

**IMPLEMENTATION OF INCLUSIVE EDUCATION FOR PUPILS WITH
INTELLECTUAL DISABILITIES IN INCLUSIVE PRIMARY SCHOOLS IN
SHINYANGA MUNICIPALITY, TANZANIA**

DANIEL MALWA

21/X/GMSN/14122/PE

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF SPECIAL NEEDS EDUCATION
OF KYAMBONGO UNIVERSITY**

OCTOBER, 2024

DECLARATION

I, **Daniel Malwa**, certify that this dissertation is original and has no previous submissions or publications at any educational institution in consideration for a comparable award. Contributions from other people's works were acknowledged appropriately. Therefore, I should be held accountable for any errors resulting from my efforts.

Signature..... **Date**

APPROVAL

This dissertation was prepared and completed following Kyambogo University's research guidelines and is hereby submitted to the graduate board with our approval as supervisors;

Signature..... **Date**

Dr. Juliet Nakalule

(Principal Supervisor)

Signature..... **Date**

Prof. Willy Ngaka

(Supervisor)

DEDICATION

I dedicate this dissertation to my wife, Rose, and my children, Elias, Dinnah, Jobs, and George, for their prayers and courageous hearts.

ACKNOWLEDGEMENT

I thank God for his protection, love, and grace throughout my master's degree studies. He gave me the bravery, fortitude, and aptitude to succeed in my studies. He was by my side no matter what obstacle I faced. Without the exceptional assistance of my supervisors, Professor Willy Ngaka and Dr. Juliet Nakalule, I could not have completed my dissertation. From our first meeting until the final copy, their passion, knowledge, and meticulous attention to detail motivated and guided me. My family members have been more significant to me than anyone else as I worked on my dissertation. I want to thank my father, Mr. Malwa Mlengwa, for his support. In particular, I thank my wife, Rose Omtata, and my children, Elias, Jobs, Dinnah, and George, who never stopped inspiring me.

I want to thank the Shinyanga Municipal Director for supporting my studies and allowing me to complete them at Kyambogo University in Uganda. I also want to thank my course mates Hadija Mtani, Judith, Cornel, and Gaga for their endless social and academic support.

I am grateful to the Special Needs and Rehabilitation faculty, who either directly assisted me in this course by facilitating lectures or providing moral support.

TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLE	xi
LIST OF ACRONMYS	xii
ABSTRACT.....	xiii
CHAPTER ONE:	1
INTRODUCTION	1
1.1 Background of the study	1
1.1.1 Historical Background.....	1
1.1.2 Theoretical Background	5
1.1.3 Conceptual Background	8
1.1.4 Contextual Background	8
1.2 Statement of the Problem	11
1.3 Purpose of the Study	11
1.4 Objectives of the Study	12
1.5 Research Questions	12
1.6 The Significance of the Study	12
1.7 Scope of the Study.....	13
1.7.1 Content Scope.....	13

1.7.2 Geographical Scope	13
1.7.3 Time Scope	13
1.8 Definition of Operational Words.....	13
CHAPTER TWO:	15
REVIEW OF RELATED LITERATURE	15
2.1 Introduction	15
2.2 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools	15
2.2.1 Supporting Learners Equally	16
2.2.2 Provision of Reasonable Accommodations	18
2.2.3 Encouraging Individualized Instructions	20
2.2.4 Creating a Positive Culture.....	21
2.3 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality	23
2.3.1 Availing Inclusive Conventions, Strategy, and Acts	23
2.4 Teacher’s Perspective on Implementing Inclusive Education Strategies for PwIDs in Inclusive Primary Schools.....	27
2.5 Summary and Gap	29
CHAPTER THREE:	30
METHODOLOGY	30
3.1 Introduction	30
3.2 Research Approach and Design	30
3.2.1 Research Approach.....	30

3.2.2 Research Design	31
3.3 Research Area	31
3.4 Study Population, Sample and Sampling Techniques.....	31
3.4.1 Population of the Study	31
3.4.2 Study Sample	32
3.4.3 Sampling Techniques	33
3.5 Data Collection Methods, Tools and Piloting	34
3.5.1 Data Collection Method.....	34
3.5.2 Data Collection Tools.....	35
3.5.3 Pretesting the Study	35
3.6 Data Collection Procedures	36
3.7 Data Analysis	36
3.8. Trustworthiness of the findings.....	37
3.8.1 Credibility.....	37
3.8.2 Dependability.....	38
3.8.3 Transferability	38
3.8.4 Conformability.....	38
3.9 Ethical Consideration	39
3.10 Limitations and Delimitations	40
CHAPTER FOUR.....	41
PRESENTATION, INTERPRETATION, AND DISCUSSIONS	41
4.1 Introduction	41
4.2 Description of the demographic characteristics of the study participants.....	41

4.3 Inclusive education practices of teachers in implementing inclusive education strategies for PwIDs in primary schools	44
4.3.1 Provision of Reasonable Accommodation	44
4.3.2 Encouraging Teamwork at all levels	47
4.3.3 Creating a Positive, Inclusive Culture	50
4.3.4 Offering Individualized Support Services	52
4.4 Strategies for the Implementation of Inclusive Education for PwIDs in inclusive primary schools in Shinyanga Municipality	54
4.4.1 Following Inclusive Education Strategies, Guidelines, Policies and Acts	55
4.4.2 The Involvement of Education Stakeholders.....	58
4.4.3 Government Support to Inclusive Primary Schools	61
4.4.4 Teachers' readiness to help PwIDs access their right to education	63
4.5 Teacher's Perspectives on the Implementation of Inclusive Education Strategies	65
4.5.1 Lack of Capacity Building and Teacher Training	65
4.5.2 Poor Teaching and Learning Environment.....	68
4.5.3 Inadequate Teaching and Learning Materials	70
CHAPTER FIVE	74
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	74
5.1 Introduction	74
5.2 Summary of the findings	74
5.2.1 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools.....	74
5.2.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality	75

5.2.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies	75
5.3 Study conclusions.....	75
5.3.1 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools.....	75
5.3.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality	76
5.3.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies	76
5.4 Study Recommendations.....	77
5.4.1 Inclusive education practices of teachers in implementing inclusive education strategies for PwIDs in primary schools.....	77
5.4.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality	77
5.4.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies	77
5.5 Suggestions for future research	78
REFERENCE	79
APPENDICES	82
Appendix I: Interview guide for Teachers & Headteachers.....	82
Appendix II: Interview Guide for Quality Education Officer and Curriculum Developer	84
Appendix III: Interview Guide for Parents	85
Appendix IV: Observation Checklist for Pupils with and without intellectual disabilities	86
Appendix V: Consent Form	87
Appendix VI: Introductory Letter for Data Collection	89
Appendix VII: Research Clearance from the Regional Commissioner's Office	90
Appendix VIII: Research Clearance from the Municipal Director's Office	91

Appendix IX: Map of Tanzania showing Shinyanga	92
Appendix IX: Map of Shinyanga Municipality.....	93

LIST OF TABLE

Table 3. 1: Summary of the target population, sample and method of selection of participants.. 33

LIST OF ACRONYMS

BEST:	Basic Education Statistics Tanzania
CRPD:	Convention on the Right of Persons with Disabilities
ETP:	Education and Training Policy
MoEST:	Ministry of Education Science and Technology
NSIE:	National Strategies for Inclusive Education
PO-RALG:	President's Office, Regional Administration, and Local Government Tanzania
PwIDs;	Pupils with Intellectual Disabilities
UN:	United Nations
UNCRPD:	United Nations Convention on the Rights of Persons with Disabilities
UNDHR:	United Nations Declaration for Human Rights
UNESCO:	United Nations Science and Cultural Organization
UNICEF:	United Nations International Children Emergency Fund
URT:	United Republic of Tanzania
WHO:	World Health Organization

ABSTRACT

The study explored implementing inclusive education for pupils with intellectual disabilities in inclusive primary schools in Shinyanga Municipality, Tanzania. The objectives of this study were to examine inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality, Tanzania; second, to examine strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality; and third, to explore teachers' perspectives on the implementation of inclusive education for PwIDs in inclusive primary schools. It adopted a qualitative approach and a case study design to obtain the relevant data. The target population for this study was two hundred and two (202); the study employed a sample of 21 participants who were purposefully selected. Data were gathered through semi-structured interviews and observation. Data for the study was analyzed thematically, as described by Cresswell (2014). The findings were presented under themes and subthemes constructed in the course of data analysis, which revealed that: (i) most teachers were knowledgeable about inclusive education practices such as creating inclusive culture, teamwork, providing reasonable accommodation, and individualized instruction to pupils with intellectual disabilities, (ii) the selected inclusive primary schools doing their best with the meagre resources at their disposal to implement the inclusive education for pupils with intellectual disabilities by following government guidelines, directives, policies; and Acts; and (iii) the implementation of inclusive education for pupils with intellectual disabilities was characterized by numerous challenges such as lack of in-service training for teachers in inclusive primary schools, poor teaching environments, and inadequate materials to teach pupils with intellectual disabilities. The study concluded that though most teachers were knowledgeable about inclusive education, the learning environment in the selected inclusive primary schools was not friendly for teaching pupils with intellectual disabilities; inclusive education success relies on collaboration, team spirit, and policies that support inclusion; and inclusive primary schools were facing various challenges in implementing inclusive education for pupils with intellectual disabilities which poses a threat to the realization of the dream of leaving no one behind and maximizing inclusion of persons with disabilities as stated in the United Nations Sustainable Development Goal four. The study recommends that the Government, through the Ministry of Education, Science and Technology, should improve the learning environment in inclusive schools for pupils with intellectual disabilities by providing adequate teaching materials and training the in-service teachers on inclusive teaching strategies; secondly, the government should provide sufficient resources to ensure thorough supervision of schools as stipulated in the National Strategies for Inclusive Education 2022-2026, National Education Policy 2014, National Disability Act 2010 and National Disability Policy 2004 to improve teamwork and collaboration among education stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

This study intended to explore the implementation of inclusive education for Pupils with Intellectual Disabilities (PwIDs) in inclusive primary schools. This chapter comprises sections that introduce the study: background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the significance of the study, the scope of the study, and the operational definition of key terms.

1.1.1 Historical Background

The majority of individuals with disabilities are among the most underprivileged groups in their communities, lacking the right to equal access to education and disability-related services beneficial to them and experiencing exclusion from day-to-day activities (WHO, 2011). Families with a person with a disability, particularly PwIDs, may become socially isolated because some people believe that disability is a curse and a burden. As a result, some of them missed their right to education (SIDA, 2014).

Intellectual disability is a condition that impairs a person's intelligence and capacity for adaptive behaviour, which interferes with their ability to live an independent life. The effects on intelligence result in a condition that leads to difficulty in learning that is slowed down or delayed, whether through education or life experiences. Also, faces difficulty in issues with logical reasoning, a problem applying planning and problem-solving skills (Kawi, 2015). Also, children with intellectual disabilities are affected by adaptive behaviours, which focus on the abilities and acquired the knowledge required to have an independent life while caring for oneself. Effects on adaptive behaviour may include difficulty in learning any new skills such as self-hygiene, a slower

rate of toileting training and self-care (clothing, bathing), and requiring assistance with basic skills of everyday tasks from a caregiver (Mary A, 2021).

It is estimated that 1.3 billion people worldwide live with different forms of disabilities (WHO, 2021). Out of the figure (1.3 billion) of people, 240 million are children with disabilities, whereby only 25% of 240 million are said to have been enrolled in primary education, and 47% of them are in a position to be denied this opportunity (UNICEF, 2022).

A call for education institutions, through their management, to ensure quality and equitable education to be accessed by all regardless of their differences emanates from the 1948 Universal Declaration of Human Rights (UNDHR) in Article 26. Then came several agreements that support every person's right to an education, such as the International Covenant on Economic, Social, and Cultural Rights (1966) and the Convention Against Discrimination in Education (1960). Regardless of an individual's ability or disability, these principles create and implement accessible and mandatory primary education for all children (UNICEF, 2007).

Moreover, Salamanca's statement and framework for action emphasize education as a right to be accessed by all, as everyone expects (UNESCO, 1994). Current actions are being taken under the UNCRPD accessibility model to ensure that persons with disabilities enjoy all education privileges without being discriminated against (UN, 2006). All the mentioned frameworks aim to provide quality and equitable accessibility to education. Thus, everyone, including PwIDs, can learn and achieve their life standards.

The United States of America is adopting inclusive education for PwDs, including PwIDs, much like other nations worldwide. Implementing the Education for All Handicapped Children Act (EAHCA) in 1975 ensures that every child with a disability in the country receives a free and

appropriate public education (FAPE). This Act required improved accessibility and rights, which altered the educational experience for students with disabilities, especially PwIDs (U.S. Department of Education, 2021).

The Individuals with Disabilities Education Act (IDEA) was introduced in 1990. It outlines the assistance that primary schools must provide to pupils with disabilities. The law allowed more schools to provide inclusive and practical education to pupils with disabilities, including PwIDs (Dragoo, 2019).

The United States of America has approximately 44,482,000 people with disabilities, and 545,000 out of 44,482,000 are people with intellectual disabilities aged 6 to 21. At the same time, only 7% of PwIDs are registered in inclusive schools, and the government provides grants to support children with disabilities (U.S. Department of Education, 2021). This provision is also supported by the American Association on Intellectual and Development Disabilities (AAIDD) and the Arc of the United States in their position statement of 2018 regarding the significance of Free and Adequate Public Education (FAPE), which must be provided in inclusive schools. This includes fair evaluation, challenging goals, individualized support, and services (Rodriguez, 2020).

According to Limaye (2016), India has 2,263,821 million people who have intellectual impairments. Statistics show that 47% are children with intellectual disabilities who have been enrolled in elementary school. Researchers have reported that previously, education for children with disabilities was by discrimination, stigmatization, and isolation due to the belief that children with disabilities could not learn alongside their peers in inclusive classes. In the 19th Century, things changed with the introduction of particular schools by Christian Missionaries. Due to this milestone, PwIDs are now enrolled in 1000 different inclusive schools that were introduced specifically for them (Limaye, 2016). This leads to effective measures taken by the government of

India to ensure the implementation of inclusive education for pupils with disabilities in inclusive schools is recognized, which is expressed in international conventions such as UNCRPD 2006, CRC 1989, and the Sustainable Development Goals (Goal 4) and the Education 2030 Agenda (UNESCO, 2019b).

In Tanzania, 3.3 million people live with disabilities, while 2.3% of 3.3 million are children aged 5 to 24 (UNPRPD, 2021). The above number of people has been struggling over the years due to the exclusion in education. Through its Constitution, 1977, Article 11, it was made clear that every child in the country must access education. As a response, in 1982, the government collaborated with the Anglican Church Mission to open the first school for PwIDs (Lulindi primary school) at Masasi in Mtwara region. The same year, the Lutheran Evangelical Church opened a school for PwIDs at the Mtoni Diaconic Center in Dar es Salaam. For the first time, PwIDs were considered for special education in Tanzania. (Possi and Milinga, 2017). Since then, the government has achieved numerous achievements in the number of schools where PwIDs are enrolled.

Early in the 1990s, the Tanzanian government began implementing inclusive education. Since then, several government decisions have been made, creating National inclusive strategies, policies, and guidelines (URT, 2021). These include the National Disability Policy of 2004, the National Disability Act of 2010 (United Republic of Tanzania, 2010), the National Strategies for Inclusive Education (NSIE) of 2009/2017, followed by 2018-2021 and the current NSIE of 2022-2026 focusing on the provision of inclusive education to all learners. This has changed the trend and pace of implementing inclusive education in Tanzania. For instance, 3956 inclusive schools currently accommodate 7936 PwIDs (OR-TAMISEMI, 2022).

The current effort is under the Tanzania Education and Training Strategy (ETP) of 2014 and National Strategies for Inclusive Education 2022-2026. Section 3.2.3 of the ETP requires the

government to educate all disadvantaged groups. Section 3.2.4 emphasizes that all Tanzanians should get an education and training without being discriminated against, regardless of gender, race, or disability. The NSIE ensures that systemic and structural barriers are removed that obstruct PwIDs from achieving their rights to education (URT, 2021). This effort can be revealed by the data released by the Basic Education Statistical Abstract (BESA) for 2014–2017, which explained some progress in the enrollment of children with disabilities, including those PwIDs. Regardless of this progress, most of the children with disabilities, including those with intellectual disabilities, especially those who are believed to have severe intellectual disabilities, were denied registration in regular school. This situation is probably still present in Tanzania's primary schools today.

The data currently released by Basic Education Statistics for Tanzania (BEST) show that there were 54,294 and 55,758 PwDs in 2019 and 2020, respectively, while the number of PwIDs enrolled in primary schools was 16,830 and 17,857 in 2019 and 2020, respectively. (United Republic of Tanzania, 2019 and 2020) This information shows that despite efforts made by the government, the number of PwIDs is increasing in primary schools, but it cannot be compared with that of pupils without disabilities enrolling in primary schools; most of them are being denied an opportunity to be enrolled in schools by their parents. Besides, the transition is still not satisfying. This raises doubts and questions among scholars and stakeholders about whether enough is being done to implement inclusive education for this vulnerable group.

1.1.2 Theoretical Background

The study is guided by the social model of disability by Mike Oliver (1983). The model assumes that disability is caused by disabling social structures and systems such as negative attitudes, negative languages, rigid curriculums, and exclusive teaching strategies (Marno Retief, 2018). Furthermore, the model assumes that disability is a social construct shaped by societal norms,

values, and expectations rather than being an individual's fixed and inherent characteristic. Furthermore, people with impairments are not inherently less capable or valuable than those without impairments but are often marginalized and excluded due to societal factors.

The model advocates that society's structure and operation are to blame for the discrimination and exclusion that individuals with disabilities experience (Lisicki, 2013). A person's limits do not cause disability. Instead, it is society's failure to sufficiently ensure that the needs of disabled people are acknowledged and that appropriate services are offered. Disability is thus a socially constructed concept, with its meaning based on how society as a whole perceives it (Nathan & Brown, 2018).

The model is viewed as an unfair relationship within a society where the demands of those with impairments are frequently taken into little or no regard. Because they are prevented from participating in mainstream society due to structural, institutional, and attitude restrictions, people with disabilities are considered to be disabled. People with disabilities, including PwIDs, are unable to access education, public transportation, social and recreational opportunities, employment, or information without these obstacles standing in their way (Living, 2018).

The models' strengths are based on creating the possibility for people with disabilities, including PwIDs, to participate in society, especially in education matters, by making various adjustments to ensure that they are not excluded. For instance, in the school environment where the right to education for PwIDs is implemented, the administrator, instructor, students, and all stakeholders must implement a program that caters to all pupils in the classroom, regardless of their ability or disability. It examines strategies for reducing obstacles that limit the options available to people with impairments (Sandra et al., 2016).

1.1.2.2 Criticism of the Social Model of Disability

The model stresses disability and society by ignoring the reality of impairment (the social model has excluded the issue of impairment) (Owens, 2015). The social model of disability does not permanently solve the problem because it deals with an end product (Shakespeare, 2002). For example, the low number of PwIDs being enrolled in inclusive primary schools is caused by society's barriers and not the impairment they have. In an actual situation, the source of the problem is not only society but also the impairments people with disabilities have, which lead to a reduction in their ability and performance in the usual way. Therefore, disability and impairment must work together to help a person with a disability.

1.1.2.3 Relevance of the Social Model of Disability to the Study

The social model of disability is relevant in this study as it focuses on removing barriers that hinder the implementation of inclusive education for PwIDs in inclusive primary schools. This model challenges the traditional understanding of disability as solely an individual impairment, suggesting instead that disability is a result of societal barriers and discrimination; therefore, overcoming these barriers can lead to the enrollment of PwIDs in inclusive schools despite their conditions. Firstly, the social model of disability emphasizes the importance of removing barriers and creating an inclusive environment to enable full participation and access to education for all individuals, including those with intellectual disabilities. In the context of this study, the inclusive environment supporting the implementation of inclusive education are physical accommodations, providing appropriate support services, and promoting a culture of respect and acceptance of diversity.

Secondly, it highlights the need for a shift in attitudes and perceptions towards disability, moving from a deficit-based approach to a strengths-based perspective. The roles of inclusive education

for PwIDs include recognizing and valuing their unique abilities and potential rather than focusing solely on their limitations. Furthermore, the social model of disability promotes the idea of empowerment and self-determination for individuals with disabilities, advocating for their active involvement in decision-making processes related to their education. In inclusive primary schools, this could involve consulting PwIDs about their preferences and needs and ensuring their voices are heard and respected.

The model provides a valuable framework for implementing inclusive education for PwIDs in inclusive primary schools. By addressing societal barriers, promoting a positive attitude towards disability, and empowering individuals with disabilities, inclusive education can be effectively realized, leading to better outcomes and opportunities for all pupils.

1.1.3 Conceptual Background

The researcher used several terms that needed to be included and defined. These include intellectual disability, reasonable accommodation, Inclusive education, inclusive education strategies, and the right to education. These are further explained below.

Intellectual disability: is used in this study as a developmental disorder that affects a pupil's intellectual functioning and adaptive behaviour. Pupils with intellectual disability have varying limits to their ability to learn and function in society, and they often learn slower than others. It is important to know that despite difficulties facing PwIDs in learning, pupils with intellectual disability can and do have the capacity to be admitted in inclusive primary schools and learn like other pupils.

Reasonable accommodation: is used in this study as the appropriate modification done for PwIDs to learn and participate in school activities despite their disability by ending any situation of

discrimination and isolation in the education system. A student with intellectual disability needs particular adjustments to participate in activities. Once a teacher has a clear picture of how the disability impacts learning, a teacher can consider the provision of reasonable accommodation. In considering alternative measures for PwIDs to participate in activities, a teacher should not lower standards to accommodate students with disability but instead are required to give them a reasonable opportunity to demonstrate what they have learned.

Inclusive education: is education whereby pupils with disabilities learn together with pupils without disabilities. It is characterized by the absence of discrimination and isolation, and it welcomes and accommodates diversity. Inclusion primary schools are when the schools, local education authorities and others develop cultures, strategies and practices to include pupils with disability learning together with pupils without disability. With the proper training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education. The schools must recognize and respond to the diverse needs of their pupils, accommodating and ensuring quality education to all through appropriate curricula, organization

Right to education: In this study, it is used to mean all human rights related to education that every human being is entitled to and can thus claim merely by virtue of being human. Therefore, this rights should be implemented so that PwIDs can benefit from education matters and achieve the intended goals.

1.1.4 Contextual Background

Education for children with disabilities is essential for the alleviation of poverty and ignorance and reducing the number of dependents in all aspects of life. Education aims to promote, support, and protect human rights as a right for all individuals, whether they have disabilities or not (UNICEF,

2012). The Government of Tanzania is a signatory to several international conventions and articles that guide implementing inclusive education for pupils with disabilities, specifically PwIDs. Therefore, as a member of the United Nations, the government of Tanzania ensures that all pupils with disabilities receive the right to education despite their disability in inclusive schools, units and when needed in special schools.

Shinyanga region has two municipalities, Shinyanga Municipality and Kahama Municipality. The Municipal Directorate is implementing inclusive education as a requirement of the National Disability Act, 2010, the Education and Training Policy, 2014, the National Strategies for Inclusive Education, 2018–2021 and the current NSIE 2022-2026. There are 65 government and private primary schools in Shinyanga Municipality, and out of these, only 2 (A and B) primary schools accommodate PwIDs. School A has 26 PwIDs, while school B has 42 PwIDs, based on severity. Those with mild and moderate intellectual disabilities are placed in the least restrictive environment where they can benefit from the learning process. In contrast, pupils with severe intellectual disabilities are accommodated in a unique program that is beneficial to them.

The education administration authority, including the school management, local government, and parents, cooperates to promote inclusive education for PwIDs. Children with intellectual disabilities, just like any other children, are taken to school by their parents; admission is made equally, and both regular and special teachers do the teaching process. There are more regular teachers than teachers trained in special needs education. These teachers, especially regular teachers, seem to know less about the needs of PwIDs due to the materials they use and the strategies they use in delivering their lessons. The services provided seem not to fit the needs of PwIDs in these schools. However, the government is trying to train teachers, construct classrooms, and provide meals, implementing strategies and guidelines to create a conducive learning

environment and sensitize the community toward inclusive education for PwIDs. Regardless of all these, most children with intellectual disabilities in Shinyanga Municipality seem to be out of school. This is because the number of PwIDs is still minimal in primary schools, and those PwIDs who attend primary school rarely transit to other levels of education.

1.2 Statement of the Problem

Discrimination against pupils with intellectual disabilities has been documented (URT, 2004). This discrimination usually extends to schools, necessitating appropriate strategies that promote equitable access to quality education. Implementing such strategies in inclusive primary schools would help PwIDs fully participate in everyday learning activities and acquire the knowledge and skills needed to attain self-confidence and improve their lives (Nation, 2019). The government of Tanzania has invested enormously in ensuring that PwIDs enjoy this fundamental right by signing and ratifying the United Nations Convention on the Rights of Persons with Disability (UNCRC) and its optional protocol in 2009, the Nation Policy on Disability in 2004, the Nation Disability Act in 2010, and the Nation Strategies Inclusive Education Plan 2009–2017. Notwithstanding all these efforts by the government, inclusive primary schools in Tanzania continue to register a dismal number of PwIDs. As if that is not enough, the performance and transition of those PwIDs who have managed to access primary education in inclusive primary schools leave a lot to be desired. This study is aimed at generating responses to the gap.

1.3 Purpose of the Study

This study aimed to explore the implementation of inclusive education for pupils with intellectual disabilities in two inclusive primary schools in Shinyanga Municipality, Tanzania.

1.4 Objectives of the Study

The following three objectives guided this study:

1. To examine the inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality.
2. To examine the strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality,
3. To explore teachers' perspectives on implementing inclusive education strategies for PwIDs in inclusive primary schools.

1.5 Research Questions

The following research questions guided this study:

1. What are the inclusive education practices of teachers in the selected inclusive primary schools in Shinyanga Municipality?
2. How are the inclusive primary schools in Shinyanga Municipality implementing the inclusive education strategies for PwIDs?
3. What are teachers' views on implementing inclusive education for PwIDs?

1.6 The Significance of the Study

The findings from this study may be beneficial to different individuals and groups, and the expected benefits may take different forms, as explained below:

1. The study may help the government and policymakers assess how inclusive primary schools are implementing inclusive education strategies for PwIDs inclusive education. This may pave the way for the amendment and implementation of new strategies that will effectively promote the right to education for PwIDs.

2. The study may increase the awareness among various stakeholders about inclusive education strategies for pupils with disabilities, particularly PwIDs.
3. The findings may help bridge the gap between teachers, communities, and educational stakeholders regarding education for PwIDs in inclusive primary schools.

1.7 Scope of the Study

This section presents the content scope, geographical scope, and time scope as shown below:

1.7.1 Content Scope

This study investigated the strategies for implementing inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania.

1.7.2 Geographical Scope

The study was conducted in Shinyanga Municipality, Tanzania. This place was selected because it has inclusive primary schools that accommodate PwIDs.

1.7.3 Time Scope

The study focused on the implementation of inclusive education for PwIDs in inclusive primary schools in the period ranging from 2018 to 2022. This period is considered convenient for the study because it is the period when the second national Strategies for Inclusive Education (2018-2021) was put in place and led to the third NSIE (2022-2026) to create opportunities for all pupils, including PwIDs in inclusive primary schools.

1.8 Definition of Operational Words

Inclusive Education: is a system of education whereby all pupils are enrolled and actively participate in regular schools regardless of their abilities and disabilities. This type of school is where PwIDs learn with pupils without disabilities in the same setting, embracing inclusiveness and welcoming diversity.

Disability: is a loss or limitation of opportunities or ability to take part in the everyday life of the community on an equal level with others due to physical and social barriers, problems of environment, and social and attitudinal barriers that prevent people with impairment from maximum participation in society

Intellectual disability is a developmental disorder that affects a child or pupils' intellectual functioning and adaptive behaviour. Intellectual functioning means the ability to reason logically, make decisions, learn new things, and judge. Adaptive behaviour includes activities related to cognitive functioning, like communicating and playing with peers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature that is related and relevant to the topic of this study, which is the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania. The literature is arranged following the objectives of the study, namely study (i) to examine the inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality, (ii) to examine the strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality and (iii) to explore teacher's perspective on the implementation of inclusive education strategies for PwIDs in inclusive primary schools. Finally, the chapter highlights the knowledge gaps identified during the review of the body of literature relevant to the study.

2.2 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools

Inclusive education is a system that ensures the enrollment and active participation of all students and young people in conventional schools, regardless of their skills. Possi and Milinga (2017). The study examined teachers' inclusive education practices in inclusive primary schools in Shinyanga Municipality. To realize this objective, the researcher asked the following question: What are the inclusive education practices of teachers in the selected inclusive primary schools in Shinyanga Municipality? This question generated various views grouped under the following themes: Reasonable Accommodation, Individualized instructions, encouraging a positive culture and supporting learners equally regarding Tanzania; the extent to which teachers in inclusive primary

schools embed these four themes in their teaching has not been thoroughly documented. What different scholars have said about them are presented below.

2.2.1 Supporting Learners Equally

The 1989 Convention on the Rights of the Child (CRC) emphasizes that every child has the right to education, which should be provided fairly and equally. This education should give children the necessary skills to exercise their fundamental rights fully. Article 2 of the CRC acknowledges the rights of every child, without any exceptions, including those with disabilities. It is imperative to ensure that students with disabilities have their rights protected, allowing them to attend and be accepted into schools in a manner that fosters their social integration. The purpose should be to provide inclusive education for children with impairments (UNICEF, 2012).

Symeonidou et al., (2023), researched the inclusion of children with disabilities in early childhood education in Greece. The study found that the unique education provision model did not impact the quality of inclusive education. Teachers in inclusive education employ instructional and behavioural tactics that impact all students' academic and personal social outcomes. For inclusive education for PwIDs to be successful, educators, students, and other stakeholders must possess optimistic attitudes and a precise understanding of the inclusion of children with disabilities. It is essential to showcase the benefits of inclusive education to all individuals involved in the education system. Despite being required by law and supported by international conventions, inclusive education will not succeed unless practitioners and other vital stakeholders actively support it.

Human Rights Watch (2013) performed a study in China on the education of individuals with disabilities, which resulted in a report detailing the difficulties faced by those with disabilities

when attending school. According to the survey, a few parents know about the entitlement to education, which allows students with disabilities to enrol in mainstream schools and get a high-quality education. The majority of conventional primary schools do not admit children with intellectual disabilities, as well as other pupils with impairments. Instructors request parental presence at school to assist their children; in China, conventional elementary schools provide minimal assistance to pupils with disabilities. The research also indicated that these rules are not adequately enforced despite legislation in China prohibiting education discrimination. Individuals with impairments may encounter difficulties when attempting to lodge complaints regarding the prejudice they face at educational institutions. The government's efforts to combat bias are insufficient.

Lindner and Schwab (2020) conducted a study on Differentiation and Individualization in Inclusive Education, which concluded that inclusive teaching requires teachers to ensure that all students can actively engage in the learning process. Promoting cooperation in inclusive education for individuals with disabilities (PwDs) entails fostering collaboration and co-teaching among professionals such as linguists, speech therapists, psychologists, physiotherapists, and students. The collaboration of multiple teachers or organized teams of educators, parents, and education stakeholders fosters teamwork by implementing effective strategies and tactics that encourage cooperation among all students. This, in turn, enhances confidence in pedagogical practices.

According to the Tanzania National Education Act of 1978, article 25. No child may be denied enrollment in school, and parents must make sure their children attend primary school regularly. Also, the Tanzania National Disability Act of 2010 article 27 states that every child with a disability shall have equal rights about admission to public or private schools. This means that even children with intellectual disabilities should be admitted to schools. The Act provides that it

is unlawful for any educational institution to refuse admission of a child or young person based on disability to improve access to education and eliminate discrimination. Additionally, the Act requires the Minister of Education to name institutions or schools in each region that will provide the facilities and tools required so that people with disabilities can fully benefit from the institution or school. Therefore, schools should be equipped with teaching and learning environments conducive to the enrollment of PwIDs.

The literature indicates that all students, including those with intellectual disabilities, should be welcomed in schools. However, a significant issue identified in the review is the insufficient support from educational stakeholders in implementing inclusive education for people with intellectual disabilities (PwIDs) in mainstream primary schools. To tackle this issue, the study aimed to establish equitable support services for PwIDs in inclusive primary schools, particularly in Shinyanga Municipality.

2.2.2 Provision of Reasonable Accommodations

The UNESCO Salamanca Statement and Framework for Action emphasize that schools must be able to support all students, regardless of their physical, intellectual, social, emotional, linguistic, or other challenges (1994)(URT, 2017). The core idea of inclusive schools is that all children should learn together whenever possible, regardless of their challenges or differences. Inclusive schools need to acknowledge and address the varied needs of their students by accommodating diverse learning styles and paces.

Lovett (2021) conducted a study in the USA on Educational Accommodations for students with disabilities and suggested that the best strategy for enabling students with disabilities to engage in educational programs meaningfully is the provision of educational accommodations. These

modifications are reasonable for many students with disabilities. When they facilitate access to education, accommodations foster skill development; narrowing the achievement gap between students with and without disabilities involves addressing inequalities in educational opportunities through accommodations, which serve as a method for promoting educational equity.

Furthermore, Article 2 of the Convention on the Rights of Persons with Disabilities (CRPD) mandates that necessary and reasonable accommodations and adjustments be made to facilitate the participation of individuals with disabilities while ensuring that those responsible are not placed under an undue or unfair burden (UN, 2016). It is a strategy aimed at fostering inclusive education for students with intellectual disabilities, ensuring they have the right to attend school by eliminating prejudice and isolation in a society that limits their full involvement in learning. Providing equal opportunities, including for students with intellectual disabilities, in education may require modifications to learning materials, the curriculum, and the overall school environment, including libraries, classrooms, and dining areas, as outlined in Article 24 of the CRPD. Parents and caregivers should advocate for schools to be adapted to meet the needs of children and individuals with disabilities, including those with intellectual disabilities. This can involve providing specialized tools like custom cups, chairs, and tables (UN, 2016).

The Tanzania Persons with Disabilities Act (2010) guarantees equal accessibility to educational services; government and private schools must construct or adapt infrastructure friendly to persons with disabilities. By doing so, the institutions will consider the unique needs of persons with disabilities, which will enable them to accommodate all pupils with disability in schools (United Republic of Tanzania, 2010). This study intends to determine whether providing reasonable accommodation for PwIDs may pave the way for implementing inclusive education in primary schools.

2.2.3 Encouraging Individualized Instructions

The study conducted by Kumar and Singh (2021) titled "The article 'Collaborative Teaching and Teachers' Role in an Effective Approach to Inclusive Education in India' suggests that a collaborative teaching model, which focuses on teamwork and communication, is crucial for addressing the needs of all students. This approach involves multiple teachers working together to offer additional educational support to students with disabilities. It highlights the importance of skilled teachers conducting small group activities that utilize diverse tasks, emphasizing that co-teaching benefits students across all educational levels. The public school system offers the most extensive and personalized training through co-educational teaching, which improves access to the curriculum and reduces the social stigma associated with children with disabilities. Students could enhance their understanding through appreciation of individuals with unique needs. Teachers benefit from exchanging professional support and teaching approaches, facilitating the inclusion of kids with disabilities in the classroom. The critical advantage of co-teaching in primary school is that students with different needs are instructed by a single teacher who can provide tailored instruction while also having the opportunity to receive additional support from other teachers.

The study conducted by Opini and Onditi (2016) on education for all students with disabilities in Tanzanian primary schools highlighted both challenges and successes. It recommended that key education stakeholders be involved in revising the current curriculum to address better the diverse needs of persons with disabilities, including those with intellectual disabilities, and to reach effective inclusive education for PwDs. Collaboration among planners, curriculum developers, instructors, parents, and school administrators would be necessary to create such a curriculum. Also, Mbwambo (2015) studied teachers' attitudes toward inclusive education in regular primary schools in Tanzania and emphasized that collaboration among key stakeholders is essential for

effectively implementing inclusive education. Additionally, teachers must have the knowledge and skills necessary for inclusive education. Also, the key stakeholders should include inclusive education courses in the curriculum for teacher preparation programs.

The gap identified in the review above is low collaboration among the key education stakeholders in offering individualized instruction; everything is left to teachers only. Most of these studies were conducted in Northern Tanzania and India. To address this gap, the study examined teachers' practices in providing individualized instruction to persons with intellectual disabilities in inclusive primary schools within Shinyanga Municipality, situated on the side of the Lake Victoria zone.

2.2.4 Creating a Positive Culture

The 2014 study conducted by the Ghana Statistical Service on the population and housing census reveals that children born with intellectual disabilities in Ghana were referred to as "children of rivers" and were consequently sent back to their place of origin based on this belief. As a result, parents of these children faced obstacles in accessing educational opportunities for their children in inclusive schools. The obstacles arise from educators and community members who are influenced by the social stigmatization around those with intellectual disabilities within the community. The Parent Association of Children with Intellectual Disability (PACID) was founded in Ghana to encourage parents of children with intellectual disabilities to enrol their children in school rather than isolate them from society. (Divine Group International Foundation and Center for Employment of Persons with Disabilities, 2017; Ghana, 2014). Parents may believe that by concealing their child's intellectual disability, they are protecting them from social isolation and discrimination. However, it is crucial to recognize that this approach denies these students their right to receive an education. Individuals with cognitive impairments should have the opportunity

to assimilate into communities and experience social acceptance, as everyone possesses a valuable contribution to offer in everyday existence. Because of our inherent sociability and desire for interpersonal connections, all individuals must establish meaningful relationships, which can enhance the self-esteem of PwIDs (Tedi, 2019).

The Egyptian study by Handicap International Humanity Inclusion (2023) indicated that community awareness can improve parental and family support for children with disabilities. This is accomplished by informing parents and family members about the significance of education for children with disabilities and by creating opportunities for individuals with disabilities, including those with intellectual disabilities, to attend inclusive schools. Enhance disability-inclusive education in local schools by bolstering community understanding and capability through advocating, increasing awareness, and conducting communication initiatives. In addition, they incorporated the implementation of adaptable educational programs, improvement of physical facilities, and provision of comprehensive education and training for educators to facilitate the incorporation of children with disabilities in mainstream public and community schools.

UNESCO (2015) determined that raising awareness is crucial in promoting equality and non-discrimination among students with disabilities, as seen from the viewpoints of various countries such as Tanzania, Germany, and the Philippines. Furthermore, according to Article 8(1) of the 2006 CRPD, state parties must implement effective measures to increase public knowledge of the discrimination and inequity faced by persons with disabilities (PwDs), intending to prevent such prejudice within society and their own families.

The reviewed literature indicates that raising parental and community awareness about the right to education for persons with intellectual disabilities is essential for implementing inclusive

education in primary schools. Therefore, parents and the community should have education towards the right to education for PwIDs. Throughout the reviews, the information about creating parental and community awareness in Tanzania, specifically Shinyanga Municipality, is not seen. Therefore, this study is interested in addressing the gap.

2.3 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality

The strategies for implementing inclusive education encourage the participation of individuals with disabilities, including students with intellectual disabilities, through international, regional, and national agreements, policies, laws, and regulations (Hans,2015). These measures are designed to guarantee access to education in inclusive schools for students with intellectual disabilities. The Tanzanian government has ratified several international accords and adopted approaches to uphold the right to education for these students.

2.3.1 Availing Inclusive Conventions, Strategy, and Acts

The acknowledgement of the entitlement to education for individuals with disabilities (specifically those with intellectual disabilities) in inclusive schools remains a substantial matter of human rights. These values are supported by both the 1948 Universal Declaration of Human Rights and the UNESCO Convention Against Discrimination in Education. Furthermore, Article 13(2) of the 1966 International Covenant on Economic, Social, and Cultural Rights (ICESCR) states that every child, regardless of disabilities, has the right to education. This includes free primary education and aims to foster the growth of human personality and dignity. This information is supported by UNESCO (2006). The Salamanca Declaration of 1994 and the Convention on the Rights of Persons with Disabilities of 2006 emphasize every child's fundamental educational right. They acknowledge the unique circumstances of individuals with disabilities and require the

establishment of inclusive education systems and lifelong learning opportunities for all, including students with intellectual disabilities (UNESCO, 2019a).

Malungo et al. (2018) conducted a qualitative study in Zambia addressing disability and education, particularly emphasizing the challenges and facilitators of lifelong learning. The research investigated the implementation of laws and regulations in Zambia that support including students with disabilities in the educational system. The Disability Act of 2012 mandates specialized educational institutions for individuals who cannot attend schools offering inclusive and free primary education. Additionally, the act aims to avoid the social segregation of students with disabilities from their communities. However, there was a perceived lack of connection between this action and its specific implementation in the local context. To assert the rights specified in this legislation, individuals with disabilities must better understand its provisions. The primary impediment to ensuring the educational rights of disabled individuals in Zambia is still the lack of awareness among persons with disabilities, particularly PwIDs and their families, regarding the Disability Act. If they are unaware, they cannot assert the rights outlined in this strategy.

According to Garvalov (2009), the State is prohibited from engaging in racial discrimination while granting children access to school. This information aligns with Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) from 1969. Article 28(1) of the CRC establishes a child's important and forward-thinking right to education. It emphasizes that state parties should acknowledge and support this right, ensuring it is gradually realized and accessible to all children equitably. The UNESCO Convention Against Discrimination in Education (CADE) set forth the standards for quality education and the necessary conditions for its implementation, which is that this education should be provided and

acknowledged as a fundamental right without any form of discrimination. The source cited is UNESCO, 2019a.

UNESCO (2019) indicates a rise in dropout rates among persons with disabilities in both regular and inclusive schools in India. This trend is attributed to society's failure to effectively implement the right-to-education strategy and inclusive education practices that address the diverse needs of all persons with disabilities, including those with intellectual disabilities. The report additionally revealed that the attitude of the teachers and parents is also a big reason that deprives PwIDs of getting enrolled in inclusive schools. All these have forced a large number of PwIDs to stay away from school.

Yadav (2020) did research in India during the year 2020. The study centred on the implementation of the right to education. The report highlights that the Indian Constitution (86th Amendment) Act guarantees this right for all. Article 21-A stipulates that the state is responsible for providing free and compulsory education to all children, including those with disabilities. The 1968 publication of the National Strategy on Education, which underwent modifications in 1992, advocates for providing free and mandatory education, ensuring universal access. Furthermore, it underscores the significance of fostering inclusivity within schools. The State is actively working to implement comprehensive programs that enable students with intellectual disabilities to attend inclusive schools. The framework for inclusive education, designed to support students with disabilities, should be universally accessible and mandatory (Justice, 2009).

In the Democratic Republic of Tanzania, the report shows that the government has taken several legislative and strategic measures to show a commitment to advancing the rights of learners with disabilities. The government is implementing right-to-education strategies to enhance the

participation of PwIDs as a tool that guides the provision of education for PwIDs in inclusive primary schools. This is because of the contribution of education to pupils in participating in all daily educational activities and acquiring knowledge and skills that will promote self-confidence and improve lives (UN, 2019).

The study by Opini and Onditi (2016) examines the provision of education for all students, including those with disabilities, in Tanzanian primary schools. Thompson (2017) also examined the education system for children with disabilities in the USA. Both studies revealed that the Tanzanian government has established strategies and laws to uphold the right to education for students with disabilities, especially those with intellectual disabilities. Consequently, this instructs public entities to ensure that their operations and procedures are based on human rights principles and do not violate anyone's rights. An example is The National Strategy on Disability 2004, which showcased its dedication to ensuring equal rights for individuals with disabilities, emphasizing that children with disabilities will be prioritized and that all children aged seven years old would have the opportunity to access early learning and primary education. Additionally, the 1977 Constitution of Tanzania Article 11, sections 2 and 3, affirms that every individual has the right to access education and that all citizens are entitled to pursue studies in their chosen field according to their abilities. Every individual possesses the entitlement to avail themselves of education, and every member of society must have the liberty to seek out education and technical skills actively.

The government will foster an environment that promotes inclusive education and meets the specific needs of children with disabilities in collaboration with stakeholders (URT, 2004). The National Disability Act 2010, in its Article 27, emphasizes the need to promote equality and

eliminate discrimination in educational settings, underscoring that every student with disabilities should be enrolled to acquire knowledge and skills (United Republic of Tanzania, 2010).

Therefore, PwIDs have the right to be enrolled in inclusive education, and the state should prepare a conducive environment for inclusive education in primary schools. PwIDs are enrolled in Primary schools following the country's structure and system of education. Where necessary, depending on the severity of the problem, PwIDs are sometimes termed to use two years in one stage in order to acquire the intended skills.

The review has shown that international conventions, Articles, the Tanzania Disability Strategy, the Tanzania constitution, and the Tanzania Disability Acts support implementing the right to education for PwDs, including PwIDs. These studies cover all levels of inclusive education. However, the current study seeks to fill this gap by focusing on inclusive education for PwIDs in primary inclusive schools.

2.4 Teacher's Perspective on Implementing Inclusive Education Strategies for PwIDs in Inclusive Primary Schools.

Teachers' attitudes, perspectives, beliefs, and empathy significantly impact implementing inclusive education for persons with intellectual disabilities in primary schools. Since it enables or hinders the integration and participation of PwIDs in inclusive schools (Moreno-Rodríguez et al., 2017). Teachers' perceptions and attitudes are shaped by their training, experience, and years of teaching. These aspects are crucial to the success or failure of inclusive education efforts. Teachers trained in inclusive education are better equipped with positive attitudes concerning education for PwIDs in mainstream schools.

In his study, Mbwapbo (2015) identified the challenges that Tanzanian inclusive school instructors face when implementing techniques that ensure the right to education for all students with disabilities. The study identified several challenges, including a lack of funding for implementing inclusive education concepts, insufficient support services, and inadequate infrastructure. Although general education teachers are required to deliver inclusive education, they often lack proper training. The main reason why Tanzanian ordinary elementary school teachers are against inclusive education is due to a deficiency in their understanding of inclusivity.

The research conducted by Mnkeni (2021) on the beliefs and expectations of educational stakeholders about inclusive education in primary schools in Dodoma City, Tanzania, found that these schools faced significant challenges. These challenges encompassed a shortage of qualified teachers, inadequate in-service training, overcrowded classrooms, limited teaching and learning resources, and poor infrastructure. Infrastructure issues include inadequate transportation, poor sanitation, insufficient classrooms, and lacking facilities. Mnkeni also highlighted widespread hostility from parents, educators, students, and community members toward inclusive education for individuals with disabilities. There has been a belief that teaching inclusive classes poses challenges due to the need for specialized training and educators for students with intellectual disabilities. As a result, general and special educators struggle to integrate these students into regular classrooms without proper support.

David et al. (2021) conducted a study on teachers' perceptions and attitudes in the field of education sciences regarding the inclusion of students with hearing disabilities. The findings indicated that the effectiveness of strategies aimed at improving the participation of students with disabilities in education is influenced by teachers' understanding of inclusive education and its associated challenges. The absence of understanding fosters unfavourable attitudes and convictions that

marginalize kids with impairments, preventing their inclusion in school activities alongside their peers. The successful implementation of strategies to promote inclusive education for PwIDs relies on a strong foundation of knowledge, positive attitudes, and understanding of inclusive education tailored explicitly for PwIDs. The quality of educational attention pupils receive is contingent upon teachers' perceptions. Perception can be adjusted; hence, it is essential to provide appropriate training. Ongoing training, especially in inclusive education, the rights of students with intellectual disabilities, and an understanding of diversity, will improve the educational support offered to these students and enhance opportunities to recognize and develop their inherent and demonstrated abilities.

The literature above shows that teachers encounter difficulties implementing inclusive education strategies for PwIDs in inclusive primary schools. The current study, which included 21 participants, aimed to explore applying these strategies in inclusive primary schools in Shinyanga Municipality.

2.5 Summary and Gap

In the reviewed literature, the efforts to implement inclusive education for PwIDs are based on the availability of clear inclusive education strategies, guidelines, and Acts. The government, NGOs, communities, and teachers are taking action to implement it for all pupils, Mnkeni, (2021). The discussion shows that educational Policies, strategies, Acts, and PwDs guidelines are available and used. The literature reviewed discovered that few studies have been conducted on implementing inclusive education specifically for PwIDs in inclusive primary schools in Tanzania. The current study attempted to address this gap by focusing on implementing inclusive education strategies for PwIDs in inclusive primary schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the general plan for conducting research. It was guided by the following objectives of the study: (i) to examine the inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality, (ii) to examine the strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, and (iii) to explore teacher's perspective on the implementation of inclusive education for PwIDs in inclusive primary schools. It further describes the research design, approach, area of the study, study population, sampling techniques, sample size, method of data collection, piloting the study, data collection and analysis, and ethical issues to be considered.

3.2 Research Approach and Design

3.2.1 Research Approach

Research approaches are plans and procedures used in undertaking the research (Grover, 2015). Various research methods are available, including qualitative, quantitative, and mixed methods approaches. A qualitative approach is a method where data are collected from the primary source or first-hand by identifying sites, participants, and required materials that can help address the research problem and analyze data from particular to general themes of the problem, Taherdoost, (2022). The researcher chose a qualitative research approach as the best choice because it provided him with a holistic interpretation of the detailed processes regarding implementing inclusive education for PwIDs in inclusive primary schools. This approach was also appropriate because the focus of the study required detailed information obtained from the limited number of 21 participants used by the researcher and from real life.

3.2.2 Research Design

Research design is the structure, plan, and strategies of research that hold all the elements of a research project and provide an overall framework for data collection, Akhatar, (2016). This study utilized a case study design, which enables the researcher to gain insights into the issue by exploring the perspectives of individuals regarding the implementation of inclusive education for persons with intellectual disabilities in primary schools, how inclusive primary school teachers interpret and implement inclusive education, and views from teachers and other stakeholders on the implementation of this right, simply because there are few previous research studies conducted in this area about this topic.

3.3 Research Area

This study was conducted in Schools A and B in Shinyanga Municipality, Tanzania. The area was chosen due to modified inclusive primary schools that enrol and accommodate persons with intellectual disabilities. Shinyanga Municipality is one of the six districts within the Shinyanga region, located in the Lake Victoria zone. Shinyanga Municipal is bordered by the north-west Shinyanga district, by the south-west Kishapu district, and to the east of Kahama Municipal. Shinyanga Municipal is divided into two parts: the urban part has an area of 548 square kilometres, and the rural part has an area of 523 square kilometres, with a total population of 161,391, Shinyanga, (2013).

3.4 Study Population, Sample and Sampling Techniques

3.4.1 Population of the Study

Population refers to any group of individuals or non-human things with variable features, such as objects, learning institutions, and time units found in the same places where samples are taken for measurement, Shukla, (2020). This study's target population was two hundred and two (202). This

number was distributed in the following categories: ninety (90) pupils without disability from two inclusive primary schools, sixty-eight (68) PwIDs, twenty-four (24) regular teachers, and six (6) teachers who teach PwIDs, ten (10) parents, and two education stakeholders were chosen because of their roles.

3.4.2 Study Sample

A sample is a subset of a population selected to represent the larger group in research (Shukla, 2020). Casteel and Bridier (2021) assert that a sample is a specific set of units chosen to represent the population of interest, allowing researchers to address the research question within a particular context. This study used a sample size of twenty-one (21) participants.

Table 3. 1: Summary of the target population, sample and method of selection of participants

S/ N	Participant Category	Target population	Gender		Sample size	Sampling method
			F	M		
1	Pupils without disability	90	2	1	3	Purposive
2	PwIDs	68	3	2	5	Purposive
3	Teachers who teach PwIDs	6	2	1	3	Purposive
4	Head teacher	2	1	1	2	Convenience
5	EQA	1	1		1	Convenience
6	Policy Developer	1	1		1	Convenience
7	Regular teacher	24	2	2	4	Purposive
8	Parents	10	1	1	2	Purposive
	Total	202			21	

Source: Primary source

3.4.3 Sampling Techniques

Sampling is the process of selecting a representative portion of a population to assess the characteristics of the entire group (Koshti, 2013). This study employed purposive sampling and convenience sampling. Purposive sampling involves selecting representatives based on specific characteristics that the researcher deems necessary for the study; they have a wealth of information needed in the research, (Casteel & Bridier, 2021). The researcher preferred purposive and convenience sampling because the participants had unique characteristics and was rich in information needed by the researcher. Purposive sampling was used to select participants from PwIDs, pupils without disabilities, teachers, and parents of PwIDs, while convenience sampling

was used to select Quality Education Assurer (QEA), head teachers and curriculum developers as participants in this study.

3.5 Data Collection Methods, Tools and Piloting

3.5.1 Data Collection Method

Data collection is the technique and procedures used to gather and measure information for research purposes. The qualitative method collects data using interviews, observation, document analysis, archival, and focus group discussion (Creswell). In this study, the researcher used semi-structured interviews and observation as data collection methods to provide an accessible explanation of the study. These methods were chosen to obtain accurate data, which helped the researcher get views from the participants.

3.5.1.1 Semi Structure Interview

An interview is a face-to-face conversation between the interviewer and the interviewee aimed at gathering information through open dialogue. It involves asking questions to study participants and receiving their responses in various formats, including phone, in-person, email, or other electronic means (Kabil, 2018). The researcher applied semi-structured interviews because they offer a clear set of instructions and produce trustworthiness of the data by listing questions and subjects to obtain answers on the research questions. The semi-structured interview was used to get information from teachers, parents, Education Quality assurance, and curriculum developers.

3.5.1.2 Observation

Observation is collecting firsthand information by watching people and environments at research sites. It provides researchers with ample opportunities to gather data as it happens, allowing for the study of the actual behaviour of the target population (Edwards & Gaber, 2014). The researcher

used the direct observation method of data collection by being around the study area. This method was implemented in various settings, including during the teaching and learning process of PwIDs in the classroom, during break time, how they participate with other pupils in playing, eating, and on a parade ground whereby teachers, pupils without disabilities and PwIDs were the key subjects. To ensure the effectiveness of this method, the researcher participated in several activities. The researcher recorded the necessary information related to the study.

3.5.2 Data Collection Tools

The researcher employed a semi-structured interview guide and an observation checklist to aid in data collection. The choice of these tools was informed by the type of data needed, the time constraints, and the study's objectives. In addition to these conceptual data collection tools, practical instruments such as digital audio recorders and cameras were used to document the collected data.

3.5.3 Pretesting the Study

Pretesting the study is called the preliminary study, the first step to test the entire research problem, process, data collection, data collection instrument, and sample selected to prepare an extensive study for a given community which has scarcely studied In, (2017). Appalachia (2021) Pretest studies are usually conducted with a small group of intended users in real-world environments to assess the feasibility of implementing a new initiative and its potential benefits when scaled up. Therefore, the pretesting of the study was carried out at Kishima “A” Primary School in Kahama Municipality, whereby the head teacher, regular teacher specialist teachers and PwIDs were selected to try out the validity of data collection tools. The researcher used semi-structured interview guides and an observation checklist to test the viability. The findings were used to make adjustments to the tools and research procedures.

3.6 Data Collection Procedures

Data collection began following the approval of the research proposal by the supervisors and the Department of Special Needs Studies at Kyambogo University. An introductory letter was requested from the Head of the Department. This was taken to the Regional Education Officer (REO), Shinyanga Region, Tanzania. The REO wrote a cover letter to the Shinyanga Municipal Director under the Municipal Pre-primary and Primary Education Officer (MPPEO), specifically to the Municipal Special Needs Education Officer (MSNEO). Lastly, the head teacher permitted me to collect information/data in the school, and then the researcher submitted the participant consent form. In this study, eight (8) groups of participants and two methods of data collection were used to collect data. Therefore, the researcher scheduled a timetable for meeting the required group without interrupting the school timetable.

3.7 Data Analysis

Data analysis is the process of critically examining gathered and grouped data to understand the properties of the thing being studied better and to identify the patterns of correlations between its relevant variables (Koshti, 2013). In qualitative research, data analysis includes sorting crude data, organizing, analyzing, and interpreting non-numerical data to discover meaningful and valuable information (Tracy, 2013). Thematic analysis is a technique for finding, understanding, classifying, and reporting themes present in a data set. It is an effective technique for comparing and contrasting various participant views, highlighting similarities and differences, and generalizing concepts (Nowell et al., 2017). The data collected in this study were recorded and transcribed from audio to written, and then the data were translated from Kiswahili to English by the language experts. The data were coded in the text by highlighting similar types of data. The coding of data was helpful by bringing consistency to identify the concept related to the objectives

of the study. After coding, the identification of themes was conducted. Identifying themes helped condense a large data set, producing an ordered and understandable final report. The researcher reported direct verbal accounts from the participants when reporting the information collected.

3.8. Trustworthiness of the findings

Trustworthiness in qualitative research refers to the level of confidence in the interpretation of data and the methods employed to ensure the study's quality (Lynne, 2016). Anderson et al. (2014) insisted that through trustworthiness, readers can interpret the written report confidently based on what the researcher has reported. In this study, the trustworthiness of the findings was established through four key factors: credibility, dependability, confirmability, and transferability, which are briefly outlined below.

3.8.1 Credibility

Credibility is the extent to which the truth value of the qualitative research is correct and accurate. The researcher assured that the findings indicate a logical relationship in which data collection was established, King, (2014). To enhance the credibility and trustworthiness of the research findings, several procedures were implemented: the researcher developed data collection instruments, and the data underwent triangulation by utilizing semi-structured interviews and observations as methods for collection and interpretation, thereby increasing the rigor of the findings. Subsequently, participants were provided access to the research report, and the researcher conducted a member check. The participants verified that there were no missing data by going over the information.

3.8.2 Dependability

Dependability in qualitative research refers to the ability of a study to be simulated and yield the same results, ensuring consistency in method, participants, and context. Methods like audit trails, data and triangulation ensure dependability, Ghafouri, (2018). To ensure dependability, the researcher used techniques like peer debriefing, member verification, triangulating data sources, and keeping an audit. Addressing potential biases and enhancing transparency, rigor, and validation are tactics that increase the research's trustworthiness. They make the study method replicable and verifiable for other researchers.

3.8.3 Transferability

In qualitative research, transferability refers to the extent to which the findings can be applied or generalized beyond the study's specific context. It suggests that the results can relate to similar situations or individuals (King, 2014). To ensure transferability, the researcher offered a comprehensive description of the study's context. The study was conducted in Shinyanga Municipality and included 21 participants selected through purposive and convenience sampling. Data were gathered via semi-structured interviews and observations, with thematic analysis applied to the data. Finally, the researcher made recommendations based on the study's findings.

3.8.4 Conformability

The use of thick descriptions, which provide thorough and contextualized information about the research context, participants, and data, further contributed to conformability, Ahmed, (2024). The researcher ensured conformability through the collection and analysis of data based on the perspectives and experiences of the participants. A greater comprehension of the research findings was made possible by the richness of the description. To enhance conformability and minimize

any biases from the researcher, direct quotes from participants were reported, and the sources of the findings were shared with stakeholders.

3.9 Ethical Consideration

The study of ethics focuses on how individuals act and sets the rules or ideals that govern their interactions with one another (Cacciattolo, 2021). Ensuring integrity in research by preventing errors stemming from false information, fabrication, or misrepresentation demands significant effort and collaboration among researchers and various stakeholders. Therefore, researchers and consumers must foster mutual trust, respect the views of their peers, treat one another fairly, and take responsibility for their research endeavors (Akaranga & Makau, 2016).

The researcher employed the following procedures: each participant received an informed consent form from the researcher. The permission described the purpose of the study, its goals, duration, and data collection methods and how the data collection would be used. The participant then responded with a signed consent form acknowledging that they had read the terms of the study and understood that they may view their information and withdraw at any time. To prevent any violation of their rights, the researcher ensured that every participant in this study was informed of what would happen and assured that their responses were kept private. No information about the participants was taken away from this study. Also, no participant would be physically or psychologically harmed or mistreated during the research or after the study.

The information collected was used to achieve the specific research objectives. In contrast, the researcher maintained a comfortable environment to safeguard the participants.

3.10 Limitations and Delimitations

There were some restrictions on this study's execution, which are detailed below: One of the criteria was the study participants' availability for data collection. Some of the PwIDs did not speak, which made it difficult to engage them in the study. However, this was reduced by utilizing observation guides only for data collection.

This research was carried out on two inclusive primary schools in Shinyanga Municipality because of their uniqueness in hosting a unit for PwIDs whose circumstances might differ from those of other inclusive primary schools nationwide. Checks and balances were implemented to confirm the validity of the results and interpret this anxiety. One such measure was the completion of a pilot study in a different inclusive primary school in another district in the Shinyanga region.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND DISCUSSIONS

4.1 Introduction

This study explored the implementation of inclusive education for pupils with intellectual disabilities in two inclusive primary schools in Shinyanga Municipality, Tanzania. In particular, it is guided by the following objectives: (i) to examine the inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality, (ii) to examine the strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, and (iii) to explore teacher's perspective on the implementation of inclusive education strategies for PwIDs in inclusive primary schools. This chapter presents, interprets, analyses and discusses the study's findings. The chapter is divided into three sections: Section one provides the introduction, Section two describes the participants, and Section three presents, interprets and discusses the findings from the study. The following section describes the characteristics of the study participants.

4.2 Description of the demographic characteristics of the study participants

Data was obtained from a sample of 21 participants, of which 13 were interviewees, 3 were regular pupils (pupils with no intellectual disabilities), and the remaining 5 were PwIDs who could not talk. In addition, the 8 participants were primary pupils the researcher chose not to interview for ethical reasons because they were minors. Data from the pupils was gathered through the observation method. The demographic characteristics of the participants are described below. For ethical reasons, participants in this study were referred to by pseudonyms and not their actual names as shown below.

I. Head Teachers were identified with letters (HT).

The head teachers were two in number. They were identified individually as HT1 and HT2. HT1 was a 36-year-old male head teacher with 10 years of teaching experience. He was a special education teacher leading an inclusive school. HT2 was a 50-year-old female head teacher with 26 years of experience. She was leading a school with a special education unit for PwIDs.

II. Regular Teachers.

These were the teachers who teach in inclusive primary schools, but they did not attend college which offers inclusive education; they were four in number. They were identified with letters (RT). Individually, they were identified as RT1, RT2, RT3, and RT4. RT1 was 36 years old, a female teacher with 5 years of working experience. RT2 was 34 years old and a female teacher with 4 years of working experience. RT3 was 37 years old, a male teacher with 5 years of working experience, and RT4 was 47 years old, a male teacher with 13 years of working experience.

III. Specialist Teacher.

These teachers attended college and had skills and knowledge of inclusive education; they were three in number. They were identified with a letter (ST). They were individually identified as ST1, ST2, and ST3. ST1 was a male special education teacher with 41 years old. He had 14 years of working experience. ST2 was a female special education teacher with 37 years old. She had 7 years of working experience. ST3 was a female special education teacher with 38 years old. She had 9 years of working experience.

IV. Regular Pupils.

These were pupils who had no intellectual disability; there were three of them. They were identified with the letter RP. Individually, they were identified as RP1, RP2, and RP3. RP1 was a

male pupil who was 13 years old and in class VII. RP2 was a female pupil who was 12 years old and in class VI. RP3 was a female pupil who was 12 years old and in class V.

V. Policy Developer.

He was identified with letters (PD). PD was a 56-year-old married man who was a policy developer at the district level with more than 24 years of experience.

VI. Parents.

These were the parents of pupils with intellectual disabilities. They were two in number. They were identified with the letter P. Individually, they were recognized as P1 and P2. P1 was a male parent at the age of 49. He had a child with intellectual disability. P2 was a female parent at 38. She had a child with intellectual disability.

VII. Education Quality Assurance.

He was identified with the letter EQA. He was a male 53 years old. He had 23 years of working experience. He was married; he supervised and inspected the quality of education at the primary school level.

VIII. Pupils with Intellectual Disability

These were the pupils who were categorized as having an intellectual disability; they were identified with the letter PwIDs. Since they were five, they were recognized individually as PwID1, PwID2, PwID3, PwID4, and PwID5. PwID1 was a male who was 12 years old; he was studying at standard two. PwID2 was a male who was 10 years old; he was studying at standard two. PwID3 was 11 years old, and she was in grade two. PwID4 was a female at 9 years old; she was in standard one, and PwID5 was a female at the age of 9, and she was in standard one. The following section presents, interprets, and discusses the study's findings in accordance with the study objectives.

4.3 Inclusive education practices of teachers in implementing inclusive education strategies for PwIDs in primary schools

The first objective was to examine teachers' inclusive education practices in selected inclusive primary schools in Shinyanga Municipality, Tanzania. Thirteen (13) participants were asked about the different inclusive practices they have been engaged in while teaching PwIDs in inclusive primary schools in Shinyanga Municipality. The responses to the question generated various views. Of the 13 participants interviewed, four (4) said that the administrative system of education provides reasonable accommodation to PwIDs and their peers, three (3) indicated that they encourage teamwork at all levels of teaching and learning, three (3) said creating of a positive, inclusive culture. Another three (3) said teachers tend to offer individualized support services for PwIDs. The views expressed are discussed in a more detailed manner under four subthemes shown below:

4.3.1 Provision of Reasonable Accommodation

One of the themes that frequently emerged from the interviewees was the issue of the provision of reasonable accommodation. In this study, reasonable accommodation refers to the modifications made by schools and the government to meet the needs of PwIDs when providing quality education in the context of inclusive education. This response came from four interviewees (ST1, ST2, ST3, and RT4). They reported that some efforts like modifying the teaching materials and following the educational guidelines to meet the needs of PwIDs were made by the schools, the government and other education stakeholders to ensure inclusive education for PwIDs as a right.

One participant was interviewed and had this to say in support of the above view:

For me, I offer them few works and enough time to repeat the same task in a different setting; this has been an excellent method whereby my pupils generate different skills. By the way, I also use the teaching guideline, which consists of different teaching methodologies (ST1)

Another participant echoed a similar view and commented as follows:

The first thing I consider is my class and my pupils. Therefore, I prepare teaching materials such as pictures and natural objects that foster the learning of PwIDs, and sometimes, I use real things found in our environment. This method has helped my class be cooperative and helped PwIDs attend school every day (ST3).

Participant ST2 and commented that;

I make sure that I keep a record of PwIDs by registering and assessing their attendance every day. Also, when a pupil is not attending school, I conduct a home visit to see the progress of the pupil at home,

Another participant added, “I use the Individualized Education Program, which records the needs, attendance, and progress of the pupils in learning new skills.”

Moreover, to add value to the data collected through interviews, the researcher conducted an observation to confirm the reasonable accommodation participants claimed was being made by teachers and the government to meet the needs of PwIDs. The researcher noticed that teachers were adapting the teaching and learning materials so that PwIDs could learn; despite the efforts being made by teachers in the school, the learning environment was not well adapted to meet the needs of PwIDs. There was no special toilet for PwIDs in School A. Also, in inclusive primary school B, some teachers could not design or develop the teaching materials. The researcher noticed that teachers seemed to have had little to do with designing the teaching materials for PwIDs and only relied on the textbook to finish the syllabus.

Nonetheless, findings from the study revealed that the schools were implementing initiatives to ensure modifications were done to meet the needs of PwIDs. This finding is in line with URT (2017), which pointed out that inclusive schools must acknowledge and address the varied needs of their pupils by accommodating different learning styles and paces. They should ensure quality education through suitable curricula, organizational structures, teaching methods, resource utilization, and collaboration with their communities. Also, Justice (2009) argued that improving services for children with physical and intellectual disabilities boosts quality educational chances. From the findings, it is encouraging that teachers were actively working towards providing quality inclusive education. Their involvement signifies a commitment to refining the provision of quality education. The findings showed that the government ensures education for all children, regardless of their ability or disability.

Although the study reported some efforts made by teachers and the government to ensure quality education for PwIDs, it is necessary to evaluate the effectiveness and impact of these efforts. Ideally, inclusive schools should have the necessary resources, such as trained teachers, learning materials, and assistive technologies, to cater for the diverse needs of PwIDs. Without proper support, modification of the teaching and learning for these pupils' quality education may be compromised. For teacher's practices in inclusive education for PwIDs to be fully implemented, barriers that prevent the provision of quality education, such as stigmatization and a lack of awareness about PwIDs, should be eliminated. Addressing these barriers and ensuring a supportive, inclusive learning environment is crucial for these pupils' holistic development and access to quality education.

4.3.2 Encouraging Teamwork at all levels

Another common theme that emerged from the data analyzed was the notion of encouraging the spirit of teamwork at all levels. Three teachers responded to this notion. Teamwork denotes a group's collaborative effort, which in this case refers to teachers who must work together to achieve a common goal or to complete a task effectively and efficiently.

Participants interviewed (P1, ST1, and RT1) on this subtheme had different opinions.

For example, participant ST1 reported that:

As far as I know, for these pupils to acquire the intended skills and knowledge, I collaborate with other teachers and parents because when I teach them, I expect that parents will help their children when they are home; for other teachers, we collaborate and work in a team. For example, when I teach health hygiene, I always invite science teachers. The pupils, teachers, and parents are happy because their children are acquiring and mastering skills (ST1).

Also, RT1 commented that;

In order to achieve this goal, we collaborate with parents and the community in general; for example, some parents monitor the progress of their children step by step, and other parents donate food, so anything about the development of the child in my class, they call me, and we discuss. That is the only big thing they do to make the school inclusive.

To further corroborate the above findings, the researcher conducted a non-participant observation to confirm the participation and engagement of teachers, parents, community members and stakeholders to ensure the practice of inclusive education strategies for PwIDs in inclusive primary schools. The researcher found that several meetings were conducted between the schools and parents, including the community around the school, to discuss the progress of PwIDs in their learning. Also, parents contribute to the necessary needs of the pupils.

The above finding aligns with Lindner and Schwab (2020), who suggested that, for teachers' practices in inclusive teaching to be successful, the collaboration of multiple teachers or organized

clusters of teams within the staff, parents and education stakeholders facilitate the creation of teamwork. Creating partnerships with parents and community members enhances teachers' practices in inclusive primary schools when implementing inclusive education strategies for PwIDs since there will be close cooperation to meet their learning goals. Participants reported, for example, some of them claimed to be engaged in various school activities such as escorting the PwIDs to and from school, ensuring that the pupils feel comfortable in an inclusive school setting with peers, participating in school meetings and decision-making processes, providing feedback on strategies and practices, and advocating for the PwIDs.

Generally, participants reported being engaged by schools and the government in educating their children with intellectual disabilities. This engagement was essential, as teachers, parents, community members, and educational stakeholders could provide valuable insights and perspectives on the needs and challenges of PwIDs. This is supported by the UN (2016), which argues that parents and caregivers should make sure that schools are improved to fit the needs of children and learners with disabilities, including PwIDs. Therefore, their engagement could contribute to developing and implementing inclusive education strategies for PwIDs through practices that are more responsive and effective.

The findings are supported by the idea of the social model of disability by Oliver (1996) this suggests that the oppression and exclusion of individuals with disabilities stem from the way society is structured and organized. The findings indicate that the community is well-organized, and the involvement of parents, stakeholders, and the community reflects awareness and acknowledgement of inclusive education practices, which cannot be achieved without the partnership of parents, schools, and the wider community. This recognition dramatically

contributes to fostering a collaborative environment where all stakeholders work together to ensure the implementation of inclusive education strategies for PwIDs.

Contrary to this, another participant, P1, claimed that he was not or was less engaged in different school activities and processes. Some complain about being engaged in the processes when things fall apart; hence, they become victims of the consequences of various processes, especially their children's teaching and learning processes at school. They reported as follows:

One participant suggested that;

Ah, thanks for the good question. First, as parents, we should be involved, especially in the academic development of our children, not just be informed that our son will repeat the class. Also, teachers should help me to teach my child when he is at home. The teachers themselves do it alone; if the child overcomes them academically or in behaviour, they send him home, expel him from school completely, or keep him in the same class for many years. (P1)

On the other hand, the findings indicated low or inadequate engagement of parents, regular teachers and the community. The comments from the participants suggest that there is a lack of proactive measures taken by the government and schools to involve parents and the community, especially at the beginning or during the teaching and learning process, in ensuring inclusive education for PwIDs. This finding contradicts (URT, 2017), which stressed that inclusive schools should recognize and respond to the diverse needs of their pupils, accommodating both different learning styles and rates of learning and ensuring quality education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities. The lack of engagement can be seen as a missed opportunity for collaboration and partnership between parents, community members, teachers, and the government. The engagement of parents and the community is crucial in understanding the unique needs and challenges of PwIDs and developing appropriate support systems and interventions. Inadequate engagement of

parents and community members results in a gap between the reality PwIDs face and the inclusive education strategies and practices implemented to protect their right to education. Therefore, the government and schools are responsible for identifying all the barriers that prevent the effective engagement of teachers, parents, stakeholders, and the community in addressing the issue of creating a more inclusive educational environment.

4.3.3 Creating a Positive, Inclusive Culture

The creation of inclusive culture was one of the inclusive education practices of teachers that came out prominently during the interviews. Three participants mentioned this. Creating a positive culture in an inclusive school entails providing teachers and pupils with an environment of trust, collaboration, accountability and accomplishment. The study also tried to determine if the participants knew and understood inclusive culture. The findings from participants (ST3, RT2 and PD) revealed that various groups still require awareness-raising to understand and practice inclusion, which is characterized by the absence of discrimination and oppression. The following reports were provided by participants who were interviewed:

One participant commented, “The government and education stakeholders should continue Sensitizing teachers, pupils, and community around the schools on inclusive education and education for PwIDs” (RT2)

Moreover, participant ST3 said that;

Once the communities around the schools, teachers, and regular pupils understand that PwIDs have the same rights as other pupils, there will be no way to isolate them, run away from them, or label them. Therefore, the whole community, regular pupils, and teachers should be provided with inclusive education. Also, in creating an inclusive community, we must show love to PwIDs so that they feel normal, regardless of their disability.

Also, participant PD provided similar information, which supported education through training to raise awareness and understanding of inclusive education and the involvement of the whole community in decision-making.

The findings implied that there was still little awareness and understanding of teachers' practices in inclusive education in primary schools. Little awareness and understanding of inclusive education implied that PwIDs were not well receiving their right to education. UNESCO (2015) concluded that increasing awareness significantly contributes to the equality and non-discrimination of pupils with disabilities. Additionally, Article 8(1) of the 2006 CRPD requires the state parties to take suitable and practical steps to raise awareness about the discrimination and inequality of the PwDs to prevent them in society and their families where they belong.

Therefore, the study's findings suggested that education should be provided to different groups of people, including regular teachers, peers, and the community in general, to raise their awareness and understanding of inclusive education. If community members become aware of inclusive education, there will be no discrimination, isolation, labelling, or overprotection; equality and inclusion will be priorities for PwIDs. Participants pledged the government to educate people on inclusive education matters for PwIDs. In collaboration with education stakeholders, the government is responsible for educating the community on inclusive education by creating an inclusive culture and implementing the set strategies. The majority of community members, especially in rural areas, believed that people with intellectual disabilities could not learn or interact with their peers in educational settings. This is mainly attributed to a lack of awareness of disability-related issues, old cultural practices, and negative attitudes towards people with disabilities.

This finding is similar to an assumption of the social model of disability that disability is not a result of physical disease but somewhat of particular social, cultural, and economic frameworks. This implies that cultural practices may result in the undermining of the rights of persons with disabilities. Therefore, sensitizing them through the provision of education increases awareness among them. Regular teachers at schools also lack adapted strategies to identify and handle PwIDs. Training and seminars on disability-related issues are inevitable to equip these teachers with the techniques, attitudes, and compassion to serve the PwIDs. Training of teachers as crucial education stakeholders is supported by Moreno-Rodríguez et al. (2017), who emphasized that teachers' attitudes, perceptions, beliefs, and humanity influence implementing inclusive education for PwIDs in inclusive primary schools. Similarly, to enhance their implementation, inclusive education strategies and guidelines should be made clear to the education stakeholders through workshops, seminars, and training.

4.3.4 Offering Individualized Support Services

The fourth theme that emerged in the course of data analysis was the idea of offering individualized instructions to PwIDs. This response came from three interviewees. The notion of individualized instruction in this study refers to individualized instruction, which deliberately focuses on the individual student's needs, where the teaching is specific and targets one need at a time. The researcher wanted to determine the individualized support services offered by schools, government and educational stakeholders to PwIDs when practising inclusive education in the selected primary schools. The study found that PwIDs need support services from teachers to acquire knowledge and skills. The researcher interviewed participants (HT1, HT2 and RT3), and they reported that teachers have been offering different individualized education services for PwIDs, including using

assistive technology and self-help, such as toileting, eating and teaching them in extra time. This way fostered the educational development of the pupils.

For instance, one of the three participants who responded to the question said that:

As the head teacher of an inclusive primary school, I ensure that teachers who teach these pupils pay more attention to them, give them enough time, and use appropriate language. In addition, I struggle to ensure that assistive technology is available for these pupils even if the budget is low (HT1).

Another participant added that;

I make sure that my pupils acquire skills every day when I teach them. What I do is break the activities into small parts. As you know, these pupils learn slower than other pupils, so I have to use much time on one task. Also, being close to them arouses a sense of trust. I like teaching them by using teaching aids; sometimes, we lack appropriate assistive technology. My focus is to see these pupils become self-independent (RT2).

The findings indicated that education support services from teachers were crucial to ensure the practices of teachers in inclusive education for PwIDs. Individualized support services include using extra time in teaching, using assistive devices, and sponsoring their education, which is the key to meeting the additional expenses involved in supporting their needs. However, the findings imply that families and schools cannot meet the educational needs of PwIDs; hence, the government is requested to intervene to effectively implement the right-to-education strategies for enhancing pupils' participation. These findings align with the United Republic of Tanzania (2010), which elaborates on the Persons with Disabilities Act (2010), which guarantees equal accessibility to educational services. Government and private schools are obligated to construct or adapt infrastructure that is friendly to people with disabilities. The government, therefore, through its schools, is inevitably responsible for catering to the needs of PwIDs, likewise helping the private schools. The findings also address the need for the government to respond to the literature of the UN (2016), which explains Article 2 of the CRPD, which states that the state makes proper and

necessary adjustments and modifications to facilitate the participation of people with disabilities without providing a disproportionate and undue burden to the duty bearer as its partner in education to meet the educational needs of PwIDs in their schools by sponsoring them.

This implies that, for the inclusive education practices of teachers in primary schools to be implemented for PwIDs, the government and educational stakeholders should invest in ending any situation, including a shortage of assistive technologies, trained teachers, and the least restrictive environment, to enhance full participation of PwIDs in education. This finding contradicts the idea of the social model of disability, which states that disability is thus a socially constructed concept, with its meaning based on how society as a whole perceives it. The act of the government and educational stakeholders sponsoring education for PwIDs implies that it has a positive view of persons with disabilities, thereby reducing or removing the disability in them. Sponsoring education for PwIDs by the government highlights the importance of comprehensive support to ensure their access to and success in education.

4.4 Strategies for the Implementation of Inclusive Education for PwIDs in inclusive primary schools in Shinyanga Municipality

The second objective of this study was to examine the strategies for implementing inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania. The researcher asked thirteen (13) participants what strategies the government and the inclusive primary schools in Shinyanga Municipality were using to implement inclusive education for PwIDs. The responses to the question generated different views and opinions. All thirteen participants agreed that efforts were being made to implement inclusive education for PwIDs in inclusive primary schools. Of the 13 participants interviewed, four (4) said that the schools were

following inclusive education guidelines and the provisions in the Educational Policy and Acts, three (3) commented on the involvement of stakeholders in the implementation of inclusive education strategies for PwIDs, three (3) said that the government was providing support to inclusive primary schools to enforce the guidelines and, three (3) said that, the teachers were readily helping PwIDs to access quality inclusive education as a right. These responses helped the researcher to create four subthemes, namely: (i) following inclusive education guidelines, education policies and acts, (ii) the involvement of education stakeholders, (iii) Government support to inclusive primary schools and (iv) teachers' readiness to help PwIDs. The views are further discussed below.

4.4.1 Following Inclusive Education Strategies, Guidelines, Policies and Acts

One of the themes that emerged from the participants was inclusive primary schools following inclusive education strategies, guidelines, policies and Acts that guide the provision of inclusive education to both the PwIDs and those without disabilities in inclusive settings. In this study, inclusive education strategies are conceptualized as the transformation of education policies and acts to support the accommodation and implementation of inclusive education so that all pupils can learn together, regardless of their disability and ability. The findings of this study revealed an overall appreciation of the school's efforts in implementing inclusive education for PwIDs. Data from four (4) out of the 13 participants (EQA, HT1, ST1, and RT4) interviewed revealed that the inclusive primary schools were following inclusive education guidelines, policies and Education Acts that guide implementing inclusive education for PwIDs. The findings, moreover, showed that most participants indicated that the school is enrolling and accommodating PwIDs without any discrimination because of the inclusive education instruction. The following were reported by the participants who were subjected to the interview:

Participants EQA and PD appreciated that;

The government has worked very hard to manage the implementation of inclusive education for PwIDs, first through the country's constitution, which has made it clear that every child has the right to get an education regardless of their disability. Second, the introduction of various guidelines and strategies, such as the National Policy on Disability 2004, National Disability Act 2010, Education and Training Policy 2014, and the National Strategies for Inclusive Education of 2017-2021; the emphasis is on these guidelines and strategies on what the school is supposed to do.

Again, one participant reported, " For me, I make sure that PwIDs are enrolled in this school, which is under the instruction of the inclusive education guidelines whereby the government directs us about the enrollment and teaching of PwIDs in inclusive schools " (HT1).

Participant ST1 reported that;

I know about the availability of inclusive education guidelines and strategies, and I know that they help us work with and provide services to these PwIDs to achieve the educational goals of the government and the pupils themselves.

The researcher conducted non-participant observation to see how teachers use education guidelines to implement inclusive education for PwIDs in inclusive primary schools. The researcher observed good relationships between teachers and PwIDs1, PwIDs2, PwIDs3, and PwIDs4 in the school, and every Friday of the working days, teachers conduct a home visit.

The study's findings implied that the government has established various strategies and guidelines that enhance teachers' ability to teach PwIDs in inclusive primary schools. The school is implementing inclusive education strategies for PwIDs and those with other disabilities by emphasising inclusive education. This finding is in line with (NAD, 2019), who found that the government of the Democratic Republic of Tanzania has taken several legislative and strategy measures that show a commitment to advancing the rights of people with disabilities, including

the right to education. The government of Tanzania has invested in implementing these strategies and guidelines to ensure the provision of inclusive education to PwIDs.

Although a range of participants indicated that they knew these inclusive education strategies and guidelines, few participants reported that they knew nothing about the existence of these documents. Moreover, RT4 said, “I have never encountered these guidelines instructing on teaching and handling the needs of these pupils. This is due to lack of teaching methods for serving the PwIDs.”

The findings imply that little has been done to ensure awareness and understanding of the strategy and guidelines. The government, therefore, has to play a role in addressing this gap. The findings are supported by Oliver's idea of the social model of disability theory (1996), which is based on creating the possibility for people with disabilities to participate in society by making various adjustments to ensure that they are not excluded. Investments by the government in inclusive education strategies create a conducive learning environment for PwIDs, thereby minimizing the effects of their disabilities. The existence of inclusive education strategies specific to PwIDs is crucial, as they lay the foundation for the provision of inclusive education through specialized support, resources, and inclusive practices. For instance, the National strategies on inclusive education of 2018–2021 and 2022–2026 insist on providing inclusive education to all pupils, regardless of their ability or type of disability. The government should also make sure that inclusive education strategies are well implemented. The government needs to identify all PwIDs all over the country, ensure they are enrolled in inclusive primary schools and prepare the good environment for all primary schools to enable these pupils to study conductively

4.4.2 The Involvement of Education Stakeholders

Another theme that emerged from the data analyzed was the involvement of education stakeholders in implementing inclusive education for PwIDs. The study intended to examine the involvement of educational stakeholders in implementing inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania. This response was obtained from three participants (P2, HT2, and PD) on this subtheme had different opinions, and the following were their responses;

One participant commented; ‘I participate in delivering the right to education for my child by making sure that my child attends school every day of the week, buying school uniform and, sometimes, I escort him to school’ (P2).

Another participant said that;

Different stakeholders, like NGOs, come to school to support pupils’ school uniforms, sanitary pads for girls, etc. However, the Government is also providing meal grants for PwIDs, which enhances the pupils’ attendance in schools. As a head teacher, I am struggling to break the gap between the schools and the community, but we see that at least the community is now engaging in education for PwIDs (HT2).

The researcher's observation confirmed that education stakeholders play a great role in implementing inclusive education strategies for PwIDs. The interaction between RP1, RP2, and RP3 and PwIDs involves playing, eating, and learning in the same setting, coming with them to school, and escorting them back home.

The findings revealed that the participants implemented inclusive education strategies for PwIDs through various activities, such as utilizing their education to support PwIDs and providing necessary resources and assistance. This finding opposed the idea of the social model of disability, which accounts that people with disabilities are prevented from participating in mainstream society due to structural, institutional, and attitude restrictions, which disables them. The findings are

supported by the Tanzania National Education Act of 1978 article 25, which provides that no child may be denied school enrollment, and parents must ensure their children attend primary school regularly. This implies that parents have to work hard to fulfil the right to education for their children, regardless of their abilities and disabilities. However, the findings contradict UNESCO (2019), which reports that the attitude of the teachers and parents is also a big reason that deprives PwIDs of getting enrolled in inclusive schools. The report by UNESCO accounts for the negative attitudes of teachers and parents regarding PwIDs. They believe that pupils have no right to education just because of their disabilities.

This study, therefore, covered the reported negative attitudes by revealing positive attitudes shown by educational stakeholders towards implementing inclusive education for PwIDs. The findings recognized the significance of adhering to established strategies and guidelines to facilitate inclusive education for this marginalized group. Hence, the findings demonstrate a commitment to promoting and protecting the right to education for PwIDs. The findings further indicate that participants were willing to apply their education to impact these pupils' lives positively. The study also reveals the parents' and regular pupils' awareness and understanding of the importance of creating an enabling environment for PwIDs by providing the necessary resources and support to ensure their educational success.

On the other hand, some participants reported having limited participation in implementing inclusive education for PwIDs due to a lack of skills. The participant reported the following;

One participant claimed that;

Aaah, cooperation is weak. This is because society and other education stakeholders are still not aware of the issues of people with disabilities, predominantly intellectual disabilities. Also, society still has stereotypes and negative attitudes about PwIDs getting an education. The lack of

professionals to teach and serve children with intellectual disabilities is also an obstacle to the implementation of inclusive education for these children (PD).

The participants expressed minimal participation in implementing inclusive education for PwIDs.

The findings suggested that participants might not have had enough knowledge to support PwIDs in effectively accessing their right to education. This finding correlated with (Divine Group International Foundation and Center for Employment of Persons with Disabilities, 2017; Ghana, 2014), which pointed out that through hiding, parents think that they are preventing PwIDs from being isolated and stigmatized and forgetting that they deny the right to education. This implies that parents still had no awareness of how to participate in implementing inclusive education for PwIDs.

The limited participation could indicate a lack of training or education in working with PwIDs. Hence, the findings suggest training the participants to build skills to serve the PwIDs. Additionally, the study findings indicate that participants were unfamiliar with education strategies and guidelines related to PwIDs, which hindered their ability to implement inclusive education for these pupils. Overall, the findings under this subtheme highlighted the need for comprehensive support, training, and information dissemination to enable participants to implement inclusive education strategies for PwIDs effectively. The findings share a similar idea with the social model of disability as it is believed that disability is a result of attitudinal, social, and environmental barriers constructed by society towards people with disabilities that hinder them from fully participating in society. The government's attitude to train teachers was revealed to be low; hence, this accelerated the impact of a disability in PwIDs.

4.4.3 Government Support to Inclusive Primary Schools

The study intended to investigate whether the government supported inclusive primary schools in Shinyanga Municipality while implementing inclusive education strategies for PwIDs. The study's findings revealed that the government of Tanzania supports implementing inclusive education. The support provided takes different forms, including sponsoring education, employing and building the capacity of teachers, and modifying the teaching and learning environments to fit the needs of PwIDs. The researcher interviewed three (3) participants (P1, ST2 and RT3), and they reported the following;

Participants said that;

I thank the government for offering education grants to schools that cater to the needs of PwIDs, such as food, teaching, and learning materials. Likewise, the government should continue improving the environment by building classes which accommodate pupils of different diversity, including PwIDs, latrines particularly for PwIDs, and hiring matron and patron who will participate with teachers in teaching self-help skills for PwIDs (ST2)

Also, participant RT3 added, “I think the government may continue employing specialist teachers as you can see here we have so many pupils but only one specialist teacher we have here”

Participant P1 commented that;

I am happy the school environment is at least friendlier to my children than the other school because here, my child gets free porridge and lunch sponsored by the government. We thank the government for continuing to help us improve the environment in terms of infrastructure and devices. We request that the government continue helping us.

The findings indicated that government support was crucial to ensuring equal access to education and providing necessary resources, funds, and services to implement inclusive education for PwIDs. The findings acknowledge that sponsoring education for PwIDs is the key to meeting the additional expenses involved in supporting their needs. However, the findings imply that families

and schools cannot meet the educational needs of PwIDs; hence, the government is requested to intervene to implement inclusive education for these pupils effectively. These findings align with the United Republic of Tanzania (2010), which elaborates on the Persons with Disabilities Act (2010), which guarantees equal accessibility to educational services. Government and private schools are obligated to construct or adapt infrastructure that is friendly to people with disabilities. The government, therefore, through its schools, is inevitably responsible for catering to the needs of PwIDs, likewise helping the private schools. The findings also address the need for the government to respond to the literature of the UN (2016), which explains Article 2 of the CRPD, which states that the state makes proper and necessary adjustments and modifications to facilitate the participation of people with disabilities without providing a disproportionate and undue burden to the duty bearer as its partner in education to meet the educational needs of PwIDs in their schools by sponsoring them.

This implies that, for the government to implement inclusive education for PwIDs, it should invest in ending any situation, including a shortage of assistive technologies, trained teachers, and the least restrictive environment. This finding contradicts the idea of the social model of disability, which states that disability is thus a socially constructed concept, with its meaning based on how society as a whole perceives it. The act of the government sponsoring education for PwIDs implies that it has a positive view of persons with disabilities, thereby reducing or removing the disability in them. Sponsoring education for PwIDs by the government highlights the importance of comprehensive support to ensure their access to and success in education. It is also essential to create an inclusive society and implement their education rights.

4.4.4 Teachers' readiness to help PwIDs access their right to education

The fourth theme that emerged in this study was teachers' readiness to help PwIDs access their right to education in inclusive schools. This response came from three interviewees (ST3, RT1 and RT2). The notion of teachers' readiness in this study refers to the abilities of teachers to teach, monitor, assess, evaluate and plan activities relevant and beneficial for PwIDs, which will help pupils acquire knowledge and skills. The study found that teachers were always ready to help PwIDs access their education rights. The following were the reports. Much of the responses from participants showed that;

One participant commented that;

As a specialist teacher, I am happy and feel blessed to teach in this school, especially in this class, which includes PwIDs; my role is to plan daily activities that my pupils will master. Also, the pupils are happy, as you can see from their behaviour; they come to school every day except Friday, when we conduct a home visit (ST3).

Another participant reported, "Aah, truly teachers, we are ready all the time to teach these PwIDs to enable them to access quality education and reach their educational goals. We tolerate their slow learning condition." (RT1)

Participant RT2 said that;

It is our responsibility as teachers to teach and give direction even if they forget in a short time. Some of the pupils are improving. As you can see, other pupils were unable to walk, write, or help themselves, but they are able to manage some skills up to now. However, as teachers, we face challenges from the parents, mainly when a pupil stays in one class or grade for years.

Also, the researcher conducted non-participant method observation and found that PwIDs attend schools and learn under the guidance of teachers who are very happy teaching Them. These pupils

are happy, too; some of them request additional assignments. If a teacher pays less attention to PwIDs, they quit studying.

The findings revealed that teachers demonstrated a consistent readiness and willingness to support the PwIDs in accessing their right to education and achieving their educational goals. This finding suggested that teachers posed a deep sense of responsibility towards PwIDs, recognizing the importance of actively facilitating their inclusion in the education system. The finding highlighted their commitment to providing appropriate instructions, guidance, and resources, ensuring that PwIDs receive the necessary support to participate fully in their education. The readiness implied that teachers were prepared to meet the diverse needs of PwIDs, fostering an inclusive classroom culture that empowers every pupil to thrive and reach their fullest potential. The findings correlate with David et al. (2021), who accounted that teachers trained in inclusive education are better equipped with positive attitudes concerning including PwIDs in mainstream schools. Furthermore, acknowledging teachers' role in helping pupils access inclusive education extends beyond merely providing academic instruction. Findings suggested that teachers did not only teach but also advocated and empowered PwIDs to exercise their rights and navigate educational systems effectively. This emphasized the importance of teachers being proactive in ensuring that all pupils, including PwIDs, receive the support and resources they need to access teachers and succeed academically. However, despite the teachers' readiness to help the PwIDs access inclusive education, some challenges were expressed by the participants, including the delay of PwIDs transitioning from one class to another due to late mastering the curricular content. Also, complaints from parents of PwIDs due to their children staying long in the same classes without transitioning to other classes. The findings relate to the idea of the social model of disability, which is based on creating the possibility for people with disabilities to participate in society by making

various adjustments to ensure that they are not excluded. For instance, from the findings, in the school environment, it is the responsibility of the teachers to implement a programme that caters to all pupils in the classroom regardless of their ability or disability. This, in one way, favored the learning needs of PwIDs and allowed them to access their right to education.

4.5 Teacher's Perspectives on the Implementation of Inclusive Education Strategies

The third objective of this study was to explore teacher's perspectives on the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania. To achieve this objective, thirteen (13) participants were interviewed, and they presented the following as the challenges associated with implementing inclusive education for PwIDs in inclusive primary schools. Of the 13 participants interviewed, five (5) said that there was a Lack of Capacity building and Teacher Training, (4) indicated a poor teaching and learning environment, and another four (4) said inadequate teaching and learning materials used by teachers and pupils during teaching and learning process. These views are further discussed in detail under four subthemes shown below:

4.5.1 Lack of Capacity Building and Teacher Training

One of the themes that emerged frequently from the interviewees was the lack of capacity building for teachers. Capacity building in this study is used to denote the increase of skills and knowledge that strengthen the abilities and confidence of the in-service teacher to accomplish the set objectives. Therefore, the researcher intended to determine if teachers received in-service training to develop their professions toward implementing the right to education for PwIDs in inclusive primary schools. The researcher interviewed five (5) participants (EQA, ST3, RT1, RT2, and RT4), and they reported that teachers lack in-service training, which poses a challenge for them

to fully participate in the implementation of inclusive education strategies for PwIDs in inclusive primary school. The following were the reports from the interviewed participants;

Participant EQA said that;

I propose that teachers receive several in-service trainings because things change every day. The problem is that the budget is not enough to accommodate all teachers, so only a limited number of teachers receive in-service training. For example, this year, only one teacher managed to attend training on inclusive education. The plan we have is to invite NGOs and other stakeholders to conduct workshops, trainings, and seminars.

Another participant reported that;

Above all, we need seminars and workshops to increase knowledge and skills in teaching these children to achieve the intended goal. However, the Municipality Director should also influence and help teachers in the residences study special education and inclusive education courses because many children need help. If they do not get help, they drop out of school. (ST3)

Another participant and RT4 said, “No, I do not have any in-service training related to intellectual disabilities. I have tried my best, but I have had no success. The lack of such training greatly affects me when providing services to PwIDs”.

Similar information was obtained from participants RT1 and RT2, who claimed that teachers had no in-service training relating to inclusive education and education for PwIDs in inclusive primary schools. They claimed that only specialist teachers attended seminars, while regular teachers did not.

The findings revealed that teachers lacked seminars, workshops, and continuous professional development on inclusive education and education for PwIDs. The study exposes the need for teachers to receive this training. Teachers believed that once given seminars, workshops, and continuous professional development, they would gain new knowledge, acquire new teaching strategies, and enhance their capacity to support PwIDs. The government and other education

stakeholders become responsible for equipping teachers with the necessary tools and techniques to create inclusive and supportive learning environments. The findings recognize the need for additional training and professional development for teachers working with PwIDs.

The findings are supported by David et al. (2021), who explain that teachers trained in inclusive education are better equipped with positive attitudes concerning including PwIDs in mainstream schools. Teaching PwIDs can present unique challenges requiring specialized knowledge, skills, and strategies. Participants reported seminars, workshops, and training as solutions to meet the needs of teachers. The findings resonate with the idea of the social model of disability, which states that people with disabilities are an underrepresented social category. This means that since people with disabilities are undervalued, less effort is invested to meet their needs, including training teachers who would provide adapted services to them. The seminars, workshops, and training should be relevant and comprehensively designed to meet and address the specific needs and requirements of teaching PwIDs. Also, these trainings should aim to equip teachers with evidence-based practices that have been proven effective in promoting inclusive education for PwIDs.

Moreover, seminars, workshops, and continuous professional development training should be accessible and available to all teachers. Considering factors such as geographical location, financial resources, and time constraints is important to ensure that teachers have equal opportunities for professional development. The government should ensure sustainable and continuous support by setting long-term plans and initiatives to provide teachers with seminars, workshops, and continuous professional development training. Regular teachers in inclusive schools, for example, should be provided with continuous training on disability-related topics to equip them with the skills, compassion, and readiness to serve children with various disabilities, including those with intellectual disabilities.

To successfully ensure capacity building and teacher training, the government should allocate resources to support seminars, workshops, and continuous professional development for teachers. Adequate funding is necessary to provide equal opportunities for these trainings. Additionally, the government should develop mechanisms to monitor the quality and impact of the seminars, workshops, and continuous professional development and conduct feedback from teachers for further implementation plans.

4.5.2 Poor Teaching and Learning Environment

Another theme from the study was the poor learning environment for PwIDs. To conduct a successfully inclusive education, the need for a conducive environment which fosters teaching and learning for PwIDs is inevitable. The researcher investigated if the teaching and learning environment supports teachers to participate in implementing inclusive education strategies for PwIDs in inclusive primary schools. The responses from participants (P2, HT2, ST1, and ST2) indicated that the environment is one of the challenges teachers face when implementing inclusive education strategies for PwIDs in inclusive primary schools. Participants reported as follows;

Participants P2 and ST2 commented, “The available Infrastructure is not friendly for PwIDs. As you can see, it is a class, but it looks like a store. Also, PwIDs do share the toilet with regular students.”

Another participant reported that; “Truly, the school environment is not yet meeting the needs of PwIDs; the present environment is meant for regular pupils only” (HT2).

Also, participants ST1 and reported that;

The big challenge I see is the lack of classes. We have only one class used to accommodate PwIDs from grade one to grade two. This class can accommodate 10 pupils, but here I have 20 pupils. This class is also used

as a store to store foods and all utensils used to prepare food for these pupils.

Also, the researcher conducted a non-participant survey and found that PwIDs have only one classroom, which contains several utensils for food preparation. Desks are not enough to accommodate all of them, and toilets and playing grounds are not learner-friendly.

The findings revealed various obstacles and challenges, including poor infrastructure, an unfriendly school environment, and a lack of or inadequate assistive technologies, which hindered the implementation of inclusive education strategies for PwIDs. This implied that the implementation of inclusive education for PwIDs faced some barriers, which led to the denial of the right to education for PwIDs. The findings are provided with solutions by the Tanzania National Education Act of 1978, Article 25, which requires the Minister of Education to name institutions or schools in each region to provide the facilities and tools required so that people with disabilities can fully benefit from the institution or school, and that schools should be equipped with teaching and learning environments conducive to the enrollment of PwIDs.

The findings revealed that poor infrastructure, such as a lack of accessible classrooms, ramps, or specialized equipment within the educational environment, inhibited providing the right to education to PwIDs. This finding is cautioned by the United Republic of Tanzania (2010) through the Tanzania Persons with Disabilities Act (2010), which guarantees equal accessibility to educational services. Government and private schools are obligated to construct or adapt infrastructure that is friendly to people with disabilities. Unfriendly or non-school environments were a significant barrier reported by the participants.

A poor environment may lead to overcrowded classrooms, increased dropout rates among pupils, limited access to technology, and limited opportunities for extracurricular activities. These

findings are warned by URT (2017), which emphasizes that schools must accommodate all pupils, regardless of their physical, intellectual, social, emotional, linguistic, or other difficulties. The findings also reported a lack of education and awareness among stakeholders, including teachers, parents, and administrators. This absence of knowledge about the characteristics, abilities, and needs of PwIDs led to discriminatory practices, lowered expectations, and limited educational opportunities, hence the barrier to the implementation of inclusive education for PwIDs. The findings resonate with the idea of the social model of disability, which accounts for the fact that disability is a result of attitudinal, social, and environmental barriers constructed by society towards people with disabilities that hinder their full participation in society, skills, knowledge, or strategies to support the learning and development of PwIDs effectively.

The study, therefore, highlighted the need for comprehensive solutions such as improving infrastructure, promoting school environments, and providing assistive technologies. The government needs to keep the focus on preparing a suitable environment that makes it possible for teachers to positively participate in the implementation of inclusive education strategies for PwIDs in inclusive education primary schools, such as building classes and toilets and making essential amendments to the laws that with no doubt, will show good direction and focus the practice of inclusive education in primary schools.

4.5.3 Inadequate Teaching and Learning Materials

The third subtheme that emerged was the inadequacy of teaching and learning materials. Teaching and learning materials in this study are all resources teachers and pupils use to facilitate the teaching and learning process. The researcher intended to determine the adequate teaching and learning materials and human resource supportive services used by teachers and PwIDs for teaching and learning in inclusive primary schools. This information was mainly obtained through

interviews with the participants and is presented verbatim to maintain their originality. The responses from participants (P1, HT1, PD, and RT3) indicated widespread concern about the inadequacy of resources and low government allocation of funds in schools which cater for the needs of PwIDs. The following were responses from the participants:

One participant reported that;

Ah, thanks for the good question. First, as a parent, I see that the number of teachers is not enough; I have been coming here every day, and I found that my child is in touch with only one teacher who always teaches him. Second, I see that the playground is not sufficient (P1).

Another participant said that;

My big challenge is the lack of assistive devices and basic needs, such as exercise books, sanitary pads, and other services like guidance and counselling. These lacks cause excessive truancy among these pupils and even cause others to drop out of school (PD).

Participants RT3 commended the low number of teachers who specialized in teaching PwIDs; you find a school with only one teacher and so many pupils. For example, class one has 10 PwIDs, and only one teacher is responsible. I advise the government to employ more specialist teachers.”

Additionally, participant HT1 expressed that;

In other words, the challenge is, first of all, the equipment, such as teaching aids, because you find that the grant received from the government is for the food and not the equipment. However, another challenge is that these children do not have a guardian like a matron to serve them, so the teacher is responsible for all the work (HT1).

Participants’ expressions of inadequacy of material and human resources highlighted a critical issue in inclusive education practices. Insufficient resources, such as special education teachers, teaching materials, and infrastructure, were claimed to pose a challenge for teachers to participate in the implementation of inclusive education strategies for PwIDs in inclusive primary schools. The findings contradict the Tanzania National Disability Act of 2010, Article 27, which requires

institutions or schools in each region to provide the facilities and tools required so that people with disabilities can fully benefit from the institution or school. The Act further emphasizes that schools must be equipped with teaching and learning environments conducive to the enrollment of PwIDs. Therefore, the Act intends to promote the availability of adequate funds and resources in schools, resulting in inclusive education practices on the right to education for PwIDs.

Participants reported that insufficient funding and resource allocation can significantly impact the quality of education. The findings show that the inadequacy of assistive technology posed a barrier to teachers implementing inclusive education for PwIDs. Assistive technologies, including computers, tablets, communication boards, or specialized software, are significant to the teaching and learning of these PwIDs; hence, their lack or inadequacy signifies a barrier to their teaching and learning process. These conditions can compromise the learning experience and hinder the PwIDs from receiving their right to education in inclusive primary schools. Furthermore, the lack of resources may also strain teachers, who may have to cope with large class sizes, inadequate knowledge of inclusive and special education, and limited assistive technology, which are useful in implementing the right to education for PwIDs. It is the researcher's opinion that to address these concerns, the government must prioritize funding for education and allocate resources equitably to schools. This finding contradicts the idea of the social model of disability, which states that it is necessary to create the possibility for people with disabilities to participate in society by making various adjustments to ensure that they are not excluded. Adequate funding and resource allocation are necessary to create an enabling environment that supports effective teaching and learning. The findings emphasize that the government should review budget allocations and resource distribution by involving stakeholders such as teachers, parents, and education experts in

the decision-making process to ensure that resources are allocated based on identified needs and priorities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, the study's findings, which aimed to explore the implementation of inclusive education for pupils with intellectual disabilities in two inclusive primary schools in Shinyanga Municipality, Tanzania, were presented, analyzed, and discussed. This chapter presents a summary of the key findings based on the research objectives (i) to examine the inclusive education practices of teachers in selected inclusive primary schools in Shinyanga Municipality, (ii) To examine the strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, and (iii) to explore teacher's perspective on the implementation of inclusive education strategies for PwIDs in inclusive primary schools. The conclusions were derived from the study findings, and recommendations were made based on the conclusions drawn. It also provides suggestions for further research in future, which this study could not address very well because of the limitations stated earlier in 3.10. In the following sections, a summary of the key findings from the study is presented.

5.2 Summary of the findings

This study, which sought to explore the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality, Tanzania, revealed:

5.2.1 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools

This study found that the majority of the teachers were knowledgeable about inclusive education, as seen in their ability to describe the different practices that characterize inclusive education, such

as creating a positive culture, encouraging teamwork at all levels, providing reasonable accommodation to PwIDs, and offering individualized instructions to PwIDs.

5.2.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality

The study revealed that the selected inclusive primary schools were doing their best in implementing inclusive education for PwIDs, which they ably demonstrated by the fact that they were seen following the inclusive education guidelines, strategies, education policy and Acts provided by the government, and actively engaging the various stakeholder such the parents and members of the community in the different activities of inclusive primary school. However, some parents did allude to them being minimally involved in the process.

5.2.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies

The study found out that in their efforts to ensure that PwIDs access quality education as a right enshrined in the different strategies, policies and Acts, inclusive primary schools are encountering several challenges, some of which include lack of capacity building for teachers on issues of inclusive education, poor teaching and learning environment; and inadequate teaching and learning materials needed by teachers and pupils in the course teaching and learning process.

5.3 Study conclusions

In view of the findings from the study summarized above, the following conclusions were drawn:

5.3.1 Inclusive education practices of teachers in implementing inclusive education for PwIDs in primary schools

The study examined that whereas the majority of teachers demonstrated a high level of knowledge of inclusive education and the different inclusive education practices to ensure that PwIDs access education as a right, the learning environment in the two selected inclusive primary schools was

not friendly for conducting lessons that take into account the provision of reasonable accommodation which cut across all pupils needs. Furthermore, some teachers did not clearly understand inclusive culture as one of the practices of inclusive education.

Although collaboration and team spirit among inclusive education stakeholders are critical for its success, some parents and community members were not adequately engaged in ensuring inclusive education as a right to PwIDs. This lack of engagement threatens the success of inclusive education, which could allow PwIDs to enjoy their right to education.

5.3.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality

The study established that amidst the meagre resources at teachers' disposal and competing priorities school managers have to confront, the inclusive primary schools have exhibited resilience and interest in implementing inclusive education for PwIDs. These include adhering to the different government guidelines and directives, education policies and Acts, and ensuring a conducive environment for all pupils to access education as a right, thereby paving the way for a community free of discrimination and oppression.

5.3.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies

The study found that despite the various support the government is providing and efforts being invested by teachers, school administration and different stakeholders, inclusive primary schools face a multiplicity of challenges while implementing inclusive education for PwIDs in inclusive primary schools. Some challenges include inaccessible classrooms, poor equipment, absence of assistive technologies, low number of specialized teachers and inappropriate teaching methods. Despite such challenges, teachers in inclusive primary schools have demonstrated a consistent readiness and willingness to support PwIDs in accessing quality education.

5.4 Study Recommendations

In line with the conclusions drawn from the findings presented above, the study made the following recommendations:

5.4.1 Inclusive education practices of teachers in implementing inclusive education strategies for PwIDs in primary schools

The government, through the MoEST, should try to improve the learning environment in which inclusive education is taking place. Arrangements should be made to ensure that all-inclusive education stakeholders are involved in providing inclusive education and that the spirit of collaboration and teamwork is promoted at all levels.

5.4.2 Strategies for the implementation of inclusive education for PwIDs in inclusive primary schools in Shinyanga Municipality

The MoEST, as the overseer of the education sector in the country, should ensure adequate supervision of schools to help inclusive primary schools implement inclusive education strategies for PwIDs as stipulated in the National Strategies for Inclusive Education 2022-2026, National Education Policy 2014, National Disability Policy 2004, and National Disability Act 2010.

5.4.3 Teacher's Perspectives on the Implementation of Inclusive Education Strategies

The MoEST, in collaboration with the President's Office of Regional Administration and Local Government (PO-RALG), non-governmental organizations, and other stakeholders, should provide adequate resources to mitigate the challenges being faced and facilitate capacity-building training programmes to equip teachers through in-service training, seminars and workshops on inclusive education and procuring the appropriate teaching and learning materials to enhance learning for PwIDs.

5.5 Suggestions for future research

The limitations faced by the researcher include time limits and funds. The researcher could not conduct research in all areas of inclusive education for PwIDs in inclusive primary schools.

Therefore, the researcher suggests that future research can be conducted in the following areas:

1. Assessment of the teaching and learning resources used in the teaching and learning process for PwIDs in inclusive primary schools.
2. The role of community involvement in implementing inclusive education for PwIDs in inclusive primary schools.

New knowledge contributed through this study.

1. The implementation of inclusive education for students with intellectual disabilities depends in large part on effective school management.
2. The promotion of inclusive education for pupils with intellectual disabilities relies on inclusive education guidelines and strategies.
3. The success of education for students with intellectual disabilities is largely dependent on having well-trained teachers who possess the necessary knowledge and abilities about inclusive education.
4. Adequate funding, educational resources, and appropriate teaching and learning materials are all factors that promote the implementation of inclusive education.

REFERENCE

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2(January), 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Akaranga, S. I., & Makau, B. K. (2016). Ethical Consideration and their Application to a Research. *Journal of Educational Policy and Entrepreneurial Research*, 3, 1–9.
- Akhtar, I. (2016). *Research Design, Research in Social Science: Interdisciplinary Perspectives*. October, p. 68.
- Appalachia, R. (2021). *Learning Before Going to Scale: An Introduction to Conducting Pilot Studies*. May.
- Cacciattolo, M. (2021). *Ethical Considerations in Research*. January 2015. <https://doi.org/10.1007/978-94-6300-112-0>
- Casteel, A., & Bridier, N. L. (2021). *D ESCRIBING P POPULATIONS AND S SAMPLES IN D OCTORAL*. 16, 339–362.
- Creswel, J. W. (2012). *Educational Research, Planning, Conducting and Evaluating Qualitative and Quantitative Research* (Fourth Edi, Vol. 21, Issue 1). Pearson Education, Inc., 501 Boylston Street, Boston, MA 02116. All rights reserved and manufactured in the United States of America.
- David, P., Rodr, C., Ariño-Mateo, E., & Jos, K. (2021). *Education sciences Perception and Attitude of Teachers towards the Inclusion of Students with Hearing Disabilities*.
- Divine Group International Foundation and Center for Employment of Persons with Disabilities. (2017). *Factsheet – UPR 2017, GHANA: 3rd CYCLE UNIVERSAL PERIODIC REVIEW RIGHTS: RIGHTS OF PERSONS WITH DISABILITIES: SUMMARY OF KEY ISSUES FROM PREVIOUS UPR CYCLES AND RECOMMENDATIONS MADE*.
- Dragoo, K. E. (2019). The Individuals with disabilities education act (IDEA) funding: A primer. *Individuals with Disabilities: Education, Employment and Rehabilitation*, 1–44.
- Edwards, K. J., & Gaber, M. M. (2014). Research Methodology. In *Studies in Big Data* (Vol. 6). https://doi.org/10.1007/978-3-319-06599-1_5
- Ghafouri, R. (2018). Trustworth and rigor in qualitative research. *ResearchGate*, 7(4), 1914–1922.
- Ghana, G. of. (2014). *Po[pulation and Housing Census Report Disability in Ghana*. Ghana Statistical Service.
- Grover, V. (2015). Research Approach; An Overview Golden Research Thoughts. *International Multidisciplinary Research Journal*, 4(February), 12.
- In, J. (2017). *Introduction of a pilot study*. 70(6), 601–605.
- Kabil, seyyid M. (2018). Methods of data collection. *AORN Journal*, 33(1). [https://doi.org/10.1016/S0001-2092\(07\)69400-9](https://doi.org/10.1016/S0001-2092(07)69400-9)
- Kawi, D. B. (2015). *Disability rights awareness and inclusive education : Bulding capacity Oof parent and teachers manual for In-Service Training and community education*. 1–99.
- King, N. A. S. and J. R. (2014). *Expanding Approaches for Research: Understanding and Using*

- Trustworthiness in Qualitative Research. *Studying Your Own School: An Educator's Guide to Practitioner Action Research*, 1–3. <https://doi.org/10.4135/9781483329574>
- Koshti, S. D. (2013). *Research methodology*. 1, 32.
- Limaye, S. (2016). Factors Influencing the Accessibility of Education for Children with Disabilities in India. *Global Education Review*, 3(3), 43–56.
- Lisicki, B. (2013). Factsheet The Social model of disability. *Inclusion London*, 1–18.
- Living, S. C. for I. (2018). What is ‘ The Social Model of Disability ’? *Think You Know Disabled People...Think Again*.
- Lovett, B. J. (2021). Educational Accommodations for Students With Disabilities: Two Equity-Related Concerns. (December), 1–5. <https://doi.org/10.3389/feduc.2021.795266>
- Lynne, C. (2016). Trustworthiness in Qualitative Research *REsearch*, 25(6), 10.
- Mary Ann Schaepper, Mark Houser, F. K. (2021). What is Intellectual Disability? *American Psychiatric Association*, 4.
- Mnkeni, L. (2021). Education stakeholders beliefs and expectations on inclusive education in Tanzania primary schools : a case of Dodoma city. *University of Dodoma Institutional Repository*.
- Moreno-Rodríguez, R., Lopez, J. L., Carnicero, J. D., Garrote, I., & Sánchez, S. (2017). Teachers' Perception on the Inclusion of Students with Disabilities in the Regular Education Classroom in Ecuador. *Journal of Education and Training Studies*, 5(9), 45. <https://doi.org/10.11114/jets.v5i9.2573>
- Nathan, M. J., & Brown, J. M. (2018). An ecological approach to modeling disability. *Bioethics*, 32(9), 593–601. <https://doi.org/10.1111/bioe.12497>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- POSSI, M. K., & MILINGA, J. R. (2017). Special and Inclusive Education in Tanzania: Reminiscing the Past, Building the Future. *Educational Process: International Journal*, 6(4), 55–73. <https://doi.org/10.22521/edupij.2017.64.4>
- Rodriguez, A. (2020). *Reflecting on the Education Position statement of AAIDD and The ARC*. 1–23.
- Sandra, D., Argueta, E., Wachter, N. H., Silva, M., Valdez, L., Cruz, M., Gómez-Díaz, R. A., Casas-saavedra, L. P., De Orientación, R., Salud México, S. de, Virtual, D., Social, I. M. del S., Mediavilla, J., Fernández, M., Nocito, A., Moreno, A., Barrera, F., Simarro, F., Jiménez, S., ... Faizi, M. F. (2016). Disability Monograph. *Revista CENIC. Ciencias Biológicas*, 152(3), 28.
- Shinyanga, M. (2013). *Shinyanga Municipal Council Profile of Shinyanga Municipal Council*. 1–26.
- Shukla, S. (2020). *Concept of population and sample*. June.
- SIDA. (2014). Disability Rights in Tanzania. *Swedish International Development Cooperation Agency, December*, 1–6.

- Symeonidou, S., Loizou, E., & Recchia, S. (2023). The inclusion of children with disabilities in early childhood education: interdisciplinary research and dialogue.(1), 1–7. <https://doi.org/10.1080/1350293X.2022.2158632>
- Taherdoost, H. (2022). What are Different Research Approaches ? Comprehensive Review of Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations. *Journal of Management Science & Engineering Research*, 5(March), 55. <https://doi.org/10.30564/jmser.v5i1.4538>
- Tracy, S. J. (2013). *Qualitative research METHODS*. A John Wiley and Sons, Ltd, Publication.
- U.S. Department of Education. (2021). 36th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. *Office of Special Education and Rehabilitative Services, Office of Special Education Programs*, 102.
- UNESCO. (1994). the Salamanca Statement Framework. *Policy, June*, 7–10. <https://doi.org/E D - 94/WS/ 1 8>
- UNESCO. (2019a). Right to education handbook. In *Unesco*.
- UNESCO. (2019b). *State of the Education Report for India 2019*.
- Unicef. (2022). *UNICEF Children with Disabilities UNICEF Fact Sheet Children with Disabilities*.
- UNICEF. (2012). The right of children with disabilities to education: a rights-based approach to inclusive education. *Position Paper*.
- United Republic of Tanzania. (2010). *The Person with Disability Act, 2010*. 1–51.
- UNPRPD. (2021). *Situational Analysis of the Rights of Persons With Disabilities in United Republic Of Tanzania, Unct Tanzania*.
- URT. (2004). *United Republic of Tanzania National Policy on Disability Ministry of Labour , Youth Development and Sports*.
- URT. (2017). The National Strategy for Inclusive Education 2018-2021. *Ministry of Education, Science and Technology*, 1–44.
- URT. (2021). *The United Republic of Tanzania Ministry of Education, Science and Technology National Strategy for Inclusive 40479 Dodoma*.
- WHO. (2011). *World Report on Disability*.
- WHO. (2021). *Global report on health equity for persons with disabilities*.

APPENDICES

Appendix I: Interview guide for Teachers & Headteachers

1. Introduction

My name is Daniel Malwa. I am a student from Kyambogo University in Uganda pursuing a Master's degree in Special Needs Education. I am conducting a research study on "Implementation of inclusive education for PwIDs in inclusive primary schools: A case of Shinyanga Municipal-Tanzania." I hereby request your cooperation.

2. Biographical information i

- Age
- Sex
- Marital status
- Educational level
- Work experience

3. Questions

A. Practices of inclusive education of teachers

- What different inclusive practices are you engaged in while teaching in an inclusive education primary school?
- In your opinion, what are the contributions of inclusive practices for implementing inclusive education for PwIDs?

B. How teachers are implementing inclusive education for PwIDs

- Do you think your school is implementing an inclusive education?
- If yes, what activities/programs are you involved in?
- What can you say about the way the activities are being implemented?

C. Teacher's perspective in implementing inclusive education

- What challenges are you facing while implementing an inclusive education for PwIDs?
- In your view, what can be done to mitigate the challenges regarding education for PwIDs?

THANK YOU SO MUCH FOR COOPERATING.

Appendix II: Interview Guide for Quality Education Officer and Curriculum Developer

1. Introduction

I am Daniel Malwa student at Kyambogo University in Uganda, pursuing a master's degree in Special Needs Education. I am conducting a research study on "Implementation of the right to education for PwIDs in inclusive primary schools. A case of Shinyanga Municipal-Tanzania" I hereby request your cooperation.

2. Biographical information

- Age
- Sex
- Marital status
- Educational level
- Work experience

3. Questions

A. Practices of inclusive education of teachers

1. What are the teacher's practices in inclusive education for PwIDs?
2. Based on experiences from your school supervision, explain how teachers implement inclusive education for PwIDs.

B. How teachers are implementing inclusive education for PwIDs

- What part do the government and education stakeholders play in implementing inclusive education for PwIDs?

C. Challenges face in implementing inclusive education strategies

- What are the challenges teachers face in implementing inclusive education for PwIDs?
- In your own opinion, what are the mitigation measures for the above challenge?

THANK YOU SO MUCH FOR COOPERATING.

Appendix III: Interview Guide for Parents

1. Introduction

I am Daniel Malwa, a student at Kyambogo University in Uganda, pursuing a Master's degree in Special Needs Education. I am conducting a research study on "Implementation of inclusive education for PwIDs in inclusive primary schools. A case of Shinyanga Municipality-Tanzania:"

I hereby request your cooperation.

2. Biographical information

- Age
- Sex
- Marital status
- Education level
- Work experience

3. Questions

1. What part do you play in ensuring PwIDs receive inclusive school education?
2. What are the major challenges facing you and your child towards implementing inclusive education?
3. How do you think about PwIDs receiving inclusive education in inclusive primary schools?

Appendix IV: Observation Checklist for Pupils with and without intellectual disabilities

Date.....

Time.....

Aspect to Observe	Expected Practices	Available in the school	Comments
Inclusive education practices	Are they playing together?		
	Are they learning together?		
	Participate in co-curriculum		
	Does the curriculum meet the needs of PwIDs?		
	Are there enough classes for PwIDs		
Implementation of inclusive education for PwIDs	Is there any printed guidelines for enrolling PwIDs		
	Does the environment support the enrollment of PwIDs?		
	Are there any support services from the Government		
	Level of interaction between teachers and learners		
Challenge facing teachers	Availability of teachers' training services		
	Availability of teaching and learning materials		

Appendix V: Consent Form

INFORMED CONSENT FORM

I [.....]. Consent to take part in the research that will be done by

Mr. Daniel Malwa is a student at Kyambogo University, Uganda (Reg. No. 2100814122). The topic is "Implementation of Inclusive Education for PwIDs in Inclusive Primary Schools in Shinyanga Municipality, Tanzania". I recognize that:

1. The information I provide will be part of the data for Mr. Malwa's master's dissertation.
2. The information will be treated with the highest confidentiality, and I can remain anonymous while the study's findings are released.
3. I can leave the study anytime, and my participation is optional.
4. I have the right to clarify any information that is unclear to me throughout the interview.
5. I will have time to examine the information in this document and, if needed, seek clarification from others on the points made.
6. If you have any questions about ethical issues in this study, you can contact Dr. Juliet Nakalule (+256772 820 154) and Professor Willy Ngaka (+256 77241134).

Based on the above clear points, I hereby give my informed consent to take part in the interview that is expected to generate information to realize this study's set objective.

Name of the Research participant:

Signed: Date:

Name of the witness:

Signed: Date:

Appendix VI: Introductory Letter for Data Collection



KYAMBOGO UNIVERSITY
P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464
DEPARTMENT OF INTELLECTUAL DEVELOPMENT AND DISABILITIES

8th May, 2023

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

REGIONAL ADMINISTRATIVE
SECRETARY - SHINYANGA

Dear Sir/Madam,

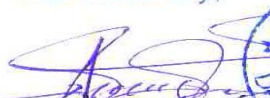
RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs./Ms. DANIEL MALWA
Reg.No: 21/X/GMSN/14122/PE who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Intellectual Development Disabilities. As partial fulfillment of the requirement for the award of the Diploma/Degree/Masters, he/she is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her have access to information from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,



John Baptist Okech, Ph.D
HEAD OF DEPARTMENT

Appendix VII: Research Clearance from the Regional Commissioner's Office

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Simu Na: - +255 (028) 2762222
Nukushi Na: +255 (028) 2762310
Barua Pepe: - ras.shinyanga@tamisemi.go.tz
Tovuti: <http://www.shinyanga.go.tz>



Ofisi ya Mkuu wa Mkoa,
Barabara ya Boma,
S.L.P. 320,
**Shinyanga,
Tanzania.**

Unapojibu tafadhali taja:

Kumb. Na. AB.271/290/01T/67

13 Oktoba, 2023

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa,
Shinyanga.

**Yah: KIBALI CHA KUFANYA UTAFITI MWANAFUNZI DANIEL MALWA WA
CHUO KIKUU KYAMBOGO**

Tafadhali rejea somo tajwa hapo juu

2. Kibali kimetolewa hapo juu kwa ajili ya kufanya utafiti kama sehemu ya mafunzo ya Shahada ya Uzamili katika fani ya Mahitaji Maalumu.
3. Atatakiwa kufuata masharti yaliyopo katika Halmashauri yako.
4. Nashukuru kwa ushirikiano wenu.

Dafroza L. Ndalichako
KNY: KATIBU TAWALA MKOA (SHINYANGA)

Nakala: Daniel Mwalwa,
Kyambogo University,
S. L. P 1,
Kampala.

Appendix VIII: Research Clearance from the Municipal Director's Office



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA YA SHINYANGA



Unapojibu tafadhali taja;

Kumb. Na. SHY/MC/E.10/31/VOL.IV/55

Tarehe: 25. 10. 2023

Mkuu wa Divisheni,
Divisheni ya Maendeleo ya Jamii,
S.L.P. 28,
SHINYANGA.

YAH: KUMTAMBULISHA NDUGU DANIEL MALWA TOKA CHUO KYMBOGO

Husika na mada tajwa hapo juu.

2. Mtajwa hapo juu ni Mwanachuo kutoka chuo kikuu Kymbogo ambaye anahitaji kufanya utafiti kama sehemu ya mafunzo ya Shahada ya Uzamili katika fani yam AHITAJI Maalumu.
3. Kwa utambulisho huu, naomba umpokee na umpatie ushirikiano wa kutosha ili aweze kukamilisha utafiti wake.
- 4 Asante kwa ushirikiano wako.


Dorice B. Dario

KAIMU MKURUGENZI WA MANISPAA

MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA
SHINYANGA

Nakala: Daniel Malwa
Kymbogo University,
S. L. P. 1,
KAMPALA.

Ofisi ya Mkurugenzi wa Manispaa, 20 Barabara ya Mwanza, 37182 Chamaguha, S.L.P. 28, Shinyanga.
Simu: 028-2763213, Barua pepe: md@shinyangamc.go.tz, tovuti: www.shinyangamc.go.tz

Appendix IX: Map of Tanzania showing Shinyanga



Appendix IX: Map of Shinyanga Municipality

