Do Children with Disabilities Have Equal Access to Education?

A research report on accessibility to education for children

with disabilities in Tanzanian schools.

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Acknowledgements

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Introduction and Summary

Using both quantitative and qualitative research approaches, the research entailed in this report has examined the challenges and opportunities concerning access to education for children with disabilities. The research particularly examined barriers that constrain children with disabilities to accessing the educational opportunities in the Tanzanian schools. Five major barriers have been identified, namely:

i) Inappropriate design of school buildings that makes them architecturally inaccessible especially to children with visual and physical impairments

ii) Poor understanding and lack of appreciation of disability issues among teachers, school administrators and the public at large. These have had negative implications and consequences on the identification and recognition of the educational needs of children with disabilities

iii) Many parents of children with disabilities are reluctant to enrol their children into schools, mainly due to cultural and traditional beliefs that discriminate against people with disabilities. These have significantly contributed in the poor school enrolment for children with disabilities

iv) Due to lack of training regarding teaching special needs and inclusive education, many teachers are opposed to having children with disabilities learn with other mainstream school children. This has made it practically impossible to effectively implement the Government policy on inclusive education, thus open wider educational opportunities for children with disabilities

v) Many schools lack essential teaching and learning facilities and materials necessary for facilitating the learning of children with disabilities.

Perhaps the biggest barrier to education for children with disabilities, which sums up all the above barriers, is the fact that not much efforts are being taken to break these barriers. There is therefore a need for the stakeholders and friends of the education sector in the country to launch concerted efforts and campaigns aimed at raising the profile of the plight of education for children with disabilities. Failure to open the educational opportunities for children with disabilities can and is already undermining the PEDP achievements of "education for all", goals and targets.

Given that Tanzania is a signatory to several international conventions that recognise and promote the philosophy of education for all, including The Salamanca Statement and Framework for Action (UNESCO, 1994), there is an urgent need to break the barriers that thwart the access to education opportunities for children with disabilities. Against this, the report has recommended several policy actions to address the aforementioned barriers to education for children with disabilities, including:

 The need to devise short and long term training strategies aimed at equipping teachers with knowledge and skills in teaching special and inclusive education programmes

 The need to modify architectural design of school buildings so as to make them accessible to children with disabilities. Additionally, there is a need to put in place a legal framework that will mandate future architectural design of school buildings to be accessible to all children, and particularly children with disabilities

 There is a need for awareness raising campaigns about the plight and importance of education for

children with disabilities throughout the country. These campaigns raise the profile of educational needs for children with disabilities by making it clear that the PEDP targets of ensuring all children have access to education will not be achieved without confirming that all children with disabilities are also enrolled in schools and receive quality education along with other children.

The report is organised in three major parts. The first part covers the research background, objectives and methods. The second part presents the research findings, and the third part discusses the implications of the findings and draws the conclusions and recommendations emanating from the research findings.

List of Abbreviations

BEST Basic Education Statistics in Tanzania

CWDs Children with Disabilities

DEO District Education Officer

MOEVT Ministry of Education and Vocational Training

PCA Principal Components Analysis

PEDP   Primary Education Development Programme

REO   Regional Education Officer

UNESCO   United Nations Educational, Scientific and Cultural Organization

URT   United Republic of Tanzania

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PART 1

RESEARCH BACKGROUND, OBJECTIVES AND METHODS

1.1   BACKGROUND

One of the key objectives of education in Tanzania is to promote and develop the potentials and personalities of all individuals so that they can bring about their personal development and be productive members of their societies and the country, in which they are a part. In order to achieve the goals of education for the country, the Tanzanian Ministry of Education and Vocational Training (MOEVT), among other objectives, strives to promote access and equity to basic education by ensuring that all children have access to education (United Republic of Tanzania [URT], 2001a). The MOEVT is particularly keen to ensuring that all underserved groups, including children with disabilities, have access to quality education (ibid.). In view of this, Tanzania has set several targets, including, among others, attaining Universal Primary Education by 2010 (ibid. p.7). The prerequisite for achieving the goals and targets of Universal Primary Education is that, all children with school age, including those with disabilities and other special needs, need to be enrolled in and complete the full cycle of primary education.

There are three principal approaches to promoting the education of children with disabilities and other underserved groups, namely: special schools, integrated schools and inclusive education. Special schools specifically cater for children with disabilities, in which these schools are run separately from mainstream schools. Integrated schools provide education for children with disabilities within the mainstream schools, but there are special classes to cater for children with special needs, including those with disabilities. Inclusive education promotes the education of all children in the same school and classroom environment, without discriminating them by disability or other special needs.

For many years, Tanzania has been promoting the education of children with disabilities through the provision of special needs education. Indeed, special needs education is one of the highly ranked priority educational sectors, along with early childhood care and development, primary education, adult education, secondary education and teacher education (URT, 2001b). Special needs education in Tanzania refers to education provided to children with disabilities. Accordingly, six categories of disabilities have been recognized, namely visual impairment, hearing impairment, intellectual impairment, physical disability, autism and the deaf blind (URT, 2001b, p.11).

Inclusive education has recently gained more prominence than other strategies in the field of education as the most effective strategy for achieving the goals and targets of education for all. Indeed, Tanzania has subscribed to several international conventions that promote inclusive education, including The Declaration of Children's Rights, 1386/1959, The Declaration of Disabled People's Rights, 3447/1975 and The Salamanca Statement and Framework for Action (UNESCO, 1994). The Salamanca Statement and Framework for Action (UNESCO, 1994), for example, reaffirmed the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewed the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences (p. vii). The guiding principle for the Salamanca framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions, including disabled and gifted children as well as children from disadvantaged and marginalized areas or groups (p.6).

Additionally, Tanzania has committed herself to the Education for All (EFA) goals and targets. Basic education for all requires assuring access, permanence, quality learning and full participation and integration of all

children, including those with disabilities (UNESCO, 2000). This means that without the development of inclusive policies in education that will ensure all school age children have access to education, regardless of their individual difference, the EFA goals and targets cannot be achieved.

1.2 WHAT IS INCLUSIVE EDUCATION?

The concept of inclusive education has been evolving over a period of time. Initially, inclusive education mainly focused on mainstreaming learners with special needs into normal classrooms. In the contemporary literature, however, the term inclusive education has been defined in a broader perspective, in which the notion of special needs education has been extended to incorporate learners who are contextually disadvantaged, interpersonally challenged and individually disabled (Beyers & Hay, 2007).

Thus many writers have defined inclusive education as a type of education that recognises and appropriately supports students with a wide range of abilities and disabilities in the general education classroom (Salend, 2001; 1996; Roach, 1995). Essentially, therefore, inclusive education advocates for the type of education that integrates children with special needs, both gifted and those with learning disabilities, with their peers within the mainstream classrooms (Lloyd, 2008). The concept of inclusive education is based on the philosophical position that all learners, regardless of the level or type of disability and abilities, should be educated in the same general education classrooms as their same- age peers (Crawford, 1994).

Despite the Tanzanian Government commitment to the philosophy of Education for All, and therefore by implication that of inclusive education, it is not clear how the educational needs of different learners, especially those with special learning needs and those who are contextually and interpersonally disadvantaged, are being addressed. There is therefore a need for a systematic exploration of the position and status of inclusive education in Tanzania. There is particularly the need to examine the position of children with disabilities in accessing education opportunities in Tanzania. It is on this background that this research was conceived.

1.3   RESEARCH AIM AND OBJECTIVES

This research aimed to explore the opportunities and challenges concerning the accessibility to education for children with disabilities in Tanzanian schools. More specifically, the research sought to address four objectives, namely to:

   i)   Assess the extent to which children with disabilities have access to education opportunities

  ii)   Identify barriers to, and facilitators for, the access to education for children with disabilities

 iii)   Assess schools' preparedness, readiness and resourcefulness to teaching students with disabilities in general, and to promoting inclusive education in particular

 iv)   Assess and identify school needs for teaching children with learning disabilities

1.4   RESEARCH DESIGN AND METHODS

1.4.1   Design

The nature of the objectives of this research were diverse and multifaceted, thereby necessitating the use of both quantitative and qualitative research strategies (mixed methods approach). Thus, on the one hand, quantitative research was used to explore the views and attitudes of key stakeholders of the education sector

(teachers, students and school policy makers) regarding the practice of inclusive education in general, and the challenges concerning the education of children with disabilities in Tanzanian schools, in particular.

On the other hand, qualitative research was employed in exploring the experiences and challenges about teaching and learning for and among children with disabilities. Essentially, therefore, in line with Richardson's (2003), Thomas's (2005) and Bryman's (2006) recommendations, the qualitative research was used to complement and corroborate the results of quantitative research.

1.4.2 Participants and study sites

The research was conducted in six zones, covering seven districts. In order to maintain anonymity, these districts are named by the following initials: D1, D2, D3, D4, D5, D6 and D7. The districts were selected on the basis of the prevalence of school children with disabilities, in which districts with the highest and lowest proportion of children with disabilities enrolled in schools were involved in the study. In each district, two schools were selected, one primary school and one secondary school. Participants involved selected stakeholders of the education sector, including teachers, school children, heads of schools and District Education Officers.

1.4.3 Research instruments

Seven major instruments were used in collecting data for this research. These are briefly described below:

i)   *Teachers' attitude questionnaire*: Teachers completed a two part questionnaire. In the first part, teachers were asked to provide basic demographic information, including age, sex, teaching qualification and experience and training in teaching inclusive education schools. In the second part, teachers were provided with a list of 20 statements, assessing various aspects of teachers' attitudes towards inclusive education, and asked to indicate the level of agreement or disagreement on a five point response option, ranging from strongly disagree (1) to strongly agree (5).

ii) *Students' attitude questionnaire*: As with teachers, students completed a two part questionnaire, comprising items collecting demographic information and those measuring their attitudes towards studying and living with their peers with disabilities. To assess the attitudes towards students with disabilities, regular students were provided with a list of 28 statements, measuring various aspects of attitudes towards handicapped people, and were asked to indicate the level of agreement or disagreement on a five response option, ranging from strongly disagree (1) to strongly agree (5).

iii) *Teachers' focus group guides*: These were employed to explore further and corroborate issues covered in the teachers' attitude questionnaire

iv) *Interview guide with students with disabilities*: These were used to examine the views and experiences of students with disabilities regarding their learning experiences. Several items were covered, including how they thought they were perceived by their peers and teachers, challenges they faced in attending school with other students and their assessment of the learning environment of their schools.

v)   *Head teachers' and District Education Officers' interview guides*: These facilitated the gathering of basic information and statistics about students with disabilities in schools and districts, including the number of children with disabilities in each school and district visited, teaching and learning facilities

for children with disabilities and their views and opinions about teaching in and managing inclusive education schools.

vi) *Observation schedule*: This was used to assess the supportiveness of the school physical environment, as well as the availability of the teaching and learning resources for the needs of students with disabilities

vii) *District quantitative data sheet showing enrolment data of children with disabilities.*

PART 2

RESEARCH FINDINGS

2.1. ACCESS TO EDUCATION FOR CHILDREN WITH DISABILITIES

2.1.2 The enrolment of children with disabilities in Tanzanian schools

Since 2001, Tanzania has been implementing the Primary Education Programme (PEDP), which aims to deliver sustainable and good quality basic education to all children of school age. The PEDP has achieved remarkable success, especially with regard to increase in primary school enrolment. For example, according to the Ministry of Education and Vocational Training (MOEVT) statistics, the Gross Enrolment Ratio at the primary school level increased from 78 % in 2000 to 114 % in 2007. Accordingly, the Net Enrolment Ratio increasing from 59 % in 2000 to 97 % in 2007; the enrolment of primary school children has increased from 7,083,063 in 2004 to 8,316,925 in 2007 (URT, 2007).

There is a dearth of data on children with disabilities and other special needs in Tanzania, and therefore quite difficult to establish their proportion of enrolment in schools. In this research, an attempt was made to get these data through documentary analysis of educational statistics and interviews with the District Education Officers in the participating districts and schools, as well analysis of the national educational statistics data.

According to the MOEVT statistics, by 2007, there were 24,003 students with disabilities in Tanzania, which is less than one % of the total enrolment of primary school children (URT, 2007). Indeed, Government statistics show that only one % (1%) of children with disabilities has access to basic education in Tanzania (URT, 2001b).

Table 1 and Figure 1 show the enrolment of children with disabilities in primary schools by June 2008. The data show that, by June 2008, there were about 34,661 students, 19,998 boys and 14,663 girls, with disabilities enrolled in primary schools in the country. As Figure 1 shows, a majority of students with disabilities enrolled in schools are in the categories of physical impairment (40%), mental impairment (21%) and hearing impairment (17%).

Further, the data show that there are a higher proportion of male (57.7%) disabled students enrolled in schools than female (42.3%) (Figure 1). This is somewhat inconsistent with the primary school enrolment trends, in which the enrolment of male and female students is almost equal. For example, according to MOEVT statistics, the enrolment of female primary school students in 2008 was 49.6 % (URT, 2008). This therefore raises questions about whether the difference in enrolment between disabled schoolboys and girls is caused by the actual difference of male and female children with disabilities in the society, or by the society's more favourable attitudes towards male disabled children than female. It should be noted, however, that the above data do not give the overall picture of enrolment ratio of children with disabilities because they do not show the overall number of children who are of school age but are probably not enrolled in schools.

Table 1: Enrolment of children with disabilities in primary schools: national data 2008

Type of disability	Boys	Girls	Total	%Girls	%Boys
Visual/Albino	1713	1394	3107	44.9	55.1
Hearing	3180	2532	5712	44.3	55.7
Physical	8068	5783	13851	41.8	58.2
Mental	4296	2945	7241	40.7	59.3
Autism	296	231	527	43.8	56.2
Multiple	435	280	715	39.2	60.8
Others	2010	1498	3508	42.7	57.3
Grand Total	19998	14663	34661	42.3	57.7

Source: URT, 2008, pp.36-37 (Additional %age calculations by author)
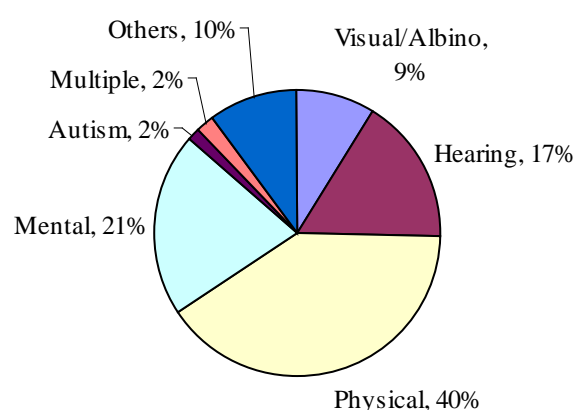
Figure 1: %age of school children with disabilities enrolled in primary schools by type of disability: national data 2008

Due to lack of national data regarding the ratio of enrolment for children with disabilities to that of the overall number of children with disabilities of school age in the country, the researchers sought to collect data from district education offices by a way of documentary analysis of district data and interviews with District Education Officers as well as Heads of selected schools in participating districts. Only two districts, D1 and D2, had somewhat comprehensive data on children with disabilities in their districts, disaggregated by those enrolled in schools vis-à-vis the total number of children with disabilities that are of school age in the districts. These are reported as case studies in the next section.

2.1.3   Ratio of current school enrolment among children with disabilities to that among regular (non-disabled) students: A case study of three districts

Of the seven districts visited in this research, only two districts, namely districts D1 and D2, had data showing the total number of children with disabilities in the district and those enrolled in primary schools, making it possible to calculate the ratio of school enrolment among children with disabilities to that of the overall enrolment in the two districts. The school enrolment data for children with disabilities in the two districts were obtained through documentary analysis of district education data. The overall school enrolment for the

two districts was obtained through documentary analysis of Basic Education Statistics in Tanzania (BEST) data for 2007 and 2008. The results are presented in Tables 2 and 3 and Figures 3, 4 and 5.

For the District D1, as shown in Table 2, there were 923 school children with disabilities, with 537 boys and 386 girls. Of these, 615 (66.6%) were enrolled in schools, in the following proportion of specific disabilities: Visual/Albino (4.8%), hearing impairment (14.6%), physical impairment (29.8%) and mental impairment (17.4%). Overall, excepting visually impaired students, where girls (63.6%) enrolled in schools outnumbered boys (36.4%), there were more boys (58%) with disabilities enrolled in schools than girls (42%).

Table 2: Ratio of children with disabilities who are of school age to those enrolled in schools in District D1 by 2008

Type of disability	CWD in district			CWD in schools			%CWD in schools (girls)	%CWD in schools (boys)	%CWD in schools (overall)
	Boys	Girls	Total	Boys	Girls	Total			
Visual/Albino	46	45	91	16	28	44	63.6	36.4	4.8
Hearing	89	85	174	68	67	135	49.6	50.4	14.6
Physical	306	177	483	181	94	275	34.2	65.8	29.8
Mental	96	79	175	92	69	161	42.9	57.1	17.4
Total	537	386	923	357	258	615	42.0	58.0	66.6

Source: Field data and author calculations, Note: CWD=children with disabilities

For District 2, as Figure 3 shows, there were 427 children with disabilities enrolled in schools, with 31 visually impaired children (7.3%), 76 students with hearing impairment (17.8%), 236 physically impaired children (55.3%) and 84 mentally impaired children (19.7%). Again, overall, as with District D1, there were more boys (60%) with disabilities enrolled in schools than girls (40%) in District 2.

Table 3: Ratio of children with disabilities in District D1 to those enrolled in schools by 2008

Type of disability	CWD in district			CWD in schools			%CWD in schools (girls)	%CWD in schools (boys)	%CWD (overall)
	Boys	Girls	Total	Boys	Girls	Total			
Visual/Albino	50	37	87	19	12	31	38.7	61.3	1.8
Hearing	259	205	464	44	32	76	42.1	57.9	4.4
Physical	408	240	648	145	91	236	38.6	61.4	13.5
Mental	314	231	545	48	36	84	42.9	57.1	4.8
Total	1031	713	1744	256	171	427	40.0	60.0	24.5

Source: Field data and author calculations

Note: CWD=children with disabilities

Overall, 66.6 % of children with disabilities who are of school age in District 1, while 24.5 % in the District were enrolled in schools (see Figure 3). Thus, though the Government has substantially increased the enrolment of children with age in the recent years through the PEDP, these efforts have generally been less favourable to children with disabilities. For example, while the ratio of enrolment for children with disabilities is 66.6 % for District D1 and 24.5 % for District D2, the overall ratio of enrolment of children with school age is 99 % in the Kagera and Mwanza Regions where the two districts are located (see Figure 4).

Nevertheless, though the proportion of children with disabilities enrolled is low compared to the overall ratio of primary school enrolment in the two districts, the proportion of the school enrolment for children with disabilities is relatively higher than the national data as provided in the BEST statistics, which shows that the enrolment of school children with disabilities in Tanzania is less than one %; this clearly raises questions about the accuracy of the sources of data between the national and district levels.
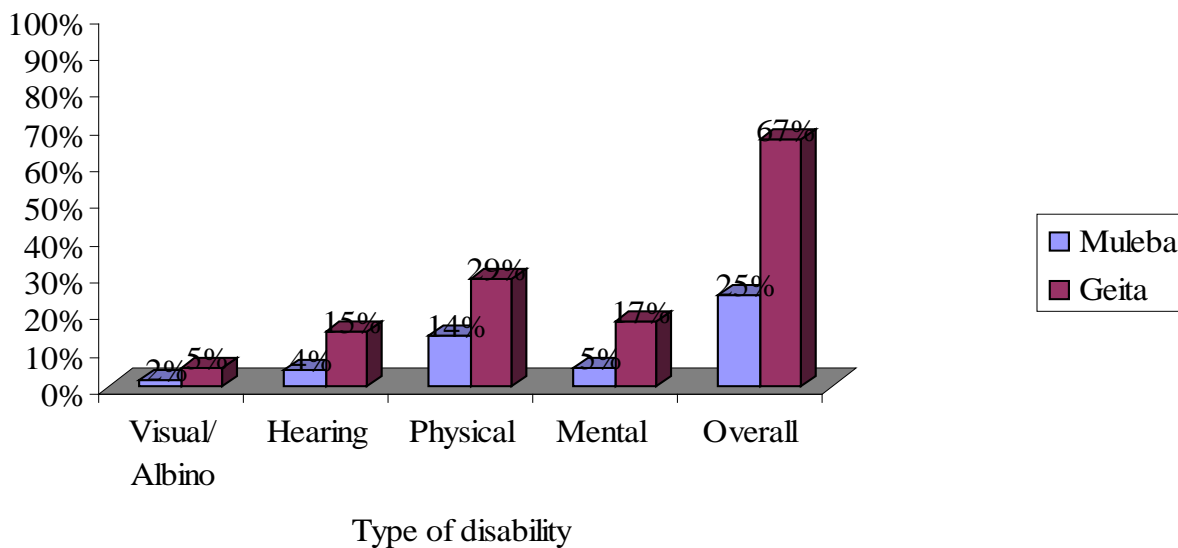

Figure 2:   %age children with disabilities of school age who are enrolled in primary schools in Districts D1 and D2
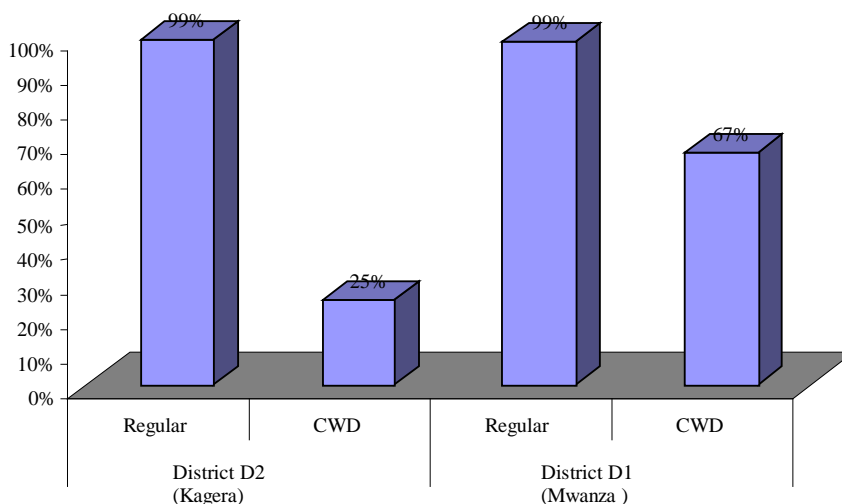

Figure 3:   Ratio of current school enrolment among children with disabilities to overall school enrolment in Districts D1 and D 2

Note: CWD= Children with disabilities

2.2 FINDINGS ON EXPERIENCES, VIEWS AND ATTITUDES OF TEACHERS REGARDING THE EDUCATION OF CHILDREN WITH DISABILITIES:

2.2.1 What problems and barriers schools face in teaching children with disabilities?

The analysis of the interview data revealed four major problems that schools face in teaching children with disabilities: poor physical infrastructure, lack of training for teachers regarding teaching children with special needs and lack of teaching and learning facilities that meet the needs of children with disabilities. These are briefly highlighted and illustrated below.

2.2.1 (a) Poor physical infrastructure, Many heads of schools visited during this research observed poor school physical infrastructure as one of the major problems constraining the teaching of and learning for students with disabilities. They observed that the construction of school buildings, even those constructed under PEDP, did not take account and consideration of the needs of students with disabilities. As result, many students with disabilities, especially those with visual and physical impairments, struggle in their movements from one point to another within school premises.

Indeed, the systematic physical observation of the school environment confirmed the observations made by the heads of schools. The physical infrastructure for many schools visited in this research was found to be unfriendly and generally unsupportive for the needs of children with disabilities. The entrance to most buildings, for example, had long staircases that cannot be accessed by physically impaired students using wheel chairs.

The inappropriately designed school physical infrastructure is partly attributable to lack of special funds allocated to cater for the needs of children with disabilities but also partly to lack of understanding amongst the local community on educational needs for CWD. Some heads of schools observed that, in the absence of special grants for children with disabilities, it was very expensive to maintain children with disabilities in schools, especially in schools that have boarding facilities. In this case head teachers of many schools observed that children with disabilities were facing serious problems, including lack of food, clothes and transport, especially when they fall ill.

Nevertheless, some schools, with the assistance of Non Government Organisations such as World Vision, have attempted to modify their school environment making them somewhat supportive and friendly to the needs of students with disabilities. For example, one primary school has 32 students with different disabilities, including visual impairment, hearing impairment and physical impairment, has attempted to modify the stair cases to the entrances to the dining hall, student hostel and some classrooms so that they can be easily accessed by students with disabilities.

2.2.1 (b) Lack of teachers' training in teaching students with special needs, Training in special needs education and/or inclusive education is one of the important determinants of the success for the implementation of inclusive education programmes in general, and for facilitating the learning of students with disabilities in particular. In this research, a majority of heads teachers interviewed expressed the lack of training in special needs and/or inclusive education among teachers as one of the major factors constraining the effective teaching of children with disabilities.

Indeed, head teachers' observation of the lack of teachers' training in special/inclusive education was

confirmed by documentary analysis of the schools' data on teachers' qualifications. Except District D 4, in which of the 21 teachers present at school, 33.3 % of them were somewhat trained in teaching special/inclusive education, less than 15 % of teachers in other districts covered in this research had training in the teaching of special/inclusive education. Indeed, the schools visited in three districts, D2, D5 and D6 had no teacher trained for special/inclusive education (see Figure 5). This is clearly worrisome, particularly for districts D2 and D6, given that schools visited in these districts had a substantial proportion of students with disabilities; there were 14 students with disabilities in schools visited in District D2 and 34 in District D 6.
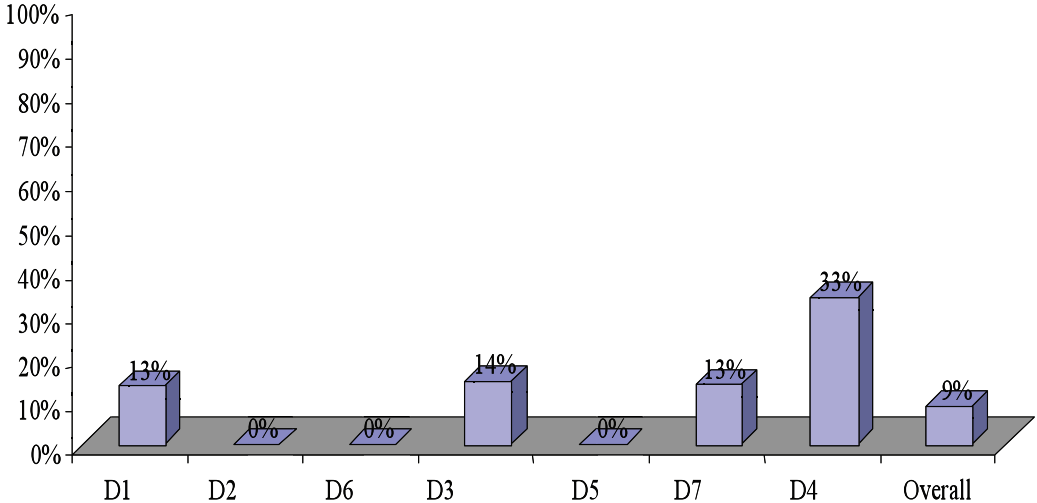
Figure 4: %age of teachers trained for special/inclusive education in schools visited in the participating districts

2.2.1 (c) Lack of teaching and learning facilities for children with disabilities: Heads of schools also observed the lack of teaching and learning facilities in special education needs as constraining the effective teaching of students with disabilities. Head teachers' views about the availability of teaching and learning facilities for children with disabilities were corroborated by the documentary analysis of schools' inventory data. Of the 14 schools visited in the participating districts, only two schools, in Districts D4 and D7, had some facilities catering for the needs of children with disabilities. For example, one school in District D4 had six Braille machines, 15 swivel chairs and 6 Braille Type writers. Another school in D7 had eight Braille machines and four Braille typewriters.

2.2.1 (d) Lack of political will for policy makers: Many educational stakeholders interviewed put forward the absence of political will to help the children with disabilities. As we have pointed out, that it is very unfair to build classrooms which are not friendly for children with disabilities, many teachers lamented for this. Also teacher did not see the logic behind saying that it is too costly to handle disabilities problem. This statement is unacceptable because children with disabilities are very few and can be supported fully by the government and Charitable organisations as well as CSO. One District education Officer remarked**:**

"It is something understandable saying too much words and giving out many policy documents and program about education of disabilities while there is no true commitment in action to support them. The government if it is fully committed can help them because their not many". Said DEO

2.2.2 Parents' and community support in educating children with disabilities

Head teachers of the participating schools were asked to comment on the support they receive from parents of children with disabilities and community in general. In many schools head teachers explained that they received very little support from parents and the community in general regarding teaching and learning for children with disabilities. In fact some head teachers went as far as complaining that some parents of children were a barrier to the education of their children because they abandon their children once they are enrolled in schools; for example, one head teacher lamented that:

"*Parents do not have any support. In fact they are a problem; they abandon their children once they are in schools*" (Head teacher of primary school in District D6).

Another head teacher observed:

The society does not help anything in the education of children with disabilities. Parents don't give any cooperation; once their children are in schools they abandon them completely, and they don't want to be contacted for anything! (Head teacher of primary school in District D7).

Additionally, some participants observed that disability has not been given priority in some districts compared to other disadvantaged groups, such as orphans. For example, a head teacher of primary school in District 5 observed that:

"In our district, disability is not an issue compared to other disadvantaged groups, such as orphans. There are several organisations helping orphaned children in the district, but there is none committed to helping students with disabilities".

2.2.3 Views of teachers about educating children with disabilities and inclusive education: Results of focus groups

In each school visited in this research, focus groups were conducted among teachers to examine their views about teaching children with disabilities and inclusive education. In each school, one focus group was conducted involving between five and nine participants, drawn from both gender, different teaching qualifications and experiences and mixed age groups. Overall, nine focus groups were conducted among the 14 schools visited.

Four major issues emerged from the analysis of teachers' focus groups data, reflecting their experiences, views and attitudes towards teaching children with disabilities and the idea of introducing inclusive education in their schools. These are briefly highlighted and illustrated below.

2.2.4   Teachers' understanding of inclusive education

Teachers demonstrated various understandings of the concept of inclusive education. Generally, most of the teachers who participated in the focus group discussion seemed to understand the concept of inclusive education fairly well. To them, , inclusive education meant a type of education in which children with disabilities and regular children learn together and are taught in the same classrooms. Some of teachers' remarks about the meaning of inclusive education are illustrated below:

"Inclusive education is the type of education which mixes children with disabilities and regular students" (primary school male teacher, District D7).

"Inclusive education includes all categories of children, of different genders, disabled, non-disabled, and poor, rich; it includes all children" (Primary school male teacher, District 6).

"[Inclusive education] is a system of education in which children with disabilities learn with their colleagues who are not disabled in the same class" (Secondary school female teacher, District D4).

Clearly, teachers' understanding of inclusive education was limited to including children with disabilities in the mainstream classes, with little consideration of children with other difficulties. Technically, however, inclusive education attempts to promote the inclusion of all disadvantaged and underserved children, such as, apart from those with disabilities, those coming from poor families and orphaned.

2.2.5 Teachers' understanding of the term 'disability or disabled person'

Teachers were also asked to explain what they understand about the term disability and the strategies they use in identifying children with disabilities in their schools. A majority of teachers understood disability as some sort of incapacity that renders one individual unable to lead a fully and independent life. For example, teachers observed that:

[a disabled person] is "someone with special needs".

[a disabled person] "is someone with some deficiency in one or more of their organs"

However, in many cases teachers were not very sure about their understanding of disability. For example, in one focus group discussion session, teachers spent a considerable amount of time debating whether a student who lost speech due to spinal cord problems could be considered disabled or not, as reflected in the quoted remarks below:

"There is one student who suffered from spinal cord problems, and, as a result, he lost his speech and he is now dumb and I am not sure if he can hear well now. Now should we consider this one disabled as well because he was not born that way; it just happened recently due to a disease"?

The above quoted comment shows that, to some teachers, a disabled person could only be considered as such if they were born with the disability, but not if the disability happened later in life. This, therefore, shows that the meaning of disability is quite limited to some teachers.

Additionally, in some forms that were collected from districts containing data on children with disabilities, chronic diseases such asthma, sickle cell and HIV/AIDS were indicated as a form of disability. However, technically speaking, though children with these diseases may be at risk of developing some forms of learning disabilities, they themselves cannot be considered a form of disability. Hence, the meaning of disability is obviously limited among teachers, and this may have consequences on the accuracy of identifying students with disabilities in schools. It implies that some students who do not have disabilities may be labelled 'disabled', and vice versa.

2.2.6   Teachers' views about inclusive education

Teachers were asked to comment about adopting inclusive education as the appropriate strategy for promoting the education of children with disabilities and other special needs. Generally, teachers were divided on the appropriateness and applicability of inclusive education in their schools. Some teachers were of the view that inclusive education would be counterproductive as it will hold regular students back in their learning

endeavours. Others observed that putting students with disabilities in regular classes will cause disturbances in teaching. Some of the teachers' criticised the idea of inclusive education are quoted below:

"Children with disabilities need very close attention and care; mixing them with other regular students will cause a lot of disturbances in learning for other students, and waste a lot of time in teaching" (Primary school male teacher, District D2).

"I don't prefer inclusive education. Putting children with disabilities in regular classes will be holding other students back" (primary school female teacher, District D7).

"It [inclusive education] is not a good idea; they (children with disabilities) will be discouraged with other able students"(Primary school male teacher, District D6).

Inclusive education is only suitable for children who don't have serious impairments, but it is not good for seriously impaired students. If you put disabled students with other students they will be embarrassed" (Secondary school female teacher, District D7).

Other teachers observed that teaching an inclusive education class would be a huge challenge, especially in the absence of appropriate teaching and learning facilities for the children with disabilities.

Yet, other teachers in the focus group overly displayed negative attitudes towards children with disabilities. For example, one teacher was of the opinion that children with disabilities are not capable of learning the same as children without diabilities, and, as such, they should not be mixed. The quoted remarks below demonstrate their opinion:

"They [children with disabilities] are too slow in learning. They can' do anything. Sometimes when you give them an examination they just copy a question as it is instead of answering it. They are generally not capable of doing anything serious!" (Secondary school teacher male teacher in District D6).

Apart from these views, other teachers in the focus group discussions were supportive of the inclusive education practice. They observed that inclusive education would be good in encouraging children with disabilities to learn with others, as well as reducing stigmatisation. In one of the focus group sessions one teacher observed:

"Inclusive education will help in addressing the problem of stigmatisation. If they learn with other regular students, children with disabilities will feel confident and as able as other students. In fact separating children with disabilities from other students is counterproductive as it makes them feel bad and abnormal" (Secondary school male teacher, District D4).

Most importantly and crucially, some teachers were strongly opposed to the view that children with disabilities are 'too slow to learn and are not capable' in doing class activities. A teacher in District D7 explained that children with disabilities have great potential if they are given the right facilitation. Examples were cited showing the performance of children with disabilities in national examinations, in which they performed very impressively. At one school in District D7, there were three visually impaired students who sat for Primary School Leaving Certificate Examinations (PSLE) and they all passed to proceed with secondary education in 2006. Again, in the 2007 PSLE, four disabled students, two physically impaired and two visually impaired, sat for PSLE and all passed and joined secondary school education.

Clearly, the above quoted comments expressing objection to inclusive education reflect, among other things, the feelings of inadequacy and incompetence among teachers in handling students with disabilities. Many of those who participated in the focus group discussions expressed inability to communicate with students with hearing and visual impairments, as well as handling students with problem behaviours. In one of the focus group discussion sessions one head teacher observed that:

"Many teachers are ill prepared to handle critically impaired students, especially those with hearing and visual impairments. We even sometimes refuse admission of critically impaired students. For example, we had to return home one student this year after learning that he could neither hear nor speak. Now how can you teach such a student?"

Another teacher lamented:

"I teach Geography. In my class I have two children who are visually impaired. When it comes to teaching map reading, I really struggle and I don't know what to do with these students who can't see!"

2.2.7 Experiences and views of children with disabilities regarding teaching and learning conditions in their schools

The views of children with disabilities about the teaching and learning conditions in their schools were gathered through interviews and focus group discussions. Two major issues emerged, mostly reflecting the problems and challenges children with disabilities faced in their learning endeavours. These are briefly highlighted and illustrated below.

2.2.6   Problems children with disabilities face in schools

- **Transport problems:** In the interviews and focus group discussions, children with disabilities raised several issues that constrain them in their learning. For example, several students with disabilities who took part in the interviews and focus group discussions observed that they did not have reliable means of transport from their homes to schools. Because of this they observed that they were always late in attending classes as a considerable amount of time was lost in travelling. They mentioned that most of them relied upon their friends who had bicycles, who helped them with lift to schools. For example one student in a focus group session in one school in District D7 observed that:

"Transport is the biggest problem we have here. I am using my friend's bicycle, which is not always available. I am always late to school and I waste a lot of time and, as a result, I miss several classes".

- Lack of learning materials, Students with disabilities also mentioned lack of learning facilities as another problem constraining their learning. Students with visual impaired, for example, observed that there were no books for them. For instance, one visually impaired Standard Six primary school student remarked:

"Life is very difficult here, from home to school. Everything is not enough. There are no books. For example, I can't see but here at our school there are no books for students who can't see. Since I came here I have never seen a book".

When prompted to explain how they tried solving or coping with the problem of lack of books for visually impaired students, one student explained that their friends read for them, as this student remarked:

"My friend who can see normally reads for me. However, sometimes he can't be with me because he has other things to

do, he is not obliged to be with me all the time!"

- Feelings of neglect by and dissatisfaction with teachers: Indeed, many students were critical of the education they received at their schools. They observed that the type of education they were receiving was of very poor quality, noting that they did not consider themselves as receiving any education! Some students explained that they were not getting any help from their teachers, and that they were getting help from their peers who were not disabled rather than from teachers. One student participant in a focus group discussion session observed:

"A majority of us [disabled students] are receiving very poor education. In fact we are not getting any education from our teachers; it is our colleagues who help us most. For example, when a Maths teacher comes to teach in our class he only cares for non-disabled students. Maths for blind students is zero because we don't have a teacher who can help us learn".

- **Stigma:** Another problem that students with mentioned as constraining their learning in their schools was stigmatisation and embarrassment perpetrated by other students, portrayed by laughing and name calling, as one of the students participants in a focus group discussion session remarked:

"Other students have been laughing at me because only of my eyes can see. They call me 'babu', and I really feel very bad!"

Another student had similar views, saying:

"The biggest problem I have is the tendency of some students to laugh at me. They tell me I smoke marijuana just because my eyes are red. When I put on glasses they call me Mr Tozi!"

2.3 SUPPORT FOR INCLUSIVE EDUCATION AMONG TEACHERS

2.3.1 Introduction

In order to assess the extent to which teachers support the provision of inclusive education in schools, a questionnaire was administered to a sample of randomly selected teachers in the participating districts. The questionnaires comprised two major parts, measuring key demographic characteristics such as age, sex and teaching qualification and experience, as the first part, and assessing their attitudes towards inclusive education, as the second part.

One hundred and three teachers responded to the questionnaire, with 53.9 % of the respondents being male. The mean age of participants was 36.9. More than 40 % of the respondents had teaching experience of more than 10 years, and 51.6 % of respondents had Diploma as their teaching qualification, and the majority of respondents were secondary school teachers (see Table 4).

Table 4: Teaching Experience and Qualification of Teachers who completed the Attitude Questionnaire

	M		F		Overall	
	N	%	N	%	N	%
Teaching Experience						
Less than 5 years	28	50.9	7	16.7	35	36.1
5-10 years	11	20.0	10	23.8	21	21.6
More than 10 years	16	29.1	25	59.5	41	42.3
Teaching Qualification						
Certificate grade A	14	26.9	30	69.8	44	46.3
Certificate grade B	1	1.9	1	2.3	2	2.1
Diploma or above	37	71.2	12	27.9	49	51.6

2.3.2   Teachers' attitudes towards inclusive education

Table 5 summarises teachers' responses regarding their views about inclusive education. On average, a substantial majority (44%) of teachers who completed the questionnaire were not sure whether they agreed or disagreed with the provision of inclusive education in schools (Median =3, Mean = 3.34, SD = 0.72), implying that a majority of teachers were not sure of the importance of inclusive education in facilitating the learning of children with disabilities and other disadvantaged groups in their schools. However, on average, 44 % of teachers either strongly agreed (2.2%) or agreed with the view that inclusive education would be useful in facilitating the effective learning of children with disabilities and other disadvantaged groups (see Figure 5).
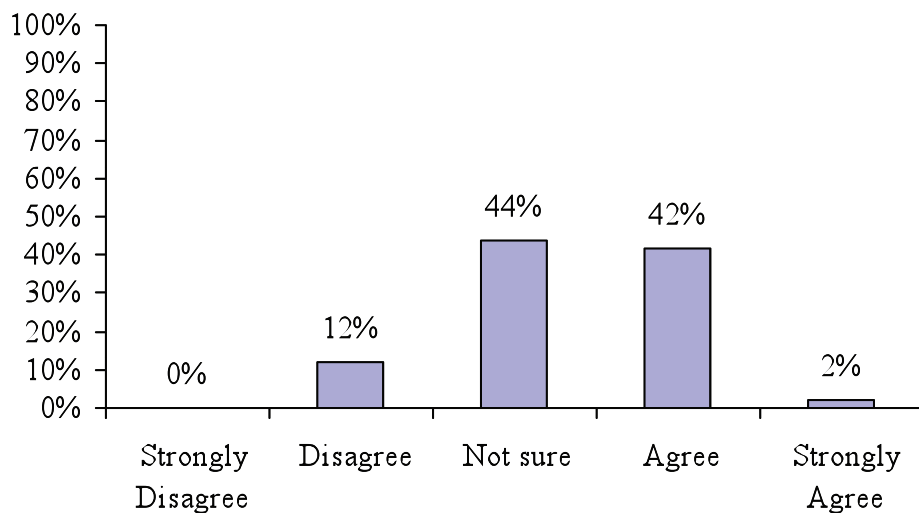
Figure 5:   %age of teachers agreeing and disagreeing with the view that inclusive education would facilitate the effective learning for children with disabilities

Appendix 1 summarises the teachers' responses to various statements about inclusive education. As can be seen in this table, the support for inclusive education among teachers was generally poor, with an average of less than 50 %of respondents who supported the provision of inclusive education in schools (see Figure 5).

Indeed, a majority (61.2%) of teachers supported the assertion that inclusive education causes more problems in teaching than it solves and that it created too much additional work for teachers, with 28.8 % of teachers strongly agreeing and 32.4 % of them agreeing with the statement that "inclusion causes more problems in teaching than it solves". Additionally, 50.5 % of responding teachers either strongly agreed (19.4%) or agreed (31.1%) with the statement "inclusion creates too much additional work for teachers".

Perhaps the lack of support for inclusive education among teachers can partly be attributed to the feeling of inadequacy and incompetence in teaching students of different abilities and needs, and in handling students with disabilities in particular. This is substantiated by the fact that the majority of teachers indicated that they needed special training in the teaching of inclusive education schools, reflecting that the training they received in conventional teacher training colleges did not equip them with knowledge and skills to handle inclusive education classes. For example, 98.3 % of responding teachers either strongly agreed (77.7) or agreed (20.6%) with the view that "teachers need special training in inclusive education". Additionally, only 10.7 % of responding teachers either strongly agreed (2.9%) or agreed (7.8%) with the statement "teachers and other workers are well prepared for teaching inclusive education schools".

Two major components emerged from factor analysis, which were further investigated to examine their theoretical orientation. It was revealed that the 19 variables could be organised around two major components (see Appendix 2); one components reflected teachers' views about the importance and relevance of inclusive education in facilitating the learning of students with disabilities and other disadvantaged groups. The second component largely reflected teachers' beliefs about the school preparedness and support for inclusive education. These components were analysed further to examine the extent of teachers' support for each of them.

The analysis of the two components revealed that the support of teachers for the two aspects of inclusive education was almost the same, with only about 40 % of teachers indicating that they believed inclusive education was important and that there was support for it from different stakeholders, including school policy makers, school administration and students (see Figure 6).
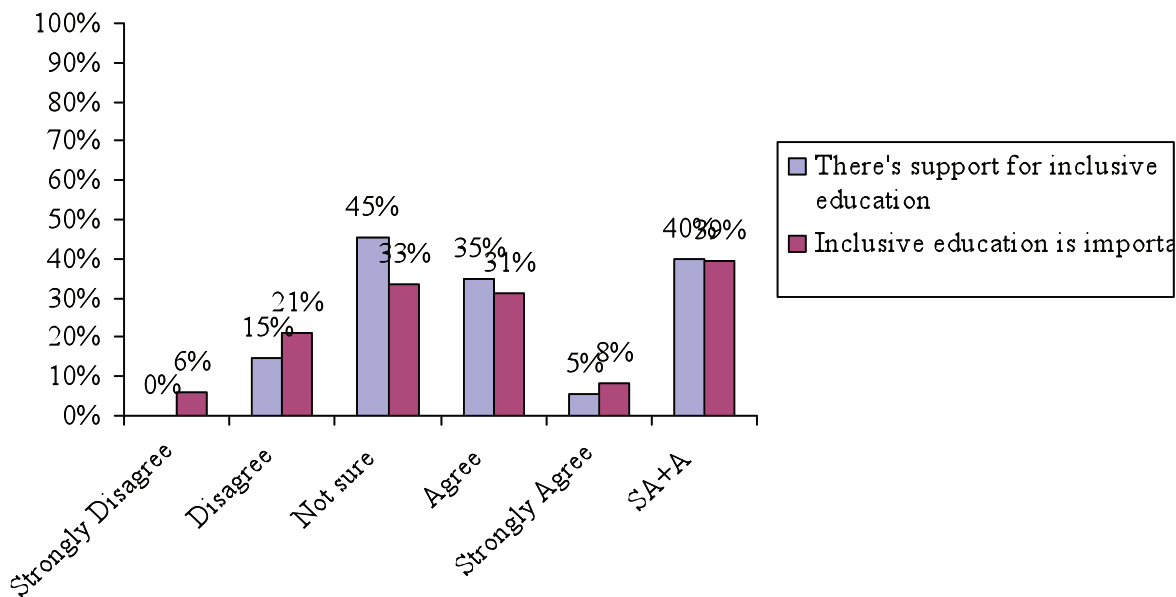
Figure 6: %age of teachers agreeing and disagreeing with the statements that: there is support for inclusive education and inclusive education is important.

Note: SA = Strongly Agree

A = Agree

2.4   STUDENTS' ATTITUDES TOWARDS CHILDREN WITH DISABILITIES

2.4.1   Introduction

The attitudes of regular students towards their peers with disabilities are a crucial factor in determining their readiness to accept and welcome their peers to learn with them in the mainstream classes, and therefore an important measure of the students' support for inclusive education. Thus, one of the important considerations to be made in designing inclusive education programmes is to take stock of regular students' attitudes towards children with disabilities.

In this research, 1103 students of primary (19.1%) and secondary (80.1%) schools completed a two part questionnaire; the first part consisted of demographic characteristics and the second part consisted of 26 items measuring their attitudes towards children with disabilities.

Of the 1103 students who completed the questionnaire, 51 % were male, and 49 % were female. The respondents' mean age was 16.5. Only 24.5 % of respondents reported having a member with disability in their family, and only 37.2 % of the respondents reported having a friend with disability, while 41.6 % reported having met a person with disability two weeks prior to the completion of the questionnaire.

2.4.2   Views and attitudes of students towards learning with their peers with disabilities

Appendix 3 summarises the attitude scores of students regarding various statements assessing their attitudes towards studying and socialising with their peers with disabilities. Generally, as Appendix 3 shows, students expressed strong positive attitudes towards their peers with disabilities, with an average median score of 4.2 showing that a majority of students agreed with statements assessing their willingness to study and socialise with their peers with disabilities.

Regarding sharing social activities, for example, 79.7 % of responding students reported that they would be

happy having a friend with disability, with 54.5 % strongly agreeing and 25.2 % agreeing with the statement: "I would be happy to have a disabled friend". Similarly, 91.3 % of responding students reported that they would be pleased if a peer with disability invited them to their home, with 60.5 % strongly agreeing and 27.7 % agreeing with the statement that: " I would be pleased if a disabled child invites me to their home". Further, 90.5 % of responding students reported that they would like to play with their peers with disabilities, with 58 % of them strongly agreeing and 32.5 % agreeing with the statement: " *I would like to play with a disabled child at their home".*

The attitudes of students towards working with their peers with disabilities on academic activities were also positive. For example, 83.3 % of responding students reported that they would not worry sitting next to a peer with disability in a class, with 58.3 % of them strongly agreeing and 25 % agreeing with the statement that *"I would not worry if a disabled child sat next to me in a class".* Again, 86 % of responding students reported that they would be happy doing an assignment with their peers with disabilities, with 60 % of them strongly agreeing and 26 % agreeing with the statement that *"I would feel good doing an assignment with a disabled child".*

However, a majority of responding students thought that children with disabilities were not as happy and able academically as other regular children. The majority of them also reported feeling sorry for their peers with disability. For example, only 21.6 % of responding children thought that children with disabilities had fun in their lives as other children, with only 7.7 % of them strongly agreeing and 5.8 % agreeing with the statement that *"disabled children have fun as other children".* Similarly, only 42.9 % of responding students reported that children with disabilities were as happy as other children, with 27.2 % strongly agreeing and 15.7 % agreeing with the statement that "disabled children with disabilities are as happy as other children".

When the 26 items measuring attitudes of students towards children with disabilities were subjected to principal component analysis, three major factors emerged, which were labelled as follows: "belief that can share academic with children with disabilities (CWD), belief that can befriend and live with CWD and CWD have ability and are normal". When these factors were analysed to determine the students attitudes towards them, it emerged that the majority of students believed that they could share academic work and could befriend and live with children with disabilities. The majority of them, however, did not believe that children with disabilities were able and normal as other children. For example, as Figures 7 and 8 show, only 7 % of responding students reported that children with disabilities were as able and normal as other children.

Figure 7: %age of students agreeing and disagreeing that they can share academic work, can befriend and live with their peers with disabilities, and that children with disabilities are as able and normal as other children
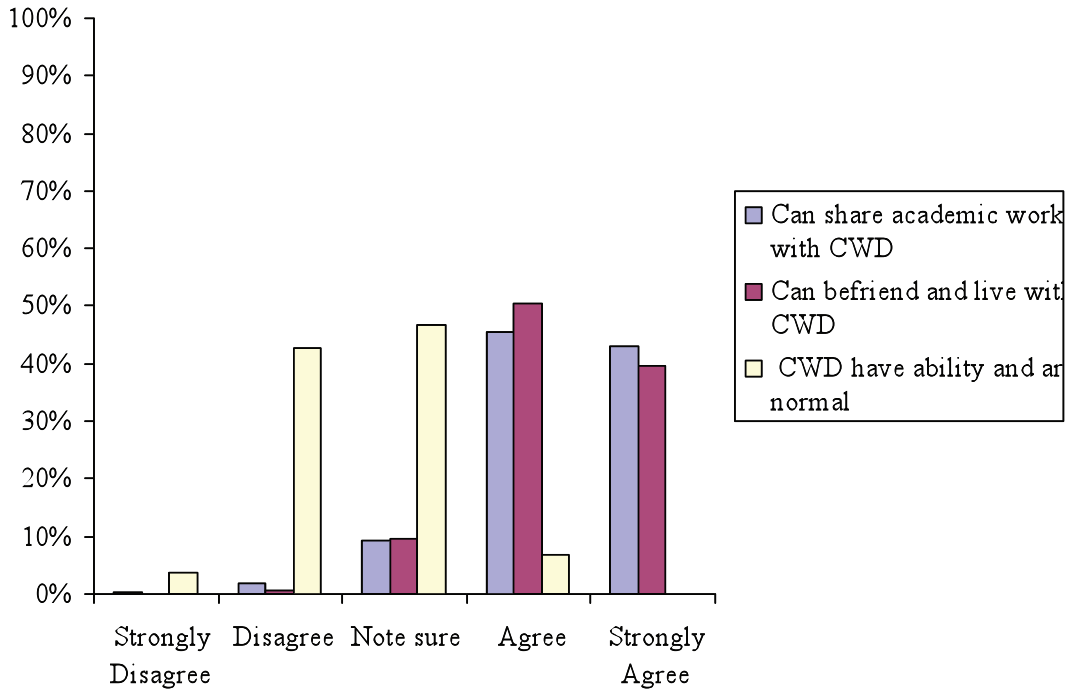

Figure 8: %age of students who strongly agreed and agreed that they can share academic work, can befriend and live with their peers with disabilities, and that children with disabilities are as able and normal as other children
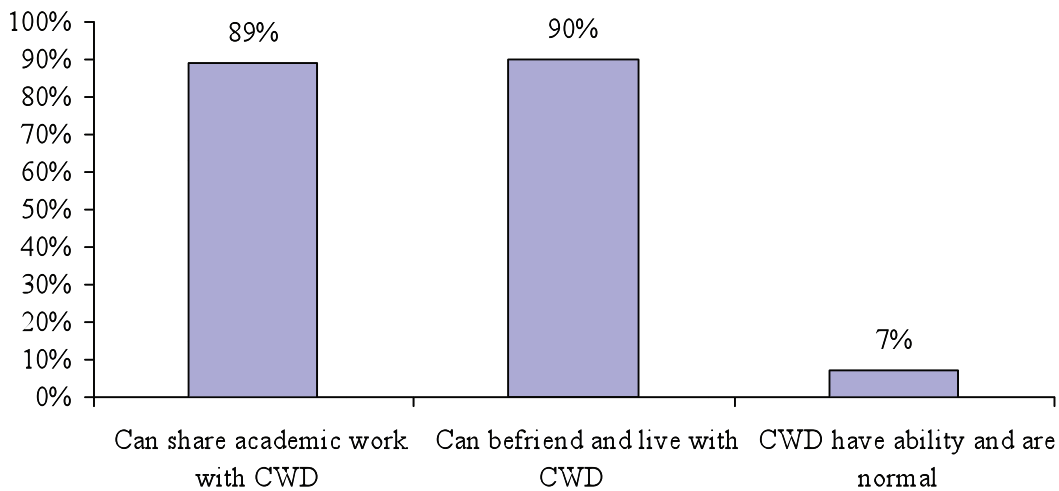
PART 3

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

3.1 DISCUSSION

This research has examined the challenges and opportunities concerning the accessibility to education for children with disabilities in Tanzanian schools. Several issues have emerged. First, the research has revealed that a very small proportion of children with disabilities who are of school age are actually enrolled in schools. For example, Government national statistics show that only one % of children with disabilities of school age have access to basic education. Furthermore, statistics gathered in this research show that the school enrolment of children with disabilities is far below the national average. This clearly contradicts government's efforts to achieve the education for all goals and targets. Indeed, if the school under-enrolment of children with disabilities is not addressed, the PEDP achievements on school enrolment, enrolment and the education for all objectives as a whole may be undermined. Effectively, the over 80 % success of school enrolment that has been achieved in the PEDP is only relevant to mainstream children but does not wholly apply to children with disabilities.

Second, though the Government is keen in promoting the philosophy of inclusive education as the most reliable and appropriate strategy to promoting the education of children with disabilities, only a few schools in the country are currently having inclusive education classes. Indeed, a majority of children with disabilities enrolled in schools attend special schools and/or integrated classes rather than inclusive education classes. Several factors seem to be constraining the implementation of inclusive education. These include, among others, the negative attitudes of teachers towards inclusive education. In this research, for instance, less than 50 % of teachers who took part in the questionnaire study supported inclusive education. However, a close scrutiny of teachers' views and attitudes about inclusive education suggests that their negative attitudes are mainly attributable to the feelings of inadequacy and incompetence to handle inclusive education classes. This situation is further attributable to lack of training among teachers regarding teaching special needs and inclusive education in general and handling children with disabilities in particular. Generally speaking, under the current situation, whereby only a few teachers are trained in special education, it is more appropriate to maintain special schools or integrated classes than to promote inclusive education, which would only work if, among other factors, almost all teachers are trained.

Third, this research has revealed that of the children with disabilities enrolled in schools, a majority of them are in the category of physical impairment, and only a few of them are in other categories such as mental impairment, visual impairment and hearing impairment. It is not clear whether this situation is a reflection of the actual situation of disabilities in the society, suggesting that there could be more children with physical impairment in the society than other impairments. However, it is also a possibility that schools find it easier handling children with physical impairments than others, and therefore are more willing to accept their enrolment. This is an area that needs further investigation in future studies.

Fourth, the results of this research suggest a number of factors that may be constraining the access to education for children with disabilities. Firstly, almost all schools that were visited in the research were architecturally inaccessible to children with disabilities, especially those in the categories of physical and visual impairments. Secondly, a majority of teachers and heads of schools who took part in the research displayed little or poor understanding of disability issues. This has consequences and implications on the identification and recognition of children with disabilities and other special needs. It implies that some school

children with disabilities may go unidentified and therefore their special needs unmet or normal children may be labelled disabled, which could have psychological consequences and learning implications. Coupled with the negative attitudes towards inclusive education among teachers, these factors clearly point to the fact that schools are generally ill prepared and inadequately equipped to receiving and educating children with disabilities.

Perhaps the biggest barrier, which sums up all the above impediments to education for children with disabilities, is the fact not much concerted institutionalised efforts are being made to break these barriers. There is little mention or concern about children with disabilities in the PEDP and other educational policy documents; neither is it in the statutes of most non governmental organisations concerned with education in Tanzania.

3.2   CONCLUSIONS

While the government efforts in improving the access to and the quality of basic education are generally impressive and commendable, the situation is quite gloomy when such efforts are examined with respect to the education of children with disabilities. The results of this research have revealed that the current efforts to improve the delivery of basic education have not taken account of the special needs of children with disabilities. Consequently, children with disabilities have not enjoyed the achievements of the PEDP and other ongoing educational reforms in the country.

This research has uncovered several factors that constrain the provision of quality education to children with disabilities in the Tanzanian schools. These include first, the attitudinal and physical barriers to education, in which the school teaching and learning infrastructure is generally inaccessible to children with disabilities. Second, teachers are generally ill prepared to teaching students with disabilities. Third, the majority of heads of schools and teachers in the mainstream schools have little understanding of disability issues. This has had consequences and implications on the identification and recognition of special needs for children with disabilities in schools. Fourth, not many parents of children with disabilities have been willing to send their children to schools for enrolment. As a result many children with disabilities who are of school age are not identified and therefore not enrolled in schools. Fifth, coupled with the parents' unwillingness to enrol their children in schools, there is also the problem of insensitivity of the disability issues in the society; the society is yet to appreciate and recognise the importance of educating children with disabilities alongside other children so that they can also acquire necessary skills to be able to lead fully and independent life.

3.3   RECOMMENDATIONS

Two major issues have emerged from this research that require attention by a way of policy actions and further research. Firstly, the research has identified attitudinal and infrastructural barriers to the access to education for children with disabilities, which need to be broken if we are to change the plight of these children's education. Secondly, the research has revealed a gap in knowledge about the teaching and learning environment for children with disabilities. There is particularly a lack of national data on the access to education for children with disabilities, which calls for the need to conduct a large-scale research that would paint a comprehensive picture of the plight of education for children with disabilities in the country.

In the view of the above observations, the following recommendations for policy and further research are made.

3.3.1 For policy action

- Many teachers who took part in this research expressed feelings of inadequacy and incompetence in teaching and addressing the needs of children with disabilities, which are largely attributable to the lack of training in the fields of special needs and inclusive education. Indeed, a very small proportion of teachers in a very few schools have been trained in these fields. There is therefore a great need to devise short and long term strategies aimed at equipping teachers with the knowledge and skills required in teaching special needs and inclusive education. As a short-term strategy, the Government and other stakeholders of the education sector could organise in-service training programmes by a way of seminars and workshops targeting teachers in different regions and districts. As a long term strategy, however, there is a need to integrate special needs and inclusive education in the teachers' training curriculum so that all teachers are equipped with the knowledge and skills to teach children with disabilities and other special needs right from the college level.

- Almost all schools visited in this research were found to be architecturally inaccessible to children with disabilities, especially to those with visual and physical impairments. This implies that the construction of school buildings, including those built under the PEDP, did not take into consideration the needs and circumstances of children with disabilities. There is therefore need, probably in the current the phase the PEDP, to modify the school buildings so as to make them accessible to children with disabilities. Additionally, there is a need for the national legal and policy framework that will make it mandatory for the future construction of school buildings to take into account the needs of children with disabilities.

- This research has observed a wide spread apathy and a lack of appreciation and recognition of the educational needs for children with disabilities among key stakeholders of the education sector and the public at large. There is therefore a need for awareness raising campaigns about the plight and importance of education for children with disabilities throughout the country. These campaigns could and should raise the profile of educational needs for children with disabilities, making it clear that the PEDP targets of ensuring all children have access to education will not be achieved without ensuring that all children with disabilities are also enrolled in schools along with other children.

- Examine the content of the school curricular, legal and policy frameworks with a view to establishing the position and status of education for children with disabilities. There is particularly a need to establish if there is any budget allocations for the special needs of children with disabilities in the school capitation grants

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LIST OF APPENDICES

Appendix 1: %age of teachers agreeing and disagreeing about inclusive education statements

		% respondents					
	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree
1. Inclusion is the best way to meet children's needs	4	15.5	22.4	9.3	33.6	17.8	51.4
2. Inclusion will not cause any problem in teaching	4	6.9	23.4	9.3	34.6	20.6	55.2
3. I believe parents support inclusion	3	5.0	4.0	28.0	32.0	14.0	46.0
4. The school board supports inclusion efforts	4	5.8	14.6	28.2	36.9	14.6	51.5
5. I believe my fellow teachers support inclusion	4	14.7	18.4	18.4	34.0	17.5	51.5
6. Diversity within the classroom enriches learning environment	4	10.7	14.6	7.8	42.7	24.3	67.0
7. Leadership support is necessary	4	5.9	9.8	10.8	47.1	26.5	73.6
8. The ministry of education supports inclusion	3	7.9	10.9	34.7	29.7	16.8	46.5
9. Inclusion causes no problem in teaching	2	28.8	32.4	5.9	23.5	9.8	33.3

	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree
				% respondents			
10. School workers support inclusion	3	10.9	18.8	23.8	27.7	18.8	46.5
11. Special education and mainstream teachers support inclusion	3	6.0	20.0	28.0	31.0	15.0	46.0
12. Teachers need training in inclusive education	5	1.0	1.0	0.0	20.6	77.7	98.3
13. Teachers and other workers are well prepared for inclusion	2	39.2	37.3	12.7	7.8	2.9	10.7
14. Inclusion of students with special needs is not detrimental	3	22.5	24.5	7.8	30.4	14.7	45.1
15. Non disabled students are ready to learn with disabled students	4	3.9	9.7	30.1	36.9	19.4	56.3
16. Inclusion doesn't create too much additional work	2	19.4	31.1	9.7	32.0	7.8	39.8
17. Parents are satisfied with inclusive education	3	5.9	14.9	42.6	22.8	13.9	36.7
18. Special education and mainstream teachers cooperate	3	11.7	25.2	27.2	24.3	11.7	36.0

	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree)
			% respondents				
19. Head teacher facilitates inclusive education	3	18.4	31.1	25.2	19.4	5.8	25.2

Appendix 2: Results of Principal Components Analysis of the 19 Items

Importance of inclusive education

1. Diversity within the classroom enriches learning environment
2. Inclusion is the best way to meet children's needs
3. Inclusion of students with special needs is not detrimental
4. Inclusion will not cause any problem in teaching
5. Inclusion causes no problem in teaching
6. Inclusion doesn't create too much additional work

School preparedness and support

7. Head teacher facilitates inclusive education
8. Teachers and other workers are well prepared for inclusion
9. Head teacher of the school facilitates inclusion
10. Special education and mainstream teachers cooperate
11. Special education and mainstream teachers support inclusion
12. I believe parents support inclusion
13. Non disabled students are ready to learn with disabled students
14. The school board supports inclusion efforts
15. School workers support inclusion
16. The ministry of education supports inclusion
17. Leadership support is important
18. I believe my fellow teachers support inclusion

Appendix 3: %age of Responding Students Agreeing and Disagreeing with Statements about Children with Disabilities

		% of respondents						
		Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree)
1.	I would be happy to have a disabled friend	5.0	7.8	5.2	7.3	25.2	54.5	79.7
2.	I don't feel sorry for disabled people	1.0	68.3	24.0	2.2	1.5	4.0	5.5
3.	I would be pleased if a disabled child invites me to their home	5.0	1.9	1.9	5.0	30.7	60.5	91.2
4.	I would be happy to invite a disabled child to my home	5.0	1.7	1.1	2.8	27.7	66.6	94.3
5.	I would like to play with a disabled child at their home	5.0	1.6	2.7	5.1	32.5	58.0	90.5
6.	I would love to invite a disabled child to my birthday party	5.0	1.5	0.6	3.1	29.3	65.4	94.7
7.	I would postpone my holiday so as to accompany a disabled child	4.0	5.8	9.0	20.6	27.2	37.5	64.7
8.	I would not embarrassed if a disabled child invited me to their birthday party	5.0	14.9	9.0	5.5	15.3	55.3	70.6
9.	I would enjoy being with disabled children	5.0	2.7	1.3	3.6	26.7	65.7	92.4
10.	I would like a disabled friend just like any other friend	5.0	10.9	6.6	6.5	16.0	60.0	76.0

	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree)
				% of respondents			
11. I would not stay away from a disabled child	5.0	4.9	3.7	3.3	21.3	66.8	88.1
12. I would like having a disabled child live next to my door	5.0	3.6	2.3	5.1	33.2	53.9	87.1
13. I would tell my secrets to a disabled child	4.0	4.5	4.9	16.3	27.7	46.5	74.2
14. I would not worry if a disabled child sat next to me in a class	5.0	7.9	3.8	5.1	25.0	58.3	83.3
15. I would feel good doing an assignment with a disabled child	5.0	6.1	3.5	4.4	26.0	60.0	86.0
16. I would stick up for a disabled child who is teased	5.0	3.0	1.6	1.5	25.6	68.3	93.9
17. I would introduce a disabled child to my friends	5.0	8.0	6.0	4.9	17.6	63.4	81.0
18. Disabled children have fun as other children	3.0	25.5	19.7	33.2	10.0	11.6	21.6
19. Disabled children feel sorry for themselves	2.0	30.7	21.6	34.2	5.8	7.7	13.5
20. Disabled children are as happy as other children	3.0	15.4	12.6	29.1	15.7	27.2	42.9
21. Disabled children do not need a lot of help	1.0	74.2	20.5	2.5	1.3	1.6	2.9
22. Disabled children do not need a lot of attention from adults	1.0	61.9	24.6	8.1	3.3	2.2	5.5

	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (Strongly Agree & Agree
23. I don't feel sorry for disabled children	5.0	17.3	12.6	4.1	14.8	51.3	66.1
24. I don't feel upset when I see a disabled child	5.0	3.7	3.1	3.7	24.3	65.2	89.5
25. Being near someone disabled doesn't scare me	5.0	4.0	3.1	5.9	21.6	65.4	87.0
26. I would know what to say to a disabled child	5.0	5.2	4.0	14.1	20.7	56.1	76.8