

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Challenges of Educating Students with Disabilities in Tanzania Secondary School Inclusive Education Settings

Emanuel Ismael Maphie

Assistant Lecturer, Mkwawa University College of Education, Iringa, Tanzania

Mwajabu Posssi

Professor, Department of Educational Psychology and Curriculum Studies,
University of Dar es Salaam, Tanzania

Abstract:

This qualitative research employed phenomenological approach to explore and establish challenges of educating students with disabilities (SWDs) in Tanzania secondary school inclusive education settings. A total of Sixty-one respondents including thirty-two students, sixteen teachers, six parents, four heads of schools as well as three DEOs were purposively selected and joined the study. The study leading question was; what are the challenges experienced by students with disabilities in secondary school inclusive education settings?

The findings show varied challenges for SWDs in Tanzania secondary school inclusive education settings. They include academic, environmental, attitudinal and financial challenges

In light of the study findings, recommendations have been given for the purpose of improving inclusive education in Tanzanian secondary schools. Future research directions in the field of inclusive education particularly in secondary schools are also recommended.

1. Introduction

1.1. Background to the Problem

Education is recognized globally as a force for social change and a vital means for combating poverty, empowering the marginalized, safeguarding children from exploitation, promoting democracy and protecting the environment (Ainscow, 1999). Education being a foundation for life learning has to be accessible, of high quality and sensitive to the most disadvantaged groups (Corbett, 2001). In recognition of the role that education plays in social transformation, the Government of Tanzania, soon after independence in 1961, acknowledged the role of education in achieving its overall development goals of improving the quality of life of Tanzanians by strengthening economic growth and poverty reduction (Ministry of Education and Vocational Training [MoEVT], (2008).

To ensure access and quality of education, several policies structural reforms were developed to spearhead the delivery of quality education at all levels. The policies and structural reforms, include among others, the Education Act of 1961 which replaced the Discriminatory Education Ordinance of 1927; Education for Self Reliance (1967); Musoma Resolution (1974); Universal Primary Education (UPE) (1977); Education and Training Policy (ETP) (1995); National Science and Technology policy (1995); Technical Education and Training Policy (1996); Education Sector Development Programme (ESPD) (1996) and National Higher Education Policy (1999) (World Data in Education ([WDE]), 2007; MoEVT, 2010).

PEDP and SEDP aimed at expanding students' enrolment, boosting the quality of education as well as improving school infrastructures in primary and secondary schools (MoEVT, 2008). One of the notable successes of the PEDP and SEDP has been the rapid increase in the enrolment of students at primary and secondary school levels. For example, primary school net enrolment has increased from 59% at the beginning of PEDP in the year 2002 to 92% in 2012 in the PEDP second phase. Similarly, secondary education net enrolment increased from six percent (6%) in 2004 when SEDP started to 36.6% in 2012 for Ordinary Level Education, and from less than one percent (0.40%) in 2002 to four percent (4.7%) by 2012 for Advanced Level Education (MoEVT, 2012).

While Tanzania has had an admirable record for the achievement of enrolment in both primary and secondary schools, which goes proportionally with gender parity, the emphasis on expansion since 2000 has sometimes led to less attention on equity issues (Pima, 2012). The report by Tanzania the Federation of Disabled Peoples' Organization (2009) and Pima (2012) show that the access to secondary education in Tanzania is extremely biased in that Tanzanian Education and Training Policy has not taken on board learner differences. Kapinga (2012) for instance, shows that most of school infrastructures do not have facilities for students with disabilities (SWDs).

1.2. *Education for Students with Disabilities in Tanzania.*

Education for All Global Monitoring Report (2007), estimates that the majority of children with disabilities in Africa do not go to school. Of the out of school 72 million primary school aged children worldwide one third has disabilities (UNESCO, 2007).

The 2010 Millennium Development Goals (MDG) Report notes a strong link between disability and marginalization in education. Despite the overall increase in school participation over the past decade, children with disabilities have continued to be left behind. In Africa alone, fewer than 10% of disabled children are in school. Other surveys suggest that disability has a greater impact on education than gender, household economic status or rural/urban divide (Corbett, 2001).

Children with disability in Tanzania represent a significant but largely invisible population. According to the 2011 report on adolescence in Tanzania by UNICEF, about 0.5% of all the children enrolled in primary school were children with disabilities. In secondary schools the report shows that, 0.2% of boys and 0.4% of girls had disabilities. These percentages are extremely low when compared with the estimated 7.8% of Tanzania's population with disabilities (UNICEF, 2011).

The survey by the National Bureau of Statistics [NBS] (2009) shows that seven percent (7.8%) of the Tanzanian population has some activity limitations including disabilities. Mara region is leading with 13.2% of its people having disabilities while Manyara has the least two percent (2.7%) proportion of the people with disabilities. The report shows that 47.6% of the disabled population is illiterate. Further, 23% of those in school reported discrimination and negative attitudes attributed to them by members of the school, including teachers and fellow students. In the same report, 50% of those in school reported to experience logistic problems including transport difficulties (NBS, 2010).

Possi (1996) suggests that before 1950 when the first school for visually impaired students was established, the provision of education to the disabled community in Tanzania was not recognized. Most school age children with disabilities were denied access to education. Pima (2012) shows that with years, there has been an increase in the enrolment of SWDs. The number has increased from 30344 in 2011 to 32192 in 2012 for primary education, as well as 5008 in 2011 to 5494 in 2013 for secondary education (NBS, 2014). However, despite the increase, many disabled children are left without primary or secondary education. NBS (2014) shows that only 19404 children with disabilities were enrolled in primary education in 2013 which is less than one percent (1%) of the school age disabled population.

1.3. *Inclusive Education in Tanzania*

Before 1980's, learners with special educational needs were placed in special schools where they received special education and services (Winzer, 2006). Globally, it is the Salamanca Statement of 1994 which evoked the need to provide basic education to children in special needs as a step forward to reach the goals set at the first Education for All (EFA) Conference in Jomtien 1990 (Corbett, 2001). For the purpose of increasing both enrolment and equality of the SWDs in education, the Salamanca Statement suggests inclusive education as a strategy to reach the goals (Gwala, 2006). For that reason, approaches in education for children with disabilities moved from special needs to inclusive education (a process for increasing participation and reducing exclusion, in a way that effectively responds to the diverse needs of all learners), reflecting a change from the medical to the social model of disability, as well as a growing human right focus in the disability field (MacDonald, 2012).

The Government of Tanzania adopted the Salamanca Statement as a guide, and selected 37 schools to pilot inclusive education as a starting point aiming for full inclusion to all of its secondary schools in future (MoEVT, 2012). The piloted schools necessitated to adoption of an education system that captures the need of individuals, rather than changing the individual to fit in the system. The purpose was to ensure that more learners with special educational needs are served in general education classrooms.

The change from special needs education systems to inclusive education poses snags to teachers and education specialists (Khan, 2012). Kapinga (2012) observes that although the inclusive model emphasizes assistance to learners by class or subject teachers and not by specialists, there is no evidence that teachers in inclusive education settings in Tanzania are prepared to undertake the role. Instead, teachers trained to teach students without disabilities and those in other special needs found themselves in a new role to include SWDs in their classrooms. ILO Report (2009) informs that teachers in Tanzania are reluctant to accept learners classified as having disabilities in their classrooms since most of the teachers have inadequate or poor special needs education training.

Furthermore, Gwala (2006) observes that teachers in Tanzania are not motivated. Meijer (2005) and Rieser (2002) insist that inclusive education system requires dedicated and responsible teachers in the front line to display positive attitudes towards disabled learners. Sreenath (2012) suggested that one of the important elements for successful inclusion is motivation to teachers. If teachers are not recognized and motivated for the work they perform, inclusive education may not be implemented with success.

The shift to inclusive education also affects the education system in terms of physical environments including infrastructures. The introduction of the new approach of teaching learners with special educational needs in normal classrooms or schools in Tanzania demanded for change to most of Tanzanian secondary school's infrastructures so that they can support SWDs (Pima, 2012; Chediell, Sekwao & Komba, 2000; Mkonongwa, 2014). It is therefore, important for one to reevaluate schools' infrastructure and examine their effectiveness in supporting SWDs so as come up with recommendations on how to improve.

Lewis (2007) shows that, the increase of enrolments in secondary schools in Tanzania as a response to MDGP under SEDEP, has led to over crowdedness in schools. Student-teacher ratio is important component in inclusive education settings. SWDs require a closer help from their teachers, hence the need for lowering student-teacher ratio. Cornodi et al. (1998) suggest that inclusive class size should not exceed twenty (20) students even if there is only one disabled student.

MoEVT (2008) shows that the government of Tanzania has been budgeting for the purchase of equipment/devices for SWDs. Danda (2012) observes slow pace by local governments in facilitating inclusive settings in their areas of administrations. Inclusive education settings require preparations of learning and teaching materials (LTM) that suite SWDs. Terz (2008) argues that it is unfair to believe that there is quality education for learners with special needs education without proper learning and teaching materials.

Kisanji (1999), in his study on the opinions of Tanzanians towards inclusive education, reports that most of parents, teachers and non-disabled students had negative feelings towards inclusive education. Possi (1999) informs that negative feelings toward SWDs by the community are influenced by community superstitious behaviors. On the other hand, Alqurain and Gut (2012) suggest that members of community are important in creating inclusive environment for SWDs. They need to be prepared so that they become aware and accept learners with special education needs.

Confidence for teachers is another important aspect in inclusive education settings. Cornoldi et al. (1999) points out that mainstreamed school educators generally lack confidence when teaching SWDs in their classes. Rouse (2009) supports the view by Cornoldi et al. (1999) that often teachers who perceive themselves as competent inclusive educators have more positive attitudes toward inclusive education than those without the perception.

The policy on the provision of education for students with special needs education is an important aspect in inclusive education settings. Tanzanian Education and Training Policy (1995), recognizes the need for all children to receive education but does not directly talk of inclusive education. Rather it talks of equal access of education to all learners (Ministry of Education and Culture, 1995). Moreover, it does not view inclusive education being different to ordinary education with regards to aims, objectives, time, content and method (Lewis, 2007).

In 2004, National Disability Policy was launched, though, throughout the document nowhere inclusive education is mentioned. Instead, special needs education is mentioned more often. Nowhere in the policy is inclusive education differentiated from special needs education. It is like the two concepts are viewed as similar elements but with different titles. Generally, the 2004 national disability policy does not speak of inclusion though inclusive education has been practiced in the country for some years.

In this regard, inclusive education has unique characteristics different from those of ordinary or special needs education in terms of its aims, objectives, time, contents and methods. Expecting school systems which are not set to capture features of an inclusive environment to accommodate SWDs was a problem that needed investigation. Hence, the present study sought to investigate opportunities and challenges of educating SWDs in Tanzania secondary school inclusive education settings.

Several issues have remained unclear in the context of inclusive education in Tanzania. These include: education policy systems (curriculum and syllabus for the students with disabilities; books, medium of instruction and teachers for students with disabilities), schools' environment (school infrastructures, placement processes and support received by SWDs in general schools) and society/community views/perceptions (perception and understanding of inclusive education among teachers, non-disabled students and parents). Attention is needed to examining challenges facing implementation of inclusive education such as availability of infrastructures and teachers, analysis of the education system (policy) and learning materials for SWDs. This study was conducted to give a limelight on the challenges of educating SWDs in Tanzania secondary school inclusive education settings.

1.4. Purpose of the Study

The study was conducted to investigate challenges of educating SWDs in Tanzania secondary school inclusive education settings. The study observed the challenges of inclusive education in Tanzania secondary schools.

1.5. Research Questions

1. What are the challenges of educating SWDs in Tanzania secondary school inclusive education settings?

1.6. Significance of the Study

The study has been important in that it has raised issues on the understanding of the opportunities and challenges of educating SWDs in Tanzania secondary school inclusive education settings. It has put the inclusive education system in the limelight leading to constructive recommendations to responsible organs. Furthermore, the findings of this study are expected to facilitate the reviewing of the Tanzania educational policy, specifically the inclusive aspect in Tanzania. Furthermore, the study paves a way for further research in the field of inclusive education.

1.7. *Scope of the Study and its Limitations*

The study was conducted in Dar es Salaam and Kilimanjaro regions. Teachers in the sampled schools, with and without inclusive education training, heads of schools, DEOs, parents as well as students with and without disabilities from the selected regions formed part of the participants for the study.

The study was delimited to Dar es Salaam and Kilimanjaro regions because of the following three major reasons: The regions have inclusive schools catering for the four categories of disabilities (physical, hearing, intellectual and visual disabilities). Secondly, the regions have co-education inclusive secondary schools with both ordinary and advanced education levels. The sampling helped the researcher to easily access information from both boys and girls but also from ordinary and advanced schools. There was an advantage of having both experienced and non-experienced respondents. Furthermore, the regions had the oldest inclusive schools which were initially not meant for SWDs. For that case, it was considered important to study the school environments, infrastructures and how the settings support the existence of learners with disabilities. Although the study was limited to the two regions, it yielded sufficient information.

2.1. *Definition of Terms*

2.1.1. Inclusive Education

In this study, inclusion means full acceptance of all students which leads to a sense of belonging within the classroom community; all children learn together in a regular school or class with their peers irrespective of their differences or difficulties in learning or development.

2.1.2. General Teachers

Regular teachers in this context refer to all teachers who have not gone through special needs education training courses.

2.1.3. Regular School

Regular schools refer to schools designed for learners who are not identified as being in need of special education but accept all types of children.

2.1.4. Special Needs Education

For the case of this research, special needs education refers to the provision of education to SWDs in different environments where they learn separately from other children.

2.1.5. Special Schools

Special schools in this study refer to schools which are designed purposely to enroll and provide education to SWDs only.

2.1.6. Teachers Trained in Special Needs Education

For the case of this study, teachers trained in special needs education refer to those who are trained and equipped with skills on how to handle students with educational needs or disabilities.

2.1.7. Students with Disabilities

In this study, students with disabilities refer to those who have limitations in some activities performed by most children. They are enrolled in schools but excluded from learning or not enrolled in schools but could participate if schools were more flexible and supportive to their needs.

2.2. *Development of Inclusive Education in Tanzania*

Disability in Tanzania is defined under the Disability policy of 2004 and the 2010 Tanzanian Disability Act as the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical, mental or social factors (Ministry of Health and Social Welfare (MoHSW, 2010). Tanzania has also signed several International Declarations including the declaration on the Rights of Disabilities (1975), the Convention on the Right of the Children (1989) and the Standard Rule on the Question of Opportunities for the People with Disabilities (1993).

According to Tungaraza (1994), special needs education in Tanzania was initiated during the colonial era by religious institutions. It was the Anglican Church, for example, which established the first school for visually impaired students in 1950. It was then followed by Roman Catholic which built the first school for students with hearing impairment in 1963. After independent, there were immense efforts by the government to educate its citizens; although the question of students with special needs education was not a priority as there was no specific policy in place to guide special needs education. They were included in the general policy of education that was meant to deal with general population.

In Tanzania, inclusive education started through a pilot study in some schools (MoEVT, 2012). In the year 2004, the National Policy on Disability came in place followed by the Act for people with disabilities of 2010 (MoHSW, 2004; 2010). The 2010 Act for the people with disabilities prohibits discrimination of any form in the provision of education at all levels. It puts clearly the right of educating SWDs in inclusive settings (MoHSW, 2010). For the first time, the act made it necessary for

students with disability to be educated in inclusive settings. MoEVT (2012) suggests that the government of Tanzania has trained classroom teachers, school inspectors, District Education Officers (DEOs) and Ward Education Officers on inclusive approach as a way forward to full implementation of inclusive education. MoEVT (2011) indicates that the government has conducted several policy reviews and curriculum reforms so as to take on board inclusive education features.

Further, the Government of Tanzania, through its National Examination Council has made some provisions to facilitate examinations for special education needs where examinations are written in Braille for the students who are totally visually impaired while for those with low vision their examinations are written in enlarged prints. MoEVT (2011) shows that the target is to make sure all secondary school students are mainstreamed, although in the same it acknowledged that there is much to be done so that secondary schools can develop more practical curriculum for SWDs which will concentrate much on life rather than academic skills.

Despite that the National Disability Policy and the Act for the people with disabilities require all public places including schools, to be accessible for people with disabilities; one notable and notorious challenge indicated by different literatures is inaccessible physical infrastructures (Masenga, & Mkandawire, 2007). Mbagga (2002) suggests that most of the public-school buildings in the country are inaccessible. Kapinga (2012), on the same, attributes challenge in inclusive and special needs education to the government because even during the year 2002-2006, when many reforms took place in the sector of education, the question of inclusive and special needs education was ignored. The author also reports lack of qualified teachers for special needs education, inaccessible facilities, shortage of teaching and learning materials, overcrowded classes as well as lack of assistive devices for the SWDs as common challenges among schools in Tanzania.

In addition, Pima (2012) suggests that inclusive education in Tanzania falls in the hands of teachers who are unaware of various impairments and how to deal with most common learning difficulties. The finding supports that of Possi (1996) who shows that teachers in Tanzania are not informed on how to adapt the classroom and school environment to overcome barriers to learning. Again, in the same, it shows that most teachers in Tanzania are not aware on how to respond to students' diversity and how they can adapt curriculum to suit the needs of SWD. Pima (2012) suggests that given that inclusive education principles encourage the involvement of parents/community so that they become aware of diversities and thereon support inclusion, parents/communities in Tanzania are not involved in planning of inclusive programmes neither are they aware of diversities within their children.

The data from different sources as summarized by Massenga & Mkandawire (2012) indicate that teachers, educators and experts in the education system in Tanzania do not work cooperatively. The system goes contrary to inclusive education advocates and principles which call for relationship between education system and communities as it serves management of budget and resources (Osgood, 1994).

2.2.1. Theoretical Framework

For thousands of years, in different cultures all over the world, people believed that disabled people's loss of bodily or mental function was due to a wide range of incidental causes. This approach of thinking towards disabilities was labelled as Medical model (MM) or traditional model. Under the medical model, a disabled person is the one who needs a wheel chair, cannot climb the stairs, is sick, needs help, has a bitter attitude, needs cure, is house bound, cannot use hands, cannot walk, talk, see or hear, and needs institutional care. According to Rieser (2002), the medical model affects the way people with disabilities think of themselves. They internalize negative messages that problems for people with disabilities (PWDs) stems from not having normal bodies. Internalizations of the negative thinking make disabled people less likely to challenge their exclusion from mainstreamed society (Rogers, 2007). Care and benefits are awarded as a legitimate portion of the pie produced by society as a whole, in an effort to compensate for personal tragedy.

The second approach to disability in which the present study was aligned to, is the Social Model (SM) of disability. It was in place between 1970s/1980s (Tunmer & Stagg, 2006). The base of the model was that people with impairments are disabled by society's attitudes and barriers caused by social and attitudinal barriers, capitalism/corporatism (Forlin, 2010). Social model perceives disability as a socially created problem, not an attribute of individual and pinpointed the society as the one which disable people through having inaccessibly designed infrastructure and disabling attitudes. The model is therefore, interested on the barriers in the society that limit individuals to their full potentials. It views society as having badly designed buildings, being too hypocritical, having segregated education, lack of enablers, inaccessible transport, having isolated families, having prejudiced attitude, low income and poor job prospects (Tunmer & Stagg, 2006). The social model seeks for inclusion of everyone in the society rather than exclusion. It aims on breaking down barriers in the society that prevent full participation of PWDs in social activities.

The model was selected to guide the study as it gives light on the barriers within the society and the way they affect education for the SWDs. They include the environment (inaccessible buildings and services); peoples' attitudes (stereotyping, discrimination and prejudice) and organizations (inflexible policies, practice and procedures). The model helped in identifying the solutions for barriers against SWDs. It encourages the removal of barriers within the society or reduction of their effects. It also encourages the society to be more inclusive.

The study is guided by three major attributes in an attempt to examine challenges of educating SWDs in Tanzania secondary school inclusive education settings. They are policy systems, school's environments and society/community views/perceptions.

Educational policy systems set procedures and regulations for an inclusive education school. It is the educational policy which recognizes inclusive settings, and prohibits discrimination or segregation of the SWDs as this may prevent them from attending school. Society/community is another attribute that arbitrates inclusive education. Social stigma and negative attitudes to SWDs by parents'/family members undermine progress of education in inclusive settings. Sreenath (2012) points out that stigma and negative attitudes originate from society beliefs and religions positioning. It is also important for parents to be involved in the preparation and implementation of inclusive education strategies to raise their awareness.

The third concept which intercedes in inclusive education is the school environments. MacDonald (2012) shows that schools which lack appropriate facilities cannot admit SWDs. Accessibility of the school environment in terms of the building determines the life of the SWDs in an inclusive school. Rouse (2009) suggests that the school is responsible for allocating the student-teacher ratio to cater for the demand of the SWDs.

MacDonald (2012) suggests that it is the duty of the school to make sure that SWDs are supported.

Generally, educational policy systems, school environments and community/society views, form interacting sub-essential conditions for inclusive education settings as summarized in Figure 1.

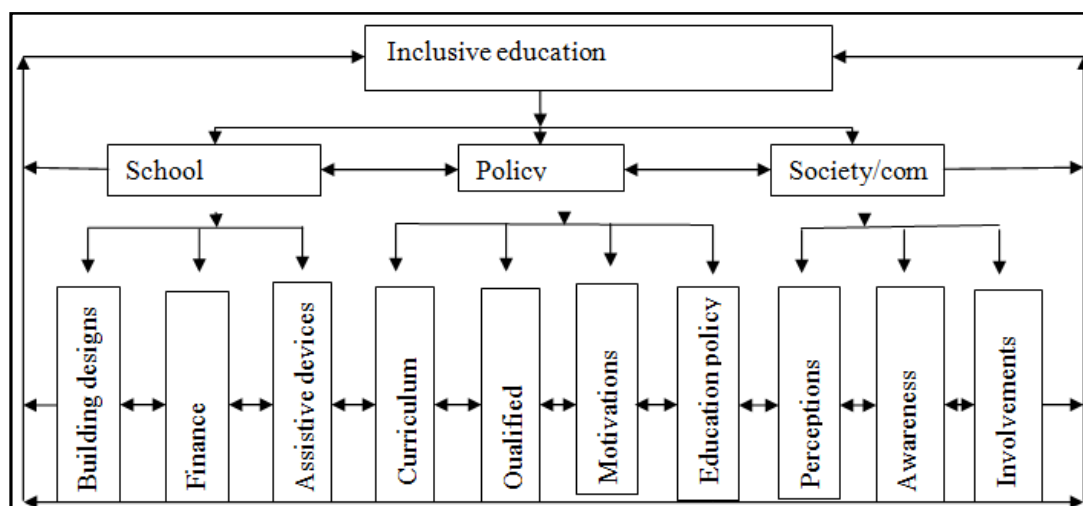


Figure 1: Conceptual framework
Source: Modified from Rieser (2002: 57)

3. Research Methodology

The study employed phenomenological approach to investigate on the challenges experienced by students with disabilities in Tanzania secondary school inclusive education settings. Phenomenology is the study of the appearances of things as they appear in people's experience, or the ways people experience things, thus, the meanings things have in our experience (Groenewald, 2004). Strauss & Corbin, (1990) put clear that phenomenological researchers, study the ordinary life world: they are interested in the way people experience their world, what it is like for them' and how best to understand their experiences. As stipulated by Strauss & Corbin (1990), phenomenology acknowledges that a person's life world is a social, cultural and historical artifact, as well as extremity of individual subjectivity.

The current research, through interviews and focus group discussions, yielded experienced perceptions and concerns of 61 participants from Dr es Salaam and Kilimnjaro regions on their real lived experiences concerning inclusive education settings (Groenewald, 2004). The participants who consented their participation were four (4) heads of schools, 16 teachers, 32 students stratified into four strata and then two (2) students from each stratum were purposively selected for the study. Finally, three DEOs were selected while eight (6) parents were purposively selected.

3.1. Methods of Data Collection

There are specific frameworks that involve the forms of data collection as proposed by the researcher in accordance with specific research methods. (Cohen et al., 2007). In this study, qualitative methods were used as means/tools of data collection.

Interviews was used to gather data from heads of schools/institutions, (unstructured interview), teachers and parents (semi-structured & structured interviews). This assured the study with rich and in-depth descriptions from the participants on their experience, opinions and views concerning inclusive education (I-TECH, 2008; Patton, 2001). Observation was another toll which was used to investigate school's physical infrastructures as well as teaching and learning materials, while participant observation was used to study teachers' engagement with students and especially those with disabilities as well as understanding teachers' capacity to handle inclusive classroom in terms of methods and attitudes. Observations provided firsthand experience, information and enabled the researcher to see things in their natural settings (Patton, 2001). Focus

group discussions is another tool used that aimed to share the views among students without disabilities toward studying with their peers with disabilities (Patton, 2002). The technique allowed free-flowing of the group members, to hear each other's responses, to carefully prepare questions and construct their own responses and synthesized other participant's comments. This helped to provide valuable spontaneous and in-depth information with higher quality of data on concepts, perceptions and ideas of a group in a short time and at relatively low cost (Reeves et al., 2008). Interaction of respondents also stimulated a richer response or new and valuable thought.

4. Presentation of the Findings and Discussions

4.1. Introduction

This chapter presents the research findings, data analysis and discussions. The study focused on investigating the challenges of educating SWDs in Tanzania secondary school inclusive education settings. One major research question was addressed that; what are the challenges experienced in educating students with disabilities in secondary school inclusive education settings in Tanzania?

To protect the respondents' anonymity, letters and numbers were used to represent the names of the research participants. The two sampled regions are represented by R1 and R2 while the schools involved are represented by SC1, SC2, SC3 and SC4.

s/n	Participants	Number of participants	Sex			
			M	%	F	%
1	Students with disabilities	16	10	62.5	6	37.5
2	Students without disabilities	16	7	44	9	56
3	General teachers	8	4	50	4	50
4	Teachers with special needs education	8	5	62.5	3	37.5
5	DEOs	3	2	67	1	33
6	Heads of schools	4	4	100	0	0
7	Parents	8	6	75	2	25
8	Total number of participants	63	38	60	25	40

Table 1: A profile of the Research Respondents

Source: Field Data

4.2. Data Presentation and Analysis

The research data were analyzed using thematic analysis. After collecting all the information, before formal analysis, the researcher translated all the recorded data from interviews and focus group discussions from Kiswahili into English. The data were recorded in Swahili. The researcher used steps for formal data analysis. Firstly, the formal phase was introduced after extensive reading and re-reading of the transcripts (Schnorr, 1997). Secondly, the process of categorizing the data was undertaken. Thirdly, in order to obtain a good interpretation of the studied phenomenon, the data were coded noting what is interesting and requires labeling significant words and filing data appropriately (Creswell, 2007). On the basis of the categories, identifying and creating themes were the final steps in the analysis of the data. Words, phrases, or statements that addressed the participant's description of feelings related to inclusive settings were marked using a highlighter.

Further, codes were assigned for different types of statements whilst identification statements of significance were grouped into meaningful units. Van Manen (1990) refers to this further division of sub themes as a method to "articulate" the main theme. Sub-themes were coded also after the main codes. Data analysis was a significant phase in this research.

4.3. Challenges Facing Inclusive Education Settings

Given the opportunities available for SWDs in inclusive education settings, the current study indicates that there are number of challenges facing inclusive education. The findings depicted that there are SWDs who benefit from being educated in inclusive education settings while others get challenges. From the findings, the degree of success or challenges experienced by SWDs in inclusive education settings depends on a type of disability. The findings, for example, show that students with albinism as well as those with visual and physical impairments were more comfortable in inclusive education settings than those with hearing impairment who faced many challenges. One of the respondents with hearing impairment from an interview said;

I am totally at a loss here. I am not gaining anything. Everything is bad to me, the environment is unfriendly, I cannot understand teachers when they teach and they never understand me. I am getting zero communication. Teachers never recognize my presence in classes; they generalize us (students with disabilities) with normal students. I think it is better we go back to our special schools.

The findings identify challenges experienced by SWDs in inclusive education settings. The challenges are in four categories namely; academic, physical/environmental, attitudinal and financial ones. The results show that there are many

academic challenges facing SWDs in inclusive education settings. Some of these challenges are at individual levels (students with and without disabilities, teachers and other members of the school community including laboratory technicians, patrons and matrons); others are at the institutional level (schools) and lastly at the national level (the Government, particularly Ministry of Education and Vocational Training). The environments as well as attitudinal and financial challenges are reported in this study.

4.3.1. Academic Challenges

The findings of the study revealed several academic challenges facing SWDs in inclusive education settings. From the findings of the study, academic challenges originate from the environments as well as within education systems. The findings from the interviewed respondents indicate many academic factors which hindered their prosperity in inclusive education settings.

From the findings, several academic challenges that hinder the success of SWDs in inclusive education settings include unfriendly curriculum implementation which refers teaching without using teaching materials, uniform or standardized sign languages, and uniform syllabus for SWDs, insufficient studying time in relation to SWDs and terminologies which were not translated into sign language.

Another problem was teachers' incompetence in handling SWDs. The teachers lack knowledge on the needs of the SWDs. For instance, some of them were unable to use sign language and also, there was lack of communication skills among SWDs and their teachers. The other problems included overcrowded classrooms, noises caused by Braille, truancy, and wrong translation of teachings by students who helped those with hearing impairment during classes.

4.3.1.1. Curriculum Challenges

From the findings, it shows that, the curriculum used in inclusive education settings in secondary schools does not reflect the learning of the SWDs. The findings indicate many inconsistencies of the curriculum. For example, it was evident that there are different versions of sign languages being used in different schools. In some schools, students use Finish sign language while others use the approved Tanzanian local sign language. One of the interviewed teachers in special needs education commented as follows:

The problem of having different standards of sign language is very big in many schools as well as in universities and colleges. For example, in some Teacher Training Colleges (TTCs) or universities, students may be taught in Tanzanian local sign language system while in other institutions Finish or American Sign Language systems are used. The situation is the same for students depending on the school where they received their primary education. To harmonize the situation, a curriculum which will dictate on sign language to be used in all schools and universities is important.

Further, it was observed that, teachers and SWDs face difficulties in sign language because the sign languages acquired from primary education schools are in Kiswahili while in teacher training colleges and universities, the sign languages are taught in English. It should be noted that the medium of instruction in Tanzania primary schools is Kiswahili while at secondary school level English is the medium of instruction. In this case, teachers translate their English sign language into Kiswahili for students to understand or start all over teaching students the new English sign language before they proceed with teaching other lessons. On this challenge, one of the teachers for special needs education said the following:

We experience difficulties in terms of the medium of instructions. Students use Kiswahili sign language while teachers use the English one. This situation demands us to either to translate the whole book into Kiswahili or teach students sign language in English before we proceed with the teachings at secondary school level. The two processes demand extra time which is not available in the school or national education system calendar for secondary education.

It was further noted from the findings that most inclusive education secondary schools lacked teaching and learning materials to accommodate the needs of SWDs. Learning and teaching materials such as books written in Braille for students with visual impairment, audio visual devices for students with hearing impairment or lenses for students with albinism are not available and when available are not sufficient. The finding shows that SC1 for instance, which had enrolled fifteen students with visual impairment, had only one Braille machine while in SC3 where there were 10 students with albinism, there were only two hand lenses. Commenting on this, one of the interviewed students with hearing impairment, had this to say:

Learning and teaching materials are challenge in our school. Books of all subjects are written in normal fonts. There is no single book of any subject which is written in Braille. As a result, we cannot interact with books neither in library nor from any other sources.

In addition, the findings from this study show that time allocated to educate SWDs in one level of education is another challenge. Findings shows that time allocated to educate SWDs in inclusive education settings is insufficient. The finding points out that, contrary to non-disabled students, those with disability require extra time for preparations.

It was further noted that SWDs who join form one, for example, require not less than a year for orientation courses to enable them master school environments. During orientation SWDs are exposed to basic skills including sign language, familiarization with the school buildings and introducing them to non-disabled students and other school members. From the interview with one of special needs education teacher, the following words were recorded:

The time allocated to educate SWDs is not enough. Students with disabilities require initial preparations before embarking into general curriculum. Students with hearing impairment, for example, require not less than a year to learn sign language. The available curriculum is silent on the extra time. It is my suggestion that SWDs be given one extra year in school. That is, while non-disabled students go through secondary education for four years, those with disabilities should go through a similar level for at least five years.

Furthermore, the findings of this study show that some science subjects terminologies are not in sign language. The findings point out that there are concepts or terminologies which cannot be communicated to students particularly those with hearing impairments. The findings show that some students understand what teachers teach while others fail to understand some of the concepts or terminologies. In an interview with teachers of special needs education, one of them commented as follows:

We experience a challenge in that some terminologies, especially from the science subjects are not expressed in sign language. It is difficult for us to communicate some particular concepts or terminologies to our students; it is really hard! All this happens because we lack a standardized or official curriculum for SWDs. We urge the responsible authorities to act immediately.

Generally, the study has shown that the curriculum used in inclusive secondary schools in Tanzania affects the learning of the SWDs. The reported inconsistency of the sign language used in inclusive secondary schools has caused difficulties among students and teachers. It appears that there is no acceptable and approved sign language by the Ministry of Education and Vocational Training hence, every school has its own version of sign language. Further, students have a different sign language taught from different primary education training.

The findings indicate that the available curriculum from the Ministry of Education and Vocational Training was silence on the version of sign language to be used in Tanzania inclusive education secondary schools. The study indicates that three different versions/standards of sign language were used in schools. Some schools used Tanzanian local version of sign language while others used Finish or American ones.

Apart from the inconsistency of the versions of sign languages used in inclusive secondary schools, the medium of instruction was another challenge. It was noted that students who graduate from primary education learn sign language using Kiswahili as their medium of instruction and teachers learn the same sign language using English language as a medium of instruction in their colleges or universities. When the two groups (teachers and SWDs) meet, everyone has a sign language of his/her own standard, but also, with different medium of instruction.

Lack of teaching and learning materials is also another challenge. Schools involved in the study demonstrated deficit in teaching and learning materials for SWDs. They lack, for example, books and where available, they were insufficient or do not cater for the needs/demands of the SWDs. Schools in this study had few or no assistive devices for the SWDs such as Braille for students with visual impairment and wheel chairs to support students with physical impairment. There was neither screen lotion for students with albinism nor audio devices to support students with hearing impairment. This condition makes it difficult for inclusive education settings to provide proper education for SWDs.

The time allocated for SWDs to study in one level of education is another curriculum challenge that emerged out of the study findings. It was noted from the participants that the time allocated for classes was not enough as SWDs require more time to be helped compared to students without disabilities. Students with disabilities for example, require more time for some training such as learning of sign language before they enter into a general curriculum with their fellows without disabilities. The time allocated does not consider this variation.

Generally, the study identified that the present curriculum for inclusive education secondary schools does not meet the requirement of inclusive education settings. The study findings are at odds with those of Alqurain & Gut (2012) who point out that despite the review of curriculum to fit inclusive settings, there are many barriers for the curriculum to grant equal access to the SWDs. The argument relies on the fact that inclusive education has been changing over time and legislations have sometimes failed to keep up with it. Stubbs (2008) adds that, for the curriculum to work, teachers, non-disabled peers, and school service providers as well as other professionals need to participate as a team in order to promote the access of SWDs and further their progress in general education programmes.

Further, the study by Terz (2008) insists on the importance of schools to have Learning and Teaching Materials (LTM) that suits SWDs. The SWDs require more sophisticated LTM to support their learning. It is true that students with visual impairment, for example, require extra materials such as Braille, etc. According to Terz (2008), it is unfair to believe that there is quality education for learners with special needs education without proper teaching and learning materials.

Armstrong (2003) further stipulated that the time allocated to educate SWDs in inclusive education curriculum does not support the use of instructional strategies. An instructional strategy, as pointed out by Alqurain & Gut (2012), needs to be the one which encourages SWDs to be imparted with functional skills and be able to access education through the general curriculum. It suggests a combination of effective typical instructional strategy and special effective strategy as the most effective approach in instructing inclusive education settings. For instructional strategy towards inclusive education classroom to be effective, extra time apart from that which is allocated in the general curriculum is required. It is this aspect of time which is missing in the present curriculum of inclusive education in secondary schools in Tanzania.

Additionally, Armstrong (2003) was of the view that curriculum for inclusive education settings should state clearly that SDWs have legal right of their needs to be met and be part of the general curriculum. To make sure that this is happening,

curriculum developers should ensure that SWDs attain the same goal and objectives as non-disabled peers. According to views of Armstrong (2003) it is important for the curriculum for inclusive education settings to give a room for SWDs to be provided with as much assistances possible to help them access the general curriculum.

Ainscow (2005), concludes that the problems with curriculum in inclusive education schools is the notion that "one size fits all curriculum" that is, having a curriculum which is applied to all students with and without disabilities which does not consider their differences in terms of needs, requirement and capacities. Mbagga (2002) suggests that for inclusive education to be successful; it needs to be built around the development of flexibility across the education system so that teachers, classrooms and schools are able to work in a way that accommodates every child's needs. According to Mbagga (2002) it is a contradiction when an education system is striving to be inclusive, when it has a curriculum that is rigidly and centrally controlled. This is supported by the report of Karakoski and Kristina (2005) on special needs education in Tanzania who suggests the need of reviewing and reforming the curriculum to make it flexible.

The present study discovered that there is no curriculum modification to meet the needs of SWDs in terms of accommodation and adaption as suggested by Alqurain & Gut (2012). Overall, there seems to be some evidence to indicate that the curriculum is not inclusive enough to be effective for educating children with special education needs especially those with disabilities. This has remained to be an academic challenge to most inclusive secondary schools in Tanzania.

4.3.1.2. Teachers' Incompetence

Incompetence of teachers in handling SWDs in the classroom was revealed in this study as one of the academic challenges of inclusive education settings in the sampled secondary schools for SWDs. The incompetence was evident from the scheduled observations in classrooms, interviews with teachers (special and general teachers), SWDs, heads of schools and DEOs, and during the focus group discussion sessions. Teachers trained in general education lack the knowledge on how to handle SWDs in their classes. From the observations, it was clear that, teachers were ignorant about principles and theories of handling inclusive education classrooms.

The study also noted that SWDs were sitting at the back seats of the class. In one of the classroom with students with hearing and mild visual impairment were in the back seats. It is important that such students sit at the front.

Further, the findings identified that teaching methods used by teachers were not inclusive and that they totally forget that they had SWDs in their classes. From the findings, it was observed that teachers did not give time for students with disability to ask questions for clarification where they did not understand. It was noted for example that when one teacher was asked by one of the student with hearing impairment to slow down when teaching as they had difficult in hearing, the teacher responded that the student should look for a teacher trained in special needs education for help. This was a very negative response. The finding is reinforced by a response from an interview with some untrained teachers in special needs education as follows:

I was not trained to teach SWDs. I do not know how to do it. Having SWDs in my class is a burden and disturbance for me! They are too disturbing; they claim that they do not understand what I teach. I also do not understand them. It is better to teach those with physical impairment. At least you can tolerate them than having those with hearing and visual impairments! Teaching the hearing and visually impaired is a bigger challenge!

To substantiate the argument, teachers trained in special needs education were recorded from the interviews saying:

The students with disabilities are seen by general teachers as belonging to us. If anything happens to a student with disability, general teachers ask him/her to seek help from us. Or it might happen that you are in an office, where a student with disability comes to seek for help. You will hear general teachers saying, "Your student has come, help him or her".

Further, the finding reveals that some teachers, especially those trained in general education, lack sign language skills. They were unable to communicate with SWDs particularly, those with hearing impairments. The finding also indicates that teachers had no skills to assist such students in their teachings. Instead, it was students without disabilities who helped those with hearing impairment in translation for the SWDs. It was noted that sometimes students who did translation failed to translate exactly what was being taught. On the other hand, students who were translating for their colleagues missed what was being taught in the classroom and were unable to listen and translate for SWDs. In response to this, one student with Hearing Impairment said:

We are unable to communicate with teachers when they are teaching in the classroom. They do not have sign language skills. This task is done by our fellow none disabled students. The problem is, sometimes our fellows fail to comprehend what the teachers are teaching and therefore, communicate wrong messages to us. We face total communication barrier with our teachers. We are not learning here; we are here because there are no special secondary schools for us.

The data from focus group discussions with students without disabilities, had the following information;

Most teachers lack sign language skills. They are not able to communicate what they teach to SWDs. Because some of us have learned sign language from our fellow students with hearing impairment, we translate for them when teachers are teaching. The problem is, sometimes we fail to understand exactly what the teacher is saying hence, failing to communicate the intended message to our colleagues. Also, the task of translating is not easy, we get tired, we also fail to listen to teachers and take notes for ourselves at the same time.

The findings clearly describe the incompetence of teachers in two ways. Firstly, most teachers lack knowledge in special needs education. Those who were trained in general education were not competent enough and lack special needs skills hence unable to handle classes with SWDs. The research data indicated that teachers trained in general education lack communication tools (sign language) and it consequently becomes difficult for them to communicate with SWDs in classrooms. It is obvious that, because they lack special needs training, their teaching methods do not enable them cater for the needs of SWDs. In that sense, SWDs do not enjoy their classes. Teachers feel like it is not their duty to help SWDs.

Secondly, teachers trained in general education had a feeling that SWDs were stubborn, consequently did not pay attention to their needs. They also had the perception that SWDs belongs to teachers trained in special needs education. This perception is totally wrong in relation to the inclusive education philosophy. It is obvious that teachers trained in general education were unknowledgeable and unskilled with regard to inclusive education setting systems.

The study findings are generally compatible with those of Pima (2012) who observed that inclusive education in Tanzania is negatively affected by teachers who are not aware of various impairments and how to deal with most common learning difficulties. In the same study, it was noticed that, teachers in inclusive schools in Tanzania were illiterate on how to adapt classrooms and school environments to overcome barriers to the learning of SWDs. The ILO Report (2009) had the same findings where it pointed out that the reluctance of teachers in Tanzania to accept learners classified as having disabilities in their classrooms was very common. The reason behind this was that most teachers lacked adequate and quality special education training.

Clarck et al. (1999) came out with similar finding that teachers are still using traditional methods while teaching in inclusive education classrooms. The flexible methods of teaching classrooms with SWDs as suggested by MacDonald (2012) do not feature in the inclusive education schools involved in this study. Massenga & Mkandawire (2012) conclude that teachers, educators and experts in the education system in Tanzania do not have techniques of dealing with SWDs diversity needs. Most of them do not work cooperatively to share experiences. Meijer (2005) comments that for inclusive education system to be successful, there must be dedicated and responsible teachers in the front line to display positive attitudes towards disabled learners.

4.3.1.3. Classroom Management

The research findings show that classroom management is another challenge experienced by SWDs in inclusive secondary schools in Tanzania. The data collected from different documents in schools which were involved in the study indicate high teacher-student ratio in classrooms. The findings from different classes of the schools involved in this study show the overcrowding of students in classrooms.

The documents obtained from heads of schools indicate that in a classroom with ten (10) to fifteen (15) students with disabilities, there were approximately ninety to a hundred students without disabilities. The teacher-students' ratio was very high, that was between 1:90 and 1:100. The finding shows that the situation caused difficulties for teachers to handle students. They did not get enough time to assist those with disabilities. One of the interviewed teacher who was trained in special needs education said:

Classrooms are jammed. In an inclusive classroom, SWDs need more time for assistance. In a classroom of one hundred students, for example, it is difficult to get time to assist those with special needs.

The findings also show that inclusive education classrooms had noise produced out of devices or instruments used by SWDs, specifically those with visual impairment who used Braille machines or typewriters. The study revealed that, the noises disturb other students and make them lose concentration of listening. Commenting on this, one group of students without disabilities from a focus group discussion commented the following:

Noises produced from the devices used in classrooms by students with visual impairment such as Braille machines and typewriters, disturb our concentration. This is worse in classes which are congested. Everywhere, what you can hear is the noise of the machines. It is very difficult to learn under this situation. Not only us, but even also to other groups of SWDs such as those with physical, mild visual impairment and albinism.

It was reported that number of students in the classrooms was high than the one recommended for inclusive education classrooms. The teacher-student ratio was between 1:90 and 1:100. Classroom environment is an important factor for effective implementation of inclusive education and its management. The inclusive classrooms required is the one which supports learning for all students both with and without disabilities.

Cornodi et al (1998) suggests that inclusive class size does not need to exceed 20 students even if there is only one disabled student. The settings of inclusive classrooms need to take this into account. It is agreed from the findings that, because of the larger classes, teachers lack extra time to support SWDs at the reinforcing stage. They do not get enough time to deal with specific needs of SWDs. Students with disabilities need closer help from teachers; hence, lower student-teacher ratio is plausible. These findings are supported by Karakoski & Kristina (2005) in consultation with the Special Needs Education Unit, Ministry of Education and Culture, United Republic of Tanzania. The two were in a fact-finding mission about special needs education in Tanzania. They established that most secondary schools do not have adequate classrooms to accommodate large numbers of pupils enrolled in schools due to the policy of free basic education and further transition to tertiary level. Lewis (2007) adds that the student teacher ratio in secondary schools in Tanzania is very high and it was much fueled by MDGP under SEDEP, which caused over crowdedness in schools.

To sum up on the academic challenges as pointed in this study, it is true that inclusive education settings in secondary schools in Tanzania requires intensive modification in curriculum, number and training of teachers, teaching and learning materials and many other academic issues as pointed out by the current study to ensure that the needs of the SWDs are incorporated. As pointed out by the NORAD-report on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia by Lewis and Duncan (2007), shown no one of the reviewed documents from any of the countries considered to have presented a completely clear or consistent message about inclusive education.

Although the report suggests that the situation was not unusual, as globally there is still a great deal of confusion around what inclusive education is, and how it can be implemented, it is important for the government of Tanzania to work hard to see to it that the needs of the SWDs are formally stated, protected and enforced under the law.

4.3.2. Physical/Environmental Challenges

Environmental or physical challenges emanating from the study are among the challenges experienced by SWDs in inclusive education settings in secondary schools in Tanzania. From the findings, it shows that, the inclusive secondary schools involved in the study, were initially not meant for SWDs. Some of the schools were built during the colonial era and had not taken into consideration the demands of the SWDs. The study finding indicates that the schools' infrastructures, settings, and environments in general do not support the needs of SWDs. This is verified by the information from the interviews with the heads of schools whereby one of them said:

This school was initially not meant for SWDs. The buildings and other infrastructure do not support inclusive education settings. We are trying as much as we can to modify some of the structures to address the needs of learners with disabilities. Unfortunately, the process requires money and we have little money from the government allocated for that purpose.

The finding came out through observations and interviews. It was obvious that there were physical challenges experienced by SWDs in inclusive education settings in secondary schools in Tanzania which include immobility and accommodation challenges as presented hereunder.

4.3.2.1. Immobility Factors

Figures 2 and 3 show how environments of the schools involved in this study hindered mobility of students with disability. School buildings, pavements, dormitories, classrooms as well as teachers' offices have steep stairs. Such environments hinder the movement for SWDs from one point to another.

From interviews with SWDs, one physically impaired student said:

Our school has steep stairs everywhere. I start with them right from my dormitory to classrooms and teachers' offices. We face difficulties to go through using our wheel chairs. As you can see, there is a long distance from the dormitories to classrooms. Had it not been the help we get from our non-disabled colleagues, we would be late for our classes every day.

Responding to this situation, one of the interviewed District Education Officer had this to say:

By the time the government decided to implement the inclusive education policy; it had no specific schools prepared to undertake the exercise. Alternatively, some integrated and those which were formally enrolling students without disabilities had to be turned into inclusive ones to enroll students with disabilities. The school environment hinders students with severe disabilities to access buildings since the said schools were not planned for disabled students in the first place.

Figure 2 and 3 portray the situation of accessibility to buildings for students with disabilities



Figure 2: Steep stairs in SC3 in the students' library

Source: Field data



Figure 3: Steep stairs in the SC1, special needs education coordinator's office

Source: Field data

It was further noted that the sampled inclusive education secondary schools had poor roads and pavements with large stones. It was also noted that, during rain seasons, the pavements become muddy hence dangerous for students with physical and visual disabilities.

Figure 4 shows one of the unfriendly pavements for students with disabilities.



Figure 4: Unfriendly pavement at SC1.

Source: Field data

In addition, the study indicates that long distance from students' dormitories to classrooms or from one classroom to another was a problem for SWDs. The findings further show that roads or pavements were muddy during rain seasons which could endanger the life of students with disability. It was also revealed that the situation causes SWDs to miss classes during rainy days as indicted from an interview with students with disabilities who asserted as follows:

I walk a long distance from my dormitory to classrooms. The roads are not friendly to us. During rainy seasons, we don't attend classes; we fall down as roads are muddy.

It is conspicuous clear that there are several physical challenges facing SWDs in their daily routines in inclusive education settings. The findings show that SWDs face difficulties in moving from one point to another. There are environmental handicaps to all SWDs regardless of the type or severity of disability. The findings suggest that environments in the sampled schools do not support mobility for SWDs. School infrastructures were not user friendly as far as students with special needs are concerned. Figures 2, 3 and 4, show inaccessible areas where SWDs are supposed to receive their services, including classrooms and teacher offices which are to be accessed through steep stairs.

The results can be attributed to historical reasons in which before the Salamanca statement, education for the student with special needs was not given priority. It is also within this period when inclusive education emerged and advocated. Schools built before the Salamanca statement did not incorporate the needs of SWDs in their infrastructures. As noted from the findings, all-inclusive schools involved in the study were initially not meant for SWDs and thus, the buildings did not

consider the needs of the people with special needs. The study finding indicates that after schools were turned into inclusive ones, no strong measures were taken to change the infrastructure to accommodate the needs of SWDs. The available steep stairs, poor sanitation service (toilets), long distance from one point to another and rough roads with stones in school compounds are among the environmental factors hindering the implementation of inclusive education in secondary schools in Tanzania. As a result, SWDs have been experiencing many difficulties including being late for classes and some even getting injuries in their struggle to access classrooms.

Distance from one point to another is another mobility challenge experienced by SWDs in inclusive education settings as evidence by study the findings. The study noticed unrealistic distance where SWDs had to move from one point to another taking much time. For example, it was noticed that, in SC1, the distance from students' dormitories to classrooms was about four hundred meters while the school dining hall was about two hundred meters ahead of the classrooms. In this school, SWDs, particularly those with physical impairments, are required to move four hundred meters from their dormitories to classrooms and other two hundred meters from the classrooms to the school dining hall.

This long distance from one point of service to another caused several difficulties to SWDs. Firstly, they get very tired, especially those with physical impairment. Secondly, they fail to reach the required places on time. Designation and allocation of students' service points including classrooms, toilets, students' dining hall and dormitories do not take into account the nature and the needs of SWDs. The situation caused the learning environment to be hostile to SWDs.

The present findings are consistent with other research like that of Masenga, & Mkandawire (2011) who revealed that despite the fact that the Tanzania National Disability Policy (2004) and the Act for the People with Disabilities (2010) require all public places including schools to be made accessible, physical infrastructures remain a notable and notorious challenge towards successful implementation of inclusive education. Mkonongwa (2009) also noted that despite efforts by Ministry of Education to introduce inclusive education in Tanzania, the infrastructure was not yet modified to accommodate children with disabilities. For example, it was noticed that in most schools there were no ramps, no rails along the corridors and no acoustic materials. Sifuna (2007) also observed that doors in most school buildings in Tanzania do not allow the use of wheel chairs.

Macha (2002) adds that SWDs, especially those with physical disabilities, are likely to face difficulties in travelling to school as the roads and bridges are unsuitable for wheelchair use and the distances are too great. Mbagga (2002) had the same observation that most public-school buildings in Tanzania were inaccessible. The finding continued that even where it is possible to reach school, there were problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities. Kapinga (2010) supports the results as he points out that in Tanzanian schools, infrastructure was unsuitable to children with disabilities although there were government efforts to rehabilitate old schools and build new ones. Kapinga (2012) is also concerned about the reason why during the year 2002-2006, when many reforms took place in the education sector, the issue of inclusive and special needs education was ignored.

Covertly, Tungaraza (2005) had a similar observation that physical or environment challenges to SWDs is not only in the schools' outside environment but also within classroom settings. The study revealed that physical environment in a classroom can challenge active-learning for the learners with disabilities. Classroom layout and appearance, classroom arrangement and furniture arrangement contributed a lot to promote active-learning for the SWDs. Meijer (2005) suggests for adequate well-maintained and furnished classrooms to effectively conduct teaching and learning process. The study concluded that the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of buildings play vital role in enhancing or retarding the teaching-learning process of the SWDs.

4.3.2.2. Accommodation and Social services

The challenges of accommodation and social service provision in inclusive education schools were also revealed in the study findings. In this study, areas in which SWDs are accommodated were found to cause. The findings show that areas such as toilets were not friendly to students with disabilities. Most of the toilets were Asian types which do not allow individuals to sit on. Not only that the toilets were unfriendly to students with disabilities, but also, they were very dirty. They were full of garbage and faeces almost everywhere. As per findings, the toilets were not cleaned. The situation endangers students' health. Figures 5 and 6 show how dirty and unfriendly toilets are to students with disabilities in inclusive education settings.



Figure 5: Asian type toilets from SC4

Source: Field data



Figure 6: Asian type toilets from SC2

Source: Field data

Further, the findings show that the dormitories and beds used by students with disabilities were unfriendly. Beds were in doublets whereby one student sleeps on the lower bed and the other on the upper bed. Students with disabilities, especially those with physical and visual impairments, face difficulties to access the upper beds. The finding indicates that many dormitories of the sampled schools had doublets beds. Figure 7 illustrates the situation.



Figure 7: Beds of students with disabilities in SC1

Source: Field data

Genuinely, accommodation facilities for the students with disabilities in inclusive education secondary schools do not support or meet the needs of SWDs. Accommodation facilities such as toilets and beds were not designed to cater for specific needs of SWDs. It was observed, for example, that toilets of all the sampled schools did not capture the needs of SWDs, especially those who are physically impaired. The toilets should be flexible to enable one to sit on. In this case, the European type of toilets is recommended.

Because of the structure of the toilets, SWDs experience difficulties in the process of using them. Apart from the structure of these facilities, the cleanness was another challenge. As indicated earlier on, the toilets were surrounded by garbage and faeces on the top. The situation is dangerous to students as it could attract epidemic diseases such as cholera hence affecting students' health.

Further, Figure 8 shows double beds used by the students with disabilities. The structure of the beds was a challenge for SWDs who had difficulties in accessing them. The upper beds, for example, are very difficult for SWDs, especially those with physical and visual impairments to reach. In the scenario where you have both students with and without disabilities, those with disabilities require lower beds where they can access them easily. Consequently, students without disabilities should be around to support those with disabilities. Unfortunately, this was not considered in most of the sampled schools. Students with and without disabilities had different dormitories (not shared) and those for SWDs lacks the features required for individuals with disabilities.

The study findings are, to some extent, at odds with those of Muyungu who (2015) suggests that the places where SWDs are accommodated should be adequate well-maintained and furnished to effectively support the needs of the learners with special needs in the teaching-learning process. Further, Stubbs (2008) warns that unfriendly school accommodation for SWDs such as lack of access to toilets in schools been used as an excuse to keep SWDs out of the school, saying that there are no staff to assist children in washrooms.

4.3.3. Financial Challenges

The findings of the study report that limited resources to finance inclusive education also hinder the implementation of inclusive education. From the findings it is clear that the funds budgeted by the government for inclusive schools is insufficient as it does not consider the unique needs of inclusive schools as opposed to the general ones. The treatment of inclusive schools by the government is the same as that of general schools, that is, the criteria used in funds allocation is similar across all schools. Funds distributed by the government to inclusive schools do not take into consideration that running of inclusive schools which is relatively costly than running general schools.

In addressing the limited funding for inclusive secondary schools, one of the interviewed heads of schools had the following comments:

We are facing critical inadequate funding. Running of inclusive education schools is financially demanding! The money allocated by government is too little for us to run the school. Students with disabilities have special needs which are costly. Think of a Braille machine for example, one costs about one million Tanzanian shillings! Students' needs are many. Think of sun skin lotion for students with albinism, wheel chairs for those with physical impairments, white canes for those with visual impairment and many other needs to mention a few. Parents can only afford needs such as uniform, shoes, exercise books and a few of them manage to buy books. The rest of needs remain the duty of school and government.

Similarly, one of the interviewed District Education Officers said:

The education sector, just like many other sectors, is facing shortage of funding. However, the government is trying its best to finance education for people (students) with disabilities. There is much more to be done yet. It is our duty, both parents and the general public, to share this responsibility of educating our children by contributing whatever we can afford. We need to understand that the government cannot do everything alone.

The study findings have revealed that running and maintaining inclusive education settings requires close financial assistance. Contrary to normal schools, inclusive schools require extra facilitation in terms of funds to cater for special needs requirements of SWDs. Students with disabilities require, for example, assistive devices to support their learning in inclusive education settings. The assistive devices are costly because they are not locally produced. It also costs a lot to import them. Schools involved in the study have reported critical crisis of funds. There is shortage of money to support schools' daily activities directed to the students with special needs.

The study further noted that the school management depends on the government in terms of funds. Parents of SWDs are financially poor hence, fail to support their children's education. In this case, the duty of educating SWDs is solely left to the school management and the government. Nevertheless, the study noted that the government does not release enough funds for schools, and when IT DOES SO, only part of it is released on time. The situation contributes to failure of the school management to implement inclusive education.

These findings are similar to those by Mbaga (2002) who depicts that limited or inappropriate resources are significant barriers to ensuring inclusive education for children with disabilities. UNESCO (2009) shows that in a study carried out in the United States; indicate that the average cost for educating a child with a disability was 1.9 times the cost for a child without disability.

On the other hand, UNESCO (2009) noted that among the major challenges of inclusive education in Africa Sub Sahara countries is the lack of funding. UNESCO (2009), states that funding is a major constraint to the practice of inclusion. It more stressed that teaching children with disabilities in general education classrooms takes specialists and additional classrooms to support students' needs. Coordinating services and offering individual supports to children requires additional money that many schools do not have, particularly in a poor economy. Therefore, inadequate funding can hinder ongoing professional development that helps keep specialists and classroom teachers updated on the best practices.

Cortiella (2009) supports the idea and asserts that all other constraints to inclusive education such as shortage of educational resources, inadequate facilities, lack of teachers and shortage of professionally trained qualified staff, lack of modern learning/ instructional materials are all fueled by the lack of funds. Tungaraza (2005) presents the same and suggests that because of the shortage of funds in most developing countries it has been difficult to reach all those in need even when educational systems are well planned and support inclusion. On the same, the study adds that, national budgets for education in developing countries are often limited and families are frequently unable to afford the costs of education.

To substantiate how the findings are relevant to other literature, the NORAD report on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia by Lewis & Duncan (2007) highlights the confusion on budgeting or allocating resources for inclusive education settings and that the confusion stems from how inclusive education settings is defined in the respective governments and therefore, fails to define which funding 'pot' fits into. Insisting on the same, Mmbaga (2002), put forward the idea that the main challenge on funding inclusive education settings may be to find a funding approach that does not simply provide time-limited funding to isolated inclusive education projects, while at the same time ensuring that system-wide investment is genuinely used to bring about improved diversity and reduced discrimination, and not diverted to cover immediate, short-term crises like teacher shortages or classroom repairs. UNESCO (2009) concludes that, for inclusive education to be successful, it requires the increase in financial support and development assistance from bilateral and multilateral donors.

4.3.4. Attitudinal Challenges

On this particular factor, respondents replied that an attitudinal challenge is one of the major barriers towards the implementation of inclusive education in secondary schools in Tanzania. Findings show that attitudinal challenges stem from stereotypes, beliefs and myths on the potentiality of people with disabilities. One of the interviewed District Education Officers responded as follows:

Negative attitudes towards students with disabilities pose a big challenge to the implementation of inclusive education. Some members of the community are not aware of the various disabilities and their causes. They hold negative feelings on the capacity of students with disabilities which lead to negligence and unwilling to sending them to school. We have some cases where parents neglect their children with the belief that they are disabled in everything.

Further, the findings indicate that some parents feel ashamed to have children with disabilities. The study revealed that, for some cultures, it is a shame for one to bear a child who is disabled and therefore, when it happens, parents try their best to hide children from the public. They are consequently not sent to school. In cases where the government forces them to do so, they do not finance the education for their children. In the interview with heads of schools, one was recorded saying:

Some parents' attitudes towards their children with disabilities are another challenge. They lock up their children instead of sending them to school. They do not want to accept the situations of their children. Neither do they want to send them to school; they feel ashamed to finance children with disability. They think that such children are unable to deliver academically.

In addition, the collected data demonstrate that students with disabilities face discrimination at community level. The findings also revealed that the community has negative views about students with disabilities. The community views students with disabilities as useless people who cannot study together with other students without disabilities. In an interview with DEOs, one responded:

Inclusive education system is in conflicts with the community. There are always some questions which indicate that inclusive education is not welcomed. They see students with disabilities as being unable and cannot understand what is taught in classes. Some community members challenge why children without disabilities are educated together with those with disabilities.

Furthermore, the findings indicate lack of awareness among parents on the rights of children with disabilities to attend inclusive education schools. The findings show that parents' understanding lies on the assumption that students with disability should be educated in their own schools. They view them as students with low level of understanding, poor skills and are not good to be integrated with those without disabilities.

In an in-depth interview with parents, one of them put forward the following:

I do not understand why my child is mixed with children with disabilities. The students with disabilities should be educated in their own schools. These students are difficult to learn and sometimes they never learn. Putting them together with my child, will cause my child to lag behind in studies and look like them.

As the findings show, attitudinal challenges were put forward by the respondents as one of the major obstacles toward successful inclusive education. Community members have negative attitudes towards individuals with disabilities and

their capacities. The members are ignorant on disabilities and its causes and therefore, view students with disabilities as people with problems (medical model perspective). The findings further show that the negativity that community has towards the individuals with disabilities prevents them from offering support or give cooperation to SWDs. The finding also showed that inclusive education is not warmly welcomed because of negative attitudes on individuals with disabilities by members of the community.

These findings support the widely expressed views that negative attitudes among various societies in Tanzania form part of the challenges to inclusion (Mmbaga, 2002). The author shows that parents kept their children with disabilities away from the public sphere, such as schools. It goes further saying that many parents' beliefs are associated with shame of having children with disability. Parents perceived their "impaired" children as liability and subsequently a burden to the family. Forlin (2004) argues that among the six variables that were noted to impinge schools' effectiveness in implementing inclusive educational practices, negative attitudes towards the SWDs was listed the first.

A study by UNESCO (2009) supports this finding by showing that the main problems encountered by parents in educating their children with learning disabilities was stigmatization, negative attitudes from members of the society and parental ignorance. In the same line, the study outlined how negative attitudes and behavior among educators and parents, in relation to the skills of disabled children to learn, affects the implementation of inclusive education. Possi (1999) observed that, in some cultures, people with disabilities are seen as a form of divine punishment or as carriers of misfortune. As a result, children with disabilities who could be in schools are sometimes not permitted to attend.

Sreenath (2010) came up with a view that negative attitudes lowered expectations that community members, educators and parents have towards children with disabilities. Because society had already negative expectation towards the SWDs, even at a time when SWDs perform very well than those without disabilities, their success is not recognized or supported. Possi (1999), explaining on the prevalence of the negative attitudes, informed that the attitudes were also reflected in the language used to refer to people with disabilities.

The present study has put forward clearly how the attitudes of teachers, school administrators, other children, and even family members affect the inclusion of children with disabilities in inclusive secondary schools. School members in one way or another believed that they were not obliged to support children with disabilities. The UNESCO report (2005) confirms that, in South Africa, poor attendance and late completion of studies by SWDs are influenced by the belief of school the administrators that disabled students do not have a future in higher education. A study by Jean-Pascal (2013), which compared Haiti with the United States inclusive education systems, found out that teacher in both countries generally, favored types of disabilities they perceived to be easier to work with in inclusive education settings.

Gillies et al. (2004) adds that because of the negative attitudes towards SWDs, even where people are supportive to students with disabilities, expectations might be low and thus, little attention is paid to academic achievement. He points out that there is time when teachers, parents, and other students may well be caring for SWDs but at the same time not believing in their capacity.

Croft (2010) suggests that negative attitudes towards the SWDs can be conquered by raising consciousness of human rights in communities and publicizing optimistic examples of disabled children succeeding in inclusive education settings and in life beyond school as a result. The other suggested possible solution is to include and supporting disabled children to express their aspirations and participating in planning processes, as well as promoting action research and critical pedagogy amongst teachers.

5. Recommendations

Generally, the study and literatures have cited a number of other factors that impeded the development of inclusive education settings not only in Tanzania but also globally. Inclusive education for many countries especially the developing ones, Tanzania being included, appeared to be a new paradigm and without strong roots. Literature including those by Karakoski & Ström (2005) informed that most African countries introduced inclusive education policies late in the 1990's. Hayashi (2014) informs that the force to introduce inclusive education among developing countries was more externally rather than internal decision. Because of unwillingness or less efforts by the government of developing countries, inadequate funding has been reported as a big challenge among inclusive education secondary schools. School infrastructures are old, poor and do not consider the needs of SWDs.

In the light of the above observation, the following general recommendations are made:

- The government under the Ministry of Education and or in collaboration with its partners should modify infrastructure to suit the needs of students with disabilities
- The government should set proper procedures to finance inclusive education in the country. The budget for inclusive education secondary schools should be increased to meet the school's needs, and be released on time.
- In the spirit of making inclusive education successful, teachers should be reinforced by establishing different incentives to increase their working morale and support to SWDs.
- The responsible authority for education matters (Ministry of Education and Vocational Training) should call for harmonization of sign language to establish a common standard version to be used all over inclusive education institutions.

- e. The directive should be given to all Teachers' Training Colleges and universities that they should include sign language and Braille knowledge in their curriculum so that their graduates are equipped with skills to communicate with students with hearing impairments.
- f. The responsible authority (Ministry of Education and Vocational Training) should support and encourage in-service training for teachers to update themselves on the changes that take place in the field of special needs education including innovation of more advanced assistive device such Braille, computerized programmes and sign language.
- g. Education officers (Heads of Schools and DEOs) should ensure that student-teacher ratio standards are maintained in schools to avoid overcrowding of students in classrooms. Student-teacher ratio should be maintained low for teachers to be able to give extra assistance to SWDs.
- h. As the study findings informed, it is clear that SWDs require more time in inclusive education settings for them to familiarize with basic understanding before they embark into general curriculum. In that note, it is recommended for the responsible authorities to extend the duration for them to educate in secondary education. An extra one year is recommended; instead of them going through secondary education for four years, five years are recommended.

6. References

- i. Alqurain, T. & Gut, D. (2012). Critical components of successful inclusion of students with severe disability: literature review. *International Journal of Special Education* 27 (1)
- ii. Ainscow, M. (1999). *Understanding the development of inclusive schools*. London: Farmer Press.
- iii. Chediel, R. V., Sekwao, N. & Komba, P. L. (2002). *Private and community schools in Tanzania mainland*. Paris: UNESCO.
- iv. Clarck, C., Dyson, A., Millward, A. & Robson, S. (1999). Theories of inclusion, theory of schools: deconstructing and reconstructing the inclusive school. *British Education Research Journal*, 25 (2), 157-177
- v. Cohen, L., Maninon, L. & Marrison, K. (2007). *Research methods in education*. London: Routledge
- vi. Corbett, J. (2001). *Supporting inclusive education. A connective pedagogy*. London: Routledge
- vii. Cornodi, C., Terren, A., Scruggs, T. E., & Mastropieri, M. A. (1998). Teachers attitudes in Italy after twenty years of inclusion. *Journal of Remedial and Special Education*, 19 (6) 350-356
- viii. Creswell, J. W. (2007). *Qualitative, quantitative and mixed methods approach*. London: Sage Publication Limited
- ix. Danda, F. E. J. (2012). *The role of local government in enhancing access to primary education for children with special needs education in Ruangwa district, Tanzania*. Unpublished M.A Education dissertation. University of Dare es salaam.
- x. Forlin, C. (2010). *Teacher education for inclusion: Changing paradigms and innovative approaches*. London: Routledge
- xi. Gwala, Q. V. (2006). *Challenges facing implementation of inclusive education in primary schools*. Republic of South Africa: University of Zululand
- xii. Gillies, Robyn M. and Carrington, Suzanne (2004). Inclusion: Culture, policy and practice: a Queensland perspective. *Asia Pacific Journal of Education* 24(2):117-128.
- xiii. Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3 (1).
- xiv. ILO (2009). *Inclusion of people with disabilities in the United Republic of Tanzania*. Ethiopia: ILO-Irish Partnership Programme
- xv. I-TECH (2008). *Qualitative interviews*. Washington: University of Washington. Retrieved on 18th May 2014 from www.go2itech.org
- xvi. Jean-Pascal B., (2013). *Introduction to inclusive teaching practices*. Canada: University of Ottawa:
- xvii. Kapinga, O. (2012). *Professional development among educators pursuing a B.E.d programme in special education in Tanzania*. Finland: Abo Akademi University.
- xviii. Karakoski, J. & Ström K. (2005). *Special needs education in Tanzania: a fact-finding mission final report*. Finland: Finish Board of Education
- xix. Khan, T. A. (2012). *Investigation of secondary school teachers' attitudes towards and knowledge about inclusive education in Bangladesh*. New Zealand: University of Canterbury.
- xx. Lewis, I. (2007). *Report to NORAD on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia*. Norway: NORAD
- xxi. MacDonald, A. S. (2012). Preparing children with developmental disabilities for life in the community: a Tanzanian perspective. *Journal of Education and Training in Autism and Developmental Disabilities*, 2012, 47(3), 255-268
- xxii. Macha, E. (2002). *Gender, disabilities and access to education in Tanzania*. PhD Thesis. University of Leeds. <http://etheses.whiterose.ac.uk/282/>
- xxiii. Masenga, R.C. & Mkandawire, H. K. (2007). *regional seminar "poverty alleviation, hiv and aids education and inclusive education: Priority issues for inclusive quality education in eastern and western sub-Saharan Africa*. Nairobi: UNESCO
- xxiv. Meijer, C. J. W. (2005). *Inclusive education and classroom practice in secondary education*. Brussels: European agency for development in special needs education
- xxv. Mkonongwa, L. M. (2014). Inclusive education in Tanzania: Is it well understood and implemented? *Paper Presented in the TEN/MET Quality Education Conference 18th -19th June, 2014*. Retrieved from [http%3A2Fwww.tenmet. Org](http://www.tenmet.org) on 17th October, 2016

- xxvi. Mmbaga, D. R. (2002). *The inclusive classroom in Tanzania: Dream or reality*. Stockholm: University of Stockholm
- xxvii. MoEVT (2012). *Basic education statistics in Tanzania*. Dar es Salaam: MoEVT
- xxviii. MoEVT (2010). *Education sector development programme (esdp): education sector performance report 2009/2010: education sector committee*. Dar es Salaam: MoEVT
- xxix. MoEVT (2008). *Education sector development programme (esdp): education sector performance report 2007/2008: education sector committee*. Dar es Salaam: MoEVT
- xxx. MoHSW (2010). *The persons with disabilities Act*, 2010. Dar es Salaamu. MoLYDS
- xxxi. Muyungu, E. G. (2015). *Towards inclusive education in Tanzania: A study of pre-service student teachers training and perceived needs to practice inclusive education*. Oslo: University of Oslo
- xxxii. NBS (2014). *Statistical abstract 2013*. Dar es Salaam. NBS
- xxxiii. NBS (2010). *Tanzania in figures 2010*. Dar es Salaam. NBS
- xxxiv. NBS (2009). *Tanzania disability survey*. Dar es Salaam. NBS
- xxxv. Osgood, R. L. (1994). *The history of inclusion in the United State: chapter three review*. USA: Case-bound
- xxxvi. Patton, M. Q. (2002). *Qualitative research & evaluation methods*. London: Sage Publications, Inc
- xxxvii. Pima, J. M. (2012). *Six years of implementing the national policy on disability in Tanzania: A study of primary school teachers' perspective on the influence of the policy in special needs education*. Oslo: University of Oslo
- xxxviii. Reeves, S., Kuper, A. & Hodges, B. D. (2008). Qualitative methodologies: ethnography. *Journal of BMJ* (337) 1020
- xxxix. Possi, M. K. (1996). Gender and education of people with disabilities in Tanzania. *UTAFITI (New Series)* 3 (2) 155-168
- xl. Rieser, R. (2002). *Medical model and social model of disability*. London: Inner London Education
- xli. Rouse, M. (2009). *Developing inclusive practice: A role for teachers and teacher education?* New Zealand: University of Aberdeen.
- xlvi. Sifuna, D. (2007). The Challenge of increasing access and improving quality: an analysis of universal primary education interventions in Kenya and Tanzania since the 1970s. *International Review of Education*, 53 (5-6), 687-699
- xlvi. Sreenath, K. C. (2012). *Breaking barriers: Towards inclusion*. India: VHA Press.
- xlii. Strauss, A. and Corbin, J. (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publications, Inc.
- xlvi. Stubbs, S. (2008). *Inclusive education: Where there are few resources*. Oslo: The Atlas Alliance
- xlvi. Terz, J. (2010). *Justice and equality in education: a capability perspective on disability and special education needs*. New York: Continuum International Publishing Group.
- xlvi. Tungaraza F.D. (1994). The development and history of special education in Tanzania. *International Journal of Disability, Development and Education* 41 (3) 213-222
- xlvi. Tunner, D. & Stagg, K. (2006). *Histories of disability and deformity*. USA: Routledge
- xlvi. UNESCO (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. France: UNESCO:
- l. Winzer, A. M. (2006). *Confronting differences: an execution through the history of special education*. United Kingdom: Sage Publications Limited
- li. World Data in Education, (2007). *United Republic of Tanzania: principles and general objectives of education*. UNESCO. Retrieved on 25th October, 2013 from www.ibe.unesco.org