

Research Paper

The State and Implementation of Inclusive Education Policy in Tanzania: The Case of Primary School Education in Ilala Municipal Council (IMC)

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Abstract— Special education has been practiced in Tanzania in 1950 education by the Church Missionary Society. Notwithstanding its long time in the country, its implementation literature is sparse although Tanzania education policy has clearly stated the need for inclusive education. This study examines the compliance of public primary schools on inclusive education policy in Tanzania in particular it examine the compliance on inclusive to the pupils with disabilities in primary schools by considering school infrastructure and teachers' capacity to implement it and the challenges in implementing primary education in Tanzania. This study was qualitative and it employed a case study design. The sample size was 66 respondents selected using purposive sampling while the methods of data collection were interview, focus group discussion and documentary review. The method of data analysis was content analysis. The findings indicate that inclusive education, which has led to an increase pupils with disabilities in schools. Despite this achievement in enrolling pupils with disabilities as part of inclusive education, the challenges such as inadequate of learning and teaching materials and lack of teachers 'competence to handle pupils with disabilities' indicate that Tanzania has a long way to go in provision of inclusive education. This study suggests that the government has to increase the budget for inclusive education and provide capacity building for teachers and other caretakers so that pupils with disabilities and special needs may get competent teachers and services needed while at schools. Further to that, the ministry of education, Science and technology and other stakeholders in education sector should put their efforts on improving the implementation of inclusive education so as pupils with disabilities get education and services at school similarly to pupils without disabilities in primary schools in Tanzania.

Keywords— Inclusive education, primary education, Implementation, Tanzania, policy

1. Introduction

There were about 240 million children with disabilities globally. Similar to other children, children with disabilities have ambitions and dreams for their future [1]. Akin to other children, they should get quality education to develop their skills and realize their full potentials [1]. Also, 2030 Sustainable Development agenda and its 17 goals provide a important framework to lead local communities, Countries, and the International community toward achieving disability-inclusive development.

However, children with disabilities in most cases overlooked in policy formulation, hindering their access to education and their ability to participate in socio-economic and political aspects. Globally, these pupils are amongst the most prone to be out of primary schools [1]. They encounter persistent obstacle to education services such as discriminations, stigma and the routine failure of decision makers to incorporate disability issues in school services [1]. Disability is one of the most severe challenges to education across the World.

Deprived of their rights to learn, children with disabilities are regularly deprived of the chance to take part in their communities, the workforce and other decisions that most affect them. This is contrary to studies such as, [2] notes that inclusive education as an approach where all children get a chance to participate in education programs. The study considers this approach as the uppermost level of progress of inclusive education. It requires joint endeavor and much support with other people. Furthermore, inclusive education for all children is based on the notion of education equity. Hence, inclusion means achieving social equality among pupils, realized through the adjustment to setting-out structures and processes that are friendly to all pupils [3]. Inclusive education requires changes at all levels of society. At the primary schools' level, teachers must be trained, buildings must be renovated and students must be given reachable and adequate learning materials. At the society level, stigma and discrimination must be dealt with and individuals need to be educated on the needs and significance of inclusive education. At national level, state must align laws, regulations and government policies with the

international conceptions of the rights of persons with disabilities and often gathering and analyzing data to ensure children with disabilities get required education services while at primary schools in Tanzania.

In Tanzania, [6] debates on inclusive education for pupils with disabilities initially started in Tanzania Mainland in 1950 by the Church Missionary Society [4;5]. Despite the apparent long history of implementing inclusive education in the country, literature is limited in this area of inclusive education and few policies have been specifically formulated towards inclusive education [4;5]. Research regarding inclusive education is necessary since it enables us comprehend the present condition of this education in Tanzania similar with the global literature [4;5]. Nevertheless, efforts to establish inclusive schools in Tanzania started in 1998, when a pilot project was launched in Temeke District in Dar es Salaam Region by the Government, with the help of the Salvation Army and United Nations Educational, Scientific and Cultural Organization (UNESCO). The number of inclusive primary schools was also increasing, from the 4 schools established in 1998, to 196 schools in 2010, which is certainly outstanding improvement [4]. Yet, this increase in schools did not imply that learning is taking place in these schools. For inclusive education to succeed, a lot of things must be put in place, and these include knowing the needs of all learners, and providing them all with quality and equity education which include teaching and learning facilities. In the year 2008, during the 48th session of the International Conference on Education in Geneva, Switzerland, Helja Misukka, the State Secretary, Finland's Ministry of Education admonished: Inclusive education will come true only if we understand that the future is not a force of nature – a flood or an earthquake. It does not just happen; we make it through our own choices [4]. As I understand it, it is these crucial choices with their significant implications that this conference is all about [4]. In Tanzania, [6], as amended in 2005, states that each person has the right to access education. It also gives mandates the government to make sure that all persons have equal and adequate chance to pursue education and vocational training. The 1978 education. Act enshrines obligatory education at the primary level of education and states that 'no person may be denied of an opportunity to get primary education.

Furthermore, the Primary Education Development Plan, in its first phase implemented from 2001 to 2006 and second phase from 2007 to 2011 and also third phase revised and implemented from 2012 to 2017 while the fourth phase was implemented from 2020 to 2021. All these phases aimed at providing all children from difficult and hard-to-reach, orphans and those with disabilities with education [7].

In 2009, the government responded to the needs of the most vulnerable children by developing the National Strategy on Inclusive Education 2009-2017, that intended to enhance education provision for children with special needs through an inclusive approach. Based on the plan, the 2018-2021 National Strategy for Inclusive Education also strengthened the education system in providing more

equitable learning opportunities for all children and youth, including vulnerable groups. With this intent, the National Strategy for Inclusive Education pays particular attention to marginalized groups, such as children with disabilities and out-of-school children. However, this study focuses only on the inclusive education to pupils with disabilities in primary school in Tanzania with special focus to Ilala Municipal Council (IMC).

[7] noted that devotion, setting objective and yardsticks for an equitable and inclusive education system with disabilities was set by a first policy framework engaging people with disabilities. Also, 2004 National Policy on Disability provides an enabling supportive environment for inclusive education. It focuses on the improvement and increase in inclusive education services and training for persons with disabilities. Furthermore, the Act 2010 states that all people with disabilities should benefit in education without any discrimination. Specifically, under section 27, the Act has laid down the right to education in inclusive settings and the right to disability-related support services when they are at schools.

The National Strategy on Inclusive Education 2009-2017, in Tanzania aims at specifically children and youth with disabilities by stressing the need to provide special educational support for them at school and the use of sign language and Braille. Also, the 2018-2021 National Strategy for Inclusive Education states that children and youth with disabilities are not supported, as emerged by the high number of repetition rate and large out-of-school population. It then reiterates the objective to provide children and youth with basic education services through better trained school human resource and learning environments [8]. In order to include and provide children with disabilities with quality education, the development and implementation of inclusive policies and programmes is required.

Despite these strategies and inclusive education policy in place, Tanzania did not have a routine system whereby children could be screened for possible disabilities or other learning hindrances. Some of pupils with disabilities registered in primary schools were those whose disabilities were not noticeable [4]. Children whose disabilities were not obvious go unnoticed because of lack of screening techniques of children at birth or at the time they start (ibid). It is only logical that learners with special needs and those with possible educational disadvantages be identified as early as possible during the developmental period of the human life span. Timely identification of impairments or developmental problems can lessen the impact of the impairment on the functional level of an individual. This is important because it can stop the impairments from degenerating into a disabling condition. In order for schools to effectively design and plan for special and/or inclusive education programs, screening and identification should be given priority. [4] argued that diagnosis and teaching are inseparable and interrelated components, which should go together. The main purpose of [4] study was to explore the pervasiveness of refractive errors and as well as visual conditions of unrevealed pupils in

primary schools in primary schools in Tanzania. The fore mentioned study was confined to prevalence on reflective errors and other visual conditions but not compliance on inclusive education policy. Therefore, this study examine the compliance of public primary schools on inclusive education by examining the state of school infrastructure as per education policy guideline, learning materials and challenges for inclusive education in Tanzania. This is because the fore mentioned studies [1;4] dwelt on reflective errors and identifying the prevalence of pupils with disabilities respectively while [5] dealt with historical trend of inclusive education in Tanzania. In that stance, this study intends to fill the fore mentioned knowledge gap. The research's objectives which guided this study were: i. to explore the state of primary school infrastructures in relation to provision of inclusive education ii. to examine the availability of learning materials to pupils with disabilities and iii. to investigate the challenges in providing inclusive education to primary school pupils in Ilala Municipal Council.

This paper is organized into six sections. Section one presents an introduction, section two contains related work, section three is about theory which guided this study. Furthermore, section four contain methodology of the study while section five presents results and discussion and section six contains conclusion and future scope.

2. Related Works

In this paper, literature review is done to establish a conceptual underpinning of inclusive education as well a research gap that this study filled.

2.1. Conceptual underpinnings of Inclusive Education

[7] Views inclusive education as the process which transforms the educational processes and procedures which include structures, government policies, practices and human resources, to include all pupils in mainstream education by curbing and becoming responsive to pupils' varied needs. It involves establishing and maintaining yardsticks of inclusiveness, changing and modifying of national curriculum content, teaching and learning materials, pedagogy and environment to ensure access to, and participation in quality education for all learners irrespective of their differences gender, ethnicity, socio-economic and cultural background, physical and intellectual abilities and special learning needs [7].

According to the Education and training sector development programme 2007-2011, inclusive education may take place all over the learning career from social, psychological, cultural and/or physical disability factors. In this study, the operational definition of inclusive education is used to mean at primary school level, teachers must be competent, buildings renovated and students must receive required learning facilities. At the community level, stigmatization and discrimination must be tackled and individuals need to be educated on the need of inclusive education. At the state level, government must align laws and policies with the rights of persons with disabilities and regularly ensures that education services are readily available.

This operational definition is in line with the 2030 Sustainable Development agenda and its 17 goals provide a powerful framework to guide local communities. The agenda pledges to leave no one behind, including persons with disabilities and other disadvantaged groups. It recognizes disability as a cross-cutting issue to be considered in the implementation of all its goals [7].

Education sector in most developing countries, including Tanzania, have been marginalizing pupils with disabilities. Some of the stakeholders in education stated the measures in which Tanzania could get from an inclusive education policy. The literature indicates that each year on December 3rd, the world marks the International Day of Persons with Disabilities to promote the rights and well being of persons with disabilities. But as the world plan to commemorate the day next year 2023, experts worried that there is still a daunting division for people with disabilities in getting their basic needs. The Watchdogs requested for a reaffirmation of Sustainable Development Goal (SDG) no. 4 which call for "inclusive and quality education for all".

A 2016 report by the Commission on Education indicates that persons with disabilities experience from exclusion from education services. In this case, it notes that more than 32 million children with disabilities globally are underprivileged of education [9]. Furthermore, 2020 UNESCO report observes that when the Covid-19 outbreak, took place, 90% of pupils and students in the world experienced a disruption to their education due to the pandemic [9]. "The circumstances of children with disabilities have further worsened; distance learning is often inaccessible to them." The report has indicated that 32 million children with disability are most likely to be deprived of education but this report does not explicate the actual practice of inclusive education policy in Tanzania. It did not so far indicate how people with disabilities are furnished with learning materials, trained teachers and it is silent on the challenges facing pupils with disability while they at primary schools in Ilala Municipal Council.

2.2. Empirical literature review and knowledge gap

Several studies have been undertaken on inclusive education. However, the studies like [4;5] dealt with the reflective errors and identification of the pupils with disability before they join primary schools. On other hand, [5] dealt with historical development of inclusive education and its various reforms while [9] study notes that 90% of pupils were affected by the pandemic but this study has focused mainly on the development and prevalence of pupils with disability and inclusive education in Tanzania. Meanwhile, a study conducted by [1] noted that children with disabilities are not considered in policy formulation and service delivery. Nevertheless, studying the practice of inclusive education policy and adherence to it in primary schools is equally important as scholars such as [10] argues that greater investment in education can lead to great returns, if such investment results in acquisition of skills which the labour market demands. This study seeks to shed light on the ways in which inclusive education policy in primary schools has

increased equity to pupils with disabilities in primary schools. Therefore, this study was of significance because successful and sustainable investment in education needs to adhere to the inclusive education policy and guidelines. Thus, achieving broad based primary education by different pupils with different categories of disabilities is likely to have long-term on improving the equity in Tanzania primary schools.

3. Theory

This study was anchored on equity theory developed in 1963 by John Stacey Adams. The Scholar introduced the idea that equity is a key component to motivate individuals [11]. It is based on the view that people are induced justice, and so when they face unfairness in the services ratios of them and their societies, they shall find to fine-tune their input to reach their expected equity. Adams recommended that the higher people's observation of equity, the more they will be motivated, and vice versa [12]. In other words, if people notice injustice circumstances, they will be not motivated [12]. Therefore, the theory was used in this study to examine whether inclusive education was implemented equitably in primary education service delivery to pupils with disabilities and how challenges (if any) de-motivate pupils with disabilities in Primary education service in Tanzania.

4. Methodology

This study was a monitoring study to examine compliance on inclusive education particularly learning materials for primary education service delivery as it was intended in various strategy and policy of inclusive education. It was in fact exploratory study which sought to explore experiences and challenges in providing inclusive education in primary schools in Ilala municipal council. Also, this study is sought to understand the perception and feelings of the pupils in inclusive education. This study used a qualitative design because of its underlying assumptions that the perception and experiences to be examined in order to understand a phenomenon. Such as experience and feelings can hardly be studied quantitatively.

4.1 Area for study, population and Methods for data collection and analysis

Three secondary schools "A", "B" and "C" from Ilala Municipal Council were purposively selected to participate in this study. The total number of sample size was 66, i.e 10 with deaf impairment, 10 with deaf blind, 10 with intellectual impairment, 10 respondents with albinism and 10 teachers, 10 parents, 6 education officers.

This is because in qualitative research, the sample size is selected purposively in which respondents were selected in a sample that it was believed to give data which are relevant to the study. In this study, the selection was purposive so as to focus only on schools that had students with disabilities in the belief that they would give required information to determine their services for inclusive education.

Table 1 presents a number of Pupils registered with their type of impairment in 2019 and 2022. Many pupils have Deaf

and intellectual impairments but the boys were 196 many compared to girls 179 with intellectual impairment.

Table 1: Number of Pupils enrolled with their Type of impairment, 2019 and 2022

Type of Impairments						
	2019			2022		
	Male	Female	Total	Male	Female	Total
Deaf	59	49	108	66	59	125
Intellectual	196	179	375	214	110	396
Deafblind	5	7	12	5	8	13
Autism	22	6	28	22	7	29

Source: Field data, November, 2022

4.2 Methods of Data Collection

This study collected data by using interview, focus group discussion and documentary review so that to complement each other in order to fill the information gap left by any of these methods of data collection.

4.2.1 structured interview

Semi-structured interview method was used because this paper intended to get insights, experiences on the practices of inclusive education in primary schools in Tanzania. The respondents were asked similar questions on the practice of inclusive education and the challenges facing primary schools in providing inclusive education. The respondents asked were 10 teachers, 6 education officers and 10 parents.

4.2.2 Focus group discussion

Focus group discussion consisted of respondents who share similar features which were related to this research and the group consisted of 6-12 respondents. The reason for using focus group discussion was that it can provide a lot of information quickly and was plausible for soliciting views and perceptions relating to the practices of inclusive education in Tanzania. In this paper, focus group discussion solicited information from pupils (with disabilities) where the researcher grouped them in 10-12 respondents and researcher started by introducing the topic and the guiding questions as tool was used so as to put a discussion on the track. The criteria for grouping were age whereby pupils with the age from 8 years to 17 years could form a focus group. The groups for focus group discussion were 4 where as each group had 10 respondents, constituting to 40 respondents from primary school pupils in their respective primary schools.

4.3 Data analysis technique

The data collected were qualitative and analyzed by using Content analysis technique. According to [13] themes refers to topics or major subjects that come up in the discussion and this form of analysis categorizes the related topics. For instance, in a research questions were what is state of primary school infrastructures in relation to provision of inclusive education? ii. to what extent is the availability of

learning materials to pupils with disabilities?, and iii. what are the challenges faced in providing inclusive education to primary school pupils in Ilala primary schools. The aspects stated in research questions were identified using frequency as well as content in the study council. As [13] argue that in developing a coding system, the information was put on the major topics established and other data necessary to the research question are organized and placed around the relevant question under the study. Also, some graphics and direct quotes from respondents will be used in data analysis and discussion.

5. Results and Discussion

The findings presented in this study start with demographic characteristics of respondents and then it embark on the state of physical infrastructure in primary schools and teachers' capacity as well as the challenges facing pupils with disabilities in primary schools at Ilala Municipal Council.

4.1 Respondents' characteristics and their Impact on Inclusive Education

Demographic features such as age, education, gender, and working experiences were explored in order to establish on how the affected inclusive education at Ilala Municipal Council. The findings are presented as follows:

In Ilala Municipal Council, the data were gathered on the ages of the respondents which indicated that 33 (50 %) respondents were old ranging from 8 to 39 years while twenty (30.3%) were old between 40 and 59 years. However, others 13 (19.7%) participants had ages of 60 years and above. Therefore, in Ilala Municipal Council, the majority of the respondents (33) were aged between 8 and 39 years.

The age of 8 and 39 of these (50%) respondents indicated that some of them had impact on inclusive education at Ilala Municipal Council. For example, at Primary School "B", it was reported that the majority of respondents with these age categories were pupils and teachers who had recently been admitted to primary schools and employed as teachers as such they were enthusiastically demanding the rights of people with disabilities to be considered in primary schools compared to those who were aged 40 to 59 years of age. These findings on age's influence on inclusive education were confirmed by one of the teacher when interviewed aptly stated that,

"Our primary school has pupils with disabilities but most of them are aged 8 years and above, so when it comes to the needs of people with disabilities they are so courageous to demand them and mobilised us to encourage primary school administration and community members and persuade them so that they can consider the rights of pupils with disabilities such as students with albinism, deaf and hearing impairment" (Interview, November, 2022).

Concerning gender, 66 respondents who participated in this study indicated that 33(50%) respondents were male and 33(50%) respondents were female. The findings reveal that,

gender was considered among the respondents of this study; given the fact that both male and female are beneficiaries of inclusive education in Ilala Municipal Council.

The respondents were asked to state their level of education. The field data indicate that 10 (15.2%) respondents were postgraduate, 15(22.7%) respondents were graduate, 10(15.2%) had a certificate level of education and 31 (46.9%) were from other criteria of education. This implies that, respondents have enough knowledge in term of education to participate in this study particularly the issues related with implementation of inclusive education in primary schools in Tanzania.

Experience of respondents was important characteristic to enable respondents in providing enough information which was required to fill the study gap. Hence among the respondents 40 had an experience not above five years equivalent to 60.6% of the total respondents, 8 respondents had an experience six to ten years equivalent to 12.2%, 18 (27.3%) respondents has an experience of 16-20 years. This result shows that, most respondents had experience with implementation of inclusive education for more than five years, hence had rich information on students with disabilities and inclusive education in primary schools in Tanzania.

4.2 The State and Implementation of Inclusive education facilities in Primary Schools in Ilala Municipal Council

In examining state and implementation of inclusive education in Primary Schools "A", "B" and "C", a total of 66 students with physical challenge, visual, and hearing impairment as well as those with albinism were interviewed and requested to provide information about the implementation of inclusive education in their primary schools.

The interviews were conducted to examine the availability and school infrastructures such as dormitories, toilets, classrooms, playgrounds, dispensary and other aspects such as water. The study found that the services and infrastructures for inclusive education practices were similar across three wards in primary schools. The pupils with visual impairment complained that they did not have learning facilities such as maps in Braille. It demonstrated lack of appropriate teaching and learning materials in all primary schools. Some of the students with no legs were asked to explain about their experiences with regard to inclusive education and the responded that they had no essential facilities such as they were of the opinion that:

"were are here in primary school but we are facing a number of challenges such as lack of facilities for learning and conducive environment. For example, the dormitories have stairs but no area for students who have leg impairment"(Interview, November, 2022).

Table 2 indicates the pupils enrolled with disabilities and lack of learning facilities. This response represents the feelings of the majority of pupils who had the same feelings as presented in table 2.

Table 2: Number of Pupils enrolled with their Type of impairment, 2019 and 2022

Type of Impairment						
	2019			2022		
	Male	Female	Total	Male	Female	Total
Deaf	59	49	108	66	59	125
Intellectual	196	179	375	214	109	395
Deafblind	5	7	12	5	7	12
Autism	22	6	28	22	7	29
Impaired legs	6	6	12	5	7	12

Source: Field data, November, 2022

4.2.1 Availability of desks and teachers' housed for pupils with disability and pupils with no-disabilities

These findings were corroborated with Ilala Municipal Council Report of 2022 which indicates that the ratio of pupils per desk as directed in the policy was 2 to 1. However, in 2018, IMC average ratio was 1:18. The acceptable ratio was noted in "C" division at 1:1 while "B" there was poor average of 1:11 as presented in Table 3 above.

Table 3: Distribution of primary schools' desks by Wards

Wards	Total enrollment	Number of desks	Average no. of pupils per desks
"A"	68,000	19,748	11
"B"	133,000	29,700	10
"C"	17,100	8,283	2
Total	217,393	57,725	19

Source: Field data, November, 2022

This study found that teachers' houses were at an average 27 teachers to a single house in the IMC in 2018. This is the worse proportion and it gives impression that implies that the government should put more financial resources for teachers house (see table 4 for further details). The findings indicate that lack of houses for teachers contribute to poor working conditions which in long run affect the pupils with disabilities and inclusive education in particular.

Table 4: Teachers' Houses by Wards in IMC

Wards	Number of teachers	Number of teachers' houses	Average of Teachers per house
"A"	1,400	48	31
"B"	2,171	81	28
"C"	674	29	25
Total	4,228	156	28

Source: Field data, November, 2022

The findings indicated that student's enrolment as well as number of classrooms in 2022 was at the average of 215 pupils per each classroom. The inadequacy of classrooms was also noted in primary schools at ward "C" at 283 pupils to a classroom followed by "A" at 208 pupils to a classroom (for more details see table 4).

Table 5: Availability of Classrooms per pupils in Wards

Wards	Total enrollment	Number of classrooms	Average pupils per
"A"	67,548	325	208
"B"	132,944	469	283
"C"	16,901	217	78
Total	217,393	1011	215

Source: Field data, November, 2022

This study investigated the availability of important facilities to pupils with disabilities. These facilities such as eye-glasses, pencil and pens, books, cutleries such as spoons, plates, and teaching and learning materials like maps and pictures. Pupils with a physical challenge in the "B" primary school had the view that there were lack of enough teaching and learning materials, and assistive devices such as crutches, and shoes. One respondent stated as follows: "I did not have books, tricycle, as well as reading facilities". Furthermore, one student stated that "We need crutch and other facilities such as sandal to support my movement from here and there while at primary schools and home" (Interview, November, 2022).

These findings corroborate with [14; 15; 16; 17] note that inadequacy facilities such as sanitary facilities and some of them were no accessible, washroom is small, and students with a wheelchairs cannot afford move in this space.

Students with deaf at primary school in ward "C" also had the view that hearing aids were not sufficient, similarly to maps, and as well as visual aids. It gives impression that there was challenge of inadequate teachers, teaching and learning materials and transport facilities. Students also noted the same at primary schools in Wards "A", "B" and "C" as they found that teaching and learning facilities were not enough. For example, the maps and well as eye-glass were not enough and no one was concerned in school administration.

Also this study noted a challenge of teacher as table 1 indicated that the primary schools have registered pupils with different disabilities but these pupils faced a number of challenges such as teachers with lack of skills in sign language and communication skills and there was no areas in buildings where people with no legs could pass. These findings are contrary to what [22] states that pupils are learning in several ways, such as they have to see, hear, and experience things at first hand.

The government has established district education officers as well as officers in regions in charge of inclusive education. The government has also established zonal inspectors in charge of special education. The heads of special schools also have to specialize in special needs education. Focus group discussions with students at primary school ward "A" showed that students were not satisfied with some teachers at the primary schools.

One student stated as follows: "I want competent and adequate teachers. Care and support from caregivers is inadequate" (Focus group discussion, November, 2022).

Some of the students complained that they were facing discrimination from the teachers and matron as well as patrons and pupils with no disability. They further opined that some teachers could punish them contrary to their expectation and could increase their disabilities for example pupils were told to kneel down in a sunny. There were disappointing words and some could be beaten with stick. The findings indicated that some teachers were ignorant of handling students with disability such as albinism. Also, it was observed that at primary schools in wards "B", and "C" in Ilala. When students with disability were asked to state what some teachers and pupils did to them.

Students stated that some of teachers gave physical punishment in such a way that some students could not put much concentration on their studies (Interview, November, 2022). Also, pupils were facing the challenge of being stigmatized and harassment from teachers. For example, it was observed that some of pupils with total visual impairment depended on those with physical disability or those with albinism for mobility and directions to where they wanted to go. The findings indicate that despite being in inclusive environment, pupils with impairment could not be accepted by those with no disabilities.

Despite efforts in Tanzania to achieve inclusion in education, the inclusive education still faces a number of challenges such as inadequate school infrastructure and lack of teaching staff competency to handle pupils with disabilities. Pupils felt that there was stigmatization and discriminated. The findings give impression that the government should redefine the policies and practices of inclusive education in Tanzania as a way to curb the challenges of marginalization in education services. It noted from the study findings that some of the policies in Tanzania have partly led to the improvement of provision of inclusive education services in primary schools. Appreciation is toward the Ministry of Education, Science and Technology for establishing a policy in 1995 (and 2016) education and training policy which demonstrated the ways on how inclusive education can be practiced despite the fact that there some challenges. In fact, to a certain extent pupils in primary schools receive the services they want but this study has presented some challenges facing pupils in inclusive education such as lack of teaching and learning materials, poor infrastructures, stigmatization, physical punishment, harassment and segregation by teachers and students as well as other members of the community such as matrons. These findings corroborate with [21] who observe that teachers should give materials for instruction and promote collaboration in teaching and learning environment to the pupils so as to make sure that the learning is interestingly done.

Therefore, this study recommends that the government should increase financial resources, as well as improve the infrastructural and physical facilities in primary schools. Furthermore, implementing in-service training for all teachers and other service providers about inclusive education. According to [20], this will improve the teaching and learning environment in schools for pupils with disabilities, as well as in inclusive education.

The findings have indicated that Tanzania faces a number of challenges in providing inclusive education. Furthermore, teachers should undergo training and fundamental changes in the curriculum content, along with increased finances. These findings conform to study which note that Tanzania has to increase its resources in the education of children with disabilities, particularly in the areas of teachers' training and other human resources [18]. Also, was further observed that the Ministry of Education, Science and Technology directed that inclusive education should be taught at teachers' colleges [19].

6. Conclusion and Future Scope

This paper has indicated that students in inclusive primary schools got supportive services but, this study has indicated some challenges facing students in inclusive schools such as lack of teaching and learning materials, poor infrastructures, stigmatization, physical punishment, harassment and segregation by teachers and students. Based on the findings of this study, it is recommended that increase in financial resources, as well as infrastructural and physical materials in primary schools is paramount. Also, implementation of the in-service training for all teachers, service providers with inclusive education skills and how to take care of pupils with physical challenges. This in long run can improve the teaching and learning environment in schools for pupils with disabilities.

Further to that, the ministry responsible for education and other key stakeholders can be given the global emphasis on inclusiveness of education, put forth effort on improving the practices of inclusive education so that students with disabilities can get the education they deserves. Additionally, there should be research on equity in providing primary education services to pupils with physical challenges in Tanzania.

Conflict of Interest

There is no conflict of interest

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Authors' Contributions

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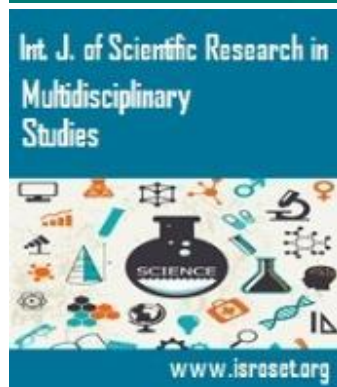
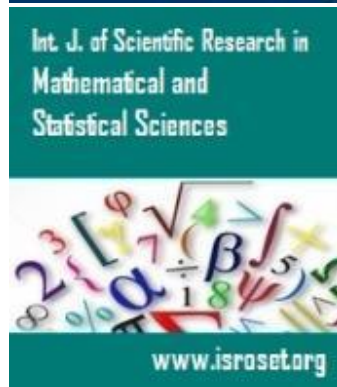
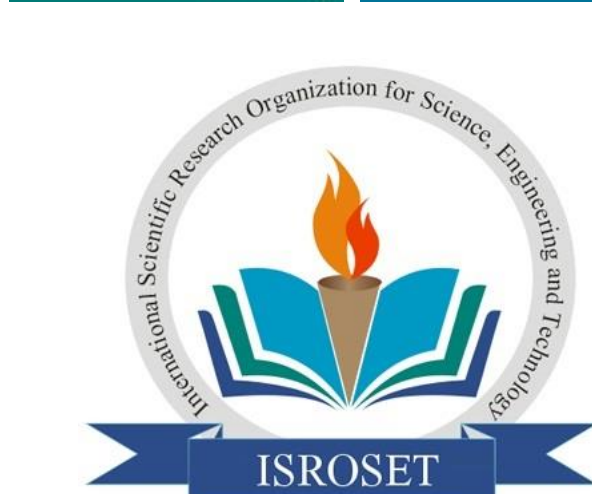
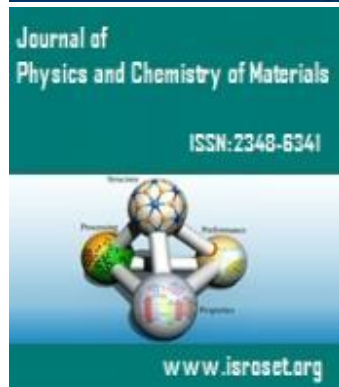
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AUTHOR'S PROFILE

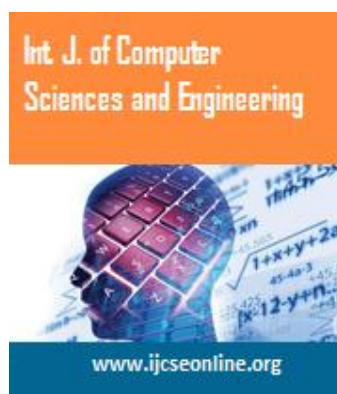
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