

**ASSESSMENT OF THE IMPLEMENTATION OF ZANZIBAR  
EDUCATION POLICY ON EDUCATION FOR LEARNERS WITH  
SPECIAL NEEDS:  
A CASE OF URBAN WEST REGION SCHOOLS**

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A CASE OF URBAN WEST REGION SCHOOLS**

**By**

**Nafisa Iddi Omar**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for Award of Degree  
of Master of Science in Development Policy of Mzumbe University**

**2015**

## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **Assessment of The Implementation of Zanzibar Education Policy on Education for Learners with Special Needs: The Case of Urban West Region Schools**, in partial fulfilment of the requirements for award of the degree of Master of Science in Development Policy of Mzumbe University.

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Major Supervisor

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DIRECTOR, INSTITUTE OF DEVELOPMENT STUDIES

## DECLARATION AND COPYRIGHT

I, Nafisa Iddi Omar, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for similar or other degree award.

Signature.....

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## **DEDICATION**

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## **LIST OF ABBREVIATION/ACRONYMS**

EFA	Education for All
EHA	All Handicapped Children Act
IDEA	Individuals with Disabilities Education Act
LWSN	Learners with Special needs
MKEZA	Mpango wa Kukuza Elimu Zanzibar
MKUZA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini
MoEVT	Ministry of Education and Vocational Training
NGO	Non Government Organization
OECD	Organization for Economic Cooperation and Development
RGoZ	Revolutionary Government of Zanzibar
SPSS	Statistical Package of Social Science
UNESCO	United Nations Educational Scientific and Cultural Organization
ZEDP	Zanzibar Education Development Programme

## **ABSTRACT**

The general objective of this study was to assess the implementation of education policy on learners with special needs at Kisiwandui. Four schools of Mwanakwerekwe A, Kiembesamaki A and Mwanakwerekwe F schools at Zanzibar were purposively selected to provide the needed information. The data collection techniques used were interview, questionnaire, reference books and physical observations. Literature review aimed to find out how learners with special needs can be mainstreamed and acquire quality education.

Generally, the findings show that awareness creation campaigns were conducted by special unit. The findings also show that many teachers have enough experience on teaching learners with special needs although they lack proper knowledge. At the same time it was observed that there were inadequate learning materials for supporting learners with special needs. On the other hand it was found out those learners with special needs got support from their relatives when doing their homework.

The study concludes that before reviewing or developing new curriculum there is a need of conducting research. During the development of curriculum, the Ministry officials should involve the appropriate stakeholders, as this will lead to the development of appropriate curriculum. Also, the government should find the means of getting more equipments and devices which smoothen the learning process and teaching for all learners specifically to those with special needs.

The policy implications show that there are some areas that need much consideration. In this regard there is still need for the government to come up with policy strategies that will enable learners with special needs to get education in a conducive environment that will enable them to be active participants in the economy with other groups in the community.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

The historical roots of special education are found in Europe and America primarily in the 19<sup>th</sup> century. In ancient civilization handicapped children were either killed or subject to abuse and neglect. Prior to the 19<sup>th</sup> century there were isolated instances of acceptance, kindly care, and education of disabled children. Systematic efforts to provide special education to handicapped children started in the 19<sup>th</sup> century in Europe and America. Most of originators of special education were European physicians (Dash, 2007).

Many European and American physicians and educators contributed greatly to the development of special education, most prominent among them were: J.M.Itard, Samuel Gridley Howe, Sigmund Freud, E. Seguin, T.H.Gallaudet, Anne Sullivan and Philipe Pinel. Itard was the originator of the instructional devices, the inventor of behavior modification techniques, the first speech specialist, creator of oral education of the deaf, and father of special education for the mentally retarded and physically handicapped. His work with Victor firmly established that the retarded could learn and improve. Seguin is known as the greatest teacher of the mentally deficient. Being influenced by the achievements of Itard, he established the first public school for feeble-minded in Paris in 1837. His concept of education was the promotion of the harmonious physical, intellectual and moral developments of the child (Dash, 2007).

The right of every child to an education is pro claimed in the Universal Declaration of Human Rights at 1948 and was forcefully reaffirmed by the World Declaration on Education for All at 1990 which asserted that “Every person with a disability has a right to ex press their wishes with regard to their education”. As far as this can be ascertained. Parents have an inherent right to be consulted on the form of education best suited to the needs, circumstances and aspirations of their children.

The guiding principle that informs this framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. In the context of this Framework, the term 'special educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties. Many children experience learning difficulties and thus have special educational needs at sometime during their schooling. Schools have to find ways of successfully educating all children, including those who have serious disadvantages and disabilities.

The World Education Forum (26-28 April 2000, Dakar) adopted the Dakar Framework for Action, Education for All (EFA): Meeting our Collective Commitments. In doing so, its participants reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier (UNESCO, 1990). Welcoming the commitments made by the international community during the 1990s, and particularly the rights-based approach to education supported by the Universal Declaration of Human rights, the participants collectively committed the world community to achieving education for every citizen in every society. States were to strengthen or develop national plans by 2002 to achieve EFA goals and targets no later than 2015 (World Education Forum, 2000).

In Tanzania special needs education was brought in by missionaries from Europe. The first school for person with disabilities was established in 1950 at Bugiri in Dodoma rural District by the Anglican church of diocese of Central Tanganyika. On the other hand the government of Tanzania started the first boarding and integrated school for blind in 1963 at Uhuru co-education school at Ilala District. By 1970 every region had at least one boarding integrated school for the visually impaired (Mhina, A. 2007). Also in recognize the importance of education for the pupils with special needs the Tanzania education policy of 1995 stipulate that Admission into

courses offered in teacher education institutions shall take into account the necessity for teachers of children with special needs in education.

In line with the above international policies, Inclusive Education was officially introduced in Zanzibar at 2004 as pilot project implemented jointly by Ministry of Education and Vocational Training (MoEVT) in collaboration with the Zanzibar Association for People with Developmental Disability (ZAPDD) in 20 pilot schools, twelve in Unguja and eight in Pemba. Now about 119 schools are implementing inclusive education in both islands Unguja and Pemba.

## **1.2 Statement of the Problem**

Different efforts have been done by the Revolutionary Government of Zanzibar and other stakeholders to promote the education quality of Children with disabilities and others with special needs. Due to its importance the Revolutionary Government of Zanzibar tried to improve the effectiveness of special education day after day. Before 2006 it was special education unit to deal with the pupils with special needs. By 2006 a Unit of Inclusive Education was established whereby all issues concerning pupils with special needs are shifted in this Unit. In order to have effective learning for pupils with special needs, in 2007 at Muslim Teachers training College it was introduced inclusive education course. In 2012 the Ministry of Education the Revolutionary Government of Zanzibar established the department of inclusive education and life skill unit. Other efforts taken by Ministry include the establishment in 2014 of teacher training center subject advisors on inclusive education. This is meant to the training of teachers in their schools clusters. Also non government schools were provided training to that they can enrol pupils with special needs.

In that connection several efforts have been made by the Revolutionary Government of Zanzibar and other stakeholders to ensure that learners with special needs get quality education. For example a policy statement stipulates that *“Children with disabilities and others with special needs shall, to the greatest extent possible, be*

*able to attend a local school where they will receive quality education alongside their peers without disabilities/special needs.”* Still pupils with special needs are not getting quality education. Hence this study undertakes to assess the Implementation of Education Policy on Education for Learners with Special Needs at Kisiwandui, Mwanakwerekwe A, Kiembesamaki A and Mwanakwerekwe F schools at Zanzibar.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to assess the Implementation of Education Policy on learners with special needs at Kisiwandui, Mwanakwerekwe A, Kiembesamaki A and Mwanakwerekwe F schools at Zanzibar.

#### **1.3.2 Specific Objectives**

- i) To assess the means used to enrol/ obtain pupils with special needs
- ii) To assess the skills and knowledge of the teachers who teach learners with special needs
- iii) To assess the learning environment of the learners with special needs

### **1.4 Research questions**

The primary research question is to assess whether the implementation of Zanzibar Education Policy of 2006 meet the need of inclusive education of pupils with special needs. In order to answer the primary question, the following questions are incorporated:

- i) What are the means used to enrol/ obtain pupils with special needs?
- ii) Do the teachers have appropriate skills and knowledge to teach learners with special needs?
- iii) Is the learning environment friendly to the learners with special needs?

### **1.5 Significance of the Study**

This study is expected to meet the partial fulfilment of the requirements for the degree of Master of Science in Development Policy (Msc DP). Additionally it is expected in the improvement of provision of inclusive education at Zanzibar. Also it is hoped it will enable other researchers and academicians to recognize needed skills and knowledge and to take step to close the gap.

### **1.6 The scope of the study**

Zanzibar has a total of 499 Schools, among them 289 are primary and 210 are secondary schools. 119 practice inclusive education. This study will cover four schools in Zanzibar; three primary schools namely Kiembesamaki A, Kisiwandui, Mwanakwerekwe F and one Secondary school, Mwanakwerekwe 'A'.

### **1.7 Limitation of the study**

First, it was difficult for the researcher to understand the sign language that most of learners with special need use as a means of their communication since she has no good background on it. Second, the study faced a problem of lack of financial support, thus the researcher had to use her own financial resources to conduct the study. Third, during the data collection period the school was closed so the researcher was obliged to wait until the school was opened.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this part, different works done by scholars was reviewed so as to have a wide scope of knowledge on both the problem itself and variables involved. The purpose of a literature review is three-fold: to survey the current state of knowledge in the area of inquiry, to identify key authors, articles, theories, and findings in that area, and to identify gaps in knowledge in that research area (Bhattacharjee, 2012). This literature review is divided into two parts. First theoretical literature review which is about the principles, policies or procedures proposed or followed to educate pupils with special needs anywhere in the world. Second empirical literature review which is about the said principles, policies or procedures proposed or followed in the observed experience of Urban West Region schools of Zanzibar at Kisiwandui, Mwanakwerekwe “A”, Kiembesamaki “A” and Mwanakwerekwe “F” schools.

#### **2.1 Theoretical literature review**

##### **2.1.1 Definition of key terms**

###### **Policy**

Policy here are laws, plans, actions, behaviors of a government or an organization; plans and methods of action that govern that society; a system of laws, courses of action, and priorities directing a government or organization action (Dunn, 2008).

###### **Education policy**

Education policy is the principles and government policy in the educational sphere, as well as the collection of laws and rules that govern the operation of education systems (Sapru, 2010).

## **Learners with special needs**

Learners with special needs are those learners with different kinds of disabilities and those who have learning difficulties. It is required that every child in the society has access to education so as to speed up development in the society. It therefore also calls for education programmes which provide quality education to children with special needs thus giving them more confidence and better control of their environment (RGoZ, 2006).

**Exceptional child** is the child who deviates intellectually, physically, socially, or emotionally so much from what is considered to be normal growth and development that cannot receive maximum benefit from regular school programme and requires a special class or supplementary instruction and services (Daash & Neena, 2009). Also Hewett and Forness (1984) define it as an individual who, because of uniqueness in sensory, physical, neurological, temperamental or intellectual capacity and/or in the nature and range of previous experience, requires an adaptation of the regular school programme in order to maximize his or her functioning level.

**Inclusive education** means a shift in services from simply trying to fit the child into normal settings, it is a supplemental support for their disabilities or special needs and promotes the child's overall development in an optimal setting (Evans, 1998 as cited in Tirussew, 2005).

UNESCO sees Inclusive Education as a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems but as opportunities for enriching learning (NFU, 2009).

**Special needs** are conditions or factors that hinder normal learning and development for children. They may be temporary or lifelong. The conditions that may hinder progress of a child may include disabilities; social, emotional, health or political difficulties. These conditions are also referred to as barriers to learning and development (Rays of hope, 2009).

**Special education** is the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education (Jothi, Balaji and Kumari, 2009).

### **2.1.2 The origins/role of inclusive education**

Advocacy for inclusive education revolves around three main arguments. Firstly, several writers claim that inclusive education is a basic human right. Among those writers is Christensen (1996) who argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources. Similarly, Lipsky & Gartner (1996, 1999) asserted that inclusive education is a fundamental right, derived from the principle of equity, which, if recognised, would contribute significantly to a democratic society. M, Federico (1994) and Slee R. (2001) also emphasised inclusive education, the latter noting that it involves the politics of protecting the rights of citizenship for all students. Writing from a British perspective, and as a person with a disability, Oliver (1996) argued that the education system failed the disabled students by not preparing them to exercise their rights and responsibilities as citizens, and that the special education system excluded them from social life in general.

Secondly, as Lipsky & Gartner (1996, 1999) pointed out, in designing educational programmes for students with disabilities, the focus must shift from the individual's impairments to the social context, a key feature of which should be a unitary education system dedicated to providing quality education for all students. A similar point was advanced by an English writer, Skidmore (2002), who noted that teachers have two contrasting 'pedagogical discourses' the discourse of deviance and the discourse of inclusion. These differ along a number of dimensions, such as teachers' views on the educability of students, their explanations of student failure, and their curriculum models.

A third argument asserts that since there is no clear demarcation between the characteristics of students with and without disabilities, and there is no support for the contention that specific categories of students learn differently, separate provisions for such students cannot be justified (Lipsky & Gartner, 1996, 1999).

### **2.1.3 The development of special education in institutions and schools**

In 1817 the first special education school in the United States, the American Asylum for the education and instruction of the deaf and dumb (now called the American School for the Deaf) was established in Hartford, Connecticut, by Gallaudet. By the middle of the 19<sup>th</sup> century, special educational programmes were being provided in many asylums. Education was a prominent part of moral therapy. By the close of the 19<sup>th</sup> century, special classes within the regular public schools had been launched in major cities. These special classes were initially established by immigrants' students who were not proficient in English and students who had mild mental retardation or behavioral disorders. Descriptions of these children included terms such as steamer children, backward, truant, and incorrigible. Procedures for identifying "defectives" were included in the World's Fair of 1904. By the 1920 special classes for student judged unsuitable for regular classes had become common in major cities (Jothi, Balaji and Kumari, 2009).

In 1840 Rhode Island passed a law mandating compulsory education for children, but not all states had compulsory education until 1918. With compulsory schooling and the swelling tide of anti-institution sentiment in the twentieth century, many children with disabilities were moved out of institutional settings and into public schools. However by the mid twentieth century children with disabilities were still often excluded from public schools and kept at home if not institutionalized. In order to respond to new population of students with special needs entering schools, school officials created still more special classes in public schools (Jothi, Balaji and Kumari, 2009).

#### **2.1.4 Scope of special education**

Special education is instruction that modified or particularized for those students with special needs, such as learning differences, mental health problems, specific disabilities(physical or developmental), and giftedness (Kotwal, P. 2008).

Children with special needs have always been part of society. In the past, some special education was provided to individual children on a one-on-one basis, such as Jean Marc Gaspard Itard's work with Victor, "the wild child of Aveyron". As formal education became established, welfare or religious groups for the care of children with special needs often became involved in their education. Government provision special education services generally followed the work of voluntary groups (Kotwal P, 2008).

According to Kotwal, P. 2008, Progress in special education saw a major reversal as the eugenics movement took hold in the mid-1960s. Under eugenics theory, it was irresponsible to care for and educate people with special needs as it would "weaken society". Eventually, scientific approaches to studying disability, such as behaviorism, led to a new understanding of special education and the vision that all children could learn, no matter what diagnosis they were given. Initially special education was provided to children of school age about six or seven. In the United States, this led to the 1975 Education for All Handicapped Children Act (EHA), which required all public schools in the United States to provide adequate services to any child who had a diagnosed learning disability. The EHA was renewed in 1986 as the Individuals with disabilities Education Act (IDEA).

#### **2.1.5 Categories of Special Needs**

According to OECD (2000, 2005) there are three types of categories of students with special needs: *Category A: Disabilities*: students with disabilities or impairments viewed in medical terms as organic disorders attributable to organic pathologies (e.g., in relation to sensory, motor or neurological defects). The educational need is considered to arise primarily from problems attributable to these disabilities;

*Category B: Difficulties*: students with behavioural or emotional disorders, or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the student and the educational context; and *Category C: Disadvantages*: students with disadvantages arising primarily from socio-economic, cultural, and/or linguistic factors. The educational need is to compensate for the disadvantages attributable to these factors (OECD, 2005).

### **2.1.6 Models of the curriculum for special needs**

Browder et al. (2004) commenced by recognising that ‘curriculum, the content of instruction, has been one of the most controversial areas in education because determining what students will learn in school reflects both educational philosophy and societal values’. The following are evolution of different approaches to the curricula for students with special needs.

The first approach was the *developmental model*, which emerged in the 1970s seeking to establish the right for all students with disabilities to have a free, appropriate education. In this model, educators adapted existing infant and early childhood curricula, on the assumption that the educational needs of students with severe disabilities could best be met by focusing on their mental age.

The second was the *functional model*, which was based on what was required to function in the daily life of a community. By the late 1980s, according to Browder et al., (2004) a strong consensus had emerged that curricula should focus on age-appropriate functional skills. This typically involved selecting from a range of such skills those which best fitted a particular student hence the IEP.

The third model was described as an *additive model*, initially reflecting a focus on including students with severe disabilities in general education classrooms and with a strong emphasis on social inclusion and student self-determination (reflected, for example in ‘person-centred planning’). Browder et al. (2004) noted that with the continued efforts to promote inclusive education, this additive curriculum focus

became extended to embrace ways of enabling students with disabilities to participate in the general education curriculum.

### **School values, beliefs and expectations**

An effective and inclusive school is a school with a strong moral purpose. It believes that its purpose is to assist all students to learn to keep them engaged with learning regardless of their ability or disability. Whilst the belief that all students can learn regardless of ability or disability, is now generally accepted throughout the teaching profession, the conditions for this belief to be realised are not always present it can make a difference to students' learning, it has high and unambiguous expectations for student learning, demands student effort and organises its resources to optimise students' opportunities for learning.

### **Teaching and learning arrangements**

Effective and inclusive schools make purposeful and strategic decisions about the allocation of teaching and learning resources. Schools have a broad range of teaching and learning resources at their disposal and the way that these resources are allocated can greatly impact on students' opportunities to learn. A school that is alert to the diverse needs of students would seek to optimise the personnel and resources within a classroom that are available to support student learning.

Schools that are attempting to address learning needs in new ways are changing the conventional mix of staff in schools. Along with classroom teachers they have employed youth workers, counsellors, special education teachers and clinicians. The engagement of staff with special education expertise can complement and extend the skills of teachers and other professional staff who are traditionally employed within a school setting to support students with additional needs.

### **Teaching practices**

Teachers in effective and inclusive schools know their students and understand their learning needs. They are able to adapt current pedagogical knowledge and thinking and apply it in different ways, so that each student is engaged in meaningful learning

experiences. They reflect on their adaptation and continually seek to improve their ability to design and deliver curriculum and learning activities that are relevant to each child real life experiences and needs. They ensure that all students have opportunities and choices that enable them to participate in the full range of programs and services that enable them to participate in the full range programs and services available within the school and the local community.

### **Learning environment**

A precondition for student learning is the establishment of an environment where students feel welcome, valued and cared for. A key element of effectiveness and inclusiveness is the capacity to create supportive learning environments. Supportive and productive learning environments are evident when students are willing to step outside their comfort to explore and express new ideas, to work within various student groupings, to assume leadership or support roles and to assume greater personal responsibility for managing their learning.

Also there should be well established learning environments that facilitate team work for teaching, the use of teacher's aides, specialist or trained volunteers and that increase the flexibility to vary the size and composition of classroom learning groups. This can entail the joining of two or three learning spaces into a single or partitioned larger space or the connection of the classroom to outdoor learning spaces. In these modifications a space may be created for supervised structured play, silent reading or small group instruction or turned into a dedicated oral language centre that contains games, toys and other artefacts that are used to stimulate students' imagination and oral language development.

### **Inclusion and resources**

The process of education should be given to children with disabilities to make them part of society. While inclusion may help achieve this goal, the inclusion of children with learning difficulties in mainstream schools requires greater attention. Sufficient resources would have to be allocated to support these children's learning. Funding should thus support provision for enough facilities, teaching materials, appropriate

curriculum and learning activities. Unfortunately, lack of funds is often times an obstacle for development. Aside from the establishment of proper learning institutions for disabled students, teaching also becomes a critical issue. The issue tends to be problematic as teachers pay less attention to their special students within mainstream classrooms. Furthermore, the formulation of the proper curriculum, one that is adaptable to every child's educational needs, has been a problem as well (Wang, 2009).

### **2.1.7 Provisions of Special Education**

The provision of Special Education differs from country to country, and state to state. The ability of a child to access a particular setting may be dependent on their specific needs, location, family choice, or government policy. Special educators describe a cascade of services, in which students with special needs receive services in varying degrees based on their varying degree to which they interact with the general school population. In the main, special education will be provided in one, or a combination of the following ways (Kotwal, 2008).

Regular education classes combined with special education services in a flexible model often referred to as inclusion. In this model, children with special needs are educated with their typically developing peers for at least half of the day. In a full inclusion model specialized services are provided in the regular classroom by sending the service provider in to work with one or more children in their regular classroom setting. In a partial inclusion model, the child may attend regular or general education classes and then receive specialized services, such as in a resource room, speech or language therapy centre.

Pull-out or “resource” classrooms, where the student with the special need leaves the regular classroom to attend smaller, more intensive instructional sessions. Special education services may be provided in other settings at specific times during the day on a pull-out basis, such as resources rooms, occupational, physical and speech

therapy, sensory rooms, rooms with special physical equipment, adaptive physical education etc.

Self-contained classes, located in mainstream schools, are designed specifically for children who have severe special needs and may be termed supported classes. Special schools are specifically designed, resourced and staffed to meet the varied needs of children who need additional support (i.e. physical, cognitive, medical, and psychological). Outreach or related services such as Speech and Language Therapy, Autism outreach, occupational therapy etc may be provided to pupils with on a visiting basis in their own setting, mainstream school, special school, independent school, home-teaching, etc.

Residential centers are live-in schools where complex needs can be met with appropriate medical care and provision of a variety of therapies. Modification can consist of changes in curriculum, supplementary aides or equipment, and provision of specialized facilities that allow students to participate in the educational environment to the fullest extent possible. Students may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs (Kotwal, 2008).

#### **2.1.8 Positive effect of inclusion**

Baker et al (1995) reported a small-to-moderate positive benefit of inclusive education on social and academic outcomes of students with special needs. Similarly, Lipsky and Gartner (1996), in a review of 20 studies, found academic and social benefits associated with inclusion. In the US, a longitudinal study which tracked the progress of 8,000 young people showed that students with physical disabilities who received a mainstream education were 43 per cent more likely to be employed after leaving school than those who had been in segregated schooling (Woronov, 2000). The research evidence, however, is not unequivocal; a review of eight model programmes found evidence of variable effectiveness and concluded that outcomes of inclusive programmes were relatively unimpressive given the

significant investment of resources (Manset and Sammel, 1997). Other reviews during the 1990s failed to produce clear evidence for the superiority of inclusive education (e.g. Hegarty, 1993; Sebba and Sachev, 1997). Lindsay concluded that the evidence for the effectiveness of inclusion, by the end of the twentieth century, 'might best be described as equivocal, although equally, there was little evidence for the superiority of special education.

A US study of students with learning difficulties comparing a 'pull out' model of support with inclusion, found that the inclusion group did better on several academic measures (Rea et al., 2002). This successful model involved close planning and collaboration between teachers. In Norway, Myklebust (2002) compared two groups of second-level students with general learning problems over a three-year period. Overall, those taught in ordinary classrooms made better progress than those taught in small groups; at the end of the three years, 40 per cent of the latter were academically on schedule with their peers. The opposite effect was found for dropout rates. Lindsay (2007) suggests that there may be a complex effect where special class support was beneficial in protecting against school dropout in the first year, but was less effective for academic progress.

Other studies have found that for students with and without disabilities, inclusive classes are associated with higher levels of academic achievement (Baker, Wang and Walberg, 1994; Moore, Gilbreath and Maiuri, 1998; Peterson and Hittie, 2002). For students in schools to become effective leaders in an intercultural society, their education must provide opportunities for engaging with students with diverse abilities and characteristics. Diversity represented in inclusive classrooms provides a stimulus and challenge to deep thinking that occurs less in segregated classes (McLaughlin and Rouse, 2000).

## **2.2 Empirical literature review**

Zanzibar Education Policy (2006) recognized the importance of including the issues of pupils with Special Needs in education. It calls for education programmes which

provide quality education to children with special needs thus giving them more confidence and better control of their environment. Within the population of children with special needs, there are talents and skills which, if promoted, may contribute in a significant way to national development (RGoZ, 2006).

The current situation shows that, the nature and extent of disability among school going children has not been fully documented. However, impairment of hearing, speech and sight are the most common known disabilities. In 2004, there were only five primary schools that had classes for children with special education needs (RGoZ, 2006).

By considering that situation, the Policy identified several Policy statements which should be implemented to rectify the situation. The following are some of those policy statements: (i) mainstreaming children with disabilities into regular schools faces some social and cultural impediments. Among them is the perception among some parents and teachers that the presence of a disabled child will disrupt the smooth functioning of classrooms and those schools and classrooms themselves are not adequately equipped to meet the special mobility and equipment and other requirements of disabled children; (ii) Special affirmative actions shall be taken to make early childhood education/pre-primary education accessible to children with special needs; (iii) A supportive school environment for students with special needs shall be provided; and (iv) Special efforts shall be made to raise the participation rate of Zanzibaris in higher education including taking affirmative measures to increase enrolments of female students and those with special needs.

In relation to the situation analysis made by MKUZA it is stated that enrolment of children with special needs is low, and for those coming from poor families little attention is given to people with disabilities. This result is insufficient support to people with special needs. Another constraint is the fact that the number of specialized teachers for children with disabilities is inadequate (RGoZ, 2007).

A survey carried out by the Zanzibar Association of Disabled in collaboration with MoE in South and Mkoani districts revealed the existence of 1300 school age

children with different types of disabilities in the two districts alone. If the situation is generalized for all the ten districts of Zanzibar then the number of children with disabilities who are not attending school is very big particularly when bearing in mind that in 1998 there were only 81 children with disabilities receiving formal education (RGoZ, 2006).

Some of the background studies used in the preparation of ZEDP provide evidence from other surveys of reluctance by parents to provide information about disabilities of their children and this prevents access to the limited opportunities offered to them. Furthermore, school environments are inaccessible and lack of intervention between teachers and students often do not promote positive learning process to children with disabilities once they gain access to schools (RGoZ, 2007).

It is observed that, in order to facilitate inclusive education, alternative curriculum have been developed by the Tanzania Institute of Education which is responsible for pre-school, primary, secondary and teacher education curricula. A special curriculum exists for the mentally impaired as well as training for “simple trade skills”. In 2006, there were 13 centres with alternative learning serving about 500 learners with special needs (RGoZ, 2006).

Some study revealed that, special needs education is mainly provided in urban areas of Zanzibar, and even there inclusive education is not practiced on a large scale or to a substantial degree (RGoZ, 2006). There are two colleges which train Zanzibar teachers in special education, the Patandi and Morogoro teacher colleges.

Attempts have been made to change the general public’s negative attitudes toward children with special needs through deeply-rooted religious institutions such as Youth with Disabilities Community Program in Tanga, Tanzania. The awareness raising approach used in Zanzibar by the MKEZA program has reached over 4000 person of different demographic characteristics (MoEVT, 2006).

Basing these observed experiences on education for learners with special needs at Zanzibar, this study will be conducted to assess the implementation of Education Policy in the area of Learners with Special needs in Urban West Region schools in Zanzibar at Kisiwandui, Mwanakwerekwe A, Kiembesamaki and Muembeshauri schools at Zanzibar.

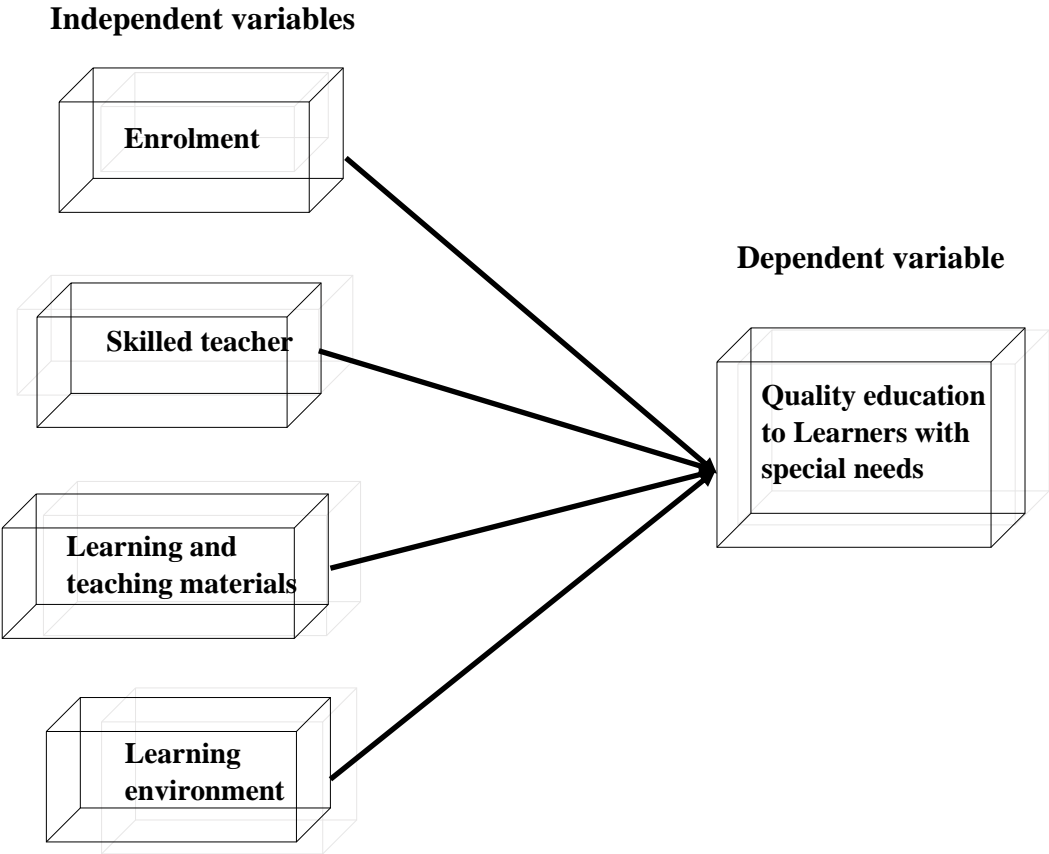
### **2.3 Conceptual framework**

A conceptual framework for this study is developed by using Normalization Theory. The Principle of Normalization is instrumental in service reforms for children with Mental Retardation and other disabilities. Normalization calls for providing all the opportunities to all persons with disabilities which are available to a non-disabled person in society. Presented conceptual framework focused on examining the principle of normalization from the view point of quality education for persons with disabilities.

From that theory, the framework assumes that if there is good relationship between dependent and independent variables the people with special needs will gain quality education. Basing on normalization theory, dependent variable developed is quality education to learners with special needs while independent variables are skilled teachers, learning materials and learning environment. The researcher assumed that if pupils with special needs are enrolled in local school they will be in position to acquire education. Also, if the skills and knowledge of the teachers who teach pupils with special needs is good and enough teaching materials are obtained it will lead to quality education for pupils with special needs. At the same time the study assumes that when there is conducive learning environment for the pupils who have special needs it will lead to quality education.

The Figure 2.1 shows the relationship between dependent and independent variable.

Figure 2.1: conceptual framework



Source: Researcher’s own construct, 2014

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

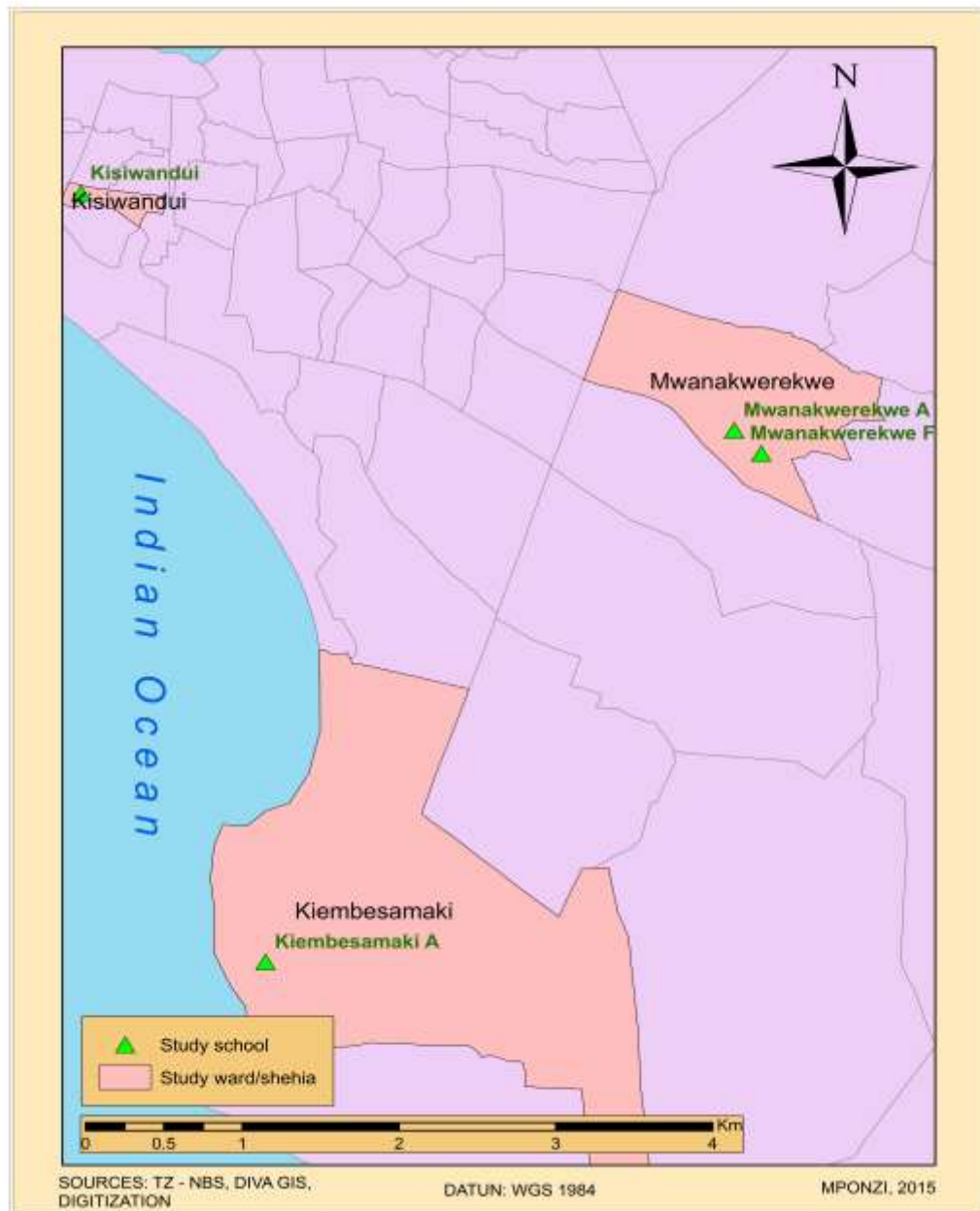
#### **3.0 Introduction**

Research methodology deals with the methods used in the context of the research study and explain why it is used a particular method or technique and not another so that research results can be evaluated either by the researcher himself or by others (Kothari, 2004). This part explains how the study was conducted. It includes study area, research design, sample size and sampling techniques, methods of data collection and data processing.

#### **3.1 Area of the study**

This study was conducted in the Urban West Region particularly in Kisiwandui, Mwanakwerekwe A, Kiembesamaki “A” and Mwanakwerekwe “F” schools at Zanzibar. Kisiwandui School is among the first schools which have a unit of pupils with disabilities in primary levels before even the establishment of inclusive education. Mwanakwerekwe A, Mwanakwerekwe “F” and Kiembesamaki “A” are among pilot schools to implement inclusive education. The study area was selected through non- probability sampling method. The choice was made due to the following reasons: these schools have enough experience in dealing with the pupils with special needs since they have been operated as twenty pilot schools; the researcher believes that the area has access of information that is useful for this study and the schools can be easily reached by the researcher in terms of transport facilities. The map of the Study area is shown in the Figure 3.1.

**Figure 3.1: Map of the study area- Urban West Region**



**Source:** TZ-NBS, DIVA GIS DIGITIZATION MPONZI, 2015

### **3.2 Research Design**

Explanatory research seeks explanations of observed phenomena, problems, or behaviours. While descriptive research examines the what, where, and when of a phenomenon, explanatory research seeks answers to the why and how types of

questions. It attempts to “connect the dots” in research, by identifying causal factors and outcomes of the target phenomenon. Most academic or doctoral research belongs to the explanation category (Bhattacharjee, 2012). Therefore this study used explanatory research since it seeks the explanations of observed phenomena/problems; it seeks to answer why people with special needs do not access quality education.

### **3.3 Sample size**

The total sample size for the study was 82 respondents. 60 of respondents were pupils with special needs, where by each of these four schools represented by fifteen learners with special needs, 20 teachers who teach pupils with special needs where by each of these four schools represented by five teachers who teach learners with special needs, and 2 officers who deal with inclusive education from inclusive education and life skills unit.

### **3.4 Sampling Techniques**

It can be defined as a technique or the procedure the researcher employs in selecting items for sample (Kothari, 2004). In selecting the items the researcher used non-probability sampling (i.e. purposive or judgmental) for obtaining the sample. This technique ensured availability of real information of learners with special needs which showed the actual situation of inclusive education at urban West School in Zanzibar.

### **3.5 Data Collection**

In this study, both primary and secondary data was collected. Methods for collection of primary data involved interview, questionnaire and observation. These methods were used separately according to the convenience of the respondents.

#### **3.5.1 Primary data**

The primary data was obtained through questionnaire, interview and observation. The questionnaire was used for the pupils with special needs and their teachers and

interview was used for ministry officials so as to capture information on education for pupils with special needs while observation was used for the researcher to cross check some of the information provided in the interview.

### **3.5.2 Secondary data**

Secondary data was obtained through documentary review. Documentary review was carried out so as to have comprehensive understanding about the education for the pupils with special needs.

### **3.6 Data processing, analysis and presentation**

Data processing was done by editing, entering, coding, classification and summarizing the collected data for further analysis. This was done by using Statistical Package of Social Science (SPSS) in computing the programs. The data then was systematically analyzed based on the research objectives; both quantitative and qualitative data collected and analyzed by using SPSS. Finally the data is presented by using tables, figures, plates and chart. Word reporting system also was used to present discussion of the findings.

## CHAPTER FOUR

### RESEARCH FINDINGS

#### 4.0 Introduction

This chapter is going to discuss on findings. The chapter is subdivided into the following sub-sections: characteristics of respondents; means used to enrol/ obtain the pupils with special needs; skills and knowledge of the teachers who teach learners with special needs; and learning environment of the learners with special needs.

#### 4.1 Characteristics of respondents

##### 4.1.1 Age of respondents

The study assessed the age of learners with special needs in relation to class they studied. At the same time the study assessed the age of teacher who taught learners with special needs. The findings in the Table 4.1 disclosed that (38%) of learners with special needs lie between 9 to 18 years. Fifteen percent of respondents lie between 19-23 years and the rest 8% lie between 4-8 years. The result also shows that ages of teachers lie between the ages of 31-40 years (60%), 20% of them lie between 41-50 and the rest 20% lie between 51-60 years.

**Table 4.1: Age of respondents**

Description	Age	Frequency	Percent
Age of Learners with special needs	4-8	5	8
	9-13	23	38
	14-18	23	38
	19-23	9	15
	<b>Total</b>	<b>60</b>	<b>100</b>
Age of teachers	31-40	12	60
	41-50	4	20
	51-60	4	20
	<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field work 2015

#### 4.1.2 School of respondents

The study was interested to identify the school of the respondent and district in which it is located. The study selected respondents equally whereby each school was represented by 25% of respondents. The result shows that three schools (Mwanakwerekwe A, Mwanakwerekwe F and Kiembesamaki A) are located at West district while one school (Kisiwandui) is located at Urban district. Also the study revealed that 25% of teachers come from each school ie Kisiwandui, Kiembesamaki A, Mwanakwerekwe F and Mwanakwerekwe A.

#### 4.1.3 Level of education

The researcher wanted to know the class of learners with special needs and the education level of teachers. The data shows that (41%) of learners with special needs were in primary level, 13% were in secondary level and 6% were at special unit. On the other hand the result indicates that the greater percentages of the teachers (60%) were certificate level, 30% had diploma level and the rest 10% were first degree holders.

Moreover, the researcher wanted to identify the sex of the respondent so as to compare the involvement of both male and female learners with special needs and their teachers. Table 4.2 shows that the greater percentage of learners with special need (57%) were female while 43% were male. Table 4.2 further shows that most of teachers (85%) were female while only 15% were male.

**Table 4.2: sex of respondents**

Description	Sex	Percent	Frequency
Sex of learners with special needs	Male	43	26
	Female	57	34
	<b>Total</b>	<b>100</b>	<b>60</b>
Sex of Teachers	Male	3	15
	Female	17	85
	<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field work 2015

#### 4.1.4 Kinds of disability

The study also investigated the kind of disability suffered by learners with special needs because it has an impact on performance of their learning. The study asked the respondents to state their kind of disability. The results in Table 4.3 show that many respondents (32%) have visual disability. 20% of the respondents have developmental disability, 18% were deaf and dumb, 8% had physical disability and visual disability and dumb, 5% were deaf and the remaining 2% were asthmatic, had sickle cell, were albino, had HIV/AIDS and were slow learners.

**Table 4.3: Kinds of disability**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Developmental Disability	12	20
Physical disability	5	8
Visual disability	19	32
Visual disability and dumb	5	8
Deaf	3	5
Deaf and dumb	11	18
Albino	1	2
HIV and AIDS	1	2
Slow learner	1	2
Sickle cell	1	2
Asthma	1	2
<b>Total</b>	<b>60</b>	<b>100</b>

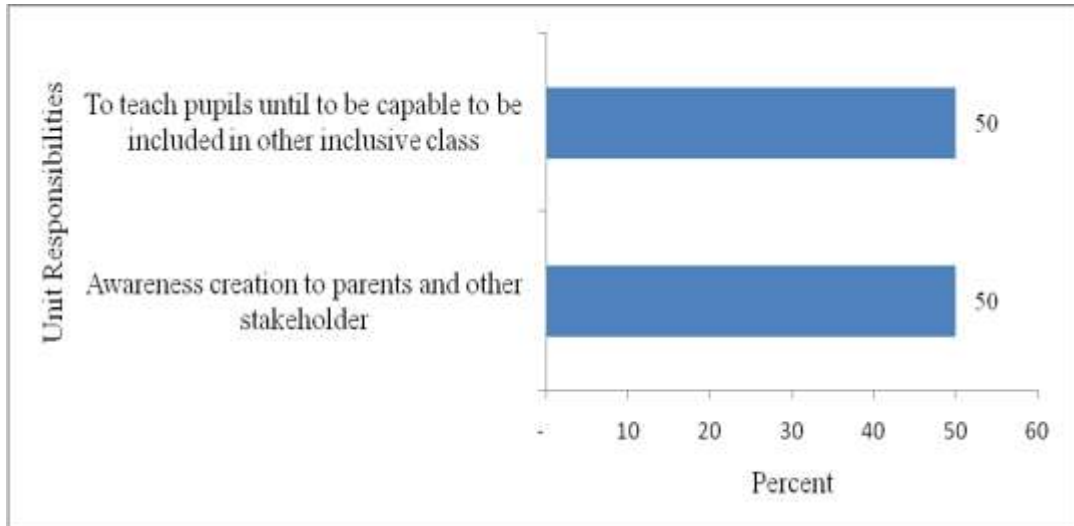
Source: Field work 2015

## 4.2. Information concerning means used to enrol/obtain the learners with special needs

### 4.2.1 Unit responsible for enrolment

The study was interested to know the responsibility of the unit which deals with enrolment of the learners with special needs. The result is shown in Figure 4.1. Only Kisiwandui School had a unit that deals with awareness of enrolment of the pupils with disability. The results showed that 50% of respondents said that the responsibility of the unit was awareness creation to parents who came to the school and other stakeholders and the remaining 50% argued that the unit deals with teaching pupils with special needs until they can be included in inclusive class.

**Figure 4.1: Unit responsibility**



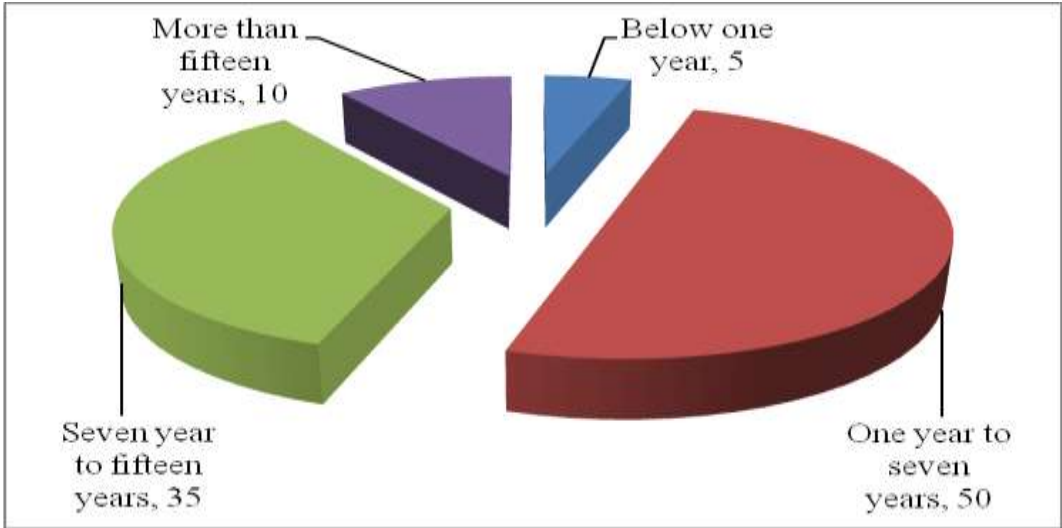
Source: Field work 2015

### **4.3 Information concerning skills and knowledge of the teachers who teach learners with special needs**

#### **4.3.1 Duration of teachers**

The study wanted to know the experience of the teachers in teaching learners with special needs. The data in Figure 4.2 revealed that (50%) had experience of one to seven years, 35% taught for seven to fifteen years, 10% had experience of more than fifteen years and 5% taught learners with special needs for less than one year.

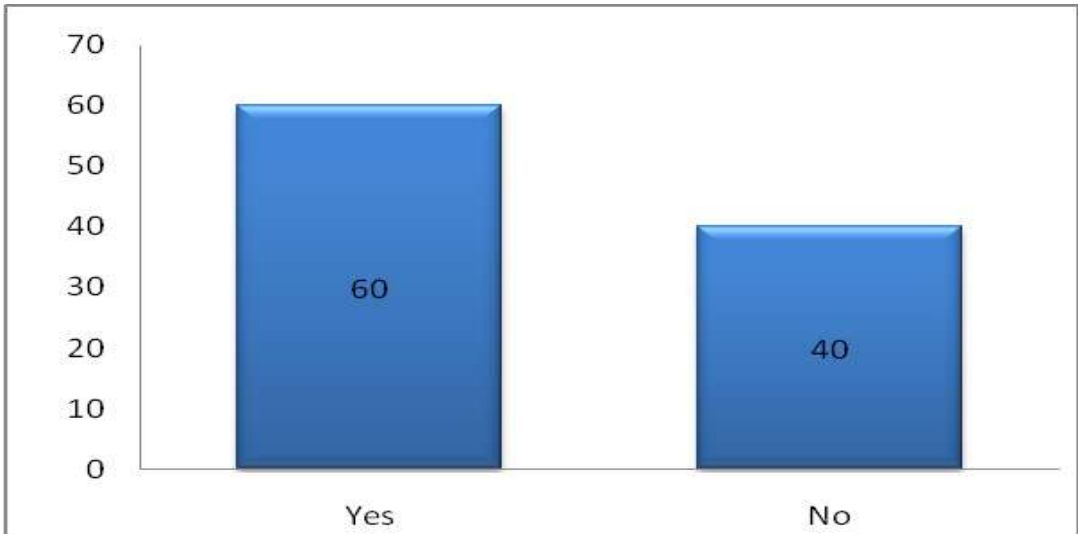
**Figure 4.2: Duration of teacher for teaching pupils**



Source: Field work 2015

The study also was interested to know whether teachers got training on learners with special needs or not. The findings reveal that the greater percentage of teachers (60%) got training on teaching pupils with special needs while the rest of them (40%) did not get any training on special need education as shown in Figure 4.3.

**Figure 4.3: Availability of trainings for teachers who teach LWSN**

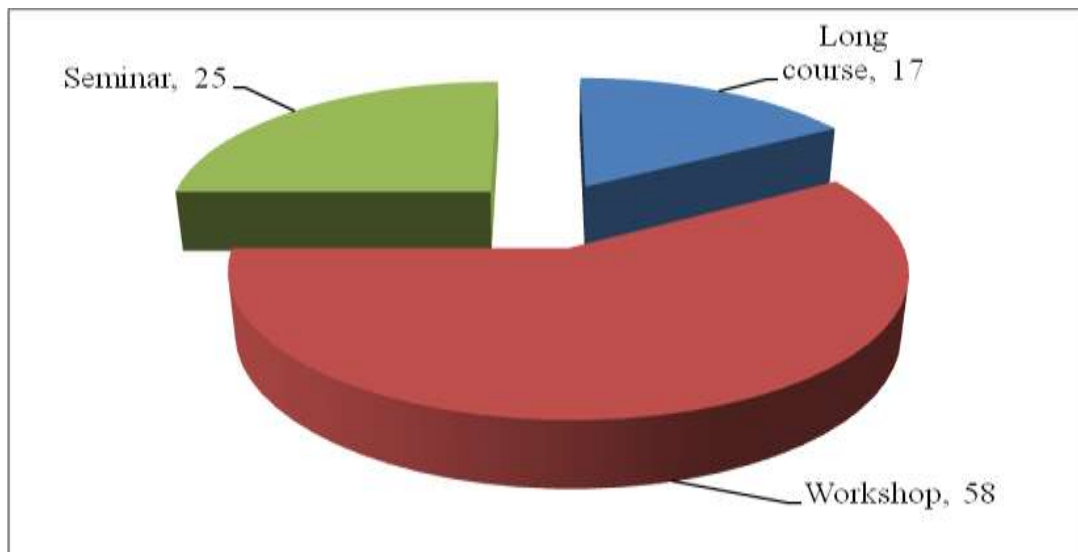


Source: Field work 2015

### 4.3.2 Type of training attended by the Teachers

The researcher was interested to know the type of trainings that teachers attended. The findings on Figure 4.4 show that the greater percentage of teachers (58%) attended the workshop, 25% attended seminar and 17% attended long course.

**Figure 4.4: Type of training obtained**



Source: Field work 2015

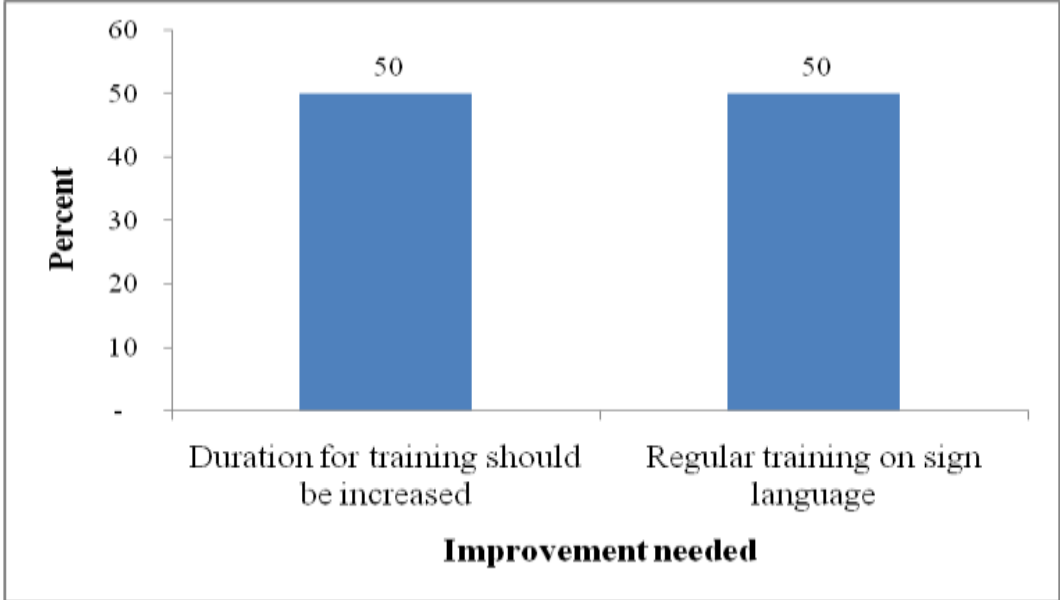
Moreover respondents were asked to list specific training they got. From the study conducted it was portrayed that the course that (67%) of the teachers obtained is inclusive education, sign language, braille while the rest 33% obtained only inclusive education. At the same time the researcher was interested to know the relevance of the courses obtained to meet the teaching needs of the teachers. The data shows that 50% of the teachers said the course was appropriate while 50% said the course was inappropriate.

### 4.3.3 Areas of improvement

In order to determine the shortcoming to the courses provided, the researcher wanted to know what should be improved to increase performance of teachers who taught learners with special needs. The responses shown in Figure 4.5 indicate that 50% of

the teachers argued that the duration of training should be increased and 50% of them said that they should be given regular training on sign language.

**Figure 4.5: Improvement needed by the teacher**

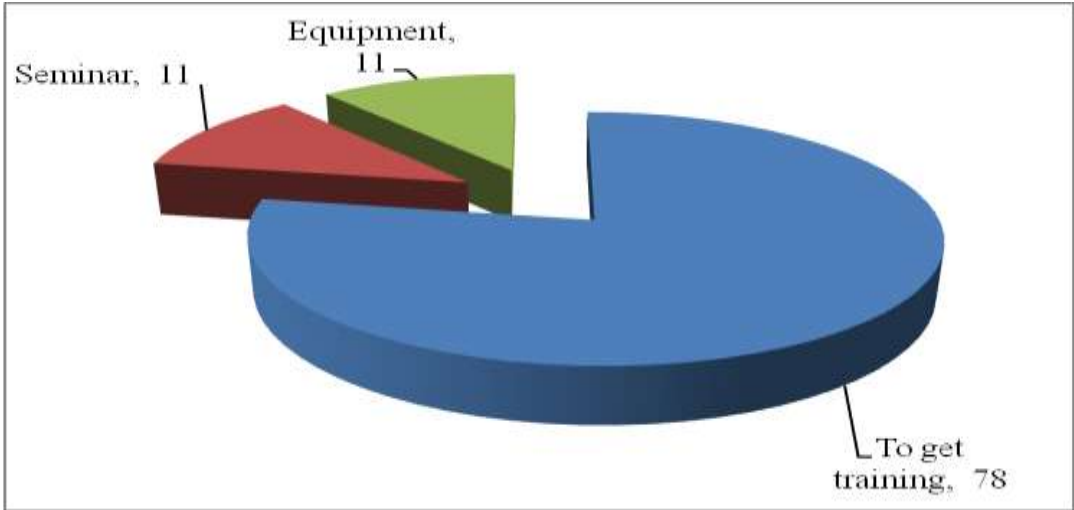


Source: Field work 2015

**4.3.4 Teachers’ opinion on teaching LWSN without training**

The researcher wanted also to know the teachers opinion in teaching learners with special needs without training. The data shows that 78% need training, 11% need seminar and 11% need equipment for teaching learners with special needs as shown in Figure 4.6.

**Figure 4.6: Opinion for circumstance**



Source: Field work 2015

The study sought to know whether supervisions were conducted. The aim was to determine how the best teachers and other stakeholders in education were close enough to ensure teachers work was on the right track. The result in Table 4.4 shows that supervisions were closely conducted, 80% of the teachers replied in the affirmative while only 20% of them replied in the negative. Also, the result indicates that most of the respondents (88%) said that supervision was conducted once per year and 6% each said was conducted two and three times for the same period.

**Table 4.4: Supervision of teachers**

<b>Description</b>	<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Presence of supervision	Yes	16	80
	No	4	20
	<b>Total</b>	<b>20</b>	<b>100</b>
Frequency of supervision	One	15	88
	Two	1	6
	Three	1	6
	<b>Total</b>	<b>17</b>	<b>100</b>
Responsible unit for supervision	Section leader	1	6
	Assistance head teacher	1	6
	Head teacher	2	12
	Ministry officials	13	76
	<b>Total</b>	<b>17</b>	<b>100</b>
Feedback after supervision	Yes	11	69
	No	5	31
	<b>Total</b>	<b>16</b>	<b>100</b>

Source: Field work 2015

The findings in Table 4.4 indicate that most respondents (76%) were supervised by Ministry's Officials. Twelve percent were supervised by head teachers, 6% were supervised by assistant head teachers and 6% by section leaders. The same Table 4.4 shows that 69% of the teachers provided feedback after supervision and 31% did not.

#### **4.3.5 Lesson learned from supervision**

The researcher intended to know what teachers learn from the supervision made to them for the purpose of improving performance in their organizations. They were asked to mention the lesson learned from supervision. The findings in Table 4.5 indicates that 50% were asked to put more concentration on learners with special needs, 20% each were asked to take more time to deal with the pupils with special

needs and to keep pictures on the wall while 10% were asked to keep in front of the class those who could not see far.

**Table 4.5: Constructive advice obtained from the feedback**

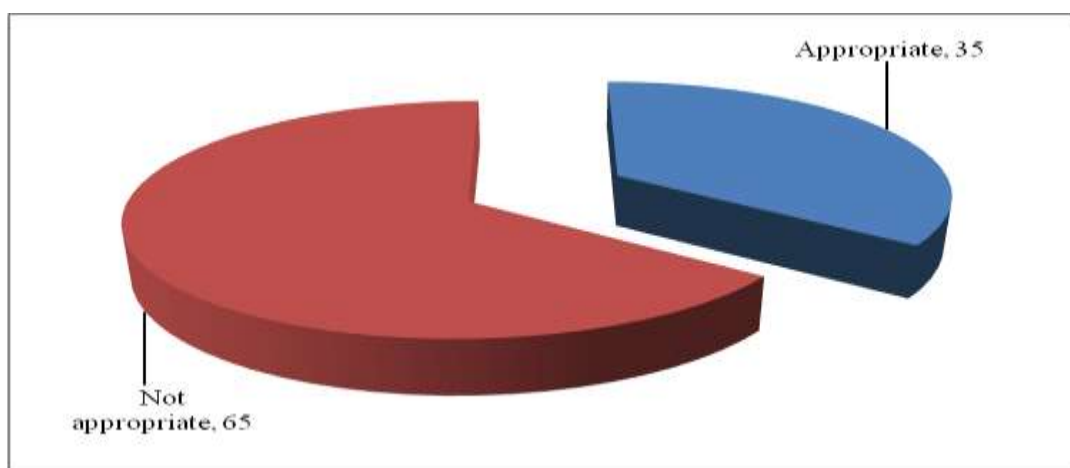
Description	Frequency	Percent
To put more concentration on learners with special needs	5	50
To take more time to deal with the pupils with Special needs	2	20
To keep picture on the wall	2	20
To keep in front of the class those who could not see far	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field work 2015

#### 4.3.6 Appropriateness of curriculum

Researcher wanted to know the appropriateness of the curriculum. This would provide information on the relevance of guiding tools used in the learning process specifically for learners with special needs. The findings in Figure 4.7 indicate that 65% of respondents said that the curriculum used was not appropriate while the rest (35%) said it was appropriate.

**Figure 4.7: Appropriateness of curriculum**



Source: Field work 2015

### 4.3.7 Areas to be modified

The researcher also sought to know the specific areas which teachers think have to be modified for the purpose of taking on board learners with special needs to cope with the society they lived with. The findings in Table 4.6 depicts that (46%) of respondents argued that the curriculum should be modified to meet the needs of varieties of learners, 38% said that learners with special needs should have their specific national exams. 8% argue that they should be provided with training on how to deal with learners with special needs and 8% said the learners with special needs should be given vocational skills.

**Table 4.6: Areas to be modified**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
The curriculum should be modified to meet the varieties of learners	6	46
Training	1	8
Vocational skills	1	8
Exams	5	38
<b>Total</b>	<b>13</b>	<b>100</b>

Source: Field work 2015

### 4.3.8 Available materials

Figure 4.8 shows that (33%) of respondents argued that there was inadequate materials for learners with special needs, 33% argued that there was hearing aids, 17% each said that they have braille machine and A4 frame.

**Figure 4.8: Materials available for learners with special needs**



Wall picture



A4 frame



Stylus



Braille Machine

Source: Field work 2015

### 4.3.9 Parents' perception about LWSN

The researcher wanted to explore the parents' perception of their children who have special needs in getting education. The findings in Table 4.7 revealed that the greater percentage of parents (50%) have good perception, 30% have moderate perception while 20% have bad perception.

**Table 4.7: Parents' perception on LWSN**

Description	Frequency	Percent
Bad	4	20
Moderate	6	30
Good	10	50
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field work 2015

Not only that but also the findings in Table 4.7 indicate that 33% of the parents do not come to follow their children's performance. Seventeen percent come to follow their children results, others (11%) replied that some of the parents come while other parents they don't come. Seventeen percent come to follow their children's results. 11% of parents send their children and come back to take them, 11% come if there is something to talk to about, 11% show good relationship with teachers, and 6% buy devices such as glass for their children.

**Table 4.8: Following children's performance**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
They don't come to follow their children performance	6	33
Some of parents come while other they don't come	2	11
They come to follow their children results	3	17
They send their children and come back to take them	2	11
They come if there is something to talk to	2	11
Good relationship between us	2	11
Buy devices such as glass for their children	1	6
<b>Total</b>	<b>18</b>	<b>100</b>

Source: Field work 2015

#### **4.3.10 Main challenges teachers' face in teaching learners with special needs**

Respondents were asked to mention the main challenges faced in teaching learners with special needs. The findings shown in Table 4.9 revealed that 40% of the challenges that teachers' face in teaching learners with special needs are shortage of equipments (such as books with pictures), followed by shortage of seminar (10%), overcrowded class 10%, sign language 13%, difficulty on managing the learners with special needs 23%, and lack of motivation 3%.

**Table 4.9: Main challenges teachers face in teaching learners with special needs**

Item	Responses	
	N	Percent
Shortage of equipments (such as books with picture	12	40
Lack of motivation	1	3
Shortage of seminar	3	10
Overcrowded class	3	10
Difficult to manage them	7	23
Sign language	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

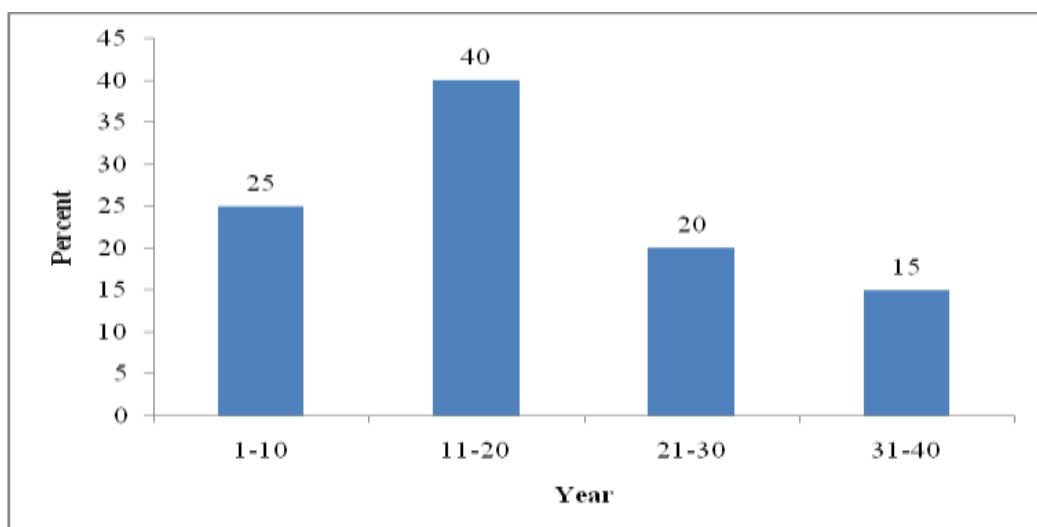
Source: Field work 2015

#### **4.4 Information concerning learning environment of the learners with special needs**

##### **4.4.1 Number of years of teaching**

The researcher was interested to know the number of years that the teacher has been teaching. The responses in Figure 4.9 below depicted that (40%) of the teachers taught between 11 up to 20 years, 25% taught between 1 to 10, 20% taught between 21-30 and 15% taught between 31-40 years.

**Figure 4.9: Years of teaching**

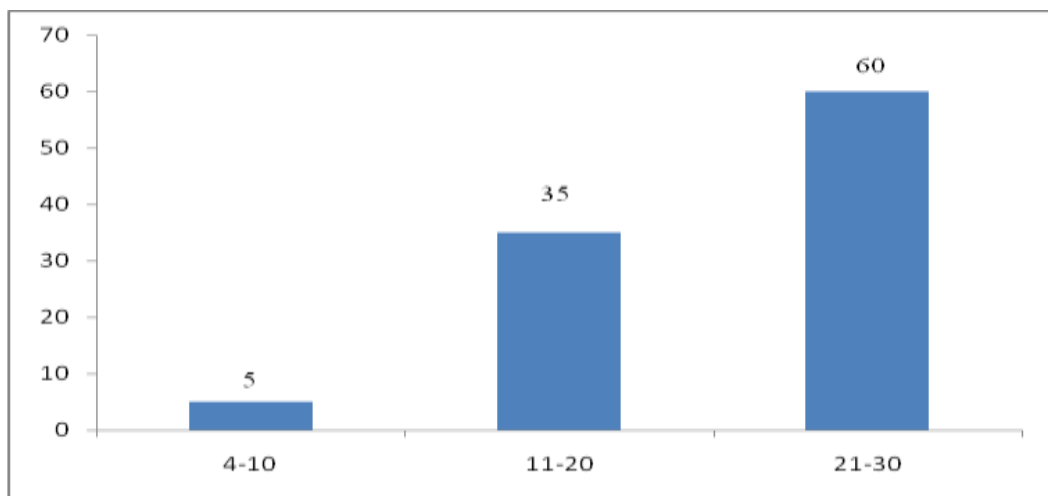


Source: Field work 2015

#### 4.4.2 Number of lessons per week

The researcher wanted to explore number of periods per week that teachers had for a purpose of determining teachers' workload. The findings in Figure 4.10 revealed that the many teachers (60%) had 21-30 periods, 35% had 11 to 20 periods while 5% had 4 up to 10 periods.

**Figure 4.10: Number of lessons per week**

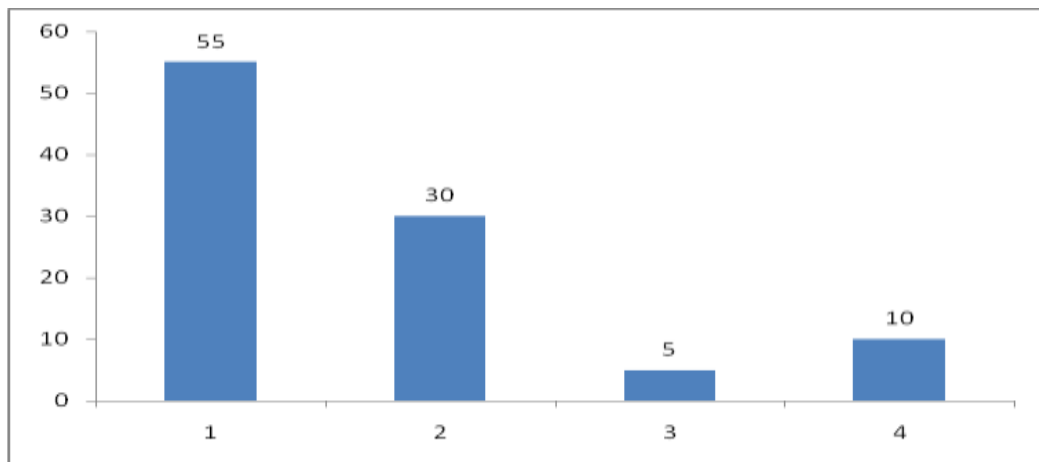


Source: Field work 2015

#### 4.4.3 Number of subjects

The study in Figure 4.11 revealed that the number of subjects taught by teachers varies. Fifty five percent of the teachers were taught one subject, 30% teachers were taught two subjects, 10% of the teachers were taught four subjects and 5% were taught three subjects. Moreover the researcher was interested to know the number of classes that a teacher taught. The study disclosed again in Figure 4.11 that (55%) of the teachers were taught four to five classes, 30% of the teachers taught one to three classes and 15% of the teachers taught six to seven classes.

**Figure 4.11: Number of subjects**



Source: Field work 2015

#### **4.4.4 Number of learners with special needs per class**

The study result in Table 4.8 depicts that the number of students per class varies according to the levels. At special unit there was a low number of pupils, while at inclusive class there was a large number of learners.

**Table 4.10: Number of learners with special need per class**

Description	Frequency	Percent
30-40	3	15
41-50	9	45
51-60	2	10
61-70	1	5
71-80	4	20
1-10	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field work 2015

On the other hand the researcher observed that students were over crowded in the class (Figure 4.12). In that case it is difficult to teach the whole class for the lesson to be well understood and to ensure that a teacher pays more concentration on the learners with special needs.

**Figure 4.12: Situation within class rooms in the study area**



Source: Field work 2015

#### **4.4.5 Other responsibilities**

The researcher was interested to explore other responsibilities apart from teaching that teachers had. The data in Table 4.11 shows that about 63% were class teachers, 19% were sports teachers and 6% each were responsible for students' registration, correct students braille writing and writing notes on braille and production.

**Table 4.11: Other responsibilities**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Class teacher	10	63
Sports teacher	3	19
Students registration	1	6
To correct students braille writing and writing notes of Braille	1	6
Production	1	6
<b>Total</b>	<b>16</b>	<b>100</b>

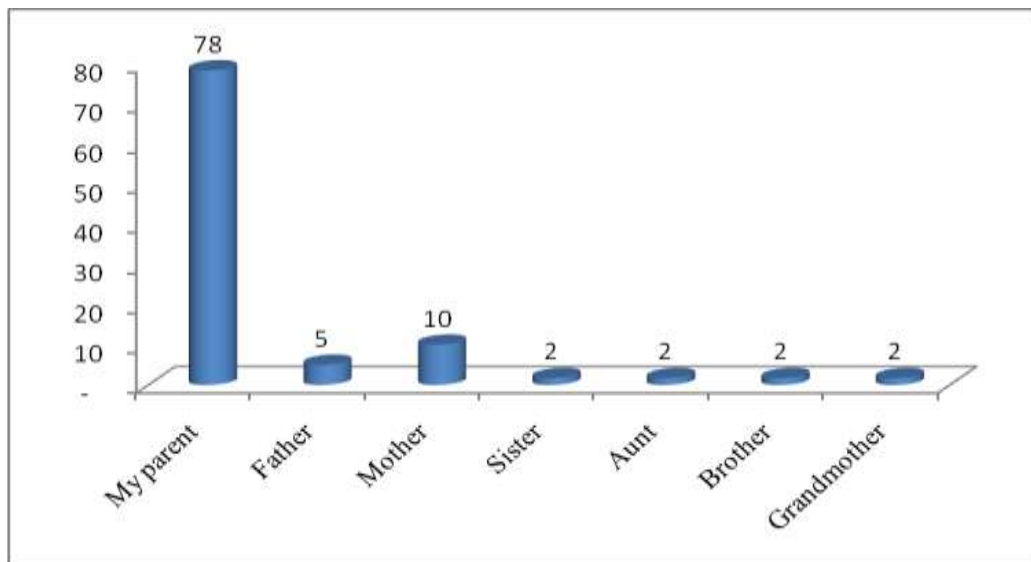
Source: Field work 2015

#### **4.4.6 Parent or relative LWSN lives with**

The study sought to identify the parent or relatives learners with special needs live with. The study revealed as shown in Figure 4.13 that the majority of the

respondents (78%) lived with their parents, while 10% live with their mothers, 5% live with their fathers and 2% each live with their sisters, their aunt, brothers and grandmothers.

**Figure 4.13: Parent or relative LWSN lives with**



Source: Field work 2015

Moreover the result in Table 4.12 shows that (35%) of respondents got assistance in doing their homework from their mother. While 30% were assisted by their sisters, 11% were assisted by their fathers, 11% were assisted by their brothers, 7% they did by themselves, 4% were assisted by their aunts, 2% by their stepfathers and 2% by their deaf friends.

**Table 4.12: Home-work assistance**

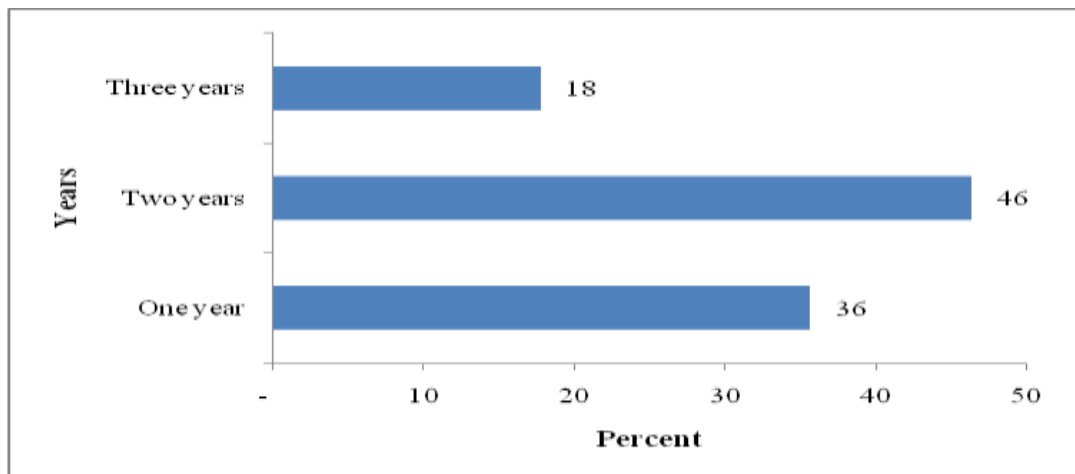
<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Mother	20	35
Father	6	11
Sister	17	30
Brother	6	11
Aunt	2	4
Stepfather	1	2
Myself	4	7
My deaf friends	1	2
<b>Total</b>	<b>57</b>	<b>100</b>

Source: Field work 2015

#### **4.4.7 Attending nursery school**

The researcher wanted to determine whether learners with special needs attended primary school before joining primary school. The response revealed that the (54%) of respondents attended Nursery School while 46% did not. On the other hand the researcher intended to know the duration that LWSN spends in nursery school. The result presented in Figure 4.14 shows that 46% of respondents attended nursery school for two years, 36% attended nursery for one year while 18% attended for three years. The researcher wants to know if the respondents used to learn at special unit. On the other side the findings found that the many respondents (62%) attended special unit while 38% of students did not attend nursery school.

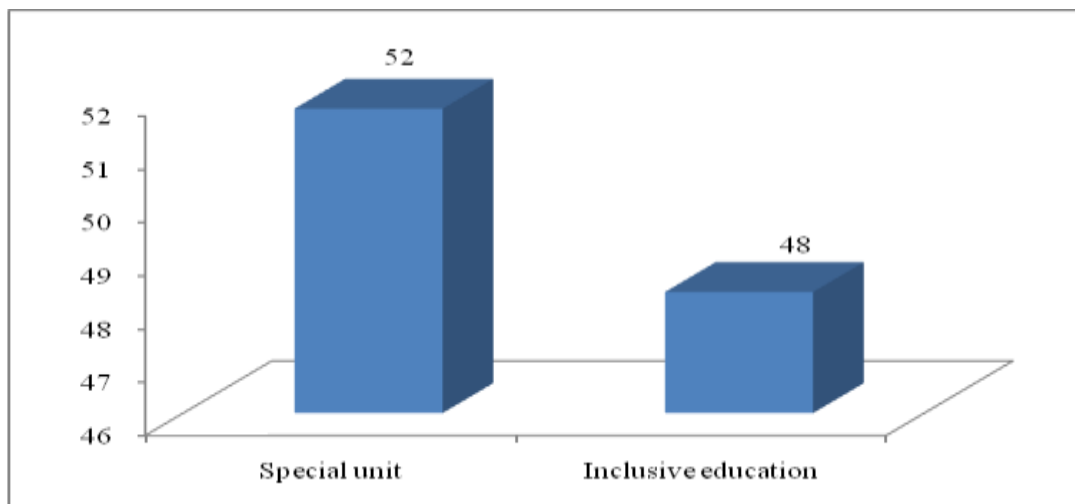
**Figure 4.14: Duration at nursery school**



Source: Field work 2015

The researcher asked the respondents where they prefer to learn between the special unit and inclusive class. The responses in Figure 4.15 revealed that (52%) of them prefer to learn at the special unit while 48% prefer to learn at inclusive class.

**Figure 4.15: Preference to learn at special unit or inclusive education**

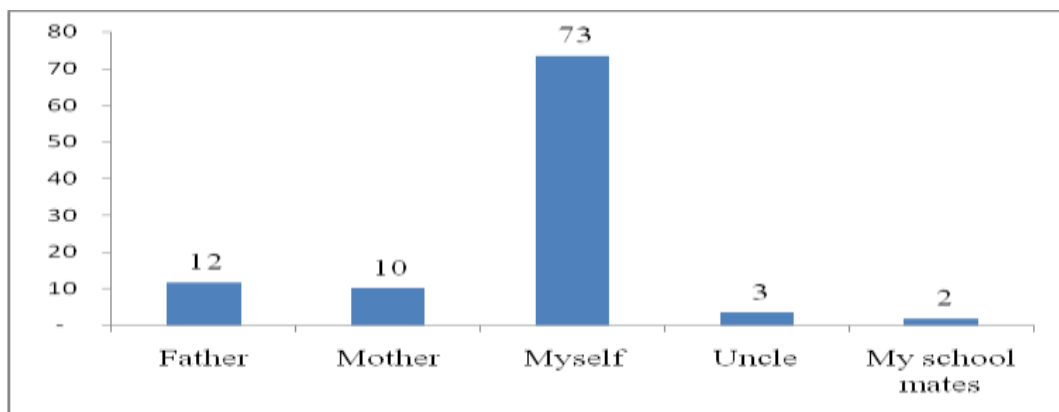


Source: Field work 2015

Furthermore the researcher wanted to know who normally send the learners with special needs at schools. The findings in Figure 4.16 revealed that majority of respondents (73%) go to school by themselves, 12% were sent by their father, 10%

were sent by their mothers, 3% were sent by their uncles and 2% were sent by their schoolmates.

**Figure 4.16: Accompanying person to school**



Source: Field work 2015

Moreover the finding in Table 4.13 shows that the most used transport to go to school (42%) are public transport and others 42% went on foot, 7% they go to school by bicycle, 5% they go to school by motorcycle, 3% they go to school by wheel chair and 2% they go to school by private transport.

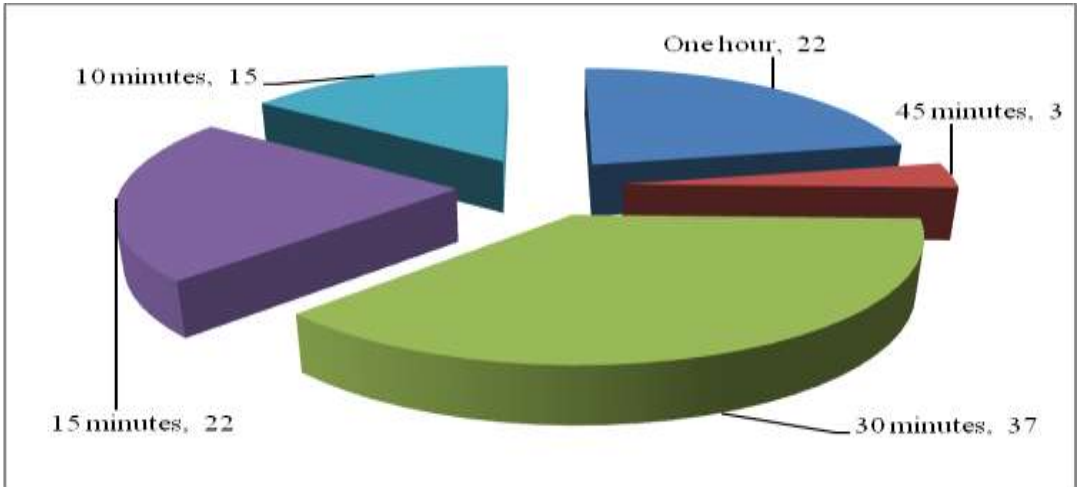
**Table 4.13: Transport used to go to school**

Description	Frequency	Percent
Wheel chair	2	3
Private car	1	2
Public transport	25	42
Motor cycle	3	5
Bicycle	4	7
On foot	25	42
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Field work 2015

In addition to that researcher wanted to know the time spent to reach school in Figure 4.17 the study depicts that 37% of respondents spent 30 minutes, 22% spent one hour and 22%) spent 15 minutes, 15% spent 10 minutes and 3% spent 45 minutes.

**Figure 4.17: Time spent to reach school**

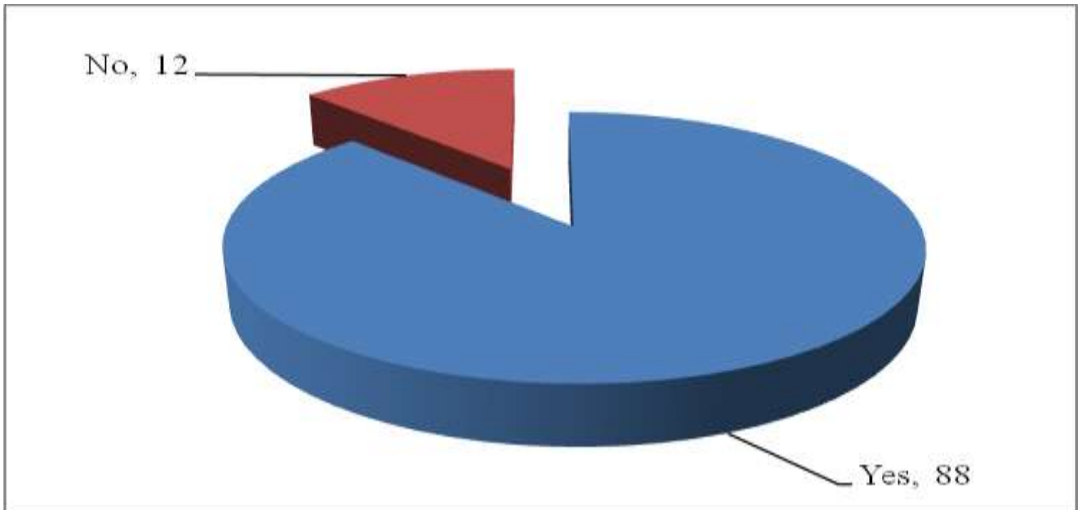


Source: Field work 2015

**4.4.8 Participation in sports**

The researcher was interested to know the participation of respondents in sports. The data in Figure 4.18 shows that (53%) of respondents played full time while the rest 47% participated as assistance/reserve. The findings also portrayed that 88% of respondents replied the school environment is safe to them while 12% replied the school environment is unsafe.

**Figure 4.18: Enjoyment while playing with school mates**



Source: Field work 2015

#### 4.4.9 Problems encounter in the school environment

The researcher was interested to know the problems encountered the LWSN in the school environment. The data in Table 4.14 revealed that the greater percentage of respondents (58%) faced the problem of dust, 14% can't walk well, 14% suffered theft and 14% suffered beating.

**Table 4.14: Problems encounter in the school environment**

Description	Frequency	Percent
Beating	1	14
Theft	1	14
Dust	4	58
I can't walk well	1	14
<b>Total</b>	<b>7</b>	<b>100</b>

Source: Field work 2015

#### 4.4.10 Problem facing LWSN in the learning environment

**Table 4.15: Problem facing LWSN in the learning environment**

Description	Frequency	Percent
I don't know how to write	3	9
Difficult to go by food during the beak	1	3
I get difficulty in eating and writing	1	3
Hit and fell down	1	3
Difficult to go to the toilet	1	3
Problem of sign language for teachers	7	20
Reading and writing	3	9
Some teacher left us without finishing writing therefore our fellow students disturb us	2	6
I don't understand the lesson	2	6
I can't see well	10	29
Missing school when my friend is seek	3	9
<b>Total</b>	<b>34</b>	<b>100</b>

Source: Field work 2015

The researcher was interested to know the problems facing the respondents in the learning environments. The responses in Table 4.15 shows that (29%) of respondents can't see well, 20% responded that teachers don't know how to use sign language, 9% responded that they had problem of reading and writing, 9% they don't know how to write, 9% responded that they miss school when their friends who help them in driving their wheel chair are sick, 6% said some teacher left the class before the time therefore learners without special needs disturb the LWSN, 6% responded that they don't understand the lesson, 3% responded that it was difficult to go and buy food during the break, 3% responded that it was difficult to eat and write and 3% responded that their fellow students were accidentally often hit them and fell down.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This chapter concerned with discussion of findings obtained from the study undertaken. Discussion based on assessing the implementation of education policy on learners with special needs at Kisiwandui, Mwanakwerekwe A, Kiembesamaki A and Mwanakwerekwe F schools at Zanzibar. The chapter is divided in several sub-sections, namely: (i) characteristics of respondents (ii) information concerning means used to enrol/obtain the pupils with special needs (iii) information concerning skills and knowledge of the teachers who teach pupils with special needs (iv) information concerning the learning environment of the learners with special needs and (v) information concerning assessment of learning environment of the pupils who have special needs.

#### **5.1 Characteristics of respondents**

The study assessed the age of learners with special needs in relation to class they studied. The findings disclosed that (38%) of learners with special needs lie between 9 to 18 years. Fifteen percent of respondents lie between 19-23 years and the rest 8% lie between 4-8 years. The result shows that many learners with special needs/disabilities take longer duration at school compared to those who are normal due to their abnormalities.

It was observed that (41%) of learners with special needs were in primary level. Thirteen percent were in secondary level and 6% were at special unit. The findings reveal that the learners with special needs they do not have enough capability to enter at secondary level. On the other hand the result indicates a great percentage of the teachers (60%) were at certificate level. 30% were at diploma level and the rest 10% were degree holders. This result shows that there is low level of education for teachers who taught LWSN. Moreover, the finding shows that that (57%) of learners with special needs were female while 43% were male. The finding also

shows that most of teachers (85%) were female while 15% were male. This finding implies those females are more engaging on teaching compared to male.

The study also investigated that the need of special needs which the learners with special needs demand, has an impact on their education performance. The researcher wanted to know the kind of special needs which the learners with special needs suffered from. The result found that many respondents (32%) have visual disability. Others (20%) said have developmental disability, 18% were deaf and dumb, 8% had physical disability and visual disability and dumb, 5% were deaf and the rest 2% had asthma, sickle cell, were albino, had HIV/AIDS and were slow learners. This finding indicates that the most of learners with special needs are those with visual disability, developmental disability, deaf and dumb.

## **5.2 To assess the means used to enrol/ obtain the pupils with special needs**

During the interview at the study area, it was found that there was special unit which have responsibility of awareness creation. The unit is called Inclusive Education and life Skills Unit. Among the roles of the unit was awareness creation to the parents through mass media (TV and radio). It also sensitized and informed teachers during enrolment period. Awareness creation done to ensure pupils with disability has access to education at appropriate time. Furthermore the study disclosed that these roles for some extent implemented by Kisiwandui School at its special unit for learners with special needs.

Moreover it was found that there was no specific schedule used to create awareness. In this school the teachers create awareness to the parents and other stakeholders who took pupils to school and went to follow the progress of their children. At the same time mostly means of communication used was oral. This method is not appropriate in terms of time and more efforts needed. Teachers suggested that for more enrolment of pupils with special needs it is better to use mass media (TV and radio) and internet.

### **5.3 To assess the skills and knowledge of the teachers who teach learners with special needs**

The study revealed that the many of teachers (50%) had experience of one to seven years in teaching learners with special needs. Also there were others (35%) who had experience of seven to fifteen years, 10% had long experience of more than fifteen years. This situation may contribute better provision of education for learners with Special needs. However there were some teachers (5%) who had an experience of below one year of teaching learners with special needs.

In the study area it was found that 60% of teachers got training on teaching learners with special needs while 40% did not get any training on special need education.

Most of them attended workshops (58%) while others (25%) attended seminars and only 17% attended long courses. Moreover, the findings indicate that greater percentage of teachers (67%) got training on inclusive education, sign language, Braille while 33% obtained only inclusive education. This situation make the teacher to have improper handling of the learners with special needs during the lesson since they lack appropriate knowledge and method of teaching inclusive and special needs education.

On the other hand, teachers were mentioned some areas that need improvement in their training. About 50% said the duration of training for seminars and workshop should be increased and 50% said there should be provided regular training on sign language. However, respondents were not agreed on whether the courses obtained were appropriate or not to meet the teaching needs. Fifty percent of respondents said it was appropriate while the remaining 50% said it was inappropriate. The result implies that teachers need more training that will make them conversant with teaching learners with special needs in mainstream school. Donnelly V. (2010) recommended that introductory courses on inclusive education should be mandatory for all teacher education students, that bachelor and masters courses should include inclusive education and combined degree programmes for primary and special education should be promoted.

At the same times the findings revealed that 60% of the teachers teach between 21-30 periods. These periods are many, since these teachers have other responsibilities apart from teaching and these led to low capability to afford to teach them. About 35% of teachers teach 11-20 periods; this was moderate since teacher student ratio is 1: 40; however most of the classes were overcrowded while 5% of teachers teach 4-10 periods. These differences were caused by inappropriate distribution of periods among the teachers. Not only that but also the study found that the number of subjects that teachers teach varies. They range between one to three subjects. Data shows that (55%) of the teachers teach one subject, 30% of teachers teach two subjects, 10% of teachers teach four subjects and 5% teach three subjects. Moreover the study disclose that the greater percentage of teachers (55%) had taught four to five classes, 30% had taught one to three classes and 15% had taught six to seven classes.

On the other hand researcher observed that students were overcrowded in the class. It is difficult to teach the whole class for the lesson to be well understood and to be ensure you pay more concentration to the learners with special needs. The teacher should be so creative to ensure that all learners are on board. The institution and other stakeholders of inclusive education should ensure that teachers are updated on new knowledge and skills of handling all learners. As Donnelly V. (2010) observes that changes in education and in society place new demands on the teaching profession. Classrooms now contain a more heterogeneous mix of young people from different backgrounds and with different levels of ability and disability. All this requires teachers not only to acquire new knowledge and new skills but also to develop them continuously.

In the study area it was found that there was supervision of teachers. The result shows that supervision was conducted for only 80% of the teachers. This supervision was conducted yearly, but sometimes biannually or even thrice per year. It is thus easier to determine the challenges encountered by teachers and find there solution. In addition it was observed that most of the supervision (76%) was conducted by Ministry's Officials. 12% by head teachers and (6%) each by assistance head

teacher and section leader. The feedback after supervision was provided only with 69% cases. This implies that Ministry officials and school management have good arrangements for supervising teachers to ensure that teachers are teaching as directed. This was also stipulated in (RGoZ, 2007) that the Government will strengthen the feedback loop to ensure corrective measures are taken.

It was observed that respondents learned different things from supervision made on them. Fifty percent learned to concentrate more on learners with special needs, 20% each learned to take more time to deal with the learners with special needs and to keep a picture on the wall while 10% learned to keep the learners who couldn't see far in front of the class.

The finding indicates also that 65% of respondents said that the curriculum used were not appropriate while the remaining 35% said it was appropriate. This means that the guidelines used in teaching student with special needs were not appropriate. It was contrary with RGoZ, (2006) in that, in order to facilitate inclusive education, alternative curriculums have been developed by the Tanzania Institute of Education which is responsible for pre-school, primary, secondary and teacher education curricula.

However teachers propose some areas that needs improvement. Forty six percent of them argued that the curriculum should modified to meet the needs of varieties of learners, 38% said that learners with special needs should have their specific national exams, 8% argued that teachers should be provided with training on how to deal with learners with special needs, and 8% said that the learners with special needs should be given vocational skills.

In the study area it was found that there were inadequate learning materials needed to facilitate learning process for learners with special needs. However there were few materials found such as Perkins Braille, A4 frame, hearing aids and stylus. Considering the number of learners with special needs, they were supposed to share those materials. This implies that the learners with special needs cannot finish

writing at appropriate time since they have to share the equipments while the other lessons are continuing. Also this sharing of equipments made it difficult for them to get education at the same pace as their fellows who don't have special needs.

#### **5.4 To assess the learning environment of the learners with special needs**

The result found that the assistance was provided to learners with special needs. The findings disclosed that parents play a major role in providing that assistance. About 78% of respondents were supported by their parents to accomplish their home works. However other family members also provide assistance to this group. Ten percent were assisted by their mothers, 5% were assisted by their fathers while the remaining 7% were assisted by their sisters, their aunt, their brother and their grandmother. This means that there were positive responses to government for intervention to raise community awareness to enable learners with special needs to collaborate with their relatives to fulfil the exercise given by their teachers. It is noted that this MKEZA program has reached over 4000 person of different demographic characteristics to raise awareness toward children with special needs (MoEVT, 2006).

Moreover, the study shows that there are special programmes (special units) in the education sector that enable learners with special needs to benefit from those programmes. A greater percentage of learners with special needs (54%) attended Nursery School before joining Primary school while 46% they did not. Also it was found that learners with special needs got opportunity to attend special unit. The result indicate that (62%) of these learners attended special unit while 38% did not. The findings also revealed that (52%) of the respondents prefer to learn at special unit while 48% they prefer to learn at inclusive education. This implies that the learners with special needs obtain good foundation that leads them to gain more confidence in their study. RGoZ, (2006) calls for education programmes which provide quality education to children with special needs thus giving them more confidence and better control of their environment. Within the population of children

with special needs, there are talents and skills which if promoted may contribute in a significant way to the national development.

The study disclosed that majority of learners with special needs (73%) go to school by themselves. This means that there is a problem of transport for learners with special needs. However support was also provided by some family members to ensure they reached at school safely. About 12% of learners with special needs were sent by their father, 10% of them were sent by their mothers, 3% they were sent by their uncles and 2% they were sent by their schoolmates. Moreover, the study revealed that the common transport used by them to go to school were public transport. About 42% of learners with special needs used this type of transport and 42% went on foot. Other used bicycle (7%), 5% used motorcycle, 3% used wheel chair and 2% used private transport. It was also found that the times spent to reach at school differ.

The data shows that learners with special needs got chance to participate in sports. Fifty three of them participate as full time while 47% were participated as assistance/reserve. Eighty eight percent said that school environment is safe to them while 12% said the school environment is unsafe. The result implies that learners with special needs for the large extent enjoy the school environment. The result is contrary to (RGoZ, 2007) that school environments are inaccessible and lack of intervention between teachers and students often do not promote positive learning process to children with disabilities once they gain access to schools. However, there were some problems encounters in the school environment. The data revealed that (53%) of respondents faced by the problem of dust, 14% were not given chance to participate fully in the playing while 47% were given the chance of assistance/reserve.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND POLICY IMPLICATIONS**

#### **6.1 Summary**

The general objective of this study was to assess the implementation of education policy on learners with special needs at Kisiwandui, Mwanakwerekwe A, Kiembesamaki A and Mwanakwerekwe F schools at Zanzibar.

The study found out the following:

- (i) There is a special unit which is responsible for awareness creation.
- (ii) The unit creates awareness by using TV and Radio on the importance of enrolment of learners with special needs.
- (iii) Many teachers have enough experience on teaching learners with special needs although the guideline (curriculum) used is inappropriate.
- (iv) There is inadequate learning materials to support learners with special needs.
- (v) The learners with special needs get support from their relatives when they are doing their homework.

#### **6.2 Conclusion**

Based on the research questions the following conclusions were made:

- (i) There is no proper distribution of periods which led to some teachers to have burden of periods and thus they could not manage well their class.
- (ii) There is not well planned a schedule for school supervision within the school; this might be considered by the schools head teachers, assistant head teacher, this supervision should be conducted more than one time per year and the report of supervision should be submitted to the Ministry of Education.
- (iii) Preparation and reviewing of curriculum do not follow proper way; some of the important stakeholders were not involved in the process like teachers and parents.

This led to miss the important hints to be involved in the teaching package. The aim is to integrate the curriculum development with the advancing needs of society.

(iv) There is a shortage of equipment for the learners with special needs such as Braille machine; this led to low performance especially to those who have visual impairments.

(v) Most of the teachers do not have appropriate knowledge on teaching learners with special needs and inclusive education nor on attending long course at the college where inclusive education is established. A long course will help to raise the skills and knowledge of the teachers to manage well the learners especially all who have special needs.

### **6.3 Policy Implications**

The findings show that to some extent there were better progresses on Implementation of Education Policy on learners with special needs but there were some areas that need to be modified. In this regard, the policy implications include that;

There should be strategies for getting adequate materials for learners with special needs; this will help them to acquire education at the same pace as their fellow students who have not special needs.

There should be special programs for learners without disabilities, these include sign language, Braille skills and inclusion knowledge this will help to:- be together in learning environment, support in identifying what is written on the chalkboard, enjoy learning together with those with special needs and working collaboratively.

There is a need for the government to come up with policy strategies that will enable learners with special needs to get education in a conducive environment that would mould them to be active participants in the economy as other groups in the community.

There should be strong vocational education and training system since at primary level, this will help the slow learners to have knowledge which will help them to be employed, to employ themselves or to continue with vocational education soon after finishing the primary level.

The Zanzibar education qualification framework should be strengthened (bridging course), this will help all learners who could not get opportunity to continue with formal education and decided to join at vocational education and training to continue formal education when their mental capacity is developed and capable to undertake further study.

#### **6.4 Areas for further study**

The study of the assessment of the implementation of Zanzibar education policy on education for learners with special needs is a study that requires an intensive and long term study. Considering that there are about 499 schools at Zanzibar while this study covered only a very minor sample size (4 schools), a thorough study containing a fair representation is needed in both Unguja and Pemba in a school that practices inclusive education. Moreover, from the study it was revealed that supervision was done by Ministry responsible for education, however there is improper feedback on the supervision provided to teachers. Therefore there is need to conduct a research on the supervision feedback to learners with special needs.

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## APPENDICES

### **Appendix 1: Letter to the Respondent**

Dear respondent, I am Nafisa I. Omar, a student at Mzumbe University pursuing Master of Science Degree in Development Policy. I am conducting a research study as part of my programme on **“ASSESSMENT OF THE IMPLEMENTATION OF ZANZIBAR EDUCATION POLICY ON EDUCATION FOR LEARNERS WITH SPECIAL NEEDS: A CASE OF URBAN WEST REGION SCHOOLS”**. I am kindly requesting your assistance in the filling of this questionnaire. I assure you that your opinion and suggestions will be treated with highest level of confidentiality.

General instructions for filling in this questionnaire

(i) Please give your answers as honestly and freely as possible; (ii) Please answer question according to specific instruction given; (iii) Your answer will be treated as confidential. (iv) Tick or fill in the blanks at the appropriate place provided.

## Appendix 2: Questionnaire for Teachers

### A) Personal Information

1. Name of Region ..... 2. Name of school .....
3. Name of Shehia
4. Age [    ].
5. Sex: 1) Male [    ], 2) Female [    ].
6. Level of education.....

### B) Information concerning means used to enrol/obtain the pupils with special needs

7. In your school is there any unit which deals with enrolment of pupils with special needs.
  - 1) Yes [    ], 2) No [    ].
8. If yes what are its responsibilities?  
.....  
.....
9. Does the unit concentrate on awareness of the enrolment?
  - 1) Yes [    ], 2) No [    ].
10. If yes at what time does it create awareness?
  - 1) End of the year [    ], 2) Middle of the year [    ], 3) The whole year [    ].
11. Which of the following means of communication do you use mostly on awareness creation?
  - 1) Radio [    ], 2) TV [    ], 3) through students [    ], 4) Other specify  
.....
12. Do you think should be method to use for effectively means for persuading parents to enrol their children?
  - 1) Yes [    ], 2) No [    ].
13. If no, what is your suggestion on enrolling more learners with special needs?  
.....  
.....

**C) Information concerning skills and knowledge of the teachers who teach pupils with special needs**

14. For how long have you been teaching pupils with special needs?

- 1) Below one year [   ], 2) one year to seven year [   ], 3) seven year to fifteen year [   ], 4) More than fifteen years [   ].

15. Have you got any training on teaching pupils with special needs?

- 1) Yes [   ], 2) No [   ].

16. If yes what type of training? 1) Long course [   ], 2) Short course [   ],

- 3) Workshop [   ], 4) Other ..... [   ].

17. If you have undertaken any training, please mention the title of course

- 1) Long course.....
- 2) Short course.....
- 3) Workshop.....

18. Do you think the course is relevant to meet your teaching needs?

- 1) Yes [   ], 2) No [   ].

19. If no, what should be done to improve it?

- 1.....
- 2.....
- 3.....
- 4.....

20. If no, what is your opinion for the circumstances you face i.e. teaching pupils with special needs without training?

- .....
- .....
- .....

21. Are any supervision conducted?

- 1) Yes [   ], 2) No [   ].

22. If yes how many times are you supervised per year?

- 1) One [   ], 2) Two [   ], 3) three [   ], 4) none [   ].

23. Who normally supervise you?

1) Section leader [ ], 2) Assistance head teacher [ ], 3) Head teacher [ ], 4) Ministry officials [ ].

24. Do you get feedback after supervision?

1) Yes [ ], 2) No [ ].

25. If yes, is the feedback useful for improvement of your teaching?

1) Yes [ ], 2) No [ ].

26. If yes, what constructive advice do you get from the feedback?

.....  
.....  
.....

**D) Information concerning the learning environment of the learners with special needs**

27. Year of teaching [ ].

28. No of period per week [ ].

29. No of subject teaches [ ].

30. Number of class teaches [ ].

Other responsibility (ies) .....

31. Number of pupils per class

1. Class one ), 2. Class two [ ], 3. Class three [ ], and 4. Class four [ ].

32. Does the library/Store have the basic equipment for the learners with special needs?

1) Yes [ ], 2) No [ ].

33. If yes, mention the available material.

.....  
.....  
.....

34. If no, what kind of learners has a shortage of the equipment?

- 1) Hearing Impairment [ ], 2) Visual Impairment [ ], 3) Developmental disability [ ], 4) Physical Impairment [ ], 5) Other specify.....

35. What steps have you taken to tackle the problem?

- 1) Borrow at nearby school [ ], 2) Inform school management [ ], 3) Ask students to bring theirs [ ], 4) Other specify .....

36. How do you see parent's perception of learners with special needs?

- 1) Bad [ ], 2) Moderate [ ], 3) Good [ ], 4) Very good [ ].

37. Mention the reasons to support your answer in 39 above?

- 1) .....  
2) .....  
3).....  
4).....

### Appendix 3: Questionnaire for Pupils with Disabilities

#### A) Personal Information

1. Name of Region .....
2. Name of school .....
3. Name of Shehia .....
4. Kind of vulnerability.....
5. Age [   ], 6. Class [   ].
7. Sex: 1) Male [   ], 2) Female [   ].

#### B) Information concerning the learning environment for the learners with special needs

8. How many times do you eat per day?  
1) One [   ], 2) Two [   ], 3) Three [   ], 4) Four [   ].
9. Do your parents still live together?  
1) Yes [   ], 2) No [   ].
10. Whom do you live with?  
1) My parents [   ], 2) Father [   ], 3) Mother [   ], 4) Sister [   ].
11. Do your teachers provide you with home-work?  
1) Yes [   ], 2) No [   ].
12. If yes, who helps you in doing your homework?  
1) Mother [   ], 2) Father [   ], 3) Sister [   ], 4) Other specify  
.....
13. Have you attended nursery school?  
1) Yes [   ], 2) No [   ].
14. For how long have you been at nursery school?  
1) One year [   ], 2) Two year [   ], 3) Three year [   ], 4) Four year [   ].
- 15) Do you ever learn at special unit?  
1) Yes [   ], 2) No [   ].
- 16) If yes, do you prefer to learn at special unit or inclusive education?  
.....

17. Do you know how to read and write?

1) Yes [ ], 2) No [ ].

18. Who normally sends you to school?

1) Father [ ], 2) mother [ ], 3) sister [ ], 4) Other (specify).....

19. Which transport do you use?

1) Wheel chair [ ], 2) Private car [ ], 3) Public transport [ ], 4) Other specify .....

20. How many minutes do you spend to reach school?

.....

21. Do your school mates enjoy playing with you?

1) Yes [ ], 2) No [ ].

22. If yes how do they involve you?

1) Full [ ], 2) Just assistance/ reserve [ ].

23. Is the school environment safe for you?

1) Yes [ ], 2) No [ ].

24. If no, what problems do you encounter? 1) Teasing [ ], 2) Beating [ ],

3) Theft [ ], 4) Other (specify).....

25. Do you have your private toilets?

1) Yes [ ], 2) No [ ].

26. If yes, are your toilets comfortable to you?

1) Yes [ ], 2) No [ ].

27. If no, why

.....  
.....  
.....

28. What major problems do you face in your learning environment?

.....  
.....  
.....

**Appendix 4: Questionnaire for officials who deal with inclusive education and life skills**

**A) Personal Information**

- 1. Name of Region .....
- 2. Name of institution .....
- 3. Position.....

**B) Information concerning means used to enrol/ obtain the pupils with special needs**

4. How many disabled school age children have you had in the past three years?

2012 .....

2013 .....

2014 .....

5. How many of them were enrolled?

2012 .....

2013 .....

2014 .....

6. What efforts do you make to ensure children with disability have access to education at appropriate time?

.....  
.....  
.....  
.....

7. What kind of learners with disability do you think has greatest difficulty in accessing education?

1).....

2) .....

3) .....

4) .....

8. What do you do to help teachers to teach learners with severe disability?

.....  
.....  
.....  
.....

**C) Information concerning skills and knowledge of the teachers who teach pupils with special needs**

9. What are the main roles of this unit which deal with inclusive education?

.....  
.....  
.....  
.....

10. What type of training are you responsible for conducting?

.....  
.....  
.....

11. How many teachers have already got inclusive education training?

.....

12. Do your schools have enough equipment to deal with pupils with disabilities?

1) Yes [ ], 2) No [ ].

13. If no, how are pupils made able to learn?

.....  
.....  
.....  
.....

14. Do you get any support from other organizations apart from government?

1) Yes [ ], 2) No [ ].

15. If yes, what are they?

.....  
.....

16. What kind of support do you normally get?

.....  
.....  
.....

17. Is the support just given or are you involved in deciding the material/ training needed?

.....  
.....  
.....

18. How many teachers have already got long course in inclusive education?

.....

19. How many teachers have already attend short course or workshop in inclusive education?

.....

20. How many teachers have already got long course on special need education?

.....  
.....  
.....  
.....

21. What challenges does the unit face in providing education for learners with special needs?

.....  
.....  
.....