

**IMPLEMENTATION OF INCLUSIVE EDUCATION
PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN UVINZA
DISTRICT COUNCIL IN TANZANIA**

**IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAMME IN
PUBLIC PRIMARY SCHOOLS IN UVINZA DISTRICT COUNCIL IN
TANZANIA**

By

Balthazar Kayagula

**A Dissertation Submitted to the School of Public Administration and
Management (SoPAM) in Partial/Fulfillment of the Requirements for the
Award of Degree of Master of Research and Public Policy (MRPP) of Mzumbe
University**

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CERTIFICATION

The undersigned, certifies that we have read and hereby recommend for acceptance by Mzumbe University of a dissertation entitled, “**Implementation of Inclusive Education Programme in Public Primary Schools in Uvinza District Council in Tanzania**” in Partial/fulfillment of the requirements for award of the Degree of Master of Research and Public Policy of Mzumbe University

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DECLARATION

I, Kayagula Balthazar, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Education Statistics in Tanzania
CRC	Conventions on the Rights of the Children
CWDs	Children with Disabilities
ESDP	Education Sector Development Programme
ETP	Educational and Training Policy
IEP	Inclusive Education Programme
LEA	Local Education Authority
LGAs	Local Government Authorities
MOEST	Ministry of Education, Science and Technology
MOEVT	Ministry of Education and Vocational Training
NGOs	Non-Governmental Organisations
NSGRP	National Strategy for Growth and Reduction of Poverty
NSIE	National Strategy on Inclusive Education
NSS	National Sample Survey
PEDP	Primary Education Development Plan
SNE	Special Needs Education
SNECOs	Special Needs Education Coordinators
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational Scientific and Cultural Organization,
UPE	Universal Primary Education
URT	United Republic of Tanzania

ABSTRACT

The implementation of inclusive education programme in some areas has been reported very challenging. This has caused some of public primary schools to have low enrollment of children with disabilities (CWDs). With this regard, this study aimed at examining the extent to which inclusive education programme has been implemented in Public primary schools to ensure that children with disabilities are enrolled and have access to education in Uvinza District Council. The study was designed to; ascertain the presence of infrastructures and facilities, determine the level of teachers' preparedness, identify the approaches used by schools to identify and enroll children with disabilities and assess parents' attitude on inclusion of children with disabilities in public primary schools.

Mixed Methods Research approach and descriptive research design was used to guide this study. A sample size of 121 respondents from teachers, head teachers, parents and district education officer for special needs education was used. Interview, questionnaire and observation methods were used to collect primary data while documentary review was used for secondary data.

The study found that amongst the selected public primary schools had no improved infrastructures and facilities to accommodate children with disabilities. Majority of teachers (88.1%) had no professional skills and lacked trainings to respond to CWDs. The approaches used by schools to identify and enroll children with disabilities varied from one school to another. Most of parents are aware that children with disabilities are supposed to be placed in inclusive schools although they still doubt if CWDs can learn effectively with non-disabled children.

Therefore, the study recommends that; Central government should prepare a special budget for supporting implementation of IEP. LEAs should seriously take into account in supporting those schools to have improved infrastructures, facilities, well trained teachers and mobilized community members, and build special centers for children with severe disabilities.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
COPYRIGHT	iii
ACKNOWLEDGEMENTS	iv
LIST OF ABBREVIATIONS AND ACRONYMS.....	v
ABSTRACT.....	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE	1
INTRODUCTION AND PROBLEM SETTING	1
1.1 Introduction.....	1
1.2 Background of the problem.....	1
1.3 Statement of the problem	4
1.4 Research objectives.....	4
1.4.1 Main objective	5
1.4.2 Specific objectives	5
1.5 Research questions	5
1.6 Significance of the study.....	6
1.7 Delimitation of the study	6
1.8 Limitations of the study	7
1.9 Definition of key terms	8
1.9.1 Children with Disabilities (CWDs).....	8
1.9.2 Inclusive education	9
1.9.3 Inclusive School.....	9
1.9.4 Ramp (Inclined plane).....	10
1.10 Organisation of the dissertation	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 The status of implementation Inclusive education Programme in different countries.....	12
2.2.1 Implementation of Inclusive Education programme in India	12

2.2.2 Status of inclusive education in Rwanda	13
2.3. Implementation of Inclusive Education programme in Tanzania	14
2.4 Theoretical Literature review	15
2.5 Models and Philosophical Perspectives on disabilities	16
2.6 Empirical Review of other literature	18
2.6.1 The presence of infrastructures and facilities as indicators of public primary schools preparedness to accommodate Children with disabilities	19
2.6.2 Level of teachers' preparedness to support Children with Disabilities in schools	21
2.6.3 Approaches used by public primary schools to identify and enroll children with disabilities	23
2.6.4. Parents' attitude on enrollment of children with disabilities in public primary schools	24
2.7 Synthesis of Literature Review and research gap	25
2.8 Conceptual framework	27
2.8.1 Implementation of Inclusive education	28
2.8.2 Contributing factors for implementation of inclusive education programme	29
2.8.2.1 Infrastructures and facilities	29
2.8.2.2 Types and level of disabilities to children with disabilities	29
2.8.2.3 Teachers' attitude on inclusive education	30
2.8.2.4 Mobilisation of parents and attitude change on inclusive education	30
2.8.2.5 Teachers' profession and Training	30
2.8.2.6 Identification of children with disabilities	31
2.8.2.7 Supportive actions for inclusive education	31
CHAPTER THREE	32
RESEARCH METHODOLOGY	32
3.1 Introduction	32
3.2 Research approach	32
3.3 Research design	33
3.4 Study Area	33
3.5 Target Population	35
3.6 Sample Size and sampling techniques	36
3.6.1 The sample size	36
3.6.2 Units of Inquiry	37

3.6.3 Sampling Techniques and Procedures	37
3.6.4 Simple random sampling techniques	37
3.6.5. Stratified random sampling.....	38
3.6.6 Purposive sampling technique	39
3.7 Data collection methods and instrumentation	40
3.7.1 Interviews.....	40
3.7.2 Questionnaire administering method	41
3.7.3 Observation	42
3.7.4 Documentary review	42
3.8 Validity and reliability of instruments	43
3.8.1 Validity of instruments.....	43
3.8.2 Reliability of an instrument.....	43
3.9 Data analysis procedures and presentation	44
3.9.1 Quantitative data analysis	44
3.9.2 Qualitative data analysis	44
3.10 Ethical considerations	45
CHAPTER FOUR.....	46
DATA PRESENTATION AND ANALYSIS OF FINDINGS	46
4.0 Introduction.....	46
4.1 Demographic features of respondents.....	46
4.1.1 Demographic characteristics of Teachers	47
4.1.1.1 Characteristics of teachers by sex and age group.....	47
4.1.1.2 Demographic characteristics of teachers by Education qualification	49
4.1.2 Demographic characteristics of Head teachers	51
4.1.2.1 Demographic features of Head teachers according to sex and education level	51
4.1.2.2 Level of education against sex of head teachers	52
4.1.3 Demographic characteristics of Parents	53
4.1.3.1 Demographic characteristics of parents by sex, age group and education level	53
4.1.3.2 Demographic characteristics of parent's occupation	54
4.1.4 Demographic characteristics of DEO-SNE.....	55
4.2 Presence of infrastructures and facilities as indicators of schools preparedness to accommodate children with disabilities	56
4.2.1 Status of the available infrastructures	56

4.2.2 Presence of facilities to support children with disabilities	59
4.3 Level of teachers' preparedness to support children with disabilities	62
4.3.1 Profession and trainings on supporting children with disabilities.....	62
4.3.2 The ability of teachers to communicate with disabled children.....	63
4.3.3 Teachers' attitude on enrolling children with disabilities	64
4.4 Approaches used by public primary schools to identify and enroll children with disabilities	66
4.4.1 Status of Pupils' Enrollment rate	68
4.4.2 Mobilisation and sensitisation of parents to enroll children with disabilities	70
4.5 Parents' attitude on implementation of inclusive education programme	71
4.6 Supportive actions to implementation of inclusive education programme	73
CHAPTER FIVE	76
DISCUSSION OF THE FINDINGS.....	76
5.1 Introduction.....	76
5.2. The relationship of demographic characteristics and implementation of inclusive education programme.....	76
5.3 The presence of infrastructures and facilities in schools as indicators towards accommodating children with disabilities.....	77
5.3.1 Presence of school infrastructures for Children with Disabilities.....	78
5.3.2 Presence of school facilities for Children with disabilities	81
5.4 The level of teachers' preparedness to support children with disabilities.....	83
5.5 Approaches used by primary schools to identify and enroll children with disabilities....	86
5.6 Parents' attitude on inclusion of children with disabilities in public primary schools	88
5.7 Supportive actions provided by LEAs	89
CHAPTER SIX	92
SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS.....	92
6.1 Introduction.....	92
6.2 Summary of the findings.....	92
6.3 Conclusion	94
6.3.1 The presence of infrastructures and facilities as indicators of public primary schools preparedness to accommodate children with disabilities	94

6.3.2 The level of teachers’ preparedness to support children with disabilities.....	94
6.3.3 The approaches used by public primary schools to identify and enroll children with disabilities	95
6.3.4 Parents’ attitude on inclusion of children with disabilities in regular public primary schools.....	96
6.4 Recommendations and Policy implications	96
6.5 The areas for further studies.....	98
6.6 The contribution of the study to other literature	99
REFERENCES.....	100
APPENDICES.....	107

LIST OF TABLES

Table 3.1 Target population.....	35
Table 3.2 Illustration of unit of Inquiry	37
Table 3.3 Matrix on sampling design.....	40
Table 3.4 Matrix of data collection and Analysis methods	45
Table 4.1 Teachers’ educational level by percentage	49
Table 4.2 Sex against Education for head teachers.....	51
Table 4.3 Level of education versus sex of head teachers	52
Table 4.4 Sex, Age group and education level of respondents	53
Table 4.5 Demographic features of Parents by occupation.....	54
Table 4.6 DEO-SNE profile.....	55
Table 4.7 The status of available infrastructures for CWDs	56
Table 4.8 The status of available facilities and supportive devices for Children with Disabilities	60
Table 4.9 Responses on trainings attendance.....	62
Table 4.10 Teachers ability to communicate with CWDs	64
Table 4.11 Teachers’ attitude on type and level of disability in enrollment.....	65
Table 4.12 Matrix of responses on approaches used to identify CWDs	67
Table 4.13 Approaches used to identify children with disabilities by school percentages	67
Table 4.14 Enrollment rate of pupils in UDC by Wards.....	68
Table 4.15 Enrollment rate of pupils in UDC in selected schools	69
Table 4.16 Status of parents’ mobilisation on enrolling CWDs	70
Table 4.17 Attitude of parents on enrolling CWDs	72
Table 4.18 Status of support provided LEA by schools.....	74
Table 4.19 Percentage of schools in receiving support.....	74

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	28
Figure 3.1 A Map of Kigoma Region showing geographical location of UDC	35
Figure 4.1 Pie chart indicating characteristics of teachers by sex.....	48
Figure 4.2 A Pie chart representing age group of teachers.....	48
Figure 4.3 Education qualifications according to sex of respondents.....	50
Figure 4.4 Picture indicating classrooms with ramps	57
Figure 4.5 A Classroom and office which has no ramp	58
Figure 4.6 Sound meter	61

CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 Introduction

This chapter highlights and describes on the background of the problem, the statement of the problem, objective of the study, research questions, and significance of a study, delimitation of the study and some of definitions of key terms that are to be used in this study.

1.2 Background of the problem

Every person like to enjoy life like others and have access to social services including education which is essential to overcome the life challenges both economic, social and environmental challenges. But access to education for all children including children with disabilities has been viewed very difficult especially in the process of integrating children with and without disabilities in normal schools. Most countries both developed and least developed have been planning for education development and practising inclusive education for Children with Disabilities (CWDs). There are many countries including India, Greece, Uganda and Tanzania just to mention few that are implementing inclusive education programme. The reason towards practising inclusive education in these countries is to respond to different conventions including the United Nations Convention on the Rights of the Child (UNCRC) of (1989). In this line, the right to education is viewed as a universal and fundamental human right (UNESCO, 1994) that called for the implementation of IEP so as to provide equal opportunities of access of education between CWDs and non-disabled children.

Other conventions and statements include The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) and Salamanca Statement framework for action on special needs education of 1994. These statements and conventions emphasise on the rights of Persons with Disabilities (PWDs) to access

lifelong learning without discrimination and on an equal basis with others through reasonable accommodation of their disabilities (Minou, 2011). The UNCRPD states that it is a right for every person with disabilities to participate fully in an inclusive, quality education on an equal basis with people who are not labeled as disabled.

The development aspects has forced countries to make changes based on the current global policies and requirements to reduce the challenges of the economic, social and environment aspects. According to the fourth goal in the 2030 Agenda for sustainable development (SDG₄) it is emphasised that countries should ensure that education is inclusive, equitable, quality and promote lifelong learning opportunities for all. To meet this main goal the Government should build and upgrade education facilities that are child disability sensitive and provide safe non-violent, inclusive and effective learning environment for all.

The provision of education for all children including CWDs is seen very important in the rest countries of Africa such as Uganda. For example, Moyi (2012) reported that, in 1991, Uganda which is among the other countries in East Africa began to implement the policy of inclusive education. The implementation IEP had then done through its Ministry of Education and Sports before involving other stakeholders. At first, in Uganda it was seen very important for disabled people to be included in sports before its expansion to the department of Special Needs Education. Then, in 2002 the Education Assessment and Resources Guidance and Counseling had given roles to conduct assessment of children with special needs in education and take appropriate intervention measures. Moreover, Special Needs Education Coordinators (SNECOs) were assigned to coordinate all assessment activities. The major role was to sensitise the community on abilities of children with Special Needs Education (SNE) and ensures strong parental and community involvement in running local schools.

However, Uganda has been facing several challenges on implementing education programmes including the implementation of inclusive education. Ministry of Finance, planning and economic development report (2018) reported that Uganda

was facing shortage of fund to finance education, and teachers have limited trainings which causes ineffective of implementing inclusive education. Other challenges include limited data for some of type of disabilities for proper planning and cultural barriers.

The Tanzanian Government as a member of United Nations has been responding to these international calls by investing in several education strategies and policy reforms to ensure that all people receive education equally despite their disparities. One of the programmes that have been introduced to maintain equal opportunities to citizens in access to education is inclusive education programme by allowing inclusion of CWDs in one classroom with non-disabled children (Tungaraza, 1994).

In collaboration with UNESCO, Tanzania began implementing the IEP with focus of enrolling CWDs in public primary schools to ensure this equality and improving infrastructures and facilities as well as shaping parents attitudes. For effective implementation of IEP, Tanzania decided to establish the National strategy for Inclusive Education (NSIE) of 2009 which had several objectives. The NSIE puts forward the fundamental principle of inclusion as a key strategy aimed at achieving quality and equitable access to education. The overall goal of the NSIE is centred on ensuring that all children, youth and adults in Tanzania have equitable access to quality education in inclusive settings by ensuring that education policies and programmes are informed by inclusive values and practices. Teaching and learning environment should respond to the diverse needs of learners. In addition, NSIE suggest that, Educational support should be available to all learners and Professional capabilities for inclusive education should be widened and strengthened. Furthermore Community ownership of and participation in inclusive education should be enhanced.

Despite having all the stated strategies there has been experienced few children with disabilities being enrolled and others fail to continue with studies in public primary schools. Apart from that, other children with disabilities have never being enrolled for schooling and some of schools are still yet enrolled them. With this situation

Uvinza District council is a target under the study because it has been implementing inclusive education programme since its introduction.

1.3 Statement of the problem

The Tanzanian government through its policy reforms and strategies including National policy on Disability of 2004, NSIE of 2009 and Education and Training Policy (ETP) of 2014 have put into consideration the provision of education to children with disabilities in all levels of education. It is the duty of the Government to fulfill rights of children by ensuring that, all school aged children are enrolled in schools despite their disparities. All these policies and strategies have been aiming at improving schools for effective implementation of IEP as a means to increase the number of children with disabilities in public primary schools. The practice needs full participation of stakeholders and improved environments so as to ensure that there is a provision of education that is equitable and quality for all children with disabilities.

Despite all efforts that have been put forward by Tanzanian Government, International and National Organisations, some of the schools in the country are not prepared for enrolling CWDs because environments, facilities and human personnel are not supportive. It has found that the number of children with disabilities enrolled in some schools is very few, and in some of the schools has not yet enrolled those children. However, the proportion of enrolment versus children with disabilities who are not enrolled is not clearly stated. Therefore, this study intended to examine the extent to which inclusive education programme has been implemented in Uvinza District Council (UDC) particularly for accommodating children with disabilities according to their levels and types of disabilities they have.

1.4 Research objectives

This part highlights the objectives that were envisaged to be achieved by this study in the field. It includes the main objective and the specific objectives that provided a room for research question formulation.

1.4.1 Main objective

The main objective of this study was to examine the extent to which Inclusive Education Programme has been implemented to ensure that children with disabilities are enrolled and have access to education in public primary schools in Uvinza District Council in Kigoma region found in Tanzania.

1.4.2 Specific objectives

Following the main objective, this study was also designed to achieve the following specific objectives which include:-

- i. To ascertain the presence of infrastructures and facilities as indicators of public primary schools preparedness to accommodate children with disabilities
- ii. To determine the level of teachers' preparedness to support children with disabilities
- iii. To identify the approaches used by public primary schools to identify and enroll children with disabilities
- iv. To assess parents' attitude on inclusion of children with disabilities in regular public primary schools

1.5 Research questions

- i. What kinds of infrastructures and facilities are present in public primary schools to indicate the level of preparedness to accommodate children with disabilities?
- ii. How far are teachers prepared to support children with disabilities?
- iii. What are the approaches used to get disabled children for enrollment?
- iv. What attitude do parents have on the inclusion of children with disabilities in regular primary schools?

1.6 Significance of the study

This study is significant in various ways as follows: First, it will increase awareness to different education stakeholders to continually put into consideration the importance of providing education to children with disabilities;

Second, it is a source of describing the new challenges and suggesting best ways of addressing them for successful implementation of inclusive education programme. This provides future directions for increasing opportunities for children with disabilities to access education.

Third, the findings may enhance planning for various programmes for capacity building so as to increase the human personnel where it will be found that there is a shortage. This is to ensure that an inclusive education programme is effectively implemented following the need of national and international education and training policies.

Finally, the study has added knowledge to the researcher about education management and strategic planning to solve various problems including those related to inclusive education programme.

1.7 Delimitation of the study

Despite, many local government authorities in Tanzania, this study was delimited to examining the extent to which inclusive education policy has been implemented in selected public primary schools so as to include children with disabilities in regular public primary schools in Uvinza District Council (UDC). This is because, UDC is a peripheral district and it has no adequate and accurate information about inclusive education practice which is an indicator that it is not much researched on the implementation of inclusive education compared to other districts and municipal councils in Tanzania.

Moreover, the researcher was delimited to collecting information from teachers in schools that had enrolled CWDs to determine their level of preparedness to accommodate CWDs. In addition to this, the study was delimited to parents whose children had disability and those whose children were not disabled but who were in schools that enrolled CWDs so as to measure their attitudes towards implementation of IEP.

Although, the implementation of inclusive education programme involves multiple stakeholders, this study was delimited to parents, teachers, head teachers and District education officials who provided information which was sought.

1.8 Limitations of the study

The researcher succeeded to collect the intended information although had encountered with several limitations. A researcher used several approaches to overcome those obstacles to ensure that data are collected.

First limitation was that the study focused on the implementation of inclusive education programme among selected schools (that is 5% of all public schools in UDC were selected). This means that it was designed to describe the implementation IEP in selected schools which is limited for it to generalise the findings to other primary schools that are found Uvinza district council. Despite the presence of other schools that had CWDs a researcher managed to collected information in all six selected schools and draw conclusion on the findings obtained as the study was concern.

Moreover, due to the topic coverage the study was limited to examine all the issues related to implementation of inclusive education programme in short period of time. Therefore a researcher focused on some of issues that were also thought to be very important for the implementation of IEP. The researcher selected few variables that within time could be examined. A researcher decided to focus on the school conditions, teachers' preparedness, approaches to identification and parent attitude which is the need of the policy. Other issues such as statistics of enrollment of

children with disabilities were assessed in the documents such as basic education statistics reports.

Secondly, some of the schools were far from the place where the researcher resided during research execution. The researcher was thus forced to travel about 79 Kilometers from Kigoma town to the selected schools which consumed time. This led to the challenge in distributing questionnaires, administering and collecting the responses from self-administered respondents. The researcher failed to meet some respondents in arranged time. Some of respondents (11 respondents) did not return questionnaires. A researcher used the available questionnaires due to the fact that the data were sufficient to draw conclusion. The researcher sometimes forced to use a motor bike so as to collect information in a given time from the said remoteness areas with adequate and accuracy.

1.9 Definition of key terms

This part provides the definitions of some terms related to the topic under investigation that were used by a researcher in his study. The ground of defining these terms gave common meanings which are related to this study. These terms included children with disabilities, inclusive education and inclusive schools that are described in the following paragraphs.

1.9.1 Children with Disabilities (CWDs)

United Nations (1998) conceives a person with disabilities as one who is limited in the kind or amount of activities that he or she can do because of ongoing difficulties due to a long term physical conditions, mental conditions or health problems.

Tanzania through Persons with Disabilities Act of 2010 Cap (288) defines a person with disability (referred to a child in this study) as a person with a physical, intellectual, sensory or mental impairment and whose functional capacity is limited by encountering attitudinal, environmental and institutional barriers. Referring to a child as the study was concerned; a child with disability means any child who is

limited to health conditions, physical conditions, psychological and mental problems, and who experiences difficulties in educational access due to processes, procedures, environment, parents' attitude and teachers' preparedness and abilities if appropriate provisions are not in place. NSIE (2009) prescribes and put CWDs into different forms which are moderate, mild or severe. These types of disabilities can be distinguished as intellectual impairment, hearing, visual impairment and physical impairments. Therefore, this study investigated all categories and levels of CWDs to show their proportion between different categories that were found in the selected public primary schools.

1.9.2 Inclusive education

Inclusive education is a system of education in which all children, youths and adults are enrolled, actively participate and achieve knowledge in regular schools and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources (National Strategy on Inclusive Education, 2009). In this study, the main focus was on children with disabilities of different categories and levels as they are described as part in a definition provided above.

1.9.3 Inclusive School

An inclusive school may have received several meanings but the Persons with disability Act 2010 Cap (287), presents the definition of inclusive school, as a place where barriers have been removed to enable students with disabilities to learn and participate effectively within the general school system. The fundamental principle of the inclusive school is that all children should learn together wherever possible regardless of any difficulties or differences they may have (National Strategy on Inclusive Education, 2009). Thus, inclusive schools must recognise and respond to diverse needs of their students and accommodating both different learning styles and rates of learning and ensuring quality education through appropriate curricula,

organisational arrangements, teaching strategies, resources use and partnerships with communities.

For the purpose of this study, the definitions that are provided by all authors to mean inclusive schools were used while ascertaining the key indicators of the school preparedness in terms of infrastructures and facilities and level of teachers' preparedness. Also, any school that was earmarked and observed to have two categories of pupils, disabled and non-disabled was studied as inclusive school so as to determine their status.

1.9.4 Ramp (Inclined plane)

It is a flat supporting surface titled at an angle, with one end higher than the other, used as an aid for raising or lowering a load. A ramp is aiming at helping people who face problem while climbing the up staircase in their movements like those with physical disabilities and people with respiratory defect. It can be built in corridors or at the door that are built on high foundations.

1.10 Organisation of the dissertation

The dissertation consists of six chapters, namely chapter one, chapter two, chapter three, chapter four, chapter five and chapter six as they are described in the subsequent paragraphs.

Chapter one;- encompasses, background and problem setting, statement of the problem, objectives of the study (main and specific objectives), research questions, significance of the study, delimitations and limitations of the study and definition of key terms.

Chapter two; is literature review chapter which contains, historical review, theoretical review and models. It also describes a reviewed literature related to the study based on school infrastructures, level of teachers' preparedness, approaches to

identify CWDs parents' attitude on IEP. The last paragraphs show the synthesis of literature, research gap and conceptual framework developed by a researcher.

Chapter three; is concerned with research methodology, comprises of the research approach, research design, study area, target population, unit of inquiry, sample size and sampling techniques, data collection methods, validity and reliability, data analysis procedures and presentation and ethical considerations.

Chapter four; this chapter covers the presentation and analysis of the findings based on objectives of the study. It provides what a researcher has obtained in the field and description of the findings.

Chapter five; it covers the discussion of the findings where data are described in the way that they can be understood by readers. It describes how the findings are related to other studies and the relationship between policies and what is in the field.

Chapter six; covers the summary, conclusion, recommendation and policy implication. It summarises the findings and gives recommendations of the study and policy implications. It suggests the areas for further studies and shows contribution of the study for further studies.

Lastly, the dissertation shows references and appendices that are attached at the last pages.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explains the theories which were used to govern this study and which explain various issues related to inclusive education and accessibility of education for children with disabilities. It describes the theory and model used to describe disabilities and the presence of interrelated factors that support learning for children with disabilities as part of IEP. It also highlights on the findings drawn from other literature including researchers' reports and strategic plans that are related to IEP.

2.2 The status of implementation of Inclusive education Programme in different countries

This part describes the existing literatures about the implementation of inclusive education programme in few selected countries so as to provide an overview of what is going on.

2.2.1 Implementation of Inclusive Education programme in India

India like other countries in the world has been implementing the inclusive education programme (IEP) where schooling for children with disabilities have been conducted in special schools than in regular schools.

There have been efforts to ensure that children with disabilities have equal access to education like those non-disabled children. This can be evidenced by the statistics from National Sample Survey (NSS) 58th round (July to December 2002), that 25% of the literate population of people had disabilities. These people had received education up to the primary level (five years of schooling). Interestingly, enrolment ratios for those with disabilities aged 5 to 18 years in a mainstream school were higher in rural areas than in urban areas although some studies revealed that inclusive

education was suffering either in its efficacy, infrastructure, implementation and/or other causes (Limaye, 2016).

Despite these changes still children with disabilities are disadvantaged when comes on the issue of access to education and completion of elementary education (Sumita, 2017). Services including education access for individuals with special needs are still provided in segregated setting (specials school or any NGO) which is contrary CRC of 1989. The attitude of people is still negative for including CWDs and non-disabled children in one classroom.

2.2.2 Status of inclusive education in Rwanda

Following the universal declaration of human right and convention rights for children with disabilities, Rwanda declared to implement inclusive education. University of Rwanda (2018) describes that, full participation of all Rwandans including those with disabilities and other Special Needs has increasingly dominated the pre-occupation of Rwandan Development programs since the proclamation of 2003 National Constitution (Article 40 and 76). This is an indicator that Rwanda is trying to move in highest position in maintaining equality and equity and ensure that its people access services equally. This is informed by different programs designed for maintaining equality.

The country is currently ranked sixth in the World in ensuring equality between men and women but educational opportunities for learners with special needs and disabilities are major challenge to the education sector (Republic of Rwanda, 2018). The special needs and inclusive education policy has addressed a number of challenges that are needed to be resolved for providing quality and inclusive education. The report shows that though there has been an increase in the number of school age-children who have been attending primary education, the provision of education to children with special education needs is still challenging (Republic of Rwanda report, 2018). The status of implementation is not smooth in this country because there are many challenges that the implementation of inclusive education has

been facing. These factors are categorized as challenges resulted from school factors, parents and community. For example, the main problems that parents encounter are stigmatization and negative attitude from the society and parental ignorance.

2.3. Implementation of Inclusive Education programme in Tanzania

Education to children with disabilities for several years has been provided in special schools in Tanzania mainland formerly Tanganyika. The indicator of this can be traced on the status of the provision of education to children with special needs that was held by Christian Missionaries such as Anglican and Catholic Church between 1940 to independence. These Church Missionaries built many special schools to accommodate children of different types of disabilities. Anglican missionaries found the earliest special education schools in 1950 which were built separately from regular schools. These schools captured mainly hearing impaired, physical and intellectual disabilities. The Roman Catholic Church established school that enrolled people with hearing impairment in 1963 while Salvation Army built a special school for children with physical disabilities in 1967 (Karakoski and Strom 2005: Opini and Onditi, 2016).

In collaboration with those institutions, Tanzania began to put efforts in the development of education for children with disabilities (CWDs) which led to the increase of special schools providing special education. The role of Tanzanian government in the field of education expanded in 1966 when Annex school of children with visual impairment was established at Uhuru Co-educational school in Dar es Salaam (Tungaraza, 1994). Following this collaboration with religious organisations, the government managed to establish inclusive education programmes in two colleges of Tabora and Mpwapwa for children with physical and Intellectual disabilities in 1974 and 1982 respectively. In later years, the department of special education at the Tanzanian Institute for curriculum development decided to develop curricula whereby teaching and learning materials for students with disabilities were made (Tungaraza, 1994).

These changes and other strategies that were made led to the increased number of colleges rather than that were established in Mpwapwa and Tabora. Special courses have been provided at University of Dar es Salaam. Currently, special school education training colleges and universities have been increasingly offering certificate, diploma and degree programmes in special needs education. Such institutes include Patandi Teachers' College which has been offering certificate and diploma in special needs education and three universities namely University of Dodoma (UDOM-Dodoma), Sebastian Kolowa Memorial University (Tanga), Arch Bishop Mihayo University College of Tanzania (AMUCTA-Tabora) and Open University Tanzania (OUT). These universities offer Bachelor degree of Special needs education programme

2.4 Theoretical Literature review

This study was guided by Systems Theory in describing the school as a social system that responds to all children in supporting learning. Systems theory was proposed by Ludwig Von Bertalanffy in 1956 and then was developed by Ross Ashby. The main assumption of the theory is that; a system is a set of inter-connected and inter-related elements directed to achieve certain goals. The theory views an organisation as an organic and open system composed of many sub-systems. Therefore, a school as an open system represents one part of human habitats of students (referred to pupils in this study) (Jensen, 1954). Hence, whoever applies the systems theory has to adopt a holistic or integrated rather than atomistic approach and perspective to addressing various issues in the organization or firm.

The application of this theory was aimed at describing the status of the school environment (infrastructures) systems, facilities (supportive devices and teaching and learning materials), and availability of well-trained personnel as components of school in UDC as part of school system. This study required to examine the attitude of teachers as a component of a system. Germain (2015) while applying this theory agrees that teachers' perception has an influence towards learning and therefore there should be strong systems that can shape the behaviours. Therefore the researcher

used this theory to determine the teachers' attitude towards the implementation of inclusive education program.

Bartaanffy (2006) and Meadows (2008) describes that the systems theory gives an understanding of some elements as components of a system and the way they are interrelated within certain conditions. Using systems theory helped a researcher to describe other systems including management systems (schools and LEA), communication systems (information flow) and social systems (parents). It is explained that the interaction between these elements brings effects on learning to CWDs. It was thought in this study that, schools through managerial systems should be responsible in responding to mobilise parents whose children are disabled to send them to school to attend studies rather than leaving them at home. This is because the public awareness that is raised by schools is essential in changing attitudes in the community that has been holding over the years. Schools are responsible for enrolling those children with disabilities and motivating them to stay in schools throughout their time for schooling by making environment conducive.

Apart from the school, the local education authority (LEA) has responsibilities to supervise, provide support and ensure that the school as a social system responds to children with disabilities by enabling them to have an access to education from the inclusive environment. Thus, the interaction of these systems makes the implementation of IEP smooth and more effective so as to provide the required and equitable education. The effective flow of information from the top management and from the bottom will ensure the improvement of primary schools conditions so as to motivate parents to send their children.

2.5 Models and Philosophical Perspectives on disabilities

Disability has received different meanings that have been emerging from different models (perspectives) namely as social, medical, economic, psychological and historical models (perspectives). Based on these facts, Kaplan (2000) views disability as the term that can be defined by two models only namely as social and historical

model which are then sub-categorized into four models. These models are moral model considering disability as a result of sin; a medical model of disability which regards disability as a defect or sickness, rehabilitation model which describes disability as an offshoot of the medical model which regards the disability as a deficiency that must be fixed by rehabilitation professional or other helping professional and the social model of disability that defines disability as a result of dominating attitude by professional and others, inadequate support services when compared with society generally as well as attitudinal architectural, sensory, cognitive and for people to generalise about all persons with disabilities overlooking the large variations with disability community.

Due to the purpose of this study, the study rested on the social model of disabilities (SMD) so as to describe levels and types of children with disabilities, the school environments, facilities and teachers' preparedness.

The Social Model of Disabilities (SMDs) was first introduced by Union of Physically Impaired Against Segregation (1975) and developed in 1980's. The model argues that most of the day today problems that people with disabilities face are caused by the fact that society is designed to meet needs for non-disabled people. Therefore, what disables a person is not a particular conditions but the way society react to. SMDs also agree that some people are born with (or develop) an impairments that are to be helped so that they can respond to the environment. This means that CWDs should be helped by the society because if they do not have their needs met by society they are being disabled by society's choices and attitudes. It is believed that attitudes and structures in society tend to further exclude disabled children and deny "their gender, their sexuality, their race and even their rights as human beings." In this context of learning, the school environment may restrict their freedom of movement, socialisation and learning with others.

In this way persons with disabilities face different challenges when they participate in several issues including learning. Social Model of Disabilities (SMD) suggests several conditions which are barriers to having access to education and that may be

caused by society. These conditions are explained as lack of physical access, lack of opportunities in education, negative attitudes and assumptions which were a ground of this study. Since then, the social model describes the barriers that exhibit the access into three broad categories which are; physical barriers, organisational barriers and attitudinal barriers. SMD describes the physical barriers as those factors which include steps, stairs (lack of ramps), absence of signs, absence of visual alarms and Lack of colour contrast. Organisational barriers are infrastructures, policies, procedures excluding CWDs. Attitudinal barriers are the ways disabled people are perceived; for example as passive, dependent, to be pitied or felt sorry for. Within the implementation of inclusive education programme it is important to identify and remove these barriers so as to allow individuals equal participation and to eliminate discrimination (DoE, 1997b).

In line with this model the study intended to examine the extent these schools are prepared to accommodate CWDs by having the required infrastructure and facilities. The presence of well trained personnel is a determinant of effective learning for CWDs which this study was intended to investigate. Also the attitude of parents was part in this study because according to SMDs, it has influence on enrollment of CWDs. This means that stakeholders are responsible for making sure that the school and other social environments are adjusted to fit children with disabilities. For example, the areas where there are children with physical disabilities and visually impaired need ramps to be built. Visually impaired person will also need ramps, white cane, yard sticks, and other visual aids.

2.6 Empirical Review of other literature

The aim of establishing this part was to describe the trends of implementation of inclusive education programmes in several areas through which other studies have been conducted and the strategy taken national wide. Also, this part provides the information obtained through that literature from various researchers so as to describe and justify the research problem. It is within this context of literature a researcher was able to, conceptualise, operationalise and to develop the number of

variables through which data were collected. At last this part was synthesised and a conceptual framework was drawn to show the relationship of variables.

2.6.1 The presence of infrastructures and facilities as indicators of public primary schools preparedness to accommodate Children with disabilities

In implementation of inclusive education programme, the school infrastructures and facilities are essential part to be observed and improved so as to build a working system. This is because theories and policies suggest on the removal of barriers that may hinder the effective implementation of IEP and enrollment of CWDs. In this study the school infrastructures represent ventilated and spacious rooms, ramps to high foundations, adjusted toilets (latrines), desks, chairs, and playgrounds to suit the life CWDs. Other components of school systems include teaching and learning facilities such as textbooks with braille, maps and illustrations, braille machine, hearing aids, paper with large prints and white cane, and wheelchairs.

Two studies which were conducted in Kenya specifically in Rachuonyo district and Magumoni Division established several conditions which influence the implementation of inclusive education programme. One of the two studies which were conducted in Kenya by Mutisya (2010) in Rachuonyo district report on several factors which had the influence on inclusion of learners with special needs. The study shows that factors that influenced the implementation of IEP in the country include teaching and learning materials, assistive devices, play grounds, latrines, adjusted offices and supportive classrooms. The respondents about 92% agreed that it is essential for the school to have adequate teaching and learning materials for CWDs although the school was not well equipped with these facilities. Schools had no quality infrastructure and about 62% of respondent responded that their schools had no infrastructures for including children with disabilities. On the other hand, in the school where these factors were not clearly addressed had low enrollment of children with disabilities.

Another study was conducted by Mutembei (2014) to study the school factors influencing implementation of inclusive education programme in public primary schools in Magumoni division in Kenya. This study employed a descriptive study design using a sample size of 84 respondents to study a phenomenon. The study found that the inclusive school should be equipped with material resources, school physical facilities, teachers' perception and teachers' professional training. Mutembei (2014) analysed material resources as resources which include large print textbooks, braille writer, white cane, magnifying lens and hearing aids. To him school physical facilities include spacious classrooms, adapted desks and chairs, adapted toilets, ramps and level playgrounds. However, both Mutisya (ibid.) and Mutembei (ibid.) view that for the effective implementation of inclusive education programmes it is important for schools to have the improved infrastructures and material resources. In addition, Ngwenya and Adebayo (2015) found several factors which affect the implementation of IEP. Those factors are based on; material and financial resources, playing materials and spacious classrooms. This is an indicator that the schools need those factors which were seen as challenging to be improved for effective implementation.

Despite the needs of improved infrastructures and material resources, URT (2017) through its Ministry of Education, Science and Technology (MOEST) generally reported that many public primary schools were facing number of challenges such as infrastructures, shortage of human resource and teaching and learning materials. These challenges were said to be among the factors that led to most primary schools to perform poorly in examinations and many classes were concentrated with large number of children. These data were general presented without specifying the level of problem to children with disabilities that requires special services, equipment and infrastructures. With this notion on poor conditions of most public primary schools, it less possible or impossible to enroll children with disabilities in such kind of schools due to the lack of characteristics of inclusive schools.

2.6.2 Level of teachers' preparedness to support Children with Disabilities in schools

Teachers are essential human resource in the school to implement the policy and curriculums to ensure that all children have equal access to education regardless their diverse. These teachers should be equipped with the knowledge, skills and abilities to communicate with all children from all diverse to make the school inclusive. Several studies show that teachers should have positive attitudes, well trained and ability to communicate with CWDs as determinants of their preparedness to support those children once they are enrolled. But literature in most countries show that most teachers who have been implementing IEP are not professional and others have no training. This has been observed as indicators of low abilities and inadequate knowledge to teach and support CWDs although these countries are implementing IEP. This is evidenced by one of the studies in South Africa by Hay (2001) which reports that teachers were not really prepared for implementing inclusive education policy. This is because in several reforms it was reported that the empowerment of educators (teachers) was neglected in the South African policy documentation on inclusive education. It was shown that large number (in percentage) of educators (teachers) was insufficiently trained. For this reason, teachers had inadequate knowledge and skills to implement inclusive education programme effectively. Such inadequacy of trainings was found as an obstacle in implementing the IEP (Lifshitz, Claubman and Issawi, 2004; Blackie, 2010). The study reports that due to lack of or inadequacy of trainings educators view the work of teaching CWDs as a burden according to their level of expertise and that was not their role to teach those students without the assistance. This implies that to these teachers teaching children with disabilities is viewed as difficult because they have never undergone any training and have not attended any course that would enable them to teach children with disabilities.

In addition to that it is argued that attitude is a means to behavioural change among people. Clough and Corbett (2000) strongly emphasise that there is a need to develop

teachers who are interested in enhancing the welfare of CWDs because, teachers who love and respect children, those who can acknowledge and are ready to stimulate children normally use their knowledge and creativity. Thomson (2013) views teachers' attitude as a factor that have contribution to inclusion. However, he argues that inclusion can only be successful if teachers show willingness and are able to implement the interventional strategies in their classrooms. The positive attitude is said to be more influential in participating the education practices particularly inclusive education. It is in this context through which Avramidis et al. (2000); Thomson (2013) and Pijl et al. (2011) in their studies describe the teachers' attitude as a main critical factor in the successful implementation of educational decisions at school level. In the other hand school teachers who hold more negative attitudes towards inclusion do not make efforts to learn and apply successful strategies that help learners with disabilities (Galovic et al., 2014).

Tanzania has been reporting similarly to other studies the situations on levels of teachers towards IEP. One of the studies that were conducted in Tanzanian schools by HakiElimu (2008) reported that one of the challenges towards the implementation of inclusive programmes is lack of specialised teachers to teach and facilitate learning to children with disabilities. The study shows that teachers and head teacher report that they lack trainings on inclusive programmes which are a determinant to effective teaching children with disabilities. Lack of these trainings to teachers and lack of special profession on inclusive education is the indicator that most of the teachers are incapable of identifying and explain the type and level of children with disabilities

Moreover, the study conducted in Songea by Masanja, in 2017 which had several objectives including the identification challenges encountered by teachers, examining the enrollment with special needs found the school having the variations of teachers' attitudes on perceived efficacy items about integrating inclusive education. In this study, it was reported that 22 respondents agreed that proper teacher professional

development would end up with successful implementation of inclusive education while two of them disagreed and 1 was missing.

2.6.3 Approaches used by public primary schools to identify and enroll children with disabilities

One of the indicators of implementation of IEP is the identification and enrollment of children with disabilities in a given place or institution which requires several approaches. Although, there are many studies that have been done on inclusive education programme, but most have not been showing the proportion of enrolled students with disabilities according to their types. This means that, most studies are concerned with single type of disability. However, the approaches that schools have been using to identify children with disabilities have given low efforts by responsible authorities and in most areas is not a critical agenda. This process requires well equipped personnel who have knowledge on how to identify children with disabilities according to their levels and typologies. Thompson (2017) reports that, screening is one of the approaches used to identify children with disabilities although teachers have no abilities to apply this method. In addition, Sarton and Smith (2018) argue that the use of school-hospital relationship approach could have helped to have information about children with disabilities. But in many areas, it is found that school management does not visit hospitals to collect information about people with disabilities. The World Bank (2009) in its report noted that in most countries, people with disabilities are subject to multiple deprivations and that they are the most excluded from education. In addition to that, the report shows that children with disabilities are about four to five times less likely to go to school than the children from scheduled tribes and scheduled castes.

The URT (2008) reports that until 2004 statistical census showed that only 1% of registered children for primary entrance standard one are disabled. Progressively, the status of enrollment of children with disabilities have been fluctuating in number and shows that between the year of 2008-20013 the children enrolled in 2008 were 34661 and 27422 children in 2009 (Opin and Onditi, 2016). This indicates that it was only

0.7% of total number of enrolled children in two years consecutively. There were changes in enrollment and in the year 2013 the enrollment rate reached to 27853 children with disabilities. Since then this enrollment has been fluctuating and according to the Basic Education Statistics of Tanzania report (2016) the total number of children with disabilities enrolled was reported to be 37034 children. Overall data on enrollment of children with disabilities according to Basic Education Statistics in Tanzania (BEST) 2018 shows that enrollment has been increasing yearly whereby 0.5% of enrolled children in 2018 have disabilities (Unicef-Tanzania, 2018). The number of CWDs enrolled is very few in most cases in Tanzania although the country statistics is reporting to have an increased enrollment of children with disabilities. With these changes, there is little information about the approaches that have been used to identify children with disabilities. Approaches to identification and enrollment in the literature are not clearly specified as the factor that may lead to low or high enrollment of children with disabilities since studies show that there are other parents who hide their children prohibiting them to attend schools.

2.6.4. Parents' attitude on enrollment of children with disabilities in public primary schools

Historically, parents have been viewed as key education stakeholders who timely are encouraged to send their children for schooling. However, it has stated that most of parents have been facing challenges and others have been reluctant to enroll their children for schooling. Beyond the reason of other factors, WB (2009) reports that CWDs were not enrolled due to challenges of school fees, severity of disability, transportation cost and parents not having time to accompany children to schools were reported as common factors that have been restricting parents to send their children to schools. Hence, parents are often forced to make a choice between providing education to a child with a disability and non-disabled. This is contrary to what Dimitrios, Georgia, and Asterios (2008) found when they conducted a study on parental attitudes on inclusion in Greece. This study found that parents are mainly concerned with their children whether peers would accept their fellow pupils. The

study views that education and children type of disabilities have no any influence to parents' attitude. Apart from education level and children type of disabilities the researcher used rights, benefits and satisfaction to test their level of influence to parental attitude towards inclusion. The study found that the level of significance was .61 for rights and .75 for benefits which shows that there is an influence of those factors on parental attitude.

Ciyer (2010) in his study on developing inclusive education policies and practices in Turkey reports that parents had the negative attitude on including children with disabilities in regular classrooms. Other researchers suggested that positive attitude should be built so as to make changes in enrollment and increases full participation of parents in improving the school environment. Studies like one which were conducted by Moyi (2012) from Uganda, and Limaye (2016) from India reported that attitude of parents towards disabilities and social stigma had an effect on implementing the inclusive education.

There are few studies concerned with attitude of parents towards inclusive education for children with disabilities. Most of them have concentrated on the attitude of community which comprises parents whose children are not school age children. One of the studies conducted by Massenga (2015) indicates that parents and community lack awareness towards inclusion which hinder the enrollment of children with disabilities in inclusive school. In most cases parents have started to change attitude towards inclusion of children with disabilities in regular schools which is indicated by the increase of enrollment of children with disabilities (Tungaraza 2018).

2.7 Synthesis of Literature Review and research gap

In the reviewed literature, a researcher has identified some issues untouched that have remained as a gap to be filled by this study. This study covers the major two areas that have identified as a gap to be filled by this study. This includes theoretical review and the problem.

Different theories have been used to study the implementation of inclusive education programmes. However, these studies theories have used to study the implementation of inclusive education based on infrastructures, facilities and teachers perception. For example, the study by Godwin (2013) examined the perception of teachers used capability approach which did not explain about the approaches used to identify children with disabilities and attitude of parents towards inclusion. This has remained as a gap to be filled by this study. This study used social model of disabilities to study the presence of school infrastructures, facilities, teachers' ability, identify approaches to identify children with disabilities and assess the attitude of parents.

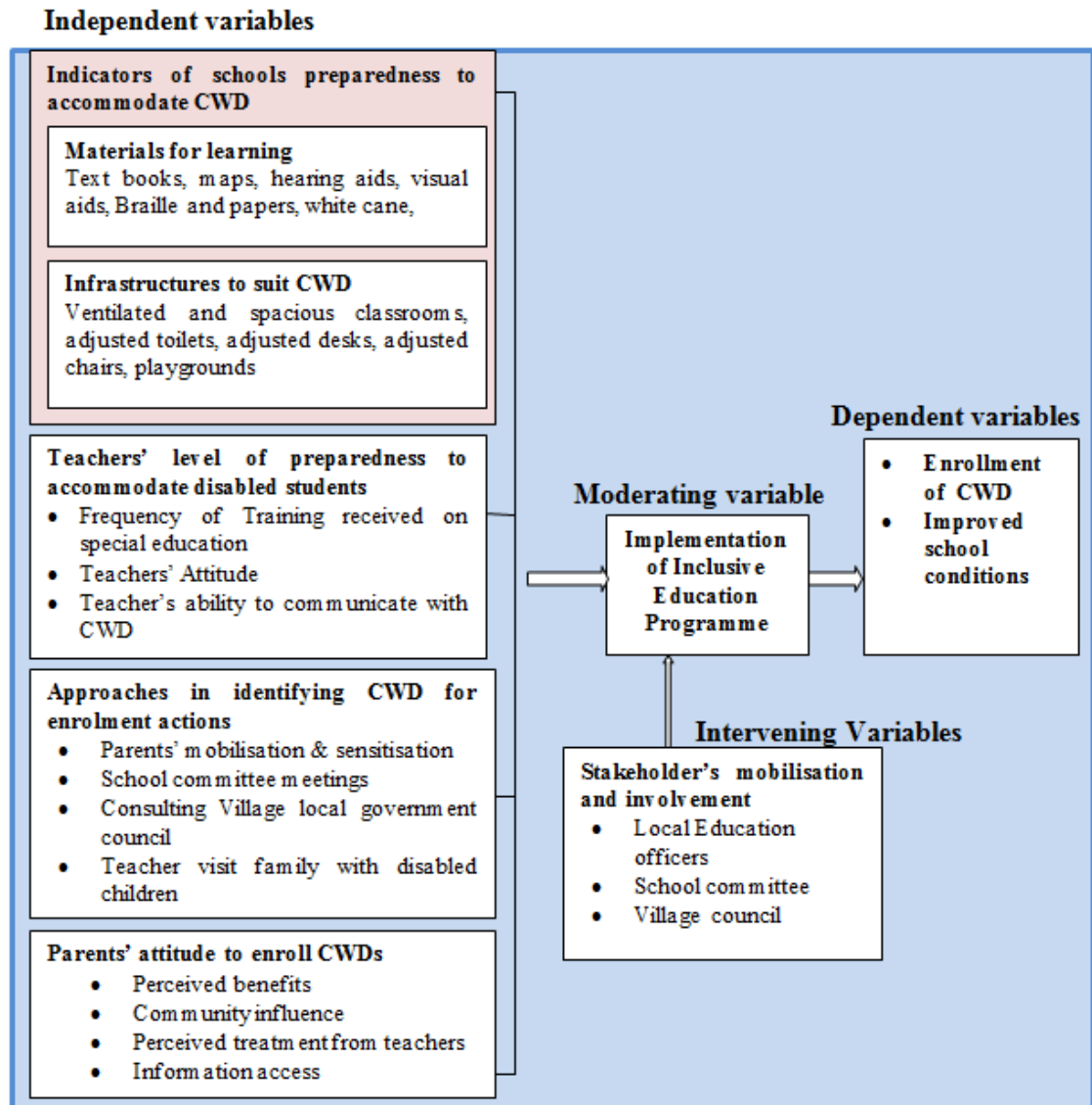
Different studies show that there is variation in the rate of enrollment of children with disabilities in several areas. But the approaches used to identify CWDs to understanding of the presence of and enroll them in public primary schools according to their type and levels of disabilities found in many literatures not touched. For example Mbunda (2016) studied the enrollment of children with disabilities although the study did not identify what approach is used to identify CWDs and enroll them. In addition, many literatures describe the low enrollment of CWDs with disabilities without describing the approaches used to identify them for enrollment. A researcher found that there is a need to identify these approaches in the selected schools.

Since there are variations in attitudes of education stakeholders, that calls for a researcher to find out these variations in Uvinza District council among respondents due to the fact that attitude has never been similar to everyone and it is not universal. This reveals that what other people perceive in other areas can differ with what respondents perceive about the implementation of inclusive education programme in Uvinza District Council. In addition to that mobilisation and sensitization of parents to enroll their children with disabilities in primary schools is not a deal in many countries particularly for reviewed literatures. A researcher needs to understand if parents are mobilized and being sensitized so as to change their attitudes and increase awareness about the implementation of inclusive education program.

2.8 Conceptual framework

This part describes ideas that were constructed logically to help a researcher to study the phenomena and show how they relate to each other. These ideas present the series of concepts that were generated by a researcher for simplifying the work of data collection. These concepts are illustrated in figure 2.1 and being described in the following paragraphs showing the relationship and how data was collected.

Figure 2.1 Conceptual Framework



Source: Adapted from reviewed literature

2.8.1 Implementation of Inclusive education

The dependent variable of this study is enrollment of CWDs. Implementation of Inclusive education programme is set as moderating variable which has a relationship with enrollment of children with disabilities. Implementation of inclusive education programme is a programme of which depends on several factors and how they

interrelate to each other. It is a dependent variable that depends on other variables which determine whether it is successfully or unsuccessful. These factors are categorized in three major groups which are factors related to physical barriers, organisational barriers and attitudinal barriers.

2.8.2 Contributing factors for implementation of inclusive education programme

This section describes the variables that have relation and which can affect or influence the dependent variable. These variables are based on school environments, human personnel and other facilities that support the implementation of inclusive education programme.

2.8.2.1 Infrastructures and facilities

The infrastructures in this study include ventilated and spacious rooms, adjusted toilets, desks, chairs, playground, and ramps to classrooms with elevated foundations. Facilities is presented by including textbooks with braille, maps and illustrations, braille machine, hearing aids, Paper with large prints and white cane, and wheelchairs. The researcher ascertain for the conditions, status and the quantities of the given items that was done through questionnaire and observation so as to draw conclusion.

2.8.2.2 Types and level of disabilities to children with disabilities

Presence of children with disabilities is the first determinant of enrollment of CWDs in the processes of implementation of inclusive education programme as the ETP (2014) policy directs. However, the Gross Enrollment Ratio (GER) of Children with disabilities differs in types and levels of disability. In existing literature eyes were on major types of disabilities that included intellectual impairment, hearing, visual impairment, physical impairments. It may happen for a child to have the multiple impairments which were not much addressed by these literatures. These categories

fall into four levels that is mild, moderate, severe and profound which can be identified through five sense organs.

The researcher sought to describe these children according to their types of disabilities with the proportion of enrolled children in primary schools. This was done to find out the proportion of enrollment of children according to their types. Questionnaires were administered to teachers and head teachers to collect information about the number of children enrolled and the way they are perceived.

2.8.2.3 Teachers' attitude on inclusive education

Teachers' attitude is referred to beliefs and perceptions that teachers have on inclusion of children with disabilities. This attitude can be categorised into two categories (levels) that are positive and negative attitude. To measure this attitude of teachers towards inclusion, a researcher collected information through the use of summative Likert scale and then data were counted to frequency and percentages in order to draw conclusion on whether the attitude is negative or positive.

2.8.2.4 Mobilisation of parents and attitude change on inclusive education

Participation of parents in inclusive education programme depends on how they are mobilised by the authorities for them to engage and invest in education. This means that the more the parents are mobilised, the more they are likely to change their attitude. The change in attitude in any level has a relationship to implementation of a programme and may positively or negatively affect the implementation of IEP and enrollment of CWDs. A researcher intended to know whether these parents are mobilized and have information about inclusive education programme. Questionnaire was used to seek their responses to understand the situation in the respective area.

2.8.2.5 Teachers' profession and Training

Teachers are the vital human resources of which school institution depends on them to meet the institutional goals. Therefore, they should be equipped with knowledge

and skills about their responsibilities. This means that profession teachers are characterised by having several qualities including knowledge and skills in pedagogical and content of what they are supposed to teach. Literature indicated that teachers are not prepared to accommodate children with disabilities. A study thought to determine the level of preparedness amongst teachers in terms of trainings because it seemed to have influence on implementation of inclusive education and enrollment of children with disabilities. The researcher collected information through questionnaire to elicit the education status and professional trainings that teachers have that would help them in responding to CWDs.

2.8.2.6 Identification of children with disabilities

The implementation of inclusive education programme depends on the availability of CWDs who should be identified for enrollment. Local authorities and schools should set the environment and procedures for identifying children with disabilities in their respective areas through various approaches. The researcher found that there was a need to assess the approaches that are used by schools to identify children with disabilities for enrollment. Through interview schedule (researcher administer questionnaire) and by self-distribution, the researcher collected information to identify procedures of identifying CWDs and enroll them.

2.8.2.7 Supportive actions for inclusive education

Supportive actions in this study represent those actions that can make the implementation of inclusive education programme more effective. These actions include financial support, provision of teaching and learning material. Other includes supervision, encouragements, material and assistive devices from different stakeholders. A researcher collected information to identify these actions by asking heads of schools to measure the support that the schools had been receiving from local authorities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes various aspects and processes that helped a researcher to study the phenomena which include, research approach, design, sample, unit of inquiry, sampling techniques. Data collection methods and instruments, data analysis procedures, data presentation and ethical consideration are the processes discussed in this chapter in relation to study.

3.2 Research approach

This study employed Mixed Methods Research approach (MMR) which was largely dominated by quantitative research approaches with few elements of qualitative research approach. As far as Creswell (2002) suggests on the use of MMR, the study employed this approach so as to collect data that helped to draw conclusion. Apart from that the study employed MMR due to the fact that results from mixed methods research helped to validate each other (qualitative and quantitative approach) and provide stronger evidence for conclusion (Creswell, 2002). Hence for the purpose of this study MMR helped researcher to triangulate methods and techniques in collecting and analyzing data. The qualitative data included data from attitude, approaches to identify CWDs, and level of teachers preparedness to accommodate CWDs. However, the study used quantitative approach to find the number of CWDs and number of teachers in schools, number of trainings received by teachers and quantified categorical data. The selection of this approach was based on the need of researcher who sought to collect data that can later be quantified in analysis stage so as to differentiate responses. The study had both numerical data that were measured through interval and ratio scales of measurement and categorical (ordinal) data which allowed a researcher to use mixed methods. However, in this study, the researcher employed mixed methods approaches in selecting research design, sampling design, data collection methods and data analysis which allowed a researcher to tabulate and

drawing graphs for data presentation. Furthermore, using this approach provided an opportunity to a researcher to estimate the level of implementation of inclusive education programme by observing the presence of key indicators.

3.3 Research design

This study used the descriptive research design to study about the implementation of inclusive education programme in selected public primary schools that helped the researcher to give description on what is going on in the field. Descriptive research design as proposed by Kothari (2004) and University of Southern California Libraries (2016) provide an opportunity to a researcher to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or condition in a situation. Thus, the data collected helped in describing the school condition in relation to variables that influence the implementation of inclusive education programme. These variables were school infrastructures, supportive devices, attitudes and availability of teaching and learning aids as the factors that influence the enrollment of CWDs. As descriptive research design is defined by Ary et al. (2010) the researcher was able to summarise the characteristics of different groups and to measure their attitude and opinions towards inclusive education programme. The researcher was also able to assess two groups that comprise teachers and parents. Data collected from parents and teachers were used to measure their levels of attitude (negative or positive) towards inclusion of children with disabilities.

3.4 Study Area

The study was conducted in Uvinza District Council (UDC) found in Kigoma region in the selected primary schools. These schools were randomly selected from three (3) wards including Mwakizega, Kazulamimba and Uvinza out of sixteen (16) wards that are present in UDC. These schools were; Mwakizega, Katete “A” and Muyobozi (from Mwakizega Ward), Rubona and Tambukareli (from Kazulamimba) and Uvinza special and inclusive (from Uvinza ward). The UDC is located in Southern part of

Kigoma Municipal Council in Kigoma region that borders Kaliua District in Eastern part (the district found in Tabora region), Western part of it, Uvinza borders Kasulu District Council of Kigoma region, and Southern is Lake Tanganyika and Congo DRC where in Northern part it is bordered with Kigoma District Council. These borders are evidenced in Figure 3.1 and the map for Kigoma region which is attached in appendix one (I).

Uvinza District Council was selected on the basis of its criteria of not being studied much on inclusive education due to the inadequate literature available. UDC is one of the peripheral areas where education matters have not been taken into consideration by parents and communities. This excludes other areas which are thought to have similar problem that would be investigated by same researcher. The available literature is not enough, outdated and irrelevant to inclusive education programme.

The current findings show that the last study was conducted by Cross Community (CC) in 2009 (11years passed) only in Uvinza special school (although it is inclusive) which had both children with disabilities and non-disabled. The study by CC (2009) was not done in other inclusive primary schools. Therefore, this situation causes Uvinza district council to possess little information on what is going on about inclusive education programme which became a call to researcher to conduct research in this area.

Figure 3.1 A Map of Kigoma Region showing geographical location of UDC



Source: Google map

3.5 Target Population

This study was targeted to a population of teachers, head teachers, parents, ward education officer (WEO), and District education officers. This population was targeted due to the fact that it comprises essential people who were expected that are involved in education matters. This population helped a researcher to select respondents of reasonable size for collecting information that is representative.

Table 3.1 Target population

School name	Teachers	Head teachers	Number of families with children in school	WEO/WEC	DEO-SNE
Rubona	11	1	206	3	3
Mwakizega	13	1	355		
Muyobozi	9	1	217		
Katete A	4	1	100		
Tambukareli	18	1	445		
Uvinza	12	1	104		
Total	67	6	1460	3	3

Source: Field data

Table 3.1 provided illustrates the population of the study where WEO represented the wards within which schools were selected.

3.6 Sample Size and sampling techniques

This part describes the sample as a small portion that is representative of a target population as it is not easy to collect information from a whole population. The sample was drawn from the target population and respondents were selected using simple random, stratified and purposive sampling based on their characteristics and representative.

3.6.1 The sample size

The sample size of this study intended was 127 respondents who were selected from six primary schools and parents. These schools were purposively selected from three wards namely Mwakizega (Mwakizega, Katete “A” and Muyobozi), Kazulamimba (Rubona and Tambukareli) and Uvinza (Uvinza special and inclusive) found in Uvinza District council. These schools were selected for their information accessibility and sought to provide the information concerning IEP to allow a researcher to complete the study in a given time. Also, these schools had enrolled certain number of children with disability which is a target of IEP that each regular primary school should enroll CWDs.

The researcher used the formula for unknown population as it was developed by Cochran (1963: Israel, 1992; 4) to determine the sample size due the fact that the population was unknown. The formula is denoted as $n = Z^2 (P) (1-P) / C^2$. The researcher estimated the sample size using confidence level of 92% where $Z=1.96$; $P=0.5$ $C=0.08$ P =Estimated Proportion, C =Confidence interval

Therefore; $1.96^2(0.5) (1-0.5) / (0.08)^2 = 150$

The study intended to use all 127 respondents from the calculated sample to collect data through questionnaire and interview. At last, while in the field, the researcher

obtained the sample size of 121 respondents that comprised 42 teachers, 72 parents, 6 head teachers and one (1) DEO-SNE was used.

3.6.2 Units of Inquiry

The Units of Inquiry in this study included teachers, parents with children with disabilities, parents whose children are non-disabled, ward education officers, Head teachers and District education officer as illustrated in Table 3.2;

Table 3.2 Illustration of unit of Inquiry

School name	Teachers	Head teachers	Parents	DEO-SNE	Total
Rubona	7	1	12	1	21
Mwakizega	8	1	12		21
Muyobozi	8	1	12		21
Katete A	4	1	13		18
Tambukareli	8	1	13		22
Uvinza	7	1	10		18
Total	42	6	72	1	121

Source: Researcher own constructs

3.6.3 Sampling Techniques and Procedures

This study used the probability and non-probability sampling in obtaining a sample due to the purpose of the study, type and availability of respondents. The researcher used simple random and stratified sampling as probability sampling so as to provide equal chance for every member in target population to be included in the sample and participate in a study.

A purposive sampling technique as non-probability sampling was selected because respondents had unique characteristics that were not possessed by other people and the researcher was sure that due to their status and roles they possessed the required information that was needed for this study.

3.6.3.1 Simple random sampling techniques

Simple random technique was used to select forty two (42) teachers from the selected public primary schools who were included in sample size. This technique provided

an opportunity of any teacher who used to teach in classes that had both CWDs and non-disabled children to be included in a study. The simple random sampling technique is used to ensure that each and every element of the population has an equal chance of being selected in the sample (Alvi, 2016). Due to the presence of many teachers whose characteristics are homogeneous (professionally), this technique was appropriate in selection of sample for this population. Due to the purpose of the study every teacher in these schools had equal chance to contribute from their attitude about including children with disabilities.

A list of teachers' names was shortlisted and given with numbers to prepare a sampling frame. A researcher wrote numbers on slips of paper which were then put into the box and shacked. After this action a researcher by using lottery method picked the numbers from the box which contained all numbers representing names of teachers for the required sample size of 42 respondents.

3.6.3.2. Stratified random sampling

When the population consists of number of subgroups or strata that may differ in characteristics being studied, it is often desirable to use a stratified sampling (Ary et al., 2010). A disproportionate stratified sampling technique was used due to the fact that the number of parents whose children had disabilities was very small compared to those whose children were not disabled. This technique was used to select 72 parents whose children are studying in the selected schools which were earmarked as inclusive schools for particular year of study both whose children were characterised having disabilities and those whose children were non-disabled. Parents in selected primary schools represent two categories of parents that are; parents whose children have disabilities and those whose children are non-disabled.

Based on these different characteristics possessed by those parents in inclusive schools, the researcher divided the parents into two groups to form two strata in which the first stratum comprised of parents whose children had disabilities and the second stratum represented those parents whose children were non-disabled.

A researcher asked for the list of names of parents and families from heads of school with specification that differentiate parents whose children had disabilities and those children who were non-disabled. Having created the two strata, a researcher selected participants of the desired sample size by employing simple random sampling technique first by preparing a sampling frame and put all numbers into a prepared box. Then a researcher hand-picked numbers of unit until he had satisfied that the selected participants were enough according to the sample size thought

3.6.3.3 Purposive sampling technique

Purposive sampling technique which is also known as judgmental was used in selecting wards and respondents based on their characteristics. Alvi's (2016) emphasises that purposive sampling should be used in selecting respondents who meet the criteria as prior defined by a researcher. Therefore, through this technique, three wards whose schools were inclusive and accessible, one (1) district education officer for special needs education and six Head Teachers (HTs) were selected.

Head teachers and District education officer for special needs education were thought to have information about the implementation of inclusive education programme in their respective area that could not be provided by any other. This means that, those respondents held positions in organisations and were the only people who could provide information that are related to policy issues. District education officer for Special needs (DEOSNE) was selected purposively to provide information within the local authority boundary about implementation of inclusive education programme. This information helped a researcher to describe the current status of public primary schools on implementation of inclusive education programme.

Ward education officers were not part of respondents but they were selected in order to direct and help a researcher to reach those schools which were earmarked as inclusive schools for collecting information from respondents that were selected and observe the status of school environments such as presence of playgrounds, latrines and classrooms that suit for inclusion.

Table 3.3 Matrix on sampling design

S/N	Respondents	Number of respondents	Sampling technique	Justification
1	Teachers	42	Simple random sampling	Similar characteristics
2	Parents	72	Stratified random sampling	Strata existence
3	HT	6	Purposive sampling technique	Position Representation
4	DEOSNE	1	Purposive sampling technique	Represented by position

Source: Researcher's construct

3.7 Data collection methods and instrumentation

Data were collected using both quantitative and qualitative methods involving numerical and non-numerical data to better understanding of trends, opinions and attitudes towards implementation of inclusive education programme. The interview guide, questionnaires, and observation methods were used to collect primary data while secondary data was collected by reviewing documents from national documents, statistical reports and other related sources.

3.7.1 Interviews

Semi structured interviews were used to collect information on attitude about inclusive education and find out the information over the status and proportion of enrolled CWDs according to type of disabilities, several programmes to support the Implementation inclusive education programme in Uvinza District Council.

The selection of this method was based on the need of the researcher to collect data on implementation of IEP and use those data to justify the study. The researcher sought to understand what was being done in the district and what was planned in the overall schools and the selected public primary schools. In addition to that, the quality of schools differs in terms of infrastructures, enrollment and teachers' status as well as perception that called researcher for the use of interview. Thus, interview was used to capture these differences from the trusted source.

A research sought the permission from the local authority and made an appointment with the respective officer concerning special need education. The date for interview

session was arranged so as to have more time to prepare the information that would be needed. During interview session, a researcher used the notebook to capture responses from a respondent for further analysis due to the fact that there was no room to use other devices.

3.7.2 Questionnaire administering method

Questionnaires were administered by a researcher to Head Teachers (HT), classroom teachers and parents who answered the questions to provide information that helped to measure the level of preparedness of schools, teachers and parents' attitude towards the inclusion of children with disabilities in public primary schools. The structure of questions in questionnaires was largely closed ended and few open ended questions applying contingency questions to provide opportunities for free responses. Contingency questions are questions that require a respondent to choose one response between "Yes" and "No" (Mugenda and Mugenda, 2003). These types of questions helped to collect information from a large sample that was thought and describe the attitude that teachers were said to have on including children with disabilities in normal public primary schools.

Apart from open and closed ended questions, the Likert scale of measurement was also used in some cases to rate the attitude of parents and teachers and other related matters on inclusive education programme. In this approach respondents were required to provide their opinions by selecting one among alternatives whether they strongly disagree, agree, neutral, strong disagree and disagree.

Researcher used a respondent's self-administering method and researcher-self-administering in distributing questionnaires to parents, teachers and head teachers. Self-administering method involve the distributing of prepared questionnaire by himself or by some one official in a position. A researcher administered questionnaires to head teachers and parents while questionnaires for teachers were distributed by their Head Teachers to assist a researcher as part of interviewer administering. A researcher asked parents and head teachers to respond to questions

while filling the answers into the questionnaire. This approach was used because a researcher wanted to meet with the respondents physically and ensures the high return rate especially from parents. Researcher-self-administering helped researcher to collect data from head teachers and parents that were accurate and that could not be collected if self-administered method was to be used.

3.7.3 Observation

The researcher used the observation checklist to observe different issues in school setting. Observation checklist is a list of behaviours, characteristics or other entities that a researcher is investigating (Leedy and Ormrod, 2005). Due to the purpose of this study, the researcher used this tool to collect data on the status and availability of school infrastructures and teaching and learning facilities. Such infrastructures included classes, staff offices, playgrounds, latrines, while teaching and learning facilities included illustrations, maps, large printed materials and Braille machines. The researcher observed the school conditions to see the extent to which those infrastructures were adjusted for children with disabilities in learning processes and their movements. Apart from all matters, also, the researcher was able to observe the position of children with disabilities in classrooms and what is going on in inclusive classes.

3.7.4 Documentary review

This method was used to collect information from different sources for secondary data that are already presented and manipulated by other researchers, writers and reports. Some of cases to be dealt by this method concentrated on the country status of enrollment and general information about inclusive education programme to justify the observed information from the field. On the other hand, the researcher reviewed several policies and legislation that are interlinked to the provision of education to children with disabilities justifying the necessities of implementing the inclusive education programme.

3.8 Validity and reliability of instruments

This section describes the validity and reliability and the ways were assessed so as to determine how results were relevant to the study.

3.8.1 Validity of instruments

An instrument is said to have validity if it has measured what is supposed to measure (Ary, 2010). This implies that an instrument must contain items that help to answer research questions/hypothesis and/or achieving the intended objectives. It can further be explained as the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of test. In this line, the validity for questionnaires was assessed by self-evaluation and by using fellow students. Then they were cross-checked by supervisor and put some recommendations which resulted in the edition of some questions. Interview and observation were assessed by crosschecking the relevance of items to research questions which led to clear choices of different items. Furthermore, relevant documents and literature were used to determine the validity of documentary review analysis that was used as method for data correction.

3.8.2 Reliability of an instrument

Reliability is important in any research process. It is commonly defined as an instrument to produce consistent results. It is argued that, a researcher should not concentrate on obtaining same results, but it is better to think about the dependability and consistency of data (Nunan, 1999: Zohrabi, 2013: p.259). The reliability was tested by ensuring that questionnaires are edited and distributed in time so as to have consistent results. Also interview was assessed in line with research objectives while for document analysis method the supportive documents explain the phenomena were used.

3.9 Data analysis procedures and presentation

There are different approaches in data analysis, but the major approaches used are quantitative and qualitative approaches of data analysis although there is a growing approach which is a mixed approaches data analysis approach. In this study, a researcher employed quantitative approaches to analyse the obtained data where quantitative methods for data analysis were employed. All data collected qualitatively were quantified by those methods and then being subjected to quantitative methods of data analysis and presentation.

3.9.1 Quantitative data analysis

The data from the questionnaire responses was analysed by using descriptive statistical analysis method. Descriptive statistical analysis was used to analyse data for all specific objectives so as to perform some of the statistical computation about the findings. Numerical data were recorded and Categorical data were coded and being subjected to SPSS. The aim was to calculate means, mode, median, frequencies and percentages. The mode of data presentation employed is the use of frequency distribution tables, cross tabulation, graphs and pie charts to present the data analysed. This was done with the aid of software of Statistical Package for Social Sciences (SPSS Version 21) which helped a researcher to draw conclusion.

3.9.2 Qualitative data analysis

Qualitative data which were obtained from the field were analysed by data matrix method which allowed a researcher to point out the choices and then were subjected into SPSS for further analysis. This method was used to analyse data obtained through open-ended questions that have multiple responses from head teachers. The analysed data were then presented in frequency distribution table and frequencies and percentages were calculated. Other findings were figures to explain status of schools.

Table 3.4 Matrix of data collection and Analysis methods

Objective	Type of data	Methods	Respondents	Analysis method or technique
1	Primary & Secondary data	Observation Interviews Questionnaire	DEOSNE HT	Descriptive and Coding theme
2	Primary data	Questionnaire	HT & Teachers	Descriptive and Coding theme
3	Primary Data	Questionnaire	Parents, HT & Teachers	Descriptive Coding theme & matrix
4	Primary data	Questionnaire	Parents, HT and Teachers	Matrix and descriptive statistics

Source: Researcher's construct

3.10 Ethical considerations

Ethics in research is most important in any kind of research that is to be conducted. Ndunguru (2007) proposes that ethics is an essential aspect because it includes norms, or standards of behaviour that guide individual moral choices while conducting research activities. Ethical research activities are pervasive and include violating non-disclosure agreement, breaking respondent confidentiality, misinterpreting results, deceiving people, invoicing irregularities and avoiding legal liability (Ibid; 2008: 57). To ensure that this study is ethically valid, the researcher cross checked and ensured participants' informed consent, protection, respect of human rights and human dignity, confidentiality, non-deception, consideration on gender sensitivity and cultural sensitivity, integrity and non-plagiarism. A researcher left the respondents free to answer questions according to the way they were asked by a researcher.

Also, the researcher adhered to rules and principles of the university and sought permission for data collection and wherever possible during dissemination of findings. In addition, the researcher sought for permission to responsible authorities during field data collection so as to be allowed to enter in a certain area so as to reduce risky and create awareness to them.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the research findings obtained in six (6) selected primary schools Uvinza district council (UDC) in Kigoma region. These primary schools were selected from three wards that were selected among 16 wards that are found in UDC. Selected public primary schools included Mwakizega, Rubona, Muyobozi, Tambukareli, Uvinza (special inclusive) and Katete “A”. The chapter presents what was found from the study area based on the four specific objectives that were thought to be achieved.

It is divided into six sections whereby the first section (4.1) shows the demographic features of respondents (parents, teachers, head teachers and DEO-SNE). The second section (4.2) presents the school infrastructures and facilities which indicate that public primary schools are prepared to accommodate disabled children. The third section (4.3) presents findings on the level of teachers’ preparedness to support children with disabilities. The fourth section (4.4) describes the findings on the approaches that schools use to identify and enroll children with disabilities. The fifth section (4.5) gives the description of the findings based on parents’ attitude towards the implementation of inclusive education programme. Sixth section (4.6) discusses the supportive actions that are provided by local education authority to support implementation of inclusive education programme.

4.1 Demographic features of respondents

This section presents the characteristics of respondents who were involved in the study so as to show their variations. The study used a sample size of 121 respondents during data collection. At the end the responses were analysed to 110 respondents due to the fact that 11 respondents did not return questionnaires. The respondents included teachers, head teachers from selected public primary schools, parents whose

children are studying in selected schools that had earmarked to have CWDs and District Education Officer for Special Needs Education (DEO-SNE) from Uvinza District Council. The characteristics of respondents were based on sex, age, level of education, positions in schools (for teachers), occupations and working experience (for head and normal teachers). All these characteristics were set in the study to differentiate the respondents so as to seek the true representation amongst the respondents.

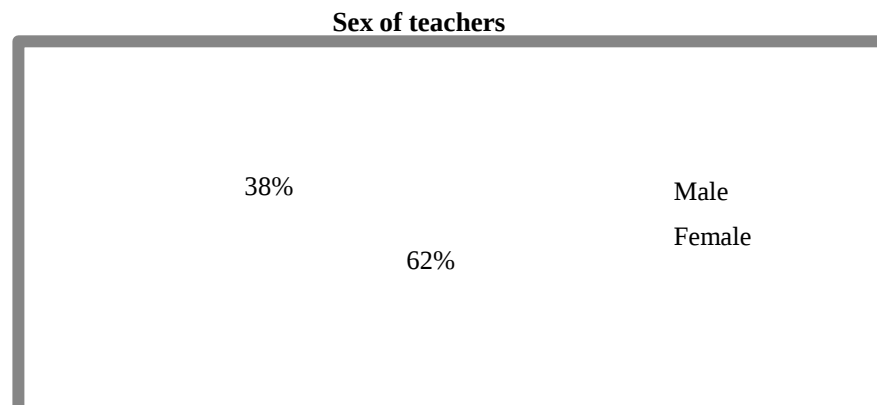
4.1.1 Demographic characteristics of Teachers

This section presents the characteristics of teachers as respondents who were involved in filling questionnaires based on sex, age, level of education, positions in schools and working experience. These respondents were selected from the selected public primary schools and involved them to get information about IEP and seek to determine the level of preparedness to support to children with disabilities.

4.1.1.1 Characteristics of teachers by sex and age group

To avoid gender bias for teachers in selected primary schools that had both female and male teachers, teachers were selected based on their profession. However, other characteristics were included such as their sex, age group and education so as to find out the true representation of individuals. Simple random sampling technique was used to select these respondents due to the fact that the group comprised homogeneous people that are teachers. The findings that are presented in Figure 4.1 and Figure 4.2 indicate the variation of respondents' characteristics whereby Figure 4.1 shows the respondents' sex and Figure 4.2 presents age groups of selected teachers for the study.

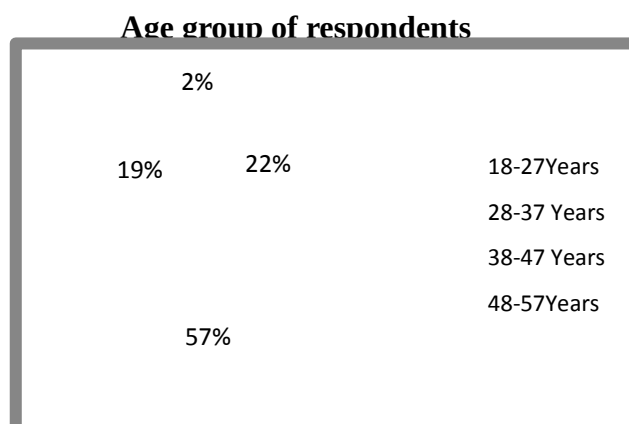
Figure 4.1 Pie chart indicating characteristics of teachers by sex



Source: Field data

Figure 4.1 presents the respondents characteristics in terms of their sex and the way they vary. The large portion indicated by 62% represents male while a small portion with 38% represents female who were involved in a study. This does not mean that male teachers are many in these schools than female teachers. This is because the technique used does not depend on heterogenic features of respondents to be selected in a group who have similar features (being teacher). The respondents in this study were then differentiated by age groups as they are presented in Figure 4.2.

Figure 4.2 A Pie chart representing age group of teachers



Source: Field data

In other aspect, the respondents differed in terms of age as presented in Figure 4.2. The age of respondents were grouped into five groups in terms of years that are 18-27, 28-37 and 38-47 years, 48-57 and above 58years. The concentration felt into the first four groups indicating that the group of above 58years had no representation. These groups were further represented by percentage extracted in frequency distribution table and being presented using pie chart as shown in Figure 4.2. This was done so as to show a clear picture of disparities among these age groups. The findings describe that 21.4% of respondents ranged age between 18-27 years while 57.1% represents a group of age 28-37 years. The rest two groups were 38-47 represented by 19% and 48-57 represented by 2.4%. However, the study found that the large number of respondents felt in the age group of 28-37years which indicate that 57.1% were youths. This is an indicator that many teachers (78.5%) in those schools are in a period of late adulthood who mostly are well informed and have an ability to perform teaching activities. There is few teachers aged between a group aged 38-47 and 48-57 years that in total covers 21.4% as indicated in Figure 4.2

4.1.1.2 Demographic characteristics of teachers by Education qualification

The study aimed at understanding the levels of education that teachers have currently as one of the indicators of having skills to perform several tasks related to pupils and managerial duties. The variables were set specifically to understand the teachers' level of education and profession that included Grade A, Diploma, Bachelor degree, masters and others. Teachers in the selected public primary schools had different levels of professionalism in teaching and other education matters although others were not about inclusive education profession as they are presented in Table 4.1.

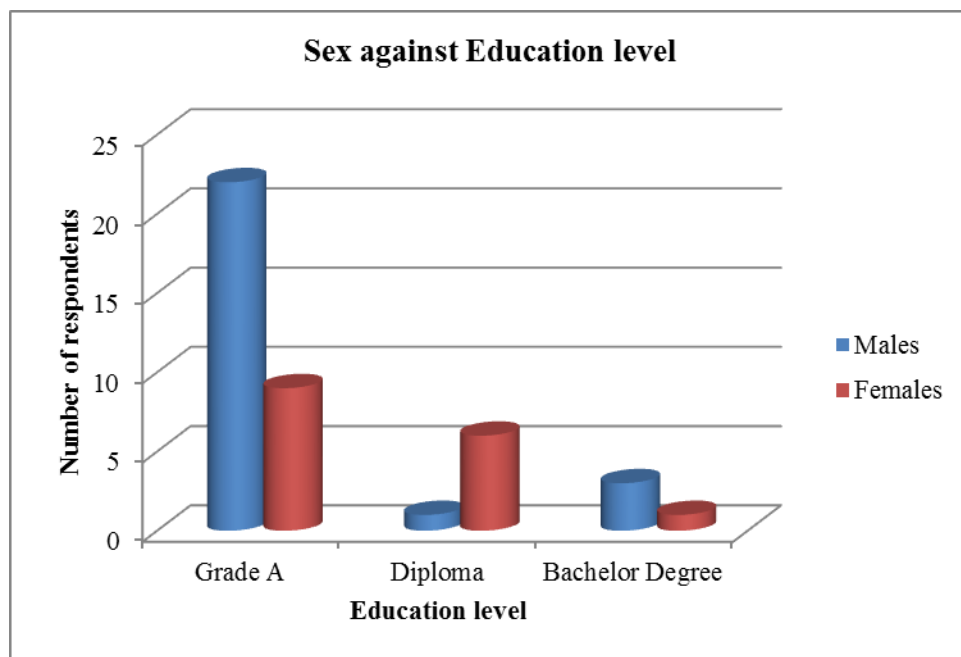
Table 4.1 Teachers' educational level by percentage

Educational Level	Number of respondents	Percent
Grade A	31	73.8
Diploma	7	16.7
Bachelor Degree	4	9.5
Master Degree	0	0
Total	42	100

Source: Field data

The study found that there were different levels of education qualification amongst respondents that were involved in the study. Table 4.1 indicates that 73.8% of all selected teachers were Grade A while 16.7% of them had a diploma level. There were no master's level of education and the highest level of education profession was a bachelor degree that covered 9.5% of all selected teachers. This number of respondents with bachelor's degree is very small compared to Grade A. This is an indicator that many teachers in selected primary schools still have Grade "A" level despite the need of government for teachers to develop their profession to higher levels. However, based on sex differences the study found that males were many compared to females in levels of education qualification among selected teachers as illustrated in Figure 4.3.

Figure 4.3 Education qualifications according to sex of respondents



Source: Field data

The findings in Figure 4.3 represent how respondents' characteristics differed in terms of sex and education amongst the selected respondents. As it is shown in Figure 4.3 provided, diversities of the respondents indicate that there are different education qualification between males and females amongst the respondents who

were selected and involved in the study. There were 26 males whose numbers in education levels ranging from grade “A”, diploma to bachelor’s degree which differed from number of female respondents in similar levels of education. Females in Grade A were nine (9) compared to males who were 22 although there was great number of females in the diploma level. In diploma level it is indicated that there were only 1 teacher and 6 females while in the part of bachelor’s degree level there was only 1 female compared to 3 males.

4.1.2 Demographic characteristics of Head teachers

This section presents the findings based on the characteristics of six (6) head teachers as respondents who were involved in filling questionnaires. These head teachers were selected from selected public primary schools and their demographic characteristics were based on sex, age, level of education, positions in schools and working experience. The demographic features of working position and working experience are not analysed since the study did not intend to make any comparison of responses based on those features.

4.1.2.1 Demographic features of Head teachers according to sex and education level

Head teachers involved were both from male and female with differences in education level. The findings that are presented in Table 4.2 and Table 4.3 indicate differences between male and female in terms of education level.

Table 4.2 Sex against Education for head teachers

Item	Category	Number of respondents	Percent
Sex	Male	4	67
	Female	2	33
	Total	6	100
Education	Diploma	4	67
	Bachelor degree	2	33
	Master Degree	0	0
	Total	6	100

Source: Field data

The total number of respondents was six (6) respondents who involved head teachers and who were purposively selected to represent their schools in providing the information about the implementation of IEP in particular schools. There were 4 males which are represented by 67% of the total respondents and 33% of respondents who were females. The number of females is very small that shows that there is no gender balance since the ratio of females is below 50% of the total respondents. This may be an indicator that females are not willing, not in the selected schools or not appointed to take opportunities in higher positions of leadership. In other side these respondents varied from one respondent to another in education levels which is the characteristic of having knowledge on various education matters.

4.1.2.2 Level of education against sex of head teachers

One of the characteristics for effective implementation of any programme is to have educated personnel who are able to translate objectives into actions. The study further describes level of education against sex of respondents so as to observe the differences between male and female. The findings were as they are presented in cross-section Table 4.3

Table 4.3 Level of education versus sex of head teachers

Education level	Sex				Total respondents	
	Males		Females			
	Respondents	Percent	Respondents	Percent	Respondents	Percent
Diploma	2	50	2	100	4	67
Bachelor Degree	2	50	0	0	2	33
Master Degree	0	0	0	0	0	0
Total	4	100	2	100	6	100

Source: Field Data

The study sought to collect information on education qualification of head teachers as administrators in the selected primary schools. The study set to collect information to find out the levels of education that head teachers had from lowest to highest level. The study found that the highest level of education was a bachelor degree while the lowest level was diploma. In this study, the level of education differed between males and females whereby both females had a diploma level while 4 males ranged

between diploma and bachelor degree. Two (2) males head teachers that was represented by 50% of all males had diploma while other two (2) had bachelor's degree which is 50% of all male respondents. This ratio indicates that the male head teachers amongst selected schools were many over the females because only two respondents were females who are represented by 50% of all head teachers who were involved in this study. In addition to that it may be an indicator that females are not willing to study for higher levels of education compared to males or otherwise.

4.1.3 Demographic characteristics of Parents

This section presents the findings based on the characteristics of parents as respondents who were involved in filling questionnaires. These parents were selected from selected communities in the village and their demographic characteristics were based on sex, age, level of education and occupation.

4.1.3.1 Demographic characteristics of parents by sex, age group and education level

Parents consisted male and female in the sample size that was obtained in the field. These parents were distinguished by sex, age and education level in one angle. The findings on sex against age group presented in Table 4.4 indicate the extent to which sex are related to age group.

Table 4.4 Sex, Age group and education level of respondents

Item	Demographic features	Number of respondents	Percent (%)
Sex	Male	30	50.8
	Female	31	49.2
	Total	61	100
Age group	Below 25	2	3.3
	25-34	16	26.2
	35-44	29	47.5
	45-54	8	13.1
	Above 55	6	9.8
	Total	61	100
Education level	Never completed school	17	27.9
	Standard seven	32	52.5
	Secondary level	12	19.7
	Total	61	100

Source: Field data

The findings in Table 4.4 illustrate the extent of representation based on different variables that were based on sex, age and education level. Males (50.8%) in this study were equivalent to females (49.2%) with slight difference. The distribution of these respondents based on age indicates that there was high representation of respondents represented in a group of 35-44 years which is 47.5% of all respondents.

In other aspects of respondents' characteristics, the study set the respondents' education level into three categories that included those who never completed or attended school, standard seven and secondary level (form four and form six). These levels were observed having different representations as it is shown in Table 4.4. Parents had different representations in terms of education level. The highest level of education was secondary level while others were represented by those who had never attended or completed studies. The large number of parents was standard seven covered by 32 parents (52.5%) followed by those who had never completed school who were 17 parents represented by 27.9%. Thirteen (13) parents were only those who had secondary level among all who were involved in the study and they constituted 19.7% of all selected parents.

4.1.3.2 Demographic characteristics of parent's occupation

The study collected the information on the occupation to assess kind of work that parents do so as to help the family grow. These variables were set for making justification on the responses about inclusive education. The respondent responded differently as shown in Table 4.5.

Table 4.5 Demographic features of Parents by occupation

Occupation type	Number of respondents	Percentage
Peasants	32	52.5
Businessmen	13	21.3
Fisherman	8	13.1
Mason	4	6.6
Livestock Keepers	2	3.3
Teacher	1	1.6
Taylor	1	1.6
Total	61	100

Source: Field Data

The findings indicated in Table 4.5 indicate the differences between individuals based on their occupation where each individual varied from one to another. The findings show that large number of respondents was covered by peasants. Peasants were represented by 52.5% followed by business (entrepreneurs) who covered 21.3% of all respondents. The third group included fisherman that were 13.1% of total respondents followed by Mason (6.6%), livestock keepers (3.3%), teacher and Taylor where both of were represented by 1.6%. This indicates that the population in these areas depends on agricultural and entrepreneurial activities as a major source of income generation. These activities can influence parents' willingness to send their children in schools as a result of an increase of enrollment of pupils.

4.1.4 Demographic characteristics of DEO-SNE

This section presents the findings based on the characteristics of DEO-SNE as respondent who was involved in interview. The demographic characteristics were based on sex, level of education and occupation as indicated in Table 4.6.

Table 4.6 DEO-SNE profile

Item	Status
Sex	Female
Position	DEO-SNE
Time in position	3Years
Education level	Bachelor degree

Source: Field data

Table 4.6 presents the characteristics of respondent who was involved in interview session who had experience of three years working with special needs education. This factor with others was studied because it was thought that experienced personnel in the field have enough information about inclusive education.

4.2 Presence of infrastructures and facilities as indicators of schools preparedness to accommodate children with disabilities

This section presents generally the findings obtained from the study area showing the presence and status of infrastructure and facilities that are prepared to support children with disabilities. The study sought to get information that justifies whether the available infrastructures and facilities are enough and have qualities to support teaching and learning for children with disabilities. It was found that there were variations of findings on the status of the presence of infrastructures and facilities that were available in the selected public primary schools.

4.2.1 Status of the available infrastructures

On part of infrastructures the study sought to ascertain the presence of adjusted classes, desks (chairs), pitches (playgrounds), adjusted latrines and ramps which are some indicators of inclusive schools which had enrolled CWDs. In addition to that the study intended to describe the status of these classrooms in terms of spaces and ventilation, large sized doors and windows. The data collected through questionnaires and observation as they presented in Table 4.7.

Table 4.7 The status of available infrastructures for CWDs

School name	Classrooms	Classes with high foundation	Class with Ramps	Class with illustrations	Desks	Pitches for CWDs	Pit Latrines for CWDs
Mwakizega	12	5	5	3	0	0	0
Katete A	4	2	0	0	0	0	0
Muyobozi	6	6	0	0	50	0	0
Tambukareli	7	3	0	0	0	0	0
Rubona	6	6	0	1	0	0	0
Uvinza	9	5	5	8	70	0	4
Total	44	28	10	12	120	0	0

Source: Field Data

The study found that some classrooms in selected primary schools had no ramps despite the fact that they were built with high foundations as indicated in Table 4.7. It shows that only 10 classrooms out of 28 classrooms which were found having high

foundations had no ramps to support movements. It is indicated that only two (2) schools whose classes were built on high foundation that had attached with ramps on classrooms foundations to allow movements for CWDs. Other schools had classrooms with elevated foundations but had no ramps attached. The study also observed that not all classrooms which required ramps, because some of the classrooms had ground foundations.

Windows were not largely sized to allow air and light (for children with low vision) and doors were not largely sized to allow children with severe physical disability and who use wheel chair to enter in the class. However the arrangements of desks reduced spaces that would support the presence of movable chairs when children are in the class and need to communicate. The situation of some of the classrooms which had high foundation and status of windows is indicated in Figure 4.4 and Figure 4.5.

Figure 4.4 Picture indicating classrooms with ramps



Source: Field observation

Figure 4.4 represents example of one of classrooms from different two primary schools (Mwakizega and Uvinza special inclusive primary school) among selected schools whose foundations are high. In order to support children with different type of disabilities these classes have been built with ramps to support the movements of those children. These ramps support children with physical disabilities and blinds to get into classes than how it was thought if the classes were left with high foundations.

It was found that in other schools where there could be a need of ramps had no ramps despite the elevated foundations that restricts movements to physical disabled and blind children. One of such classes is represented in Figure 4.5

Figure 4.5 A Classroom and office which has no ramp



Source: Field observation

The building that is shown in Figure 4.5 is one of the classrooms from four schools which had classes with high foundations without ramps. It represents the classroom that has no ramp although it is built with high foundation and the school has enrolled

children with disabilities especially with physical disabilities. The area shows that a person with wheel chair cannot easily get there when in need to go to a next door. In addition to that, the study through observation found that generally classroom windows and doors were not large to support movements and air ventilation. These classrooms had no illustrations except in 9 classrooms out of 44 classrooms that were found in all six schools. Classrooms that can help children of different types including children with intellectual and low vision to access the materials with illustrations were found in Rubona (one class) and Uvinza inclusive (eight classes).

The study went further to ascertain the presence of adjusted latrines, playgrounds, chairs and desks that are adjusted in order to support children with disabilities. The study sought to justify also the status of these infrastructures which are also essential for fulfilling the needs of CWDs. For the presence of adjusted latrines, chairs and desks the findings indicate that only one school amongst the selected primary schools showed that there were these infrastructures. The rest of these schools had no chairs, desks and latrines that are adjusted to suit learning for CWDs.

The DEO-SNE provided general comments on the status of classrooms which justifies the real situations in schools in which her comment was that;-

Generally; I can say that the implementation is not as much effective as it is intended. This is because; the infrastructures are not supportive for children with disabilities. There are no ramps in classrooms and available classes are not supportive. There are no toilets, desks and playgrounds to support children with disability. Therefore, it is not easy to accommodate children with disabilities in the areas where there are no improved infrastructures. Infrastructures have been built only for non-disabled children although we are trying to improve. In the new buildings there is consideration of children with disabilities. (DEO-SNE, 2019).

4.2.2 Presence of facilities to support children with disabilities

The researcher intended to collect data to ascertain the availability of facilities that are termed to be indicators of school preparedness for accommodating CWDs. Facilities in this study included all materials and supportive devices that should be in

schools to facilitate teaching and learning for children with disabilities. Facilities included the visual aids (braille, large printed papers and white canes), hearing aids (sound meter), audio meters, sound meters, maps and textbooks. The data on the presence of facilities were collected through questionnaires and observation.

The study found that there were differences in some cases about the facilities that were available in schools as indicated in Table 4.8.

Table 4.8 The status of available facilities and supportive devices for Children with Disabilities

School name	Presence of books	No of Braille Machine	White cane	Yard sticks	Sound meter	Audiometer	Pupils' with Wheel chairs
Mwakizega	0	0	0	0	0	0	0
Katete A	0	0	0	0	0	0	0
Muyobozi	0	0	0	0	0	0	0
Tambukareli	0	0	0	0	0	0	0
Rubona	0	0	0	0	0	0	0
Uvinza inclusive	√	9	6	4	2	2	2

Source: Field Data

Findings that are presented in Table 4.8 show the status of school facilities for implementing IEP. In terms of the presence of the text books that are prepared to support learning for all pupils both CWDs and non-disabled children; the study found that only one school among six selected schools (earlier mentioned) had at least to have textbooks special for CWDs. In these schools, it was found that the most available books were largely designed for non-disabled and those with low vision and physical disabled children among the schools. These books had no braille and schools had no large printed texts and pictures that are supportive for children who have low vision or blind.

The study went further to observe the presence of visual aids that included the white cane, braille, white canes, sound meters large printed papers to support children with visual impairment or blind children. The study found that one school as indicated in Table 4.8 had visual aids while others had no such facilities.

Figure 4.6 Sound meter



Source: Field data

Figure 4.6 indicate one of the devices used to measure level of audio signals within an area. It is useful for children who are visually impaired and those with moderate hearing impairment.

Overall findings has indicated that only one school (Uvinza special and inclusive) were made as inclusive by having some school facilities that are supportive for learning to CWDs while the rest schools had no facilities to support learning. In addition to that schools had no wheel chairs that would support movements for physical disabled children whose movements are to be supported by wheel chairs.

The interview was conducted with the specialised department of education between researcher and the known District education officer for special needs who highlighted the overall situation of her territory. In her narration she said that;-

Frankly speaking, the available teaching and learning materials are not supportive. There are no braille machines in many schools

except Uvinza inclusive where before last year (2017) we received few braille machines for Uvinza special and inclusive primary schools. There are no lenses to support short and long sited pupils. (DEO-SNE, 2019).

4.3 Level of teachers’ preparedness to support children with disabilities

The study aimed at determining the level of teachers’ preparedness to accommodate and support children with disabilities who are or can be enrolled in their schools. To achieve this objective a researcher collected the information from several variables that enabled to draw conclusion on the teachers’ level of preparedness. The variables included the teachers’ profession and trainings that teachers in regular schools had have, the ability, competence and attitude towards inclusion of CWDs.

4.3.1 Profession and trainings on supporting children with disabilities

The researcher collected data by determining the teachers’ level of education in special need education, the provision of and number of trainings that teachers had as the indicator of level of teachers’ preparedness. The study found that there were variations in the presence of teachers who either had profession or had attended trainings on teaching and responding to CWDs as presented in Table 4.9.

Table 4.9 Responses on trainings attendance

Item	Responses	No. of teachers	Percent
Number of teachers attended in special need education programmes	Attended	5	11.9
	Not attended	37	88.1
	Total	42	100
Number of trainings attended on special needs education	Once	2	4.8
	More than three	3	7.1
	No training attended	37	88.1
	Total	42	100

Source: Field data

The findings presented in Table 4.9 indicate that there were only 11.9% of the selected teachers who had ever attended trainings or special course for teaching children with disabilities in different area of specialisation. This is the smallest per

cent amongst the selected respondents because the rest 88.1% of respondents had not attended any training that would assist them to respond to children with disabilities. The study went further to determine the number of trainings that individual had attended amongst the attendants which also show variations the variations. The number of trainings that individual had differed from one respondent to another and respondents responded differently. The study found that two (2) teachers represented by 4.8% of respondents had ever attended the trainings on teaching children with disabilities at least once in their working experience while three of them (7.1%) had attended training more than three times. In total, this indicates that it was only 11.9% of respondents who had attended trainings and who can at least respond to CWDs while the rest 88.1% of total respondents had no training on teaching and responding to CWDs.

The study sought to understand if there were programmes that UDC had so as to build capacity of teachers in responding to CWDs that was done through interview. The study interviewed DEO-SNE to get comment on the approaches used to prepare teachers so that they can be able to respond to CWDs. She commented that the district had no specified programme to train teachers so as to help them to respond and support CWDs. Therefore, the strategy used was the use of peer teaching. She then added that;-

We asked teachers with knowledge and skills for special education need in several schools to help others to have basic skills/knowledge to respond to children with disabilities but others have never done that. We just wait for the government to employ those special needs education teachers which is not done currently even for previous employment opportunities. Our district has no capacity to provide trainings due to shortage of budget (DEO-SNE, 2019).

4.3.2 The ability of teachers to communicate with disabled children

The researcher intended to understand the level of abilities that teachers had in responding to children with disabilities despite the fact that they had no trainings. Several questions in teachers' questionnaire were asked to determine the level of

ability of teachers to communicate with disabilities that were thought to be gained through other source than special trainings. The findings on their responses are presented in Table 4.10.

Table 4.10 Teachers ability to communicate with CWDs

Statement	Responses	Number of respondents	Percent
Competence in using signal for teaching disabled children?	Yes	5	11.9
	No	37	88.1
	Total	42	100
Ability to teach a child with visual impairment?	Yes	2	4.8
	No	40	95.2
	Total	42	100
Skills to teach intellectually impaired child?	Yes	4	9.5
	No	38	90.5
	Total	42	100

Source: Field data

The findings presented in Table 4.10 show that the respondents among the selected schools differed in responses on the ability to communicate with CWDs. To determine the ability of teacher to communicate with CWDs few variables such as the ability to use signal language especially for blind or dumb were used. The study found that only 11.9% of all respondents showed that they were competent in using signal language while the rest 88.1% who were also claimed not to have trainings had no ability to respond to any of the type of disabilities. Despite of having such competences to use signals, 95.2% of respondents were not able to teach children with visual disabilities which indicate that only 4.8% of respondents can teach children with visual disabilities. These teachers were amongst those who had attended trainings at different levels of trainings. On the other side, only 9.5% of respondents responded that they were at least able to teach children with intellectual disabilities while 90.5% of respondents responded that they had no ability to teach and respond to children with intellectual disabilities.

4.3.3 Teachers' attitude on enrolling children with disabilities

The study intended to determine teachers' attitude towards enrollment of CWDs as a means of determining their levels of teachers' preparedness. This is because

teachers' preparedness in one way or another can be built towards attitudes on inclusion and can affect the implementation of inclusive education programmes which may result to lower enrolment of CWDs in regular schools. Teachers' attitudes that were determined through their responses toward contribution of type and levels of disabilities on enrollment varied to each other. Teachers had different responses towards inclusion which defined their attitude. Their attitudes were measured through Likert scale by using five levels of agreement and disagreement. The findings that are presented in Table 4.11 indicate the differences of responses amongst respondents who were involved in filling questionnaire.

Table 4.11 Teachers' attitude on type and level of disability in enrollment

Statement	SA		A		N		SD		D		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Including disabled-children in regular classrooms depends on type and level of disability	27	64.3	8	19	1	2	6	14.3	0	0	42	100
A visually impaired child (blind) cannot be sent to regular school by parent	19	45.3	6	14	0	0	14	33.3	3	7	42	100
Children with physical disabilities can be included with non-disabled	27	64.3	0	0	0	0	15	35.7	0	0	42	100
An hearing impaired child (deaf) cannot be sent to normal school by a parent	17	40.5	10	23	0	0	14	33	1	2	42	100
Speech impaired child (dumb) cannot be sent to normal school by a parent	20	47.6	8	19	3	7.1	10	23.8	1	2.4	42	100
Disabled students will develop skills faster in a special class than in inclusive classes	29	69	5	12	3	7.1	3	7.1	4	4.8	42	100

Source: Field data

Table Key: SA-Strong Agree, A-Agree, N-Neutral, SD-Strong Disagree and D-Disagree

The study sought to get the data on teachers' attitude towards the inclusion of children with disabilities in regular schools based on the type and levels of disabilities that children have. Teachers agreed that children with disabilities can be enrolled in regular schools but with regard to the type of disabilities. The findings

presented indicate that 64.3% strongly agreed to that including children with disabilities in regular classrooms depends on the type and level of disabilities. 14.3% of teachers strongly disagreed that enrolling children with disabilities depends on type and level of child's disability. This is an indicator that to them any of the types and levels of disabilities can be included in regular schools. The rest 19% of the respondents somehow agreed with the statement while 2.4% of them were neutral to the statement. This was more evidenced based on the responses that were different in the same question that was asked on whether a blind can either be sent to regular schools for schooling or not. The findings show that 45.3 % of respondents strongly agreed to the statement that children with blind cannot be sent to school. This is different to those who responded with strongly agree to the statement. 33.3 % of respondents strongly agreed that children who are blind cannot be sent to school. About 14.3% were somehow agreed to the statement while 7.1% disagreed to the statement. To these teachers, children who are profound such as blind and dumb cannot be enrolled in schools that have non-disabled children.

However, these teachers perceive that children with disabilities cannot be placed in the same class with non-disabled class despite that they can be enrolled in the same school. The findings indicate that, 69% of the selected teachers under the study strongly agree that children with disabilities can develop their skills when they are placed in their classes than in inclusive class.

4.4 Approaches used by public primary schools to identify and enroll children with disabilities

Depending on the parents' attitude, management systems, distance from schools, social and economic influences schools practice issues in different ways. Therefore, a researcher thought that schools could not use same approach to identify children with disabilities unless it is stated different. The findings were collected through questionnaire that helped a researcher to identify these approaches that were being used by schools. The study found that there were different approaches in each school that were used to get these children as indicated in Table 4.12. Some of these

approaches were observed being used in both schools while others were found in a certain school only and not in other school.

Table 4.12 Matrix of responses on approaches used to identify CWDs

Name of school	Approach used to identify and enroll CWDs		
	Sensitization and mobilization of parents	Use of school committee members	Consultation with LGAs
Katete A	√	√	x
Muyobozi	√	X	√
Mwakizega	√	X	√
Rubona	√	X	x
Tambukareli	√	√	x
Uvinza special	√	X	x

Source: Field data

Schools were observed to have different approaches towards identification of children with disabilities for enrollment. These approaches included sensitisation and mobilization of parents, use of school management committee members (SMC) and consultation with LGAs members to provide support in identifying families whose children have disabilities. It was found that mostly and commonly these schools used sensitisation and mobilisation of parents as a means to identify children with disabilities so as to enroll them. More illustration is given in Table 4.13 which indicates the percentage of approach used by schools.

Table 4.13 Approaches used to identify children with disabilities by school percentages

Choices	Response	Frequency Count	Percent
Sensitisation and mobilisation of parents	Yes	6	100
	Total	6	100
Consulting village local government authority	Yes	1	16.7
	No	5	83.3
	Total	6	100
Teachers search in families with disabled child	No	6	100
	Total	6	100
Use of School management committee members	Yes	3	50
	No	3	50
	Total	6	100

Source: Field data

The findings presented in Table 4.13 indicate the variation of approaches that are used in identifying children with disabilities. The most common approaches used are sensitisation and mobilisation of parents to enroll CWDs and use of school committee members. All selected public primary schools (100%) that included Mwakizega, Uvinza inclusive, Muyobozi, Tambukareli, Katete A and Rubona responded positively to use sensitisation and mobilisation while 50% of all schools use school management committee members. One school (16.7%) out of six (6) schools cooperates with village LGAs to identify and ensuring that CWDs are enrolled. Teachers were thought to have been visiting families for identifying children with disabilities but the study found that neither of these schools have been used this approach.

4.4.1 Status of Pupils' Enrollment rate

The presence of Pupils is one of the aspects that make education activities to take place. The DEO-SNE report of 2018 presented that there were about 388 pupils with disabilities who were enrolled in UDC as it is shown in Table 4.14.

Table 4.14 Enrollment rate of pupils in UDC by Wards

Ward	Type of disability									Total
	HI	VI	II	PI	Autism/ SI	MI	Alb	ADHD	Epi	
Basanza	1		4	6	1					12
Kandaga			1	5						6
Nguruka		1		10			1			12
Itebula			9	10						19
Mwakizega	2	2	4	6		3				17
Igalula		1	2	3				1		7
Mganza				10			3			13
Kazuramimba	2	3	2	6	3					16
Ilagala	5	1	1	9						16
Kalya	5	2	2	7	1				1	18
Mtegowanoti			1							1
Sunuka	1	1	6	14	2					24
Buhingu	1	1	5	6		1				14
Uvinza	51	17	99	27		10				206
Sigunga			1	3						4
Herembe	3		2	1						6
Total	71	29	135	122		14	4	1	1	388

Source: Field data

Table Key: HI-Hearing Impairment, VI-Visual Impairment, II-Intellectual Impairment, PI-Physical Impairment (Disability), SI-Speech impairment, MI-Multiple Impairment, Alb-Albinism, ADHD-Attention Deficit Hyperactivity Disorder, Epi-Epilepsy.

Table 4.14 indicates that there were differences in types of disabilities that were found generally in UDC primary schools although there was high concentration of intellectually impaired and physical disabled pupils compared to other category. The intellectually impaired pupils covered by 135 children while 122 children were physical disabilities children. The lowest value was 3 children that represent CWDs which indicate that they are few compared to all other types that were identified.

In addition to that, it had shown that there are few children with disabilities who have identified characterized having disabilities. DEO-SNE contended this situation is caused by many factors as said;-

“We have been facing challenges to identify children with disabilities such as financial shortage to reach the community and parents involvement. Parents tend to hide their children and are not open to have children with disabilities” (DEO-SNE 2019 Interview).

In the selected public primary schools the study found some variations in terms of type of disabilities amongst children who were studying in those schools as the findings indicate in that Table 4.15.

Table 4.15 Enrollment rate of pupils in UDC in selected schools

Name of school	Total number of pupils in schools	Number of pupils with disabilities							
		HI	VI	II	PI	SI	Autism	MI	Total
Katete A	230	2		3	3				8
Muyobozi	650	3			2	1			6
Mwakizega	1065			3	2				5
Rubona	608	1	2			2			5
Tambukareli	1336				2				2
Uvinza special	282	58	15	101	27	6	2	3	212
Total	4171	64	17	107	36	9	2	3	238
N=6	Mean=695								39.7

Source: Field data

The study found that the total number of pupils in six schools were 4171 that included both children with disabilities and non-disabled children. Amongst those pupils, the study found that Children with disabilities were 238 (5.7%) of total pupils who were enrolled in school while 3933 (94.3%) of all pupils were children who had no disabilities. This number of children indicates that the concentration of non-disabled children is high when compared with disabled children which may interrupt learning if not handled. This is also evidenced by means differences where mean of enrollment of normal children (695) exceeds the mean of enrollment of children with disabilities (39.67) by 655.33.

4.4.2 Mobilisation and sensitisation of parents to enroll children with disabilities

Participation of parents in education programmes depends on how they are mobilised by the authorities for them to engage and invest in education. The more the parents are mobilised, the more they are likely to change their attitude. The change in attitude in any level has a relationship to implementation of a programme that may positively or negatively affect it. The study sought to collect information to find out if the parents were mobilised as one of the approaches to identification of CWDs and enrollment. Questionnaires were used to seek information towards mobilization and sensitization of parents. The study found that mobilisation of the parents was done among the schools in different levels as presented in Table 4.16.

Table 4.16 Status of parents' mobilisation on enrolling CWDs

Respondents	Responses	Number of respondents	Percent
Teachers	Strong Agree	17	40.5
	Agree	19	45.2
	Neutral	0	0
	Strong Disagree	6	14.3
	Disagree	0	0
	Total	42	100
Parents	Strong Agree	37	60.7
	Agree	17	27.9
	Neutral	0	0
	Strong Disagree	7	11.5
	Disagree	0	0
	Total	61	100

Source: Field data

The findings in Table 4.16 indicate the responses of teachers towards parents' mobilisation for enrolling children with disabilities as one of the approaches used by schools to identify CWDs and enroll them in schools. Teachers were aware that parents are mobilised in the areas where the schools are allocated. The table presents that 40.5% of all teachers strongly agreed that parents are mobilised and they are aware about the importance of enrolling children with disabilities. However, the percentage of those who agreed was 45.2 % of all teachers which the difference was on 4.7% when compared with those who strongly agreed. It is generally agreed that 85.7% agreed that parents were mobilised to send their children for schooling. It is only 14.3% of all respondents who did not agree with the statement.

Parents had information about the inclusion of children with disabilities based on their responses which are indicators of being sensitized and mobilized. This is evidenced that 60.7% of all parents strongly agreed that they had information. 27.9% of these respondents agreed to the statement which may be defined that they had little information about inclusive education. However, 11.5% strongly disagreed of having information about the inclusion of CWDs which can be defined that these parents were not sensitized towards inclusive education.

4.5 Parents' attitude on implementation of inclusive education programme

The study intended to assess the attitude of parents towards inclusive education the enrollment of children with disabilities. It included two categories of parents both whose children have disabilities and those whose children are not disabled.

The study found that parents view inclusive education in different perspectives where some of them see inclusive education as important programme while others have negative attitude towards it. A researcher used researcher-self-administered questionnaire to assess the parents' attitudes. Attitude of parents towards inclusion was measured by assessing levels of agreement to several statements/items using Likert scale and the findings on these variables are presented in Table 4.17

Table 4.17 Attitude of parents on enrolling CWDs

Statements	SA		A		N		SD		DIS	
	F	%	F	%	F	%	F	%	F	%
School Environment support learning to children with disabilities	17	27.9	-	-	6	9.8	27	44.3	11	18
The community perception influences parents to enroll children with disability in regular schools	21	34.4	3	4.9	9	14.8	24	39.3	4	6.6
Children with disability can learn together with non-disabled children	38	62.3	4	6.6	3	4.9	10	16.4	6	9.8
Teachers treat friendly children with disabilities	22	36.1	-	-	20	32.8	19	31.1	-	-
Skills and knowledge that are provided in schools meet the needs of the parents	1	1.6	2	3.3	17	27.9	32	52.5	9	14.8

Source: Field data, 2019

The study sought to find out the attitude of parents towards the schools environments so as to ascertain their understanding of kind of schools that are supportive for CWDs. Table 4.18 indicates multiple responses of parents on various matters related to IEP including school environments, enrollment of CWDs and status of provision of education to CWDs. It is indicated that 44.3% of selected parents strongly disagreed that school environment are supportive for CWDs to learn which shows that they understand on the features of inclusive schools. It was only 27.9% who agreed that the environments are supportive according to their understanding. Neutral responses is covered by 9.8% while disagree responses that are represented by 18% of parents.

The study went further to assess the contribution of community towards parents' attitude on enrolling CWDs in schools. The findings that are presented indicate that 34.4% of respondents perceive that the community restricts parents whose children are disabled to be sent for schooling. The majority of respondents that are covered by 50.8% of parents perceive that community have no contribution to parents whose children are disabled to deny sending their children for schooling. The rest of the parents who are represented by 14.8% were neutral on any side if the community has any contribution to the enrollment of children with disabilities in regular schools.

The study also intended to describe the attitude of parents on where children with disabilities can be placed. The study found that 62.3% of the parents strongly agreed that children with disabilities can learn together with non-disabled children while 16.4% strongly disagreed that CWDs can learn with non-disabled. The rest 4.9% of the parents were neutral to the statement whether CWDs can learn or not when they are placed in the same class. The other 6.6% and 9.8% as shown slightly agreed and disagreed to the statement respectively.

However, parents had different perception on the kind of treatment that would be received between CWDs and non-disabled children. 36.1% of parents perceive no different treatment that children with disabilities can receive from teachers between CWDs and non-disabled children. While 31.1% of parents perceive that CWDs cannot receive the same treatment from teachers similarly to others, 32.8% were neutral to the kind of treatment whether can be the same or not. Parents had negative attitude to the kind of skills and knowledge that are provided in schools to children with disabilities. The findings present that the 52.5% of responses on strong disagree was high. This is an indicator that parents' attitude toward knowledge and skills that are provided in inclusive classes is negative which means that it is not fit to CWDs.

4.6 Supportive actions to implementation of inclusive education programme

The study sought to understand the kind of support that is provided by local education authority (LEA) as the owner of these schools. These actions were mentoring and counseling, financial support, trainings, stationeries and teaching and learning materials. The status of the provision of these supports is shown in Table 4.18.

Table 4.18 Status of support provided LEA by schools

School name	Type of support received				
	Mentoring and counseling	Financial support	Inset-training	Stationary facilities	Teaching and learning materials
Rubona	X	X	X	X	X
Mwakizega	X	X	X	X	X
Muyobozi	X	X	X	X	X
Katete A	X	X	X	X	X
Tambukareli	X	X	X	X	X
Uvinza	√	√	√	√	√

Source: Field data

The table indicates different supports that schools receive from LEA and other stakeholders which are different in each school. Only one school (Uvinza inclusive and special unit school) receive supports that mentor the school progress, financial supports, inset-trainings, stationery facilities and teaching and learning materials to support the implementation of IEP. This is contrary to other remained schools among the selected schools that were examined. The study found that the rest of schools have no special supports despite the fact that they had enrolled CWDs. This can be an indicator that schools implement IEP under poor environments as shown in Table 4.19.

Table 4.19 Percentage of schools in receiving support

Item/statement	Responses	Frequency count	%
Mentoring and counseling services	Yes	1	16.7
	No	5	83.3
	Total	6	100
Financial support for inclusive practices	Yes	1	16.7
	No	5	83.3
	Total	6	100
Inset training programmes on disabilities by LEA	Yes	1	16.7
	No	5	83.3
	Total	6	100
The stationery facilities to support preparation for teaching aids	Yes	1	16.7
	No	5	83.3
	Total	6	100
Teaching and learning materials and Supportive devices	Yes	1	16.7
	No	5	83.3
	Total	6	100

Source: Field data

A study categorised those supports into several categories indicated in Table 4.20. The study found that only 16.7% of these selected schools had been receiving supports while 83.3% of them have never been receiving any among the mentioned supportive action from local education authority. The study wanted to know from the district official what supports that have been provided to these schools. One of the education officers claimed that;

“We have been receiving little budget that is insufficient to provide all services in these schools. Support has been provided in Uvinza special school by the central government and little in other schools. (DEO-SNE, 2019)”

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents a discussion of the findings that were obtained from the field as they are presented in chapter four. It gives more discussion of what were found and what meaning the findings carry about the IEP. The chapter also discusses the findings based on the available documents including policies, journals, articles and other earlier studies about the implementation of inclusive education programme in relation to what was found. It is structured into six sections that are carried by objectives of the study. The first section shows the relationship between demographic features of respondents (parents, teachers and head teachers) and the study. The second section discusses the school infrastructures and facilities which indicate that public primary schools are prepared to accommodate disabled children. The third section discusses the level of teachers' preparedness to support children with disabilities. The fourth describes the findings on the approaches that schools use to identify and enroll children with disabilities. The fifth section discusses the findings based on parents' attitude towards the implementation of inclusive education programme. Sixth, it is about supportive actions that are provided in schools by local education authority to support implementation of inclusive education programme.

5.2. The relationship of demographic characteristics and implementation of inclusive education programme

The responses of respondents in any study are reflected to and can be affected by demographic characteristics amongst respondents. Males and females can respond differently in the given items in favour of their gender if they are not well handled. The study found that females and males view the inclusive education and the enrollment of children with disabilities in different perspectives. This study found that responses varied according to the way they understand and perceive inclusive

education. This is because the study did not intend to find out the influence of gender on responding to special needs education children.

Another variable that was set to create profile for respondents was education level of respondents that were thought to have influence on providing information. This variable was also set to establish the levels of education amongst teachers who are key implementers with the essences that in any area that has the educated people have different attitude and the implementation is thought to be effective. The participants with Grade A level which is represented by 73.7% indicates that, these teachers lack the competence in handling children with disabilities since the implementation of inclusive education need well trained teachers. The study found that despite the presence of different levels of education among respondents still these schools had environment that is not conducive. This is due to the fact that the respondents had no knowledge about inclusive education although they had certificates, diploma and bachelor degree. The education and profession for the majority that they had were not specialised in special needs education and hence they could not be able to respond to CWDs.

This is different to one of the studies in Zimbabwe done by Mwangi and Orodho (2014) which found that there was an influence of sex in responding to children with disabilities. This is indicated in that study that the majority of teachers was females and had interest to take course for special needs education. This study was not interested in studying the influence of sex on the responses of respondents than to determine the ways each sex is represented.

5.3 The presence of infrastructures and facilities in schools as indicators towards accommodating children with disabilities

The study was designed to ascertain the presence of infrastructures and facilities as the indicators of public primary schools preparedness to accommodate CWDs as educational policies in Tanzania has stipulated in 2014. The concentration area in the study was to ascertain the status of classrooms, toilets, offices and play grounds that

were thought to support different activities and services for children with disabilities. Also, the study apart from physical infrastructures, it was designed to ascertain the presence of facilities that included teaching and learning materials (text books, maps) and assistive devices (Sound meter, audio meter, braille, white canes and other visual aids).

5.3.1 Presence of school infrastructures for Children with Disabilities

As the important of presence of improved infrastructures it is; this study aimed at observing the status and improvement of the available infrastructures for supporting CWDs. The study found that infrastructures in most of schools were not improved and adjusted to support learning and movements of children with disabilities while they are in school compounds. For example, schools like Mwakizega, Tambukareli, Muyobozi, Katete A and Rubona had no latrines which are supportive for CWDs to get services. All selected schools had no pitches where CWDs could play and enjoy for them being at schools once they are enrolled. Overall classes were not ventilated and largely sized in terms of windows and doors while in some of the schools they had no illustrations that could enhance teaching and learning for children with disabilities.

This is contrary to what the United of Republic of Tanzania through its policies including National policy on disability (2004) and Education and training policy (ETP 2014) has been emphasized. The policies put emphasis on the presence of infrastructures that are improved and very friendly to all children including children with disabilities. But these schools are implementing inclusive education programme without these prerequisites which was explained to be challenging. For example, in education and training policy (2014) it is stated that there should be the improved infrastructures that support learning. It further gives the descriptions on the roles of the government that is to ensure that school environments are improved and set to support teaching and learning for children with diverse needs. Therefore, in collaboration with other stakeholders, government through its ministry will enhance the availability of quality infrastructures that support accessibility of education to all

people including children with disabilities. These statements has remained in papers and very political while in practice is different that affects the provision of education to children with disabilities in schools.

Enrollment of children in these schools has been constrained with the absence and non-improved infrastructures that adjusted for children with disabilities. This is similar to other areas whereby despite these policy statements, in many areas studies indicate that there are still challenges in enrolling and providing education to children with disabilities. One of the studies which were conducted in Tanzania on inclusive education in Tanzania by HakiElimu (2008) found that the major constraint of many schools in implementing inclusive education programme was that schools had poor physical infrastructures and even those which were constructed did not consider CWDs. In addition to that, Possi and Milinga (2017) while contributing in the journal about inclusive education have shown the same information that most of schools have no improved infrastructures despite the policies that timely have been formulated and being emphasizing on IEP such as ETP (2014) and the National policy on Disability of 2004. This is because the government has been facing shortage of budget in financing education so as to provide education on equal basis (URT, 2018).

The problems of shortage of infrastructure still exist in selected public primary schools Uvinza District Council in Kigoma region. Some of these schools as indicated in findings were found to have no toilets, playgrounds, desks and chairs that are adjusted to suit the needs of children with disabilities. This was exceptional to two schools that were at least had adjusted classrooms with ramps and latrines which makes CWDs enjoying life. In the 2030 agenda for sustainable development the issue of making schools being a place where all children enjoy is clear addressed; but the available classrooms that were observed with high foundation in most schools were found with no ramps which may affect the movements of CWDs. With regard to these statements and emphasis, it is obvious that the selected public primary

schools were not prepared in terms of infrastructures to accommodate children with disabilities despite the fact that they were called inclusive schools.

The status of infrastructures amongst schools in Tanzania has received little changes by just having ramps to the buildings which have elevated foundations. In addition to that reports have shown that there is rapid increase of enrollment of children which requires adequate infrastructures. An estimated 27000 classrooms would be needed to accommodate the extra enrollment at primary schools (UNICEF-Tanzania, 2017). The problems of shortage of infrastructure still exist in selected public primary schools Uvinza District Council in Kigoma region. Some of these schools as indicated in findings were found to have no, classrooms, toilets, playgrounds, desks and chairs that are adjusted to suit the needs of children with disabilities. This was exceptional to two schools that were at least had adjusted classrooms with ramps and latrines which makes CWDs enjoying life. In the 2030 agenda for sustainable development the issue of making schools being a place where all children enjoy is clear addressed; but the available classrooms that were observed with high foundation in most schools were found with no ramps which may affect the movements of CWDs. With regard to these statements and emphasis, the study expected to see schools having prerequisite which was not there. This has never been different from other literature although there is slight improvement in some cases. One of the studies which were conducted in Tanzania on inclusive education in Tanzania by Haki Elimu (2008) found that the major constraint of many schools in implementing inclusive education programme was that schools had poor physical infrastructures and even those which were constructed did not consider CWDs. In addition to that, Possi and Milinga (2017) while contributing in the journal about inclusive education have shown the same information that most of schools have no improved infrastructures despite the policies that timely have been formulated and being emphasizing on IEP such as ETP (2014) and the National policy on Disability of 2004. This is because the government has been facing shortage of budget in financing education so as to provide education on equal basis (URT, 2018).

The education officials in Uvinza District council claimed that the available infrastructures are old and were built long time without considering the children with disabilities. There have been a shortage of financial resources and the District local government has been receiving insufficient budget to build the new infrastructures. This is contrary to the Tanzania National education circulars such as circular No 3 of 2016 and policies in Tanzania that have been proclaimed to build infrastructures in these schools in the era of free education primary schools. The district education official describe the strategies that has been undertaken to modify and rehabilitate the infrastructures by using the capitation grant provided for school rehabilitation and call for other education stakeholders to support education. This is similar with one among other studies that were conducted in Kenya by Wangari (2015) which showed that there is a shortage and dilapidated infrastructures because the country has a shortage of money to finance education.

5.3.2 Presence of school facilities for Children with disabilities

Amongst the selected public primary schools under the study had no enough and others had no facilities that are supportive for all types of children with disabilities and teachers who teach and support learning. These facilities include teaching and learning materials (text books, maps) and assistive devices (braille, white canes and lenses) that due to its availability enhance teaching and learning. The Tanzania Education and training policy (2014) puts the emphasis on the presence of facilities that support learning are for CWDs although it is contrary to what is happening in the field. The available facilities such as books and teaching aids were observed not functional for CWDs rather than non-disabled children. For example these books in most schools including Mwakizega, Katete “A”, Muyobozi, Rubona and Tambukareli, as indicated had no braille for profound visual impaired (blind). The study found that there were only one school (Uvinza special and inclusive) which had braille machine, white canes, and hearing aids which are supportive to children with disabilities. This can simply mean that curriculum designed was not taken into account on the presence of children with disabilities which may cause the lack of

opportunities to CWDs. Comparing these schools, Uvinza inclusive had high number of children with disabilities who came from other areas which are far from Uvinza ward. It can be argued that the parents are pulled to enroll their children in this school which is at least attracts them to do so.

The absence of these facilities leads to the failure of to accommodate children with disabilities due to the fact that the social model of disability suggests that barriers like shortage of facilities restrict performance of people with disabilities. These barriers should be removed by the respective organization or any authority so as to make sure that environment is inclusive. Many of those schools in UDC are not supported by local education authorities to ensure the presence of those facilities although they have responsibilities to do so as indicated in the ETP (2014) and Educational circular Na 3 of 2016. The circular describes that there will be 60% of local government budget that will be used to purchase teaching and learning materials for children with disabilities although this has been not happening. This is also against the National Strategy for Inclusive education (2009) which states that it is a role of Local government authority to ensure that schools are informed to be inclusive to accommodate children with disabilities. Failure to supplement the facilities may be an indicator of causing these schools to fail to accommodate children with disabilities that leads to ineffective implementation of IEP. However, there were claims from the DEO-SNE that the education department has no budget to ensure that all facilities are available in all schools. Even the current earmarked as a special school for children with special need education have been receiving support direct from the government.

Similarly to this study, in many studies that have been conducted in different countries including the study done in Greece and Kenya have found that there is a shortage of teaching and learning materials and assistive devices in most schools that have been trying to implement IEP. The study by Msumba et al. (2016) in Kakamega-Kenya and Pappas, Papotsi and Arigas (2018) in Greece found that one of the challenges that teachers have been facing in implementing the inclusive

education is lack of accessibility to educational equipment (facilities) in order to adequately teach students with Special Education Needs (SEN) regarding their specific type of disability. Shortage of teaching and learning materials were stated as a setback to the implementation of inclusive education practices despite the need of the current global policies and fourth agenda of 2030 agenda for sustainable development. Difficulties in teaching, learning and supporting CWDs arise in schools that have no enough facilities. Chuaungo (2017) argue that children with all types of disabilities need specific resources, equipment and devices to make use of the instructional processes carried out in the school. Thus, the school must be able to provide the basic resources that are required by such students as far as possible.

5.4 The level of teachers' preparedness to support children with disabilities

Teachers are key stakeholders in the implementation of education and training policies within a given country. For effective implementation of inclusive education programme, teachers are required to have characteristics that differentiate them from other servants from the other fields. These characteristics include positive attitude, well trained and have ability to communicate with disabled children. The study found that teachers were not much prepared due to the fact that most of them (88.1%) never had trainings and ability to handle children with disabilities. Most of them had never attended any of short or long term courses that could help them to utilize the skills to support life and learning for children with disabilities. Only one school which was termed as a special unit school had trained teachers who can respond to teach and support children with disabilities. This is defined under this study that teachers uses normal approaches that are commonly used to teach non-disabled pupils since they had enrolled CWDs.

Local government authority according to DEO-SNE declared at that time to have no capacity to provide trainings to teachers than waiting for national programmes for in-set teachers trainings. This is contrary to the emphasis that has been put in the National strategy on inclusive education established in 2009 that teachers are to be

developed because teachers amongst schools lack trainings. In addition to that, the education and training policy (2014) has stipulated that the role of government will be to train the personnel who will enhance the provision of quality education to pupils.

These strategies and policies justify that apart from other characteristics that teachers possess, training for special need and inclusive education is most important for teachers. This can lead to attitudinal change and enhancing the improvement in methodologies and the way to respond on pupils with disabilities. Unfortunately, many of teachers in selected schools had no trainings which led them to think about educating children with disabilities in special schools or centers. Unfortunately in most schools there are no specific programmes arranged to train teachers which can cause poor responses of teachers to CWDs once they are enrolled. Teachers still have no abilities to communicate to all type of disabilities except for children with physical disabilities which may hinder positive attitude towards enrollment of CWDs.

In addition, the study on its intention to determine the level teachers' preparedness assessed the attitude of teachers on enrolling children with disabilities in schools where it was found that teachers' attitude varied to each other. Teachers were thought to have positive attitude towards inclusion of CWDs in one class, but this was not that what is happening in schools. The study found that most of teachers (50%) had the positive attitude of enrolling children with disabilities in special schools although they perceive that CWDs can learn faster in special classrooms. Also, teachers were not feeling well when they were placed in the classrooms with both children with disabilities and non-disabled children. The attitude of such teachers may have influence on enrolling children with disabilities as they might not be able to respond to these children hence lower the implementation of IEP. In many areas teachers have observed still having negative attitude towards inclusive education.

This is similar to what is happening in most of the countries that have formulated the inclusive policies. Most of these countries such as Ethiopia, Zimbabwe, Kenya and Tanzania (inclusive) just to mention few through ministries have formulated the policies and programmes that aim at making schools inclusive. But studies show that despite the presence of educational policies that announce the inclusion of CWDs in regular schools; lack or shortage of teachers training programmes is a problem that still exists. Gronlund, Lim and Larson (2010; Thompson, 2017: pp4) describes that government have good idea to make sure that there is equal access in education by introducing inclusive education programmes in primary schools although teachers still lack training to cope with children with disabilities. Amongst other similar studies on inclusive education such as a research done by Lukanga (2013: Opini and Onditi, 2016) found that well trained teachers have important influence on student success, and strong teacher education programmes pave the way for quality education. Despite this importance of having well trained teachers who can respond to children with disabilities, in many schools it has found that they do not have skills that caused by lack of trainings. Recently, Saidi (2017) shown that there is a shortage of trained teachers among selected schools in Morogoro Municipality which is similar to what is found in this study. This indicates that many amongst teachers are not prepared to support and teach CWDs although teachers in schools are considered as a hub of implementing education programmes.

With this notion based on the time since the ratification of UNCRC in 1989 and UNCRPD in 2006, the schools would have been developed to the extent that they can respond to inclusive practices. Godwin (2013) a graduate of Open University Tanzania, in her study titled “The public primary school teachers’ perception on inclusive education in selected primary schools in Moshi Municipal Council in Tanzania found that teachers’ attitude was slightly negative to influence the implementation of inclusive education. This means that in many areas things are changing and teachers have started having positive attitude towards enrollment of children with disabilities. As international policies suggesting for teachers to have positive attitude; negative attitude can result to lack of opportunities among CWDs to

access education as their basic children's rights. This is contrary to the implemented Education and training policy of 2014, the education for all policy (1990) and the 2030 agenda for sustainable development goals. All these put an emphasis that, the provision of quality education to all children despite their differences in race, gender as well as disabilities can be possible if the teachers' attitude is positive towards inclusive education.

5.5 Approaches used by primary schools to identify and enroll children with disabilities

Enrollment of children with disabilities is a target to inclusive education programme although in some of the schools pupils are very few compared to those who are left in their homes. The ETP (2014) in Tanzania describes that children with disabilities (children with Special education need) are not well identified. The policy recognizes that there is no proper approach to the identification of CWDs although it suggest that they should be identified and being enrolled in schools because it is their right to access education. To ensure that children with disabilities are identified, selected schools have been used different approaches. Schools used either, sensitization and mobilization, consultation of LGAs or use of school committee members.

Since there are no critical approach that has been stipulated in the education and training policy of 2014, schools use any of the preferable approach amongst the identified approaches. This may contradicts to the management due to the fact that there is no universal approach in identifying and enroll children with disabilities. There was no clear approach used by these selected schools to identify children with disabilities. It was found that each school had proven to use its approach although sensitisation and parents' mobilisation and use of school management committee members were found frequently used in those primary schools. This has been successful to some of the schools while in other areas had proven less effective. Due to this fact, parents lack the information about inclusive education from the respective authorities that may lead them to low participation in inclusive education

practices. Other schools used the village local government consultation to ensure that CWDs are identified and enrolled.

The study thought that different approaches would increase the CWDs in those schools that have started to implement the programme. Instead of using multiple approaches most of schools as the findings indicate has concentrated much on using one approach to identify and enroll children with disabilities. This can be indicator for some of the parents to deny sending their children to be enrolled which may result in low enrollment of CWDs in some of the selected schools. This is because the findings have shown that there are children with disabilities who are not identified and have remained in their homes without being enrolled. However, it was thought that this could be easy specifically in schools but the study found that there were no skilled and well trained teachers who can perform the task of identification of CWDs.

In many countries including Tanzania, identifying children with disabilities has been found very challenging because some of the parents have negative attitude they have. Hakielimu (2008) reported that some of the parents have little support and low participation in delivering education for children with disabilities. This is different to this study due to the fact that parents are ready to send their children but their doubt are on the kind of services and school environments that supports learning children with disabilities. Yussuf (2012) identified that one reason towards enrollment is that parents hide their children with disabilities from going to school which is contrary to the need of internal and international policies.

One of the studies conducted by Thompson (2017) describes screening as one of the approach used to identify children with disabilities. It has shown that the identification and categorization of children with disabilities is still challenging especially screening for particular disabilities that is caused by lack of enough skilled personnel in identifying children with disabilities. Sarton and smith (2018) portray that in some areas, there is partnership between education and health services which enables children with disabilities who are identified as disabled in hospitals to be

referred to school if currently out of education. Where this happens schools have been reporting to have many percentages of children with disabilities accessing and attending school.

5.6 Parents' attitude on inclusion of children with disabilities in public primary schools

The effective implementation of inclusive education depends on the responses that stakeholders show in the process. The increase in number of children in schools depends on the response of parents to enroll the children in respective schools that is determined by attitude (URT, 2014). This is because parents are expected to send those children with disabilities in schools as stipulated in URT (1978) through the National education Act of 1978 Article Na 35 (1) and circular of 2002 about compulsory enrollment and attendance of pupils in those schools. The study found that 62.3% of parents who were involved in the study had a defined positive attitude while the rest (16.4%) had negative attitude towards including children in regular schools. This was obtained through their responses on perceived benefits where they see that CWDs can learn with non-disabled children. The negative attitude or positive attitude were thought to be a result of the conditions of the environments that schools had which they viewed not much supportive for children with disabilities.

Other factors which were thought to influence (for positive) or to affect (for negative) this attitude were kind of teachers treatment that would be received by CWDs from their teachers. The study found that 36.1% of parents perceive that CWDs can receive same treatment with non-disabled children from teachers while 31.1 % of them see that it is not possible. These perceived differences can have effect on parents' attitude to enroll children with disabilities. In addition to that 32.8% of them who are not sure, can have either positive or negative attitude towards teachers which later impacts enrollment. Although these parents had shown positive attitude, in Uvinza district council amongst the selected schools, it has shown that there is few

number of children with disability who are enrolled compared with non-disabled children.

In other areas where similar studies have conducted show that parents whose children are disabled have been reported being reluctant to enroll their children due to cultural and traditional beliefs. This has caused some of schools to have few children who are enrolled compared to those left at home (Hakielimu, 2008). Demtrova and Chichevska (2014) explain that parents are willing to send their children in schools where there are well trained teachers who can respond to help children with disabilities. Normally trained teachers, have positive attitude towards children with disabilities because they are able to respond to and to treat positively all type of disabilities. Dimitrios, (2008) found that, parents are confident to send their children in schools where they find that there is equal treatment of their children by teachers and their peers in inclusive classrooms.

However, in other studies parents' attitude has reportedly differently where in some countries have been influencing directly to the enrollment of CWDs while in other country has observed different. In most cases it is believed parents have negative attitude which is currently not. In one of studies, Blackie (2010) found that 50% of 20 respondents had positive attitude towards inclusion of children with disabilities in regular schools. This is similar to what inclusive policies needs for effective implementation of inclusive education programme. Although it has been found parents having positive attitude; one of the studies on inclusive education that was conducted in Kenya by Mwangi and Orodho (2014) found the differences to what restrict parents to send children to school. The main problem encountered by the parents in educating was not just the attitude they have; but stigmatization, negative attitude from members of society and parental ignorance were also affecting them.

5.7 Supportive actions provided by LEAs

Schools have been facing challenges in implementing the respective policies due to the fact that they lack support in terms of mentoring and counseling, financial

support, transportation, teaching and learning materials and stationaries' facilities. All these mentioned are very important in implementation of IEP in schools. Tanzania Education and training policy (2014) put emphasis on enrolling CWDs and ensuring that they learn with others without any form of discrimination. With this fact schools need close support so that they can effectively implement inclusive education programme. To enhance this practice a government under its circular namely Education circular Na 3 of 2016 that directs Local government authorities to provide 60% of school development grants to buy teaching and learning facilities. Despite the fact that LEAs have responsibilities to provide these supports, many schools have not been receiving these supports which result to unsupportive environment for implementation of inclusive education programmes. It was claimed that UDC had no capacity to address all challenges facing these inclusive schools instead they wait for the central government. This was explained to be a result of shortage of budget to support special need education and schools that have enrolled CWDs. Amongst selected primary schools that have not got support were proved having even few children with disabilities despite that they were explained to be present. Others were reported to drop out in these schools indicating that these schools had no mentoring and other support to ensure progressive activities to support CWDs.

There was only one school amongst the selected primary schools in UDC that was receiving the earlier mentioned support which has led other schools to implement IEP in poor conditions. This is an indicator that LEAs has been put much efforts to the respective inclusive school which is the only one school that is defined to be special because the school is receiving many children from different areas. As a result of lack of support, schools were observed not having improved infrastructures and had no facilities that could support CWDs in learning processes.

Similarly, the findings from different studies indicate that amongst public primary schools have been not receiving any support despite the fact that there are already enrolled children with disabilities. The explained challenge in this study which was

claimed to financial deficit was different from other studies. One of the studies describes that many leaders and decision makers are still having negative attitude and they had been not put into consideration of CWDs when planning (Zombwe, 2008; HakiElimu, 2017). This is an indicator that decision makers put low efforts to support inclusive education that can cause these schools to have poor infrastructures, facilities and untrained personnel.

There is much impact of the school preparedness of these schools that are not receiving support from the respective authorities which is similar to what Sibanda (2018) found in the study by. The study describes that there should be support since lack of support contributes significantly to the poor implementation of inclusive education in many of the countries.

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents generally the summary of the study and findings, the conclusion that is drawn on the findings and recommendations and policy implications. The last section in this chapter presents area for further studies and what the study has contributed from the earlier studies.

6.2 Summary of the findings

The main objective of this study was to examine the extent to which the inclusive education programme has been implemented in public primary schools to ensure that children with disabilities are enrolled and have access to education in Uvinza District Council. To measure that extent stated in major objective, a researcher expected to achieve the following specific objectives were: first, to ascertain the presence of infrastructures and facilities as indicators of primary school preparedness to accommodate children with disabilities; second, to determine the level of teachers' preparedness to support children with disabilities; third, to identify the approaches used by schools in identifying and enrolling children with disabilities; and lastly, to assess the parents' attitudes towards inclusion of children with disabilities in normal primary schools.

First specific objective the study intended to ascertain the presence of infrastructures and facilities as indicators of school preparedness to accommodate CWDs. It was found differently than what is stipulated in policies and circulars. Infrastructures in these schools are not improved and environments are not adjusted to support children with disabilities. Desks, chairs, latrines and some of classes are not adjusted for supporting CWDs. Schools have no playgrounds which are important for children to build their health, socialisation and enjoy themselves of being at school. Also, the

study found that some of the primary schools had no capacity to accommodate children with disabilities because there were no enough facilities to facilities to enhance learning. These facilities included all supportive devices such as braille machine, large printed papers white canes and yard sticks, wheel chairs, sound meter and audio meters which were not present in five schools.

In the second objective; the study intended to determine the level of teachers' preparedness to support CWDs in terms of abilities, attitudes and having trainings. The study found that teachers are not much prepared because majority of teachers had no profession skills and trainings to support CWDs. They had no ability to communicate to all type of disabilities except for children with physical disabilities. Teachers perceive that CWDs can learn together with non-disabled children with regard to type of disabilities they have. Moreover, teachers perceive that children with disabilities can learn faster when they are placed in separate classrooms than inclusive classes.

Third objective; the study intended to identify the approaches used by schools as a means to identify children with disabilities. In this objective, the study found that there were different approaches used by schools including sensitisation and mobilisation of parents, use of LGAs and school meeting committee members' involvement. However, it was found that, the common and most approach which has been used by these schools is by sensitising the parents to enroll their children for schooling.

In fourth objective, the study intended to assess the attitude that parents have that was defined through their responses. As a result of the findings, it was indicated that parents were aware that children with disabilities are supposed to be placed in regular schools. They view inclusive education as important tool for children with disabilities. They believe that children with disabilities can learn together with non-disabled in the one class. However, they didn't know what kind of environment that is supportive for children with disabilities. Parents knew that there is importance of

enrolling children with disabilities in regular schools which is an indicator that they can be responsive when they are called for education matters.

6.3 Conclusion

This section provides the conclusion that was reached in this study about the findings. It is built on the findings from the field based on specific objectives that were designed to be achieved by this study.

6.3.1 The presence of infrastructures and facilities as indicators of public primary schools preparedness to accommodate children with disabilities

As it has been discussed in the findings, the study has concluded that selected public primary schools infrastructures are not improved and have no capacity to accommodate children with disabilities because classrooms, toilets, playgrounds are not set for them. This was evidenced by lack of features that justify what inclusive schools are as defined in the policy and legislation. It is further concluded that if these classrooms will not be improved will continually make implementation of inclusive education programme ineffective. This is because, the environments that are not adjusted for children with disabilities to fit in the particular schools cannot be the motive to parents to send their children in such schools.

The lack of facilities such as teaching and learning materials and other assistive devices in schools will continue to be setbacks for the provision of education to children with disabilities until they are made available. This is because the implementation of any programme is successful if there are facilities to support such implementation. It is due to this fact that can justify that the few children with disabilities who are in schools are a result of lack of facilities.

6.3.2 The level of teachers' preparedness to support children with disabilities

Due to the findings obtained in the field, this study concludes that the selected schools are not effectively prepared for children with disabilities due to the fact that

there are few teachers with profession skills in special needs education. This is because teachers were observed having no ability to respond to children with disabilities due to the fact that they had no trainings. Due to this fact shortage of trainings can restrict teachers from accepting children with disabilities since they understand that they do not have skills and ability to handle them. In addition to that, it is concluded that teachers who have negative attitude towards inclusion cannot help CWDs positively because they are not happy and they do not feel well when they are placed in classrooms which is inclusive.

6.3.3 The approaches used by public primary schools to identify and enroll children with disabilities

The schools have no defined approaches that can help to identify those children with disabilities who can be found in or outside the school. Due to this fact, the study has concluded that approaches used mostly (sensitisation and mobilisation) by those schools to identify and enroll children with disabilities cannot be only a medicine for children who are left in their homes while policies emphasis for them to be sent in school. This is because the used approach has been used several years and schools have claimed to have low enrollment of children with disabilities although they have reported to be left in their home without being enrolled. Therefore one cannot expect the enrollment of children with disabilities to be effective and increased by continuing using the same approach. Lack of trainings amongst teachers may continue restricting the in school-identification of CWDs due to the fact that they have no abilities to use identification tools such as audio meter, sound meter and auto scopes. For that case, the study concluded that the implementation of inclusive education programme cannot be effective if there are no children in schools while they are available in streets.

6.3.4 Parents' attitude on inclusion of children with disabilities in regular public primary schools

As the findings present, parents seem not to be aware of what they should do about the inclusive education programme although they understand that there is importance of enrolling children with disabilities. It is further concluded that there is poor access to information on inclusive education that may progressively restricts parents in understanding their responsibilities in any education matters. The study concluded that the lack of information about inclusive education programme can result to ineffective implementation due to the fact that implementation of this programme requires well informed parents. Also, negative attitude of parents towards inclusion in this is thought to influence the enrollment of children with disabilities since they view very important to enroll them in special schools.

6.4 Recommendations and Policy implications

Due to the findings from the field and other literature that a researcher has obtained and reviewed, the study has made some recommendations and suggestions for policy implications.

Firstly, as it was observed for these infrastructures and facilities not supportive, the study recommends that there should be a progress of modifying and rehabilitates the available infrastructures while on thinking of building new infrastructures. This is because children with disabilities cannot enjoy in schools where environments are not suitable for them. LGAs should set the budget to be sufficient as directed by policies so as to support the schools that have already enrolled children with disabilities.

Due to the lack of support in some of the schools for supporting inclusive schools, the study recommends to the Local government authorities to put more efforts to address the challenges. Local government authority should find out other sources of fund so as to finance these schools to enhance the availability of services, improved infrastructures and facilities as it was observed that many schools do not receive any

financial support that is special for inclusive education programme. The government should modify and build new classes and other infrastructures that are supportive to all children than having inclusive schools that are known in writings while in real sense do not support all children to enjoy school environment.

Secondly, the central and local government should take into consideration that training teachers to implement any policy is very essential activity that cannot be denied anymore. As the study indicated in the selected public schools, most teachers are not trained although enrollment of children with disabilities in those schools is highly emphasised. The local government authorities should be capacitated to enable them to design for seminars or short course trainings on the ways teachers can handle children with disabilities. At least two teachers from each of these schools should be sent for short courses for at least three months to learn sign languages that will help them to respond to some type of disabilities. Training is most encouraged for teachers' profession development so as to improve methodologies and provide new knowledge and skills that fit the current needs of societies or global policies. Also, trainings will increase their ability to identify and teach children with disabilities in a smooth way. In addition, the study recommends to government to increase colleges and universities that provide the special course for special needs education so as to increase the number of human personnel in those schools teachers and managers.

Thirdly, the study recommends that there should be multiple approaches to identify and enroll children with disabilities since all children need equal and quality education. Schools are encouraged to use not only sensitisation and mobilisation but also should use consultation with village committees for social and welfare. This will help them to do census clearly and have reinforcement from the village local government. Also, there should be the use of sports and games designed to encourage parents whose children are disabled to see that there is important to enroll children with disabilities. In addition, there should be a good and clear relationship with health centers to collect information of disabled people to estimate the number of CWDs who will be enrolled.

Fourth, the study recommends that education should be progressively given to community members to view disabilities as that does not mean being unable but to view themselves as the cause of these disabilities. The seminars, local meetings and workshops should be arranged by the central and local governments to ensure that communities have knowledge on the importance of educating children with disabilities.

6.5 The areas for further studies

The implementation of inclusive education programme covers many of practices and activities that cannot be studied in one time. The study encourages researchers to read this report and obtain the gap so as to add some inputs on what have not studied in this study.

First, it is encouraged for other researchers to conduct research on the area of political leaders' willingness for implementing inclusive education programmes. This will help to understand the contribution of political leaders who are decision makers in the implementation of inclusive education programme.

Second, this study calls for other researchers to conduct research in private schools to determine the ways they are implementing inclusive education programme. In addition to this, other researchers should conduct research to other schools to have information about the extent to which other schools have implemented inclusive education programme.

Third, it is encouraged to do research in other primary schools so as to understand the situations of these schools and identifying challenges they are encountering. This will help to have more from different studies which can help to come with the good alternative on the way should the inclusive education be practiced.

Lastly, the study suggests to other researchers to conduct research in secondary schools due to the fact that when pupils in primary schools are completed their studies they are expected to be enrolled in those secondary schools. Therefore,

conducting those researches will help other researchers to determine the current situations in secondary schools for IEP.

6.6 The contribution of the study to other literature

The study intended to fill the gap on the existing information about inclusive education which most has been centered generally on attitudes and other challenges among which type and level of disabilities are not part of those studies.

The study has contributed to the existing literature that there is importance of studying all type and levels of disabilities due to the fact that most of the existing literature have been concentrating on single unit. This is because there is no environments that fit for all type of disabilities. Environments for visually impaired cannot be similar to the environments for hearing impaired children.

On the other hand, the study has contributed to the stock of literature on the approaches that should be used in ensuring that children with disabilities are identified and being enrolled in those schools. Many studies have not studied about these approaches which can affect or influence the enrollment of children with disabilities in school.

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APPENDICES

APPENDIX I

A Letter of Introduction from Mzumbe University



OFFICE OF THE DEPUTY VICE CHANCELLOR ACADEMICS

E-Mail: vc@mzumbe.ac.tz
Tel: +255 023 2931212
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P.O. Box 1
Mzumbe
TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 10th December, 2018

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. BALTHAZAR KAYAGULA

The bearer of this letter Mr. Balthazar Kayagula whose registration number is 14408069/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Research and Public Policy (MSc. MRPP)**. As part of requirements for completion of his studies, he is collecting information on: **IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM IN PUBLIC PRIMARY SCHOOLS IN UVINZA DISTRICT COUNCIL IN TANZANIA**

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Harun Mapesa (PhD)

For: DEPUTY VICE CHANCELLOR (ACADEMICS)

QUOTATION OF REF. NO IS ESSENTIAL

APPENDIX II

Letter of introduction

**THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE**



Te: 028 280
Fax: 028 280

EDUCATION DEPARTMENT
P.O. BOX 12,
UVINZA

27/12/2018

E Mail Address: ded@uvinzadc.go.tz

Ref.. No .UDC /T40E/PF/6/I/01

TO WHOM IT MAY CONCERN

REF: **RESEARCH ON IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM IN
PUBLIC PRIMARY SCHOOLS IN UVINZA DISTRICT COUNCIL IN TANZANIA IN
SELECTED SCHOOLS**

Our authority has received a letter introducing Mr. Balthazar Kayagula whose registration number is 14408069/T.17 as a postgraduate student at Mzumbe University pursuing Master of Research and Public Policy (MSc. MRPP).

This letter is informing the Student that he has been permitted to conduct his research .We congratulate him for this opportunity and permit him to conduct his research on the specified title; **"IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM IN PUBLIC PRIMARY SCHOOLS IN UVINZA DISTRICT COUNCIL IN TANZANIA."** We allow him to conduct his research in our Public primary Schools that has enrolled children with Disabilities located in **Kazuramimba, Mwakizega and Uvinza Ward.**

We expect to receive your report.

A handwritten signature in blue ink, appearing to read "Jenitha P. Mwelinde".

Jenitha P. Mwelinde
**For: DISTRICT EXECUTIVE OFFICER
UVINZA DISTRICT COUNCIL**

**for: DISTRICT EXECUTIVE DIRECTOR
UVINZA**

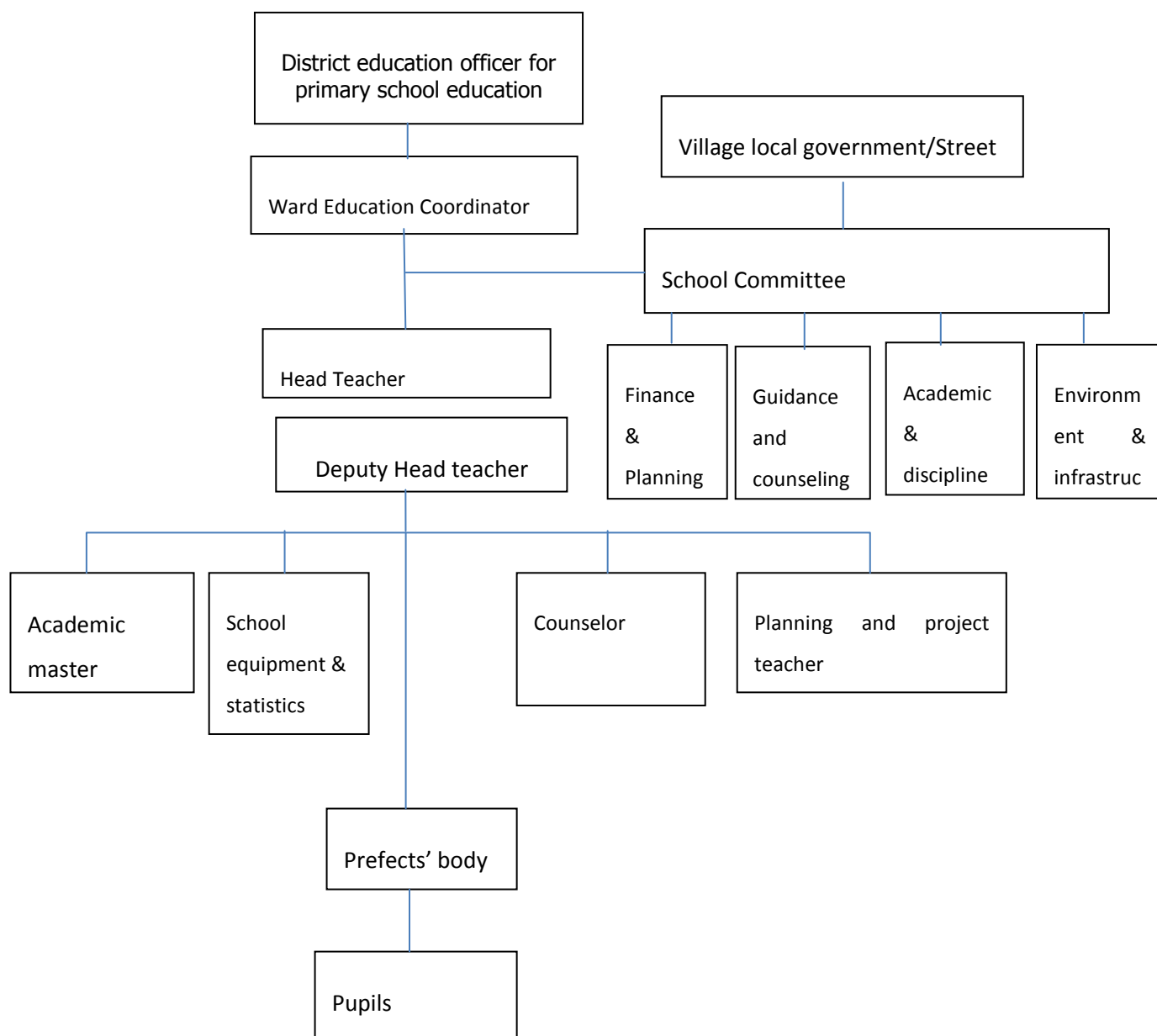
Map of Kigoma Region showing UDC Borders



Source: Google Map

APPENDIX IV

SCHOOL ORGANOGRAM



Source: URT (2016) Guidelines for school committee performance. Dar-es-Salam

APPENDIX V

Questionnaire for Public Primary Schools Teachers

I am Kayagula Balthazar, a student from Mzumbe University Morogoro in Tanzania. I am currently pursuing a Master degree in Research and Public Policy (MRPP). I request you to take part in filling the questionnaire for my research entitled ***“Implementation of Inclusive Education Programme in Public Primary Schools in Uvinza District Council in Tanzania.”*** Be assured of my confidentiality and anonymity. The responses given will only be subject for this academic research purpose and no more. Please follow the instructions given in each subsection.

You may contact through **Mobile No: +255754607742** for any difficulty in questionnaire

Section One: Personal Details

Respondent No.

Name of School.....

Part one: Demographic details

Put a tick in an appropriate; also fill the space if needed

1. What is your sex?

i) Female ()

ii) Male ()

2. Your age group

a) 18-27 ()

b) 28-37 ()

c) 38-47 ()

d) 48-57 ()

e) 58 above ()

3. What is your level of Education?

i) GATCE/Grade A ()

ii) Diploma ()

iii) Bachelor Degree ()

iv) Master Degree ()

4. Number of years in work experience

i) 0-10 years ()

ii) 11-20 years ()

iii) 21-30 years ()

iv) 30 years Above ()

5. What is your assigned work position in the school than teaching (tick one)?

i) Normal teacher ()

ii) Class teacher ()

iii) Academic teacher ()

iv) Discipline teacher ()

v) Other position () specify _____

Part Two: Teachers' level of preparedness to accommodate disabled students

(Tick on your choice of responses)

6. Have you ever attended any special training about teaching pupils with disabilities?

i) Yes () ii). No ()

7. How many times did you get training on special education teaching methodology?

a) Once

b) Twice

c) Thrice

d) More than three times.

Specify.....

e) No any

8. Do you think you are well when placed to teach children with disability?

i) Yes () ii). No ()

9. What is your attitude towards children with disabilities?

i) *They should be placed in special schools* ()

ii) *Disabled children should have their classroom in regular schools (*
)

iii) *They should be mixed with other children in the same classes with*
regard to their type of disability ()

No	Teacher's ability to communicate with CWD	Yes	No
10	<i>Are you competent in using signal for teaching disabled children?</i>		
11	<i>Do you think you are able to teach a child with visual impairment?</i>		
12	<i>Do you have skills to teach intellectual impaired child?</i>		
13	<i>Can children with physical disabilities be taught in regular schools</i>		

Part Three: In the following section please provide the best answer which explains your conviction by making a tick where appropriate basing on the number.

1. Strongly Agree, 2. Somehow Agree 3. Neutral/Uncertainty 4. Strongly Disagree and 5. Disagree

Na	Items	1	2	3	4	5
14	<i>A visually impaired child (blind) cannot be sent to school by parent</i>					
15	<i>An hearing impaired child (deaf) cannot be sent to normal school by a parent</i>					
16	<i>An speech impaired child (dumb) cannot be sent to normal school by a parent</i>					
17	<i>Disabled students will develop skills faster in a special class than in inclusive classes</i>					
18	<i>Including children with disabilities in regular classrooms depends on type level of child's disability.</i>					
19	<i>Parents of near school are mobilised to enroll children with disabilities</i>					
20	<i>The integration of children with disability in a mainstream class is a good idea?</i>					
21	<i>Inclusion of children with disabilities in regular classes increases the workload to teachers</i>					

THANK YOU FOR YOUR RESPONSE AND COOPERATION

APPENDIX VI

Questionnaires for Primary Schools Head Teachers

Dear respondent, my name is Kayagula Balthazar a student from Mzumbe University (Main campus) Morogoro, Tanzania. Currently I am pursuing a Master degree of Research and Public Policy (MRPP). I conduct an academic research with the title “*Implementation of Inclusive Education Programme in Public Primary Schools in Uvinza District Council in Tanzania*”. I kindly request you to respond all questions as posed in this questionnaire. Please be free and transparent as possible because your information will be treated with high confidentiality and will be used for academic purpose only.

Section One: Personal Details

Please indicate by putting a tick (V) next to the response that applies to you.

1. Sex: (a) Male () (b) Female ()
2. Age group (a) 18-27 () (b) 28-37 () (c) 38-47 () (d) 48-57 () (e) 58 above ()

3. Highest level of education qualification?

GATCE/Grade A	Diploma	Bachelor Degree	Master Degree	Others (specify)

4. What is your working experience?
a) 0-10 years () (b) 11-20 years () (c) Above 20 years ()
5. What time is spent as head teacher? A) 0-10years () (b) 11-20years () (c) Above 20 ()
6. Have you had specific training/professional development for working with children with disabilities? i) Yes () ii. No ()

Section Two: School information and enrollment status

1. How many children both with disabilities and non-disables are in your school in 2019_____
2. How many children with disabilities are there according to the following specified types?

S/N	Type of disability	Number of pupils in school
i.	<i>Hearing Impairments</i>	
ii.	<i>Visual Impairments</i>	
iii.	<i>Physical impairments</i>	
iv.	<i>Intellectual Impairments</i>	
V	<i>Autism</i>	
vi.	<i>Speech impaired</i>	
vii.	<i>Multiple Impairments</i>	

3. How many teachers are in your school? _____ Male_____ Female_____
4. Please specify the number of teachers specialised for children with disabilities

S/N	Type Of Disability	No of teachers		
		Male	Female	Total
i.	Hearing Impairments			
ii.	Visual Impairments			
iii.	Physical impairments			
iv.	Intellectual Impairments			
v	Autism			
vi.	Speech impaired			
vii.	Multiple Impairments			

5. Are there children with disabilities who were enrolled in school but have left studying?
i) Yes () ii. No ()
6. Tick any of the approach that is used to identify child with disability for enrollment in your school?
- i. Sensitization of parents to bring their children to school ()
 - ii. The school consult Village local government council()
 - iii. Teachers go to search for disabled children in their families ()
 - iv. Through the use of school committee meetings ()
 - v. Actually the school has no approach to get disabled children in school ()

Section Three: Supportive actions that are provided in school by local authorities

S/ N	Rate the support that your school receives for inclusive education practices from local authorities (district level).	Yes	No
7	The school is provided with Mentoring and counseling services		
8	Inset training programmes on disabilities are implemented by Education local Authorities		
9	The school is provided with financial support for inclusive practices		
10	The school is supplied with Teaching and learning materials and Supportive devices		

Part Four: Status of infrastructures and facilities as indicators of school preparedness to enroll children with disability

A. Status of school facilities

Tick in the appropriate space related to the number of your answer

1-Yes 2-No

N	<i>The following are supportive learning materials present in our school and facilities</i>	1	2
11	<i>Are there textbooks for children with special education needs</i>		
12	<i>The school has white canes for visually impaired children</i>		
13	<i>There are hearing aids in the school</i>		
14	<i>There are Braille and papers special for disabled children</i>		
15	<i>Is your school having maps to guide learning for disabled children</i>		
16	<i>Is there a capacity building programmes (inset trainings, seminars and workshops, short courses etc.)</i>		

B. Status of school infrastructures

No	<i>The following school infrastructures are set to accommodate disabled children</i>	Yes	No
17	<i>Are the school infrastructures enough to accommodate children with disabilities?</i>		
18	<i>Are the all available infrastructures improved to accommodate children with disabilities</i>		
19	<i>The school has ventilated and spacious classrooms</i>		
20	<i>School classrooms have ramps for children with disabilities</i>		
21	<i>There are adjusted toilets special for disabled students</i>		
22	<i>The desks are adjusted to suit demand of children with disability</i>		
23	<i>The school has playgrounds for disabled children</i>		

THANK YOU FOR YOUR PARTICIPATION

QUESTIONNAIRE (SCHEDULE) FOR ALL PARENTS

I appreciate your availability to participate in this interview. I encourage you to be free and provide the answers from the best of your knowledge. I assure you that the information you give will be treated confidentially with lots of respect. The information to be collected will be used for research purposes only.

Part One: Personal Details

1. Sex: Male () Female ()
2. What is your age? _____
3. What is your highest education qualification? _____
4. What is your current occupation _____?

Part Two: Parents' understanding on inclusive education

5. Do you have any information that children with disabilities can be placed in the same class with non-disabled children?
(a) Yes () (b) No ()
6. Do you know a family having a child with disability? (a) Yes () (b) No ()
7. Is the child with disability going to school? (a) Yes () (b) No ()
8. Do you think it is important to include children with disability in normal schools?
(a) Yes () (b) No () (c) Not sure
9. Are the parents having contributions to ensure that children with disabilities are enrolled in schools?
(a) Yes () (b) No () (c) Not sure

Part Three: Attitude of parents on enrolling CWDs; In the following section please provide the best answer which explains your conviction by making a tick where appropriate basing on the number.

1. Strongly Agree, 2. Somehow Agree 3. Neutral/Uncertainty 4.Strongly Disagree and 5. Disagree

S/N	Statements	1	2	3	4	5
10	School Environment support learning to children with disabilities					
12	The community perception influences parents to enroll children with disability in regular schools					
13	Children with disability can learn together with non-disabled children					
14	Teachers treat friendly children with disabilities					
15	Skills and knowledge that are provided in schools meet the needs of the parents					

THANK YOU FOR YOUR PARTICIPATION

APENDIX VIII

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER

I appreciate your availability to participate in this interview. I encourage you to be free and provide the answers from the best of your knowledge. I assure you that the information you give will be treated confidentially with lots of respect. The information to be collected will be used for research purposes only.

1. Please kindly provide your personal presentation?
2. How long have you been in position in this district council?
3. What have you to tell about inclusion education in public primary schools?
4. What is the status of public primary schools in your district in terms of infrastructures, teaching and learning facilities for inclusive education?
5. How do you find the presence of personnel specialised in special education?
6. How do you ensure that teachers are prepared to be able to teach in inclusive classrooms?
7. How many children with disability have been identified and enrolled in your district in 2018?
8. What support your schools receive for the implementation of inclusive education programme
9. What ways that are used to identify children with disabilities for being enrolled or have an access to education?
10. Who are the education stakeholders that are organized to support implementation of inclusive education?
11. What if could have been done would make inclusive education implementation more successful?

THANK YOU FOR YOUR COOPERATION

APENDIX IX

OBSERVATION CHECKLIST IN SCHOOLS

A. Name of schools and the status of available infrastructures

School name	No of classes	Class with illustrations	Desks	Classes with high foundation	Class with Ramps	Latrines	Playgrounds
Mwakizega							
Katete A							
Muyobozi							
Tambukareli							
Rubona							
Uvinza							

B. Name of schools and the status of available facilities and supportive devices

School name	Presence of books	No of Braille Machine	Desks	White cane	Hearing aids	Acoustics	Wheel chairs
Mwakizega							
Katete A							
Muyobozi							
Tambukareli							
Rubona							
Uvinza							