

Availability of Facilities and Learning Materials for Implementation of Inclusive Education in Public Primary Schools in Dodoma Region-Tanzania

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ABSTRACT

This study examined availability of facilities and learning materials for implementation of inclusive education in public primary schools in Dodoma Region. The study aimed on investigating availability of facilities and learning materials for the implementation of inclusive education in Public Primary schools in Dodoma region. The study was guided by theory of justice pioneered by John Rawls in 1971. The study employed convergent design under mixed approach. Both probability and non-probability sampling techniques were used to sample respondents. Simple random sampling technique was used to get the respondents. The target population involved 08 DEO's, 13 head teachers, 280 teachers and 9,100 pupils. The study sampled of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 144 pupils, making a total of 237 respondents. The instruments used to collect data were questionnaires, interview guides, and focus group discussion guide and observation schedule. To obtain reliability for quantitative research instruments Cronbach Alpha of 0.819 was calculated while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. The quantitative data were analyzed using descriptive statistics. Data were coded and analyzed through frequencies, percentages, and mean scores in tables and interpreted in relation to the research question. The qualitative data were analyzed by coding contents into themes, interpreting direct quotations and presented in a narrative form. The results from the findings revealed that there were inadequate facilities and learning materials at inclusive primary public primary schools in Dodoma Region. The study concluded that, poor infrastructure in inclusive public primary schools has affected the implementation of inclusive education in Dodoma region. The study recommends that adequate facilities and learning materials should be provided to ensure effective implementation of inclusive education and more funds to be allocated for procuring teaching and learning facilities for learners in inclusive public primary schools.

Keywords: Public primary schools, Inclusive education, facilities and learning materials, special education.

INTRODUCTION

Education of persons with special needs goes inclusive after several years of exclusivist and separatist paradigm. Previously children with disabilities were studying in special schools setting. This excluded them in regular education system. The change in approach came as a result of a number of influences, Chief among them were the paradigm shift from defect to social model and the UN education programmes (Majoko, 2017). Inclusive education has become an official education outcome in many countries as well as a cornerstone of the Education for All agenda of the UNESCO (UNESCO, 2020). There is a considerable change and movement toward inclusive education worldwide, where many countries today are reviewing and adjusting special education policies to suit the current changes to inclusive education (Majoko, 2018). These attributed changes are aiming at increasing educational opportunities, participation, and learning of the children with special education needs in regular classes. Despite of all these effort Tanzania has not fully

embraced the philosophy of inclusive education (Kapinga, 2023; and Mutanga, 2022). According to Cagiltay et al (2019) the success of inclusive education programmers depends on two major factors; highly qualified teachers and availability of teaching and learning materials.

Inclusive Education was actively implemented in Tanzania in 1998 when the Government in collaboration with the Salvation Army and UNESCO piloted an inclusive education project in Temeke District in the Dar es Salaam Region (Kezilahabi, 2021). The initiative was supported by the National Policy on People with Disability in Tanzania of 2004. The policy clearly states that, “Every citizen, including people with disabilities, has an equal right to receive basic services education from the society”. Implementation of inclusive education in Tanzania is guided by the Education and Training Policy of 1995 and Education Training Policy of 2014. The education landscape in Tanzania has also been guided by the Ten-year Education Sector Development Plans (ESDP), which ran from 2007/08 to 2016/17.

Studies from Europe (Saloviita, 2019; De Beco et al, 2019) have indicated that there is scarcity of teaching and learning facilities in area of inclusive education. If there is shortage of teaching and learning facilities in the so-called developed countries what could have been the situation in Tanzania, hence this study is set to investigate the availability of facilities and learning materials in inclusive public primary schools in Tanzania. Availability and appropriate use of teaching materials is critical in the teaching and learning of all subjects. According to Assuncao and Gago, (2020) teaching and learning facilities support educators in making decisions on what and how to teach. Howard et al (2021) describe that, the use of teaching materials enhances creative thinking with regards to problems, and creating chances for learners to exercise this form of thinking.

According to Gervas (2019), Tanzania, through Big Results Now (BRNE) intended to achieve goals of improving education quality in primary and secondary schools through provision of adequate instructional materials to the learners and teachers. Despite of all the effort made by the government, pupils with disabilities access to inclusive education is hampered by insufficient teaching and learning resources (Adugna et al, 2022). This includes, spectacles, and non-optical aids, such as reading-stands, hearing aids, wheel chairs and unfriendly classroom and toilets. However, teachers struggle to enact inclusion more broadly, including adaptation teaching and learning resources where necessary. The current study investigated the availability of teaching and learning facilities in implementation of inclusive education in public primary schools in Dodoma region.

Statement of the Problem

Children with special needs are perceived negatively by Tanzania society (African Initiative, 2018) in that, most learners do not enroll in inclusive primary schools since they are neglected group whose value to economic development is minimal or not existing. Therefore, using teaching and learning materials on them is like doing a lot of wastage without the realization that “Disability is not inability”. Several factors have been identified to affect the implementation of Inclusive education in primary schools, these include limited resources and poor implementation strategies (Dube, 2020). Despite the governments’ undying efforts over the years to curb the problem of exclusion among children with special educational needs, this problem has persistently been on the increase. Children with disabilities have not been adequately provided with the basic resources, physical facilities and equipment to cater for their special needs like their counterparts in inclusive primary schools. Poorly adapted infrastructures and a lack of accessible learning materials are significant obstacles for pupils with disabilities to access quality education (Kabwos et al., 2020).

Studies conducted in Tanzania (Wilson, 2016; Mwambe, 2020 and Revelian, 2021), in the area of inclusive education, but none of these studies has shown clearly relationship between availability of facilities and learning materials in implementation of inclusive education. Therefore, this study examined the availability of facilities and learning materials for the implementation of Inclusive education in public primary schools

in Dodoma Region.

Research Question

To what extent are facilities and learning facilities available to support pupils in inclusive classroom at public primary school in Dodoma region?

Significance of the Study

The findings of the study have been of great significance to educational stakeholders such as district education officers, heads of schools, teachers, quality assurance officers and pupils with and without disability in the education sector as it is expected to widen their understanding on the necessity of facilities and learning materials in implementation of inclusive education in public primary schools. The study provides insight to policy makers with data and information to be used to design appropriate policy based on implementation of the National Strategy on inclusive education in primary education. The result of the study has provided knowledge, experience and realities on how inclusive primary education is practiced in Tanzania in the era of implementing the National Strategy on Inclusive Education. The findings further influence to review and develop plans and programmes pertaining to implementation of the national strategy on Inclusive Education in primary schools to prepare quality facilities and learning materials to cater for the needs of inclusion in primary schools. Finally, and most importantly, the study offers a significant contribution to the wider body of knowledge based on teachers' preparedness towards implementation of inclusive education in primary schools. Teachers and other education stakeholders can access the materials for improvement of inclusion practices in society.

THEORETICAL FRAMEWORK

This study was guided by the Theory of Justice which has been pioneered by John Rawls in 1971. Rawls (1971) assert that, inclusive education originated from the idea of a "just and fair society" in contrast to discriminatory educational systems. Rawls (1971) also strongly argue that the notion of inclusive education evolves from human rights and social justice. As a result, the notion of inclusive education is widely supported by international human rights declarations such as the United Nations Convention on the Rights of the Child (1989), the Universal Declaration of Human Rights (1948) and the Convention on the Rights of Persons with Disabilities (2006). Many theories of justice have evolved. John Rawls is one of the theorists who developed the Theory of Justice in 1971 (Arneson, 2008).

Justice principles guide the distribution of facilities and learning materials in given society in relation to goods available (Calabrese and Tan, 2020). These goods are constantly being distributed by teachers: they test students and grade their performance; they praise or scold them for learning efforts, homework and class behaviour; accordingly, they place them in classes, ability groups and tracks; and they grant them attention, respect, affection etc. Students, on their part, evaluate the 'fairness' of these distributions and as a result feel that they were justly or unjustly rewarded (Calabrese and Tan, 2020). The interconnection between social justice and teaching and learning materials in inclusion is the fact that both seek to ensure equity between learners of different backgrounds, including those who would otherwise have been excluded from education. Therefore, understanding social justice in inclusion is critical. While there are other ways in which social justice is framed for inclusive education, in this study the work of Artiles et al. (2006) seems helpful in illuminating the intersectionality of social justice and inclusive education.

LITERATURE REVIEW

Kumar (2017) conducted a study on the role of teaching and learning materials in quality education of

learners with disabilities. The study aimed at providing inclusion for children with disability and ensures that every child in the age group of 6-14 years with special needs irrespective of the kind, category and degree of disability, is provided meaningful and quality education with support of resource room and quality teaching materials. The study employed qualitative approach which makes difficult to generalize data. The current study used mixed approach which facilitated collection of both quantitative and qualitative data hence to allow generalization of the data with explanation of the collected data. The findings presented that, teaching and learning materials were not be beneficial for all learners, some pupils could learn better from audio input, some from visual input, some from kinesthetic and some from audio-visual input. This study based its findings in India, India practices classes in their social economy while Tanzania is under socialism policy which does not approval class of people, due to the different culture and the level of economy between the two nations the findings is also differed.

Kanno and Onyeachu (2018) conducted the study on Instructional Resources for Teaching Special Needs Children in Abia State, Nigeria. The study aimed at examining the effect of teaching resources in inclusive classes. The study was quantitative and twenty-item check list were employed for data collection while percentage was used for analysis of data. The study could not point out clearly to whom the checklist was distributed. To fill the gap the present study used three research instruments which are questionnaire for teachers and students, interview guide for district education officers and head teachers and observation schedule for teachers. The findings revealed that 40% of the approved resources were availed while 60% of same was not. This implies, inter alia, that effective utilization cannot go beyond 40%. It is, therefore, recommended that all relevant resources should be availed to teachers and pupils equally. This research applied only checklist as instrument in data collection, the fact which makes difficult to triangulate the data. To fill the gap the current study triangulated the data to validate the findings

Oluremi (2015) conducted the study in Nigeria on Inclusive Education Setting in Southwestern Nigeria: Myth or Reality? The study aimed at investigating factors that affect inclusive education in Nigeria. The study aimed at identifying the role of teaching materials such as, hand railings, hearing aids, Braille, instructional materials, typewriters, resource rooms and wheel chairs in implementation of inclusive education. The study used descriptive survey design under quantitative approach this limits views and perceptions of respondents. To capture views and perceptions of respondents the present study will used mixed approach. The study revealed that, essential facilities and materials like hand railings, hearing aids, Braille, instructional materials, and lower toilets were not available, although the few that were available (typewriters, resource rooms, wheel chairs) were in poor condition. But the findings from Oluremi emphasized on teaching and learning materials for pupils with disability and overlooked teaching and learning materials for pupils without disability. To capture the reality of inclusive education the current study established its findings from availability of teaching and learning materials for pupils with disability and those without disability and in inclusive classroom in Dodoma primary schools.

Kayagula (2019) examined the implementation of inclusive education programme in Tanzania. The study aimed at examining the extent to which inclusive education programme has been implemented in Public primary schools in Uvinza District. The study was designed to ascertain the presence of infrastructures and facilities, determine the level of teachers' preparedness, identify the approaches used by schools to identify and enroll children with disabilities. Mixed Methods Research approach and descriptive research design was used to guide this study. However, the researcher finds contradiction in approach used and design presented, since descriptive design falls under quantitative approach and the previous research approach is mixed method. The study lacks the design for qualitative approach hence this might compromise the quality of the findings. Kayagula (2019) findings revealed that, amongst the selected public primary schools had no improved infrastructures and facilities to accommodate children with disabilities. Since the research design was incompatible to the approach, this could lead to unreliable findings. To fill the gap the current study was conducted in Dodoma region and focused its attention on availability of teaching and learning materials

in inclusive education in Tanzanian public primary schools.

Knowledge Gap

Studies conducted by (Kanno & Onyeachu, 2018; Oluremi, 2015 and Kayagula, 2019) emphasized the teaching and learning materials to learners with disability in inclusive classes, hence less attention was given to learners without disability. Through application of social justice theory, the current study investigated the availability of facilities and learning materials to all learners regardless of their abilities in inclusive classes.

RESEARCH METHODOLOGY

The study employed convergent research design under mixed research approach. The target population for this study was; eight (7) DEOs, thirteen (13) head teachers, two hundred and eighty (280) teachers and nine thousand and one hundred (9,100) pupils. Probability and non-probability sampling procedures were employed to determine the study sample of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 144 pupils, making a total of 237 respondents. Purposive and stratified sampling techniques were used to get the respondents. The instruments used to collect data were questionnaires, interview guides and observation guide. To obtain reliability for quantitative research instruments Cronbach Alpha of 0.819 was calculated while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. Quantitative data was analyzed using descriptive statistics with the aid of Statistical Packages for Social Sciences version 25.0. Data were coded and analyzed through frequencies, percentages, and mean scores for summarization and interpretation in relation to research questions. Qualitative data was analyzed by coding contents into themes, interpreting direct quotations and presented in narrative form.

FINDINGS AND DISCUSSIONS

Availability of facilities and learning facilities in inclusive education

This research question aimed at finding out availability of facilities and learning materials in implementation of inclusive education in public primary schools at Dodoma Region. Teachers were provided with a three-point scale with ten items and they were required to rate the availability and adequacy of each item. Data to answer this question were obtained from teachers, head teachers, District Education Officers and pupil. The data from teachers are presented and described along with supportive findings from observations and other respondents who were interviewed on the same aspect. Table 1 shows the responses of teachers on teachers' training in implementation of inclusive education.

Table 1: Teachers' Responses on Availability of Facilities and Learning Materials in Inclusive Classroom (n=80)

S/N	Learning materials	No resources at all		Poorly equipped		Adequately available	
		F	%	f	%	f	%
1.	Adapted computers	52	65.0	28	35.0	–	–
2.	Textbooks	1	1.3	76	95.0	3	3.8
3.	Braille books	1	1.3	76	95.0	3	3.8
4.	Hearing Aids	–	–	77	96.3	3	3.8
5.	Desks and chairs	59	73.8	21	26.3	–	–
6.	Toilets	1	1.3	75	93.8	4	5.0
7.	Modified toilets	1	1.3	77	96.3	2	2.5

8.	Audio meter	64	80.0	16	20.0	–	–
9.	Modified classrooms	1	1.3	75	93.8	4	5.0
10.	Room echo	22	27.5	58	72.5	–	–

Source: Field Data, (2022) Key: 1=No resources at all, 2=Poorly equipped, 3=Adequately available

Data in table 1 indicate that there was scarcity of teaching and learning materials and other facilities. Majority (65%) of teacher said that, there were no adapted computers at all. This implies that, learners with special needs enrolled in regular schools, they hardly participating in learning due to the acute shortage of resources including adapted computers. Insufficient teaching and learning resources were cited among the obstacles to effective implementation of inclusive in Tanzania (Katanga, 2017; Mbunda, 2017 and Revelian, 2021). Adapted resources were designed to specifically compensate for the learning needs of learners with special needs. This consequently offers opportunities for learning experiences which facilitate the development of skills and knowledge.

Interview with district education officer revealed that inclusive primary schools lacked sufficient teaching and learning materials for both regular and pupils with disability. He claimed that teaching facilities for teaching learners with special needs in inclusive classroom and sports gear are very expensive hence the district could only afford to buy a few of them. On this matter the District Education Officer 1 said that, *“Technology has great potential in providing access for all learners, and the ability to access the general education curriculum. Unfortunately, we do not have a sufficient number of the required computers and adapted computers to cater for inclusive classes”* (DEO1, Personal communication, September 08, 2022). This suggests that there are budget constrains which make it difficult in purchasing the required and learning teaching materials. Kanno and Onyeachu (2018) in Nigeria and Kumar (2017) in Ghana observe that the lack of necessary teaching learning resources is a recurrent barrier to effective implementation of inclusive education in other parts of Africa. Indeed, the provision of necessary resources then becomes a priority to individual governments if the inclusive agenda is to move forward. Also, the findings obtained through classroom observation indicate that in some schools, some of computers which were available did not help teachers to teach what they were supposed to teach at that particular moment. The researcher saw old computers which were not even repaired. The findings indicate that neither teachers nor pupils were benefited with the available computers since most of them were not functioning properly.

Data in table 1 indicate that modified classroom was poorly equipped. Extreme majority (93%) of teachers said that, classrooms were poorly equipped to accommodate pupils with special needs. This implies that, pupils with physical disabilities had difficult moment in accessing the classroom as most of them did not have ramps to support the wheel chairs to pass. These findings concur with (Mbunda, 2017) who observed that, school’s environment was very restrictive and do not accommodate learners with special needs thus becoming a huge barrier to the learners’ ability to participate in learning. Interviews with School Head Teacher 1 revealed that more resources were needed to provide good inclusive services.

My school had no accessible environment to support pupils with disabilities, all classrooms are old and need major repair, no new construction for a longtime but we have used little funds we earn from school projects and stakeholders support to modify construction of the classrooms which had many steps to enter by constructing ramps (SHT1, Personal communication, September 09, 2022).

Given such situation inclusive learning becomes difficult to pupils with physical disabilities since they need sophisticated infrastructure to support their learning. These propose that, there is limited budget to facilitate innovation of classrooms to accommodate all learners regardless of their disabilities. This finding is consistent with Mwarari (2016) who found that poor infrastructure was a major barrier in implementing inclusive education in Kenya. Furthermore, observations revealed that all studied inclusive primary schools

had less modified school infrastructure to accommodate pupils with special needs except few schools which had good classroom for children with disabilities, lacking some important infrastructures like pavement between buildings, this makes difficult for the school environment to provide children who have special needs free access into offices, classrooms, and toilets. This implies that pupils who study in inclusive schools have several challenges to overcome to attain their education. The classroom environment should enable all students, especially those with physical and sensory impairments, to participate fully in the learning. Proper positioning, seating and opportunities for regular movement are very important for many children with disabilities in the classroom.

Data in table 1 indicate that braille books were poorly equipped. Extreme majority (95%) of teachers held that, braille books were poorly equipped. This indicates that, visually impaired pupils who studies in regular school they have to struggle to access their education as they lack necessary resources to enable them to study at ease. In regards to availability of braille books this study finding are consistent with the results from previous study Katanga, (2017) who found that, teaching and learning facilities available were not proportional to the category of disabilities and were not appropriate to the number of students with special needs.

During interview with School Head Teacher 2, pointed that inclusive primary schools lacked sufficient teaching and learning materials. He claimed that teaching facilities for teaching learners with special needs in inclusive classroom and are very expensive hence the school could only afford to buy a few of them and he said, *“The school has insufficient number of braille books to assist visually impaired learners in their learning activities in inclusive classes”* (SHT2, Personal communication, September 08, 2022). This finding indicates that, teaching and learning materials for visually impaired learners in inclusive primary schools are insufficient and may be expensive for schools to manage to purchase them. This fact provides difficult moment for blind learners in inclusive classes. finding concur with Oluremi (2015) who revealed that, essential facilities such as Braille books, braille machine, instructional materials, and toilets were insufficient and in poorly condition.

Data in table 1 indicate that hearing aids and room echo were poorly equipped. Extreme majority (96%) of teachers held that, Hearing Aids and room echo were poorly equipped. These findings strongly imply that though learners with special needs are enrolled in regular primary schools, they are almost not participating in learning due to the acute shortage of resources that support inclusive education. Adapted resources are designed to specifically compensate for the learning needs of learners with special needs. This consequently offers opportunities for learning experiences which facilitate the development of skills and knowledge. This finding concurs with Kayagula (2019) who revealed that, amongst the selected public primary schools had no improved infrastructures and facilities to accommodate children with disabilities. The researcher observed absence of room echo in some inclusive primary schools. Lack of room echo limits the ability of teachers to assess the level of hearing loss to pupils with hearing impairment. Pupils with hearing impairment should be diagnosed on hearing loss in order to render proper educational intervention.

Data in table 1 indicate that toilets were poorly equipped. Extreme majority (93.8%) of teachers said that toilets were poorly equipped to support the needs of pupils with disabilities. This implies pupils with physical impairment had difficulties in accessing toilet services which could lead to drop out from school because of lack of proper toilet services. Also, the findings obtained through observation indicate that in some schools most of toilets were pit latrine which provides difficulties for pupils with disabilities to access them and in some schools, there were good toilets but they lacked sufficient supply of water which make them to be dirty in most of the time and causes difficulties in accessing them particularly to pupils with disabilities.

Furthermore, some toilets had broken doors and passers- by could see into the toilets which cause lack of privacy to pupils. In group focus discussion with pupils, one pupil pointed out that; Pupils in group focus

discussion commented that,

The school have good toilets but the challenge is supply of water in most cases the flow of water in tapes are not consistency. There are times where by a day can pass without flow of water at all. This situation forces pupils to come with water from home to fill the reserve tank, which is difficult task for pupils to perform. (GFDP1, Personal communication, September 08, 2022).

A proper toilets facility is crucial aspect in enabling of inclusive education programme. Lack of water and doors in toilets is embracement and could cause fear while accessing such toilets. This finding concurs with (African Initiative, 2018) who found that, Barriers to education include lack of accessible learning materials; inaccessible school environment including toilets.

During interview with the head teacher the researcher was interested to know if the construction of classrooms and other school buildings such as toilets and offices considered the access for the pupils with disabilities. School Head Teacher 5 reported that,

Previous construction did not consider the infrastructure which would support pupils with disabilities to move smoothly in the school compound. Currently there is move to change either to replace steps with ramps or to build both steps and ramps to meet the needs of inclusion policy. For instance, our school created and constructed ramps to make the pupils walk comfortably to some buildings (SHT5, Personal communication, September 14, 2022).

This finding indicates that there is a shift of paradigm from exclusivity to inclusive education as some of head teachers are playing their role to initiate innovation of schools' infrastructure. Construction of ramps in toilets could assist pupils with physical disabilities; this should be supported with the size of doors which are accessible for wheel chair to pass through. Environment is a barrier in attaining education goals this finding concurs with Mwanzia et al (2021) study which reports that, inclusive, learning-friendly and barrier-free environment is crucial for children to develop to their full academic, social, emotional and physical potentials.

CONCLUSION

Based on the analysis of findings it can be concluded that, there is inadequate facilities and learning materials to learners with disability in inclusive public primary schools in Dodoma Region. Inadequacy of teaching and learning materials has affected the implementation of inclusive education in public primary schools in Dodoma region.

RECOMMENDATION

In the light of the research findings, analyses and discussion, the study recommends that, President's Office – Regional Administration and Local Government should allocate sufficient funds, to facilitate procurement of adequate teaching and learning resources. The Government of Tanzania should invite national and international NGO's to assist in the provision of teaching and learning materials to pupils in inclusive schools. The government should modify and build new classes and other infrastructures that are supportive to all learners.

Recommendation for Further Studies

The study recommends further studies to be undertaken to find out attitude of pre-service teachers towards implementation of inclusive education.

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