

**ASSESSING THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN TANZANIA'S PRIMARY SCHOOLS:
A CASE OF MBINGA DISTRICT IN RUVUMA REGION**

**By
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**A Dissertation Submitted in Partial Fulfilment of the Requirements for Award of
Masters of Arts in Education degree of Mzumbe University**

2017

CERTIFICATION

I hereby submit the dissertation entitled “*Assessing the implementation of inclusive education in Tanzania’s primary schools: The Case of Mbinga District Council*”
Written by Gaudence Mbunda. I recommend that be accepted in Partial fulfilment of the requirements for the degree of Master of Arts in Education (MA-Ed) of Mzumbe University.

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DECLARATION & COPY RIGHT

I, GAUDENCE MBUNDA, hereby declare to the best of my knowledge that this dissertation is my own original work, and that it has never been submitted to other university or any other institution of higher learning for any degree award, and that it will not be submitted to any institution for the similar purpose.

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I, especially, express my appreciations to my parents for their financial and moral support that enabled me in conducting this study. I also owe my gratitude to the staff of Mzumbe University for the academic support to me as a student all the time. My inner most appreciations also goes to my supervisor, Dr.Perpetua J. Kalimasi for her kind academic advice and directives provided to me since the preparation of this work to this complete end. Together with her, I also convey my gratitude to Mr. Stephano Nalaila for his tireless support for editing my work.

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Time and space would not be enough if I had to mention all who in one way or another helped me in completing my this work including my fellow Mzumbe Masters students, lecturers and all university staff, but let the mentioned be representatives.

DEDICATION

This work is solely dedicated to my parents, Mr. Christandus Mbunda and Honoratha Kapinga, for their efforts, understanding and dedication which made it possible for me to reach this level.

LIST OF ABBREVIATIONS AND ACRONYMS

BEST	-	Basic Education Statistics in Tanzania
DEO	-	District Educational Officer
EFA	-	Education for All
IDEA	-	Individuals with Disabilities Education Act
IE	-	Inclusive Education
LoLT	-	Language of Learning and Teaching
MoEVT	-	Ministry of Education and Vocational Training
NDP	-	National Disability Policy
NGOs	-	Non Government Organizations
PEDP	-	Primary Education Development Plan
SIDA	-	Swedish International Development Cooperation Agency
TIE	-	Tanzania Institute of Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
UN	-	United Nations
URT	-	United Republic of Tanzania
WB	-	World Bank
WCD	-	World Child Disabilities
WEF	-	World Education Forum
ZPD	-	Zone of Proximal Development

ABSTRACT

This study aimed at assessing the implementation of inclusive education in primary schools, through investigation the preparation of teachers towards inclusive education, examining the awareness of teachers on inclusive education as well as how teaching and learning process is in inclusive setting. The study also identified challenges that teachers face when implementing inclusive education. Constructivist theory and system theory were used.

The study used qualitative approach using a case study design through observations, questionnaires and interviews tools by using manually analyzed content analysis in which codes, meaning and patterns were systematically developed from transcribed interviews based on the study objectives. Purposeful sampling technique used to select a total of 38 participants from 3 institutions, six tutors, one principal, and one academic teacher and fourteen pupils, and one specialist teacher. Additionally, the study included two heads of schools, one Special education needs officer and five regular and nine pre-service teachers. Findings revealed that teachers were inadequately prepared for inclusive education. It was also found that all the teachers were aware of inclusive education at least at the level of understanding the concept of inclusive education. Teachers also demonstrated some inclusive based teaching and learning strategies. However, some challenges that hinder the implementation of inclusive education were revealed such as insufficient teaching and learning materials and number of students. Based on the analysis of findings it can be concluded that pre-service teachers are not well trained for inclusion as teacher educators face a lot of challenges even though practiced in a class strategy still the challenges occurs

Lastly, the study summarised the all objectives, concluded the study by giving out the reflecting overview of findings and gives recommendation to authorities in order to overcome challenges and enhance the implementation of inclusive education in Tanzania's primary schools.

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According to UNESCO (2015), Tanzania towards inclusive education, succeeded in mobilizing the support from United Nations Children’s Fund (UNICEF), Swedish International Development Cooperation Agency (SIDA), and World Bank (WB) to ensure a large participation by Tanzanians in equal education provision inclusive education particularly. The agreement on a framework to support the implementation of the future education international goals which focus on unbiased and comprehensive excellence education and enduring learning for all by 2030 as a result of new Education and Training Policy 2014.3

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CHAPTER ONE

1.0 Introduction

This chapter covers background of the study, statement of the problem, study objectives, research questions, and significance of the study, together with rationale of the study, organization of the study, and lastly, limitations and scope of the study at the end of the chapter.

1.1 Background of the Problem

In most African societies during pre-colonial time, when man's survival depended mainly on hunting, special needs people were perceived as a burden to their families and the society. This is because they could not participate fully in production. As their families moved from one place to another, they were left behind without assistance. Change started during the agricultural development when societies settled down. They became assorted with activities that possibly will be carried out by the elderly and persons with disabilities (Csocsan & Sjostedt, 2008).

Internationally, development of inclusive education goes as far back as to the time of the riser of movement of civil rights in the United States in 1950s. The key aim of the progress is to give the same opportunities for valuable education to learners with special needs, by creating schools that accept a encouragement culture of acceptance and belonging, with the aim goal of reaching the various needs of all learners (Meng & Zhiyong, 2007). The IE approach received its first major input at the World Conference on the Special Needs Education 1994 in Salamanca, Spain which aimed of promoting education as a basic human right that necessitated policy that could serve all learners, regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994).

Before the introduction of National inclusive education strategy in Tanzania, a variety of strategies was made to ensure the victory of implementation of inclusive education.

HakiElimu (2008) & Tungaraza & Lyakurwa (2006), explained perception, attitude and lack of pedagogical skills influence implementation of inclusive education. To achieve the goals and targets of inclusive education,

Tanzania has accomplished, among other things, to sign different UN conventions and some international declarations. Also, it has been implementing various programmes since 1998 such as PEDP and SEDP policy to realize education for all. These initiatives have to a large extent managed to achieve high level of enrolment of pupils and students with disabilities for about 0.36% from 2006-2011 in primary schools as well as in secondary schools (MoEVT, 2011). In spite of achievements in the enrolment of children with physical impairments into mainstream inclusive schools, still the ratio between teacher's professional competencies and learners' identified disabilities does not match. This is due to the fact that most of the teachers lack knowledge and skills to teach effectively both special and inclusive classes in Tanzania (Kapinga, 2014).

Nel et al (2012) put clear that, "In 1994, at the World Conference on Special Needs Education, the Salamanca Statement and Framework for Action on Special Needs Education was adopted". globally, inclusion can be understand as an term of the struggle to attain universal human rights, which originated in the international human rights movement (Piji, Meijer & Hegarty 1997; Mittler, 2000).

According to Downing & Peckham-Hardin (2007), inclusive education gained increasing attention more than 40 years ago. IE is support by central mandate put onward by the Individuals with Disabilities Education Act (IDEA) (United States Department of Education, 2004) and all previous versions of this act, as well as No Child Left Behind (2001). Inclusive education becoming a common objective for families of children with special needs, while the majority of learners to be incorporated full time in common education classrooms persist to be those having soft disabilities (McLeskey, Henry & Axelrod, 2009; Turnbull, Turnbull & Wehmeyer, 2010). Education as a right for all children that has been enriched in the international instruments since the Universal Declaration of 1948 Inclusive education is the result of international policies which have been signed by various nations including Tanzania.

According to UNESCO (2015), Tanzania towards inclusive education, succeeded in mobilizing the support from United Nations Children's Fund (UNICEF), Swedish International Development Cooperation Agency (SIDA), and World Bank (WB) to ensure a large participation by Tanzanians in equal education provision inclusive education particularly. The agreement on a framework to support the implementation of the future education international goals which focus on unbiased and comprehensive excellence education and enduring learning for all by 2030 as a result of new Education and Training Policy 2014.

Although Tanzania declared the UN conventions Like Human rights of 1994 the most teachers in Tanzania's primary schools are not adequately skilled in comprehensive education and others are capably unskilled to be teachers. The success of provision of inclusive education depends on the quality of teaching referring to teaching staff, materials and environment in an inclusive school. According to Tungaraza (2010), Tanzania by this time is offer primary education for some students with different disabilities including visual impairment, hearing impairments, mental retardation,

physical impairments, autism and multiple disabilities in both special and integrated schools.

Some scholars in Tanzania like Msuya (2005) suggest that, required services like teaching and learning materials, equipment and some environmental settings are important for students' learn in inclusive context.

Apart from that, Mmbaga (2002) argued that inclusive education needs to be part of the whole school equal opportunity policy in the case sense that children with learning problems need would be included into the curriculum and the school-learning setting.

Therefore education is an important feature of all normal and marginalized groups of learners, most studies conducted in Tanzania have not got to a large extent assured it a highlighting on inclusive education. Similarly, teachers and society at all understanding on this aspect have also not been greatly accorded the necessary awareness. This makes requirement of a supportive study on the performance of inclusive education in primary schools in Tanzanian as a base so as to healthier our awareness and widen insightful of this perception towards inclusive education.

1.2. Statement of the problem

Tanzania signed and ratified a range of International declarations which work towards equality in all ways of daily human life, whereby education is one of them. According to Dyson (2004), together with others, Tanzania signed the Convention on the Rights of the Child (UNICEF) in 1989 and ratified it in 1991 and the UN Convention on the rights of the child (2007). In implementing this, Tanzania's parliament in November 6, 2009 passed a bill known as "The Law of the Children Act 2009". In November 2009 Tanzania ratified the UN Convention on the Rights of Persons with Disabilities (UN Treaty series, 2008).

Since inclusive education was introduced in Tanzania it seems teachers had negative attitude toward it, this is due to the Study made by Tungaraza (2006); HakiElimu (2008) whose revel training in inclusive education makes teachers feel competent and confident in implementing inclusive education. Apart from various measures taken by government and other stakeholders, provision of education for all including learners with special needs seems to be more exclusive. Besides, the implementation of inclusive education in Tanzania is still facing some challenges such as support from administrative officers; teachers' motivation; as well as professional development for teachers to work inclusively (Masanja, 2016).

Most studies on the implementation of inclusive education in Tanzania revealed that, implementation of inclusive education to learners with special educational needs influenced by teachers' negative perception of experts in special education shows that exercising inclusive education still being exclusively. Based on attitudes, perception, and inclusive pedagogy and role of teachers in implementation of inclusive education looks a problem which intends to find out the real circumstances leads failure to the acquisition of equity education. Therefore, this study intended to fill the available gap by assessing the implementation of inclusive education from the preparation of teachers and all processes of learning as a base. It was also find out some challenges facing IE implementation in different setting and context in terms of location and schools which have not been researched in previous studies.

1.3 Objective of the study

The main objective of this study was to assess the implementation of inclusive education in Tanzania's primary schools.

1.3.1 Specific objectives of the study

This study was guided by the following objectives:

1. To assess how teachers are prepared in inclusive education
2. To examine the awareness of teachers on inclusive education.

3. To find out how teaching and learning process is conducted in inclusive education
4. To identify challenges teachers face when implementing inclusive education.

1.3.2 Research Questions

The research was guided by the following sub questions:-

1. How prospective teachers are prepared in inclusive education?
2. To what extent teachers are aware of inclusive education
3. How teaching and learning process is conducted in inclusive education?
4. What are the challenges do teachers faces in implementing inclusive education?

1.4 Significance of the study

The study may identify and indicate strategies and intervention toward the barriers to inclusive education schools. This may gives insight to policy makers, curriculum developers and other educational stakeholders at various levels to make better provision with efficiency and effectiveness into implementation of inclusive education in Tanzania's primary schools. It can be used as indication to other researchers who wish for to do their research in inclusive education. The study made a donation to research information in the field of inclusive education.

1.5 Scope of the study

This study was carried out in Mbinga District in Tanzania involving Nazaret Teachers College, Huruma primary school, and St. Wilhelm primary school. The study was conducted in these three Institutions because they are centres that dealing with integrated education designed by the ministry of education as inclusive schools. Mbinga is a district sharing boundaries with two neighbouring countries which are Malawi and Mozambique. These centres are considered to implement inclusive education in regular class's and for the case of preparation of pre service teachers who will go to implement inclusive education in Tanzania's primary school Nazaret Teachers College participate effectively.

1.6 Rationale of the study

The rationale of study relates with the previous studies conducted from different part of the globe and here in Tanzania. Gray (2013) explored the perception of teachers in implementation of inclusive education in Dar-es-Salaam. The author observed that most of the researches conducted on inclusive education system are in United States and in Europe. Studies about the implementation of inclusive education are very limited in Tanzania especially in southern region.

The capacity to learn of a child is not invalid by injury; it depends on how the child is enable and support to build up their prospective (Bryant, Smith, & Bryant, 2008). Regarding the need for enclosure of children with disabilities in regular schools, Salamanca Statement of 1994 makes it clear that, normal schools with this orientation have become the most effective means of fighting against discrimination, creating friendly communities, building a comprehensive society and achieving education for all who need it. Additionally, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system (UNESCO, 1994a, 2008).

The promotion of an inclusive environment, both within and outside of education system is crucial for the optimal and meaningful learning of children with disabilities (Vislie, 2003). Children with disabilities are often excluded from education as a result of society's attitude, due to the lack of knowledge about impairment in general, its negative attitudes and the stigma projected on such children (Bryant et al., 2008; Skojorten, 2001). Social prejudices assume that children with disabilities are unable to participate in education. If society can be supported to challenge these assumptions, children with disabilities can be included in regular schools. It is also evident in most of school settings most of the teachers tend to see disability first than what a child is able to do. This kind of perception is acting as barriers toward the achievement of total inclusion

since teachers' attitude are negative which prevents teacher student interaction (Tungaraza, 2010).

Tanzania like many other developing countries has been facing multiple challenges toward inclusion in education; studies show that a total of four million people are living with disabilities in Tanzania, and only a small percentage of them have access to education (Mkumbo, 2008; URT, 2008). Such challenge is largely posed by the cultural base which has for longer being negative about the learning capability of children with special needs and their acceptability in the community. This has therefore resulted into low enrolment of the children with disabilities in the main stream schools and inclusive schools

Several studies relating to assessing the implementation of inclusive education have been conducted by researchers and scholars with the rationale of assessing teachers' perceived effectiveness of implementing inclusion and, outlook towards inclusive education. In this vision, a study by Tungaraza & Lyakurwa (2006) and HakiElimu (2008) experienced that, teachers trained in special education specialized in a certain type of disability in teaching inclusive class and thereby becoming unsure in other types of disabilities. Although the government targeted to train teachers in inclusive education, the perception of implementing inclusion is for those are trained in special education. Therefore, this study intended to find out from the preparation of teachers and all processes of learning as a base and how teaching and learning practices are in class session. It was also find out some challenges facing IE implementation in different setting and context in terms of location and schools which have not been researched in previous studies.

1.7 Organization of the Dissertation

The study covers six chapters. The first is the introduction chapter, which includes; background of the study and statement of the study. The study Purpose, Specific

objectives and the research questions were presented in this part but also scope of the study, limitation of the study. Chapter two is about the literature review, Empirical and theoretical review and conceptual frame work. Third Chapter describes the study methodology, Research approach, Research design, Study area, population of the study, sample size and sampling techniques, data collection procedures and data analysis, Validity and Reliability of the instruments and lastly ethical issue considerations will be discussed. In relation to Chapter four is concerning data presentation and analysis and chapter five is about discussion of findings. Final chapter is on the subject of summary, conclusion, recommendations and recommendations for policy implication.

1.8 Limitation of the research

The study was faced by the following limitations; inconveniences raised among respondents during data collection due to the institutions and respondents time table, unwillingness of some respondents and unwillingness of some officials to provide permission for data collection and information. For the case of inconveniences raised among responded during data collection due to the institutions and respondents time table researcher went several times trying to match with their time table until the information being obtained. Unwillingness of some respondents to provide information researcher had to be transparent and educate them about the study using polite language and convincing them to participate.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section involves of Theoretical literature review, Empirical Literature review and Conceptual framework.

2.2 Theoretical literature review

In order to get a wider picture about the implementation of inclusive education in Mbinga, a review of related literature was done. This part includes some sections for operational definition of some terms, Elements of inclusion, National trends on Inclusive education in Tanzania, Principles of implementing inclusive education, and barriers to inclusive education during implementation, constructivism theory and system theory.

2.2.1 Definition of Terms

Inclusion, according to Heward (2006), means educating students with disabilities in regular classrooms. It involves making modifications in the content, approaches, arrangements and tactics, with a collective image that covers all children of the suitable age and an assurance that it is the responsibility of the normal system to edify all kids (UNESCO 2009).

Mainstreaming is concerned with getting pupils/students acceptable to a certain kind of structure or incorporating them into this prevailing structure. Concerning this, Dreyer (2011), stated that mainstreaming accepts that a learner must make the chance to be employed in a normal class, by proving the ability to keep up with the work.

Integration is the process of the transfer of learners and young people to regular schools with the focuses on the transfer of learners to regular schools (Molope, 2008). According to Ainscow (1991), is about additional arrangements in schools which are essentially unchallenged. This does not go to adjust or adapt the organization and provision of the

school curriculum for all learners and continues to focus on and address differences. The adaptation thing is learner to the school curriculum (Dreyer, 2011).

2.2.2 An Overview of Inclusive Education

There is a comprehensible movement toward inclusive educational practices and universal agreement on the basic principles of Salamanca statement which advocated the development of inclusion worldwide (UNESCO, 1994a). Since the declaration of the Salamanca statement of 1994, these principles of inclusion have been reinforced by many conventions including the UN Convention on the Rights of the Person with Disabilities of 2006, which makes an explicit importance of ensuring existence of inclusive system of education.

This has prospered many ministries responsible for education worldwide to start developing and implementing inclusive practices in education system in their respective countries (UNESCO, 2006). As the nations worldwide are moving toward inclusive education practices, and being supported by many international declarations, preparing teachers for this role has become a key issue. This is based on the fact that whatever the policy will state and teaching materials being provided for inclusion, still teachers are standing as a single factor for a meaningful implementation of inclusive education. It is known that teachers require appropriate skills, knowledge and attitude to address diversity in an inclusive classroom (Kaplan, 2013). This kind of knowledge and skills is mainly developed and imparted during initial teachers training.

Forlin (2010) argued that, teacher education has to produce graduates who are competent and have the ability to respond to individual differences in their inclusive classrooms. Therefore, there is a need to look upon pre-service teacher education curriculum in order to make sure that teachers are well equipped to work with students from different circumstances. Mmbaga (2002) in his study founded that one of the problems in pre-

service teacher education in Tanzania includes the fact that even teacher educators themselves they do not have enough skills to train teachers for inclusion

Moreover, at the same time the college curriculum for teacher education still focuses on the academic objectives rather than on practices to meet the needs of inclusive education. The curricula emphasis on the academic part has turned the practical part of teacher education to be given less priority during training. Basing on the evidences above, the current study was concerned with major changes which can be done in primary teacher education concerning inclusive education

This is because of the fact that over the century teacher education has been changing to keep speed with societal changes, community expectations and new knowledge based paradigm (Forlin, 2010; Mittler, 2012). There is therefore a need to ensure that there is a match between teachers' knowledge and the needs of students in today's inclusive classes.

2.2.2 Elements of inclusion

Mmbaga (2002) gives the elements of inclusive education. socialization, child nurture, parents who facilitate formal/informal/non formal learning , siblings, landed gentry, elders, community leaders, artist and artisans and experts in such areas as language and oratory arbitrary and legal issues, health, plants, metallurgy, astronomy and military science in fact by any adult. According to Kauffman &Hallahan,(1995) and Nes et al.(1998) argued to the characteristics of the use of adapted of teaching and learning materials, inflexible curriculum, supportive methodologies to students with learning barriers, proper organization of the classes, examination system and friendly physical environment, good infrastructure and availability of assistive devices.According to this and what researcher have read about inclusive education, researcher understand that an inclusive school should have the characteristics mentioned above by Mmbaga (2002) and Kauffman &Hallahan (1995) but some factors to be fixed in inclusive education that researcher think is education needs to be unbiased in terms of sickness, people's

beginning and sexual category, it should involve all in the society without exceptions, students should have equal rights to access the customarily valued curriculum as full time suitable regular classroom and there should be an prominence on multiplicity rather than adaptation (Skojorten, 2001).

2.2.3 National trends on Inclusive education in Tanzania

Currently, inclusive education is a new trend of thought in international education and society, which obtained global attention in the early 1990s and denoted the change of practices and terminology concerning the so called people with special needs (Vislie, 2003). Inclusive education is concerned with the quest for equity, social justice, and participation and combats all forms of barriers of discrimination and exclusion in education practices (UNESCO, 2008). Skojorten (2001) further commented that inclusive education should not only be seen in education point of view but also it has to be supported by inclusive legislation, inclusive health care as well as social welfare which treat people equally. Additionally, inclusive education is concerned with social justice and reasons that cause injustices are very complicated, involving many factors in religion, race, sex, language, education and intelligence. The standard of inclusive education was adopted in Salamanca, Spain (1994) at the World Conference on Special Needs Education and was restated at the World Education Forum in Dakar, Senegal, 2000 (UNESCO, 2001). It was from the two conferences that inclusive education found its origin and started to be recognized worldwide and its practices started to be implemented into education systems.

Students in distinctive schools were seen as physically and generally separated from their friends of the same age and social background (Miles et al., 2003). This has been the trend throughout the life time where people with disability have been considered as a bad luck in the family and has resulted into segregation. Skojorten (2001) contended that due to lack of knowledge concerning the causes of disability in some societies, it

developed all kind of ideas concerning people with disability, superstitions being one among them.

This has been similar experience in Tanzania as well where several cases have happened in the past and recently where children with disabilities were thrown away, killed or being locked inside the house cages because of being associated with bad luck in the family (Durand, 2010; Tungaraza, 1994). Most children with disabilities in developing countries including Tanzania, are not in schools because of social like norms, believes, and cultural like traditional reason attached to them and these may happen due the inadequate qualified teachers who can control provision of inclusive education in most primary schools. Such cultural beliefs have largely affected disabled children's rights to education, social living and justice. But it was until the transitional period when new understanding and knowledge raised concerning people with disabilities in the communities where humanity resulted into the attempt to serve these children (Skojorten, 2001).

As the result, studies show that it was the beginning of special schools where children with disabilities were educated in separate environments by special teachers (Peters, 2004; Vislie, 2003). However, as the result of development of knowledge, special schools were abandoned and protested. Due to the fact that these children were seemed to be isolated and discriminated, it developed a kind of stereotype and passivity among these children in special schools (Skojorten, 2001).

This is what encouraged the initial movement to integrate these students in mainstream schools (integration). Integration has been a practice throughout the world where children with disabilities are educated in the separate classrooms accommodated with specialist teachers in certain disability until when they seem to be ready to join their peers in regular classes.

According to Skojoorten (2001), there have been different models of integration ranging from irregular and uncommon meetings to full membership in the classroom. But in Tanzania, for instance, integration model has been a current practice toward inclusion, and pupils are educated in separate classrooms until they are ready to join the mainstream classes (Tungaraza, 2010).

At the same time, these schools which accommodate students with disabilities do not have enough teachers with professional competence to care for these children with special needs (Kapinga, 2012, 2014; Kisanji, 1998). Because of the scarcity of teachers, experience shows that these children are always left alone in the class by themselves without any activity. In this mode of integration children with disabilities have to adjust so as to qualify and fit into a regular classroom and not the class to be able to accommodate them.

This then shifted to one where the whole school was expected to become more flexible and inclusive in its day-to-day learning and teaching practices for all students ('inclusive education'). This is where students with disabilities are accepted with their peers, participate in social community of the school, and have all the support needed both human and material that give them the opportunity to achieve their desired dreams (Voltz, Brazil, & Ford, 2001).

However, Peters (2004) argued that, though a specific trend toward inclusive exercise and increase in inclusive education programmes is apparent in all countries of the North, considerable variation exists, and most notably in the areas of classification and placement decisions. Though in addition, all countries face several challenges when it comes to the state of implementing inclusive education. The most significant of these are meeting the needs of special education need students in primary schools, funding, and human resource constraints. Forlin (2010) found that in most of the inclusive education

projects, teachers have appeared to be an immense challenge and followed by resource constraints.

Peters (2004) noted that, inclusive education as an approach, seeks to address learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common schools and community educational settings (Norwich, 2007). On the other hand, Dyson (2004) argued that, this is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It considers all stakeholders in the system (learners, parents, community, teachers, administrators and policy makers) to be comfortable with diversity and see it as a challenge rather than a problem.

Nevertheless, Kisanji (1998) indicated that, most of sub-Saharan African countries view students with special needs as a problem and not a challenge. This position has influence in teacher preparation programmes, and most of studies show that teachers have had negative attitude toward inclusion of students with disabilities (Kapinga, 2012; Kisanji, 1998; Mmbaga, 2002). Based on the studies, education systems for teachers have continued to make teachers to see a disability first than ability that a child possesses.

Worldwide teachers have been a core for successful inclusive education, and many studies have shown little motivation and knowledge concerning inclusive education among teachers (Angelides et al., 2006; Cooper et al., 2008; Forlin, 2010). In his study, Kapinga (2014) surveyed a total of 146 teacher trainees in Tanzania and found most of the pre-service teacher who have little knowledge concerning inclusive education; however, they had positive attitude toward students with special needs.

In Tanzania awareness of inclusive education is not clear to the majority of the citizens including regular teachers who view it as a complicated term. Top on that, most of the

regular teachers are not well prepared to facilitate teaching in inclusive classes (Kapinga, 2014; Mmbaga, 2002). Different scholars have explained the concept of inclusive education and the challenges which this new dimension of education faces. (Meena, 2014) asserted that, implementation of inclusive education in Tanzania has been affected by so called double standard, that is, teachers professional competences and real situations in inclusive schools. The so called double standard has been due to the mismatch of teacher's knowledge, available resources and the real situation in terms of implementation of inclusive education.

2.2.4 Policies and Practice of Inclusive Education in Tanzania

Inclusion in Tanzania has its base in the morals and norms of the people, whereby every person, apart from the differences has dignity, equal chance and respect (Tungaraza, 1994). Based on the principles of indigenous traditional education and African customary communalism, everybody was included and was assigned roles according to their abilities (Tungaraza, 1994). Moreover, Tanzania "Development Vision 2025" has been re-emphasizing those principles where the goal is to build a society that promotes equal opportunity for all citizens to participate in and contribute to the development of the nation (MoEVT, 2009).

According to Nydal (2008), the running of Universal Primary Education (UPE) in 1977 and Education Act of 1978 at micro level were geared in the direction of the realization of those principles and values. The education act number 45 of 1978 declared primary education in Tanzania compulsory and for all though not free, which implies the access to education for all children is free regardless of their disability (MoEC, 1995). Such opportunity was available during the pre-colonial education, but it was restricted during the colonial period with the introduction of an elitist school system and establishment of separate institutions for children with disabilities (Tungaraza, 1994).

Since the declaration of independence from Britain in 1961, the government policies have been directed toward promoting inclusive principles in education to ameliorate the effects of colonial practices which excluded the majority of citizens from the right to education. Relevant policy to inclusion is the 1978 Compulsory Education Act which advocated the right to education for every child to be offered within the general education framework (Mmbaga 2002; Tungaraza, 1994).

Experience shows that, there are good policies and strategies by Tanzanian government, but what is missing is the way of implementation of the said policies. Since there is no official document that guides specifically the provision of education for persons with disabilities in Tanzania either in special schools or inclusive schools, most of the government policies have been in difficulty (Okkolin, Lehtomäki & Bhalalusesa, 2010).

Karakoski and Stroem (2005) suggested that, the way forward for Tanzania to implement and realize international goals concerning inclusive education there is a need to review the policy that guides the provision of education as well as to train enough human resources in this newly established inclusive environment. The national strategy on inclusive education for 2009-2017 has identified some areas of priorities one being teacher education. It states that more strategies will be focused to make sure that all teacher education programmes are designed and aligned according to the principles and practices of inclusive education (MoEVT, 2009).

2.2.4.1 Inclusive Education Programmes in Tanzania

UNESCO initiated the development of project titled *special needs in the classrooms* as a means to help ordinary schools to respond positively to pupils' diversity (Sanga, 2000; Tungaraza, 1994). This project aimed at providing compulsory education for all children in the population, integrating students with disabilities into ordinary schools and upgrade teacher training as a means of achieving the above two initiatives (Sanga, 2000).

In 1994, the government of Tanzania ratified the Salamanca Statement which emphasizes the need to provide children with special education, and saw this as an essential step to reach the objectives and goals as set at the first Education for All Conference (Lewis & Little, 2007). The agenda for action to the Salamanca Statement suggests inclusive education as a strategy to reach these goals. Additionally, in 1998, Tanzania adopted inclusive education project through the financial support from UNESCO and the project started with two primary schools in Temeke Municipality in Dar es Salaam (Tungaraza, 1994).

According to Mkumbo (2008), the rate of enrolment in primary schools has exceeded teacher student ratio, which has resulted into crowded classrooms and students with disabilities lack support needed in the classroom. Even though teachers have been offered in- service training, despite of being expensive, these trainings are not frequently offered to teachers. So it is therefore to be acknowledged that these initiatives by the government should be directed to initial teacher education so as to provide a foundation to teachers to be ready to teach and serve in inclusive settings.

2.2.4.2 Challenges against Inclusive Education Programmes in Tanzania

Several studies have concluded that, inclusion and inclusive education is perceived positively by society and educational stake holders including teachers in Tanzania (Kapinga, 2014; Mmbaga, 2002; Tungaraza, 2010). However, there are several problems which affect its implementation.

According to Mmbaga (2002), poverty has been a major problem which affects education budget, and as a consequence, priority in education is given to sections which do not conduct inclusive education. Poverty has been the cause for the lack of teaching and learning materials for inclusive schools where again infrastructures such as classes, toilets, libraries (if available) are not inclusive friendly (Tungaraza, 1994). Likewise, there is unsatisfactory specific policy guiding implementation of inclusive education as a content but what is it, is within special needs education. Education Act of 1978 advocates education for all children to be offered within the framework of general

education; does not empower stakeholders and parents (especially parents of children with special needs) to fully participate in providing education for these children (Mkumbo, 2008; MoEVT, 2009).

Further to that, there been curriculum issues for primary education. (Meena, 2014; Tungaraza, 1994) noted that the curriculum that is used for teaching students with disabilities and those without disabilities is the same. However, it is clear that the teaching and assessment methods for the children with disabilities in inclusive settings are different because teachers have to adopt the curriculum based on their needs (curriculum adoption). So, the curriculum for education in Tanzania primary education is not flexible enough to cater for the needs of the disabled children in inclusive settings (Meena, 2014). There is also a challenge of trained human resources in Tanzania, meaning teachers who can accommodate inclusive schools (Mmbaga, 2002; MoEVT, 2009). Further to that, there are considerable shortages in special needs and inclusive education teacher training programs in Tanzania (MoEVT, 2008, 2009). It is said that currently less than 1% of teachers have any knowledge of special educational needs, and even these teachers lack pedagogical skills and knowledge involved in inclusive teaching and learning processes (MoEVT, 2009).

It has been suggested by many studies that, initial teacher education should be injected with inclusive education principles and practices so as to allow pre-service teachers to practice and implement inclusive education (Kaplan, 2013; MoEVT, 2009; Rose, 2007).

According to Tungaraza (1994), most of the children with are living in rural areas where they count for 94% of the whole disabled population, and only 6% are living in urban areas where services are available. Considering this, it has to be noted that, there will be no inclusion if there is no human resource to implement inclusive education. Kapinga (2014) noted that for successful inclusive education, teacher education must be given a priority to be able to equip prospective teachers with relevant skills to handle inclusive classes. However, the majority of teachers in Tanzania inclusive schools are from general teacher

education programmes, with minimal knowledge concerning inclusive education. It has been suggested by many studies that, initial teacher education should be injected with inclusive education principles and practices so as to allow pre-service teachers to practice and implement inclusive education (Kaplan, 2013; MoEVT, 2009; Rose, 2007).

2.2.5 Principles of implementing inclusive education

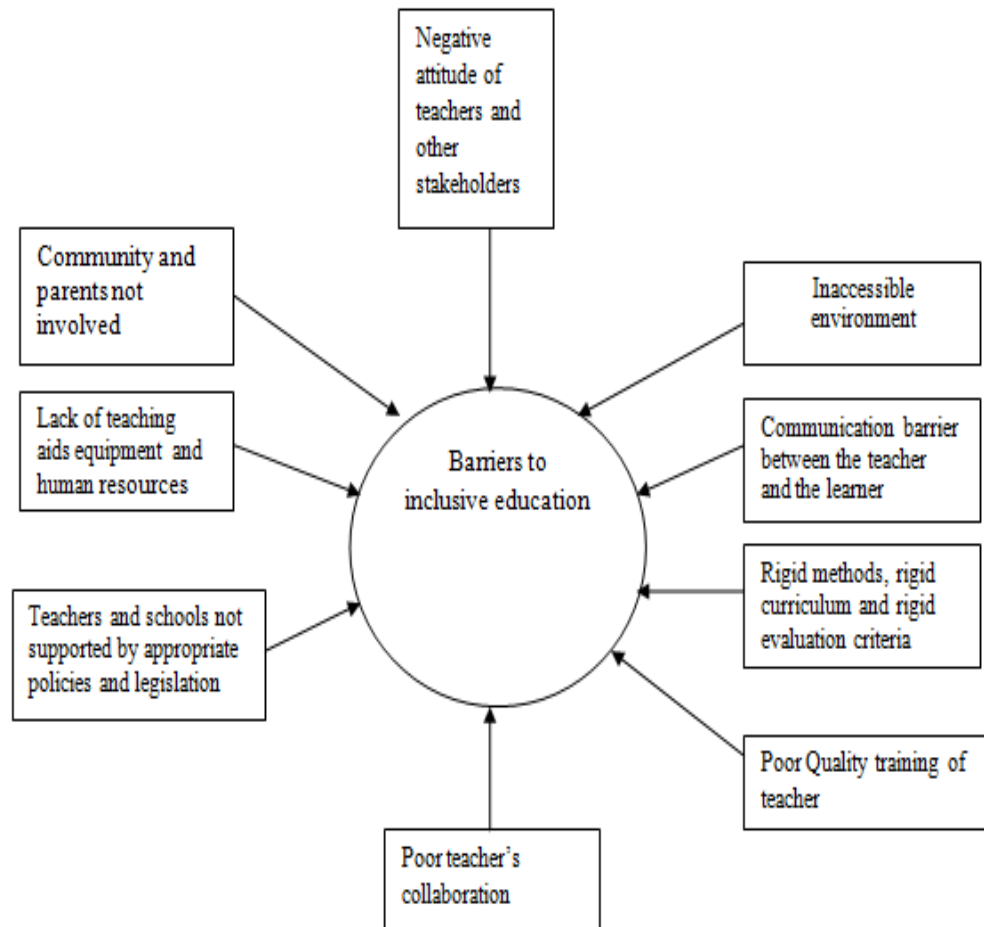
The key principles of inclusive education that are needed to make it well implemented are through change in system, change in managing schools, teachers training, community participation, environmental modification, instructional modification, leadership role and attitudes towards inclusive education (Smith, et al 2001) .

Change in system helps to gain an overview of education system to identify changes where needed. Watkins, (2007) argues that policy planners need creating policies for separate categories of children and accessible learning environment and a flexible curriculum to all children to have a chance to learn and benefit from education and their achievements should be considered. Multi-sectoral collaboration and community participation can contribute to the development of inclusive education. Making use of locally available human and material resources helps to develop links between schools, families and community, as well as promoting community ownership of inclusive education programs.

2.2.6 Barriers to inclusive education

Teachers face many barriers in implementing inclusive education in primary schools. Inclusive education is a course, and therefore it cannot be reached in a single day it takes several years to reach this goal of educational for all. This can be summarized by the diagram below:

Figure 2.1 Barriers to inclusive education



Source: Inclusive education (adapted and modified by the researcher from Little & Lewis (2007:10).

The inclusive education model above gives some barrier towards the implementation of inclusive education. The barriers will be explained in relation to constructivist theory and system theory. The following are some of them.

There is poor collaboration and interaction among teachers, students and parents. Teachers need parents' support in doing their work. In line with this Vigotsky (1978) emphasizes, students have different Zone of Proximal Development (ZPD) and through interaction with their teachers or peers, underachievers get to understand the new

concepts. He also stresses on cooperative dialogues between children and knowledgeable members of their society in challenging activities. Children learn to think and behave in ways that reflect their community's culture. As learners learn from their teachers and they take them as their role model. Engen (2009) asserts that there are three ways a cultural tool can be passed on from one individual to another. The first one is imitative learning, the second way is by instructed learning and the final way is collaborative learning, which involves a group of peers who strive to understand each other and work together to learn a specific skill.

Senge (2000), discusses this by saying the school should involve the parents and empower them to define their own challenges systematically-especially the challenges that might be in the way of an optimal education for their children- and search out unique solutions that will work for them. By doing so the school becomes the resource place for parents and their children.

There is lack of proper knowledge towards inclusion. Most teachers in primary schools lack the knowledge of inclusive education that makes it difficult for them to implement it. If the teacher lacks the inclusive knowledge he or she may face another problem of poor classroom management. Winger (2008) argues that low quality of teacher education or lack of qualified teachers might be one reason behind the poor learning outcome as this may be a challenge towards the implementation of inclusion.

There is presence of some less sensitive policies to the implementation of inclusive education. This includes both the policies and the people who are to implement them. In line with this Senge (2000) argues that changing the policies affecting accountability, funding, program development and evaluation, supervision and resource deployment in response to the innovations and achievements in school communities. This has made it difficult in the implementation of inclusive education in Tanzanian primary schools.

There is scarcity of teachers who have knowledge of inclusive education. Most primary schools lack teachers who can teach the students with special educational needs. Senge (2000) argues that a teacher's failure to create an intellectually reflective, engaging classroom for learning is not simply malpractice it is immoral, particularly for students who do not have the option of withdrawing.

2.2.7 Theories related to the study

Several theories and approaches have been established to give meaning to different education concepts. A theory has its meanings, terms, ideas and some of them have a model which elaborates the given phenomenon. In the social sciences, most theories are associated with social problems existing in the society, among them are those related to learning. This research is on assessing the implementation of inclusive education in primary schools. The theoretical framework that works with this study is constructivist theory and system theory. Researcher used a constructivist perspective because in implementing inclusive education there are thoughts that students with special needs have difficulties in adapting to new environments such as being an inclusive class. Constructivist theory postulates that knowledge is actively constructed by the person through cooperation with the environment. It is believed that, people construct their knowledge on the basis of their experiences from everyday life. This is because in the whole process of implementation of inclusive education, schools as organizations need to function as a system which cannot stand alone. It needs support and collaboration between different stakeholders. For example the ministry of education, administrators, parents and teachers need to work together to attain the benefits of inclusive education.

2.2.7.1 Constructivism theory

The main supporter of constructivism is Piaget whose ideas originated from mental stages of growth of children where the foundation of learning is discovery. According to him, intellectual growth involves three processes which are absorption, accommodation and balance. Piaget's ideas on constructivism focused on individualization of learning

and believed that human investigation is embedded within an individual who construct understanding through his or her action in environment (Pass, 2004). According to Irby (2013) no behaviour, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and therefore amounts to assimilating new elements to already constructed structures. From this expression it implies that the new behaviour is not created by man rather it is established by individual from the experiences he or she has been through by either assimilation or accommodation. Constructivism's main idea is that learners are capable of constructing their own knowledge. The knowledge formulated by learners can be from their personal experience or as a result of communication with peers or with the teachers. That means learner's interaction is important because knowledge cannot be developed in isolation but through interaction with others in the society or a given surroundings. Pelech and Pieper (2010) believe that constructivism is a philosophy that views knowledge as a subjective that is shaped and structured by one's experience. By merely being in contact with others, a person will construct new knowledge.

Although both Piaget and Vygotsky contributed to the constructivists' ideas, they vary in the way they see the theory. Piaget believes knowledge to be constructed by an individual meanwhile Vygotsky put clear that knowledge is being constructed from an individual's experience in a social context. In line with this Pass (2004) argues that Piaget focused on an idea that human inquiry is rooted within an individual who constructs knowledge through his or her action in the environment. While Vygotsky idea base on the focus that human inquiry is embedded within culture which is embedded within social history. However Piaget did not disagree with Vygotsky's idea on the importance of social aspects in learning as an essential aspect on knowledge development.

A researcher has chosen to work with Vygotsky's idea on social constructivism because it is important in developing the field of inclusive education in social context and its

implementation. Vygotsky's constructivist theory is better known as social constructivism.

According to Pass, (2004) culture and social context are very important in cognitive development because social context appears to be very important since human inquiry is embedded within culture. Culture provides the child cognitive tools needed for development such as language, cultural history and social context. In addition to that, Ratner, (1991) believes that a man develops naturally and constructs knowledge himself or herself from what he or she has learned through experience which means knowledge need to be built by a person not just transmitted to a person. Hoover (1996) suggests two simple but important ideas that highlight the notion of constructed knowledge that; First, prior knowledge always influences the formation of new knowledge and second learning is an active process.

Contribution of constructivist theory in inclusive education

Using constructivist theory there are some changes which can happen in inclusive education. Zone of Proximal Development (ZPD) refers to the difference between what the child can do on his or her own and the help he or she needs from others who are experienced in the subject matter. This is important in supporting learners in inclusive education through capable peers, teachers and social context, since it is known that the main task for inclusive education is to bring about transformation of an individual (Vygotsky, 1978). Therefore collaboration seems to be the key element in achieving inclusive education.

Constructivists believe that collaboration in inclusive schools helped teachers to solve problems that leading to new learning for all learners and provide explanations of their actions to their peers that is been mutual benefit. Through collaboration, they share common understanding, hence leading to development of cognitive abilities. (ibid)

2.2.7.2 System theory

In addition to constructivism theory the researcher will use system theory. The system theory asserts that schools as organizations do not function alone; they function as a system which includes many stakeholders. These stakeholders are like the ministry of education, head teachers, teachers, parents and community as a whole. In line with this, Sterret (2011) agrees that there is a strong relationship between school leaders and students achievement. In the implementation of inclusive education in primary schools, all these stakeholders need to be involved. Therefore system theory will help the researcher to explain more on how school should function as a system towards the implementation of inclusive education.

The concept of system theory was introduced by Burtalanffy in 1937. He was a biologist and his theory was used to explain the interrelationship which exists between different organizations. He used system to outline principles which were common to system in general. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element.

Senge (2000) argues that in organization, system consists of people, structure and processes that work together to make an organization healthy or unhealthy. School as an organization which consist of teachers and other stakeholders if they work together they will achieve the goal in implementation of inclusive education in primary schools. This can be related to education management as a system which consists of different parts which are related and interdependent to other systems. Therefore, system theory sees human behaviour as the outcome of shared interactions of persons who are within the same social systems.

Every system includes inputs, process and output. In educational context inputs may include; management, teachers, students, curriculum, environment, teaching and learning materials, time and other things. Process includes educational activities for example in the classroom situation teaching and learning activities. The output includes learning which is indicated by behaviour, examinations and attitudes.(ibid)

In line with this Sterrett (2011) a successful school needs to have a successful educational leader who will support and monitor all the issues taking place at school. Teachers should discuss among themselves and the immediate school management to find out what could be done for better implementation of inclusive education in primary schools.

Educational Implication of the system theory in inclusive education

In educational context, system theory plays a great role in making the whole system function in an interdependent way. This means everyone who belongs to the system has to play a certain role. Ainscow&Sandil (2010) stresses the importance of leaders gathering, generating and interpreting information within a school in order to create an inquisitive attitude in implementing inclusive education. The emphasis is being put in working together as an organization and not as a single person. Teachers should be clear about what is to be taught and when it is to be taught and the administrator should consistently ensure that the goals made are being met (Sterrett, 2011). Within the field of education system theory plays a major role in understanding how school as a social systems function. Some of the assumptions as were given by Hoy and Miskel as cited in (Irby, 2013).

- School as a social system are goal oriented and may have a multiplicity of goals but the central one is preparation of its students for adult roles.
- Schools are generally open systems that operate in an environment that include exchanges. They are affected by values of the community, by politics and outside forces.

- Social system is normative with individual role expectations for the role structure and prescribed behaviour.
- Social systems are peopled, and these individuals act in roles as students, teachers, administrators and others.

From these assumptions it shows that the central goal of teachers in schools is to implement inclusive education and make sure all learners receive equal and quality education. All the stakeholders in the system should work together in the implementation of inclusive education. A review of this systems on the principles espoused in system theory will ensure that the education sector works better.

2.3 Empirical literature review

Harmuth (2012) investigates teaching in inclusive classrooms particularly Policy versus implementation in South Africa. In his research undertaken, he highlights the importance of the policy initiatives and principles of inclusive education. In his study researcher seen that the teaching in inclusive classrooms: policy versus implementation can be taken as an experience that can help our education system to adopt from this study and use it to facilitate running of inclusive education in our country.

Mbelu (2011) investigates the implementation of inclusive education in UMgungundlovu District of education Kwazulu-natal. During his study the negative attitudes of some educators and parents towards inclusion, lack of skills, Development Programs for Educators, minimal involvement of parents as well as lack of in structural development looks as challenges.

Grönlund, Curtin & Larsson (2010) reveal the effective use of Assistive Technologies for Inclusive Education in Developing Countries study conducted an in-depth case study of two developing countries, Bangladesh and Tanzania, and thoroughly reviewed existing IE projects around the world and other relevant literature. Tanzania has a

relatively developed legislation on IE but national level coordination is lacking due to the minimal number of NGOs that are active as far as IE is concern in the country, which limits IE initiatives.

A study conducted by the Basic Education Statistics in Tanzania (BEST) estimates that there were about 24,000 children with disabilities in 2007. This number is much lower than the 3.5 million estimated by NGOs, UNESCO, and even the Ministry of Labour. Although the 1995 Education and Training Policy and the 2002 National Disability Policy (NDP) do state that inclusion in education as a goal and all children, including vulnerable groups, should have access to basic education, the overall policy fails to live up to the definition of IE used in today's discourse and no guidelines are available to illustrate how IE should be implemented in the country. Currently children with disabilities in Tanzania receive education mainly through integration in mainstream classes. IE is rarely covered in the teacher training colleges so teachers typically do not have the skills to cope with education for the CWD outside of the mainstream curriculum. In short, many IE issues are addressed in Tanzania on a small scale. However, national level coordination is missing and there are strong disagreements even as to the number of disabled people in the country (Mmari et al., 2008).

Arne (2008) doing the study on the Development of inclusive education in Tanzania Primary Schools. The researcher investigates from different angles of the development of inclusive education in the Tanzanian primary schools. This study has attempted to look at the different factors which positively or negatively contribute to the development of inclusive education in Tanzania.

Muyungu (2015) made a study of pre- service student teachers training and perceived needs to practice in inclusive education with the aim at investigating pre-service student teachers training and preparation for inclusive education in Tanzanian higher learning institutions. The intention was to find out approaches used in training student teachers, and to investigate their perceived needs in order to practice inclusive education. The

study was qualitative in nature and involved a total of eight (8) participants: six (6) pre service student teachers and two (2) teacher trainers (lecturers) from the university where data for this study was collected. The study found out that most of the pre-service student teachers have little knowledge about the concept of inclusive education and its practices, use traditional ways in training student teachers about inclusion, whereby the curriculum is used as a guideline. The study found that the majority of student teachers need additional courses in the curriculum related to inclusive and special education. Researcher reveal that more time needed for field practical in inclusive and special schools and issues concerning interacting with teaching and learning materials for children with disabilities to be part of their training in order to practice inclusive education. From this concept it found that researcher consider much only at universities leave other elementary colleges whose actually participate into preparation of teachers who going directly to the implementation of inclusive education at primary level.

Chaula (2014) conducted a study on challenges Teachers face in implementation of inclusive Education in primary schools in Tanzania through using case of two primary schools in Mbeya-Tanzania. The study identifies challenges that hinder the implementation of inclusive education to teachers. The method of data collection employed in this study was qualitative. The results indicate that teachers implement inclusive education in schools in a very difficult environment which affects their work in one way or another. These include insufficient teaching and learning materials, lack of inclusive education among teachers, large number of students, unclear policies on inclusive education, lack of support from the government, lack of collaboration between teachers and parents, few number of teachers at the school, inadequate funds in supporting inclusive education and negative attitude of teachers and parents.

HakiElimu (2008) conducted the study with the objective of identifying the attitudes of teachers and views of educating children with disabilities in inclusive class. The findings showed that 50% of teachers supported inclusive education and the others felt they are

incompetent due to lack of knowledge to implement inclusive education. On the other hand, Gray (2013), Boer, Paniji and Minnaert (2011) addressed that sometimes teachers show positive attitudes towards teaching for all while in practice felt unconfident. For example, their study indicated that teachers were willing and confident to include students in the class according to their disability professionalism.

Kapinga, (2014) the study of predicament of inclusive education and the realities of practice in Tanzania after two decades of education for all. There are today several primary and secondary schools in Tanzania that are involved in inclusive education programmes. Although, there are quite a few schools currently offering education in inclusive education, especially through the Government's programme, the challenges to further develop inclusive education in the Tanzanian primary and secondary schools are huge. One major challenge is related to the supply of enough and qualified teachers with a background in special education who can teach in the regular classrooms and schools which accommodate pupils with special needs. One way of enhancing this is through the professional development of teachers and educators who can teach and conduct research.

From this study make known that policy is not clear for all implementers starting from the preparation of teachers at elementary colleges and further colleges. So this looks as gap as a researcher want to assess the implementation of inclusive education at Tanzanian primary schools as a base. Nonetheless, these studies made by different researchers, it realize that the most areas around face the same challenges.

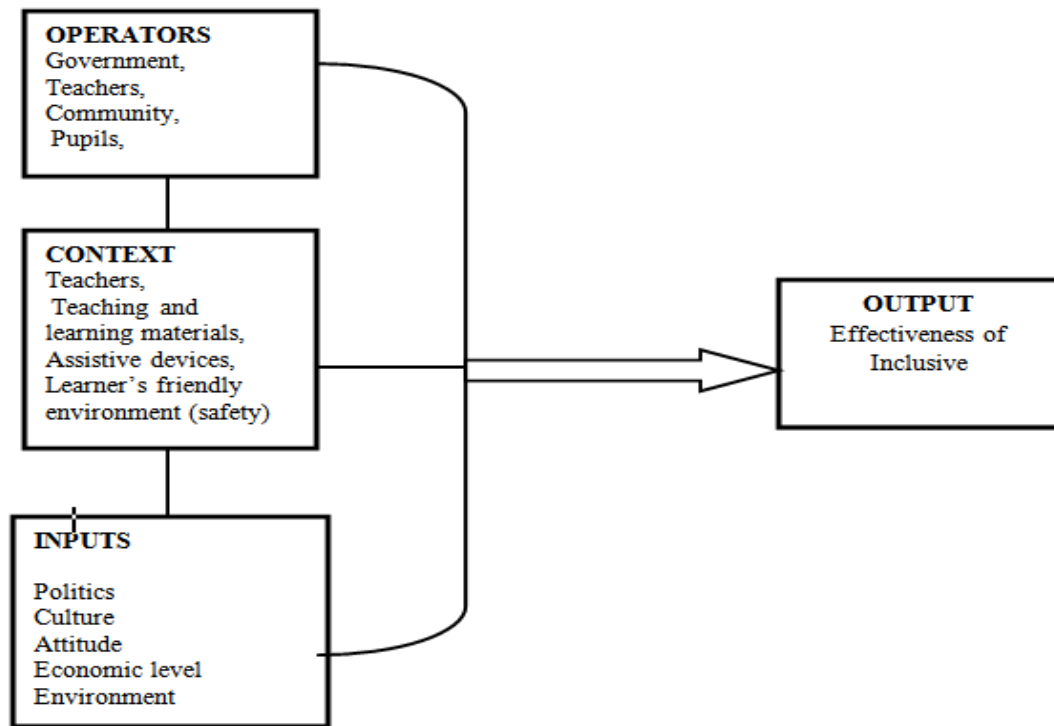
Masanja (2016), made a study on Role of Teachers in Implementation of inclusive education: The Case Study of Songea Municipal Council-Tanzania the findings revealed a variation of teachers' attitudes on perceived efficacy items about integrating inclusive education. Besides, the implementation of inclusive education in Tanzania is still facing some challenges support from administrative officers; teachers' motivation; as well as professional development for teachers to work inclusively. In terms of strategies, lack of guideline in schools and Municipal Education Department

Empirical studies on the implementation of inclusive education in other parts of the world and Tanzania in particular have been done Grönlund, Curtin & Larsson (2010), Chaula (2014), HakiElimu (2008), Kapinga,(2014), and Masanja, (2016). Results revealed that, implementation of inclusive education to students with special educational needs influenced by teachers' negative perception of experts in special education. While, what is needed is inclusivity in implementation, many studies based on attitudes, perception, and inclusive pedagogy. Previous studies did not assess the implementation of inclusive education at primary schools through identifying challenges. Therefore, the researcher thinks to assess the implementation of inclusive education at primary schools in Tanzania from the preparation of teachers at colleges and elementary level as a base to fill the gap. Figure

2.4 Conceptual framework

A conceptual framework is used to make conceptual distinctions and organize ideas (Ravitch & Riggan, 2012). This study followed the following flow of concepts in relation with implementation of IE as presented by the diagram below:

Figure 2.2 Conceptual framework



Source: Researcher's own construct 2017

Operators; it is a variable of driving force toward the implementation of IE. It includes government, teachers, parents and pupils. These partners need to have a strong collaboration to facilitate the implementation of IE. Every part of the operators has to play its role accordingly for the IE to be successful. The idea is supported by Senge (2000), who asserts that teachers as pivot of the process/operation should be well empowered by the government. Teachers with government empowerment will be in position to define curriculum, challenges and possible solutions within and without the school community. Moreover, teachers also will play as a hub of parents/community involvement in the implementation of IE.

Context, within it there are teachers, teaching and learning materials, assistive devices, inclusive facilities and learner friendly environment (safety) are much important to consider during implementation of inclusive education at primary level. Failure to these

contexts may cause poor implementation of inclusive education that is why more attention should take to in order to make the success of provision of education for all learners in integrated class.

Inputs, in order to make inclusive education takes place there are many things to consider. Msuya (2005) suggests that, necessary facilities like teaching and learning materials, equipment and some environmental settings that are important for children with special needs in order to ensure that inclusive education takes place. Therefore teaching skills, teaching and learning facilities, and government support are very important the smoothly running of inclusive education. Together with all contexts mentioned above combined with inputs like politics, culture, attitude, economic level and environment if much contextualized may bring effectiveness of inclusive education. Therefore the conceptual analyze the operator's activities through using proper inputs by regarding with context directly or indirectly bring the effectiveness of inclusive education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part shows research approach and design, the study area, the population, sampling techniques, types and source of data, criteria for selection, data collection methods, data analysis and the trustworthiness of the study

3.2 Research approach

This research used qualitative approach. This is due to the fact that qualitative approach allow the researchers to obtain at the inner experiences of his respondents, to agree on meanings and how are created through backgrounds and culture rather than testing variables (Corbin & Straws, 2008). Therefore, qualitative approach allows a researcher

to get into respondents' personal world and gain deeper and clear understanding of their experiences and feelings.

3.3 Research design

The study use case study design. Stake (2004) define case study as a process of inquiry about the case and the product of that inquiry which allow elasticity of the tool used in data collection and allow reasonable research of the study. Case study relies on subjective data such as the evidence of participants and the decision of witnesses but to make experimental data more objective. Researcher choose case study because it is more significant to suitably represent the case than to draw generalizations to avoid subjective data. The purpose of research design is to help the researcher to organize his or her ideas in a way that the researcher will be in a good flow

3.4 Area of the study

This research was carried out in Mbinga, which is one of the districts in Ruvuma region in Tanzania. Ruvuma is a region sharing boundaries with two neighbouring countries which are Malawi and Mozambique. The reasons for choosing this area are that many researchers have been conducting different studies in northern part of Tanzania example Tanga region, Kilimanjaro and some in Dar Es Salaam like Effective Use of Assistive Technologies for Inclusive Education in Developing Countries: Issues and challenges from two case studies (Grönlund et al, 2010). In Tanzanian primary school teachers' perception of assistive technology for learners with visual impairments (Nyagawa, 2014) Availability of information or data is another character which researcher consider on conducting the study in that area. The study involves Nazaret Teachers College, Huruma primary school, and St. Wilhelm Primary School. The study conducted in these areas because they are canters which deal with inclusive education.

3.5 Population

Cress well (2012:54) defined as a group of individuals with some common defining characteristics that a researcher can identify and study. The study involves regular

teachers, specialist teachers, tutors, pupils, pre-service teachers, head teachers/ principal and District Educational Officer (DEO) from the selected schools and college in Mbinga District Council.

3.6 Sample size and sampling techniques

Purposive sampling technique was used to select cases and respondents. The purpose of selecting cases is to develop in detail thoughtful of the phenomena (Kothari 2004). A purposive sampling technique allows variations and enables particular research situation to represent the whole population.

Table 3.1 Sample size

Institution	Teachers/Tutors	Pre-service teachers	Pupils(based on gender)	DEO	Total
Nazaret T C	7	9		-	16
Huruma p s	3	-	7	-	10
St. Wilhelm PS	4	-	7	-	11
District Education Office	-			01	01
Total	14	9	14	01	38

This study employs purposive sampling to obtain number of individuals to be involved in the study (Gall et al, 2007). In purposeful sampling researcher used focused group discussion to groups two of pupils; lower classes and upper classes in schools understudy. The researcher selected a sample of 38 respondents from 3 institutions, six tutors because the institution has only these tutors so researcher desire to participate all, one principal this is because the college has only one and from each school academic teacher were selected to participate and, standard I-IV and V-VII seven pupils were selected from each school to make a total of fourteen, one specialist teacher was selected from St. Wilhelm school for his specialist profession. Additionally, the study included two heads of schools and one Special education needs officer, five regular teachers and nine pre-service teachers by it criteria based as presented in Table 3.1 above.

3.7 Types and source of data collected

These are specific tools that be used to gather data. Two types of data collection methods were used. These were Primary and secondary data.

3.7.1 Primary data

Prime information is directly composed by the researcher from the original source. The researcher used three tools starting with observation in a form of semi- structured guide, semi-structured interview and questioners.

3.7.2 Secondary data

These were collected through office documents from both Head of schools in Mbinga district from enrolled pupils with disabilities and disabilities which enabled the beneficiary to confirm the result based on primary data from the field.

3.8 Methods of data collection

In this study methods such as observation, interview and questioners were used in data collection.

3.8.1 Observation

Observation was done on teaching and learning environments of inclusive education and how teachers delivered lesson in classrooms in the schools understudy.

The observation method was carried out in three involved institutions to identify challenges facing teachers in implementing inclusive education when they want to ensure all pupils learn. A total of three institutions were visited and observed. The observation was done by focusing on general institution profile to get the reality about the surroundings where the teachers implement inclusive education. The researcher observed and used checklist to note down institution profile including learning environment such as availability of trace pass for wheelchairs, safety measures for example fence, teaching and learning materials, availability of assistive technologies,

hearing aids, Braille machines, typewriters, Braille text books and total number of pupils with disabilities and non disabilities. The checklist was designed to observe the way selected institutions have welcoming environment to all learners.

In this study researcher also observed teaching strategies methods which were used by teachers during classroom instructions session to primary pupils of standard three, four, five and six with a meeting point on how the teacher join together those with special needs education and born disabled pupils. Researcher also observed lesson plans and schemes of works the teacher use in the classroom.

Table 3.2 showing the observation schedule

Teacher	Observation	Time	Subject
Teacher W	1	15minutes	Kiswahili
Teacher X	1	15minutes	Stadizakazi
Teacher Y	1	15minutes	Haibanamichezo
Teacher Z	1	15minutes	Hisabati
Total	4	1 Hour	

3.8.2 Interview

Interview is a two-way dialogue in which questions were asked by an interviewer to a participant or interviewee in order to assemble facts and to learn about the information, viewpoint, view, opinion and behaviours of the participant (Merriam (2009:87) and Nieuwenhuis (2007b:87)).

The study involved semi-structured interviews to guide four tutors, six in-service teachers and fourteen pupils on truck. During the interview beneficiary used a tape recorder with the permission from the teachers and prepared interview guides were used. Researcher interviewed the teachers about what researcher observed in the class during the lesson. The interview used open-ended questions with closed-questions to avoid misunderstanding of questions. Construction of questions based on knowledge gained from literature on inclusive education, experience on Tanzania's educational system, researcher's prior knowledge, and personal interest.

3.8.3 Questionnaire

Questionnaire refers to a set of written questions for gathering information from individuals (Kothari, 2004). The researcher used an open questionnaire to one Educational Officer, one Principal, and two Heads of schools, six tutors, nine pre-service and five in-service teachers. According to Burnham (2004) questionnaires are appropriate instruments widely utilized by researchers to obtain facts about current conditions.

3.9 Data Processing and Analysis

Qualitative information was manually analyzed using content analysis in which codes, meaning and patterns were systematically developed from transcribed interviews based on the study objectives. The qualitative results were analyzed into a report in a clarification and uses of direct study of text for meaning. Data gathered from the interview method were analyzed by formulating themes arising from paraphrasing of interviews in relation to research questions addressed by the schoolwork. The breakdown entailed the use

of through quotation marks with a view to capture the respondent's own views, opinions and experiences. Generally this study use direct analysis of text for meaning.

3.10 Data Quality Assurance

Reliability and validity carry a significant importance in any scientific study as they address quality in any qualitative study. However, in many qualitative studies the two issues are concerned with the trustworthiness and quality of the study, which have been questioned by many scholars since they cannot be deal with in the similar manner in naturalistic occupation (Shenton, 2004). Since this study was qualitative in nature, the issue of reliability and validity in pursuit of quality was considered by addressing three issues, that is credibility, dependability, and Conformability (Guba, 1981).

3.10.1 Credibility

In qualitative study this term has been used to represent internal validity of the study, which seeks to make sure that the study measures what is essentially intended (Bryman, 2012; Guba, 1981; Shenton, 2004). On the other hand, Creswell (2014) argued for the aim to answer the question how congruent are the findings with reality. According to Bryman (2012) and Guba (1981), mention numerous technique that can be used to concentrate on credibility of the study, such as triangulation, affiliate test and adoption of suitable method, to mention the few.

The researcher employed more than one method in data collection to validate the data collected which is referred as triangulation. In this study more than one method of triangulation used to ensure the consistency of the data collected since triangulation entails the use of more than one method in gathering information (Gall et al., 2007). In the process of data collection researcher used interviews and questioners for both tutors and pre-service teachers, that is, the curriculum for teacher education so as to get a real picture of teachers training toward inclusive education. Apart from methods, in order to achieve variety of informants in this study, researcher decided to involve both tutors and

pre-service teachers to pursue the truth concerning training for inclusive education. Creswell (2014) argued that the use of diversity informants allows the researcher to check out beats of information across the informants and ensures credibility. Finally, the use of direct quotes during data presentation ensured truthfulness of the data gathered as they present what were actually said by the participants during the interview (Gall et al., 2007).

3.10.2 Dependability

According to Creswell, (2014) the term dependability and trustworthiness is used instead of the term reliability which stands for accuracy of measure particularly In qualitative studies. In this point the fact is that if the study was repeated using the same method, participants, and context; it would produce similar results (Bryman, 2012; Guba, 1981; &Patton, 2005). However, due to change of circumstance, two studies conducted in similar situations may bear different results, and still be dependable and reliable considering that they present similar social phenomena (Cohen et al., 2011). According to (Cohen et al., 2011. & Shenton, 2004), consistency of the findings in qualitative study is count by the point to which variation can be track and explain between two studies.

As suggested by Shenton (2004), & Bryman (2012), numerous methods can be used to ensure dependability such as review test, data and triangulation, and replication logic. However, in this study data and method triangulation have been used to ensure dependability and this was supported by Guba (1981) who argued that, there is close ties between credibility and dependability; that is , demonstrating the past go a few reserve ensure the later.

3.10.3 Conformability

Conformability refers to the extent to which results of the study could be confirmed or corroborated by others (Creswell, 2014). Patton (2005) associated Conformability with objectivity of the study; however, he stressed that it is difficult to avoid human error in any scientific study. So, to him objectivity is concerned with the use of instrument that is

not dependent on human skills and perception (Patton, 2005; Shenton, 2004). It is difficult to address objectivity in qualitative studies due to the fact that even instruments such as questionnaire or interview guides are constructed by human (Bryman, 2012).

Based on that assumption, Shenton (2004) stressed that, the use of triangulation can be used to address Conformability, and also reflexivity of the researcher can be employed. Conformability in this study has been ensured by the use of method triangulation and data triangulation so as to reduce the effect of the investigator bias.

3.11 Research Ethics

In any research ethical issues should be considered because involves interaction between individual human beings. Cohen et al. (2011) contend that a major ethical problem in research is one which requires a researcher to strike a balance between the demand placed on them as a professional scientist in pursuit of truth, and their subjects' rights and values potentially threatened by the research.

In addition to, Cohen et al., 2011 & Gall et al., (2007). put important point into consideration ethical issues in research to prevent potential harm that might be caused by the research to the participants. In conducting this study the following ethical considerations have been taken into consideration,

Informed consent of the participants who participate in the study: where the permission for conducting this study was given. This was done through attainment of the letter of approval from the University of Mzumbe. The District Educational Officer (DEO) on behalf of District Executive Director (DED) who deals with educational administration in the area. These authorities were given the consent and approval for the accurate to make the places and locate the gratitude from those to be interview. Researcher was assured secrecy to the research participant and assures them that the research was specifically for academic purpose and be then not bring about quarrel to their work or position in their intuitions.

Privacy: The data collected from the informants was given codes to protect their identity and ensure their secrecy (Creswell, 2014). For the period of interviews, the researcher used more constructive words to avoid making participants uncomfortable (Patton, 2005). In addition, the researcher also had a private room for interviews to make the interviewee feel free to express their concerns. And the entire recorded interview was erased after being put into written document for analysis.

Confidentiality: Was taken into consideration where participants were given artificial names (example letters W, X, Y and Z to present teachers participate and T1 to mean tutorial one) to protect them from any harm might be caused by this study. And also participant be educated that the nature of the learn was for the academic purpose only and not otherwise. In addition, researcher have acknowledged of all the people who have participated in this research in one way or another for their contribution and support (Cohen et al., 2011).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

The Data was in this section and findings was presented by using thematic analysis where by coding, themes and sub themes are used to present the findings. The study addressed four major objectives namely: assessing how teachers are prepared in inclusive education, awareness of teachers in inclusive education, how teaching process is conducted in inclusive education and challenges facing implementation of inclusive education

4.1 Demographic information of the respondents:

Table 4.1 Distribution of respondents by types of disabilities and total number of pupils in the class

S/No.	SCHOOL	No. STUDENTS	TYPE OF DISABILITY	QUANTITY	PERCENTAGE
1	St. WILHELM	473	Blind	6	1%
			Albinism	14	3%
			Physical disability	3	1%
			Cognitive Disability	16	3%
2	HURUMA	389	Albinism	1	0%
			Physical disability	70	18%
3	NAZARETH TC	75	NIL	0	0%
TOTAL		937		110	26%

Table 4.2 Show Teachers' Qualification

S/No.	INSTITUTION	CERTIFICATE	DIPLOMA	DEGREE	MASTER DEGREE	PhD	TOTAL
1	St. WILHELM	13	2	2	0	0	17
2	HURUMA	11	2	1	0	0	14
3	NAZARETH TC	0	0	7	1	0	8
TOTAL		24	4	10	1		39

Table 4.3 Show levels of education in special education and inclusive education

S/No.	INSTITUTION	SPECIAL EDUCATION		INCLUSIVE EDUCATION	
		COLLEGE TRAINING	IN-SERVICE TRAINING	COLLEGE TRAINING	IN-SERVICE TRAINING
1	St. WILHELM	6	0	0	0
2	HURUMA	0	0	0	0
3	NARETH	0	0	0	0
	TOTAL	6	0	0	0

4.2 Preparation of teachers for inclusive education

Research question focused on how pre-service student teachers are trained for inclusive education in their certificate and diploma studies. This question was investigated to tutors who are referred to as teachers, and also researcher reviewed the curriculum as a reference material. The interview with tutors and the review of certificate and diploma curriculum were done in order to clarify what was said by tutors and what is actually presented in the curriculum. Respondents from this objective responded whereby they observe preparation of teachers in inclusive education from main two (2) themes which is strategies and approaches used for training teachers to inclusive education (category A) and challenges associated with teachers training toward inclusive education (Category B). The figure below presents a summary of the findings of the research question one concerning how pre-service teachers are trained for inclusive education.

Category, A: Strategies and Approaches used for Training Pre-service Teachers for Inclusion

Under this category tutors were asked to describe and explain the strategies and approaches which are used to train and arrange pre-service teachers to be involved in inclusive education. Researcher asked tutors to explain how relevant skills, knowledge, and attitudes concerning inclusive education are taught to pre-service teachers and what strategy or approach is used to help pre-service teachers to deal with inclusive classes during their teaching practice or for their future carrier. As the result of analysis, three sub-categories were identified in response to these questions as follows

C-A1: Single Course Based Training (4/4)

In this first sub-category among others, tutors both mentioned the use of the curriculum based courses embedded in the curriculum to impart knowledge concerning inclusive education. However, during the probing questions the participants affirmed that the courses with inclusive education content are not well complete in the curriculum for teacher education. So, in their statements the participants mentioned mainly two courses which are *introduction to education psychology*, which is taught in the first year and *counselling and inclusive education*, which is taught in the second year as course based for inclusive education. This was evidenced by the one tutor:

(Well so far in the current curriculum have only two courses which specifically addresses inclusion.... meaning education psychology, counselling and inclusive education.....but for my understanding they are not well packed for inclusion or inclusive education....so I can say the training with exception of other strategies we use the present curriculum...(T1)

Student receives only introductory part of inclusive education...and this it seem to be in course like [...] (subject codes mentioned) one of which is my teaching subject but to be frank the course only deals with disabilities and special education areas little is presented for inclusive skills....(T2)

We teach by using methods which are appropriate to all kinds of students for example speaking by using body gestures also writing by the board

when a teacher present certain information and using teaching media such as audio-visual, Braille machine etc.(T3)

I use both teacher cantered approach and learner cantered approach and relevant Materials to all students in such way that they will be useful to all students (T4)

In their statements, tutors mentioned two courses as shown above that are used to impart inclusive skills and knowledge. However, it seems to both participants that the two courses lack real packages to address issues related to inclusion and inclusive education. So, in my inquiring questions, researcher asked tutors if they have used supplementary approaches to improve training for inclusion. The response to the follow up question resulted into the development of the next sub-categories.

C-A2: Cross Curricular Based Training (3/4)

Having asked Tutors more concerning the approaches and strategies used in pre-service teachers for inclusion, this category was developed. This question was asked to three participants who's the principal, academic master of the College, and tutor where this study was conducted. The response revealed that separate trainings are also conducted to other subject tutor trainers in the college and their department, which he specified to be the whole department approach to inclusion. In the response the participant commented that:

[...] for years we have been conducting quality assurance workshops for lecturers...I think it was last academic year (referring to 2013) we had a seminar concerning cross curricular issues in education... And one of the agenda was inclusion.....so you see even subject teachers were involved and we had training on how to train pre-service teachers to attend special needs student when teaching their specific subjects...

I have not attended any kind of workshops or seminars for all time when i was employed here.

Yea, i remember two years before it was at Mbeya have attended the seminars which actually prepared by Ministry of education and vocational training where the concern is to make connection between private institutions and government institutions purposely to provide equal education and within it the issue of inclusive education was raised.

From the above response the participant showed clearly the existence of in-service training seminars for tutors, and most of which include the whole department where issues of inclusive education are being addressed. From this observation, it can be said that inclusive skills are not only imparted through teachers who are teaching the specific subjects but the whole department members are supposed to induce the skills for inclusion to pre-service teachers.

C-A3: Personalized Strategy Based Training (1/4)

The category focuses on the personalized tutors' strategies. Personalized strategies are taken to mean tutors personal initiatives to help students to practice inclusive education or on how to teach inclusive classes. In their responses, tutors seem to use different strategies and approaches for training inclusion to student's teachers. One of them being tutors often arrange field visits in inclusive and special schools to help students to observe and experience how inclusive education is conducted:

I have personally before completing the course arrange visits in groups of 20 students as part of their coursework for student teachers to visit and observe teaching in inclusive schools and special school [...] they have to come with written report. This helps a lot to pre-service teachers to understand inclusion through experience in schools... (T1)

However, the one personalized initiative seems to be extra-curricular activities; tutors seem to have not been using them frequently since they are personal based and they are not indicated in the curriculum. They are not indicated in the curriculum but seem to work much since they expose pre-service teachers to the real world of inclusive education. But my concern was if pre- service teachers are interested in them or not because according to tutors these personalized teachings are voluntary in nature. And being voluntary activity most of student teachers seem not to be interested in them which again poses a challenge in imparting relevant experiences to inclusive education. The second category (category, B) is concerned with challenges that tutors face during training for inclusion

Category, B: Challenges Associated with Pre-Service Teachers Training for Inclusive Education

After researcher asked tutors concerning strategies and approaches that are used to train teachers for inclusive education, also questioned them about the challenges they face during training for inclusion. Challenges here are taken to mean all the obstacles that tutors face in imparting appropriate knowledge and skills to pre-service teachers concerning inclusive education. In the analysis of this category, the results indicated that the obstacles or challenges mentioned were only incomplete to teachers training or the whole process of teaching and learning as follows.

C-B1: Inadequate Inclusive Package in the Curriculum (2/4)

The issue of the inadequate inclusive package in the current teacher curriculum emerged from two participants. Participants considered the package for inclusive education in the current curriculum is not enough for student teachers to deal with inclusive classrooms, and they insisted that it was only the introductory course which has been included in the curriculum as explained by the response below;

It should be clear that the content taught is not enough...just imagine to expect a graduate to teach inclusive class alone where he/she have only learned two introductory course..(T1)

[...] pre-service teachers need a lot of onsite practice and knowledge to implement inclusion. Well to my opinion there should be more inclusive based courses across the curriculum... (T2).

From the responses above, two issues arose concerning insufficient package of the curriculum. The first respondent concerned with the content which is not well packed for inclusive education, and the second respondent concerned with practicality of inclusive education. It can be said that the current curriculum offers little concerning practical part of inclusive education. From their opinion it seems evidently that pre-service teachers have not been receiving enough dosage to attend inclusive classes due to insufficient package of the curriculum. While the issue of course and related inclusive subject was

seen to be a problem, the second obstacle was based on the pre-service teacher's attitude toward inclusive education.

C-B2: extraneous Attitude among pre-service Teachers (1/4)

Tutors mentioned unrelated pre-service teachers' attitude toward inclusion to be the obstacle. To them attitude holds a meaning when comes to teaching and learning, and they described student teachers always find the courses related to inclusive and special education difficulty to perform during their exams. The responses show that most of student teachers have no interest when it comes to courses related to inclusive and special education. This now poses an obstacle when it comes to inclusive education and related practices. This was, for example, illustrated by the following statement:

It is difficult to teach student who are not interested most of the course that are concerning with special education and inclusive education majority of student fails I think they not interested in them (T1)

The analysis shows that pre-service teachers are considered to have negative attitudes toward inclusive and related courses. This is because of the nature of the subject where most of the students tend to fail, and their attendance seems to be down. So, to teacher tutors' lack of interest among pre-service teacher in attending the classes and their low performance poses a challenge when it comes to implementation of inclusion. In the second sub-category, tutors also insisted that the nature under which teaching practice is conducted poses a challenge to impart inclusive education.

C-B3: Shortened Practical Period (BTP) (2/4)

The time which pre-service teachers spent during their practical training was also seen to be a problem. The response shows that a prolonged teaching practice will help pre-service teachers to work with students with disability. As the result of analysis, it seems that the time allocated for field practical (block teaching practice) is very short. This, then, causes student teachers to lack appropriate onsite experience:

BTP is now days inappropriate I mean pre-service teachers need more time to internalize their knowledge on site in spite of that the time have been reduced they spent few month on field more time is needed for them to experience inclusive settings (T2).

The issue of practical teaching seems to pose a challenge in a sense that there is sometimes no closer supervision from the university. And since teaching practice is graded, pre-service teachers tend to concentrate only during evaluation. The next sub-category is concerned with teaching and learning materials.

C-B4: Lack of Teaching and Learning Materials (2/4)

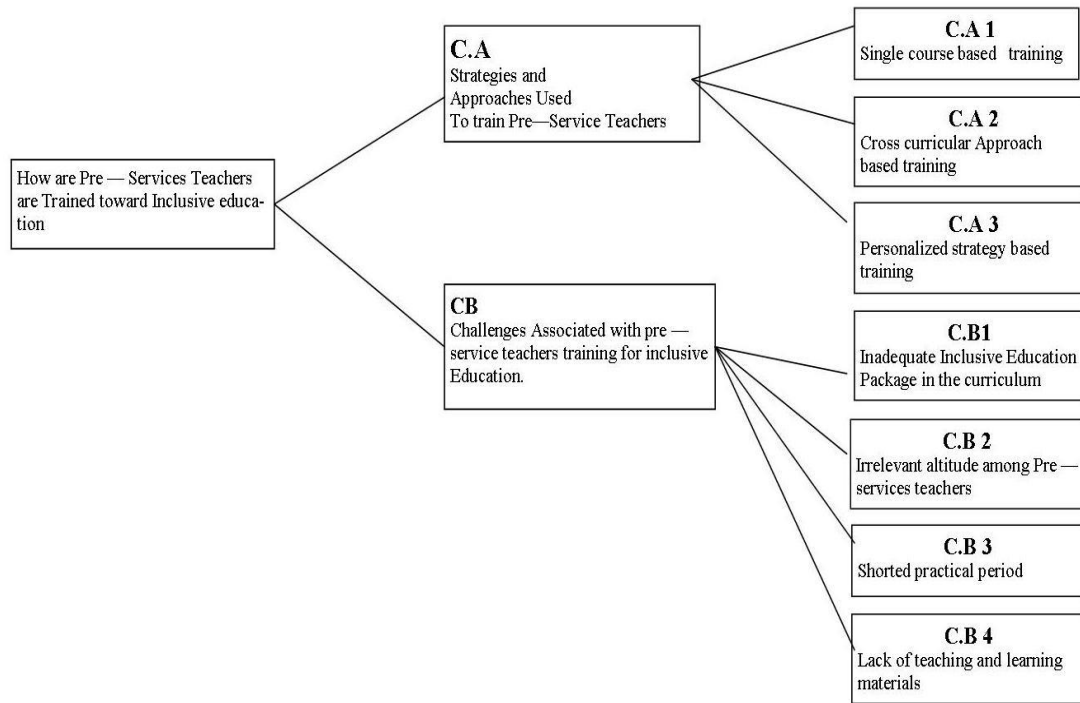
Tutors in this category talked about teaching and learning materials as an obstacle to address inclusion in teacher education. The analysis revealed lack of teaching and learning materials in both schools where teaching practice took place, and in the college where training is conducted. Tutors insisted on the issue of the relevance training to be ignored in teachers training for inclusive education.

you cannot teach about how to attend a visual impaired child without a Braille machine....hearing impaired child without audio material and so forth...just imagine I only use one Braille machine which is not enough compared to number of student teachers, there is no reality here no teaching and learning materials..(T2)

The participants insisted that the current practice in teacher education is only done for knowledge purpose and not for practice purpose. The current teacher education training lack connection between theory and practice due to lack of teaching and learning materials.

From the analysis of the current theme, variations of approaches and strategies have been used by tutors as shown above. These include the use of single course based training, cross- curricular teaching, and personalized based teaching, which are being used. Also, the obstacles and challenges associated with teachers training for inclusion were addressed showing variation among tutors; these include inadequate curriculum package concerning inclusive education, extraneous attitude concerning inclusive education, unrelated shortened practicum, and lack of teaching and learning materials, which have been identified.

Figure: 2.3. An overview of categories on how pre-service teacher are trained towards Inclusive education



Source: Researcher’s own, 2017

4.3 Awareness of teachers in inclusive education.

In this is objective responding to the question on the perception of inclusive education teacher had different views in line with their understanding. The question inquired to know what teachers understand by inclusive education. Most of the answers from respondents showed some sense of recognition and welcoming attitudes towards inclusive education. A researcher posed a question, which demanded views of teachers in inclusive education, especially the way they understand about it. Respondents provided their views that,

According to teacher W,

Inclusive education is the type of education which has a mixture of children with special needs education and normal children.

Researcher was interested to know who are normal children and those with special need.

Teacher W replied by saying,

Children with special need are like those children with mental retardation, blind and deaf.

According to him *normal children are those who have no disabilities*".

Teacher W from his explanations had revealed reasonable knowledge on inclusive education.

Teacher X responded to the question by saying ...

...type of education which includes different types of children in the same classes. –

From this explanation it shows that the respondent is aware on inclusive education since she was able to give a general concept on the question researcher asked.

Teacher Y said,

Inclusive education is a type of education which involves all the students in consideration of their needs.

Teacher Y was able to give a bit more explanation on inclusive education even though he failed to give some examples when I asked him "who are those students involved and what are their needs".

Teacher Z and head teacher had a similar view;

Inclusive education is a system of provision of education by including all children with special need education and normal children in the same class.

From the above explanation the head teacher and teacher Z shows that they have enough knowledge on inclusive education.

4.4 Teaching and learning in inclusive classroom

Researcher made deep investigation as teaching process is the base of all learners. The aim was to know how teaching and learning process is conducted especially in inclusive education. In this objective researcher found main two themes from the respondents. The

two main methods are participatory method and non participatory method. These methods are main methods used in teaching and learning process but participatory method seems to be dominant as it has proven by (respondents) teachers who use it in classes of these kinds as follows through observation and interview made by the researcher.

They employ diverse methods to meet the requirements of the pupils in the inclusive classes. For example some of the ways they mentioned are; Question and answers, group discussion, demonstration, peer-tutoring, sports and games, small groups' discussion, and role play. All the teachers admitted that it is difficult to employ one method of teaching in an inclusive environment therefore most of the teachers prefer to use mixed method in teaching.

In addition to that teacher W said that:

I normally use mixed method since the special needs student's gets tired too early. For example I normally teach them by songs, sports and games. Otherwise they won't be able to concentrate so changing activities even if the target is to teach them the same thing is important in inclusive classes.

Questions and answers

Question and answers make effective teaching and learning by helping both learners and teachers to get the opportunity and explore more the concepts. Through application of this method in inclusive classroom the teacher was capable to give more examples and clear up misunderstanding that exist with the learners. All the teachers was used this method in asking questions in class during session. For example teacher W, X, Y and Z had a similar answer.

Teacher W added by saying,

I usually ask questions to the learners and try to let them respond according to their level of understanding of the matter.

Teacher X put clear that question and answers:

Simplifies work because students with special needs can easily learn from their fellow student responses

Similarly teacher Y said, *when teaching Kiswahili subject for example, I start with questions and answers by writing the questions on the chalkboard then let the pupils answer according to their understanding.*

During observation it was revealed that question and answers was the method used by all the teachers. Researcher observed that teacher W used this method when teaching Kiswahili. He asked the questions by writing on the chalkboard and asked the students to find the answers in the books. Teacher X used this method in the class and she asked the students to respond together (chorus answers). The same applied to teacher Y and Z who used mixed method.

Group discussion

It is a type of teaching method where by learners learn by being involved in the process of teaching and learning. Teachers said they use this method in inclusive context because it involves learners. Teacher W and Z said this method helps learners to gain more knowledge as they will be able to get opinion from others. Whereas teacher X and Y agrees by saying it makes learning to be more interesting to learners.

Teacher W had the following to say,

I use group discussion when I want the students to give examples in the specific lesson...

In addition teacher Z said,

I use group discussion in the class and outside the class I prefer taking my students to natural settings.

Through observation it was revealed that teachers preferred to use group discussion because it was easier to help learners in the groups. Teacher W said group discussion helps all the learners to participate in the specific lesson.

Demonstration

In an inclusive context demonstration is used as a way of teaching learners by imitation. Most learners prefer to watch when others do something before they can do it themselves. Respondents said that they normally use this method because it helps the learners to learn new skills. Teacher Z emphasized that this method helps learners to build more confidence and facilitates learning evaluation.

Teacher X said that,

Sometime I take a special need student in front of the class and see if he or she follows what I am doing by asking him or her to repeat what I am doing.

Teacher Y had this to say, *I writes on the sand and I ask them to do the same...*

This was revealed during observation that demonstration helped learners to learn easily. I observed that this method when used by teacher X students was able to get enough support and the teacher was able to evaluate depending on the performance of the students.

Peer-tutoring

Peer tutoring is a method which employs peers in teaching. All the teachers said they usually use this method in teaching. Teacher X and Z said they prefer this method because it increases interaction between the students in an inclusive classroom. Teacher Y emphasized by saying a student feels more comfortable being taught by fellow student hence meeting the needs of the student and increase the cognitive ability development.

Teacher W said,

I use students who I know have understood well the lesson to help those with special needs in the class.

Teacher X said,

I use peer tutoring because students can easily learn from their fellow student.

Teacher Y said

When I see they don't concentrate then I assign them to work in pairs.

It was observed that only teacher Z used peer tutoring in the class when teaching. It is believed that peer tutoring can increase the achievement in different subjects to the learners. Teacher should play a big role in monitoring, evaluating and making sure that the pairs are helpful to them.

Small group discussion

Small group is among the methods of teaching which is applied in primary schools. This method is believed to be the best method in learner-centered approach where by the learners are being involved in the whole process of teaching and learning. All the teachers said they like using this method.

Teacher X said,

I don't use this method all the time because I have many students in the classroom.

Teacher Y said,

I normally use small group discussion when I want the children to use books in doing exercises.

Through observation teacher Y used this method. When other teachers were asked they said it is difficult to use this method since we have many students in the class hence becomes difficult to manage them. However in a manageable class this method increases participation among children in an inclusive classroom.

Role play

This is teaching methods which are applied in inclusive education as it gives the learners a great chance of participating in learning. All respondents said they use it in inclusive classroom. Teacher W, X and Z acknowledged that this method helps the learners to be creative in learning and it also encourages understanding for other situation. The head teacher emphasized that if this method is used, learners with different disabilities feel free to contribute in the whole process of learning.

Teacher W Said:

I apply this method by taking them in the field to learn by action, for example taking them to the School garden.

Teacher X said,

I normally tell them to come with teaching aids like fruits and other things ...

Classroom observation showed that only Teacher W used this method for teaching. He took the students to the school garden and started asking them to mention the types of vegetables they have grown. The teacher emphasized participation by letting those who answer to say it loudly and touch the type of vegetable being mentioned at a specific time.

Sports and games

Sports and games are very important in education. Teacher X and Y said they prefer using this method in inclusive classes. Since it is believed that in inclusive education sports and games plays a great role in establishing a good relationship between students and increase the development of cognitive abilities of the learners. Teacher Y admitted that being away from the classroom makes the learners become more creative and decreases disrupting behaviour.

Teacher X had the following to say,

I normally teach them by songs, sports and games.

Teacher Y said,

Students in the class differ a lot in different subjects and others are very good at physical work so what we do is asses them and put them where they fit depending on their strength and weakness.

Through observation the use of sports and games helps the learners increase knowledge and skills hence building their cognitive abilities. All the students were seem to be enjoying and interested in the lesson. This method gave all learners the opportunity to participate in learning. Teacher X said that Sports and games as stated by help students to have well healthy.

4.5 Challenges facing teachers when implementing inclusive education in Tanzania's primary schools

During the study the challenges which teachers face in implementing inclusive education was discussed. The responses obtained from the interviews and questions through questionnaires helped researcher to understand the challenges teachers face in the implementation of inclusive education in primary schools. The teachers responded as follows:

Lack of knowledge on inclusive education

Teacher's fail to implement inclusive education due to the result of not having educational foundation of inclusive education. It is thought that the satisfied awareness of inclusive education amongst teachers is crucial since it help them in mould the learners with difficulties in learning. Most of the teachers complained about this situation and noted that it really affected their performance. All the participants said they had not been specially trained in inclusive education.

Teacher W and X said,

We don't have any educational background in inclusive education

Teacher Y and Z had similar answers that,

We have educational background in special needs education but not inclusive education.

Head teacher from institution A said,

The teachers in my school don't have education concerning inclusive education including myself

Insufficient teaching and learning materials

For effective learning and teaching, teaching aids are very important when teaching an inclusive class. A good lesson arrangement should comprise all the essential equipment which helps the learners to understand well the subject matter. Insufficient teaching resources make it difficult for the teachers to deliver the materials and for the learners to

understand the lesson. Therefore, it is a challenge to teachers to implement inclusive education in such a context.

Teacher W and Z said,

...we don't have teaching aids especially in inclusive classes.

Teacher X said,

I have few teaching aids but we still have a problem in books.

Teacher Y said,

...we use special needs teaching aids but we don't have for inclusive classes.

Head teacher from institution B said,

There is no supporting teaching and learning materials for inclusive education.

Unclear policies on inclusive education

Another challenge given by teacher is having unclear policies on how inclusive education in primary schools should be implemented. They believe that if there could be a clear policy which states how to implement inclusive education it could be better. They cannot implement a policy that they do not know. These revealed when researcher asked the certain teachers and head of schools were study was conducted and their responses as follows:

Teacher Y said,

We don't have a clear implementation of inclusive education in primary schools.

Head teacher from institution A said, *I don't have any guidelines on how inclusive education should be implemented.*

Lack of government support

There is lack of support from the government that is caused by lack of a policy on inclusive education. Teachers complain that the government is not supportive in the implementation of inclusive education because all the promises made by its officials have come to naught.

Teacher Y said,

In our schools we lack the support from the government.

Head teacher from institution B said,

The government does not support inclusive education as it is supposed to...

Negative attitude of teachers and parents

Most of the teachers have negative attitude and perception to students with special needs. Most of them blame on the fact that they are not specially trained in inclusive education and such do not possess the necessary skill to offer quality services to the student. In addition to these, the teachers said that there is also a challenge of parent's attitudes towards learners with disabilities, it seems that some of the parents fail to accept the challenges a child has. It also arises out of the frustration of not acquiring teaching materials and aids for inclusive education classes. This was evident by participants said,

Teacher Y said,

Many parents have not accepted the children problems/ disabilities and they don't accept our advice"

Teacher Z had almost a similar observation and noted

Parents neglect their children and they don't take the children's disability as part of normal life.

Large number of students

The teachers complain that they have many students in the class who needs support but it becomes a challenge because teachers cannot manage all of them. Therefore the number of students in the classroom affects the implementation of inclusive education.

Teacher W said,

There is a poor ratio between teachers and students.

Teacher Y said,

The number of students is large compared to the number of teachers.

CHAPTER FIVE

DISCUSSION OF FINDINGS OF THE STUDY

5.1 Introduction

The chapter discusses research findings on the assessment of the implementation of inclusive education in Tanzania's primary schools using Mbinga district council as a case study. The study addressed four major objectives namely: assessing how teachers are prepared in inclusive education, awareness of teachers in inclusive education, how the teaching process is conducted in inclusive education and challenges facing the implementation of inclusive education.

5.2 Discussion on how teachers are prepared in inclusive education

Findings from the analysis provide an overview of how pre-service teachers are trained for inclusive education in Tanzania. The result from the first sub-category concerning the strategies and approaches that tutors have been using in training for inclusion shows that a variety of strategies are used for training pre-service teachers. First, they use single course based training where the content addresses inclusive education. However, this approach has proved failure in a sense that it is common in all teacher education programmes. Some findings have been addressed by Kapinga (2014) where the courses that are embedded in the curriculum with inclusion content are inadequate to prepare teachers for inclusive education.

The same thoughts were addressed by Stayton and McCollum (2002) who referred to this approach as the infusion model where students take one to two courses related to inclusive education. They have concluded the approach to be ineffective to prepare teachers for inclusion. From the findings again, a cross-curricular approach was used through workshops, where tutors from different disciplines in the education department were encouraged to incorporate inclusive education in their lessons. However, the model is hard to practice; it also lacks reliability since different tutors have different thoughts and

attitude concerning inclusive education. From these findings researcher recommended that strategy and approaches used for training inclusive education should modify to suite the accommodation of inclusive education in Tanzania at primary level.

The last approach was the use of the personalized strategy training which involved teacher's personal initiative apart from the curriculum. Tutors identified the use of field trips to inclusive schools as part of course work. This strategy has also been concluded by Kapinga (2014), Brownell, Ross, Colón, and McCallum (2005), and Mmbaga (2002) that it gives pre-service teachers a real connection between planned course work and the field work so as to make their learning meaningful. It can be said that the techniques and approaches that are used by tutors have been so ineffective since they have not been used commonly, and they allow some weaknesses for teacher preparation for inclusive education.

The second sub category was a result of inquiring questions of which researcher wanted to understand major challenges that tutors encounter during preparing pre-service teachers as far as inclusive education is concerned. The result indicated inadequate inclusive package of the curriculum concerning inclusive education, which was frequently repeated by the participants.

However, some issues concerning negative attitude among pre-service teachers, shortened practical period, and insufficient teaching and learning materials were also mentioned. From teachers training point of view, the other challenges mentioned emanated from inadequate inclusive package of the curriculum, which is a common agreement among scholars that the current curriculum has been the source of the incompetence among pre-service teachers concerning their preparation for inclusive education (Brownell et al., 2005).

In his study, Kapinga (2014) reported that, a number of student teachers agreed upon the fact that the curriculum does not offer much knowledge concerning inclusive education. It has to be understood that practical training is a crucial part of teacher education; however, tutors themselves agree upon the fact that the practical period allocated to pre-service teachers is not enough. Hammerness et al. (2005) and Brownell et al. (2005) have considered practical training to pre-service teachers concerning inclusive education to be highly prioritized during their training.

Thus, the results have clearly indicated that the dominant challenge in teachers training for inclusive education in Tanzania is the inflexible curriculum for teacher education, which does not offer enough content for student teachers to address inclusive education during their pre- service teacher education training.

5.3 Discussion of awareness of teachers in inclusive education

The response of interview shows that most of the teachers are aware of inclusive education since all of them were able to give their understanding on inclusive education. Even though inclusive education can be so much more than what they have said. Studies done in Tanzania by Zombwe (2010) revealed that most of the teachers in Tanzania do not have enough knowledge on inclusive education. Having an idea of inclusive education does not mean they know everything as related to inclusive education.

A study done in Tanzania by Miles (2003) revealed that teachers are under trained in this new role of inclusive education. In line with that Lewis & little (2007) added “... teachers in inclusive schools in Tanzania are not aware of inclusive education and how to make environment become friendly to all learners”. From these findings it shows that there contradiction among scholar’s concepts and this is because teachers get inclusive education knowledge within special needs education where actually talk just a little thing about inclusive.

Pelech and Pieper (2010) argue that becoming a constructivist teacher, you will find yourself thinking differently about how you think about knowledge, learning and the role of the teacher. In addition to that constructivist teacher will understand the planning process, assessment and curriculum which are suitable to different types of learners in the classroom. According to Pelech & Pieper (2010), all the teachers have different educational background in different aspects and not in inclusive education meanwhile most of them in one way or another teach or have taught in an inclusive school.

The studies revealed that most of the teachers are not skilled in inclusive education and out of those interviewed; only one had taught inclusive classes for more than two years. This was also evident in literature review as Winger (2008: 18) who noted that

“Low quality of teacher education or lack of qualified teachers might be one reason behind the poor learning outcome”.

That means from the findings it is evident that lack of trained experience compared to relevance of teachers owns teaching in inclusive education reduces the skill to meet specific needs of the learners.

5.4 Discussion of how teaching process is conducted in inclusive education

Using different teaching method in an inclusive classroom is important and helpful to all the students. The environment we live is full of things that can help the children learn and remember many things. *Adoption of constructivist approach in the classroom requires a shift from a teacher-directed method to a student-centred, active approach* (Westwood, 2004: 22). Researcher was very impressed by teacher W and Z the way they teach the children. Taking the children out of the classes makes them change environment and the lesson becomes not boring to them as a result they enjoy while learning. In constructivism teaching it advised to analyse the effects in terms of academic achievement, self-concept, learning strategies and student preference for teaching styles. According to Pelech and Pieper (2010) using constructivism method of teaching plays a great part in students understanding. They give five different steps

which constructivist teaching consists: first step is inviting ideas, exploring, proposing, explanation solution, and taking action. This approach seems to be more effective since it encourage motivation to learners, anxiety towards learning and self-monitoring.

Children have different level of understanding and so by using mixed method while teaching helps the children to learn from one another. Through the use of peer tutoring some of the children in the classroom feels more comfortable to ask their fellow student than to the teacher therefore makes it easy for them to learn from each other. Constructivists believe that students learn when they teach others, explain to others, or demonstrate a concept to others (Pelech and Pieper, 2010). According to Vygotsky (1978) student have different cognitive level of development and he emphasizes that every child is born into a different cultural historical setting and develops in an interaction with his or her surroundings. In addition to that social constructivist acknowledges the importance on cooperative group work and discussion focused on reliable investigations and problem solving (Westwood, 2004). System theory suggests that to succeed in education students should be seen as individuals (Sterrett, 2011). This is the only way in which a teacher can attend to the needs of the students as an individual. In line with this Vygotsky approach stresses that effective teaching involves providing opportunity for learners to work with a concept in a space of reasons within which it falls and within which its meaning is established (Derry, 2013). Furthermore Ainscow & Sandill (2010) argues that methodology for developing inclusive practices must take account of social processes of learning that go within specific contexts also stakeholders should look for a common way to guide their practice.

From the findings by relating with previous studies researcher can recommend that teaching aids are very important since they help teachers to simplify the lesson and make it easy for the students to understand in the class by taking some priorities on implementation of inclusive education in primary schools such as Improving teachers' teaching styles and methods in the classroom, to make sure there is availability of good quality learning and teaching materials, and ensuring the necessary support for

preserving educational ethics. Using learner centred approach in teaching in the relation with constructivist belief that it will includes creating their own rules, definitions and experiments (Pelech and Pieper, 2010). Thinking of the visual impaired students and albinism they are in a disadvantaged group because most of the time they depend on the help they get from other students. The teacher may try to write on the blackboard for other to read but still the visual impaired will not benefit from this. Therefore in a situation like this where most of the teachers do not have teaching aids especially books then it becomes a problem for students to understand the lesson. Furthermore students learn by participating in activities that enable them to create their own knowledge

Therefore in a situation like this where most of the teachers do not have teaching aids especially books then it becomes a setback for learners to comprehend the subject matter. Furthermore students learn by participating in activities that enable them to create their own knowledge. Most of teachers use participatory method as it is real fastening the teaching and learning process. Most of them like using it; it is interactive one, makes active participation.

5.5 Discussion of challenges teachers face during implementation of inclusive education

Challenges facing teachers in the implementation of inclusive education in primary schools in Tanzania are many. The researcher covered only two primary schools and one teachers training college in Tanzania with a sample of nine teachers and six tutors only and this may not be representative across the country. There might be different challenges in other places. Researcher found that most of the blame on implementation of inclusive education goes to government but back to the implementer is nothing. In literature review Mmbaga (2002: 175) stresses the challenge on implementation of inclusive education that, *“schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor”*. Public schools in Tanzania are funded and audited by

government but private schools refunded minor and if schools are not provided sufficient funding they cannot make purchases of the material needed to carry out the education function.

In addition to that the findings from respondents show that in Tanzania there are no clear policies and documents on how inclusive education should be implemented in schools. In line with this disintegration of policy has been pointed out as a key barrier in understanding it in relation to different areas of inclusion (Gidley, 2010). Teachers complain that what the government says is quite different from practice. In short there is no enough support from the government concerning inclusive education. Hornby (1999) gives some factors for a successful inclusion these are, visionary leadership, collaboration between stakeholders, refocused use of assessment, support for staffs and students, appropriate funding levels, parental involvement, effective programme models, curriculum adaptation and instructional practices. In many developing countries there can be issues around shortage of staffs, huge class sizes, lack of support staff and additional administrative responsibilities and less space of collaboration may act as a barrier for the implementation of inclusive education Ainscow & Sandill (2010).

A good teacher is the one who knows his or her students' needs. A teacher will not be able to know the need of the children if he or she does not know the level of understanding between the learners. In collaboration with System theory researcher suggests that teachers should take a look at each learner and understand that each one is unique. Furthermore they emphasize those students' differences, if given the right guidance students will find the right fit within the classroom environment as they meet new challenges (Sterrett, 2011). From this study done researcher revealed that most of the teachers in a particular place where data is collected had received nothing in service training which make them lack of self-confidence in teaching children with learning difficulties, in spite of the fact that many of them were used to handling classes of over 45 children as it suggested by government ratio of 1:30 in a regular classroom. The suggestions given by the teachers towards the improvement of inclusive education in

Tanzania are very important. This is because inclusive education cannot happen overnight. It is a process which may take a number of years. These suggestions if taken into consideration might help to make some changes in inclusive education.

These findings emphasized by Ainscow & Sandil (2010) who's said that the development of inclusive education practices requires processes of social learning within particular organizational contexts. They also give possible examples of low leverage activity in the education field including: policy documents, conferences and in-service courses (ibid). Researcher concludes that the issue of inclusion should increasingly see as a key challenge for educational leaders. May also suggests that with continuing diversity, schools will need to increase on ambiguity and have a greater capacity of collective problem-solving and hence be able to respond to a wider range of learners. Constructivist leadership involves reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Here the chapter presents a summarised part of the study findings of the, it gives conclusion of the study, study recommendations and suggests areas for more studies in the field.

6.1 Summary of the study

This study targeted at assessing the carrying out of inclusive education in Tanzania's primary schools. The data collection process included responses from in-service primary schools teachers, head teachers, principal, tutors, pre-service teachers, District Education Officer and pupils themselves. In this study, the researcher conducted a semi structured interview with the respondents, observations also was conducted by the researcher by sitting in the classroom with pupils during the usual class session. This study had five specific objectives

The first specific objective was to explore how pre-service teachers trained towards inclusive education and in this objective tutors and teacher education curriculum and modules were used to find the answers. Findings have indicated variety of methods that have been used to train student-teachers for inclusion. These include course based training from the curriculum, cross curricular training, and the use of personal strategies. However, both strategies that have been used by teacher educators to address inclusion in teacher education have been addressed by some scholars and have proved to be ineffective (Pugach& Blanton, 2009). For example, the use of course based training has failed to change pre- service teacher's attitude and orientation toward students with diverse needs and most of the student teachers feel unprepared to address inclusive education (Jelas, 2010). Kapinga (2014) also reached a similar conclusion that the curriculum for teacher education and the readiness of pre-service teachers for inclusive education have not reached the standard required by inclusive settings. To this end, the

research concludes that pre-service teachers involved in this study are not well trained for inclusion as tutors face a lot of challenges.

Furthermore, studies indicated that student teachers have great concern about the teaching of inclusive classes, and they are positive to it since they do understand what it takes to teach inclusive classes as it needs time, resources, self-dedication, and collaboration (Kapinga, 2014). To them, their needs are centered in the need for more courses in the curriculum and the need for clear policy concerning what actually address issues of inclusion. Their needs have been a result of current curriculum for teacher education which has offered to them a little knowledge about inclusion.

Studies in Tanzania have shown a great concern about current move to inclusive education and the way that teachers are prepared for this journey to be irrelevant (Mboya et al., 2008; Mmbaga, 2002). Considering the findings, it can be said that the current needs of student teachers can be catered for by innovating the current teacher education curriculum as well as improving the policy that guide implementation of inclusive education in Tanzania

The second specific objective of this study was to find out the teachers' awareness on inclusive education. The study found out that most of the teachers are aware of inclusive education. All the respondents reached explained the concepts of inclusive education according to their understanding. Additionally, the study revealed that not all teachers had formal education on inclusive education.

The environment does not support inclusive education and this was evident from the sitting arrangement where students with mental disability have their own class and desks. When researcher asked the teacher he said that, these students are very immovable and when they seat with other students they make others not to give attention to on their studies.

The third objective was to find out how and what extent learning and teaching process is in the all-inclusive classrooms. The result indicates that, most of the teachers use participatory method when teaching. For example they use question and answers, small group discussion, sports and games, songs, group discussion, and peer tutoring. These methods seem to be very helpful as I observed during class hours the students were very active and were enjoying the lesson. The findings indicate that the students with exceptional needs like those with visual impairment, albinisms do not benefit from the way their teachers present the lesson in the class. This has been due to the lack of teaching aids which can be used by Blind students. Inadequate special needs education among teachers also seems to affect the students understanding in the classroom since the teachers do not know how to handle these students in inclusive classroom these is actually show the use of non-participatory method.

The fourth objective was to explore the limitations/challenges which faced by teachers in implementing inclusive education. The findings revealed that, the teachers face hardships in teaching in inclusive classrooms because they lack some skills on how to handle the pupils. There is absence of teaching and learning materials especially for visual impaired students. There is no enough support from the government that can help to maintain students at school, for example food and facilities for sports and games. There are no seminars for teachers to attend so that they can learn new skills on how to handle the children in inclusive classes. There is no good cooperation among teachers and parents on solving the problems the children have. In short the system does not give enough support to teacher so that they can get motivation on teaching in inclusive education classes. It shows that teachers have been left with the burden of taking care of the children at school and other stakeholders do not see it as their accountability. For example, the head teachers, parents, administrators and the ministry concerned to education do not contribute fully as expected.

6.2 Conclusion

Based on the analysis of findings it can be concluded that pre-service teachers are not well trained for inclusion as teacher educators face a lot of challenges. Similarly, the curriculum for teacher education and the attention of the pre-service teachers for inclusive education have not reached the standard required by inclusive settings.

Based on challenges occurs due to the situation of implementing the inclusive education, to a large extent the lack of training in inclusive education to teachers contribute towards a poor inclusive education implementation in Tanzania's primary schools. In order to make the learning run effectively the mentioned challenges and others appeared during presentation of findings should be solved by using the experiences from other circumstances occurs in the phenomena.

However, challenges like teaching pedagogical and other teaching and learning situation have been found to hinder the successful implementation of inclusive education. But these can be countered if all stakeholders are involved in decision making and fully participation of implementation particularly the teachers of inclusive education as a base for education provision in Tanzania.

Preparation of teachers should be considered as a base, to create awareness of teachers and other stake holders, to make proper resources available and promote participatory pedagogical methods which are inclusive friendly.

6.3 Recommendations for policy implication

Apart from the study presented findings, discussion and conclusion several issues would need to be addresses in order to enhance the implementation of inclusive education in Tanzania's primary schools. The following recommendations are among the issues that can be address to enhance the implementation of inclusive education in primary schools.

Government should make clear policy and suitable curriculum for in-service teachers and pre-service teachers training and make them fit to go for implementation of inclusive education and make the inclusive education being as course to be taught like others course so as to make them competent, teachers should be properly educated so that they have the knowledge of their occupation and responsibilities. In line with the findings, the researcher suggests that the government should employ teachers who have inclusive education trained for inclusive schools and provide in-service training in order to bring effectiveness and efficiency into implementation of inclusive education.

Toward challenges facing implementation of inclusive education the following were suggested: There should be cooperation between regular teachers and specialist teachers, children and parents by producing collaborative environment which facilitate teaching and learning being effective and efficiency. It was encouraged to create participative learning materials and approaches which emphasise learners to acquire knowledge effectively. Cooperation helps the teaching and learning process in schools to run smoothly. Teachers are able to teach and learners are able to learn. Healthy interactions promote achievement for learners.

Researcher also suggests that there should be effectual monitoring and evaluation if the goals of inclusive educational have to been achieved. There should be cooperation between teachers and other stakeholders to make it easy for the implementation of inclusive education in primary schools. Educational policies should be reviewed from time to time to take complete account of individual differences and situations. It was by doing all these that can be assurance for quality and equal education for all.

6.4 Recommendations for Further Studies

Since the study covered inclusive schools in Mbinga district council merely, it is imperative that other studies be carried out in other areas in the region and other parts of the country in order to improve the situation countrywide.

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APPENDICES

APPENDIX I

Research budget

The researcher will require funds to carry out the study, therefore the following is the budget estimated for the research work.

Item	Quantity	Price	Total
Ream	2 pc	9000	18,000/=
Note book	4	@ 1500	6,000/=
Pen	10	@100	1,000/=
Stapler pins	1 box	@1000	1,000/=
Stapler Machine	1	@3000	3,000/=
Typing			20,000/=
Printing and photocopy		50,000	50,000/=
Transport from Mzumbe to MbingaVs	6trips	@55,000	350,000/=
Accommodation and Meals	4trips	15,000	60,000/=
Airtime			25,000/=
Reprinting Reports			100,000/=
Binding			120,000/=
Emergence			500,000/=
TOTAL			1,244,000/=

APPENDIX II

Research time table

Time Frame	Activity
August-November, 2016	Preparation of research topic Writing a proposal Presenting proposal to the supervisor
December, 2016	Proposal Presentation
January, 2017	Proposal Collection Data collection from the field
February 2017	Data analysis
March 2017	First draft writing
April 2017	Writing the second draft by responses from supervisor
May- June 2017	Third draft writing and editing Submission

APPENDIX III
Questions to pre-service teachers

1. How do you understand inclusive education?
2. What are the courses and experiences you have received so far concerning inclusive education?
3. What concern do you have regarding teaching of inclusive classroom?
4. How your experience so far concerning inclusive education has influenced your practices toward inclusive education?
5. Describe how inclusive education related training have helped you during your teaching practices in the following areas:
 - (a) Lesson planning,
 - (b) Classroom management,
 - (c) Preparation of teaching and Learning materials and
 - (d) Student's evaluation methods?
6. Do you think you have received appropriate and sufficient training preparation to teach inclusive classes?
7. In your own opinion what kind of support do you think you need in your training so that you can practice and implement inclusive education?
8. What do you think should be done to improve teachers training programmes toward inclusive education?
9. Do structures of training fulfil the needs of teachers to implement inclusive education?
 - (i)Yes [] (ii) No [] (iii) I don't have []
10. If no in an (9) above what is your opinion?
11. Does Government support the implementation of inclusive education in a regular School?
 - (i)Yes [] (ii) No [] (iii) I don't know []
12. If yes in Question (11) above in how? Mention
.....

13. If no in Question (11) above what is your opinion

APPENDIX IV

Questions guide for tutors

1. How do you understand inclusive education?
2. Describe how inclusive education and related courses have been presented across the teacher education curriculum in this institution?
3. What do the student teachers learn or taught concerning inclusive education?
4. Describe how is training about inclusion is conducted with reflection to teaching methods, teaching materials, reflection activities and evaluation?
5. How do student teachers helped to reflect their knowledge concerning inclusive education practices into the class during teaching practices?
6. What are the factors that hinder developing inclusive practices among student teachers?
7. What do you think should be done to improve pre-service student teacher straining toward inclusive education?
8. Do you know anything about inclusive Education?
(i) Yes () (ii) No () (iii) Am not sure ()
9. Do you come across about the word inclusive Education?
(i)Yes () (ii) No () (iii) I don't know ()
10. Do other regular pupils cooperate with pupils with disabled in this institution?
(i)Yes () (ii) No ()
11. If Yes in Question (10) above, in which areas do they cooperate.....?
12. If No in Question (10) above why do you think they don't...?
13. What challenges do you encounter when teaching in inclusive classes? (List)
14. What strategies do you employ to overcome the challenges you mentioned in Questions(13) above

15. Do you have a support teacher in your inclusive class?

(i) Yes() (ii) No ()

16. Which Support do you get from your fellow teacher? Mention

it.....
.....

15. Is there any support get from your institution managements? Mention it if

available.....

16. What do government Support the implementation of inclusive education to ensure smooth running of educational activities? Mention

it.....
.....

17. Do Curriculum matching set the Implementation of inclusive education...?

(i).Yes () (ii) No () (iii) I don't know()

18. Do pre service teacher get clear training about inclusive Education?

(i)Yes () (ii) No () (iii) I don't know ()

APPENDIX V

Questioners to principle and head teachers

The principal and two head teachers of the two schools and one college that are participating in this study will interview separately using the same set of questions. Their direct words will be written in wrong side up commas and they will be referred to as Principal X, head teacher Y and Z for the sake of secrecy.

Group A: Attitude Questions

1. Do you think Inclusive Education is a good policy? Give a reason for your answer.
2. Can this policy be implemented successfully in your school/college? If not, why
3. Would you like to see this policy implemented in all schools in this District?
Support your response

Group B: Awareness Questions

1. How did you find out that your school/College was chosen to participate in the study on Inclusive Education?
2. What was your understanding of Inclusive Education before your school /college participated in the study?
3. What is your understanding of Inclusive Education now?

Group C: Personnel Development Questions

1. Have you ever been trained to manage an inclusive institution?
2. Do you have professional development programs to assist educators in order for them to be able to implement inclusive education in this institution?
3. Does this school/college have budget set aside to cater for staff development for inclusive education purpose?

Group D: Infrastructural Development

1. Do you have a problem of overcrowding in this institution?
2. Is the plan of building accessible for disabled learners?
3. Does this school/college have sanitation and electricity?

4. Is water available in the school/college location at all times?

Group E: fear and Opportunities

1. What do you regard as main pressure to the successful implementation of Inclusive Education?

APPENDIX VI

Questions to guide district education officer

1. How long have you been in this post?
2. Are you aware of any country in the world where the implementation of Inclusive Education has been a success?
3. What is your understanding of the policy of Inclusive Education?
4. Do you think the implementation of Inclusive Education will be a success in this District?
5. Are all the schools in this District ready to implement Inclusive Education?
6. Have all educators been trained to implement Inclusive Education?
7. Are their skills developmental program put in place by the District to help educators in implementation of Inclusive Education? If not, why is it so?
8. Is there any special school that has been converted to a resource centre to help mainstream schools with inclusion in this District?
9. How involved are the parents in the implementation process of Inclusive Education in this District?
10. What would you say are the main challenges facing the implementation of Inclusive Education in this District?

APPENDIX VII

Questionnaire ask to teachers (in-service teachers& specialist teachers)

1. What are your teaching qualifications?
2. Does your class have any learners with learning barriers?
3. If your answer in question 2 above is “yes”, how do you deal with learners with learning barriers in your class?
4. Do you get any support from parents?
5. Do you think inclusive teaching is a good idea?
6. If any, what are the benefits or advantages of teaching learners inclusively in one class?
7. If any what are the disadvantages of teaching learners inclusively in one class?
8. What do you think of the old system whereby learners with disabilities were referred to special schools instead of keeping and teaching them in the mainstream schools?
9. Are there any resources available in your school to help you teach inclusive classes effectively?
10. Mention (if any) other teaching resources you feel there is a need to have in your school for effective teaching in inclusive classes.
11. Are there any workers from other departments whom you work closely with in order to help learners with learning disabilities in your school? (mention the department)
12. Are there any problems on daily basis that hinder successful implementation of Inclusive Education in your school? (list them)

APPENDIX VIII

Observation checklist

The assessment of infrastructure involves the following aspects

1. Availability of physical facilities: - status of buildings, teaching and learning materials/ assistive devices.
2. Availability of equipment: - wheelchairs, hearing aids, Braille machines.
3. Enrolment of pupils with disabilities and non disabilities
4. Environment protection: - such as fence

APPENDIX IX

Interview questions guide

1. Specialist teachers and in-service teachers
2. What are your teaching qualifications?
3. Does your class have learners with learning barriers?
4. State how you deal with learners with learning barriers in your class teaching.
5. What kind of support do you get from parents?
6. Are there any resources available in your school to help you teach effectively in you inclusive class?
7. Are there any problems you encounter on daily basis that hinder effective implementation of inclusive education in this school?

APPENDIX X

Interview questions to pupils

1. Pupils with disabilities in my class have additional time to complete tests.
Yes () No () I don't know ()
2. The performance of inclusive schools might increase if teachers would be supplied with enough teaching and learning devices.
Yes () No () I don't know ()
3. Pupils with disabilities also benefits most of the test provided by teachers in my class.
Yes () No () I don't know ()
4. Both teachers teaching in inclusive schools and those teaching in Special schools collaborate.
Yes () No () I don't know ()
5. Do you believe inclusive education is placing both pupils with disabilities and pupils without disabilities in a single class?
6. Yes() No() I don't know ()
7. Responsibility of implementation of inclusive education is for all normal and non normal pupils together with teachers with special education training and those regular teachers.
Yes () No () I don't know ()

APPENDIX XI

Introduction letter

TEO

1



MZUMBE UNIVERSITY

OFFICE OF THE VICE CHANCELLOR

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MZUMBE
MOROGORO, TANZANIA

Ref. No.: MU/DPGS/INT/38/VOL. II/119

Date: 2nd February, 2017

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. GAUDENCE MBUNDA

The bearer of this letter is a postgraduate student at our university (Mzumbe University) pursuing **Master of Arts in Education (MA - EDU)**. As a part of requirements for completion of his studies, he is collecting information on *"Assessing the implementation of inclusive education in Tanzania's Primary Schools: A Case of Mbinga District in Ruvuma Region"*.

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

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

Sincerely yours,

Dr. Fred Alfred (PhD)
For: **VICE CHANCELLOR**

10/02/2017

ARISA ELIMU MSINGI
PALMASHAURITA MJI
S.L.P 106
MENGA

Mpemi ushukuru
S/m ST. WILHELM
S/m HUANINA
CHUO CHA WATUMU NAZARETH

CURRICULUM VITAE: (C V)

(1) PERSONAL INFORMATION.

Name: **Gaudence Christandus Mbunda**
Correct Address: **Box 50 Mbinga**
Mobile phone: **0757 712 512/ 0625 755 071**
Nationality: **Tanzanian**
Birth Date: **10/08/1981**
Languages: **Kiswahili & English.**
Gender: **Male**
E-mail: mbundagauzz@gmail.com
Marital status: **Single**

(2) EDUCATION BACK GROUND:

- Masters of Arts in Education (MA-ED): 2015 – 2017 at Mzumbe University
- Bachelor Degree in Education Special Needs (BEDSN): 2012 – 2015 at Sebastian Kolowa Memorial University (SEKOMU) equivalent entry
- Grade “A” Teacher Training: - 2001 – 2002 at Songea Teachers Training College.
- O level certificate:-1996 – 1999 at Njombe Secondary School.
- Primary education from: - 1988 – 1995 at Maganagana Primary School - Mbinga.

(3) JOB EXPERIENCE

- 2003 – Now am working at Ndembo Primary School under permanent employment.DED – Mbinga.
- August 2013 – September 2014 – was at Ilonga Teachers College in Kilosa – Morogoro as a tutorial (practical training).
- August 2014 – September 2014 – was at Kinondoni Municipal under Sinza maalumu special school as a teacher for children who need special education (practical training).

(4) HOBBIES

- Readings, surfing the internet, listening to music, radio, watching TV.

(5) OBJECTIVES

I'm highly committed with the job, am ready to learn new technologies as far as it will expand knowledge. I can work in both under minimum and maximum Supervision

(6) REFERES

1. DISTRICT EXECUTIVE DIRECTOR
MBINGA DISTRICT COUNCIL
BOX-194 MBINGA
+255 25 2640005
2. SAMWEL MARTIN KOMBA
DISTRICT EDUCATION OFFICER
BOX 194-MBINGA
Mobile-0754374251
2. Dr KALIMAS PEREPETUA (PhD) :(SUPERVISOR OF MY RESEARCH
FROM
MZUMBE UNIVERSITY)
BOX, 1, MOROGORO
Phone.0713273096

I declare that all information given above is correctly.

Name
Gaudence C. Mbunda.

Year
2017

Signature
.....

Date:
.....