

**APPRAISAL OF TEACHING AND LEARNING PROCESS IN INCLUSIVE
PRIMARY SCHOOLS IN TANZANIA: A CASE STUDY OF TEMEKE
MUNICIPALITY IN DAR ES SALAAM**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *Appraisal of Teaching and Learning Process in Inclusive Primary Schools in Tanzania. A Case Study of Temeke Municipality in Dar es salaam*, in partial fulfillment of the requirements for the degree of Masters of Education of the Open University of Tanzania.

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DECLARATION

I , Elizabeth Jenhi Masili declare that this dissertation contains no material that has been accepted for the award of a Degree or Diploma in any University. To the best of my knowledge and belief, this dissertation contains no material previously published or written by another person except where the reference has been made in the text of the dissertation.

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely late husband Mr. Thomas Fredrick Makina Masili, my parents Mr. Ezekiel Ndimi Busunzu and Marietha Malongo Nyanda who spent most of their time laying foundation to my academic career.

To them I say “you are remarkable persons in my life”. May your souls, rest in external peace. Amen.

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ABSTRACT

The study appraised the teaching and learning process in Temeke Municipality inclusive primary schools in Dar es Salaam region. . The research instruments were questionnaires, interview guides documentary review and observation schedules. The findings indicated that teachers had inadequate knowledge about inclusive education, were not modifying curriculum contents using IEP to fulfil education al needs for pupils with disability in the classroom. Teachers too were using schemes of work and lesson plans for teaching normal pupils, however they failed to employ appropriate participatory teaching and learning strategies that culminated to limited classroom interaction. The shortage of teaching materials to be used in inclusive classrooms such as books with large prints, glasses for low vision, inadequate pictures, real things, learning devices like hearing aids, Braille and Sign Language was hardly used. It is recommended that education for pupils with disabilities in primary inclusive schools has to be regarded as an investment for the society. The Ministry of Education and Vocational Training, in collaboration with the Tanzania Institute of Education has to review the current teacher education programme to integrate inclusive education and provide in service training for teachers of inclusive schools. Teaching and learning materials have to be provided in inclusive schools. Further, Sign Language, Tactile Sign Language, and Braille have to be learnt by all teachers in inclusive schools likewise ordinary ones. It is recommended that, the coming Education and Training policy must include the system of inclusive primary schools in Tanzania. It is recommended that, since the study was conducted in Municipality involving only three primary schools; there is a need of conducting similar studies in other districts in Tanzania.

LIST OF ABBREVIATIONS AND ACRONYMS

CIPP	Content, Input, Process and Product
UNESCO	United Nations Educational, Scientific and Cultural Organization
IEP	Individualized Educational Planning
MOEVT	Ministry of Education and Vocational Training
MOEC	Ministry of Education and Culture
SPSS	Statistical Package for Social Sciences
VC	Vice Counsellor
OUT	The Open University of Tanzania

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CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The current study appraised the teaching and learning process in three selected inclusive primary schools in Tanzania. This chapter presents the background and context of the problem, purpose and objectives of the study, statement of the problem, research tasks and related questions. It also contains the conceptual framework, significance, limitations and delimitation of the study. It further provides definitions of the key concepts and the organization of the study.

1.2 Background and the Context of the Problem

Inclusion originates from special education; the former was mainstreamed into education through an approach known as “integration” Mainstreaming is a normal or conventional ideas or activities and Integration means “the action or process by which a well balanced. The main challenge with integration was that “mainstreaming” was not accompanied by changes in the organization of the ordinary schools, its curriculum and teaching and learning strategies resulting to total isolation in education setting considered as segregation (UNESCO, 1994). This led to the formation of the philosophy of inclusive education which clearly states that all children with special needs, be treated equally and given equal rights compared to others. They should be provided with equal opportunities during the teaching and learning.

According to UNESCO inclusive education therefore is aimed at reforming schools and people’s attitudes so as to ensure that every child receives quality and

appropriate education within regular schools. It is based on values aiming to maximize participation of all in society by minimizing exclusionary and discriminatory practices (Booth, 2005).

Inclusive education is the practice that provides school experiences to children with special needs in the same school and classrooms. It is the process during which all children, regardless of their abilities and need participate in studies in the same school, (Thomas, 1997). The goal of inclusion is to ensure that all children, regardless of any individual differences are fully included in mainstream of life (Reynolds & Janzen, 2002). It emphasizes on the changes in the environment of the school and education system in order to enable all students to learn effectively. The success of learning process in inclusive schools depends on the well prepared resources whereby trained teachers, classroom, teaching and learning materials, learning and teaching strategies, supportive devices, toilets and service of water are essential.

Teachers must ensure that teaching and learning are designed to help all learners gain the knowledge and skills set out in the curriculum. They need to plan, organize and use different teaching strategies to enable students achieve specific outcome. Therefore, for inclusive education to be implemented effectively, various international declarations were set to be used as a foundation. Such declarations are Universal Declaration of Human Rights and the Salamanca Statement and Framework for Action (1994) which stated that “Regular schools with inclusive orientation are the most effective means of combating discrimination, alleviation of poverty, welcoming communities building inclusive society and achieving education

for all”. Another declaration is the Jomtien World Conference on Education for All (1990) which set the goal of Education for All (EFA). Apparently, UNESCO, International and nation’s Non-Governmental Organizations have been working towards achieving this goal. However, recent survey conducted on children in inclusive classroom indicates that little is being done to prepare and support teachers in these changes (Coleman, 2001).

Apart from this discrepancy Evans (1996) points out that the inclusion philosophy requires the application of variety of various strategies that can maintain a diverse group of students in the general education environment. The strategies required include: consultant teacher models, collaborative consultation, collaborative teaching, cooperative professional development and preferred consultation. Also according to Evans (ibid). There must be wide variety of support personnel to help the general education teacher to provide the healthy educational environment for all students.

Furthermore, Crockett (1998) advocates on bringing the exceptional child into the general education classroom, depending upon three specific questions.

- i. Can the presentation of general education curriculum be modified to meet the special needs of the disabled child?
- ii. Are the teachers able to assess the students’ needs and modify the curriculum appropriately?
- iii. Are teachers training and are in service programs available to keep teachers acquainted with skills for teaching a diverse group of students?

According to Coleman (2001) observes that most of the requirements for effective inclusive classroom are missing.

1.3 Statement of the Problem

Inclusive education today qualifies as a worldwide discourse in providing every child with the opportunity to learn. It focuses on learning as opposed to mere access. Emphasis is on conditions that support inclusion especially policies, content, process, resources and the role of various stakeholders.

In mid 1990s, Tanzania initiated inclusive programme in 70 districts in 280 primary schools. Educational support systems as such were not in place in these districts or schools, nor were all teachers in these schools provided with training. However, schools had attempted to reduce barriers in enrolment and learning for children with disabilities (MOEVT, 2008).

It is now fifteen years since the Ministry of Education and Vocation Education started implementing inclusive education at three primary schools namely Wailes, Kibasila and Mgulani, in Temeke Municipality through UNESCO pilot project. This project was in response to the Salamanca resolution (Mmbaga, 2003). The overriding question to be answered is how far has the country gone with implementation of that project, in these inclusive schools?

This study sought to explore the teaching and learning process in inclusive classrooms in three pilot schools. Kibasila, Wailes and Mivinjeni in Temeke Municipality with the view to assess implementation of the programme.

1.4 Purpose of the Study

This study was conducted in order to appraise teaching and learning process in inclusive classrooms in primary schools in Temeke Municipality.

1.4 Objective of the Study

The specific objectives of the study included:

- (i) To review the relevance of curriculum content used to teach pupils in special education needs.
- (ii) To assess the teaching strategies used by teachers in inclusive classrooms.
- (iii) To investigate the availability and use of teaching and learning materials in inclusive classrooms.
- (iv) To examine the means of communications used in inclusive classrooms.
- (v) To identify challenges facing inclusive classrooms.

1.5 Research Questions

Research questions were derived from the purpose and objectives of the study.

- (i) Is the curriculum content use to teach pupils in special education needs relevant?
- (ii) What teaching strategies used by teachers in inclusive classroom?
- (iii) What types of teaching and learning materials used by teachers in inclusive classroom?
- (iv) What types of learning devices are used to assist pupils with disabilities in teaching and learning process?
- (v) What are the means of communication used in teaching and learning process?

(vi) Are teachers aware of Sign Language, Finger Spelling, Tactile Method and Braille?

(vii) What are challenges facing inclusive classrooms?

1.6 Significance of the Study

The findings of this study are expected to contribute to the existing body of knowledge and literature related to inclusive classrooms in Tanzania. The Ministry of Education and Vocational Training could be enabled to understand the current condition of inclusive classrooms in Tanzania. Also, the individuals and academic institutions would benefit from the findings by carrying out related researches in the same or related field.

The outcome of the study is also expected to help policy makers, teachers and curriculum developers to work together towards successful programme implementation in inclusive primary schools. In addition the information will add to the existing knowledge on modification of curriculum contents, application of relevant strategies, teaching aids, assistive devices and means of communication in promoting the teaching and learning in inclusive primary schools.

1.7 Delimitation of the Study

The study was confined to Wailes, Kibasila and Mivinjeni in Temeke Municipality, Tanzania. The population included Heads of schools, specialist teachers, non specialist teachers, school committee, parents, education officers, disabled pupils and normal pupils. Other Regions are not confined due to time limited and expenses.

1.8 Limitation of the Study

Limited experiences of most of the respondents on inclusive education made the study more time consuming.

1.9 Conceptual Framework

The CIPP model (Context, Input, Process and Product) developed by Stuffle – Beam (1971) was used to appraise teaching and learning process in inclusive classrooms with the view to putting forward informed recommendations.

The “*Context variable*” in this study included global and Tanzanian policies and guidelines for implementation of inclusive programme, inclusive education, inclusive primary schools and inclusive classrooms where teaching and learning take place. Global policies and guidelines on “Ensuring Access to Education for All” provided by UNESCO (2005) to assist countries in making National Plans for Education more inclusive, create inclusive culture, produce inclusive policies and evolving inclusive practices were assessed.

The “*Input variable*” in the study examined financial, and human resources including special education and normal teachers, normal and students with disabilities, the community, teaching and learning materials and infrastructure. The “*Process variables*” included the teaching and learning strategies and the means of communication, classroom interaction and collaborative learning while the output assessed the effectiveness of the program that is pupil’s participation in learning process, academic achievement, transition from standard seven to form one, cooperation between teachers and students with disabilities in inclusive classrooms.

The “*Product variable*” in this study included, Good participation in learning process, good academic achievement, good transition from one class to another, good cooperation between teachers and pupils, improving teaching and learning process in inclusive classroom, and good interaction between the family parents and the school. The components of the conceptual framework are summarized in Figure 1.1.

CONTEXT	INPUT	PROCESS	PRODUCT
-Global and Tanzanian Educational policies and guidelines. -Inclusive education. -Inclusive primary schools. -Inclusive classroom.	-Specialist’s teachers. - Normal teachers. -Students with disabilities. -Normal students. -Teaching and learning materials. -The community, funds. -Assistive devices. -Infrastructures.	-Teaching and learning using strategies. -The use of total communication. -Collaborative teaching. -Classroom interaction.	-Good participation in learning process. -Good academic achievement. -Good transition from one class to another. -Good cooperation between teachers and pupils. -Improving teaching and learning process in inclusive classroom. -Good interaction between the family, parents and the school.

Figure 1.1: Conceptual Framework

1.10 Definition of Terms

Disability: This is a state of inability to learn effectively due to problems of damage to one or more parts of the body.

Inclusive education: The term refers to educational approach which enables primary inclusive pupils, including those with disability to learn and participate in regular classroom.

Inclusive school: A school system where all pupils, including those with disability, belong and study in the same school and are equally and fairly treated in teaching learning process.

Collaborative teaching: The involvement of two teachers (Special education teacher and regular education teacher) working together to teach in an inclusive classroom.

Braille: The term refers to a system using embossed characters in different combination of six dots arranged in a cell that allows people with profound impairment to read by touch as well as to write using special aids.

Individualized Education Program (IEP): A program written for every student/pupil receiving special education. It describes the child current performance and goals for the school year.

Speech: A systematic oral production of words of a given language.

Speech reading: Lip reading, the visual, interpretation of spoken communication.

Total communication method: A method of teaching deaf students that combines

finger spelling, signs, speech reading and auditory amplification.

Assistive aids and devices: Devices which aim to reduce disabilities which come from impairment. They include hearing aids, special chairs, trolleys, and live picture boards, symbol charts and so on.

Teaching strategies: An action taken by teachers when presenting lessons or interacting with children to assist their learning.

1.11 Organization of the Study

The final report (dissertation) consists of five chapters. Chapter one explains the problem and its context, which includes the background and statement of the problem, objectives, research tasks and questions, significance of the study, model of study, definitions of terms, limitation and delimitation of the study. The second chapter presents the literature review, while the third chapter provides and discusses the research methodology.

Chapter four is a presentation, discussion and analysis of the research data. The last chapter provides a summary, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of various literature related to the study. It explains the development of inclusive education and notion of including disabled pupils and regular classrooms. The chapter highlights teaching and learning process in inclusive classrooms. Different studies in inclusive classrooms are discussed. The gap that was to be required by the study is established.

2.2 Curriculum Development for Inclusive Education

Inclusive education is one of the means towards social justice and social inclusion. It involves process of changing values attitudes, policies and practice within a school setting and beyond (Booth, 2005). Inclusion is when students with disabilities receives their entire academic curriculum in the general program by applying different types of collaborative teaching programs to support general education by teachers who teach disabled students. There are researches on inclusive education derived from the work carried out in a number of schools that suggest some key elements for curricula aiming at developing effective inclusive education including:

- i. Broad common goals defined for all, including the knowledge, skills and values required;
- ii. A flexible structure responding to the diversity and providing diverse opportunities for practice and performance in terms or content, methods and level of participation;
- iii. Cultural, religious and linguistic diversity of learners; and.

- iv. Content, knowledge and skills relevant to learner context (UNESCO, 1996)

The curriculum facilitates the development of most inclusive settings when leaving room for the centre of learning or the individual teachers to make sense in the local context. UNESCO (2001) analyzed adoptions of the curriculum so as to remove barriers to learning and participations in inclusive education by indicating:

- i. The level of the content in the school syllabus
- ii. The outcomes expected from learners
- iii. Equipment and teaching aids needed
- iv. Methods used to assess learning outcomes and
- v. Involvement and engagement by families and communities

An inclusive curriculum demands a flexible and oriented means of evaluation. The assessment of children is related to the aims of the curriculum (Supovit, 1997). The National Department of Education (URT, 2006), contends that an outcome based curriculum and learner's progress are measured against the broad results expected at the end of each learning process, such as general skills, abilities and values. It gets feedback from children and teachers success in selecting appropriate teaching methods, as well as the needs to adjust the pace or style of teaching . All learners have to be evaluated against their own achievements instead of comparing them. Assessment should be flexible, taking time until learners have acquired new knowledge and new skills on competence attitude, values and when the teacher has finished teaching particular content in the ordinary Classroom.

Gately, and Frank (2000), clarify that the modifications of curriculum goals which involve planning of specific goals and objectives for each student. Both general and

special education teachers discuss goals, accommodation and modifications that are necessary for a specific student. Extensive planning is needed before the start of the school year and should be on going by using co-teaching. Without planning time it is not possible to discuss the curriculum goals and modifications which may be needed by students.

On the other hand, more professional development related to inclusion was needed. Also professional development topics should include making appropriate instructional and curricular modifications. In addition, more information and training to support teachers of inclusive classroom including consulting teaching, cooperative teaching instructional assistants and teacher assistance team is required. Furthermore, more professional development was needed in the use of cooperative and heterogonous learning groups.

2.3 Teaching and Learning Process in Inclusive Classrooms

There are several types of collaborative teaching programs used in supporting general education of students with special needs. Such consulting teacher services serve as models of teaching (Idol et al, 2000). There are also supporting resource program whereby students come to receive specific instruction on a regularly scheduled basis, while receiving the majority of their education elsewhere usually in a general school programe (Wieder et al, 1989). Instructional Assistants that is paraprofessional aides to accompany special education students attending general education classes is another service. The assistant provide assistance to a single student with special education needs and remains with the student throughout teaching and learning process.

2.4 Teaching and Learning Strategies

Teachers at college learn different strategies for teaching and learning process of students with special needs. Pedagogically, different teaching strategies such as group discussion questions and answers, role play, gallery walk, games, guest speaker, group work, simulation, concept map, concept cartoon are taught (MOEVT, 2009). Teaching and learning strategies are grouped into participatory and non participatory teaching strategies.

2.4.1 Participatory Teaching Strategies

Participatory teaching strategies are learner centered which involve five senses. The learner gets the opportunity to interact with the teacher, the subject matter and teaching and learning materials used (MOEVT, 2005). Mbise (1976) comments that participatory method is necessary in the classroom to allow students to question as well as to express their own views and make decisions. Student participation is assessed by indicator that is the degree to which students in the class contribute verbally to the structuring of classroom dialogue and events. Also, indicator assessments involve:

- i. Students involvement in practical works (demonstrations, experiments and practice; and
- ii. Writing the contents they have learnt, completing exercises and doing assignments.

Jig saw, practices, laboratory work and independent study are good for learners (Tinya and Meindoko, 2010). Furthermore, tools such as guided discussions, cooperative learning and computer based instructions are ideal for variety of

teaching situations.

2.4.2 Non Participatory Teaching Strategies

These strategies do not involve learners during the learning process. Lectures remain passive during the teaching and learning process and are assumed to possess less or no knowledge of the subject matter. The teacher dominates the whole process, having authority and the source of knowledge (MOEC, 2005). It is a one way communication in the classroom, when information comes from the teacher delivered directly to the learner without feedback. Such strategies are lecturing, drilling, chalk-board notes, chalk talks and storytelling.

2.4.3 Teaching and Learning Strategies in Inclusive Classroom

Teaching strategies are descriptions of the learning objective and information between teachers and students (Weiner, 2010). Teachers have to know the material and a lot about the teaching process. In order to make the classroom inclusive for all learners, regular teachers should work together with special education teachers to make adaptations in the curriculum and to structure the classroom, to allow effective learning by a diverse group of learners (Friend and Bursuck, 1996).

In Tanzania, the 2005 revised curriculum advocated for student centered approach and participatory method in teaching and learning process. The curriculum includes inclusive education training manuals with teaching and learning strategies practicing verbal and written expressions by teacher and learner, use of natural gestures, body movement, sign language, tactile ,Braille drawing, pictures, real objects to explain objects, media such as mobile phones (messages), computers, large prints and news

papers (MOEC, 2005).

2.4.4 Collaborative Teaching

Collaborative teaching needs a variety of professionals collaboration to provide the best possible instruction for all students (Antia & Stinson 1999). This involves two teachers working together to teach an inclusive classroom. A teacher, who has background knowledge in the subject, introduces the new concepts and materials to the class. Two teachers work as a team to reinforce learning and provide assistance to students as needed. Special education teachers provide specially designed instruction to students with disabilities and regular education teachers assist as well (Logsdon, 2011).

2.5 Teaching and Learning Materials in Inclusive Classrooms

Adoption of teaching and learning materials involve preparation of teaching aids, assistive devices and equipment used to cater for learners with special needs (MOEC, 2005). Assistive aids which are special and equipped to overcome the children's difficulties according to their impairments are glasses to help students to see better, crutches and special chair to help them move around the school more easily, hearing aids for amplifying sound and Braille for reading.

Teaching aids like flash cards to help them in reading, wall charts, pictures, big prints or tactical clues for students with learning difficulties. Play aids include rattles, clothes, puppets, puzzles and musical instruments. Classroom equipment such as placing foams, rubber, pencils which are easier for children to grasp, abacus from bottle tops for counting are important. Classroom furniture like mobility aids

includes trolleys, walking frames and crutches for students with difficulties in walking. Cares for blind students and adaptive technologies like computers adapted to special needs and assistive technology, example: Braille readers and typewriters assist person with blindness, learning aids for deaf, communication boards for pointing and composing messages for pupil who cannot speak and a pointer that allows pupils with cerebral palsy to point to text are critical (Kirk et al, 2001).

2.6 The Use of Teaching and Learning Materials in Inclusive Classroom

Special education educators have accepted the use of technologies in education due to unique problem they face including use of computers adapted to special needs. For the hearing impairment pupils prescribed hearing aids are worn for the child, use of large writings on chalk, boards on visual and use of colored chalks is recommended for the visual impaired pupils. The intellectual disabled pupils use real objects that pupils can feel and handle rather than doing paper and pencil work (UNESCO, 2001).

2.7 Communication Skills Used in Inclusive Classrooms

Gallagher (2000) identifies different ways of technology to assist children with disabilities in instructional uses. Example: Braille readers and typewriters, communication boards for pointing to, composing messages and Kurzweil-reading devices for visually impaired, hearing aids, speech, lip reading, finger spelling, tactile methods, feeling, gestures and Sign Language for deaf pupils. The devices have improved the individual children's ability with moderate to severe disability that creates major barriers to communication.

2.8 Research Gap

The related literature made analysis of the study on the appraisal of teaching and learning process in inclusive primary schools in Tanzania possible and in most cases covered the research gap anticipated.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research approach and design, area of study and target population. It also includes sample and sampling procedures, data gathering techniques validation of instruments, data analysis procedures and ethical consideration.

3.2 Research Approach and Design

3.2.1 Research Approach

According to Best and Khan (1998), a research approach helps to structure data collection, data analyses and interpretation. The study employed both qualitative and quantitative research approach due to the nature of data required. The integration of both qualitative and quantitative approach is very necessary in solving problems (Borg & Borg, 1983). Qualitative research approach was suitable for the study because it allowed inquiry through interviews and focus group discussions. Through the approach, it was easy to assess the teaching and learning process for pupils with different disabilities. Kothari (2004), recommends that qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior and avails researchers with insights and impressions which was the case in the selected inclusive primary schools.

Moreover, quantitative approach involves measurement of quality of special education provision. It qualified and described characteristics using numerical methods (Best & Kahn, 2006). The approach was applied so as to capture inclusive

classroom teachers and pupils experiences on teaching and learning strategies, availability and use of teaching aids through questionnaires from a relatives large group in short time.

3.2.2 Research Design

Research design is a conceptual structure within which research is conducted. It used to structure the research, to show how all of the major parts of the research project such as the samples or a groups measures, treatments or programs and methods of assignment, work together to address the central research questions (Gimbi, 2010).

A case study was used; Cohen at all (2005), describe a case study as study of an instance in action. Is the single instance of a bounded system, for example, a child, unique, a class, a school, a community? It provides a unique example of real people in real situations, enabling readers to understand idea more clearly than simply by presenting them with abstract theories or principles. The design was preferred because it was convenient in collecting data from Kibasila, Wailes, and Mivinjeni Primary inclusive schools.

Furthermore, the case study design helped the researcher to describe teaching and learning process for teaching disabled pupils in inclusive primary schools. It also portrayed what is like to be in a particular situation to catch the close-up reality and description of participants. Therefore, three inclusive primary schools with different disabilities in Temeke Municipal were used as a multiple case study design, and each school was the subject of an individual case study.

3.3 Area of Study

The study was conducted in Temeke Municipality at Kibasila, Wailes, and Mivinjeni primary inclusive schools, in Dar es Salaam. The schools were purposefully selected for the study because were the pilot schools in inclusive program in Tanzania. Kibasila accommodates a unit of blind children and Wailes for mental mental retardation. So the schools made it possible for researcher to obtain relevant information about teaching and learning process for pupils with disabilities in inclusive classrooms. All three schools had enough experience to share with the researcher regarding the teaching and learning process for students with disabilities.

3.4 Targeted Population

Kothari (2000), define population as a group of individuals who have one or more characteristics in common. The targeted population of this study was heads of schools, specialists teachers, non specialist teachers, education officers, school members committee, parents, disabled pupils and normal pupils from selected inclusive primary schools in Temeke Municipality. Heads of schools were involved due to their administrative role and management of inclusive schools. They were expected to have relevant information about the inclusive education programme.

Specialist teachers were involved because they were conversant with the programme and the challenges, they assist the target pupils so they were able to provide ideal opinions. Non specialist teachers were selected because they were members of inclusive programme, they conduct the process of teaching and learning in collaboration with specialist teachers, and they were the implementers of the curriculum in the actual classrooms. They are responsible for monitoring students'

progress at classroom level.

Education officers were those who practice the policies on implementing the process of inclusive programme, they were administrators and managers of inclusive schools in their Municipality. They supply learning materials, teaching aids and funds. School committee members were selected because were the main stakeholders of the program. Parents were selected because one of the characteristics of a good inclusive program was to work together in a team work (Kaganzi, 2005). Parents works together with the inclusive teacher to prepare IEP, collaborate with teachers on the development of subjects and take care of the wellbeing of the clients. Disabled and normal pupils were involved because were the targeted group in study.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample and Sample Size

A sample is defined by Fraenkel and Wallen (2000) as a group of individuals in population on which information is obtained. Naomi (1998) defines a sample as a specimen or part (a whole) which is drawn to show or represent the rest. The findings from the sample made generalization to the whole population possible. The projected sample was 95 respondents, among them were 3 head teachers, 2 education officers, 9 specialist teachers, 30 non specialist teachers, 3 school committee members, 3 parents, 15 disabled pupils and 30 normal pupils.

3.5.2 Sampling Procedure

The population sample was selected by employing purposive sampling, random sampling and stratified sampling techniques. Purposive sampling is a kind of

sampling whereby researchers selected the items for a sample deliberately (Kothari, 2008). For that case, purposive sampling was used to select head teachers, specialist teachers and education officers. These were selected due to their professional role leadership position, funds and in depth knowledge about teaching and learning process in inclusive classrooms. Also inclusive primary schools were purposively selected because were among the seven pilot inclusive primary education schools and still enrolled disabled pupils in the schools. The advantage of purposive sampling is that it enabled the researcher to explore the knowledge of respondents. Thus it satisfied the specific needs of the researcher.

Stratified Random Sampling is a process of selecting a sample in a way that identifies subgroup or strata in the population. It involves dividing the population into homogenous groups, each group containing subject with similar characteristics (Fraenkel, 2000). Since disabled pupils were included in the same classrooms with normal pupils, stratified sampling facilitated selection of independent samples from different subgroups within the same classroom. So, two groups were identified on such strata as pupils with disabilities and normal pupils in each inclusive classroom. One of disabled pupils was selected from a group of pupils with disabilities and two normal pupils from a group of normal pupils in each inclusive classroom.

3.6 Data Gathering Techniques

Kothari (2000) contends that the most desirable approach with regard to selection of appropriate technique for data collection depends on the nature of the particular problems and on the time and resources available. Due to the nature of this study and in order to obtain adequate and reliable information, triangulation methods were

used. Different data collection instruments were combined which were structured interviews, structured questionnaire, non participant observation and documentary schedule.

3.6.1 Questionnaire

Questionnaires were employed to gather information from non specialist teachers' specialist teachers and normal pupils. It contains open and close ended questions where by the close ended questions were used to provide specific information, and the open ended questions gave the respondents freedom of self expression of their views about teaching and learning process for pupils with disabilities. Pupils were asked to fill in the questionnaire during break time to avoid class interruptions.

Teachers were asked to fill in questionnaire at their own time and returned them to the researcher after two days. Two days were used to collect questionnaire from each school. Questionnaires have advantages including its ability to collect the large amount of data in short time, and its ability to permit wider geographical coverage. The instruments by nature were devoid of interview bias and it allowed the respondents to express their views independently.

3.6.2 Interview

Interview is an instrument which is much more like conversation than formal events with predetermined response categories. Using semi structured interview necessitated collection of accurate and complete specialists information on desired issues concerning the study. This study used face to face interview in gathering information from disabled, member of school committees, parents and education

officers and head teachers. The interview guide was used to collect information on the issues related to teaching and learning process for disabled pupils.

This technique was used because it enhances the yielding of data quickly in quality and a wider variety of information. Frankel and Walled (1993) indicates that the researcher can clarify ambiguous questions but also can ask the interviewees to elaborate or expand on some answers deemed important. Also logical gaps in data can be anticipated and easily corrected, which increases the level of validity by giving time and accurate description of the phenomena. The disadvantages of interview include, being prone to subjectivity and bias on the side of the interviewer and having a limited number of respondents due to consuming time (Cohen et al, 2007).

3.6.3 Non Participatory Observation

Cohen, Monion and Marrison (2001) elaborate observation to means an act of recording and noting some facts or occurrence as in nature. It entails the systematic noting and recording of events, behaviors and artifacts (objects) in social setting chosen for the study. This kind of observation technique enabled the researcher to get live data from live situations (Cohen et al, (2005). Through non participatory observation the researcher observed both the theory and practical sessions without participating process. The researcher assessed the teaching and learning process for pupils with disabilities in inclusive classrooms, teaching and learning strategies used by teachers, teaching aids and assistive devices and the participation of the disabled pupils during the learning process.

Kothari (2004) contends that the researcher observes a as detached emissary without attempts on his part of experience, through participation what others feel. Observed the activities done by the pupils during the learning process. The researcher could even gather information which could not easily be obtained. The researcher also could verify the truth of statements made by information in the context of a questionnaire or a interview schedule. The disadvantages are that the observer could lose the objectivity to the extent that could participate emotionally which could bias the study.

3.6.4 Documentary Review

Documentary method too reviews was used for data collection. This method included the schemes of work, the IEP for each disabled pupil and the admission records were collected. They provided information on teaching and learning strategies and materials used for teaching pupils with disabilities. Teacher allocation and pupils files and attendance registers were also collected. The advantage of documentary review is more cost effective in terms of time and respondents. The information from documentary review helped to supplement information collected from other instruments. The disadvantage of the document sometime documents was limited, selective and biased, because they were intended for a different purpose other than of research.

3.7 Validation of Instruments

Silverman (2010) defines validity as truth and it is interpreted as the extent to which it accurately represents the social phenomena to which it refers. To make the instruments valid and worth, the instruments were distributed to a few selected

colleagues (colleagues in Master of Education Distances) opting special Education. Validity includes the extent to which the instruments covered objectives set in the study (scope), relevance of the items of the instruments compared to research tasks and questions. The instruments were edited in response to the suggestions provided by colleagues before they were checked by the research supervisor. Questionnaire for normal students, and teachers, were translated into Kiswahili (the national language) in order to get effectiveness and easy communication as well as clear understanding.

Questionnaires for disabled pupils were prepared in large prints for pupils with low vision, while those for students with blindness were prepared in Braille. The researcher had to compliment with Sign Language and finger spelling where there were problems of communications. The researcher and supervisor refined the instruments for field work.

3.8 Data Analysis

Data analysis was done according to the research objectives and study questions. Therefore qualitative data were analyzed through narrations and content analysis in interpreting qualitative data drawn from interview documentary reviews, open ended questions form questionnaire and observations. Relevant information and data addressing particular research questions were sorted out, subdivided into coherent categories in search of ideas. Responses and explanations by respondents were presented as quotations.

Quantitative data from questionnaires were analyzed using Statistical Package for Social Sciences (SPSS), version 16.0 whose frequencies and percentages were

computed. Data were presented and discussed in according to research objectives, research tasks and related research questions. Narration with quotations from participants, tabulation, graphs charts and photos were also used.

3.9 Ethical Considerations

In educational research moral dimension is crucial. In this research, the research followed several factors of informed ethical issues like confidentiality, being honest and integrity in analyzing official documents with official permission (Anangisye, 2007).

Moreover the respondents were informed about the nature and purpose of the study. The emphasis was on the development of inclusive education to be improved. The respondents' names were discouraged in this study. A research clearance was obtained from the Vice Chancellor (VC) of the Open University of Tanzania and Director of Temeke Municipality.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the study findings according to the research objectives, tasks and questions. The chapter consists of, review of curriculum contents, teaching and learning strategies used by teachers in inclusive primary schools, availability and use of teaching and learning aids and assistive devices in inclusive schools and means of communication need in teaching and learning in inclusive classrooms.

4.2 Modification of Curriculum Content to Fulfil Special Education Needs

The researcher focused on modification of curriculum contents so as to find out whether or not the content fulfills special education needs. Interviews questionnaires observations were used to gather relevant data for this task. The following are findings on the task.

4.2.1 The use of Individualized Education Planning (IEP) for Each Disabled Pupil in Schools

The use of IEP in inclusive Primary school A; The Head Teacher elaborated that there were no teachers who had undergone training on inclusive program since the inclusive program started at their schools in the year 2000. Teachers claimed not to know how to prepare and use IEP. The school did not have specialist teachers for special needs pupils. It meant that there were no modifications of curriculum contents using IEP to respond to education needs for disabled pupils in the classroom. Teachers were using the scheme of work and the lesson plans for

teaching normal pupils which had negative results in terms of teaching and learning processes of pupils with disabilities.

One Education Officer said that she was not familiar with IEP, so she was not aware whether teachers were using inclusive education or not. Interviews with the head teachers revealed that they had no idea about IEP, they could not oversee the use of IEP in the classrooms. They mentioned that they had never attended any seminars on preparing IEP. One of head teachers had the following observations;

“I attended a short course on inclusive education in 1998 with eight classroom teachers at Jeshi la Wokovu Primary School and that’s all. Unfortunately six of them were transferred to other regular primary schools and others retired”.

This implied that there were limited efforts to ensure IEP is grasped by teachers and education officers. The school had a unit for blind pupils with two specialist teachers teaching blind pupils. When the specialist teachers were interviewed the type of supportive programme they provide in the inclusive classroom, they said only one out of four available pupils attended occasionally in the inclusive as an itinerate teacher, but never used IEP.

The use of IEP in inclusive Primary school B; The Head Teacher of school was also interviewed on the use of IEP. She said that the teachers were not using IEP for disabled pupils during teaching and learning process. She mentioned that she attended short courses on inclusive in 1998 at Jeshi la Wokovu with inclusive classroom teachers, were they learnt about preparing IEP. However, all teachers

who were trained were transferred to regular schools and other retired. She insisted that there were only two teachers who were trained on inclusiveness. She pointed out that, the school had a unit for intellectual impaired pupils with three specialists teachers, but they never attended the inclusive classrooms to provide education support to the disabled pupils.

The specialist teacher in school B was also interviewed on IEP who mentioned that they knew it and they used it in the unit classroom but not in the inclusive classrooms. When they were interviewed on the type of supportive services they provided to disabled pupils in inclusive classroom, they said that they had never provided any supportive service to disabled pupils because they were not assigned by the authority to do that task. As per Aiscow (1999), recommendation that the use of human energy through greater cooperation between teachers, support staff, on inclusive education promotes teaching and learning process which in this case is different.

The use of IEP in inclusive Primary school C; The Head Teacher noted that “There were no teachers who had undergone training on inclusive programme since the inclusive program started at her schools in the year 2000. So, all of them, including inclusive classroom teachers, did not know how to prepare IEP and use it. There were also no specialist teachers who provided support to teachers and disabled pupils in the inclusive classrooms. When the Head Teacher was interviewed on the type of program provided by specialist teachers, she had the following to say;

“...there were no specific program provided by specialist teachers to teachers and disabled pupils, except where there were remedial

classrooms provided to slow learners, who did not know how to read, write and do arithmetic...”

One Education Officer out of the two interviewed said that he had knowledge about IEP but teachers were not using it due to lack of education on preparing it. On the type of programmes provided by specialist teachers in inclusive classrooms he elaborated that specialist teachers provided itinerant and peripatetic program to disabled pupils in inclusive classrooms.

UNESCO (1996) opionionates that contents might be distant to the reality in which the students live. It is pointed out that many researches on inclusive education conducted using members of schools and centers around the world; suggest that some elements for curriculum aim at developing more inclusive education lack in most of the schools. As regards to ordinary classroom teachers, thirty of them were contacted through questionnaires to indicate whether they were using the IEP using in inclusive classrooms. All 30 out of 30 (100%) teachers said, “... *We do not use the IEP...*”

Same respondents indicated that they were using schemes of work and lesson plans prepared for the normal pupils. This implied that no two separate schemes or lesson plans were prepared by teachers. The schools did not direct them to prepare the IEP for their pupils. They reiterated that they just met at the beginning of the term to discuss pupils problems such as transport, food, and health rather than issues related to use of IEP. On the other hand the school committee members when asked through interviews, two out of thirty (66.6%) also said in unison. “... *We do not know about the IEP and the program provided by specialist teachers in inclusive classroom...*”

Susan et al (2001) contends that when both general and special education teachers discuss goals and modifications, pupils are likely to be successful. Therefore, extensive planning before the beginning of the school year and ongoing basis could enhance the co-teaching relationship and planning of the curriculum goal and modifications that could promote teaching and learning process.

Through classroom observations during teaching and learning process, the researcher found out that teachers in inclusive classrooms were not using IEP. Something revealing how the teaching and learning process were done without using IEP to respond to special education need of the target groups. Table 4.1, summarize the findings.

Table 4.1: Modifying Curriculum Contents using IEP to Pupils with Disabilities

	Very skilled		Practicing the skills		Need more information		No responses	
	N	%	N	%	N	%	N	%
Head teachers	0	0	0	0	3	100	0	0
Inclusive school teachers	0	0	0	0	30	100	0	0
Special teachers	4	30	0	0	0	0	4	30
Education officers	1	50	0	0	1	50	1	50
Parents	0	0	0	0	2	67	2	66.6
School committee members	0	0	0	0	1	33	1	33
Disabled pupils	0	0	0	0	14	30	14	93.3
Normal pupils	0	0	0	0	30	100	30	100

Source: Field data (May, 2013)

The responses were similar across the three schools in that teachers were not modifying curriculum contents through the use of IEP for pupils with disabilities.

4.3 Teaching and Learning Strategies Used by Teachers in Inclusive Classrooms

The following objective was to explore the teaching and learning strategies used by teachers in teaching disabled pupils in inclusive classrooms. It also assessed the models of collaboration program used at each school. Findings were as follows:-

4.3.1 Teaching and Learning Strategies Used in Inclusive Classrooms

Data from interviews with head teachers revealed that the strategies used by teachers in inclusive classrooms for pupils with disabilities were mostly lectures, questions and answers, chalkboard notes and group discussions. The specialist teachers said they were using participatory methods, such as peer teaching and other students centered approaches. It was found out that only the special education officer who knew and dealt with special education matters in Temeke Municipality.

Thirty out of thirty (100%) inclusive classroom teachers, who responded to the questionnaire on the task, were required to indicate the teaching and learning strategies they often used for teaching in inclusive classrooms revealed the following:

Fifteen out of thirty (50%) inclusive classroom teachers indicated that they used questions and answers, while five out of thirty inclusive teachers (16%) of them said that they used lectures. Four out of thirty inclusive teachers (13%) of teachers indicated that they used chalkboard notes. At the same time, three out of thirty (10%) inclusive classroom teachers said that they used group discussions while two

(6%) indicated that they used group work. On the other hand one inclusive classroom teacher (3%) indicated that they used peer group cooperative learning, role play, demonstration, practical, gallery walk, games and guest speaker. On the other hand, 3 out of 3 (100%) members of school committees and three out of three (100%) parents of the disabled pupils had nothing to mention about strategies used at the inclusive classrooms.

Table 4.2: Teaching and Learning Strategies Used in Inclusive Classroom

Teaching and learning strategies	Frequency	Percentage
Role play	0	0
Cooperative learning	0	0
Peer tutoring	1	3%
Collaboration	0	0
Questions and answering	15	50%
Demonstration	0	0
Lecture	5	16%
Group discussion	3	10%
Practical	0	0
Gallery walk	0	0
Game	0	0
Chalkboard notes	4	13%
Video/film show	0	0
Group work	2	6%
Guest speaker	0	0

Source: Field data (May, 2013)

Based on Table 4.2, it was discovered that during observation sessions the researcher noted that most of teachers used questions and answers, chalk board and lectures regardless of having pupils with disabilities in their classes. .

The practices at the three schools were contrary to the argument by Friend & Cook (1992) who contended that collaborative teachers become models of effective communication skills for students and that student with disabilities which develop more effective social skills.

In school C, the researcher observed teachers in standard seven having a child with Autism playing football. In Figure 4.1, the researcher found grade 7 pupils; including one with autism who was playing football with peers. The mental retarded ones were all given chance to participate which was excellent.



Figure 4.1: Standard Seven Pupils, Including One with Autism Playing Football
Source: Field data (May, 2013)

During classroom observation, it was observed that in standard one, pupils were reading. The teacher was not using collaborative methods. It could be said that the teacher did not understand the needs of the pupils with disabilities in her class. The

findings do not support Guchuba, Optsa and Nguchy (2009) who pointed out that teachers should encourage participatory teaching and learning strategies and be attentive to learner's needs.

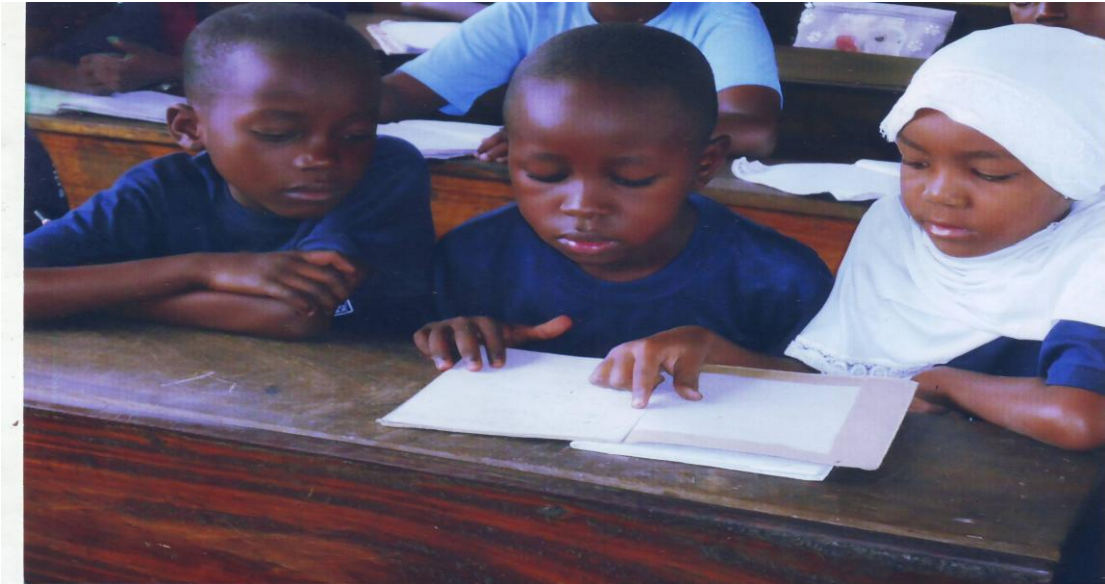


Figure 4.2: Sharing study Materials among Disabled Pupils

Source: Field data (May, 2013)

A total of 30 out of pupils were asked to put a tick (V) against the strategies used by their teachers in teaching and learning processes. Lecture strategy was the leading by fifteen percent (50%) of the pupils, while questions and answers were indicated by 10 (33.3%) that pupils. Three normal pupils out of thirty pupils (10%) indicated that they learned through group work, and one normal pupil out of thirty (3.3%) said that were taught through field trip. Likewise one normal pupil out of thirty normal pupil (3.3%) said, their teachers used chalk notes. Role play, cooperative learning, peer tutoring, demonstration, collaboration, game, gallery walk, video/film show, guest speaker were not mentioned by any pupil. Figure 4: summarizes the information.

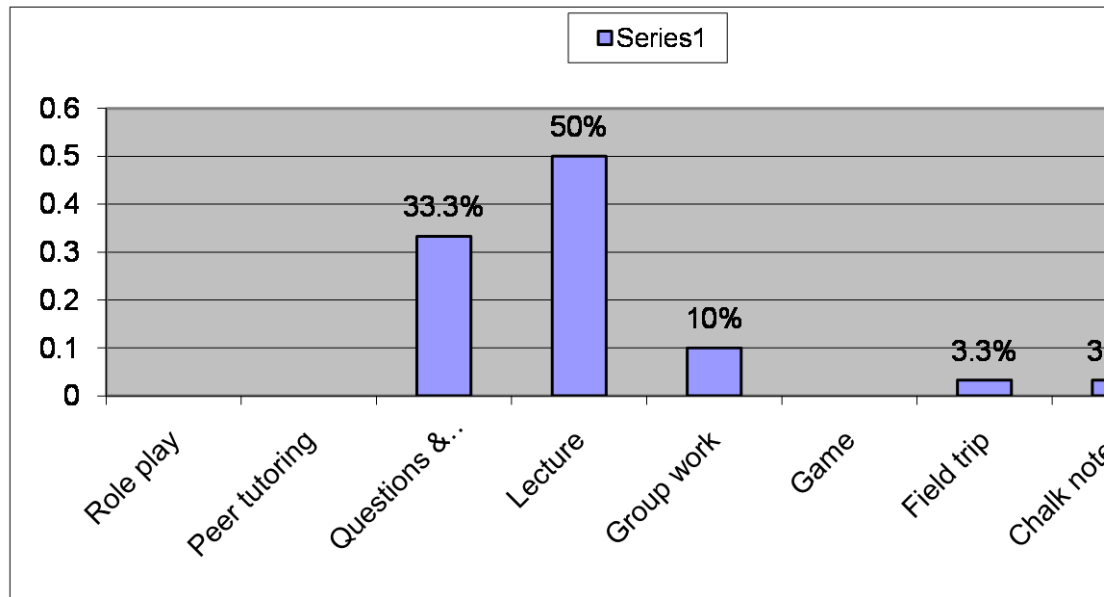


Figure 4.3: Teaching and Learning Strategies Used by Teachers

Source: Field data (May, 2013)

Findings indicated that fifteen inclusive teachers out of thirty (50%) used limited participatory strategies in teaching in inclusive classroom. Teaching and learning strategies which encouraged classrooms interaction were used by five inclusive teachers out of thirty (16.6%) and sometimes not used at all (Table 4). The findings are in line with researchers like Possi (2006), who argued that teachers have to be facilitators in teaching and learning process and not being mere transmitters of knowledge.

4.3.2 Teaching Activities and Classroom interactions in Inclusive Classroom.

Findings from non participant observations indicated the inability of most of teachers in preparing teaching activities that stimulate classroom interaction in inclusive classroom was minimal due to the non involving teaching strategies. Likewise inability to prepare IEP for disabled pupils who modify the contents to learner

centered, instead of involving the disabled pupils during the teaching process. They were found by the researcher not using participatory methods. Instead pupils depend on teachers questions and answers. This is despite the note that pupils with disabilities participated well in games and art.

It was also observed that teachers in inclusive classrooms and pupils do not know sign language. Indeed pupils with low vision had no books with large prints, they depended on books with small prints used by normal pupils in the classrooms. Standard VII in school C were observed doing the Personality and Sports lesson which they were playing football. The Autism pupil participated in playing activity, mentally and socially.

4.4 Availability and Use of Teaching and Learning Materials

Teaching and learning materials are very crucial in inclusive classrooms. Mlimira (2009) and Mosha (2011) observe that availability of teaching aids brings smooth learning and teaching. They pointed out that teaching aids should go together in learning process to allow creativity participation and provision of appropriate concepts. Regarding issues of teaching and learning materials findings revealed the following:

4.4.1 Teaching and Learning Aids Available and Used in Inclusive Classrooms

Data on the type of teaching and learning aids were available and used in inclusive classrooms were obtained through interviews questionnaire and observations. A questionnaire was used for teachers to identify the types of teaching aids available in their schools and was required to mention how often they were used when they were teaching disabled pupils in inclusive classrooms.

Table 4.3: Teaching and learning Aids Available in Inclusive Schools

S/N	Category of teaching materials	Frequency	Percentage
1	Audio materials	1	3.3
2	Visual materials	3	10
3	Audio visual materials	2	6.6
4	All of them	0	0
5	None of them	24	80
6	Large print materials	0	0
7	Colored chalks	0	0
8	Computers	0	0
9	Braille	0	0
10	Abacus	0	0

Source: Field data (May, 2013)

Table 4.3 reveals that nearly in all three of inclusive schools teachers twenty four teachers out of thirty (80%) said that their schools lacked teaching and learning materials. The availability of audio visual materials was indicated by only two teachers out of thirty inclusive teachers (6.6%), while audio materials were indicated by one teacher out of thirty teachers (3.3%). Visual materials were indicated by three teachers out of thirty (10%). At the same time; both audio and visual materials were not mentioned by any participant. All specialist teachers 30 out of thirty (100%) did not mention any teaching aids used in the classrooms.

Moreover, the researcher observed in all three sampled schools that there were few visual aids such as pictures on the wall and wall charts. This was supported with UNESCO (2001), which revealed that teachers hardly use teaching aids in their lessons suches; flash cards, wall charts; pictures playthings like rattles dolls, puppets, puzzles and musical instruments. Classroom equipment such as placing foam rubber, pencils, abacus, and rulers with raised or larger number were scarcely used.

The interviewed Head Teachers 3 out of 3 (100%) reported that their schools had inadequate teaching and learning materials which could assist pupils with disabilities during the teaching and learning process. They stated as follows;

“...There are acute shortages of teaching materials which affect pupils with disabilities in the classroom. Disabled pupils need teaching aid especially in Mathematics Language, Science and Vocational studies subjects, which required projects experiments and demonstration...”

The Head Teachers also mentioned that the schools had shortage of print teaching resources, such as text books with large prints for pupils with low vision. On the other hand interview, responses from the school committee members indicated that the schools lacked teaching and learning materials noted that inadequate funds limit the ability of purchase some of the materials. However, one of the specialists Education Officer had a different opinion that there are equipment and teaching aids used in inclusive classrooms in their schools such as; hearing aids, reading glasses large print as well as materials in Braille.

Table 4.4: Teaching and Learning Aids used in Inclusive Schools

T/l aids	School A		School B		School C		Total frequency	Total
	Number of pupils	Percent (%)	Number of pupils	Percent (%)	Number of pupils	Percent (%)		
Black board	5	50	4	40	6	60	15	50
Rule	1	10	2	20	1	10	4	13.3
Charts	1	10	1	10	1	10	3	10
Pictures	2	20	2	20	2	30	7	23.3
Real things	1	10	1	10	0	0	2	6.6

Source: Field data (May, 2013)

Furthermore, through questionnaires, pupils from three sampled schools were asked to mention the teaching and learning aids used by teachers in helping pupils with disabilities to learn effectively. They mentioned that teachers were using blackboard, chalk, charts, rules, pictures as indicated in Table 4.4.

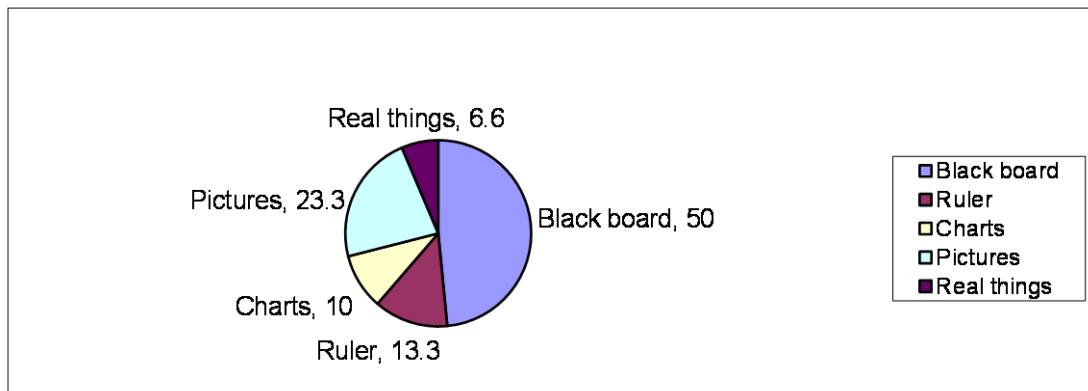


Figure 4.4: Teaching and Learning Aids Used in Inclusive Schools

Source: Field data (May, 2013)

Data from normal pupils as shown in Figure 4.4 pupils revealed that most teachers in the sampled schools did not use appropriate teaching aids for pupils with disability although they knew the significance of teaching aids in teaching and learning process. The findings too in figure 4 indicated that inclusive schools are faced with acute shortage of teaching materials which prevent quality education especially for the disabled pupils. This claim is confirmed by TENMET (2006) who noted that inadequate teaching and learning materials as well as assistive devices hampers access, not only to pupils with disabilities including normal pupils in general.

4.4.2 Teaching and Learning Devices Used by Disabled Pupils

Learning devices are important in the teaching and learning of disabled pupils. MOEVT (2000) adds that like Braille, hearing aids, glasses, wheel chairs, white

canes and glasses help pupils to facilitate learning. The study investigated the existence of teaching and learning devices needed by pupils with disabilities. Pupils with disabilities and those without disabilities didn't identify any teaching and learning devices used by pupils with disabilities in their inclusive classrooms. Moreover, regular teachers didn't mention pupils teaching devices used by the disabled in their inclusive classroom. All specialist teachers mentioned teaching devices required such as glasses and wheel chairs and mirrors. They commented that MOEVT was supposed to provide devices like Braille, hearing aids, white cane to the disabled pupils in inclusive schools. So far disabled pupils in inclusive classrooms asserted that inadequate numbers are supplied.

On the basis of the findings, it is clear that inadequate teaching and learning materials and learning devices in inclusive schools are provided. However, the teaching and learning aids as well as learning devices are highly needed as UNESCO (2001) points out that by using special aids and equipment overcome pupils' difficulties.

4.5 Communication Strategies Used in the Inclusive Classrooms

4.5.1 Communication Strategies Used by Teachers in Interacting with

Disabled Pupils in Inclusive Classroom

Thirty normal classroom teachers were asked to mention the means of communication they used in interacting with pupils teaching and learning process. Eighteen out of thirty normal teachers (60%) indicated that they used written notes, ten teachers out of thirty normal teachers (33.3%) reported that the used oral speech. Two out of thirty normal teachers (6.6%) indicated that they used gestures. There

was no single teacher who indicated to have used lip-reading, Sign Language and manual alphabet in interaction with pupils during teaching and learning process. The summary of the findings are in Table 4.5.

Table 4.5: Communication Strategies Used by Teachers in Interacting with Disabled Pupils in Inclusive Classroom

S/N	Strategies	Frequency	Percentage
1	Tactile method	0	0
2	Lip reading sign language and finger spelling	0	0
3	Written notes	18	60
4	Oral/speech	10	33.3
5	Gestures	2	6.6
6	Total communication	0	0
7	All strategies used.	0	0
	Total	N=30	100%

Source: Field data (May, 2013)

As indicated in Table 4.5 teachers had inadequate knowledge of interacting with disabled pupils in inclusive classroom. Nevertheless, teachers said that they were committed to help the disabled pupils to participate fully in the classroom activities with normal pupils. In this regard Possi (2006) recommends that in order to promote teacher's interacting abilities, there was a need of improving teaching strategies by training teachers on interactive methods.

4.5.2 Communication Strategies Preferred by Pupils in Selected Inclusive Schools

To be able to know the preference of the interactive communication strategies a questionnaire was administered to fifteen (15) disabled pupils in selected inclusive schools.

Table 4.6: Communication Strategies Preferred by Pupils in Selected Inclusive Schools

S/no	Strategies	Frequency	Percentage
1	Tactile	2	13.3
2	Lip reading sign language and finger spelling	3	20
3	Written notes	1	6.7
4	Oral speech	4	26.7
5	Gestures	2	13.3
6	Total communication	2	13.3
7	All of them	1	6.7
	Total	N=15	100%

Source: Field data (May, 2013)

It was found out that: Four out of fifteen disabled pupils (26.7%) indicated they preferred oral speech, three out of fifteen disabled pupils (20%) preferred lip reading, Sign Language and finger spelling, two out of fifteen disabled pupils (13.3%) preferred tactile and gesture and total communication, one out of fifteen disabled pupils (6.6%) preferred written notes as summarized in Table 4.6.

4.5.3 Communication Strategies Used by Head Teachers to Disabled Pupils

The Head Teachers of the three selected schools were interviewed on how they communicated with disabled pupils at their schools. Only one out of the three Head Teachers (33.3%) had the following words to say "...I attended the training on inclusive education..." She added that despite attending the seminar, "...I am not aware of communication strategies for teaching pupils with disabilities..." The findings revealed further that, two Head Teachers out of three had not attended any seminars on inclusive education. Instead they found prone to unparticipatory strategies such as provision of written notes to pupils, lecture or teacher talk instead of using the appropriate interactive strategies.

The findings on communication strategies, through their survey of elementary school teacher perceptions and their needs related to inclusion of children with disabilities in teaching learning process, found out that a high percentage of teachers need training about pupils with special needs, particularly on how to communicate smoothly with them. The findings revealed further that well trained paraprofessionals were not only able to communicate effectively but also present individualized instruction and other assistance to pupils with and without disabilities (Cipan. 1995). The Primary Development Programme 11 (2007-2011) document emphasizes that at least one teacher at each primary school should undergo training in special needs and inclusive education especially on Tanzania Sign Language (TSL), Braille, Typing, Tactile method, Maps and Making ear mould impressions and fitting hearing aids.

The findings of study indicate that these recommended aspects of communication in inclusive schools remained theoretical because they have never been implemented.

4.6 Views on Challenges Facing Inclusive Classrooms

School head teachers, ordinary teachers, specialist teachers, education officers and disable pupils pointed a number of challenges through interviews and questionnaire, as analyse further in the next paragraphs.

4.6.1 Head Teachers Views on Challenges Facing Inclusive

Data from interviews with school teachers revealed that the challenges to inclusive teachers include: The need for training specialist teachers on special needs, the need for the motivation allowances for working in challenging mode of Teaching and

learning. They also mentioned that the teaching of inclusive classes also needs teaching appropriate materials for teaching and learning activities. The findings from these teachers too revealed that Infrastructure also is a problem. Furthermore the findings of this study discovered that classrooms are not friendly for disabled for example for pupils with the researcher noted cripples disabilities. Head Teachers responds that, some times disabled pupils fail to come to school because of lack of learning devices. Another discovered challenge was that some children with disabilities were hidden such that they do not enroll at schools. Head Teachers suggested that, Government had to sensitize the parents to bring the disabled children to schools.

4.6.2 Specialists Teachers' Views

Special education teachers in inclusive school said that "...They need inservices training to keep abreast with contemporary changes, need to mainstream inclusive education and need to increase funds to promote inclusive education in Tanzania..."

4.6.3 Education Officer's Views

Education officers said that "...They need for refresher courses or seminars to all teachers on inclusive education, to recruit more teachers to get specialist teachers and need of scaling up inclusive schools in Tanzania..."

4.6.4 Non Disabled Pupils' Views

Non disabled pupils mentioned the challenges included most of disabled pupils being atubborn, and make noisy in the classroom. Others are very friendly and making jokes with other. Further it was observed that disabled student can do activities like

cleaning, they have friends and we like to help them in the learning activities and we usually play with them football and other games such as “rede”. They also said that students with disabilities are clean.

Meanwhile through focused groups disabled pupils complained that non disabled pupils push them on the desks and when they reported the incidences to teachers, they are punished. Furthermore normal pupils were reported by disabled ones to bull by nick naming or labeling the disabled by jokes using Kiswahili metaphor eg.” Mkono wako mfupi” (you have short limb), your leg hard iron, mwone alivyo mfupi, (too short), “macho mawili” (having double eyes), “bubu wewe” (umb), “zezeta” (mental retardation).

4.6.5 School Committee Member’s Views

Members of School Committee identified the challenges to include limited knowledge on inclusive education, unfriendly infrastructure that is not accessible and inadequate investment in inclusive education.

4.6.6 Views of Parents of Disabled students

Parents of disabled student put forward three challenges including limited support to people with disabilities from the Government and stakeholders specifically when it comes to school requirements and assistive devices, limited participation of parents in inclusive development in education system and limited community participation in inclusive concept development. However, they commended the need to promote inclusive education as they noted that it has enhanced inclusion as revealed in Figures 4.5, 4.6, 4.7 and 4.8.

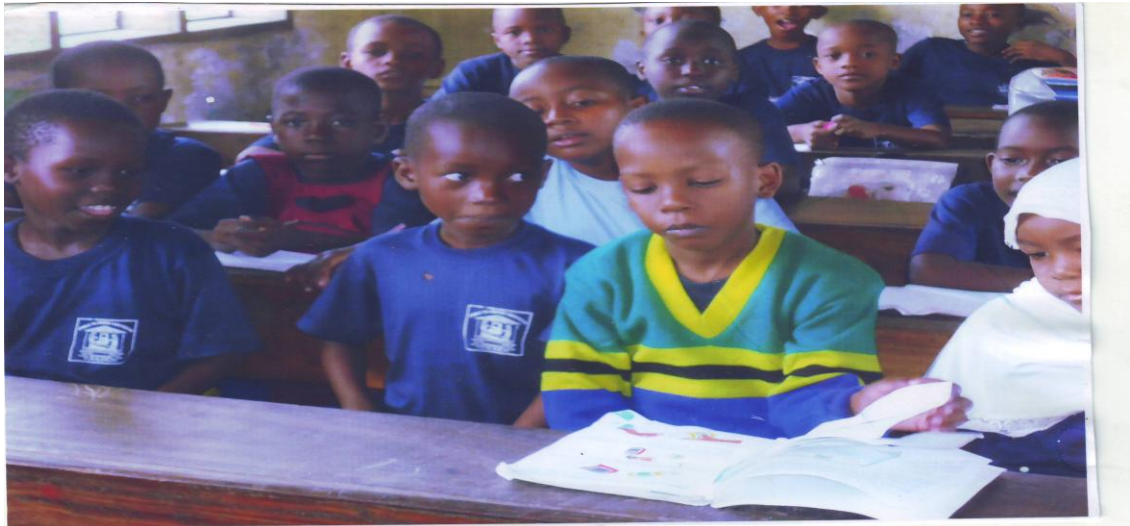


Figure 4.5: Pupils with Disabilities in the Inclusive Class Studying with Normal Pupils of Class Five

Source: Field data (May, 2013)

The Figure 4.5 shows the normal students and student with disabilities studying together in classroom session.



Figure 4.6: Sharing Text Books Among Disabled In Class Seven

Source: Field data (May, 2013)

The Figure 4.6 shows the normal pupils and Pupils with Mental Impairment sharing text books in classroom session.



Figure 4.7: Sitting Attentively with Disability Waiting for the School Assembly to Commence

Source: Field data (May, 2013)

The Figure 4.7 shows the Normal pupils and Pupils with Epilepsy sitting attentively waiting for the school assembly to commence. It means that inclusive education were practices in selected sample of inclusive primary schools.

The Figure 4.8 shows the Normal pupils and Pupils with different disabilities including a pupil who has Autism studying together in class seven. It means that inclusive education were practices in selected sample of inclusive primary schools. Moreover one parent of the disabled students said, Teachers on duty do not consider the disabled pupils. My child who had physical disability was told to bring a gallon of water from home to school and the child had a problem of his legs. He was

punished by the teacher on duty for failing to do so. In fact, all teachers teaching in inclusive classrooms have to undergo training on inclusive education.



Figure 4.8: Studying Together with Disabled in Class Seven

Source: Field data (May, 2013)

4.7 Summary of the Chapter

This chapter has covered data analysis and findings of the study. Findings indicated that the majority of teachers had inadequate knowledge about inclusive education. Consequently, teachers were not used or minimally used teaching aids during teaching and learning process. The data suggested that situation has hindered effective teaching and learning processes in inclusive classrooms. The shortage of teaching and learning devices was also mentioned as another major limitation in teaching and learning processes.

Regarding communication in classrooms, findings indicated that teachers preferred the use of oral and written notes to pupils with disabilities. Activities which accompanied practices such as plays, cleaning, cooking, drawings was the best way of teaching disabled pupils as proposed by pupils but were not commonly used.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the purpose of the study, literature review, methodology of the study as well as data presentation and discussions of findings. It provides conclusion and recommendations for action and further studies.

5.2 Summary of the Study

The study intended to appraise the teaching and learning process for pupils with disabilities in selected inclusive primary schools in Tanzania. It examined: modifications of curriculum contents with the view to finding out whether or not fulfilled special education needs and teaching and learning strategies used by teachers in inclusive classrooms. The study also assessed teaching and learning aids and assistive devices in the learning process, as well as its availability in the inclusive classrooms. It also investigated means of communication used in teaching and learning in inclusive classroom.

The study adopted the CIPP model that was developed by Stufflebeam (1971) in order to appraise the context inclusive education operates, inputs channeled in inclusive education, the process of conducting inclusive education and the outcome of implementing inclusive education in Tanzania. Related studies were reviewed in order to enrich the researcher; knowledge about the research problem and establish the gap that was to be filled. The Qualitative and Quantitative research approaches were employed to facilitate the study, using case study. Three primary schools from Temeke Municipality in Dar es Salaam were purposively sampled because they were

among the pilot inclusive primary schools with disabilities pupils in Tanzania.

A total of 97 respondents of different categories such as head teachers, regular teachers, specialists' teachers, normal pupils, disabled pupils, education officers, member of school committees and parents of disabled pupils participated in the study in order to generate complementary information about the problem under investigation. Purposive sampling technique was used to select three head teachers, specialist teachers, parents, disabled pupils and normal pupils. The stratified random sampling methods were used to select regular teachers, school committees' members and education officers. Data were collected through questionnaires, interview guide, documentary review and observation techniques.

5.2.1 Summary of the Key Findings

The findings revealed that the modifications of curriculum contents that teachers lacked knowledge on preparing IEP. No specialist teachers who were assigned for the task of supporting teachers in the inclusive classrooms. Although at two inclusive schools there were specialists teachers teaching in Units for disabled pupils. The study findings have also shown that questions and answers, lectures, written work were used mainly in inclusive classrooms. Furthermore, the findings indicate that teachers prefer the use of written notes, lectures in classroom interaction contrary to pupils with disabilities that prefer total communication, sign language, oral speech.

As regards to the availability and use of teaching and learning materials, findings have revealed that inclusive school have a shortage of teaching and learning materials which affect the teaching and learning process in the inclusive classroom.

The study findings too revealed that no enough Audio visual materials, large prints for pupils with low vision, Braille, abacus and computers. Concerning the teaching and learning devices for pupils with disabilities, the findings indicated that there was inadequate devices to be used by disabled pupils like glasses, computers, hearing aids and wheel chairs.

5.3 Conclusions of the Study

Based on the current study findings the following conclusions are inferred as follows; Teachers have not been trained in modifying curriculum contents using IEP, specialist teachers had not been posted to inclusive schools despite the existence of specialists teacher in the Units of the schools. Furthermore, teachers were not trained in various teaching and learning strategies that facilitate learning process. Moreover, there were inadequate, special education teachers, teaching and learning materials, assistive devices, and adequate investment in inclusive education so as to meet effective learning of the disabled pupils.

Through using oral/speech and written work and questions and answers, teachers managed to guide disabled pupils to participate in the classroom by seeing and practicing. Hence the regular teachers can do well by teaching disabled pupils could be provided teaching and learning materials and techniques requisite for effective teaching in inclusive classrooms.

5.4 Recommendations

The following recommendations are made based on the study findings:

5.4.1 Recommendations for Action

The study has revealed that that the public inclusive primary schools have shortage of trained teachers in inclusive education.

- (i) It is recommended that the MOEVT provide in service training in inclusive program and provide a topic of inclusive education on teachers pack in training colleges so that many teachers can have knowledge on the same.
- (ii) The Tanzania Institute of Education has to review the current college curriculum into inclusiveness that every student at the college could graduate with inclusive education skills.
- (iii) Observations also showed those teachers' inclusive classrooms use strategies used for normal pupils who do not include disabled pupils, so the Government has to prepare in service for this, school buildings also should be accessible to the disabled pupils.
- (iv) It is also recommended that the government has to provide motivation to specialists and inclusive teachers through allowances related to transport and housing because they are doing special work.

Teaching and learning materials should be provided at schools. Infrastructure of classrooms and toilets should be friendly. The classrooms are over crowded; they need few pupils in the classroom, so that the teacher can be able to assist the disabled pupils.

5.4.2 Recommendation for Further Research

Some of the areas not covered by the study require to be addressed. The following suggestions are put forward.

- (i) Since the study was conducted on the learning process in primary schools, there is a need of conducting studies on Secondary and in Nursery schools both in Government and Non-Government schools.
- (ii) A study should be carried out in other inclusive primary schools for pupils with specific disabilities to assess the teaching and learning process.

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APPENDICES

Appendix 1: Interview Guide for Parents with Disability

Dear Participants,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms.

It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. Have you attended any course on inclusive education?
2. Do you have an idea about IEP (Individual Education Planning)?
3. Do you participate with teachers in the teaching and learning process of pupils in special needs?
4. What programs are you refer to here?
5. What kind of strategies do teachers use in the inclusive classroom?
6. Mention the equipment and teaching aids used in inclusive classrooms.
7. Which means of communication are used by disabled pupils and teachers in school?
8. What challenges do your children face at school?

Appendix 2: Interview Guide for School Committee

Dear participants,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms.

It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. Have you attended any courses about inclusive education?
2. What kind of teaching program does your school use in teaching in inclusive classrooms?
3. Mention the equipment and teaching aids used in the inclusive classroom of your school.
4. Which means of communication do you use to communicate with disabled pupils in your schools?
5. In your opinion what should be done to improve teaching in inclusive classrooms?

Appendix 3: Classroom Observation Checklist

Date..... Class.....Stream

Subject.....Time of observation: Start..... End

Item	Event	Oserved situation	Remarks
1	Modifications of contents	To observe inclusive teachers if are using iep in teaching and learning process. To observe collaborative teaching program the schools had	
2.	Teaching and learning strategies used in inclusive classroom.	(i) Teaching and learning strategies. (ii) Availability of collaborative teaching during the teaching and learning process.	
3.	Teaching and learning aids.	(i) Availability of teaching and learning aids. (ii) Use of teaching and learning aids. (iii) Availability of learning devices which assist pupils with disabilities in learning.	
4.	Classroom interaction	(i) Learning activities provided. (ii) Participation of pupils with disabilities. (iii) Means of communication used in class.	

Appendix 4: Interview Guide for Head Teachers

Dear Participants,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms. It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. How long have you been the Head Teacher of inclusive primary school?
Have you attended any courses on inclusive education? If you have done so, which year did you attend the course?
2. How many specialized teachers in needs education have been posted at your school?
3. Do you know IEP (Individual Education Planning)?
4. If yes, who participate to prepare it?
5. Which teaching program of inclusive education does your school use?
6. Mention teaching materials needed at your school to facilitate teaching process for pupils with disabilities.
7. What kind of strategies used by teachers in the inclusive classroom? If possible mention them.
8. What equipment and teaching and teaching aids does your school provide to facilitate the teaching process for disables pupils?
9. Which means of communications used by teachers during teaching and learning process in inclusive program?

10. What would you like to share regarding teaching and learning process for pupils with disabilities?

Appendix 5: Interview for Education Officers

Dear Participants,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms. It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. How long have you been working in the inclusive education program?
2. Have you attended any courses in inclusive education Yes () No ()
3. As an education officer, does your office provide short courses for teachers, parents or disabled pupils and school committees members?
4. Which teaching programs are in your schools?
 - (i) Consulting teacher ()
 - (ii) Cooperative teachers ()
 - (iii) Supportive resource teachers ()
 - (iv) Instructional assistant ()
5. What kind of strategies is used by teachers in inclusive classrooms?
6. Mention the equipment and teaching aids used in inclusive classroom in your schools.
7. Which means of communication are used by teachers during teaching and learning process in inclusive program?
8. What are the challenges facing the inclusive program?

Appendix 6: Interview for Specialist Teachers

Dear Participants,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms. It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. For how long have you been working in inclusive schools?
2. Which type of collaborative teaching programs do you use in supporting the general education teachers in inclusive classrooms?
3. How often do you collaborate with ordinary classroom teachers in the teaching and learning process?
4. Do you participate in preparing IEP for students in inclusive classrooms?
5. Which learning strategies do you use in inclusive classroom?
6. Mention the teaching and learning materials used in your school.
7. Do disabled pupils in your school have assistive devices for promoting teaching and learning process?
8. Which means of communication do you use to communicate with disabled pupils in inclusive classrooms?
9. In your opinion, what should be done to improve teaching and learning for the disabled in inclusive school.

Appendix 7: Questionnaire for Normal Pupils

Dear Students,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms. It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. Which strategies do teachers use in the teaching and learning process? Put a tick to your choices.

Group discussion () Lecture () Questions and answers () Role play ()
 Practical () Game () Use of group work () Brainstorming () Field trips ()
 Video () Computer () Demonstration () 13. Concept cartoon () Concept map ()

2. Mention the teaching and learning devices used by pupils with disabilities to assist them in learning process.....

3. Mention the teaching and learning aids used by teachers in helping student s with disabilities

4. Have you ever been taught by more than one teacher in one lesson means specialist teacher in teaching disabled students and normal teacher?

5. Which types of support is available at your school/ classroom? Put a (V) against your choice.

- a) Consultating teacher()
- b) Cooperative teacher.....()
- c) Supportive teachers()
- d) Instructional Assistant.....()

6. Which means of communication do you use to communicate with the disabled pupils in the classroom?

- a) Sign language / lip reading/finger.....()
- b) Oral / speech()
- c) Tactile.....()
- d) Total communication()
- e) Gestures.....()
- f) All of them.....()
- g) Do you know how to use sign language?()

7. What is to be done to attain effective teaching and learning for students with disabilities?

Appendix 8: Questionnaire for Pupils with Disabilities

Dear student,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms. It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

1. Which strategies do teachers use in teaching and learning process? Put a (V) against your choices.

Group discussion () Lecture () Question and answers () Role play ()

Practical () Game () Use of group work () Brainstorming () Field trip ()

Showing video () Demonstration ()

2. Which communication strategies do you prefer to use in interacting with teachers during teaching and learning process?

Lip reading () Sign language () Manual alphabet () Both lip reading and sign

language () Tactile and feeling ()

3. Mention the teaching aids used by teachers in teaching and learning process.

Which of the following assistive technologies and teaching aids you use in your classroom. Put a (V) against it.

Glasses()

Braille()

Crutches and wheel chairs.....()

- Hearing aids()
- Special chairs()
- Flash cards()
- Wall charts()
- Pictures.....()
- Bigger prints()
- Tactile clues()
- Playthings()
- Trolleys.....()
- Walking frame.....()

4. Which type of support personnel available at your school/classroom?

- (a) Consulting teacher()
- (b) Cooperative teacher()
- (c) Supportive resource teacher()
- (d) Instructional Assistant()

5. Which challenges do you face at the school/classroom?

.....

.....

Appendix 9: Questionnaire for General Teachers in Inclusive Classrooms

Dear Participant,

I am conducting a research on teaching and learning process in inclusive classrooms which I hope will highly contribute to the current conditions in inclusive classrooms.

It is also hoped that the result will contribute on the improvement of in inclusive as well as on inclusive policy and its implementation.

Your answer will provide important data for this research. Please take a few minutes to respond to the questions.

Fill in the space provided or tick in bracket for appropriate answer/ response

1. School

name.....

class.....date.....

2. What is your qualifications

a) Grade IIIA (), b) Diploma (), c) Degree (), d) Masters ()

3. Hows long have you been teaching in inclusive classroom?

a) 1 – 3 yrs (), b) 4 - 6yrs (), c) 7 - 10 yrs (), d) more than 10 yrs ()

4. Have you attended in service training on inclusive education?

Yes () No ()

5. How many pupils do you have in your classroom?

Boys Girls

6. Among them how many disabled pupils are there in your classroom?

7. Which category of disability do pupils in your classroom have?

- (a) Deaf.....()
- (b) Hard of hearing()
- (c) Blind ()
- (d) Low vision ()
- (e) Physical impairment()
- (f) Autism ()
- (g) Deaf blind.....()
- (h) Multiple impairment()
8. Do you have an idea about individual education planning ? (IEP)
9. Who participate to prepare it?.....
10. Which type of collaborative teaching programs do you use in supporting general education teachers in inclusive classroom?
- (a) Consulting teacher services()
- (b) Supportive resources.....()
- (c) Instructional Assistant.....()
- (d) Cooperative teacher model.....()
11. Which teaching strategies do you often use when teaching inclusive classroom having students? Put a (V) against it,
- (a) Cooperative learning ()
- (b) Peer tutoring()
- (c) Mastery learning ()
- (d) Adapting teaching strategies..... ()
- (e) Structured teaching.....()
- (f) Role play.....()

- (g) Questions and answers ()
- (h) Game.....()
- (i) Showing film (Video).....()
- (j) Lecture.....()
- (k) Gallery walk.....()
- (l) Demonstration()
- (m) Practical.....()
- (n) Slide show..... ()
- (o) Chalk – board notes..... ()
- (p) Group discussion..... ()

12. Mention teaching and learning aids often in inclusive classroom.

13. Which devices are used by disabled pupils during teaching and learning process?

14. Which communication strategies do you use mostly to interact with pupils with disabilities during teaching and learning process? Put (V) against the appropriate strategies,

- (a) Lip reading..... ()
- (b) Sign language and gestures ()
- (c) Finger spelling ()
- (d) Written notes.....()
- (e) Speech / oral.....()

15. What are the problems facing learners with disabilities during learning in inclusive classrooms?

Kiambatisho 1: Dodoso kwa Wazazi Wa Wanafunzi Wenye Ulemavu

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hiii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

1. Je umehudhuria mafunzo yoyote yanayohusu elimu jumishi?
2. Je una uelewa mpango binafsi wa kielimu wa mwanafunzi?
3. Je unashiriki katika kuuandaa mpango huo pamoja na walimu?
4. Ni aina gani ya program ya elimu jumishi iliyopo shuleni kwako?
5. Walimu hutumia mikakati gani wakati wa ufundishaji katika darasa jumishi?
6. Taja vifaa na zana zinazotumika katika darasa la elimu jumishi?
7. Ni njia zipi za mawasiliano hutumiwa na wanafunzi walemavu pamoja na walimu wao shuleni?
8. Ni changamoto zipi anazozipata mwanafunzi mlemavu shuleni?

Kiambatanisho 2: Dodoso kwa Kamati ya Shule

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hiii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

1. Je umewahi kuhudhuria mafunzo yoyote yanayohusu elimu jumishi?
2. Ni programu ipi ya elimu jumishi inayotumika katika shule yako?
3. Je ni vifaa gani vinavyotumiwa na walimu katika darasa la elimu jumishi?
4. Je ni njia zipi za mawasiliano zinazotumika kuwasiliana na wanafunzi walemavu shuleni kwako?
5. Toa maoni yako, juu ya kuboresha ufundishaji katika darasa la elimu jumishi.

Kiambatanisho 3: Dodoso la Uchunguzi kwenye darasa la Elimu jumuishi.

Namba	Tukio	Kitu cha kuangalia	Maoni
1.	Urekebishaji wa mada	<p>Kuangalia kama walimu wanatumia mpango binafsi wa kielimu wa mwanafunzi katika tendo la kujifunza.</p> <p>Kuona kama program ya ufundishaji shirikishi unatumika darasani.</p>	
2.	Njia za kufundishia katika darasala elimu jumuishi	<p>Njia za kufundishia.</p> <p>Uwepo wa ushirikishwaji wa wanafunzi wakati wa ufundishaji.</p>	
3.	Zana za kufundishia	<p>Uwepo wa zana za kufundishia.</p> <p>Matumizi ya zana za kufundishia.</p> <p>Uwepo wa zana kisaidizi.</p>	
4.	Mchakato wa ujifunzaji	<p>Vitendo vya ujifunzaji.</p> <p>Ushirikishwaji wa wanafunzi darasani.</p> <p>Aina za mawasiliano</p>	

Kiambatanisho 4: Dodoso kwa Walimu wakuu.

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hiii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumuishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

(Weka alama ya vema katika kisanduku na jaza nafasi zilizo wazi)

Darasa Tarehe

1. Sifa za kazi
 - a) Daraja III A..... ()
 - b) Stashahada..... ()
 - c) Shahada.....()
 - d) Shahada ya uzamili.....()
2. Je umehudhuria mafunzo kazini ya elimu jumuishi? Ndiyo ()
Hapana.....()
3. Darasa lako lina jumla ya wanafunzi wangapi?.....
4. Kati yao, kuna ulemavu? Ndiyo..... () Hapana..... ()
5. Kama ndiyo, wako wangapi? Wavulana.....Wasichana.....
6. Taja aina ya ulemavu wawanafunzi ulio nao darasani mwako.
 - a) Viziwi ()
 - b) Wasioona ()

- c) Walemavu wa akili ()
- d) Walemavu wa viungo ()
- e) Autism ()
- f) Viziwi wasioona ()
- g) Ulemavu zaidi ya mmoja ()
7. Je unafahamu mapango binafsi wa kielemu wa mwanafunzi? Ndiyo ()
Hapana ()
8. Akina nani hushiriki kuupanga ?.....
9. Ni program gani ya Elimu jumuishi inayotumia ili kufanya kazi pamoja na walimu wa kawaida?.....
- a) Mwalimu mtaalam wa elimu maalum anakuja darasani na kutoa ushauri kwa mwalimu wa darasa Ndiyo () Hapana ()
- b) Je kuna chumba maalum kwa ajili ya mwalimu mtaalam wa elimu Maalum anayefika shuleni mara na kutumia chumba hicho kuwafundisha wanafunzi walemavu mada Fulani huku wakiendelea na masomo katika darasa la kawaida Ndiyo () Hapana ()
- c) Ufundishaji shirikishi ambapo mwalimu mtaalam pamoja na mwalimu wa darasa hufanya kazi pamoja kwa kushirikiana ili kutoa elimu kwa wote? ()
- d) Kuna mwalimu msaidizianayekaa na wanafunzi walemavu darasani kwa muda wote wa vipindi Ndiyo () Hapana ()
10. Mbinu gani mnazotumia katika darasa la elimu jumuishi ?
- a.) Kusoma kwa kushirikiana ()
- b.) Usomaji mwenza ()

- c.) Mchezo wa kuigiza ()
- d.) Michezo ()
- e.) Maswali na majibu.....()
- f.) Sinema ()
- g.) Kwa makundi ya kujadiliana..... ()
- h.) Mihadhara ()
- i.) Mazoezi.....()
11. Taja vifaa vinavyotumika kufundisha wanafunzi walemavu kutegemeana na ulemavu wao.....
12. Njia gani za mawasiliano zinazotumika kuwasiliana na wanafunzi walemavu
- a.) Lugha ya alama
- b.)Kuongea
- c.)Kushika
- d.) Maandishi ya alama
13. Ni matatizo gani ambayo wanafunzi wanayapata wakati wa kujifunza

Kiambatanisho 5: Dodoso kwa Maafisa Elimu

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

1. Je una muda gani tangu ufanye kazi katika elimu jumishi?
2. Je umewahi kuhudhuria mafunzo ya elimu jumishi?
3. Je ofisi yako inatoa mafunzo ya elimu jumishi kwa walimu ,wazazi wa wanafunzi walemavu na kamati ya shule?
4. Ni programu gani za elimu jumishi zinazotumika katika shule yako?
5. Je ni njia zipi za ufundishaji zinazotumika katika shule yako, zitaje.
6. Taja vifaa na zana za ufundishaji zinazotumika katika elimu jumishi?
7. Je njia zipi za mawasiliano zinazotumika katika darasa la elimu jumishi?
8. Je ni changamoto zipi unazozipata katika progamu ya elimu jumishi?

Kiambatanisho 6: Dodoso kwa Walimu wa Elimu jumuishi

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hiii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumuishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

(Weka alama ya vema katika kisanduku na jaza nafasi zilizo wazi)

Darasa Tarehe

10. Sifa za kazi
 - e) Daraja III A ()
 - f) Stashahada ()
 - g) Shahada ()
 - h) Shahada ya uzamili ()
11. Je umehudhuria mafunzo kazini ya elimu jumuishi ? Ndiyo () Hapana ()
12. Darasa lako lina jumla ya wanafunzi wangapi?
13. Kati yao, kuna ulemavu? Ndiyo () Hapana ()
14. Kama ndiyo, wako wangapi? Wavulana Wasichana
15. Taja aina ya ulemavu wawanafunzi ulio nao darasani mwako.
 - h) Viziwi ()
 - i) Wasioona ()
 - j) Walemavu wa akili ()
 - k) Walemavu wa viungo ()

- l) Autism ()
- m) Viziwi wasioona ()
- n) Ulemavu zaidi ya mmoja ()
16. Je unafahamu mapango binafsi wa kielemu wa mwanafunzi? Ndiyo ()
Hapana ()
17. Akina nani hushiriki kuupanga ?.....
18. Ni program gani ya Elimu jumuishi inayotumia ili kufanya kazi pamoja na walimu wa kawaida?.....
- a) Mwalimu mtaalam wa elimu maalum anakuja darasani na kutoa ushauri kwa mwalimu wa darasa Ndiyo () Hapana ()
- b) Je kuna chumba maalum kwa ajili ya mwalimu mtaalam wa elimu Maalum anayefika shuleni mara na kutumia chumba hicho kuwafundisha wanafunzi walemavu mada Fulani huku wakiendelea na masomo katika darasa la kawaida Ndiyo () Hapana ()
- c) Ufundishaji shirikishi ambapo mwalimu mtaalam pamoja na mwalimu wa darasa hufanya kazi pamoja kwa kushirikiana ili kutoa elimu kwa wote .
Ndiyo () Hapana ()
- d) Kuna mwalimu msaidizianayekaa na wanafunzi walemavu darasani kwa muda wote wa vipindi Ndiyo () Hapana ()
10. Mbinu gani mnazotumia katika darasa la elimu jumuishi ?
- a.) Kusoma kwa kushirikiana ()
- b.) Usomaji mwenza ()
- c.) Mchezo wa kuigiza ()
- d.) Michezo ()

- e.) Maswali na majibu..... ()
- f.) Sinema ()
- g.) Kwa makundi ya kujadiliana..... ()
- h.) Mihadhara ()
- i.) Mazoezi..... ()

11. Taja vifaa vinavyotumika kufundisha wanafunzi walemavu kutegemeana na ulemavu wao

12. Njia gani za mawasiliano zinazotumika kuwasiliana na wanafunzi walemavu

a.) Lugha ya alama

b.)Kuongea

c.)Kushika

d.) Maandishi ya alama

13. Ni matatizo gani ambayo wanafunzi wanayapata wakati wa kujifunza

Kiambatanisho 7: Dodoso kwa Wanafunzi wa Kawaida

Mwanafunzi,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

Shule.....Darasa.....Tarehe

1. Je ni njia gani walimu wako hutumia katika tendo la kufundisha na kujifunza ? Weka alama ya vema (V) kwenye mabano mbele ya njia inayotumika.
 - (i) Majadiliano ()
 - (ii) Mhadhara ()
 - (iii) Maswali na majibu ()
 - (iv) Maigizo ()
 - (v) Onesha mbinu ()
 - (vi) Kazi za vikundi ()
 - (vii) Notisi kwenye ubao ()
 - (viii) Ujifunzaji mweza ()

2. Taja vifaa visaidizi mwanafunzi mwenye ukilema anavyotumia katika tendo la kujifunza

3. Taja zana anazotumia mwalimu darasani wakati wa tendo lakufundisha na kujifunza

4. Je, umewahi kufundishwa na zaidi ya mwalimu mmoja darasani yaani mwalimu wa kawaida na mwalimu mtaalamu wa kufundisha wanafunzi wenye ukilema?
5. Ni aina gani ya huduma ya elimu jumuishi iliyopo darasani mwako?
- (a.) Mwalimu mtaalam wa elimu maalum huja darasani na kutoa ushauri kwa mwalimu wa darasa..... ()
- (b.) Shule kuwa na chumba maalum kwa ajili ya mwalimu /mtaalam wa elimu maalum ambaye hufika shueni mara kwa mara kuwafundisha wanafunzi wenye mahitaji maalum huku wakiendelea kupata elimu katika darasa la kawaida..... ()
- (c.) ufundishaji wa kushirikiana ambapo mwalimu mtaalam wa elimu maalum paamoja na mwalimu wa darasa hufanya kazi pamoja kwa kushirikiana katika darasa moja ili kutoa elimu kwa wote..... ()
- (d.) Je kuna mwalimu msaidizi ambaye huwa na wanafunzi wenye ukilema katika darasa la kawaida kwa ajili ya kuwasaidia na mwalimu msaidizi hubaki kwa siku nzima Ndiyo () Hapana ()

Kiambatanisho 8: Dodoso kwa Wanafunzi Wenye Ukilema

Mwanafunzi,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumuishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

Shule.....Darasa..... Tarehe.....

1. Je ni njia zipi walimu wako huzitumia katika ufundishaji ? Weka alama ya vema (V) kwenye mabano mbele ya njia inavyotumika.

(i) Majadiliano	()
(ii) Mhadhara	()
(iii) Maswali na majibu	()
(iv) Maigizo	()
(v) Onesha mbinu	()
(vi) Kazi za vikundi	()
(vii) Kuandika notisi ubaoni	()
(ix) Ujifunzaji mwenza	()
(x) Video	()
(xi) Ziara	()

2. Ni njia zipi wewe hutumia kuwasiliana na mwalimu anapofundisha darasani kwako? Weka alama ya (V) mbele njia inayotumika.

- a) Lugha ya alama () Herufi ya vidole () Kusoma midomo ya mwongaji () Vyote kusoma midomo ya mwongaji na lugha ya alama (), kuongea (), Kushika (), Kupapasa () Kuandika ujumbe (), Njia zote ()

3. Taja zana anazotumia mwalimu darasani wakati wa vipindi.

4. Ni vifaa gani visaidizi na zana za kufundishia mwanafunzi hutumia darasani katika tendo la kujifunza? Weka alama ya () mbele ya jibu.

Miwani ()

Braille ()

Shimesikio ()

Viti maalum ()

Kadi ()

Chati za ukutani ()

Picha ()

Maandishi makubwa ()

Vifaa vya kushika na kuhisi ()

Vifaa vya michezo ()

Toroli ()

Vifaa vya matembezi ()

Vitu halisi ()

Ramani ()

Atlas ()

5. Ni aina gani ya huduma ya elimu jumuishi iliyopo darasani.

- a) Mwalimu mtaalam wa elimu maalum anakuja darasani na kutoa ushauri kwa mwalimu wa darasa..... ()
- b) Shule kuwa na chumba maalum kwa ajili ya mwalimu mtaalam wa elimu maalum ambaye hufika shuleni mara kwa mara kuwafundisha wanafunzi mada wenye mahitaji maalum huku wakiendelea kupata elimu katika darasa la kawaida..... ()
- c) Ufundishaji wa kushirikiana ambapo mwalimu mtaalam wa elimu maalum pamoja na mwalimu wa darasa hufanya kazi pamoja kwa kushirikiana katika darasa moja ili kutoa elimu kwa wote.....()
- d) Kuwa na mwalimu msaidizi ambaye huwa na wanafunzi wenye ukilema katika darasa la kawaida kwa ajili ya kuwasaidia. Mwalimu msaidizi hubaki na mwanafunzi kwa siku nzima..... ()

Kiambatanisho 9: Dodoso kwa Walimu wa Kawaida

Mshiriki, Tafadhali,

Mimi nafanya utafiti juu ya Elimu jumishi ili kuangalia hali halisi ya sasa ya uendeshaji wa program hiii. Mawazo yako yatachangia katika ufanisi wa sera za elimu jumuishi pamoja na utendaji wake. Majibu yako yatatoa takwimu muhimu katika utafiti huu. Majibu yako yatasaidia kupata takwimu muhimu katika utafiti huu. Tafadhali tumia muda mchache kujibu maswali haya. Tafadhali naomba ushirikiano wako.

(Weka alama ya vema katika kisanduku na jaza nafasi zilizo wazi)

Darasa Tarehe

1. Sifa za kazi
 - i) Daraja III A ()
 - j) Stashahada ()
 - k) Shahada ()
 - l) Shahada ya uzamili ()
2. Je umehudhuria mafunzo kazini ya elimu jumuishi? Ndiyo () Hapana ()
3. Darasa lako lina jumla ya wanafunzi wangapi?
4. Kati yao, kuna ulemavu ? Ndiyo () Hapana ()
5. Kama ndiyo, wako wangapi ? Wavulana Wasichana
6. Taja aina ya ulemavu wawanafunzi ulio nao darasani mwako.
 - a. Viziwi ()
 - b. Wasioona ()
 - c. Walemavu wa akili ()

- d. Walemavu wa viungo ()
- e. Autism ()
- f. Viziwi wasioona ()
- g. Ulemavu zaidi ya mmoja ()
- h. Je unafahamu mapango binafsi wa kielemu wa mwanafunzi?
Ndiyo () Hapana ()
- i. Akina nani hushiriki kuupanga ?.....
- j. Ni program gani ya Elimu jumuishi inayotumika kufanya kazi pamoja na walimu wa kawaida?.....
- a) Mwalimu mtaalam wa elimu maalum anakuja darasani na kutoa ushauri kwa mwalimu wa darasa. ()
- b) Kuwepo na chumba maalum kwa ajili ya mwalimu mtaalam wa elimu Maalum anayefika shuleni mara na kutumia chumba hicho kuwafundisha wanafunzi walemavu mada Fulani huku wakiendelea na masomo katika darasa la kawaida ()
- c) Ufundishaji shirikishi ambapo mwalimu mtaalam pamoja na mwalimu wa darasa hufanya kazi pamoja kwa kushirikiana ili kutoa elimu kwa wote ()
- d) Kuwa na mwalimu msaidizianayekaa na wanafunzi walemavu darasani kwa muda wote wa vipindi ()

10. Mbinu gani mnazotumia katika darasa la elimu jumuishi?

- a.) Kusoma kwa kushirikiana..... ()
- b.) Usomaji mwenza ()
- c.) Mchezo wa kuigiza ()
- d.) Michezo ()

- e.) Maswali na majibu.....()
 - f.) Sinema()
 - g.) Kwa makundi ya kujadiliana..... ()
 - h.) Mihadhara()
 - i.) Mazoezi..... ()
11. Taja vifaa vinavyotumika kufundisha wanafunzi walemavu kutegemeana na ulemavu wao
12. Njia gani za mawasiliano zinazotumika kuwasiliana na wanafunzi walemavu
- a.) Lugha ya alama
 - b.)Kuongea
 - c.)Kushika
 - d.) Maandishi ya alama
13. Ni matatizo gani ambayo wanafunzi wanayapata wakati wa kujifunza