

**TEACHING AND LEARNING SITUATIONS FOR STUDENTS WITH
VISUAL, HEARING AND PHYSICAL IMPAIRMENT IN TANZANIA. THE
CASE OF PRIMARY AND SECONDARY SCHOOLS IN TEMEKE
DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
ARTS IN SOCIAL WORK OF THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation titled. **The Academic Performance and Competence for pupils and student living with Disabilities in Tanzania. The case of Primary and Secondary Schools in Temeke District**, in partial fulfillment of the requirements for award of the Degree of Masters of Arts in Social Work.

.....

Dr. Mary Kitula

(Supervisor)

.....

Date

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DECLARATION

I, Amina Sangu, declare that, this dissertation is my own original work and it has not yet been presented to any University for a similar or any degree awards.

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Signature

.....

Date

DEDICATION

This work is dedicated to all children and youth students living with disabilities, who are in schools, institutes and particularly those who are still hibernated in hideous settings under various socio economic and cultural circumstances.

ABSTRACT

The purpose of this study was to examine the academic performance and competence of children and Youth, both in primary and Secondary schools living with disabilities in Tanzania, specifically in Temeke District in Dar es Salaam region.

Both purposive and stratified sampling techniques were employed to obtain sample respondents. The method used in collecting data was interviews which had both structured and semi – structured questions, Focus Group Discussions and observations. Three hundred and twenty six 326 respondents were involved. Among whom sixty seven (67) were teachers and two hundred and fifty nine (259) were pupils and students of whom one hundred and sixteen (116) were secondary three (143) were primary pupils all living with disabilities

The findings revealed that the academic performance and competences of children living with disabilities are relatively heterogenous due to the types, categories and degrees of impairment, environment, resources, subjects and interests of individuals and society's perception. It was found out that, there is a need for recognizing challenges they face in order to assist and facilitate them in improving their learning processes and raise their academic performance and competences.

Finally, the area for further research is recommended particularly for identification of children living with disabilities and their particularized needs, training to educators, allocation of financial and human resources .The prevalent problem should be national issues to be resolved efficiently and sustainably.

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LIST OF ABBREVIATIONS

ADD	-	Attention Deficit Disorder
ADHD	-	Attention Deficit Hyperactivity Disorder
AAUW	-	American Association for University Women
AIDS	-	Acquired Immunity Deficiency Syndrome
CFS	-	Child Friendly Space
CBOs	-	Community Based Organizations
CBET	-	Competence Based Education and Training
CBR	-	Community Based Rehabilitation
CWDs	-	Children with Disabilities
EBD	-	Emotional Behavioral Disorders
EFA	-	Education for All
FGD	-	Focus Group Discussions
HIV	-	Human Infectious Virus
IEP	-	Individualized Education Programme
IPPE	-	Integrated Post Primary Education
IR	-	International Rehabilitation
KBET	-	Knowledge Based Education and Training
LD	-	Learning Disorders
MOEVT	-	Ministry of Education and Vocational Training
NGOs	-	Non – Governmental Organizations
PEDP	-	Primary Education Development Plan
UNESCO	-	United Nations Education Scientific and Cultural Organization

SEDP	-	Secondary Education Development Plan
SEBV	-	Sexual and Genital Based Violence
SPSS	-	Statistical Package for Social Sciences
FGM	-	Female Genital Mutilation
URT	-	United Republic of Tanzania
UPE	-	Universal Primary Education
USE	-	Universal Secondary Education