Reliance (ESR) nationalization of schools, and introduction of uniform curricula, ESR stressed the importance of equality in education. The 1970s experienced the implementation of the Universal Primary Educationwhich led to a tremendous increase in enrolment in primary schools and the expansion of facilities for education, but little in special education. The 1970s and 1980s development plans, particularly the fourth Year Development Plan (1981-1986) experienced the expansion of special education. This was an impetus from the International Year of the Disabled. Several schools for children with disabilities were established.

The teacher education for special education in Tanzania started in 1972 as a parallel system to the mainstream teacher education, which was almost about 46 years after the establishment of regular teacher education (Kapinga, 2012). There was a review of teacher education for special education in 1990 which led to the transfer of the programme of teacher education for special education from Tabora Teachers College to Patandi Teachers College in 1996.

# 1.5 Inclusive Education in Tanzania Educational Reforms

The notion of inclusive education is centred on community’s willingness to meet the learning needs of all learners in their neighbourhood schools. The concept of inclusive education in Tanzania takes into accounts the expansion of access to quality and equitable education to all learners. It responds to needs of a variety of learners including those with special needs as well as those who are marginalized. The right to basic education is a constitutional right in Tanzania. In 1976 the government of Tanzania declared Universal Primary Education (UPE) aimed at among other things to give education for all children. Mwalimu Julius Nyerere, the former president of Tanzania believed that person with disabilities and marginalized groups had the right to education (URT, 2006). He made this clear when he declared that, what such people need is the opportunity to participate fully and with equity in national activities.

The education sector reforms in 1990s experienced a lot of challenges in terms of the availability of quality teachers, shortage of teaching/learning materials and lack of infrastructure to address the expansion of the UPE. The education in Tanzania was considered to be weak hence calling for reformations as articulated in millennium visions of 2025. Since the start of the new millennium, there has been a dramatic expansion of the primary education system due to the removal of primary fees in 2001 and introduction of the Primary Education Development Programme (PEDP). In 2002 alone standard one enrolments increased by 43.1 percent. Between 2000 and 2002 around 1.7 million extrachildren joined primary schools in Tanzania (URT, 2006).

This shows that through the PEDP, huge numbers of children including those with disability were enrolled for basic education with little consideration on the improvement of the quality and quantity of teachers and physical infrastructures (URT, 2003). Various efforts made by the government to improve access to quality basic education do not seem to yield much positive results. There have been no clear reforms in teacher education policies which could provide a long term perspective for the promotion of inclusive education in Tanzania. In addition, the reforms have made the curriculum not adequately flexible, to make learning in the classroom more inclusive. Furthermore, the increasing number of pupils in primary schools in Tanzania made teachers working conditions un-conducive (URT, 2006).

There are efforts made by the Tanzania government for ensuring educational and social inclusion. The government has responded to the challenges of inclusive education at the level of policies. For example a statement advocating inclusive education appears in the Primary Education Development Program (PEDP) phase II (2007-2011). In PEDP II the government has made several commitments to ensure inclusive education is successful. It has stated that;

*“In order to meet the special learning needs of children in regular school, the government will ensure that at least one teacher at each primary school is trained in special needs and inclusive education. Adequate teaching and learning material will be supplied to ensure effective teaching, hence improve performance of pupils with special needs” (URT, 2006 p. 16).*

Despite of good polices, and efforts made to ensure expansion of basic education to the children with disability, inadequate trained teachers and teaching and learning material is one of the challenges facing special schools in Tanzania. Furthermore, very little was done in terms of programmes to expand pre-service and in-service teachers training courses and equipment for inclusive education. This is the biggest challenge for Ministry of Education and Vocational Training that might continue to affect the provision of quality education in Tanzania. However, it has not been mentioned the extent to which lack of in-service training and increased number of pupils have affected the provision of quality inclusive education (UNESCO, 2000). The current study therefore, intends to evaluate the effectiveness of Primary Education Development Program on the enhancement of inclusive education for children with disability in Tanzania.

# 1.6 Statement of the Problem

Tanzania has been attempting reforms in the education sector through Education Sector Reforms (2002-2006), Local Government Reforms (1998) and Decentralization (1996). However, this attempt has been a slow and painstaking process. Although discussion on the Education Sector Development Programme (ESDP) started in 1995, evidence of its initial fruits only started to be noticed in 2001 following the evident of Poverty Reduction Strategy Programme (PRSP) and debt relief initiative. The principle underpinning these reforms is an attempt to bring basic services such as education, closer to districts and local communities. The ESDP is an extensive undertaking which derives its objective from the Education Training Policy (ETP) 1995. The objectives relevant to the primary education sub-sector include increase in enrolment, equitable access, quality improvement, the expansion and optimum utilization of facilities and operational efficiency through the system.

The government has embarked on a Primary Education Development Plan (PEDP) that is perhaps the most ambitious attempt after Universal Primary education (UPE) drive in 1977, to affect primary universal education in Tanzania. Primary Education Development Plan focuses on expanding access to basic education, improving the quality of teaching and learning, developing the capacity of teachers and local institutions and increasing funding available at the school level. The published national data, indicated that, the number of schools and classrooms increased, leading to an increase in net enrolment ratio reaching 97.3% in 2007 (United Republic of Tanzania, 2007), compared with 65.5% in 2001 (United Republic of Tanzania, 2006).

Total teacher recruitment number (2002-2006) exceeded target by 10% (target set was 45,796); total recruitment was 50,509 (United Republic of Tanzania, 2007). Some attention was also paid to quality improvement through increased provision of teaching and learning materials through transfer of capitation grant to schools, and some college tutors trained in participatory teaching methods. Despite the efforts taken by the Tanzania government towards addressing issues pertaining to special needs education and in particular to enrolment of children with visual and hearing impairment, there are several challenges facing special needs education. Among others there is poor classroom teaching and learning environment. This is the gap that addressed by the current study.

# 1.7. Objectives of the Study

# 1.7.1 The Main Objective of the Study

The main objective of this study was to evaluate the effectiveness of Primary Education Development Program on the enhancement of inclusive education for children with hearing and visual disability in Tanzania.

# 1.7.2 Specific Objectives of the Study

The specific objectives of this study were:

1. To determine the extent to which the implementation of PEDP has improved the enrolment of children with hearing and visual disability in the inclusive primary schools in Tanzania.
2. To examine the challenges facing the teaching and learning of pupils with hearing and visual impairment in inclusive primary schools after the introduction of PEDP.
3. To assess the adequacy and relevance of the teaching and learning materials for pupils with hearing and visual impairment in inclusive schools after the introduction of PEDP.

**1.8 Research Tasks and Questions**

The following research tasks and questions have guided the study

Task I;determining the extent to which the implementation of PEDP has improved the enrolment of children with hearing and visual disability in the inclusive education

**i) Questions**

1. How has the implementation of PEDP influenced enrolment in the inclusive classrooms?
2. What are the methods used to enhance the enrolment of CWD in inclusive schools in Tanzania?

Task II;examining thechallenges associated with the teaching and learning of the pupils with hearing and visual disability in inclusive classrooms.

**ii) Questions**

1. What are the challenges associated with the teaching and learning of pupils with hearing and visual disability in inclusive classroom?
2. What are the challenges facing teachers in teaching pupils with hearing and visual impairment in inclusive classroom?

Task III; assessing the adequate and relevance of teaching and learning materials for pupils with hearing and visual impairment in inclusive schools

**iii) Questions**

1. What are the available teaching and learning materials for pupils with hearing and visual disabilities for inclusive schooling environment?
2. How adequate and relevant are the teaching and learning materials for pupils with hearing and visual disabilities for inclusive schooling environment?

# 1.9. Significance of the Study

The study will add to the body of knowledge in the understanding of provision of education to disabilities in inclusive classrooms. The study will also be of value to policy makers and educational stakeholders since it will provide information on the actual situation of inclusive education in Tanzania especially for children with hearing and visual impairment. It will also establish data which will form a base for the further studies.

# 1.10 Limitations of the Study

The researcher faced a number of difficulties during the collection of information and in analyzing (interpreting data). First, the researcher faced problems in obtaining information from pupils with hearing disabilities as he lacked special communication skills to communicate with hearing impaired pupils. To solve this problem, researchers hired transcribe on such information from hearing impaired pupils.

# 1.11 Delimitations of the Study

The sample of study involved only Children with Disability from CWD and non disabled primary schools as well as head teachers, classroom teachers, and District education Officer at Ilala Municipality. The reason of selecting such a sample was due to the nature of the study itself. Data for this study were collected through interviews, observation and documentary review. A questionnaire was not used to children with visual impairment since the researcher could not use a Braille machine. However, a questionnaire was used to collect data from teachers, head teachers and District Education Officer (DEO).

**1.12 Conceptual Framework of the Study**

Two models have been used to describe the movement from special to inclusive education. These models include Special Education Model (Medical Modal) and Inclusive Education Model.

This section focuses on moving away from disabilist theories, assumptions, practices and models to a non-disabilist, inclusive system of education. Educationists are aware of the impact of psychological theory. Indeed, the majority of special education discourses are located within educational psychology frameworks and departments. Many psychological theories of understanding learning breakdown believe that problems are located within learners. For example, very little is said about system deficiencies, social systems and their problems, exposure to intellectual work and poverty (Department of Education Directorate, 2005).

**1.12.1 Special Education Model**

The model assumes that disability is pathological and that children with disability need segregation of learners into special facilities (Sage, 1996**)**. In terms of tools, these children have to be assessed using standardised tests. With regards to pedagogy, special education model assumes that there could be very limited pedagogical possibilities for disabled children. Special education model is located within a predominantly functionalist paradigm and is concerned with both learners who experience learning breakdown and those who are regarded as disabled. (Sage, 1996).

**1.12.2 Inclusive Education Model**

Inclusive education is shifts from the medical model to an Inclusive Education model. The model suggests systematically moving away from using disabilities to segregate learners with disability to seeking ways to include them at every level of educational practice; basing the provision of education for disabled learners on what is needed to support them best; supporting learners through full-service schools which have the capacity to assist learner with particular disabilities. The model indicates how learners with disabilities would be identified, assessed and incorporated into special, full-service and ordinary schools; introducing strategies and interventions that will assist teachers to cope with a diversity of learning and teaching needs to ensure that difficulties are overcome (Ainscow, 1999).

The model assumes that disability creates barriers to learning, in the system and environment and therefore levels of support is needed, e.g. high, moderate and low levels of support (Fulcher, 1989**)**. Education for children with disability does not need segregation of learners into special facilities but all learners should be educated in inclusive setting hence reorganisation of support (Ibid, 1989). In terms of tools, the model assumes that disabled children need to be tested with criterion referenced tests; teacher produced tests and assessing the potential to learn. With regards to pedagogy, inclusive education model assumes that there could be pedagogy of possibility, taking into consideration barriers to learning, multiple styles of intelligences and learning; and high expectations, expanded learning opportunities.

According to this model, inclusive education means rethinking our attitudes towards disability. The first step is to move from seeing disability only in medical terms to seeing it in terms of the rights of the disabled. Secondly, barriers to learning in the system needs to be identified and interventions need to be made. In other words one needs to examine what impediments exist in the system that prevents disabled people from accessing learning. These barriers could include poverty, ideology, physical inaccessibility to schools, an inflexible curriculum, inappropriate language and communication channels, lack of or inappropriate transport and similar factors. This is a new model of knowledge that must be imposed on any framework of thinking that relates to teaching and learning.

It has already been asserted that barriers can be located within the learner, within the site of learning, within the education system and within the broader social, economic and political context. These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners ‘drop out’ of the system or when the excluded become visible. Sometimes it is possible to identify permanent barriers in the learner or system, which can be addressed through enabling mechanisms and processes.

However, barriers may also arise during the learning process and are seen as transitory in nature. These may require different interventions or strategies to prevent them from causing learning breakdown or excluding learners from the system. The key to preventing barriers from occurring is the effective monitoring and meeting of the different needs among the learner population and within the system as a whole. If these needs are not met, learners may fail to learn effectively or be excluded from the education system.

Therefore, the model of inclusive education (Fulcher, 1989**)**, stresses various barriers to learning which exist within the system that makes learners vulnerable to exclusion and learning breakdown. Some of these are negative attitudes to and stereotyping of difference; an inflexible curriculum; inappropriate languages of learning and teaching; inappropriate communication; inaccessible and unsafe built environments; and inappropriate and inadequate support services; inadequate policies and legislation; the non-recognition and non-involvement of parents; and inadequately and inappropriately trained education managers and teachers. As mentioned earlier, special education theories were located predominantly within the medical paradigm and, in order to ensure that consciousness changes, there is a need to move towards an Inclusive Education model. Inclusive education has to do with rethinking issues of theory, pedagogy, assumptions, practices, tools, models, race, class, disability and gender (Fulcher, 1989).

This study employed key ideas and arguments from both inclusive and special education model. Since one model could not suffice the key issues that the present study intended to inquire thus a necessity of merging the two. Therefore merging of the two models proposes the best ways to address various barriers to teaching and learning that exist within inclusive education. These barriers include negative attitudes to and stereotyping of difference, inappropriate languages of teaching and learning, inaccessible and unsafe built environments, inadequately and inappropriately trained teachers. In addition, the theory proposes appropriate learning strategies within an inclusive learning environment.

# 1.13 Organization of the Study

This dissertation is organized into five chapters. Chapter one presents the problem which informs the study and its context as well as defining the need for this study. Chapter two focuses on the review of related literature to the study. Its main concern is to identify the knowledge gap. Chapter three presents methods of investigation and procedures to address the problem and data presentation. Chapter four discusses the research findings. Chapter five provides a summary of the study, findings, conclusion and recommendations.

# CHAPTER TWO

# 2.0 LITERATURE REVIEW

# 2.1 Introduction

This chapter presents a review of literature related to the study. It provides information on various studies and work done covering issues related to the implementation of PEDP reforms on inclusive education global and to Tanzania context.

# 2.2 Conceptualisation

Investment in education to all people is important in developing the socio-economic of any society in the world. In order for a nation to develop socially, politically and economically, it has to invest on education for her all people both with and without disability. This also helps to reduce the rate of dependent and poverty among the population.

Special Educationis the type of education given to people with special needs include children and young who experience difficulties in learning. The difficulty may arise from social, psychological, cultural and physical (disabilities) factors (URT, 2006).

Inclusive Education is a process of increasing participation of all students in school, including those with disabilities. It is about restructuring cultures, policies and practices in schools to enable them respond to diversity of students in their localities (Miles *et al.,* 2002). Inclusive education deals with the educational needs of disabled children in the general development efforts in education. All children, without any exception, are the responsibility of the regular school system (UNICEF, 1999).

According to UNICEF (1999), the goal of inclusive education is to enable all children to be full participants in the development of their community and society. Meeting the goal of inclusion and full participation requires that all structures and community based-services, transportation information and communication are accessible to all members of the community without discrimination.

Inclusion is a philosophy based on values aiming to maximise participation of all in society and education by minimising exclusionary and discriminatory practices (Booth, 2005). However, the definition and practice of IE can vary significantly between and within cultures and educational systems (Dyson, 1999). Inclusion for children with disabilities means educating children with disabilities and those without in the same school; providing services, support and advise for parents of all children in regular setting; it demands training and supporting regular education teachers and administrators; having children with disabilities follows the same schedule as other children; encouraging friendships and mutual respect between all children, with and without disabilities; teaching all children to understand and accept differences, be it race colour, sex, ethnicity, language, nationality, social origin, religion, property, birth or other status.

In addition, inclusion demands availability of facilities necessary for children with disabilities; reducing the distance between the child`s home and the school; creating child-friendly classroom and school environments for children with special needs; adaptation of school curricula to the needs of children; facilitating specific communication needs of children, including lessons in Braille, sign language and use of audio-tapes; and training teachers on how to deal with children who have special needs (UNICEF, 1999).

The term Children with Disability (CWD) is not just referring to an individual child`s impairment which `disables` him or her, but also the environment in which the society responds to all child`s impairment is disabling, creating discrimination and barriers to participation (Miles et al., 2002) including participation in education.

Although it is difficult to define the term “quality in education” various scholars and researchers have attempted to provide various perspectives. One of the classical definition is the way in which Coombs (1985) described quality by referring to qualitative dimensions that means much more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality also pertains to the relevance of what is taught and learned - to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment (Coombs, 1985, p. 105).

From Coombs (1985) perspective, one can simply notice that quality education is reflected into three aspects of inputs, process and output. In this study, quality of education to the pupils with disability includes the three components as suggested by Coombs (1985). The relevance of the school curriculum is an added component to the quality of education as well. In addition, the basic skills, such as reading, writing and arithmetic*,* and like skillshave to be regarded as essential parts of all quality education. The attainment of basic competencies is necessary before further progression can be made within a quality system. Life skills in this study included the social skills, communication skills and economic skills which were expected to be imparted to the pupils with disability.

**2.3 School Curriculum and Classroom Organization in Inclusive Settings**

The inclusive education model assumes that all teaching, as well as support and staff should be regarded as inclusive education branch, staff and teachers should be able to interchange between mainstream and special education. It is also suggested that there should be no separate curricula for the children with disability in order that this flexibility can accommodate all learners, irrespective of the barriers that they experience (Fulcher, 1989**).** Much thought and experiment will be required to develop this or a similar system of interchange but, if properly developed, it will remove the divisions between special and mainstream system and bring special education out of its isolation into being a normal part of education.

In addition**,** inclusive education model considers that in-service courses and training initiatives need to be organised to orientate teachers and support staff in their new roles. Training is crucial to alter attitudes, must be linked and interlinked with other processes and developments including training to deal practically with learners who experience barriers to learning and achieving success (UNESCO, 2000). Training, if linked to an overall resource/support network in the school, can be an effective method of bringing about change and progress; the model also assumes that all levels in the educational system must be flexible. Flexibility is also required in professional roles, curriculum and teaching methods. Teachers in schools need to be flexible in order to develop confidence in their ability to meet barriers to learning.

# 2.4 Implementation of Education for All Philosophy: The Policy Context in Tanzania

Hill and Hupe (2002) urge that all countries should ensure that children with special needs are enrolled and attend the local neighbourhood regular community school to promote inclusive education. As for any other group, education is critical to expanding the life prospects of people with disabilities. In addition, the socialization of children with disabilities (CWD) through education assumes an unusually important role in societies such as Tanzania. The provision of education for inclusion is guided by policies, Acts and Philosophies which include Education and Training Policy (1995); National policy of disability and Children Development Policy (1996). Despite formulation and implementation of the above policies, their importance to educational outcomes for children with disabilities remains very poor. Illiteracy rate for all school–age disabled population and school attendance among school age of CWD massively lags behind that of non-disabled children (UNESCO, 2005).

Tanzania commitment to the implementation of international Education Targets is reflected in the reforms it formulates and implements. The World Conference on Education for All (EFA) was instrumental in identifying internationally agreed targets for the provision of educations as basic human right. Tanzania is also a part to the 2000 Dakar framework for Action, an international review of educational progress made since Jomtien has joined the many nations which have ratified the United Nation`s convention on the Rights of the child. However, it is the universal Primary education campaign which remains at the core of Tanzanian`s determination to achieve EFA. Its principle of access, equity and quality for all children underpin many of the policies incorporated into this plan for developing primary education.

# 2.4.1 Tanzania Development Vision 2025

The Tanzania Development vision 2025 envisages the total elimination of poverty by 2025 thus according high priority to the education sector which is considered pivotal in bringing about social and economic transformation. It is expressly stated in the vision 2025 document that;

*“Education should be treated as a strategic agent for the mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to completely and solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving. The vision 2025 is the creation of a well-educated nation and a high quality of all Tanzanians. The PEDP is a start-up plan for achieving the education targets expressed in the vision (URT, 2006).”*

* + 1. **Education and Training Policy (ETP)**

The Government’s desire to improve the provision of quality education resulted in the formulation of the ETP in 1995. Major objectives of this policy are to achieve increased enrolments, equitable access, quality improvement, the expansion, and optimum utilisation of facilities, and operational efficiency throughout the system. According to ETP (1995), “access to education” refers to the opportunities available to the target population to participate in that education. Equity refers to the fairness in distribution and allocation of educational resources to various segment of the society.

In examining access and equity in education, issues of establishment and ownership of school enrolment and selection, provisional recourses and the environment in which education is delivered are paramount. Analysis of government efforts to improve education from 1961- to date shows that the focus of educational policies has been on the distribution and equalization of the education opportunities through the expansion of the system at all level. For the last three decades, the central government planning has guided the provision of public social services including education. This also means that the policies guaranteed access to education without regard to colour, ethnicity creed or economic status.

Despite all efforts to make education accessible, certain groups of individuals and communities in society have not had access to this right due to their living styles, for example; hunters, gatherers fishermen and pastoralists. These people suffered because of marginalization, for example orphans and street children, as well as those with physical and mental disabilities such as visual and hearing impairment as well as physical and mental disabled. Therefore, the policy guarantees that the government shall promote and facilitate access to education to disadvantaged social and cultural groups.

# 2.4.3 Education Sector Development Programme (ESDP)

Basing on ETP, a sector-wide approach to educational development was initiated to help achieve the government`s long-term human development and poverty eradication targets, and to re-address the problem of fragmented intervention. The essence of the sector-wide approach adopted in the ESDP is collaboration by key stakeholders, using pooled human financial and material resources for the task of planning, implementing, monitoring and evaluating education.

The ESDP is an extensive undertaking which derives its objective from the ETP. Those which are relevant to the primary education sub-sector include; comprehensive efforts to improve the quality of the education process, increases and improvements in access and equity for all children, the decentralisation of management structures the devolution authority to local level and broadening of the financial base which supports the education system. This plan for primary education has drawn on the master plan for basic education and teacher education.

# 2.4.4 Primary Education Development Programme (PEDP)

Tanzania is a signatory to many international convections and agreements regarding improving the access, equity and quality of education. Since 1995, the government has initiated a series of policies and reforms in the education sector with the aim of ensuring that all children have equitable access to a good quality primary education. No child should be denied the opportunity to participate in education because of poverty, gender, disability or because of lack of school fees, uniform or other parental contribution or because of lack school facilities, materials or teachers.

The PEDP is a five year plan that articulates this vision of UPE within the wider Tanzanian policy framework of the ETP and the ESDP, the LGRP and the over-arching poverty Reduction Strategy Paper and Vision 2025. The Primary Education Development Plan has four strategic priorities: enrolment expansion, quality improvement, capacity building, and optimizing human, material and financial resource utilisation. The highest priority for primary education is to increase overall gross and net enrolment of girls and boys*.*This will be done through a combination of strategies: to increase enrolment rates of all groups of children; to use existing teachers and classrooms more effectively; to recruit new teachers and to construct new classrooms; and to expand complementary education programmes for out-of school children and youth.

The Government intends to expand enrolment starting with 1.5 million in the year 2002 and continuing up to 2006 (URT, 2007). Admission priority will be given to children who are seven years old (BEDC, 2001). The Government has established a special National Education Fund to pay for the education of children from disadvantaged groups, including AIDS orphans. This will ensure that allgirls and boys can be enrolled in schools (Ibid, 2001). The implementation of this component was under the following objectives; to enrol all children who are 7-12 years old into standard one by 2005, ensure that the formal school system is able to cater for the bulk of school age Children, ensure that all girls and boys from disadvantaged groups, including AIDS orphans are enrolled.

The abolishing of school fees and all othermandatory parental contributions from January 2002 so that no child may be denied schooling, establish scholarships from the National Education Fund to pay for the education of disadvantaged children, including AIDS Orphans and standardize teacher-to-pupil ratio as 1:45, were among the strategies to increase enrolment.

Secondly the Government initiates a classroom construction programme that will provide enough classrooms and sanitary facilities for the expanded enrolment. An appropriate mix of modalities for classroom construction will be adopted that are based on the specific communities’ situations (Ibid, 2001). The main PEDP funding mechanism through which LGAs and school committees can implement the construction programme will be the Investment Grant (IG). The Government has established the IG with the overall objective of improving the quality of infrastructure in primary schools. It will operate on a decentralised and demand-driven basis throughout the districts. Teacher houses will also be built, especially in rural and remote areas of the country.

Since the implementation of the PEDP was meant to achieve the EFA and UPE goals, the neglecting of education plans to involve children with disability is unacceptable. PEDP does not seem to adequately specify clearly the needs and demands for the children with disability in its plan (2002-2006). For example, the budget for the ministry of education was supposed to explicitly identify resources demanded by the pupils with disability including teaching and learning resources. This necessitates a study to evaluate the effectiveness of Primary Education Development Program on the enhancement of inclusive education for children with hearing and visual disability in Tanzania.

**2.4.5 National Policy on Disability**

Since independence in 1961, the government through the Department of Social Welfare has been providing service to people with disabilities a comprehensive policy. The adoption of the National policy on disability (NPD) is the outcome of many years of consultation amongst disabilities stakeholders. Much as the government has had no clear policy over the years, Tanzania has been actively involved in both international and local initiatives that address disabilities issues. At the international level, Tanzania is a signatory to various disabilities specific United Nation instruments which include the declaration on the Rights of PWD (1975), Convectional on the Right of the child (1989) to name but a few. At the continental level Tanzania is a signatory to the plan of Action for the African decade of persons with disabilities and a number of African rehabilitation Institute (ARI).

The policy provides guidelines and sets parameters for service delivery. It is built on a Tanzania cultural perspective with a strong focus on the development, rights and dignity of PWDs. Tanzania, through its parliament, enacted the Persons with Disability Act of 2010, in April 2010 to enforce the conventions on the rights PWDs, 2006. The Act was assented by the president of the United Republic of Tanzania on 20th may 2010. The law has 11 parts, 64 section and five schedules. The main objective of this law is to provide specific provisions on Health care, social support, Accessibility, Rehabilitation, Education and vocational Training, Communication, Employment or work protection and promotion of basic rights for PWDs. The law is tailored to solve the problem of accessibility by allowing a person with disability to directly or indirectly benefit from public social services in all spheres of the society.

Part two of the Act stipulates principals and obligation for realisation of the rights of PWDs. Such principle include; respect for human dignity; an individual`s freedom to make own choices and independency of persons with disabilities. Other principles include non discrimination; full and effective participation and inclusion of PWDs in all aspect in the society; equality of opportunity; accessibility; equality between men and women with disabilities and recognition of their rights and needs as well as to provide basic standard of living and social protection. However, part seven of the Act requires that PWDs be accorded opportunity to access. Part eight is on access to buildings information and physical environment.

# 2.5 The Situation Analysis of the People with Disabilities in Tanzania (PWDs)

The August 2002 population and Housing census carried a question on disability. The official results are not yet known. However, according to World Health organisation`s formula of 1 in 10 being PWDs, Tanzania with the population (2002) of 34569234 is estimated to have 3456900 PWDs distributed as follows;

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# Table 2.1: The Numbers of Disabled People in Tanzania

|  |  |  |
| --- | --- | --- |
| **Impairments** | **%** | **Numbers** |
| Physical | 28% | 967,932 |
| Visual | 27% | 933,363 |
| Hearing | 20% | 691,380 |
| Intellectual | 8% | 276,552 |
| Multiple | 4% | 138,276 |
| Others | 13% | 449,397 |
| **Total** | **100%** | **3,456,900** |

**Source:** Basic Education Statistics, 2007

Globalization, indebtedness and changes in the world economic order have greatly affected the social and economic life of the majority of people. In Tanzania the unfavourable economic situation has affected the availability of various services including education. The most affected however PWDs are. In education society’s prejudice against CWD is known to have psychology affected their ability to realistically cope with their environment. Much as education is essential for the development of a child’s potentialities. Some parents still perceive CWD as a burden and opt not to send to school (UNESCO, 2009). Education system in the country does not allow for equal access for CWD. Almost all facilities at all level are inaccessible. Teacher education and school curriculum as well, do not incorporate the needs of disabled persons. As a result of the above, CWD enrolled for primary one, is less than one per cent (URT, 2007).

The national policy on disabilities aims at providing conducive environment for PWDs to engage in productive work for their development and the utilization of available resources in order to improve service delivery, education being one of them. On the implementation of this policy, there are various policy statements in different issues. As a result, the policy states that education is the key to the development of CWDs` potential. The education policy emphasizes the availability of early learning and basic education to all children aged 7 years and that CWD will be given a priority. Despite this commitment, the educational system is inaccessible to CWD. In addition, the policy states that the government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children.

# 2.6. Education for All: The Consideration of the Children with Disabilities

A special correspondent dwells on the right to education for CWD. A review of several reports and law reveals that neither provides practical attention to these children (Kipobota, 2011). As a result most of people with disabilities (PWD) remain vulnerable and unable to sustain themselves, a situation that makes them poor and consequently raise poor families. This creates a vicious cycle of poverty hence ending up with a society in which PWD are mistreated. The magnitude of discrimination and other forms of mistreatment against PWD is apparently decreasing at least the ill-mindset of the people which is rooted in some of the harmful traditional practices. In the past some of the members of the community used to spit saliva on their stomach inside their shirts or gowns when they intersected an albino along the way in order to avoid bearing an albino. Further some communities threw away children who were born lame because they were outcast.

Despite this notable positive progress reached so far, more is desirable to make this world, in particular Tanzania, a safe and convenient place to live for every one regardless of dexterity or any other reason. We are equal but different in terms of sex, gender, morphology and so many other reasons, disability being one of them. The global statistics show that, there are approximately 650 million people in the world who are living with disabilities. Therefore, about 10 per cent of the world’s populations are PWDs of which 80% of them live in developing countries.

The world health organization (WHO) and International Labour Organization (ILO) reports have estimated that in Tanzania there were more than 3 million people in Tanzania who have disability (Haki Elimu Report of 2008). The number includes both physical and mental disabilities. Reports and experience show that PWDs often face mistreatment in a number of ways and because legal Human rights centre’s report (Haki Elimu Report of 2008) the World Bank has estimated that 20per cent of the most impoverished individuals are disabled. Evidently, women and children with disabilities are more susceptible to abuse including physical and sexual violence as they may not receive sexual education and may be less able to defend themselves against sexual abuse and rape.

The statistics show that although the number of schools under PEDP has increased, there was no vivid explanations of how many out of those are special schools for CWD. There are many practical factors which restrain and drawback the progress toward inclusion of PWDs. As a result, only few CWD are attending school, for instance, recent statistic information of 2008 and 2009 by Haki Elimu and MKUKUTA as well as the annual implementation report 2008/2009 showed that only one per cent of CWD were enrolled for primary level of education. Unfortunately, the enrolment dropped from 34661 in 2008 to 27,422 in 2009 (URT, 2004).

According to Haki Elimu (2008), 95% of the school buildings built during the implementation of PEDP have not taken into account the needs of PWDs. Apart from the challenge of accessibility; there are very few special schools and specialized teachers in Tanzania. For instance, in Kagera Region there are only two special schools while in Rukwa region there is only one special school. Unfortunately the schools do not have adequate facilities and teachers. At Nachingwea Primary School, there is a list of 22 disabled pupils with only one teacher. Therefore, if the teacher falls sick it means that there are no classes going on.

The 1978 education Act as amended in 1995 and 2009, instead of safeguarding the interests of the children in school, they actually perpetuate the violations. For instance regulation 7 of the education (expulsion and exclusion of peoples from schools) and Regulation of 2002 which is made under provisions of the education Act of 1978 permits heads of the schools to refuse admitting or readmit pupils with undesirable physical health in their school. It is appears that a pupil’s physical condition attract undesirability for the pupils to be admitted to the school. As some experts have argued, this is discriminatory because disabled children are denied access to school by being considered to fall under this broad category of having undesirable physical conditions.

There are efforts made by the Tanzania government in ensuring educational and social inclusion. The government has responded to the challenges of inclusive education at the level of policies. For example statements advocating inclusive education appear in the Primary Education. Development Programme Phase II (2007 – 2011). In PEDP II the government has made several commitments to ensure inclusive education is successful. It has stated that; “In order to meet the special learning needs of children in regular school, the government will ensure that at least one teacher at each primary school is trained in special needs and inclusive education especially Tanzania Sign Language (TSL), Braille typing and preparing tactical diagram and maps”. Adequate teaching and learning material will be supplied to ensure effective teaching, hence improve performance of pupils with special needs (URT, 2006)

# 2.7 Challenges Facing Pupils with Visual and Hearing Disability in Inclusive Classrooms

Although inclusive classrooms are becoming the norm in schools, little evidence exists describing the experiences and preparedness of educators who are teaching (Norman, Caseau and Stefanich, 1997). Although the goals of inclusion are relatively consistent across schools, countries approach inclusion differently according to the needs of their students and the available resources (Bunch, 1994). The greatest challenge in an inclusive classroom is managing students with a wider range of abilities that found in a traditional general education setting. Mixed social and academic outcomes have been found for students with a range of disabilities (Baker & Zigmond, 1995; Evans *et al.*, 1996). Most studies are case histories, tracking successes and challenges within a single inclusive classroom. A consistent theme that emerges from these studies is that successful inclusive classrooms focus on the needs of individual students.

**2.7.1 Challenges in the use of Inclusive Teaching Strategies**

Inclusive teaching strategies refer to number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. Therefore, it is important that the pedagogical strategies employed in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them (Ambrose *et. al*., 2010).

The use of inclusive teaching has several benefits including the fact that teacherscan connect and engage with a variety of students, students can connect with course materials that are relevant to them, and students feel comfortable in the classroom environment to voice their ideas/thoughts/questions. Finally, students are more likely to experience success in your course through activities that support their learning styles, abilities, and backgrounds.  However, teaching in inclusive classrooms involve some challenges (Salazar, Norton, & Tuitt, 2009: Armstrong 2011) which demands teachers to be reflective on the several issues.

These include how educator might own cultural-bound assumptions to influence interactions with students; how the backgrounds and experiences of students might influence their motivation, engagement, and learning in the classroom; and how the teacher can modify course materials, activities, assignments, and or exams to be more accessible to all students in the class; incorporate diversity into the overall curriculum. In addition, there is a need to utilize a variety of teaching strategies, activities, and assignments that will accommodate the needs of students with diverse learning styles, abilities, backgrounds, and experiences.

**2.7.2 Challenges Towards the Methods of Communication**

The greatest challenge persons with hearing impairment meet is difficulties with communication because the majority of the population focuses on oral communication methods. Even as teachers and parents, we often forget that communication includes movement and facial expression, as well as sound. It is therefore important that we as parents, caregivers, and teachers communicate in ways that seem natural for us, using all modes of communication movement, facial expression, sound and words (UNESCO, 2009).

Other challenges the children with visual impairment face include difficulties in mobility, difficulties understanding and using non-verbal communication and difficulties with written communication (because most of their peers read and write regular ink print). This suggests that children who are born blind (or with little residual vision), or who lost their vision at a very early age have quite different needs, and face different barriers, than children who have lost their vision fully or partially later during their childhood (UNESCO, 2009).

# 2.8 Synthesis and Gap in the Literature

Inclusive education as an educational reform means that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. It also acknowledges that every child has unique characteristics, interests, abilities and learning needs, therefore education systems should be designed and educational programs implemented, to take into account the wide diversity of these characteristics and needs. Thus, regular schools with this inclusive orientation are considered to be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive.

The guiding principle that informs this inclusive education is that schools should accommodate all children regardless of their physical, intellectual, social and emotional, linguistic or other conditions. Special needs education through inclusion assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to pre-ordained assumptions regarding the pace and nature of the learning process. An inclusive education program prepares the child with hearing impairment for a life in a hearing community (Bashir, 2005).

Thus, the key factors of successful inclusion of children with vision and hearing impairment include: a supportive school leadership; supportive system for staff and pupils; collaboration of teachers; curricular modification; adaptation of instruction; restructuring of classes and effective use of existing resources (Bashir, 2005). Although some challenges for the children with hearing and visual disability in inclusive schools have been mentioned in the literature, most of these studies have focused on general disability; none has concentrated on studying the inclusive education for children with hearing and visual impairment. This study seeks to fill this gap.

# CHAPTER THREE

# 3.0 RESEARCH METHODOLOGY

# 3.1 Introduction

This chapter describes the methods and procedures that were employed in generating and collecting information relevant for research objectives. The chapter particularly focuses on the research design, geographical study area, and the target population, sample and sampling techniques, data collection instruments, data processing and analysis, validation of instruments and ethical considerations.

# 3.2 Research Approach and Design

Cresswell and Garrett (2008) define research design as a programme that guides a researcher in collecting, analyzing and interpreting observed facts. It is a detailed plan that indicates all steps on how the scientific inquiry into the research problem was conducted. Design of the study depends on the nature of the study and its objectives (Kothari, 2004). This study employed a descriptive survey design. This design was preferred because of its strength in interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world.

The study involved gathering of information on the effectiveness of Primary Education Development Program on the enhancement of inclusive education for children with hearing and visual impairment in Tanzania. In this regard, the study utilized qualitative research methods.

The qualitative approach is well thought out as the most suitable in studying people`s views, feelings, opinions and attitudes, or in understanding of the people`s behaviours (Patton, 2002). Qualitative research focuses on the phenomenon that happens in the natural setting which occurs in the real world as perceived and interpreted by the pupils with disability, teachers, ministry of education officials and district education officers. The use of qualitative research has several strengths including the fact that there are fewer threats to external validity, because subjects are studied in their natural setting and encounter fewer controlling factors (Sandelowski, 1986). In addition, qualitative research help researcher to obtain in-depth information about the researched matter since the methods used provide wide range of opportunity for subjects to express themselves (Patton,2002). The qualitative methodologies ensure the closeness of the relationship between researcher and respondent and such an interactive relationship is that the researcher obtains first-hand experience providing valuable meaningful data (Duffy, 1987).

# 3.3 Study Area

The study was conducted in Dar es Salaam region. The choice of the region was due to several reasons. Among others include the fact that most of the school for inclusive education established early and had enough experience on handling issues pertaining children with special needs that is hearing and visual. It is within the Headquarter of the ministry of education and vocational training, thus easy to get attention and related facilities.

# 3.4. Target Population

Fraenkel and Wallen (2000) maintain that a population is the entire cohort of subjects that a researcher is interested in. It is in this population, that the researcher chooses the representative for the whole population. The population of the study consisted of primary schools with inclusive education focusing on pupils with disability, classroom teachers, head teachers, district education officers and ministry of education officials in Tanzania.

# 3.5 Sample and Sampling Procedures

# 3.5.1 Sample Size

Best and Kahn (2003) define a sample as a segment of population which the researcher is interested in gaining information and drawing conclusion. This study involved 3 primary schools with inclusive education from Ilala municipality in the Dar es Salaam. Miles and Huberman (1994) maintain that a small sized sample characterizes qualitative studies in which the researcher selected the sample that is sufficient to provide maximum insights and understanding of the population under study. The sample size consisted of 46 informants including twenty pupils with visual and hearing impairment, one District Education Officers, one Ministry of Education Officials responsible on special education unity, three head teachers, and twenty one subject teachers as it is summarised and presented in Table 3.1

# Table 3.1: Composition of the Sample

|  |  |
| --- | --- |
| **Category of respondents** | **Frequency** |
| Primary school pupils with visual and hearing impairment | 20 |
| Primary school Head teachers | 03 |
| Primary school teachers | 21 |
| Educational coordinator ( special School at Ministry Level) | 1 |
| District education Officials | 1 |
| **Total** | **46** |

# Source: From field data (2013)

# 3.5.2 Sampling Procedure

Sampling is the procedure used to select some elements of a population in such a way that it represents the actual characteristics of the total population (Cohen, *et al.*, 2000). The study used stratified sampling in selecting three schools where by in each Division (strata) in Ilala Municipality through simple random sampling, one school selected. Also the study adopted purposive sampling technique to the following categories of respondent. Three heads of schools, District Education Officer (special education unit) and Ministry of education officials was involved by virtual of their position and thus having information on administrative and management issues.

The researcher with the help of class teachers selects purposively twenty pupils with hearing and visual impairment. The assumption of the researcher was that the class teachers are well informed about the ability of capacity of these pupils thus easy for researcher to collect the needed data. Also purposive sampling involve the selection of class teachers from standard one through standard seven by virtue of given responsibilities over these classes. The assumption of a researcher was that these teachers understand all issues related to these pupils unlike the subject teachers.

# 3.6 Sources of Data

# 3.6.1 Primary Sources of Data

Primary sources of data are items original to the problem under study. Such data have a direct physical relationship with the events being reconstructed (Cohen, *et al.,* 2000). In this study, primary data involved the first hand information obtained using the following research methods: an interview was employed to district education officials, head teachers, ministry of education officials, primary school pupils and classroom teachers. These sources of data are important in this research as they provided sound information on an evaluation of the effectiveness of PEDP on the enhancement of inclusive education for children with hearing and visual disability in Tanzania.

# 3.6.2 Secondary Source of Data

These are sources that do not bear a direct physical relationship to the issue under study as they provide data that cannot be presented as original (Leedy and Ormrod, 2001). A secondary source could, therefore, be one in which an individual is describing an event that occurred when she/ he was not truly present, as it is based on second-hand information or sources (Cohen, Manion and Morrison, 2000). Secondary sources include teachers` guides; pupils` textbooks are useful in this study as they enabled the researcher to get experiences from other sources to supplement primary sources on the researched matter.

# 3.7 Data Collection Methods

The methods employed to collect the necessary information for the study included interviews, observations and documentary analysis. The choice of variety of methods helped to crosscheck accuracy of collected data. According to Leedy and Ormrod (2001), no single instrument is considered sufficient in collecting valid and reliable data.

# 3.7.1 Interview

Interview is a common and important method in qualitative research. The purpose of interviewing people is to find out what they think or how they feel about something. Cohen, *et al.,* (2000) argue that an interview allows subjects to provide their interpretation of the world in which they live and express how they regard the situation from their own point of view. Furthermore, interviews allow the participant describes what is meaningful to him or her using his or her own words rather than being restricted to pre-determined categories (Seidman, 1991). This study used semi–structured interviewing gathering information from all categories of respondent.

According to Cohen and Co-workers (2000) maintain that; Semi-structured interviews enabled the interviewees to protect their own ways of defining words that permit flexibility of sequence in discussions and enable participant to raise issues as well matters that might have not been included in the schedule. For this merit, the Semi- structured interview was used through the data collection process. However, semi-structured interview has weaknesses as it needs experienced interviewer, where by inexperienced interviewer may not be able to ask prompt question, as result some of relevant data may not be gathered (Gray, 2004). In addition, inexperienced interviewers may fail to probe into a situation.

# 3.7.2 Documentary Analysis

Yin (1994) emphasized on value of documents that, they provide more insight into the programmer being studies by cross validating and augmenting evidence obtained from other source. In this study, various documents from district education, ministry of education offices and primary schools offices such as reports books policy documents and school reports were analyzed. They provided vital information on implementation of PEDP on the enhancement of inclusive education for children with hearing and visual impairment in Tanzania. Also soft ware document through internet were analyzed in order to get the universe information about the inclusive education.

# 3.7.3 Observation Checklist

An observation checklist is a list of things that an observer is going to look at when observing a class. Observation checklists serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class (Patton, 2000). An observation checklist was employed by the researcher to solicit information on the availability of teaching and learning materials school environments and facilities for pupils with hearing and visual impairment. The researcher observed both teachers and pupils in the following aspects

1. Employed teaching and learning technique in inclusive classroom.
2. The methods used for teaching and learning.
3. Competence of teachers in teaching pupils with hearing and visual impairment in inclusive setting.
4. Challenges encountered in teaching and learning pupils with hearing and visual impairment in inclusive setting.

Often checklists are useful when observing specific, unambiguous behaviours. The checklist usually has a rating scale that asks the observer to indicate presence or absence, frequency, intensity, speed. As the behaviour gets more complex checklists are less helpful. In some situations you may be attempting to identify patterns, connections, sequences, etc. In these cases, use field notes to document what you observe. This latter case might involve observing sequence of events, how something is done, dexterity, skill, concentration, distractions, etc ( Taylor & Bogdan, 1998).

# 3.8 Data Analysis Plan

Miles and Huberman (1984), refer to data analysis as a systematic procedure for identifying essential features and relationships. It is a way of transforming the raw data through interpretation and analysis to make them of a more meaning that can officially be consumed. The data were qualitative, thus their analysis was also done qualitatively. Qualitative data were collected through interview schedule and documentary review. Therefore in analyzing qualitative data, content analysis was employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises until a final perspective emerge.

The data collected from interview and documentary review were subjected to content analysis. Content analysis is a technique used to analyze communications in a systematic and objective manner in order to measure variables (Kerlinger, 1993). Content analysis has the advantage of providing the means for quantifying the contents of the text through a method that is clear and repeatable by others. For the analysis of this type of data, a two way approach was used (Miles and Huberman, 1984). This was done first, through organizing it under specific themes based on the research objectives and research questions, second process was drawing and verifying conclusions on them.

Qualitative data were therefore interpreted through discussion and inferences drawn in an effort to answer the questions raised by the research questions.

# 3.9 Research Ethical Considerations

Cohen et al, (2000) assert that when people talk of ethics (or morals) they think of rules for distinguishing between right and wrong. They point out that ethical observation during research is very important to ensure that the research norms are adhered to while considerations are given in order knowledge and truth is kept to avoid errors. Kerlinger, (1993) maintain that one of the ethical issues to consider when doing research is seeking permit. The researcher seeks permission from the vice chancellor of which in accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980 that gives power to the Vice Chancellor to issue research clearance to students. This clearance letter presented to Regional Administrative Secretary (RAS) of Dar es Salaam region then to District Administrative Secretary (DAS) of Ilala municipality who issued permission to collect data in the area. At school level the researcher sought permission from the head teacher of the school before data collection.

All informants, including district educational officials, Ministry of Education Officials, primary schools head teachers and classroom teachers were informed the purpose of the study. Throughout data collection process, ethical issues were taken into consideration so as to ensure that there is a high level of confidentiality between the researcher and the respondents. This was also done so as to ensure the rights to privacy and protection from harm either physical or emotional. This was ensured by asking questions in an appropriate manner. The researcher ensured that the information collected is kept in a safe manner so it cannot be accessed by unauthorized persons. Furthermore the researcher ensured that the respondents` identities such as names are not mentioned anywhere in the study. Names of schools were also substituted by alphabetical letters A-D in no order that could ordinarily relate the letters and real names of the school.

# 3.10 Validation of the Research Instruments

Cohen, *et al.,* (2000) argue that validation of the instruments is the process of establishing documented evidence, which provides a high degree of accuracy that a specific process consistently produces to meet its predetermined specifications and quality attributes. It is insisted that researchers should not begin a study unless they are certain with the chosen methods. The instruments to be applied should be appropriate, valid, reliable, effective and free from errors (Denzin and Lincoln, 2000). In this study, validity of the instruments was assessed through discussion with the members of the Open University of Tanzania and research supervisor. Thus all inconsistencies and ambiguities were corrected in order to establish the face, content and construct validity. Moreover changes streamlining the instruments were made after conducting pilot study. Validity of the study can also be maintained by using communicative arguments like voices from the respondents through discussion.

On the other hand the term reliability refers to the ability of an instrument to produce consistent results (Kerlinger, 1993). The method is reliable if it produces the same results whenever it is repeated. In this study, the reliability of data was assessed by using two research instruments on collecting information pertaining to the study. The use of different instruments for data collection (triangulation) aims at ensuring reliability of collection of data (Cresswell, 2009). The researcher thus used interviews and observations to ensure the reliability. Moreover, reliability has to do with getting valid information, thus the researcher was obliged to establish good rapport with the respondents before data collection to ensure that information given is valid and therefore not given under any influence or rather biased to any reasons. The researcher conducted a pilot study seeking advice and guidance from experts before engaging in actual field survey. In order to test the validity and the reliability of the research instruments, the researcher conducted a pilot study in Temeke Dar es Salaam whereby 20 people from different categories were included.

**CHAPTER FOUR**

# 4.0 PRESENTATION OF FINDINGS AND DISCUSSIONS

# 4.1 Introduction

This chapter presents the findings obtained through interviews, observation and documentary reviews. The research findings are presented, analyzed and discussed based on the research objectives as outlined in chapter one namely: to determine the extent to which the implementation of PEDP has improved the enrolment of children with hearing and visual impairment in the inclusive primary schools in Tanzania; to examine the teaching and learning challenges facing the pupils with visual and hearing impairment in inclusive classrooms ; and to assess the adequate and relevance of the teaching and learning materials for pupils with visual and hearing disability in inclusive schools.

# 4.2 The Implementation of PEDP and its Influence on Pupils’ Enrolment in the Inclusive Schools in Tanzania

Objective one was intended to determine the extent to which the implementation of PEDP has influenced pupils’ enrolment in the inclusive schools in Tanzania. Two questions were used to capture the information for this objective namely, how does the implementation of PEDP influence enrolment in the inclusive classrooms? Secondly, what were the methods used to enhance the enrolment in the inclusive classrooms during the implementation of PEDP? One of the objectives of establishing PEDP (Phase I 2002-2006 and Phase II 2007-2011) in Tanzania was to provide basic education for all children regardless of their locality, ethnicity, colour, social class and disability. In order to address this issue in Tanzania, a question was raised; has the implementation of PEDP raised primary school pupils’ enrolment in the inclusive schooling environment? To attempt the questions the information was collected through interviews, and documentary reviews. Interview was administered to the municipal education officer, ministry of education officials and the head teachers.

# 4.2.1 The Improvement of Primary School Pupils’ Enrolment in the Inclusive Schools in Tanzania through PEDP

The researcher asked the respondents if the implementation of PEDP has raised primary school pupils’ enrolment in the inclusive schooling environment. The information were collected through interviews and documentary reviews and were summarized as shown in Table 4.1

# Table 4.1: The Influence of PDEP on the Improvement of Primary School Pupils’ Enrolment in Inclusive Schooling Environment (N = 25)

|  |  |  |  |
| --- | --- | --- | --- |
| **Category of Respondents** | **Category of Responses** | | |
| Yes | No | Do not Know |
| Head Teachers | 01(33.3%) | 02(66.7%) | - |
| Primary school teachers | 10(47.6%) | 11(52.4%) | - |
| Coordinator Ministry of education | 00 | 01(100.0%) | - |
| Municipal Education Officer (MEO) | 00 | 01(100.0%) | - |
| **Total** | **11(44%)** | **14(56%)** |  |

**Source**: Field Data, August, 2012

Data in Table 4.1 show that more than half (56%) of the respondents who provided responses on the question “Has the implementation PEDP improved primary school pupils’ enrolment in the inclusive schooling environment?,” said that PEDP did not improved the pupils’ enrolment. Only one head teacher and ten teachers agreed that it has increased the enrolment. To verify verbal responses provided, the research collected the data on pupils’ enrolment in inclusive classrooms through official documents such as school registration and admission registers. When the participants were asked to comment on the increase of enrolment the respondents said that it was not very promising as one of the head teacher was quoted saying;

*“In my school the increase in the enrolment for the year 2012 was 11 pupils compared to 09 students in 2011. I think the parents are still not aware of the importance of education for children with disability. Some parents also feel shy to expose their children with disability to the public”.*

From the quotation, one can conclude that the enrolment of children with disability in the inclusive environment is still very low. This is contrary to the objectives of PEDP which aim at expanding enrolment of primary school pupils including the children with disability. Some respondents demanded that although PEDP was focusing on UPE targets, most emphasis was on children without disability. For example, it was observed that with the initiation of PEDP, there were very few new classes which were constructed or rehabilitated for the children with disability or in favour of the inclusive classroom environment. The data collected on the enrolment in the inclusive classrooms from the ministry of education were summarised in Table 4.2.

# Table 4.2: Enrolment of Pupils with Disability by Gender from 2010 to 2012

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2010** | | | **2011** | | | **2012** | | |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 38 | 39 | 77 | 66 | 46 | 115 | 78 | 56 | 132 |

**Source**: Field Data, August 2012

Data summarized in Table 4.2 show that in three consecutive years the number of children enrolled in inclusive classrooms in Ilala municipal Dar es salaam was increasing although at a small rate ranging from (23.7%) in 2010 to(40.7%) in 2012. This may imply that either the efforts towards enrolment of children with disability into inclusive classrooms were minimal or that the parents and guardians were providing little support.

The idea of quality basic education is not complete if the educational development of the children with disability is not adequately addressed. The government of Tanzania initiated PEDP in 2001 to provide free quality primary education with emphasis on improving the level of education in many areas including the enrolment expansion (URT, 2006). This suggests that Tanzania has a long way to go in fulfilling the EFA and MDG goals in which it is the signatory, with a need to involve more stakeholders in the struggle and the political will that can favour these efforts.

# 4.2.2 The Methods Used to Ensure the Enrolment of CWDs in Inclusive Schools in Tanzania

The study was conducted to find out if there were specific methods used to ensure school enrolment of the children with disability in inclusive school environment during PEDP. The question was administered to the Municipal Education Officer (MEO) and primary school head teachers. The responses were collected analysed and summarized in Table 4.2.

**Table 4.3: Methods Used to Increase School Enrolment of Children with Disability in the Inclusive Schools (N = 46)**

|  |  |  |
| --- | --- | --- |
| **Category of Responses** | **Frequencies** | **Percentage** |
| Identifying the CWD in the area of their residence by school committees | 3 | 75% |
| Campaigns through public meetings | 2 | 50% |
| Formulation of joint task forces | 3 | 75% |
| Influence of donor and local organization support | 2 | 50% |

**Source**: Field Data, August 2012

Data summarized in Table 4.3 show that more than half of the respondents indicated that, identifying the children with disability in the areas of their residence done by the school committees. Also the finding show that support from district councils through formulation of joint task forces is among the method. (75%) were important mechanisms used to influence parents for the enrolment of their children into the inclusive schooling environment as a result of the implementation of PEDP. Half of the respondents mentioned the campaigns through public meetings (50%), the influence of donor and local organization support (50%) as methods used to influence parents send their children to school.

Identifying children with disability in the areas of their residence by school committees was mentioned by 75% of the respondents who were asked to comment on howthe implementation of PEDP has managed to expand pupils’ enrolment in the inclusive schooling environment in Tanzania basic education system. The respondents said that the role and power of school committees was crucial for identifying the children with disability in the areas of their residence.

The respondents further said that the school involved school committee members and the government street leaders to conduct census for school children who was successful and it enabled them to successfully identify and register a good number of children with disability. During the interview one head of school justified the awareness creation which facilitated the increased rate of enrolment for the pupils with disabilities:

*“…The increase in rate of enrolment for pupils with disability has been successful due to number of strategies including efforts made by UNESCO to ensure that all children including those with disabilities have access to quality basic education. Others include Tanzania education policies and practices which emphasize inclusion of all learners and encouragement of full participation of all...”*

Therefore, this implies that there is steady increase in the enrolment rates of the pupils with disability in the country as emphasized by PEDP. On enrolment, the policies and practices show positive results although in practice Tanzania has a long way to go. It is estimated that there are 3.8 million persons with disabilities, of which 1.7 million are children with disabilities, in Tanzania (Haki Elimu, 2008). According to URT (2007) in 2007 that the number of disabled children was 24,003, compared with 18,982 in 2006 in Tanzania. These numbers imply that only 0.24% of primary school pupils had a disability, clearly a much smaller proportion than the estimated proportion of children with disabilities in the population as a whole.However**,** URT (2007) suggests that very little inclusive education is practiced in the vast majority of schools in Tanzania. Also findings shows that teaching and learning materials, the school environment, while physically improved in some cases, continues to limit learning and experimentation especially for the pupils with disability. Besides, overcrowding and the lack of desks and textbooks, most schools are often physically and emotionally unsafe.

Secondly, half of the respondents (50%) mentioned the support from district councils as the reason contributed to howthe implementation of PEDP has managed to expand pupils’ enrolment in the inclusive schooling environment in Tanzanian education system. It was found that the role and power of local government officials and the councillors was crucial for identifying the children with disability in the areas of their residence.

The findings revealed that the enrolment rates of the pupils with disability in the inclusive classroom settings increased steadily in the schools. The public campaign and involvement of local authorities was a reason for successful enrolment rates for the children with disability in the inclusive classrooms. This however, could not help to address the challenges related to lack of unqualified teachers to teach the pupils with disability in the inclusive classroom settings. There were little efforts made by the councils or schools to improve the quality of the teachers in terms of their skills and knowledge to teach the pupils with disability in inclusive classrooms, where most of them showed limited ability to handle inclusive classrooms.

It was found that teachers encountered difficulties in teaching the pupils with disability especially to the pupils with brain disability. Others responded that lack of professional support and relevant teaching and learning materials to be the reason. The increased enrolment role of pupils with disabilities in primary school is facilitated with global and local awareness creation. Special campaign involved the school committee and the teachers who collaborated with the local government leaders in order to get information about the households which had children with disability.

When they were asked to comment on the role of local government officials on increasing enrolment rates of children with visual and hearing impairments, the respondents said that parents were involved in the mobilisation of school resources such as finances and building materials. The public meetings raised the awareness of the parents and the guardians on the importance of educating the children with disability and to maintain the attendance of these children especially those from distant places. They emphasized that the support from the parents was unavoidable if the schools had to successfully complete their projects or in organising and mobilising resources from the stakeholders including the parents and the guardians.

Thirdly, some respondents mentioned that the campaigns through public meetings (50%) and influence of donor and local organization support (50%) were important for the enrolment of children with disability. The respondents were asked to explain how campaigns, through public meetings, were being conducted in their areas. The respondents said that public meetings were usually summoned by the school leadership and management at school compounds to involve the parents, the guardians, religious leaders and local NGOs leaders around their schools. They said that the meetings involved wide discussions on the importance and mechanisms to enhance enrolment of grade one disabled pupils. The respondents mentioned some of the mechanisms they used to enhance enrolment of children with disability to include formulations of joint task forces which comprised of all stakeholders. The functions of the task forces were among others, to visit houses with children with disability in order to educate and persuade the parents to enrol their children. It was reported that many families visited pledged to enrol their children with disability.

Also the respondents were asked to explain how donor and local organization support influenced the enrolment of children with disability in their schools. The respondents mentioned some of the potential local and international donors in support of the education of the children with disability including the SIDA, CCBRT, UNESCO and UNICEF. It was found that these organizations were supporting teaching and learning facilities such as Braille and the construction of classrooms and dormitories which were instrumental in promoting the enrolment of the children with disability in inclusive classrooms.

The significance of inclusive education (IE) has been recognised at the educational policy level in Tanzania. For example, Tanzania’s “Development Vision 2025” is based on global policy frameworks of EFA. In 2001, the Government launched the Primary Education Development Programme (PEDP), which sought to provide equitable, quality, basic education and vocational skills to all. This is to ensure, among other factors, adequate provision of quality teachers, a conducive environment for stakeholders willing to participate in providing education and vocational skills, efficient management in education delivery, and a conducive teaching and learning environment for students as well as teachers at all levels. The Tanzanian government has committed to EFA goals, and EFA goals cannot be met unless inclusion is given a priority. The PEDP sought to address the earlier challenges of falling enrolments and education quality key priority areas, such as enrolment expansion, quality improvement, capacity building, and institutional arrangements were identified, each of which had a set of strategies and targets.

The National Strategy for Growth and Poverty Reduction in Tanzania aimed to expand the enrolment of children with disabilities from 0.1% to 20% by 2010. However, according to Rutachwamagyo (2006), about 99% of school age children with disabilities are denied basic human right. This denial of the basic human right to access education stems from range of factors including government policies, negative attitudes towards disabled people, poverty, environmental and communication barriers (ibid). In 2011, for example, only 0.35 % of all children enrolled in primary school were children with disabilities compared with the estimated 7.8 % of the population with disabilities in Tanzania and indicates that most children with impairment are not enrolled (UNICEF, 2012).

These findings concur with what TEN/MET (2006), observed that disabled children should attend their local mainstream school with reasonable accommodations and individual support to remove barriers to their learning and socializing so that each achieves their potential. However, marginalized children still face challenges in accessing inclusive quality education. As far as education financing is concerned, most African governments are falling to provide at least 6% of GDP or 20% of the National budget to education while rich countries are failing to honour their aid pledges (Anang, 1992). There is currently an annual financing gap of US $16 billion to achieve EFA by 2015 in low income countries which explains why PEDP has not done much to develop and improve inclusive education.

It is surprising therefore that in 2010 Tanzania received an honorary award at the United Nations MDG Summit in New York for having made strides in ensuring universal primary education (UPE) (SAWA/TEN/MET, 2012). This is because national overview masks what is happening on the ground, especially in relation to vulnerable groups for example the number of pupils with disability in primary schools. Both qualified teacher: pupil ratio and the classroom pupil ratio are beyond the international recommendation of 40:1, where Tanzania is at a ratio of 48:1 making the dream for inclusive education difficult to achieve its goals (UNESCO, 2000).

The rights of the children with disability are safeguarded by both international and domestic commitments. For example, the 1977 Constitution of Tanzania and the 2004 National Disability Policy identify the rights of persons with disabilities and forbid all discrimination (URT, 2010). Thus, these laws are responsible for enforcing the protection of rights of persons with disabilities for education, legal claims, and labour rights. Thus, Tanzania requires urgent attention in order to achieve the full EFA and MDG agenda by 2015 as witnessed by the shortfalls in education and development progress indicators, these include proportion of primary school enrolment with disabilities is 0.36 % of 94.0 % of school age children (BEST, 2011). Furthermore it has been noted that the data for children with disabilities is inadequately represented in the government educational statistics.

# 4.3: The Challenges Associated with Teaching and Learning to the Children with Vision and Hearing Impairment in Inclusive Classrooms

Thesecond objective was intended to examine the learning challenges associated with the teaching and learning of the children with hearing and visual disabilities in inclusive classrooms. The researcher asked the respondents if there were any challenges facing the teachers and the pupils in the learning process and how they were affecting learning of the children with hearing and visual impairment during the implementation of PEDP in Tanzania. The respondents provided and supported different challenges as summarized and presented in Table 4.4

**Table 4.4: Challenges in Teaching Pupils with Disability in Inclusive Classrooms (N = 46)**

|  |  |
| --- | --- |
| **Category of Responses** | **Frequency (%)** |
| Inaccessible school buildings | 19 (41.3%) |
| Lack of parental support due to cultural and traditional practices | 36 (78.3%) |
| Due to lack of teacher training regarding teaching special needs and inclusive education, | 41(89.1%) |
| Schools lack essential teaching and learning facilities and materials necessary for facilitating the learning of children with hearing and visual impairment. | 38(82.6%) |

**Source**: Field Data, August 2012

Data summarized in Table 4.4 show the responses provided by the respondents on challenges in teaching pupils with hearing and visual disability in inclusive classrooms. The respondents mentioned the following challenges such as inaccessible school buildings, inadequate funding, lack of parental support due to cultural and traditional practices, due to lack of training regarding teaching special needs and inclusive education and schools lack essential teaching and learning facilities and materials necessary for facilitating the learning of children with hearing and visual impairment.

More than three quarters of the respondents or 38 or (82.6%) mentioned that many schools lacked essential teaching and learning facilities and materials necessary for facilitating the learning of children with disabilities. The respondents said that the teaching and learning facilities needed for pupils with hearing and visual disability include the Braille machines, textbooks and playing gargets. They added that there were only few materials mainly from the international and local non-government organizations, which they said that they were not adequate to their needs.

Researcher asked the respondents to explain the contribution of the PEDP implementation on the availability of teaching and learning facilities. In response, the respondents said that PEDP did very little in support of the inclusive education in Tanzania. The respondents added that the government put less priority in investing on the education for the children with disability, and inadequate public financial support. Researches done in Western countries indicated that the low enrolment and high dropout of students with disabilities is due to inadequate accessibility of higher education institutions, lack of support, adverse social attitudes and social isolation, as well as low financial capacity (Foreman *et al.,* 2001).

In different studies, students with disabilities reported a subjective feeling that they were not succeeding like other students, as well as difficulty in coping with the required investment during the study period (Foreman *et al.,* ibid) and a sense of social isolation (Shevlin, Kenny and McNeela, 2004). It was observed that as far as education financing is concerned, most African governments are falling to provide at least 6% of GDP or 20% of the National budget to education. Western countries are failing to honour their aid pledges. This practice is made worse by the fact that some donors at country level have concentrated on supporting primary education to the children without disabilities and paid little or no attention to CWDs. Beyond the sector level, inadequate funding is making it difficult for countries to implement inclusive education in order to accommodate disadvantaged groups such as children with disabilities from ethnic minorities, children from poor or remote areas against the 2006 United Nations Convention on Rights of Persons with Disabilities (CRPD) which calls upon governments to ensure that all people with disabilities attend inclusive education.

About 41or (89.1%) of the respondents mentioned the lack of teacher training regarding teaching children with disability in the inclusive education to be the challenge. The respondents said that, this made it practically impossible to effectively implement the Government policy on inclusive education, thus open wider educational opportunities for children with impairment.

About three quarters 36 (78.3%) of the respondents said that there was a lack of parental support due to cultural and traditional practices. Among others it was revealed that many parents of children with disabilities are reluctant to enrol their children into schools, mainly due to cultural and traditional beliefs that discriminate against people with disabilities. These have significantly contributed in the poor school enrolment for children with disabilities.

Lastly, other respondents indicated inaccessible school buildings as the major challenge 19(41.3%). They said that inappropriate design of school buildings that makes them architecturally inaccessible especially to children with visual and physical impairments. To ensure that the right to education is accessible to disadvantaged groups, especially people with disabilities, in 2006 the United Nations adopted a new human rights treaty ensuring that disabled children and adults get the same rights as provided for everyone else in the 1948 Universal Declaration of Human Rights (UN, 1948). The treaty is called Convention on the Rights of People with Disabilities, with the slogan, ‘Nothing about Us without Us’***.*** Article 24 of the Convention, which is on education, requires the development of an inclusive at all levels of education system. Disabled children should attend their local mainstream school with reasonable accommodations and individual support to remove barriers to their learning and socializing so that each achieves their potential.

In addition, the researcher asked all the categories of the respondents to describe the challenges facing the teachers and the pupils in the learning process and how they were affecting learning of the children with disability during the implementation of PEDP in Tanzania. The responses were collected, summarized and presented in Table 4.5.

# Table 4.5: Challenges in Learning for the Pupils with Hearing and Visual Disability in Inclusive Schools (N = 46)

|  |  |
| --- | --- |
| **Category of Responses** | **Frequency (%)** |
| Essential teaching and learning facilities for children with disabilities. | 42(91.3%) |
| Policy and Human Resources | 37(80.4%) |
| Communication and Language Barriers | 32(69.6%) |
| Community Barriers | 21(45.6%) |
| Curriculum and Teaching Methods | 40(86.9%) |

**Source**: Field Data, August 2012

Data summarized in Table 4.5 show that the responses provided by the respondents on the challenges facing teachers and pupils with hearing and visual impairment in inclusive classroom. The respondents mentioned the overall barriers and challenges facing pupils with hearing and visual disability in inclusive classrooms during the implementation of PEDP. The overall barriers were grouped under the following key themes namely, classroom physical and social environment (for example, large class sizes), lack of teaching materials, limited policy priority towards IE, communication and language barriers and negative attitudes towards students with disabilities as well as community barriers such as, cultural barriers, lack of community awareness and negative attitudes towards IE.

Firstly, more than three quarters 42 (91.3%) of the respondents were of the view that their schools were not inclusive, for the lack of resources and ignorance. The respondents said that the government and other stakeholders were supposed to ensure improved teaching and learning environments for children with disabilities. They added that many schools lacked essential teaching and learning facilities and materials necessary for facilitating the learning of children with disabilities such as reading and writing facilities such as Braille machines, textbooks for visual impaired children and supportive hearing gargets for mild deaf children. The respondents added that PEDP could only bring in schools for materials and textbooks for the pupils without disability and very little consideration was given to the children with disability. One participant said,

*“...For example in our school there are some pupils who are albino and at the same time they are visual impaired. They need special desk so that they can sit near blackboard in order to see clearly for note taking but PEDP provided desks for pupils without disability and denied those with disability*.”

Secondly, some respondents 37 or (80.4%) mentioned that limited policy priority as a challenge to the learning of the pupils with disability in the inclusive classrooms. The respondents said that at the policy level it was expected for the government to specify the targets and explain the strategies for implementation especially when PEDP was being implemented. It was noted that IE is one of the essential means to sustainable development and stability and can be perceived as an indispensable means for effective participation in a society.

However, initiations of IE systems can be particularly challenging in such countries where the range of provisions, particularly education, suffers from limited resources (e.g., financial and human resources) and weak policies that do not recognise inclusion of marginalised and excluded pupils in schools. They said that the application of IE values in practice is not taking place at most schools in Tanzania. They demanded that IE should redefine school culture; policies and practices that can facilitate the school’s role in meeting the learning needs of all students, aiming to improve the learning outcomes of students in academic achievement, social skills and personal development.

Thirdly, the other group of respondents 32(69.6%) mentioned communication and language barriers as the challenge to learning of pupils with hearing and visual impairment as well as to teachers during teaching and learning process. The respondents revealed that in their schools, development planning and inclusion agenda was closely interrelated and the necessary ingredients for facilitating such agendas very much depended on involving all key stakeholders, based on healthy communication and relationship, and also aiming toward capacity building. One of the teachers continue by saying it is difficult to communicate with a hearing disabled pupils as it needs to learn sign language which teachers did not learn in the college during training.

Fourthly, about 40(86.9%) of the respondents said that at the classroom level, inclusive schooling represents a shift from seeing difficulty in, or barriers to, learning as residing in the child to seeing the difficulty as resulting from the curriculum and teaching methods. Teachers need to develop pedagogies for diversity, effective use of learning support, teachers and other human and material resources for the full participation of all learners. However, to enable teachers to do so, a quality pre-service and in-service training is an absolute necessity to equip them with essential skills meeting the needs of all in their classrooms.

Fifthly, less than half of the respondents 21(45.6%) mentioned the community barriers to be the challenges to the pupils with hearing and visual disability in inclusive schools. They mentioned both classroom physical and social environment for example, large class sizes and lack of teaching materials. The respondents said that social distance among the classmates, teachers and community members around the children with disability. The respondents maintained that stigmatising and the use of abusive language, such as *zeruzeru* (albino), *kipofu* (blind animal), *kiziwi* (deaf) or *kiwete* (cripple), against disabled people by some participants during the presentations was notable. The abusive language was intimidating and discouraging to the children with disability. They said that in some classrooms the social distance among the pupils was poor.

Various efforts made by the government to improve access to quality basic education do not seem to yield much positive results. There have been no clear reforms in teacher training education policies which could provide a long term perspective for the promotion of inclusive education in Tanzania. In addition, the reforms have made the curriculum not adequately flexible, to make learning in the classroom more inclusive. Furthermore, the increasing number of pupils in primary schools in Tanzania made teachers working conditions un-conducive (TEN/MET, 2006).

The challenges for teaching and learning of children with hearing and visual disability support those by Mmbaga (2002) who indicated that schools in Tanzania are experiencing low teacher morale and motivation, shortage of classrooms and associated overcrowding, shortage of textbooks and other teaching materials and high dropout rates due to inability of parents to contribute towards their child’s education.

In addition, inadequate funding is making it difficult for countries to implement inclusive education in order to accommodate disadvantaged groups such as children with disabilities from ethnic minorities, children from poor or remote areas and children from conflict affected states. Studies confirm that teaching and learning resources are important for teaching pupils with hearing vision impairment in the classroom. Swanwick and Marschark (2010) point out some specific hearing aids and other amplifying devices for hearing-impaired children. For example, the availability of hearing aids for deaf children in primary schools is very important and their absence count for negative implications hence pose a challenge on both sides to students and teachers. However, in most of the inclusive schools, pupils with hearing disability had no facilities to support them something which affected both the teachers and pupils in teaching and learning process.

On the availability of human resources responsible for pupils with hearing disability in developing countries, it was expected that schools would have professionals and other people who can work with the hearing impaired children in the school. In these schools some necessary human resources such as educators of the acoustically handicapped, self-contained classroom teacher, the resource clinicians, note takers, interpreter, audiologist, speech-language therapist and psychologist were missing. These human resources are needed to address the following responsibilities on pupils with hearing disability, for example the educators of the acoustically handicapped are the teachers trained to provide instruction to the hearing impaired children within an educational environment such as a school. On the other hand, self- contained classroom teachers are the teachers who have knowledge in numerous subjects. Their task is to help hearing impaired children usually with profound losses throughout an entire day. Unfortunately, the implementation of PEDP has done very little to ensure that these human recourses are available for pupils with hearing and visual disability.

The challenges identified in this study concur with those by UNESCO (2001) that the challenges facing students with hearing disability as part of disabled populations included the need of a pertinent and relevant curriculum with a vision that facilitate dialogue among various actors of the education system; a vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to specificities of each students by personalizing education provision; available physical facilities and equipment aligned with the designed curriculum and its implementation; strong teacher support in the classroom seeing the teacher as a co-developer of the curriculum and engaging in dialog with families and communities in order to understand their expectations and needs as well as to promote their active participation in the schools.

On the other hand, the developing countries are faced by challenges related with poverty (Eleweke and Rodda, 2002). In the face of widespread poverty, a scarcity of funding and other resources, and a lack of trained professional personnel, most societies give priority to general education, which serves a large majority of children. The emphasis, by necessity, is on basic education for these children, consequently, children classified as disabled are often neglected. Major challenges to the provision of services to children with disabilities include problems of identification and early intervention, a lack of enabling legislation, and limited teacher training. In general, teachers for the children with hearing disability in Africa, lack appropriate training and certification to equip them with the knowledge and skills necessary to work effectively with children who are visual impaired. Exceptions are low and standards are inferior. Textbooks and other materials are in short supply. In most countries this meagre education ends at the primary level, with no incentive or opportunity to continue into secondary or higher education, except for a fortunate few.

Policy-wise, Tanzania recognizes the value of assisting and educating persons with handicaps so that they can assume control of their lives. Parents have been encouraged to enrol their handicapped children in schools, while teachers have been encouraged to provide special attention to those children attending regular classroom. The handicapped and learning disabled children need to be provided with the opportunity to learn systematically at their own rate and through extensive and intensive exposure and practice.

No special arrangements were made to help these children to cope with school learning. They found the classroom and the school in general to be an unfriendly environment so they became absentees, truants, drop-outs, and ultimately school failures (Kipobota, 2011). The challenges on the lack of appropriate and workable policies on education for children with disability are similar to those in Azerbaijan (UNICEF, 1999). In Azerbaijan although the number of children with disabilities is increasing there is no national policy on inclusive education for children with disabilities (ibid). It is very unfortunate that there are few opportunities for training in this area with very little appropriate resource materials and funding.

Tanzania has subscribed to several international conventions that promote inclusive education, including The Salamanca Statement and Framework for Action (UNESCO, 2004). For example, reaffirmed the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewed the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences.

The guiding principle for the Salamanca framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions, including disabled and gifted children as well as children from disadvantaged and marginalized areas or groups. However, ministry of education statistics show that school children with disabilities in Tanzania is less than 1% to have access to basic education in Tanzania (HakiElimu, 2008). Though the number is small still teachers- pupil ratio is intolerable, for example teacher-pupil ratio for special schools is supposed to be 1:10 and 1:5 for inclusive schools, the ratio that has never been achieved. This implies that there is shortage of teachers for inclusive classrooms in Tanzania.

**4.4: The Adequacy and Relevance of Education Provided to the Pupils with Disability Inclusive Schools**

The third objective was intended to critically examine the adequacy and relevance of the education provided for children with disability in inclusive schools during the implementation of PEDP. The researcher wanted to know the adequacy and relevance of school curriculum for the children with disability especially during the implementation of PEDP.

The following questions were posed; are the teachers who teach in inclusive classroom trained to the required qualification for teaching pupils with hearing and visual disability?, Are the teaching and learning materials available for the pupils with disability in the inclusive schools adequate and relevant?. The responses from these questions were obtained from the teachers, District Education Officer and Ministry of Education Officials. Other responses were collected from the government documents particularly the school syllabus and through observations of outdoor activities in which pupils were involved.

# 4.4.1 The Teachers’ Qualification for Teaching Pupils with Disabilities

The study was intended to evaluate if the teachers in the inclusive classrooms had the required qualifications of teaching pupils with hearing and visual impairments. The data indicated that about half number of the teachers (53.7%) in inclusive classrooms had less qualifications required to teach the pupils with hearing and visual impairments. Worse enough, only a small segment of those teachers were trained to teach the pupils with disability in inclusive classroom setting. This implies that pupils with intellectual disability might be mistreated in the inclusive classrooms if many teachers have little skills and knowledge to handle teaching and management in inclusive classrooms.

It was also found that some teachers had only attended training course for teaching pupils with intellectual disability for less than 6 months compared to few (26%) who had attended training courses for a year or two. The respondents said that during implementation of PEDP, training and re-training of teachers programs were in favour of the children without disability, thus the training opportunity was inadequately available to equip them with all necessary skills for effective management of inclusive classrooms. The respondents said that course training they had attended was not enough to equip them with all necessary skills and knowledge to handle teaching and management of inclusive classrooms. Therefore, some teachers blamed the government to assign them duties and responsibilities to teach in the inclusive classrooms without adequate qualifications.

According to the respondents lack of adequate qualifications on the part of the teachers threatens the ability of the teachers to handle management and academic issues for the pupils with disability in the inclusive classrooms. For example, some teachers were only transferred from normal classrooms to inclusive classrooms to teach the pupils with intellectual disability. These findings reflect Sumra (2003) observation on the need of qualified teaching staff. Sumra identified that the problem that confronts a teacher at present is that of not being valued and mistreatment, making the job more difficult, including: inadequate teaching aids; large numbers of students in each class; poor environments within which a teacher has to live and work, such as terrible housing and substandard classrooms; and ever changing policies of the ministry of education. The treatment and management of the pupils with disability in inclusive classrooms requires a little bit of unique skills and knowledge on the part of the teachers as it has been observed by Kondo (2008).

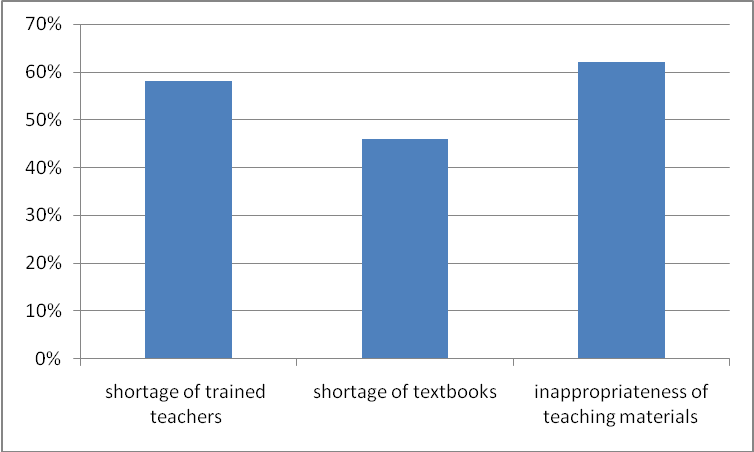
For example, it was evident that during the budget speech on July 14, 2008, the then Minister for Education and Vocational Training announced that 9,000 grade IIIA teachers would be trained and 4,000 grades IIIB/C teachers would undergo upgrading courses for grade IIIA. No mention was made on the number of these teachers who would have been trained on special needs education (Kondo, 2008). This is a clear indication of the government neglecting the special needs for the children with disability in Tanzania even during PEDP implementation. Moreover, the teachers said that they did not receive any extra-training (in-service teaching training) for the teaching of pupils with disability in the inclusive classrooms. For example some teachers said that they had never attended any in-service teaching training courses for the pupils with disability while others received only extra teacher training course for the pupils with disability within short courses.

The Tanzanian government has committed to EFA goals, and EFA goals cannot be met unless inclusion is given a priority. The PEDP sought to address the earlier challenges of falling enrolments and education quality key priority areas, such as enrolment expansion, quality improvement, capacity building, and institutional arrangements were identified, each of which had a set of strategies and targets. PEDP I (2002-2006) recorded impressive achievements in the area of enrolment expansion. As per UNESCO (2009) the number of out of school children in Tanzania fell by over 3 million to less than 150,000 in Tanzania. The National Strategy for Growth and Poverty Reduction in Tanzania reported that less than 2% of school age children with disabilities enrol to primary school (United Republic of Tanzania, 2004).

However, access without quality leaves the education system vulnerable, as this would negatively affect curricular access and achievement as well as meeting the goals of equity and justice. Despite international commitments to provide every child and young people with educational opportunity through EFA, children and young people continue to be marginalized (Raynor, *et al.,* 2007). The placement options available for the majority of students with varying difficulties within the Tanzanian education system are limited to special schools and integrated units; a system that continues to exclude the pupils with disabilities. Much of the literature and research on inclusive schooling and school improvement focuses on income-rich countries, and as a result it has limited relevance to the African context.

# 4.4.2 The Availability and Appropriate Utilization of Teaching and Learning Resources in Inclusive Schools

The researcher investigated if the available teaching and learning resources in inclusive schools in Tanzania were adequate and relevant. The purpose was to identify if teaching and learning resources were available in the schools and whether they satisfied the needs and requirements for the pupils with disability within the inclusive environment. It was also intended to evaluate whether teaching and learning materials for the pupils with disability were made available and were appropriately utilized. The respondents were asked to mention the teaching and learning materials required and explain whether they were made available for them and the pupils to use. The respondents mentioned several teaching and learning materials needed including the special text books for the pupils with visual disability, desks, adequate classrooms, and Braille machine for the pupils with visual disability. The data on the status of teaching and learning resources in inclusive classrooms were collected and summarized in figure 4.1.



**Figure 4.1: The Status of the Teaching and Learning Resources for the Pupils with hearing and visual disabilities in Inclusive Schools**

**Source**: Field Data, August 2012

Data presented in Figure 4.1 show different responses given that explain the status of the teaching and learning resources for pupils with disability in inclusive schools. The findings indicate that the common teaching and learning materials for the pupils with hearing and visual disability included the special text books, blocks, flash cards, Braille machines, colours/crayons, marker pens, toys, pictures andpuzzles. However, there was a big difference or gap between the demands and the actual availability of those materials in teaching and learning environment. The findings revealed that teaching materials available in the schools were received from the NGOs, individual people and from companies or organizations such as Tanzania Education Authority (TEA) and also from the government. The teachers concluded that the teaching and learning materials for the pupils with hearing and visual disability were in most schools not adequately available

More than half of the respondents (62%) mentioned inappropriateness of the teaching materials as a major challenge in the inclusive classrooms. They said that although PEDP was supplying teaching materials in schools, most consideration was given to teaching materials for children without disability. They also added that, teachers’ ability to cope with the challenges caused by the increasing sizes of classes, particularly in inclusive classroom settings was very minimal. The respondents supported the existence of inclusive education in their schools, but they said that it was meaningless to have inclusive education without adequate qualified teachers, and teaching and learning materials for the pupils with disability. They commented that the existing conditions in their schools do not favour the pupils with intellectual disability to actively participate in classroom dynamics and excel in their academic performance.

In addition, about 46% of the respondents said that lack of textbooks especially for pupils with hearing and visual impairment was a roadblock to the educational achievement of the pupils with such impairment. They emphasized that lack of teaching learning materials has affected both teachers’ ability of teaching and pupils’ ability to learn. This suggests that pupils with disability in inclusive classrooms cannot academically do well if they are in inclusive classroom settings. The reason given was that the classes were so big in size that teachers untrained for special education could only paid attention to normal pupils in the inclusive classroom.

These findings concur with the findings from a study done by the Tanzania Education Network (TEN/MET, 2006). It was noted that although PEDP document makes general reference to inclusion and provision for special groups, no specific provision has been done for the needs of the children with intellectual disabilities. For example, there is no evidence whether any of the 41,000 new classrooms or toilets already built has been designed to be accessible to children with disabilities. Moreover, the capitation grant for every child is set at Tshs 10,000/= but learning materials for children with hearing and visual impairment cost more than what was provided.

# 4.4.3 The Response to Challenges Associated with Inadequate Teaching and Learning Resources

The researcher wanted to know from the respondents how they were attempting to resolve the challenges associated with inadequacies of teaching and learning resources such as classrooms, desks, and textbooks. The Ministry of Education officials and MEO said that the government was sending funds through PEDP for construction and purchase of teaching and learning materials. However, it was very unfortunate that the ministry of education could not avail any statistics on the amount of money disbursed to schools for that purpose. In addition, the respondents said that these schools were benefiting from the funds which were specifically provided by donors for inclusive or special education programs. They said that donors were also providing materials such Braille and hearing aids in support of the pupils with disability including those in inclusive schools.

Some respondents particularly head teachers and MEO added that the parents were also being involved in resource mobilization in support of the schools as one of the respondents was quoted as saying;

*“…there are cases where school committees invite parents to donate for availability of teaching resources and construction of physical infrastructures such as school buildings. We succeeded in some projects but failed in others”*

They indicated that in implementing PEDP projects, the central government granted financial support to schools for the construction and re-facilitation of physical infrastructures such as teachers’ houses, classrooms and sanitation facilities to mention a few. They emphasized that the financial grants from the central government was not adequate therefore the parents were invited to participate in the support in form of finance and building materials like the wood ,sand and cements etc.

The importance of teaching and learning materials for the pupils with disability is emphasized by UNESCO (2001) which mentioned that children need to practice the skill with different materials. For instance, reading words when they are written on flash cards, on worksheets and reading books. Writing can be practiced on the sand, with finger paint, with crayons and pencil and pen which is called generalizing the child’s learning. This is why Miles *et al*., (2002) emphasizes that the availability of teaching and learning materials was crucial for the effectiveness of both teaching and learning for the children with disability. These materials can support student learning and increase student success altogether. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

The respondents were also asked to comment on the conditions of physical classrooms for effective teaching and learning of children with disability in inclusive classrooms. The respondents (87%) recommended that most of the classrooms available for inclusive education were not environmentally friendly for children with disability. The findings revealed that inclusive classes were not physically arranged in favour of the pupils with disability. For example, the students’ classroom ratio outnumbers the ministry of education standards of maximum to 1:35 in inclusive classroom. There was inadequate number of classes in almost all the schools only that the double shift schooling systems were neutralizing the problem. In one of the surveyed school, for example, there was a school shift for class one and two such that standard one pupil were attending school during morning session while class two attended the afternoon session shift. Classes were so congested with the pupils that many sat on the floor while listening.

The findings showed that in inclusive classrooms, desks, tables and chairs were arranged in rows where one row was set behind another thus making pupil’s direct contact to their teacher or another pupil difficult. Given large sizes of the classrooms traditional arrangement did not benefit the slow learners in the classes, majority of who were the pupils with disability. These findings support those of UNESCO (2009) which indicated that shortages of suitable physical facilities for the pupils with intellectual disability affect education delivery. The same challenges are facing Indonesia where the implementation of inclusive education over the years is facing some obstacles in responding to various requirements of different pupils with disability. Most of schools do not have accessible facilities for children with special needs. Various studies have indicated that children with disabilities face both environmental and individual barriers especially when school and classroom environments are not inclusive, learning-friendly, or even physically accessible. In some occasions, teaching approaches and teaching/learning material are not learning-friendly, nor responsive to the diversity of needs and abilities among earners (ibid).

# CHAPTER FIVE

# 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

# 5.1 Introduction

In this chapter a conclusion has been made. Lessons drawn from the findings of this study and those from literature review on other similar studies have been presented. The methods of data collection that have given rise to the findings will also briefly be presented. Conclusion to the research problem and answer to the accompanying research question will be provided. Recommendations for further research have been made.

# 5.2 Summary of the Study

This study was generally intended to evaluate the effectiveness of PEDP on the enhancement of inclusive education for children with hearing and visual disability in Tanzania. Specifically, the study addressed the following objectives; to evaluate the extent to which the implementation of PEDP has improved the enrolment of children with hearing and visual disability in the inclusive primary schools in Tanzania; second to analyze challenges facing the teaching and learning of pupils with hearing and visual disability in inclusive primary schools after the introduction of PEDP; and thirdly to assess the adequacy and relevance of the teaching and learning materials for pupils with hearing and visual disability in inclusive schools after the introduction of PEDP. The report for this dissertation is provided in five chapters.

Chapter One provides an introductory on thebackground to the problem by presenting how Tanzania has been committed to implement the philosophy of inclusion towards attaining the Education for All (EFA) goals. The chapter has also described the global and local Attitude and Beliefs about Disability from historical perspectives. It also provides an overview of the inclusive schooling in Tanzania under Primary Education Development Programme (PEDP 2002-2006). The chapter is also comprised of the statement of the problem, main objective of the Study guided by three research tasks, significance of the study and conceptual framework of the study in which theories of special education and inclusive education were discussed.

Chapter Two reviews some literature relevant to issues related to the implementation of PEDP reforms on inclusive schooling in Tanzania and elsewhere in the world. Several policies and programmes were included in this discussion including theEducation Sector Development Programme (ESDP) andthe PEDP. Finally, the chapter summarizes the literature and discloses the gap in the literature. It was generally found that there was very little works done to evaluate the effectiveness of PEDP towards meeting the inclusive education and EFA goals in Tanzania by 2015.

Chapter Three presents research methodological issues used to systematically address the research problem at hand. This study utilized a descriptive survey design.

A sample size of 46 respondents was involved where by stratified, simple random and purposive sampling methods were used to select sample elements. The data were collected through interviews, observation and documentary reviews. Analysis was described together with the research ethical considerations and summary and conclusion. Qualitative Data analysis was used for analysis and was presented descriptively in the dissertation with quotations, tables and graphs. Research ethical principles which guided this research process were also discussed.

Chapter Four dealt with presentation and discussion of research findings. The findings were presented and discussed under three research tasks namely; to evaluate the effect of implementation of PEDP on the enrolment of children with disability within the inclusive primary schools in Tanzania; to examine the teaching and learning challenges facing the pupils with hearing and visual impairment in inclusive classrooms in primary schools; and to assess the adequacy and relevance of learning materials for pupils with hearing and visual disability in inclusive schools after the introduction of PEDP.

Task Onewas intended to determine the effect of implementation of PEDP on the enrolment of children with disability within the inclusive primary education in Tanzania. To address this objective two questions were posed namely; how does the implementation of PEDP influenced enrolment in the inclusive classrooms in Tanzania?; and what are the methods used to enhance the enrolment of CWD in inclusive schools in Tanzania?

The findings showed that although the number in the enrolment was rising in practice there were still large number of children with disability (CWD) who were out of schools. The study revealed that several methods were used to enhance enrolment rates of the children with disability including identifying the CWD in the area of their residence by school committees; by campaigns through public meetings; by formulating joint task forces; and by influence of donor and local organization support. However, enrolment was still hindered by many factors including negative cultures and traditions towards the children with disability.

Task Two examined thechallenges associated with the teaching and learning of the pupils with hearing and visual disability in inclusive classrooms. The findings showed that there were challenges namely; lack of access to school buildings, inadequate funding, lack of parental support due to cultural and traditional practices, lack of training to teachers for inclusive education, and schools lack of essential teaching and learning resources. Challenges were also found in accessing some school buildings due to poor design of school buildings. On the part of learning, the challenges facing the pupils with hearing and visual disability included lack of social and community support, policy and human resources limitations, unfriendly classroom learning environment and infrastructural barriers. For example, the use of abusive language was discouraging the pupils with disability.

Task three assessed the adequate and relevance of teaching and learning materials for pupils with hearing and visual impairment in inclusive schools. The findings revealed that the implementation of PEDP did very little to promote the teaching and learning resources for inclusive classrooms. There was a big gap between the demands and the actual availability of teaching and learning materials in inclusive classrooms. In addition, the available teaching and learning materials were inappropriate for the inclusive classrooms because they did not meet the needs of the children according to their disabilities. For example, practical learning was limited due to large class sizes for teachers to afford and manage them. Limited availability of physical facilities such as classrooms, textbooks and desksforced some schools to operate under double shift schooling systems to neutralize the problem. In addition, most teachers did not have right qualifications and training to handle classroom responsibilities in inclusive classrooms. Surprisingly, some teachers were transferred from ordinary classrooms to inclusive classrooms without addition training to handle matters in the inclusive classrooms.

# 5.3 Conclusion

In view of the study findings on the role of PEDP implementation in the improvement of inclusive education, the following issues emerged;

1. The implementation of PEDP had little influence on the enrolment rates of the children with hearing and visual impairment in the inclusive classrooms in Tanzania. In this case PEDP was not effective enough in enhancingthe enrolment of children with disability within the inclusive primary education in Tanzania.
2. The methods used to enhance the enrolment of CWD in inclusive schools in Tanzania faced a lot of challenges, therefore they provided mixed results. In some cases, enrolment was still hindered by many factors including negative cultures and traditions towards the children with disability.
3. The existingchallenges associated with the teaching and learning of the pupils with hearing and visual disability in inclusive classrooms was caused by limited public investment, lack of training to teachers for inclusive education, and poor school buildings design. Lack of social and community support, policy and human resources cause unfriendly classroom learning environment for the children with disability.
4. The efforts made to resolve the challenges associated with inadequacies of teaching and learning resources were not effective. It was very unfortunate that the statistics could not be readily availed to researcher. The funding by the Ministry of Education was inadequate and inclusive education was still relying on donors funding which was not enough and timely.
5. Teaching and learning materials for pupils with hearing and visual impairment in inclusive schools were not adequate and relevant. This implies that PEDP did not played insignificant role in the improvement of the availability and relevance of teaching and learning materials for pupils with hearing and visual disabilities in inclusive classrooms. This in turn had negative impact on general academic achievement of pupils with hearing and visual disabilities in the inclusive classrooms. Therefore, it can be concluded that the implementation of PEDP achieved more quantitative than qualitative results.

# 5.4 Recommendations

In the light of the study findings and conclusion, the present study makes the following recommendation for administrative action and further studies.

# 5.4.1 Recommendations for Action

There is a need for the government and partners to join their efforts in supporting PEDP goals in order to increase enrolment rates for the CWDs in the inclusive schools in Tanzania. Specifically, funds and budget should be increased in support of construction projects and teaching and learning resources for the pupils with hearing and visual disabilities in the inclusive classrooms. In addition, there is a need to raise public awareness on the importance to educate the CWDs and support inclusive schools materially and morally. This can help to address inequality and inequity issues in educational provision in Tanzania.

To promote relevance, the government is supposed to train and re-train teachers for inclusive education in order to empower teachers with skills and knowledge to handle the inclusive classrooms. Qualified teachers for inclusive education are necessary conditions for Tanzania to attain EFA and MDGs goal on quality education for all. Efforts should be made to reducing classroom congestion and design classrooms to meet the requirement of the CWDs.

It can be concluded that while about 6% of the Tanzanian population may have a disability, with approximately 98% of children with disabilities not attending any type of educational institution, the current provision is clearly not enough to attain the Millennium goal.

# 5.4.2 Recommendations for Further Studies

Taking into account the de-limitations of this study, further research studies are recommended. Since this study limited itself to the study on PEDP implementation, it is recommended to conduct a study to examine the same situation in both public and private schools in Tanzania.

1. It is recommended that a study to be conducted to look into the involvement of local government (councils) in promoting the quality of the inclusive education within a decentralized system.
2. While some programs could focus specifically on educational stipulation for children with disabilities, others could mainstream disability alongside gender and other exclusionary dimensions such as poverty. This would determine how the inclusion of all in programs intended to widen the impact of institutional systems such as education.

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A**PPENDICES**

**Appendix A: Interview Guide for District Education Officials**

1. How is the inclusive education programme implemented in your district?
2. What are the challenges that face the implementation of inclusive education in your district?
3. What are the measures taken to address those challenges?
4. To what extent has the PEDP policy succeeded in providing education to children with special needs particular pupils with hearing and visual disability in your school?
5. How does the implementation PEDP influence expansion of enrolment in the inclusive schooling environment in your district?
6. How have donor and local organization support influenced the enrolment of children with disability in your district?
7. Has the implementation of PEDP increased primary school pupils’ enrolment in the inclusive schooling environment?
8. To what extent has the implementation of PEDP plan improved the availability of adequate and relevant teaching and learning materials for children with hearing and visual disabilities for inclusive schooling environment?
9. How adequate is the involvement of the civil society in supporting teaching and learning environment for the children with hearing and visual disabilities inclusive schooling environment?
10. What should be done to improve the teaching and learning environment for the children with hearing and visual disabilities inclusive schooling environment?

**Appendix B: Interview Guide for Head Teachers**

1. To what extent has the PEDP policy succeeded in providing education to children with hearing and visual disability in your school.
2. What are the challenges which facing the implementation of PEDP in the expansion of basic education to the children with disabilities?
3. Has the implementation of PEDP raised primary school pupils’ enrolment in the inclusive schooling environment?
4. What are the methods used to influence the enrolment of CWD in inclusive schools in Tanzania?
5. How has donor and local organization support influenced the enrolment of children with disability in your school?
6. What are the learning challenges facing pupils with hearing and visual disabilities in the learning process in your school?
7. What are the challenges facing teachers in teaching pupils with hearing and visual disability in inclusive schooling environment?
8. To what extent has the implementation of PEDP plan improved the availability of adequate and relevant teaching and learning materials for pupils with hearing and visual disabilities in inclusive schooling environment?
9. How adequate is the involvement of the civil society in supporting the teaching and learning environment for the pupils with hearing and visual disabilities in inclusive schooling environment?
10. How supportive is the local community in the improvement of teaching and learning environment for the pupils with hearing and visual disabilities in inclusive schooling environment?
11. What should be done by the government and other stakeholders in improving the teaching and learning environment for the pupils with hearing and visual disabilities in inclusive schooling environment?

**Appendix C: Interview Guide for Ministry of Education Officials**

1. How does ETP policy address issues in favours of the children with disability (CWD)?
2. To what extent was development budget during PEDP directed to address the inclusive education programme?
3. What are the challenges facing children with hearing and visual disability in school through inclusive education programme in Tanzania?
4. Has the implementation of PEDP increased the primary school pupils’ enrolment in the inclusive schooling environment?
5. To what extent has the implementation of PEDP plan improved the availability of adequate and relevant teaching and learning materials for pupils with hearing and visual disabilities in inclusive schooling environment?
6. What is your opinion on the expansion of basic education for children with disability in Tanzania?

**Appendix D: Interview Guide for Primary School Teachers**

1. How does the implementation PEDP influence enrolment expansion in the inclusive schooling environment in your district?
2. To what extent has the implementation of PEDP plan improved the availability of adequate and relevant teaching and learning materials for pupils with hearing and visual disabilities for inclusive schooling environment?
3. How does enrolment in the inclusive education programme affect your teaching and classroom management?
4. What are the challenges facing teachers in implementation of inclusive education in your school?
5. What should be done to improve the teaching and learning environment for the pupils with hearing and visual disabilities in inclusive schooling environment?
6. Are the teachers who teach in inclusive classroom trained to the required qualification for teaching pupils with hearing and visual disability?
7. Are the teaching and learning materials available for the pupils with disability in the inclusive schools adequate and relevant?

**Appendix E: Interview Guide for Pupils with Disability**

1. What are the challenges facing pupils with hearing and visual disability in teaching and learning in your school?
2. What are the teaching and learning facilities/resources needed learning processes for pupils with hearing and visual disabilities?
3. Are the teaching and learning materials available for the pupils with disability in the inclusive schools adequate and relevant?

**Appendix F: Observational Checklist**

1. Classroom sitting arrangement and interactions patterns between teachers, and pupils.
2. Teaching and learning resources used for PWDs in the inclusive classrooms.
3. Challenges facing teachers in the implementation of inclusive education in classroom
4. Life skills acquisition and practices both indoor and outdoor activities

**Appendix G: Documentary Analysis**

1. Analysing the enrolment of pupils with disabilities in the inclusive school at district level according to categories (visual and hearing disability, mental disability, Albinos).
2. Assessing and analysing syllabuses for pupils with hearing and visual disability (contents and methods suggested)
3. Evaluating teachers and their professional qualifications(from head teachers and DEOs offices)