

Challenges faced by teachers when teaching learners with developmental disability

Humphrey Alexander UDOBA



Master's Thesis
Master of Philosophy in Special Needs Education
Department of Special Needs Education
Faculty of Educational Sciences

UNIVERSITY OF OSLO

Autumn 2014

Challenges faced by teachers when teaching learners with developmental disability.

By Humphrey Alexander UDOBA

Master's Thesis
Master of Philosophy in Special Needs Education
Department of Special Needs Education
Faculty of Educational Sciences

UNIVERSITY OF OSLO

Autumn 2014

© Humphrey Alexander Udoba

2014

Challenges face by teachers when teaching learners with developmental disability

Humphrey Alexander Udoba

<http://www.duo.uio.no/>

Trykk: Reprosentralen, Universitetet i Oslo

Dedication

I dedicate this master thesis to my lovely wife, Jacqueline Manswet Msofe, my son Brian Humphrey. I really appreciate for their love and support they gave me during the whole period that I have been busy writing this thesis.

Summary

Since the early 1990s the movement to have education for all was launched at the World Conference that involved various international organizations such as UNESCO, UNDP, UNFPA, UNICEF and the World Bank. The main agenda for this conference was Education for All in the entire world. In Tanzania the aspect of education for all is not effectively implemented despite of having policies and legal framework that advocate education for all.

The education should enhance teachers who teach children with developmental disability and also create awareness in the society to accept children with special educational needs. However, children with developmental disability need extra attention in terms of curriculum adaptation, teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting the school environment.

This study addressed the issue of children with developmental disability by examining the challenges faced by teachers who teach children with developmental disability and how they try to overcome these challenges. Local teachers in most of the primary schools in Tanzania lack training in special needs education for children with developmental disability. Despite the “Primary Education Development Plan” (PEDP), that ensure education for all, the overall quality of primary education in Tanzania remains generally poor for children with developmental disability. The shortages of teachers trained on special- educational needs- professionals, as well as the lack of teaching facilities, have a negative effect on the delivery of quality education to children with developmental disability. In many schools, class sizes are too big for teachers to facilitate quality learning.

The general purpose of this study is to find out what challenges teachers face when teaching children with developmental disability. Very few studies on children with developmental disability have been conducted in Tanzania. Most of these few studies focused on secondary school level. Therefore there is a need to conduct such studies at the primary school level.

The empirical investigation is guided by the following objectives:

1. To see Teachers’ understanding of developmental disability.
2. To find out the approach and methods of teaching used by teachers when teaching children with developmental disability.

3. To see if there are common activities between a unit for children with special educational needs and ordinary classes.
4. To find out to what extent the parents of children with developmental disability collaborate with special needs education teachers.

The main research question for this master thesis is: *What challenges do teachers face when teaching children with developmental disability and how do they overcome them?*

The study has interviewed and observed four special needs education teachers who teach in two primary schools with a unit for children with special education needs. The study covered three classes. Two parents were interviewed.

The study revealed challenges that are quite universal for teaching learners with developmental disability. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government. Most teachers teaching children with developmental disability did not receive any special needs education training from the university, they feel that they are not qualified to teach the children with developmental disability. This study revealed that the classrooms for children with developmental disability in Tanzania at large have poor learning environment to support the learners with developmental disability.

The study reveals that collaboration between special needs education teachers and parents for children with developmental disability is necessary for the wellbeing of their children. Although the results of this study focused on Tanzania, the suggestions may be useful for other developing countries.

In order to improve the poor learning environment for special needs educational for children with developmental disability, the following aspects are recommended.

- Specialized training facilities
- Resources; both human and materials
- Special needs education teachers

Future research in this area should involve systematic, long-term development work across a range of sites and settings, which also allows for the examination of the impact of the innovations upon achievement. Such research is necessary if we are to advance knowledge about teaching and learning to understand how combinations of teaching approach.

Preface

This work has been performed at Master of Philosophy in Special Needs Education Department, Faculty of Educational Sciences, University of Oslo. To evaluate the method to be used a pilot study was performed in Oslo. Since my origin is Tanzania I decided to do the study in Tanzania. The data collection in Tanzania was performed during August 2013.

Challenges faced by teachers when teaching learners with developmental disability is the topic for this thesis. However, learners are in this study constrict to children at primary school.

This research paper is made possible through the help and support from many people, including: my mother, teachers, family, and friends. Allow me to dedicate my acknowledgment of gratitude toward the following significant contributors: First and foremost, special thanks should go to my advisor, Miriam Skjørten for her tireless supervision she provided to me since the preparation of the proposal to the production of the final report of this thesis. Second, I would like to thank Helge Skjetne for his variable financial support in many ways that I cannot even explain. Thanks to Karen Bibow for helping with the layout of the document. Finally, I sincerely acknowledge also the University of Oslo (UIO) and its Professors for the academic support and consultancy they have provided to me all the time as a student and fellow students who provide the advice. The product of this research paper would not be possible without all of them.

Acronyms

CRC - Conventions on the Right of the Child

EFA- Education for All

EPSEN- Education for Persons with Special Educational Needs

MOEC- Ministry of Education

MoEVT- Ministry of Education and Vocational Training

NSGRP- National Strategy on economic Growth and Reduction of Poverty

NGOs - Non Governmental Organizations

NCSE - National Council of Special Education

PEDP - Primary Education Development Program

SNE- Special Needs Education

UNESCO - United Nations Educational, Scientific and Cultural Organizations

URT- United Republic of Tanzania

UN - United Nations

UDHR - The Universal Declaration of Human Rights

UNICEF - United Nations International Children's Emergency Fund

UNDP - United Nations Development Programme

UNFPA - United Nations Fund for Population Activities

WHO - World Health Organisation

WCPT - World Confederation of Physical Therapy

ZPD - Zone of Proximal Development

Table of contents

1	INTRODUCTION	1
1.1	BACKGROUND OF THE STUDY.....	1
1.2	PURPOSE, OBJECTIVES AND RESEARCH QUESTIONS	2
1.3	RESEARCH QUESTIONS	3
1.4	DEFINITION OF KEY TERMS.....	3
1.4.1	Impairment.....	3
1.4.2	Disability.....	4
1.4.3	Special needs education	4
1.4.4	Inclusive education	4
1.5	OUTLINE OF THE THESIS	5
2	THEORETICAL FRAMEWORK	6
2.1	INTERNATIONAL DECLARATIONS	6
2.1.1	The universal declaration of human rights.....	6
2.1.2	The convention on the rights of the child	6
2.1.3	Education for all.....	7
2.1.4	The UN standard rules on the equalization of opportunities for persons with disabilities	7
2.2	REVIEW OF TANZANIA’S NATIONAL POLICIES ON SPECIAL NEEDS EDUCATION	8
2.2.1	The constitution of the united republic of Tanzania	8
2.2.2	Universal primary education in Tanzania	8
2.2.3	National strategy for growth and reduction of poverty.....	9
2.2.4	Primary education development program	9
2.2.5	Tanzania persons with disability act	9
2.3	SOME INFORMATION ABOUT SPECIAL NEEDS EDUCATION IN TANZANIA.....	10
2.4	DEVELOPMENTAL DISABILITY	11
2.4.1	Causes of developmental disability.....	11
2.5	ZONE OF PROXIMAL DEVELOPMENT AND MEDIATION	12
3	RESEARCH METHODOLOGY	14
3.1	DESCRIPTION OF THE STUDY AREA	14
3.2	RESEARCH DESIGN	14
3.3	SAMPLING AND SAMPLING PROCEDURE.....	15
3.3.1	The target group	15
3.3.2	Criteria for choosing the schools	15
3.3.3	Criteria for choosing the informants	16
3.3.4	Sampling process	16
3.4	METHODS OF DATA COLLECTION	16

3.4.1	Semi-structured interview	17
3.4.2	Observations	18
3.4.3	Informal talks with the parents	19
3.5	PILOT STUDY.....	19
3.6	DATA ANALYSIS	20
3.7	ENSURING RELIABILITY AND VALIDITY OF DATA	21
3.7.1	Validity and reliability	21
3.7.2	Securing validity and reliability.....	22
3.8	ETHICAL CONSIDERATION.....	22
3.9	LIMITATIONS	23
4	RESEARCH FINDINGS.....	25
4.1	BACKGROUND INFORMATION ABOUT THE TEACHERS.....	26
4.1.1	Teacher A1 - school A	26
4.1.2	Teacher A2 - school A	26
4.1.3	Teacher B1 - school B.....	26
4.1.4	Teacher B2 - school B.....	27
4.2	TEACHERS KNOWLEDGE ABOUT DEVELOPMENTAL DISABILITY	27
4.2.1	Teacher A1	27
4.2.2	Teacher A2.....	27
4.2.3	Teacher B1	28
4.2.4	Teacher B2	28
4.3	TEACHING APPROACHES AND METHODS USED BY TEACHERS	28
4.3.1	Teacher A1	28
4.3.2	Teacher A2.....	29
4.3.3	Teacher B1	29
4.3.4	Teacher B2	29
4.4	CHALLENGES FACED BY THE TEACHERS	30
4.4.1	Teacher A1	30
4.4.2	Teacher A2.....	33
4.4.3	Teacher B1	35
4.4.4	Teacher B2	37
4.5	MEANS USED BY TEACHERS TO OVERCOME CHALLENGES.....	40
4.5.1	Teacher A1	40
4.5.2	Teacher A2.....	41
4.5.3	Teacher B1	41
4.5.4	Teacher B2	42
4.6	SHARED ACTIVITIES BETWEEN THE UNIT FOR CHILDREN WITH DEVELOPMENTAL DISABILITY AND THE ORDINARY SCHOOL	43
4.6.1	Collaboration between special needs teachers and regular teacher	43
4.6.2	Shared activities between learners with special educational needs and ordinary students	45

4.7	COLLABORATION BETWEEN PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITY AND THEIR TEACHERS	46
4.8	ADDITIONAL OPINIONS GIVEN BY THE TEACHERS	47
4.9	FINDINGS FROM INFORMAL OBSERVATIONS.....	49
4.9.1	Informal observation at school A.....	49
4.9.2	Informal observation at school B	49
4.10	INFORMAL OBSERVATION DURING BREAK TIME.....	51
4.11	INTERVIEW FINDINGS FROM PARENTS	51
4.11.1	Parent 1 from school A	51
4.11.2	Parent 2 from school B	52
5	DISCUSSION	54
5.1	CHALLENGES OBSERVED.....	54
5.1.1	Lack of teaching materials	54
5.1.2	Lack of special needs teachers	55
5.1.3	Lack of classrooms and poor learning environments.....	56
5.1.4	Acceptance in the society.....	56
5.1.5	Motivation and poor salary	57
5.2	HOW TEACHERS OVERCOME SOME OF THE CHALLENGES.....	58
5.3	TEACHERS UNDERSTANDING OF DEVELOPMENTAL DISABILITY	59
5.4	METHODS AND APPROACHES USED BY THE TEACHERS	60
5.5	SHARED ACTIVITIES BETWEEN A UNIT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND ORDINARY CLASSES	61
5.6	COLLABORATION BETWEEN PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITY AND SPECIAL NEEDS TEACHERS	61
5.7	INFORMAL TALKS WITH THE PARENTS	62
6	CONCLUSION	63
7	RECOMENDATION	64
7.1	SPECIALIZED TRAINING FACILITIES.....	64
7.2	RESOURCES.....	64
7.3	SPECIAL NEEDS EDUCATION TEACHERS.....	65
7.4	FURTHER RESEARCH	65
8	REFERENCES.....	66
9	APPENDIXES	71

1 INTRODUCTION

This chapter gives background information about the study. It also points out the purpose, objectives, and research questions. Furthermore, explanation of relevant terms is presented later in the chapter and finally the organization of the thesis is given.

In this thesis Special needs children and Children with special educational needs is equivalent to Children with developmental disability. Learners are in this study constrict to children at primary school.

1.1 Background of the study

Since the early 1990s the movement to have education for all was launched at the World Conference that involved various international organizations such as UNESCO, UNDP, UNFPA, UNICEF and the World Bank. The main agenda for this conference was Education for All in the entire world.

However, inclusive education is currently a topical subject that is widely discussed and debated upon in the field of education, Tanzania included. It has invariably been referred to as part of the global education for all agenda as a new education paradigm and as an educational reform goals to make our societies inclusive. The same is accepted in Tanzania; however the aspect of education for all is not effectively implemented despite of having policies and legal framework that advocate education for all.

The education should enhance teachers who teach children with developmental disability and also create awareness in the society to accept children with special educational needs.

Therefore there is a need to introduce comprehensive special needs education in all teacher-professional development-programs.

However, children with developmental disability need extra attention in terms of curriculum adaptation, teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting the school environment.

This study addressed the issue of children with developmental disability by examining the challenges faced by teachers who teach children with developmental disability and how they

try to overcome these challenges. There have been many problems in teaching children with developmental disability in Tanzania. Local teachers in most of the primary schools in Tanzania lack training in special needs education for children with developmental disability. Despite the “Primary Education Development Plan” (PEDP), that ensure education for all, the overall quality of primary education in Tanzania remains generally poor particularly in schools for children with developmental disability.

Many primary schools in Tanzania suffer from a shortage of teachers. The situation is worse in those schools that have special needs units. These schools have lack of trained teachers in the field of special needs education. The shortages of teachers trained on special- educational needs-professionals, as well as the lack of teaching facilities, have a negative effect on the delivery of quality education to children with developmental disability. In many schools, class sizes are too big for teachers to facilitate quality learning.

Tanzania is one of the countries which adapted the Dakar Framework which re-affirmed their commitment to achieving Education for All by the year 2015 regarding the world declaration of Education for All (EFA) that was held in Dakar, Senegal from 26th to 28th of April 2000. Children with developmental disability deserve attention in many aspects because they are suffering from limited access to information and they suffer from social stigmatization. Directly or indirectly, these factors reduce the chances of accessing social services, addressing the educational needs, need of economic growth and poverty reduction efforts (URT, 2005). Tanzania has had many setbacks in helping children with disabilities, one of them being lack of qualified Special Needs Education teachers who have knowledge and appropriate methodology on teaching children with disabilities.

1.2 Purpose, Objectives and Research questions

The general purpose of this study is to find out what challenges teachers face when teaching children with developmental disabilities. Very few studies on children with developmental disability have been conducted in Tanzania. Most of these few studies focused on secondary school level. Therefore there is a need to conduct such studies at the primary school level.

The empirical investigation is guided by the following objectives:

1. To see Teachers’ understanding of developmental disability.

2. To find out the approach and methods of teaching used by teachers when teaching children with developmental disability.
3. To see if there are common activities between a unit for children with special educational needs and ordinary classes.
4. To find out to what extent the parents of children with developmental disability collaborate with special needs education teachers.

The study is guided by the research questions listed in part 1.3.

1.3 Research questions

The main research question for this master thesis is:

What challenges do teachers face when teaching children with developmental disability and how do they overcome them?

The following sub questions are raised:

- a. *What is the teacher's understanding of developmental disability?*
- b. *What approach and methods of teaching do the teachers use to teach children with developmental disability learn?*
- c. *Are there any common activities between the unit for children with developmental disability and the ordinary school classes?*

1.4 Definition of key terms

1.4.1 Impairment

Impairment is a partial or complete loss of functions of a body part, an organ, a sensory function, and/or brain functions. The loss can be temporary or permanent. Impairments may affect sensory functions (among other hearing and vision, touch), mental functions (memory, consciousness, and cognitive abilities) and/or physical/bodily functions of the limbs or internal organs. Impairment can influence interaction, communication, movement, and/or learning processes and general behaviour in children (and adults), based on (WHO, 1980).

1.4.2 Disability

Disability is a restriction or an inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment (Barbotte, Guillemain, Chau, & Lordhandicap Group, 2001). It is important to emphasize that activities and roles that a society considers to be “normal,” depend on age, sex, as well as a number of social and cultural factors.

UN Convention on the Right of Persons with Disabilities explains a person with disability by including:

Those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (UN, 2008. Article 1).

1.4.3 Special needs education

The Education for Persons with Special Educational Needs (EPSEN) Act was passed in Dublin by the Government into law in July 2004. Special educational needs are defined in this act as:

A restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition (NCSE, 2014).

Children with special educational needs are children with a variety of different disability such as health and mental health conditions that require special intervention, services, or support. Parenting a child with special needs can be particularly challenging (Kirk, Gallagher, Coleman, & Anastasiow, 2009).

1.4.4 Inclusive education

UNESCO (2009) elaborates on what an inclusive education system should be in the following statement:

An ‘inclusive’ education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. The Conference proclaimed that: ‘regular schools with [an]inclusive

orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system' (UNESCO, 2009).

Mmbaga (2002) argues that Inclusive Education needs to be part of the whole school equal opportunity policy; in this case children with learning difficulties, girls' and boys' learning needs would be incorporated into the curriculum and the school-learning environment.

1.5 Outline of the thesis

This thesis is made up of seven chapters which consist of the Introduction, Theoretical Framework, Research Methodology, Research Findings, Discussion, Conclusion and Recommendations.

Chapter One is the introduction, which includes the background and the purpose of the study; objectives of the research and the research questions. Chapter Two presents the theoretical frame work. Chapter Three describes the methodology and different procedures the study took during data collection. In this chapter, the research design and methods of data collection (interview and observation) are discussed including sampling techniques, data analysis, validity and reliability. This chapter ends with ethical considerations in this study. In chapter Four the study results are presented. In chapter Five the study results are discussed.

Chapter six is giving a conclusion based on the findings and the discussion. In chapter seven recommendations for further work is outlined.

2 THEORETICAL FRAMEWORK

This chapter present various literature reviews that are related to the study. Since the main purpose for this study was to reveal the challenges faced by teachers when teaching children with developmental disability and how do they try to overcome these challenges. The chapter starts by reviewing the international and national declarations, policies and acts about learners with special educational needs, then some information about special needs education in Tanzania, followed by developmental disability and finally concluding with Zone of Proximal Development (ZPD) and Mediation concepts by Vygotsky and other scholars.

2.1 International declarations

Tanzania being a member of the International Community follows various UN conventions, e.g. the Universal Declaration of Human Rights (1949), The Convention on the rights of the Child (CRC) 1989, Education for All EFA 1990, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), and the Salamanca Statement and Framework for Action on Special Needs Education (1994).

2.1.1 The universal declaration of human rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10th of December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected (www.ohchr.org), accessed on 5/7/2014

2.1.2 The convention on the rights of the child

The Convention on the Rights of the Child (CRC) is the most ratified of all the United Nations Human Rights treaties. The treaty recognizes the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries. The treaty affirms and describes the fundamental human rights of all children (all human beings below the age of 18), and the governments that have ratified it

have legally agreed to fulfil its provisions. This includes the rights for education for all children. The CRC forms the most comprehensive and well-established international standard for children's rights and provides the framework for the actions of UNICEF, the UN children's agency (www.canadiancrc.com), accessed on 10/10/2014.

2.1.3 Education for all

In 1990, delegates from 155 countries, as well as representatives from some 150 governmental and non-governmental organizations, agreed at the World Conference on Education for All in Jomtien, Thailand (5th – 9th of March 1990) to make primary education accessible to all children and to massively reduce illiteracy before the end of the decade.

In June 1994 UNESCO summoned the world nations to meet in Salamanca in Spain to further the objective of Education for All. The main focus was to enhance inclusive education by enabling all children, those with Special Educational Needs in particular to access schools (World Bank 2000).

To continually take further the cause of Education for All, world nations met again in Dakar Senegal in the year 2000. In this forum nations had the opportunity to assess the achievements, lessons and failures encountered. One of the resolutions in Dakar was to ensure all children, with emphasis to the marginalized children like those with special educational needs, to have access to and complete a primary education of good quality by 2015 (UNESCO, 2000).

2.1.4 The UN standard rules on the equalization of opportunities for persons with disabilities

Among the major outcomes of the Decade of Disabled Persons was the adoption, by the General Assembly, of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities. The rules serve as an instrument for policy-making and as a basis for technical and economic cooperation. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities hold that in situations where the general education system does not adequately meet the needs of all people with disabilities, Special Education may then be considered as a solution. The quality of such

education should reflect the same standards, goals and ambitions of a general education and should be closely linked to it (WCPT, 2011).

2.2 Review of Tanzania's national policies on special needs education

Policy documents are very essential as they provide a reflection of a government's decision making process, hold governments accountable for services delivered, shape societal view points and actions and record a society's progress and change over time. Having a policy in special needs education is a significant milestone towards achieving various global initiatives to ensure equal education opportunities to people with special needs.

Tanzania has adopted, and to some extent, implemented a number of laws, policies and documents pertaining to people with special needs. The following are highlighted: These are The Constitution of the United Republic of Tanzania, Universal Primary Education in Tanzania (UPE), National Strategy for Growth and Reduction of Poverty (NSGRP), Primary Education Development Program (PEDP), and Tanzania Persons with Disability Act 2010.

2.2.1 The constitution of the united republic of Tanzania

The 1977 Tanzanian Constitution with its amendments stresses the equality and equity of all citizens. For instance, part 3 explains that every person is entitled to recognition and respect for his dignity, and all persons are equal before the law and are entitled to protection without any discrimination and with equality before the law. The constitution prohibits discrimination against people with special needs.

2.2.2 Universal primary education in Tanzania

The Universal Primary Education Policy of 1974 (UPE) emphasizes the right of all Tanzanian children to a free primary education. Schools were built in almost every village resulting in high enrolment in primary schools. This remark abled the literacy rates to reach 98% by the mid 1980's. In relation to Special Needs Education, the Universal Primary Education initiative addressed it in a general manner by the means of including learners with special needs in the general statements such as the right to education to every child of school age 7 to 12 years.

2.2.3 National strategy for growth and reduction of poverty

The National Strategy for Growth and Reduction of Poverty (NSGRP) demonstrates a remarkable policy change towards the inclusion of persons with disability in the society, and towards the improvement of services. Targets related to vulnerable groups in general, and the persons with disability in particular, are included under most subsets of the strategy, and especially under the improvement of the quality of life and social well-being. The primary enrolment goal was to increase the proportion of children with disability enrolled in, attending, and completing schools from 0.1 % in 2000 to 20 % in 2010. Principally, the policy aims at reducing inequalities across various categories (URT, 2005).

2.2.4 Primary education development program

Primary Education Development Program (PEDP) is a comprehensive plan for the development of primary education in Tanzania from 2002-2006. According to the review of PEDP, it has resulted in significant changes in the lives of thousands of children, parents and teachers across Tanzania. PEDP has been a powerful tool in developing different sectors of primary education (access to education, quality of education, capacity building, financing and governance) in the country. However, PEDP has not had any significant impact on the educational situation of children with disability and other barriers to learning. A reason for this is that disability issues (as well as issues related to non-formal education) have had a low priority in the overall development plan.

2.2.5 Tanzania persons with disability act

Tanzania Persons with Disability Act 2010 is a law enacted by Parliament in April 2010 and was assented by the President of the United Republic of Tanzania on 20th of May 2010. The Act makes provisions for health care, social support, accessibility, rehabilitation, education and vocational training, communication, employment or work protection, and the promotion of basic rights for persons with disabilities. In terms of education, the act prohibits discrimination of any kind in the provision of education at all levels. The law stipulates that, Persons with disabilities of all ages and gender shall have the same rights to education, training in inclusive settings. (Tanzania Human Rights Report 2010).

2.3 Some information about special needs education in Tanzania

Tanzania is among the countries with a high number of persons with disabilities in Africa. The Tanzania human rights report indicates that there are more than 3 million persons with disabilities in the country, which accounts for approximately 9 % of the entire population. The challenges faced by persons with disabilities are lack of equal employment opportunities, stigmatization from families and society at large, inability to obtain training or skills, improper health facilities and an unequal access to education. The level of illiteracy among person with disabilities is very high: 47.6 % compared to the rest of the population at 25.3 %

Previously, before independence, special needs education in Tanzania was largely a practice by religious organizations (URT, 2008). The Anglican Church in 1950 established the first school for children with visual impairment. Later followed by that of the Roman Catholic Church in 1963 when they started a school for children with hearing impairment (Danda, 2009). After independence the government put much effort to educate its citizens.

Immediately after independence there was no specific policy to deal with special needs education. Their question was enshrined in the general documents that were meant to deal with the general population (Tungaraza, 1994., Aldersey and Turnbull, 2011). For example the constitution, with its various amendments, delineate that all human beings are equal and are entitled to equal rights. It further prohibits discrimination against people with special needs (URT 2000). However, as time passed the trend tends to be accelerating towards more specific documents

In 2004, for the first time in the history, Tanzania issued the National Policy on Disability. The Policy emphasizes basic education for all children and that priority is to be given to those with special needs. It further acknowledged the deplorable conditions that prevail in Special Needs Education and others services for people with special needs.

Some of problems facing Special Needs Education are a lack of enough Special Needs Education teachers. Kapinga (2012) argues that this problem is caused by the Government's lenient measure to train them. He also points out that even though the Tanzania Primary Education Development Program held from 2002 to 2006 changed many aspects in primary education, it still ignored the question of special needs education teachers.

2.4 Developmental disability

The term developmental disability was essentially created by the 91st United States Congress in 1970 (Parette & Peterson, 2008). Before developmental disability there was many terms used, which are no longer used today. For this study the term Developmental Disability will be used.

Developmental Disability is also referred to as Intellectual Disability. The American Association on Intellectual and Developmental Disabilities (AAIDD) uses the following definition:

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. This disability originates before the age of 18. (<http://www.aaidd.org>, accessed 20.6.2014). Developmental disability reflects the fit between the capabilities of individual and the structure and expectations of their environments.

2.4.1 Causes of developmental disability

Developmental disability is caused by many different kinds of trauma to the developing brain and nervous system. In many cases it is difficult to pinpoint the exact cause of the damage or time when it occurred. Thus according to <http://www.altaregional.org> (accessed 4.7.2014), the possible causes of developmental disability:

- Brain injury or infection before, during or after birth.
- Growth or nutrition problems.
- Abnormalities of chromosomes and genes.
- Babies born long before the expected birth date - also called extreme prematurity.
- Poor diet and health care.
- Drug misuse during pregnancy, including excessive alcohol intake and smoking.
- Child abuse can also have a severe effect on the development of a child, specifically the socio-emotional development.

2.5 Zone of proximal development and mediation

The Zone of proximal development (ZPD) concept used by Vygotsky appeared to focus more on the type of interaction that involve schooling and academic learning. His perspective seems to insist on the ideal role of the teacher in providing scaffolding as a means to assist learners on tasks within their zone of proximal development. When a learner cannot accomplish a given task but that task is within the learner's ZPD, using the right tools and appropriate assistance the learner may be able to accomplish the task. This assistance is also known as scaffolding. Scaffolding is a temporary support that parents or teachers can give to a child to assist him/her to accomplish the task. After mastering the task, scaffolding will be gradually removed and the learner will be able to complete the task on his/her own. (Vygotsky, 1978; Papalia. et al, 1998).

According to Brown, et al. (1993. p.191) ZPD can include people, adults and children, with various degrees of expertise, but can also include artefacts such as books, videos, wall displays, scientific equipment, and a computer environment intended to support intentional learning.

Beside Vygotsky (1978) believing that human development is a result of interaction between people and their environment, he also added that these interactions are not limited to people only but also to mediation tools or artefacts, such as language and teaching material (various signs, and symbols).

According to Feuerstein & Rand (1974), a Child cognitive development can be modified through the help of mediation. According Wertsch (2007), mediation is Vygotsky central theme in his most writings. Mediation relates to important people in the learners lives (Vygotsky,1978). They are people who can select, organise and present the information and/or tasks they consider to be most appropriate for the child and bring the child a step further. (Gage and Berliner, 1998; Papalia. et al, 1998).

Daniels, (2007) and Thompson, (2012a & b), point out some of various forms of mediation that effect progress within a ZPD as follows:

1. *Direct instruction from a teacher or more capable peer. While initially didactic, the instructive voice can be internalized by the learner as part of his or her own inner speech.*
2. *Modelling of a behaviour or task by an expert that the learner initially imitates and ultimately internalizes and appropriates.*
3. *Feedback, either oral or written, that offers guidance on performance.*

4. *Questioning to assess or assist performance.*
5. *Reassurance and reinforcement of partially understood concepts.*
6. *Redirection or recursion through the learning process.*
7. *Joint exploration of meaning between teacher and pupils.*
8. *Peer collaboration involving critical thinking, problem-solving, or making decisions*
9. *Scaffolding of a task, or of part of a task, by the teacher in order to provide a constructive framework for the learner's developing mental processes.*
10. *Cognitive restructuring whereby perception, memory, and action are re-evaluated and re-ordered. The internalization of this structure becomes part of the learner's inner self-regulating voice.*

For this study the mediator is a special needs education teacher who uses tools such as language and teaching material to help the child to discover and learn. The whole process of mediation by the teacher is based on her/his interactions with learners. It will be important to consider the following: Teacher and learner interaction and teacher's presentation of teaching materials as mediation tools. The teacher is in between the learner and the teaching material. Therefore being a mediator will depend upon how a teacher integrates his/her learners with the learner former knowledge and the teaching material so that the learner can acquire new knowledge.

3 RESEARCH METHODOLOGY

This chapter describes the procedures and methodology used in collecting and analysing data. The aspects discussed here include a description of the study area, the research approach, the design of the study, selection or sampling of informants and the methods of data collection. The chapter also describes the way for data analysis and issues of ethical considerations. Finally chapter concludes with the limitations of the study.

3.1 Description of the study area

This study was carried out in Tanzania; two primary schools with a unit for children with special educational needs were selected in this study. A total of four special needs education teachers were selected two teachers from each school. Also two parents from each school were selected. The two schools are located in the same region in Tanzania and are found in the urban area in Tanzania.

3.2 Research design

This study used a qualitative research design. The main objective was to find the challenges faced by teachers when teaching children with developmental disability and how they try to overcome them. Qualitative research approach can provide answers to the questions of who, what, when, where, and how – relevant to a particular research problem.

In broad terms, qualitative research is an approach that allows you to examine peoples' experience in detail by using a specific set of research methods such as in - depth interviews, focus group discussion, observation, content analysis, visual methods, and life histories or biographies (Bailey, Hennink and Hutter, 2011, p. 9).

Qualitative approach was suitable for this study because of a need to understand social problems from multiple perspectives; qualitative research has the benefit of providing rich data on real life situations, especially on those concerning people. Moreover, qualitative approach allows research to be conducted in a natural setting and involves a process of building a complex and holistic picture of the situation of interest (Nicholas, 2006). The natural setting in this case was a classroom where the teaching process occurred. Special needs education teachers were observed in their classes to see how they teach learners with

developmental disability, what challenges they faced, and how they tried to overcome these challenges.

Since people have different ways of seeing and perceiving the world (Creswell, 2009), it was necessary to get different points of view from the teachers regarding challenges they faced and how they tried to overcome them.

In order to get information from the special needs education teachers, a descriptive research design was used to provide answers to the questions associated with a particular research problem.

Since descriptive research is primarily concerned with finding out what is in the field, it used this study as a suitable way to gather vital information regarding the current status of the problem which was the challenges faced by teachers when teaching learners with developmental disability and how they try to overcome these challenges. This design greatly helped me to increase the knowledge about the challenges faced by teachers.

3.3 Sampling and sampling procedure

3.3.1 The target group

The target group refers to a group of individuals who have some common characteristics that are of interest to the researcher (Kahn and Best, 2006). The target group of this study consists of primary school special needs education teachers from two different schools located in the same town. In order to get rich information related to the research questions, four special needs teachers were selected, and each school was represented by two teachers. Also the parents were other target groups who were selected by the head of a unit for children with special education needs from each primary school.

3.3.2 Criteria for choosing the schools

My home town Mogoro in Tanzania was chosen for the study. This area had only two schools that had a unit for children with special educational needs. Therefore these two schools were chosen. Using these two schools with a total of three classes with children with developmental disability was considered sufficient to perform the study adequately.

3.3.3 Criteria for choosing the informants

As the main research question states, the main target was special needs education teachers, and not regular teachers. Therefore the one criterion of choosing informants was based on the fact that only special needs education teachers were wanted for the interview. Another criterion for choosing the informants was the number of years a special needs education teacher had been teaching children with developmental disability. For this study it was decided that the special needs teachers, who had been working with children with developmental disability for many years, were a good choice to answer the research questions.

A total of four teachers from two different primary schools were interviewed. The two schools are represented by letter A and B. The teachers are represented by teacher A1, A2, B1 and B2. The reason for this representation instead of real names is due to ethical considerations, which correspond to the rules of conduct in research (Holloway, 1997).

3.3.4 Sampling process

Sampling is a process of selecting just a small group of people as representatives from a large group called the population (Nicholas, 2006). In this study, purposive sampling was used; and the informants were selected for a good reason tied to the purposes of the topic. Thus according to Patton (1990), purposeful sampling refers to a procedure in qualitative study whereby informants are selected because of some characteristic. In this regard, only special needs teachers were key informants thus leaving out the regular teachers.

3.4 Methods of data collection

Data are the raw materials of research that need to use the most effective and appropriate data collection methods (Nicholas, 2006). Therefore; this study used semi-structured interview as the main method and informal observation of children and informal talks with the parents as supplementary methods. Below is the detailed description of each method starting with interview, observation, and informal talks with parents of the children with developmental disability.

3.4.1 Semi-structured interview

To allow collection of detailed information from the teachers about how they teach students with developmental disability and the challenges faced by teachers in the two schools, interview method was seen suitable. Interview is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Bailey, Hennink and Hutter, 2011). It allows respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about a problem in question through the use of probing questions.

The purpose of the interviews was to obtain description of the lived world of the interviewees with respect to the interpretations of the meaning of the described problem (Kvale, 2009). With semi-structured interview method, it was possible to ask follow-up questions in order to get richer information. Informants were available to clarify immediate concerns and unclear statements (Gall, Gall & Borg, 2007). Also through the establishment of trust and rapport with the informants, a researcher is likely to get more information by using semi-structure interview compared to other methods of data collection. Therefore interactions were made possible before the interview session to build trust and rapport with the informants.

An interview was carried out with every teacher selected to participate in the study. The time arranged for an interview was approximately 45 minutes for every teacher. The interview questions were formulated on the basis of the main research questions and sub questions.

The research questions were translated from English to Swahili, the national language of Tanzania, and the medium of instruction in all primary schools. For this reason, all respondents were interviewed in Swahili for better communication between the interviewer and the interviewees.

The interview sessions were as follows: Teachers A1 and A2 were interviewed first. For teacher A1, the interview took place in the morning before the students came to school, and for teacher A2, the interview was done after the students had gone home. Teacher B1 was interviewed while the students were out for break. The interview with teacher B2 was done during class hours.

After getting permission from all four informants, an audio-tape recorder was used in order to maintain the original data. The audio recording provides a complete verbal record, it can be studied much more thoroughly, and it speeds up the interview process (Gall, Gall and Borg, 2007). Audio recording was especially important because the interviews were in Swahili and I

had to translate them into English. One of the disadvantages of the interview method is that if it is a large number of participants it can be time consuming (Ary, Jacobs & Sorensen, 2010).

3.4.2 Observations

Observation was used as a support method to the interviews with the aim of gaining clarity or understanding the problems in detail. The act of observation may sound simple but in reality it involves multiple tasks of work to be done during data collection. Therefore it can be defined in the following way:

Observation is a research method that enables researches to systematically observe and record people's behaviour, actions and interactions. The method also allows researchers to obtain a detailed description of social settings or events in order to situate people's behaviour within their own socio - cultural context (Bailey, Hennink and Hutter, 2011, p.170).

With observation, the observer looks at people in their natural settings (Holloway, 1997). Observation is a first-hand experience, the observer records information as it is revealed. Some characteristic aspects can be noticed during observation that might be useful in exploring the topics. Observation also provides important additional source of data for verifying, clarifying and expanding the information obtained by other methods such as interviews (Bailey, Hennink and Hutter, 2011).

One of the limitations of observation is that participants might act differently knowing that they are being observed, thus this could lead to a lack of important information needed as respondents act differently with the observer around (Creswell, 2003).

This study used a non-participant observation-approach, which refers to conducting an observation without participating in the activities that you are observing (Leavy and Biber, 2011). In this study several observations were conducted. Observations were carried out in classrooms that had learners with developmental disability. In school B I also made observation in a class where there were two learners with developmental disability mixed with ordinary students . The focus of observation in the classrooms in the two schools was as follows:

1. Teacher-learner interaction: here the main focus was to see how the teachers interacted with each other as well as with the students with developmental disabilities during teaching.

2. Learner-learner interaction: here the focus was the interaction between students involving those with developmental disabilities in the schools.
3. Teacher's presentation of teaching materials: the focus was on how the teacher was able to manage the teaching material in relation to the children with developmental disabilities.
4. Possible challenges encountered by teachers when teaching students with developmental disabilities.

The second group of observations was made during break time when students had break consisting of 40 minutes. Again the study used non-participation observation approach during this time and the focus was to see the interaction between students with developmental disabilities and ordinary students during class or break. For instance, it was to observe if there were any common sports or games shared between the students during this recess time. The observations in both schools were carried out at different times according to the teachers' preferences.

3.4.3 Informal talks with the parents

Informal talks were also done with two parents who had children with developmental disability. There was not any interview guide questions made for the parents, only general question were asked such as the history of a child, challenges faced by parents and any information they wanted to share. The heads of units for children with special educational needs were responsible to choose the parents to talk with. The heads of units for children with special education needs knew the parents very well thus it was easy for them to contact the parents and ask for a short informal talk with the interviewer. For ethical considerations including informed consent see 3.8.

3.5 Pilot study

A pilot study was planned and it was conducted before starting the collection of data. This helps the researcher to review and to restructure the tools for data collection in order to obtain information that focuses on the research questions and to develop a deeper understanding of the situation to be studied. Researchers must practice the tools for data collection that they will use in carrying out their studies before conducting the actual research to help them be

acquainted with these tools before conducting the research also themselves as researchers (Drew, Hardman and Hosp, 2008)

A pilot study was done by interviewing two special needs education teachers in Norway. The interview guide questions (Appendix 1) were in English. Further correction was made to the interview guide questions after the pilot study. Lastly the English interview-guide questions were translated to Swahili due to the fact that the means of communication in Tanzania is Swahili.

3.6 Data analysis

Data analysis is the practice of extracting useful information from raw data. Data analysis is the process of organising the data collected for example into categories (Kothari, 2008). Data analysis is important for interpreting these raw data, in order to obtain the meaning and pattern from data (Bell, 2005). Data analysis in qualitative studies should begin immediately after the first data collection process to discover if there is any information that is necessary or missing. In this study the preliminary data analysis was done after every interview to check if there was any information necessary for the study that was missing. When the process of data collection was over, the raw data were transcribed. Transcription is the process of transforming interview notes and audio recording into texts (Johnson and Christiansen, 2012). The data collected were transcribed from Swahili to English. Afterwards, thematic analysis was used to organize the transcribed data. Thematic organization and analysis is the process that identifies analyses and reports the occurrence of themes in the data collected from the research areas. According to Braun & Clarke (2006), thematic analysis follows six basic steps. These steps are summarized in table 1.

Table 1. Six basic steps of thematic data analysis (Braun & Clarke 2006).

Step	Description
1. Familiarizing with the data through thoroughly reading the transcriptions.	This helps the researcher to have in mind what exactly is in the data.
2. Generation of initial codes.	Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.
3. Searching for themes.	Related codes are organized under different themes.
4. Reviewing the themes.	The themes developed are reviewed for their relevance and legitimacy of being called themes.
5. Defining and naming themes developed.	Defining the overall content of the themes and the message it carries in it before producing a report
6. Producing a report.	Researcher is already satisfied with the themes developed.

The interview and observation of each participant were checked and presented in relation to the research questions. In reporting the information collected, some direct quotations were used. Reporting direct statements from research participants is important, because it helps to maintain the originality of data collected (Cohen, Manion and Morrison, (2007). Also, researchers' views based on the informants' answers were given backed up by literatures reviewed.

3.7 Ensuring reliability and validity of data

3.7.1 Validity and reliability

Validity and reliability are concepts in research that ensure the quality of the study. Validity refers to a process whereby the researcher earns the confidence of the reader that he or she "has got it right" (Leavy and Biber, 2011). According to Guba and Lincoln (1994), cited in Leavy and Biber (2011 p. 48):

The basic issue in relation to trustworthiness is simple: how can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying

attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue?

In other words validity considers what it intends to investigate. This is to explain if the findings are meaningful, relevant, and true to the research questions (Gall, Gall and Borg, 2007).

Reliability, on the other hand, is defined as the consistency of a data collection tool in obtaining the same answers when the research is repeatedly done (Gall, Gall and Borg, 2007). Others explain that the goal of reliability is to minimize error and bias in a study (Yin, 2011). Neuman (2003) focuses on the issue of reliability in terms of gathering data from observations of individuals or events within a field setting. Generally it seeks to ascertain the following issues: Is the gathered data reasonable? Does it fit together? Does your data add up? Is there any consistency in your observations "over time and in different social contexts?" Neuman (2003) notes cited in Leavy and Biber (2011 p. 53) :

Reliability in field research depends on a researcher's insight, awareness, suspicious, and questions. He or she looks at members and events from different angles (legal, economic, political) and mentally asks questions.

3.7.2 Securing validity and reliability

This study made an account on all issues related to validity and reliability. During the preparation of the interview guide, which was used in the study, the questions were discussed. A pilot study was carried out to see if the questions were reasonable, useful and easily comprehended to the interviewees and the use of Swahili language in collecting because this is the language well understood by the informants. The translation from English to Swahili was checked by a language professional. The fact that the researcher was acquainted with the field and culture where the research was conducted also added to the validity and reliability.

3.8 Ethical consideration

Ethical consideration is part of the research works, and cannot be avoided (Bryman, 2004). Informants were ensured their protection from harm, exposure and anonymity. Ethical guidelines and legal rules should be considered by the researcher (Holloway, 1997).

According to Bailey, Hennink and Hutter and (2011), ethical issues have the following considerations:

1. *Informed consent.* Individual should be provided with sufficient information about the research, in a format that is comprehensible to them, and make a voluntary decision to participate in a research study.
2. *Self-determination.* Individuals have the right to determine their own participation in research, including the right to refuse participation and also pull out at any time.
3. *Minimization of harm.* Researchers should not do any harm to participants or put them at risk.
4. *Anonymity.* Researchers should protect the identity of research participants at all times.
5. *Confidentiality.* Researches should ensure that all data records are kept confidential at all times.

From considerations above, the study was granted permission from the Department of Special Needs Education, Faculty of Educational at University of Oslo by allowing the study to be carried out in Tanzania. Permission was granted by the Norwegian Social Science Data Services (NSD) after checking the above mentioned considerations. In Tanzania permission from regional and district officers were given allowing the data to be collected in the two schools. The respondents were informed before the collection of the data through the use of permission letters contained important information about this particular research, and the importance of their participation in the study. The aim was to seek their consent, ensure voluntary participation and provision of information, as well as giving them free room to withdraw from the research participation any time they wished. Furthermore, the schools and participants in the entire study are kept anonymous. Additionally, the data collected from the respondents were kept confidential and erased after its use.

3.9 Limitations

Some factors were found to limit the study. One of them was the availability of Special Needs Education teachers. Getting teachers who are qualified as special needs education teachers in school A to participate in the study was a bit challenging because all the teachers in school A were regular teachers before who later attended a three month crash program to learn the basic about special needs education. This was observed by the way they answered the interview

questions. Special needs education teachers in school B had a wide knowledge about Special Needs Education compared to teachers in school A. The study was conducted only in one of the regions in Tanzania, and it was confined to a small area where school A and B are located. Selection was based on the presence of learners with developmental disability in these two primary schools.

4 RESEARCH FINDINGS

This chapter presents the research findings as summarized after data collected. The general purpose of this study was to find out what challenges do teachers face when teaching children with developmental disability and how do they try to overcome these challenges? The study was guided by the following research questions:

- a) The teachers' understanding of developmental disability.
- b) The methodology and approaches used by the teachers to teach children with developmental disability.
- c) What challenges do teachers face when teaching children with developmental disability and how do they overcome them?
- d) Are there any common activities between the special educational needs unit and the rest of the school?

From the above research questions the following themes were developed:

1. Knowledge about developmental disability.
2. Teaching approaches and methodology.
3. Challenges faced by teachers when teaching children with developmental disability.
 - a. Teaching material.
 - b. Lack of teacher trained in special needs education.
 - c. Lack of enough classes and poor learning environments.
 - d. Curriculum structure.
 - e. Acceptance in the society.
 - f. Motivation and poor salary.
 - g. Expectations from parents.
 - h. How they overcome some of the challenges.
4. Common activities between a unit for children with special education needs and the ordinary school.
 - a. Coordination between special needs education teachers and regular teachers.
 - b. Common activities between learners with developmental disability and ordinary learners.
5. Coordination between parents and special needs education teachers
6. Other additional opinions.

The four informants are special needs education teachers who teach in two primary schools with a unit for children with special education needs. Hereby the findings are presented separately for each teacher who was selected and agreed to participate. The anonymity of the respondents in school A and B is ensured by the use of numbers: A1, A2, B1 and B2 respectively.

4.1 Background information about the teachers

4.1.1 Teacher A1 - school A

Teacher A1, 37 years old, has a certificate in teacher education - Grade IIIA. She has four years of teaching experience in ordinary school and later changed to teach children with developmental disability. She took a short course in special needs education to equip her to work with children who need special care. She took this job because she wanted to help the children with developmental disability; she sees that many of them are just home where they do not learn anything, and have been mistreated by some members of the family.

4.1.2 Teacher A2 - school A

Teacher A2 53 years old was an ordinary teacher and later went for a short course on special needs education. The course conducted by the Ministry of Education (MOEC) she learned the basics about special needs children. She has been working at the special needs unit for 7 years; she likes children with developmental disability because as she said: *“they have special love”*. She is one of the first teachers at school A to start a special needs unit with a few students in 2005 after completing her short course.

4.1.3 Teacher B1 - school B

Teacher B1, 44 years old, has a certificate in regular teacher education. In addition, he has a diploma in special needs education. He has nine years of experience teaching children with special educational needs. He chose this job because one of his relatives has developmental disability, for this reason, he was very much interested to know how he can help him to learn. B1 is the head of a unit that comprises of 3 teachers; all three are qualified special needs teachers.

4.1.4 Teacher B2 - school B

Teacher B2, 28 years old, attended a Special Needs Education programme at Patandi College. She has three years' experience teaching children with developmental disability; she is specialized in sign language. She took this job because she wanted to help people with disability in the country. She grew up in the village and here she saw how people with disability were deprived by not attending school; she added that many were left in the street to wander around. Ordinary children made fun of them by throwing stones at them and calling them "tahirra", which is a derogatory word meaning insane. She wanted to change people's perceptions about people with disability.

4.2 Teachers knowledge about developmental disability

4.2.1 Teacher A1

When responding to this interview question teacher A1 answered by saying that:

I think developmental disability is the outcome of epilepsy if this continues for a long time the brain can be damaged; many children in this class have epilepsy. That is why they are mentally handicapped.

According to her, children with developmental disability are those children who are mentally handicapped. She said that many children are born normal but later due to epilepsy the brain is damaged leading to mental disability. She explained that all children with developmental disability are given equal opportunity as ordinary students to attend ordinary classes, but for the moment there are no children with developmental disability included in the ordinary classroom due to their low ability in learning, but they expect maybe one of their students can go to an ordinary class later this year.

4.2.2 Teacher A2

When asked this question, teacher A2 had the following explanation.

Many children with developmental disability are born this way; they cannot perform as an ordinary person. They have limited ability to learn or live an independent life thus some for the rest of their life will need support in many aspects.

According to her explanation, she understood children with developmental disability as having limitations in learning ability compared to ordinary children thus making some of them dependent for the rest of their lives.

4.2.3 Teacher B1

Regarding this question, teacher B1 elaborated that developmental disability may be caused by many situations, accidents, problems during birth, cerebral malaria, and genetic disorders.

In our society especially in villages people believe in witchcrafts, meaning that if somebody has a child with Down's Syndrome it is because she has been bewitched. As a special need teacher I need to educate the society about this because many people do not understand.

He concludes that neither of the parents should blame one another for having a child who has a developmental disability. He adds that the good solution to this is to find how to help a child to manage the basics of everyday life.

4.2.4 Teacher B2

Developmental disability according to her means delays in child cognitive development due to several reasons, during birth, due to epilepsy, and genetic disorders. She gave an example of a child with Down's syndrome, saying that his cognitive development is slow compared to an ordinary child. For instance the development of speech of the two children is very different in many ways.

4.3 Teaching approaches and methods used by teachers

4.3.1 Teacher A1

A1 started by saying the following:

This is a serious problem we face when teaching, our teaching materials are made locally thus the methods and approaches are difficult when you have unclear teaching material. As a teacher I always struggle with my teaching methods. But some of the methods and approaches I use are involvement of parents and guardians regarding their children's progress, use of peers in the classroom, participatory method in small groups, picture drawings, and approaches of using positive reinforcement.

For A1 good teaching approaches and methods are those that make students enjoy the teaching and learning process.

4.3.2 Teacher A2

Teacher A2 answered this question by pointing out that the approaches and methods differ from one teacher to another depending on the subject.

I normally use teaching methods that help me to get the attention of my students. I use pictures; I divide my students into small groups, I use the reinforcement approach, I use physical material that my students can see and feel, and I also use the approach of including parents.

A2 concluded that a combination of teaching approaches and methods might be used in different contexts and for different purposes. For example children with speech and language communication issues, the approaches and methods will be different from those having behaviour, emotional and social developmental problems.

4.3.3 Teacher B1

With regard to teaching methods and approaches, teacher B1 pointed out how he manages the teaching and learning process in the classroom. The below is the elaboration of the approaches and methods he uses.

I use methods such as role-plays, songs, and pictures. Some of the approaches we use are such as team teaching, reinforcement in a positive way, and including the parents of whatever is happening at school regarding the children.

We constantly use the small groups when teaching; dividing students according to their ability of learning. Lastly we also use some sign language to some of our pupils who are not able to communicate verbally but they understand everything you tell them.

4.3.4 Teacher B2

B2 explained that she uses different methods and approaches during the teaching and learning process.

I normally use songs to motivate certain learning outcomes, use role-play which is more liked by my students, use pictures, for instance for matching items, and I use also story-telling, reflecting, for example, how to clean their body. For the approaches I divide the class into small groups to work together depending on the ability to learn, we use team teaching approach sometimes when necessary, I use positive reinforcement if a child has answered correctly as a means to motivate him or her.

This can be by saying "very good" or by the whole class clapping hands for the one who did well in the class. Lastly we use the approach of including the parents and guardians, by doing this parents and guardian can help us if there is any skill we want a child to learn while at home.

B2 concluded that all the teaching methods mentioned depend on the teaching material used by the teacher. She also added that she uses these methods and approaches because that is how she was taught at college.

4.4 Challenges faced by the teachers

4.4.1 Teacher A1

a) Challenges related to teaching material

When explaining about this challenge, teacher A1 had the following to say regarding teaching materials.

If you do not have proper teaching materials, the teaching and learning is very difficult. We need things like books, nice blackboards, and different good drawings to help the students; chalk and dust boards. The problem is where do we get them? We cannot wait for the Government to support us always.

She said that as a teacher, one should be creative and find his or her own methods to help the students in class with teaching materials. She concluded by saying that small things such as nice blackboards for writing, pictures of different drawings, chalk, and dust boards present a challenge for them since they have to wait for the support from the Government and it takes time to obtain it.

b) Lack of special needs teachers

Responding to this challenge, teacher A1 was very disappointed that potential teachers do not want to specialize in Special Needs Education.

This is a big problem in the country; we do not have enough special needs teachers to teach in special schools. This is not a problem with regular teachers in ordinary classes.

A1 explained that Tanzania has few colleges teaching special needs education compared to regular teacher education colleges. Few teachers complete special needs education every year and only a few decide to teach children with special educational need. She concluded by

saying that the Government should look into this problem because many special needs education teachers use their specialization as a stepping stone to get other jobs which are not related to their profession.

c) Lack of enough classrooms and poor learning environment

Addressing this challenge, teacher A1 had stated the following regarding the lack of classrooms:

We have only one classroom, the same room acts as our office, our store to keep things, our eating room, and our learning space.

Children with developmental disability need enough space to do many activities; she explained that students with developmental disabilities have different individual requirements in order to learn. Therefore she insisted that dividing students into groups according to their ability was crucial. In order to do this they needed an extra classroom rather than mixing all the children in the same classroom.

In addition, according to A1, a good classroom environment is an important factor for children with developmental disability when it comes to learning.

The room does not have ceiling boards, children do not have enough desks, some sit down, the windows are wide open without any soundproofing, and there are no picture drawings on the wall for learning purposes.

A1 said that the learning environment does not attract a student's attention to learn properly. She insisted that these types of environments are not even good for a teacher to promote the teaching and learning process; she concluded by saying that learners with special education needs need a class where they can feel safe and happy.

d) Curriculum structure

A1 disagreed with a top-down structure of the curriculum.

We cannot change much in the curriculum than following what it states to do. Sometimes it is hard to follow the curriculum because children want to do something else.

A1 concluded that the curriculum should be flexible for the purpose of teaching those children who might not be interested in learning what is stated in the curriculum.

e) Acceptance in the society

With this challenge, teacher A1 was disappointed with how the society treats children with developmental disability.

No one is perfect in this world, and for this reason, I do not understand why some people in the society mistreat these children. They are humans like you and me and due to this fact they deserve to be treated right, making fun of them and calling them all sorts of negative names is against human rights.

A1 concluded that people should accept these children as members of society. She added that they are not handicapped as people often call them; they are capable in doing something more productive in the community.

f) Expectations from the Parents

On this topic, the teacher blamed the parents for expecting rapid changes after their children start school.

Children with developmental disability cannot progress the same way as ordinary children. They need time to learn and to practice; every child in the class has his or her own difficulties in learning. Their learning capability is much different from ordinary pupils.

A1 said that parents expect to see their child to be able to read and write within a very short time. She said that reading and writing takes time for children with developmental disability and it depends on the ability of the individual child. She concluded by saying that if a child starts school and after some years she or he is able to learn the basics in everyday life, such as hygiene, that can be more important than just reading and writing.

g) Motivation for teachers and poor salary

For A1 this was one of the biggest challenges:

Teaching is a hard job to do; it is funny enough that it is one of the lowest paid jobs in this country. If I am not happy then my students will be affected because my mind will be focused on my situation rather than on them. I have to look to other means to earn money for living rather than waiting for a low salary at the end of the month.

She ended by saying that her daily needs depend on that salary, and with such a low salary, life is difficult and this affects her teaching.

4.4.2 Teacher A2

a) Teaching material

A2 described this challenge as one of the biggest problems when teaching children with developmental disability.

We normally use the locally made teaching materials that are found within our local environments. The nice teaching materials are very expensive to buy. Pupils need to have good and big pictures, books, audio and video teaching aids, and much variety of toys to play with. The local made teaching materials are sometimes less attractive to pupils even though we still use them a lot.

A2 said the Government does not give any support to buy the teaching materials needed; she ended by insisting that they will continue to use the local teaching materials so as to help their children.

b) Lack of special needs education teachers

A2 explains that this is a national problem because many special schools lack special needs education teachers.

Not only special needs teachers, but even regular teachers are lacking in the demanding schools. Special needs teachers are much more badly lacking compared to regular teachers. The working conditions for the teachers are very bad that is why many qualified teachers run away from this profession.

A2 explained that the Government needs to change its policies, otherwise teachers will keep avoiding the profession; the Government should raise the teacher salaries and give allowances.

c) Lack of classrooms and poor learning environments

She described that good classrooms are very important for children with a developmental disability. She added that this is a place to make them feel safe.

Look, we only have one class room to use and it is a small room. It is not easy for children to move around freely. Tell me how can I divide my students in this class? We cannot even have role plays inside this class, it is very small. Ordinary classes do not have this problem.

She explains that children with developmental disability need to have good classrooms that are big enough for them to move around while doing various activities.

Regarding the class environment A2 had the following to say:

We have few desks, some students sit on the floor. The blackboards are bad, the windows are wide open without any noise protection, and we do not have ceiling boards meaning when the sun is hot, it is difficult for the students and for the teachers also.

A2 blamed the corrupt system of the country as she indicated that this would not be a big problem if the people concerned in the system could be held responsible to maintain the classroom environments for children with developmental disability.

d) Curriculum structure

A2 explained that the curriculum is prepared by the Ministry of Education whereas teachers have nothing to say than following what is been written.

The curriculum should be flexible to meet the demands of our students. In my opinion teachers should be allowed to change a bit because sometimes when we follow the curriculum it does not work out.

She concluded by suggesting that those responsible for developing the curriculum should give teachers some room to try out some things that are not in the curriculum for the interest of the children.

e) Acceptance in the society

A2 explains that many people do not accept children with developmental disability because they are not capable of doing any economic activity.

For some people it is a big shame in the family to have someone with a disability. Many tend to hide their children inside their homes.

She concludes that the society should accept them because they have the right to live like any other ordinary person.

f) Expectation from parents

A2 blamed the parents and guardians who take care of children with developmental disability for having overly high expectations.

It takes time before a child with developmental disability learns a certain activity; we need to work together with the parents and guardians to get the results. I help a child at school, but after school the parents or guardians have to take the responsibility to help their children.

She agreed that parents and guardians have the right to look forward to their children learning and progressing, but they need to be patient because changes with these children usually take a long time.

g) Motivation for teachers and poor salary

A2 does not see why the Government cannot solve this serious problem. The informant gave this statement:

The Government is wasting many millions in doing unnecessary things without taking our issue so seriously. Teachers have been complaining about this issue for many years. Do you think I can work happily? I am affected and my students are affected too.

A2 concluded that instead of focusing on teaching her pupils, she sometimes tries to find any extra job to help her survive.

4.4.3 Teacher B1

a) Teaching materials

B1 stated that with good teaching materials a teacher is able to deliver the intended learning outcome to his/her learners

Since we have a low budget from the Government we use only local made teaching materials. We cannot provide good teaching materials such as computers, video and audio systems. When we use the locally made teaching materials, some of the children do not show any interest in learning.

He concluded that teaching materials are one of the most important things a teacher needs to consider before entering a class especially for children with developmental disability

b) Lack of special needs education teachers

Teacher B1 explained that this problem was not only facing special needs education teachers but also regular teachers.

The Government should act on this issue otherwise this problem will not be eliminated - there will always be a shortage of teachers in schools.

The only way to make sure that many special needs units have qualified special needs teachers is by the Government improving the poor working conditions of the teachers in schools.

c) Lack of classrooms and poor learning environments

B1 elaborated that they have only one classroom for teaching.

This school used to be a middle school during the colonial era. It has existed since 1961; the Government has not done much with the special needs unit compared to the ordinary classes. The classroom is very small; my pupils need space to move around.

With such a small classroom, teacher B1 argues that some activities are limited, for example role-plays.

By learning environments, teacher B1 meant that the desks, blackboard, windows, the floor, and ceiling boards are not good at all.

The whole classroom environment is not good for the teaching and learning process, especially teaching children with such special needs.

B1 concluded that the classroom environment should be in a good condition all of the time. He added that most of the special needs unit lack good classrooms that motivate the teaching and learning process to take place.

d) Curriculum structure

Teacher B1 was against the way the curriculum was organized by the Ministry of Education:

We are at the bottom and there is nothing we can do to change the curriculum, the policy makers are not here when we face challenges with the children. The curriculum for our pupils should be flexible thus giving us chance to make an individual plan for every child in the unit depending on their ability.

Beside this, teacher B1 concluded that the curriculum should be a bottom-up structure, meaning that the policy makers should get ideas from the teachers regarding what a curriculum should contain because the teachers are the ones working directly with the children, and thus they understand them better than policy makers.

e) Acceptance by the society

Teacher B1 blames the society for segregating children with developmental disability.

Many people in our society do not want to associate with children with disability; they consider them hopeless individuals who have no contribution to make to the community. The whole society should bear in mind that they are human beings just like any other ordinary person who needs our help in many ways. For example they have right to work, to school, and to recreation, as ordinary people do, they should not be segregated because of their disability.

B1 concluded that it was time that the society learned to accept that children with special educational needs can be useful in many ways once properly guided.

f) Motivation for teachers and poor salary

Teacher B1 explained that this has been a major problem, as teaching is one of the lowest paid jobs in Tanzania.

The Government should see the reality that we have been underpaid for a very long time. We have bills to pay, children to take care of, and food to buy. I am teaching with all my heart but to a large extent I am not satisfied with the Government's way of handling the matter.

B1 concluded that there will always be a shortage of teachers if no action is taken regarding raising the salaries of teachers.

g) Expectations from parents

B1 encourages parents and guardians of the children to be more patient.

Parents and guardians have to accept their children the way they are and give teachers time to work with their children and see what they can achieve.

B1 explains that their learning ability is very different from ordinary children. Instead of focusing only on reading and writing, parents and guardians should also practice the simple things that a child is able to learn at school and be proud of small steps as well.

4.4.4 Teacher B2

a) Teaching materials

B2 stated that when teaching materials are well prepared, the teaching and learning process is made easier for both the teacher and the children with developmental disability.

This is a challenge for me because I want to use modern teaching materials such as projectors, TV, and audio. Most of the time I use local made teaching materials, which sometimes do not attract my students. We do not get any budget from the Government to buy teaching materials, thus the only way to support my pupils is to use the local teaching materials found in our area.

B2 continued to say that it would be nice to teach simple games using a computer. She concluded that with good planning, the Government and society at large could manage to

provide the necessary teaching materials for children with developmental disability in the country.

b) Lack of special needs education teachers

B2 explained that Tanzania has few colleges to cover the need of special needs schools all over the country. Many teaching colleges offer ordinary teacher education and not special needs education.

Tanzania has few colleges that provide special needs education. If I'm not mistaken, we only have two special needs colleges. The least the Government could do is to promote more special needs colleges and recruit more students to special needs education.

Teacher B2 ended by requesting that the Government should try to build more special needs education colleges and encourage more students to study this discipline.

c) Lack of classrooms and poor learning environments

According to teacher B2, a classroom is a place where students with developmental disability feel safe and happy.

This school is old, it was built in 1961 and not much has been done since then. The building is too old, we have sent a request to different organizations to ask for their help and to the Government, but it is hard to get things done. We only have one small classroom.

She concluded by saying that building one classroom does not cost that much, and that the society and the Government should work together to support the children.

Moreover, as learning environments help students to relax and work freely, she continued that their learning environment makes learning difficult.

Our class does not have proper windows, many of our students sit on the floor due to a lack of desks, the blackboard is not good, and the ceiling boards are missing which make us sweat a lot when the sun is hot. With these conditions the teaching and learning process is made difficult. Students with developmental disability cannot enjoy themselves and feel comfortable in such an environment.

She concluded that creating a good learning environment help students with developmental disability to concentrate on their tasks and improve their academic performance. For example, there are students with developmental disability who are physically challenged they will need to be able to move around easily and safely in the classroom with their sticks, on crutches or in wheelchairs to avoid any unnecessary obstacles on their way.

d) Curriculum structure

The curriculum is prepared by the Ministry of Education (MOEC); this curriculum is top-down centred, meaning that the teachers do not have any decision-making power, according to teacher B2.

The curriculum developers should keep in mind the situation of our pupils in the unit; many need a flexible curriculum that reflects their ability of learning. For an ordinary student it is acceptable for a curriculum to be strictly followed, but our pupils at the unit more time to learn.

She ended by stating that special needs schools need a curriculum that is flexible and not rigid.

e) Acceptance in the society

B2 explained that there has been a series of cases where people with developmental disability are denied access to certain areas or activities.

One needs to know that they are human beings just like us and they deserve love. If showed how to do things I believe they can be productive in our communities.

She argued that the society couldn't leave everything to the Government; the whole society needs to stand up and see how they can include people with disability in various productive activities.

f) Motivation to teachers and poor salary

B2 was very disappointed with the salary she receives; she stated that although teaching is one of the important jobs, educators are still underpaid.

Being a teacher in our country is hard because people do not respect you because they know that you do not have enough money. I love my job but sometimes I get so depressed with the salary I am getting.

She described that the low salary impacts the pupils because sometimes a teacher cannot teach very well in the class due to financial problems.

g) Expectations from parents and guardians

Many parents and guardians are anxious to see changes or development from their children soon after they start school. They see special needs education teachers as a solution to their children's difficulties.

I know that it is hard for the parents and guardians to have a child with a developmental disability. If a child comes to school and learns how to play and socialize with other pupils, then for me as a teacher, this is a big step. For some parents, however, this means nothing. They want their children to attend high school.

B2 concluded that the home visits they do every Friday and meetings with parents once a month has helped a lot to counsel and guide the parents and guardians who do not have much knowledge about children with developmental disability and their ability to learn.

4.5 Means used by teachers to overcome challenges

4.5.1 Teacher A1

When faced with this question, teacher A1 had the following to say.

There are some challenges that are difficult to overcome, we just have to accept that this is how it is and hope for the best some time later.

a) Motivation to teachers and poor salary

We solve this problem by looking for extra work to do such as tutoring jobs.

b) Teaching materials

We overcome this problem by using local materials found within our area such as Banana leaves, clay soil and tins.

c) Lack of classrooms and learning environments

We ask parents of children to donate if they are able to. Also we ask for support from churches and different NGOs (Non-Governmental Organizations) to help maintain our classrooms.

d) Lack of special needs education teachers

We sometimes work overtime to help our children. Occasionally, we even visit our pupils on weekends to see how they are developing.

e) Expectations from parents and guardians

Counselling is one of the solutions to this challenge. During parent-teacher meetings, we manage to talk and explain in detail about their children's learning ability.

4.5.2 Teacher A2

A2 responded that some challenges are difficult to solve and therefore she hopes for the best. This is what she said regarding some of the challenges:

a) Motivation to teachers and poor salary

We have a teachers' union and our leaders are doing their best to solve this issue. The best way to solve this is to tolerate the situation and hope for the best.

b) Teaching materials

As a teacher I need to be creative in making teaching materials. I have to make the materials from wood, boxes, canes, and clay. We would like to have teaching materials such as audio and video but we cannot afford to buy them, the next best thing is to stay cheap and use what we can find in our environment.

c) Lack of special needs education teachers

The numbers of teachers are few and there is much to do. Sometimes I tell my students to come on Saturday for sports which is outside the school program but I am happy to spend time with them and to see them enjoy sports. I have special calling for these children, therefore working extra hours is not a problem for me.

d) Expectations from parents and guardians

We solve this challenge by educating the caregiver about the situation of their children.

e) Curriculum structure

Sometimes for the sake of my students I do not follow what is in the curriculum. I am the one who knows the children not the curriculum implementers.

4.5.3 Teacher B1

When asked how they overcome some challenges, teacher B1 had the following to say:

a) Motivation to teachers and poor salary

This has been a long-standing issue and I am not sure when this will be solved. We try to overcome this problem simply by tolerating it and hoping for the best to come. For

other teachers they solve this problem by earning extra income by tutoring ordinary students after class hours.

b) Curriculum structure

Our curriculum is very rigid and this affects us teachers. Regardless, we always try to do what is best for our students. We try to be more flexible with the way we teach our pupils by using the curriculum.

c) Lack of special needs education teachers

This problem is faced by many special needs units in the country. We are only three teachers at the unit and due to the number of students we sometimes organize ourselves to work extra hours just to help them. I sometimes visit my students even on weekends to see how they are doing at home and also to talk to their parents and guardians. This is out of the school's normal schedule and I am not being paid for doing this.

d) Teaching material

As teachers we have to be creative in one way or another, I mostly use locally made materials even though sometimes students do not show interest but I do try my best. I use wood, plastics, papers, clay soil, tins, and physical things such as fruits as teaching materials to help my students learn.

e) Expectations from parents

Many parents and guardians want their children to be able to read and write as soon as they start going to school. Many parents complain that their children have been to school for many years and yet they cannot read and write. Children with developmental disability develop differently from the ordinary child and so their learning ability is not the same. Therefore counselling and guidance is the best way we use to make the parents or guardians understand.

After explaining how they try to overcome some of these challenges, teacher B1 concluded that some of these challenges can be solved by the community working together to accept people with disability as humans just like the rest of us. Some of them will need our help for the rest of their lives and it is up to us to make sure that they feel loved and safe.

4.5.4 Teacher B2

According to teacher B2, overcoming the challenges is a hard thing to do because some are very difficult to solve while some can be solved to some extent.

a) Motivation to teachers and poor salary

This has been going on for some time but I believe this matter will be solved sooner or later. We overcome this problem by tolerating and hoping for the best to come.

b) Curriculum structure

We cannot change the curriculum but I and my fellow teachers try to be flexible according to our students' needs. We do follow the curriculum but we are very much flexible with what we choose from the curriculum.

c) Lack of special needs education teachers

At our unit we are only three teachers and there are many students. Every student has a special way of being taught depending on their ability, we sometimes work extra hours with no pay just to help our students.

d) Teaching materials

This is a problem due to a low budget for teaching supplies. We try to make local teaching materials that are found with our area, they are not attractive to our pupils but at least we are doing something rather than just waiting for the Government to support us.

e) Expectations from the parents and guardians

We handle this challenge by having meetings with families every Friday and also school meetings every last week of the month. We discuss many things such as the children's development at school. We also use this chance to counsel and guide parents and guardians who have high expectations for their children once they are enrolled at school. So far the meetings have been fruitful, many parents and guardians are beginning to understand their children better than before.

4.6 Shared activities between the unit for children with developmental disability and the ordinary school

4.6.1 Collaboration between special needs teachers and regular teacher

Teacher A1 pointed out that the special needs teachers have a very minimal relationship with regular teachers. They do attend school meetings where all the teachers meet to discuss various issues concerning the school. They also report to the same headmaster of the school.

Regular teachers consider themselves superior to us. They really do not know that we have more responsibility than they do. In my opinion, regular teachers should see how we work and should probably apply the methods we use to teach their ordinary pupils.

I do not see the reason why ordinary students should perform poorly while they have all the resources compared to us.

A1 believes that this superior attitude regular teachers have toward their colleagues is unethical.

Teacher A2 was very much disappointed with the relations between their unit and regular teachers.

I sometimes feel like we are two different schools in one compound, that we are not that close, particularly in academics. We do attend common staff meetings for all teachers and we work under the same headmaster. Other than that, we have our classes and they have theirs, we do not share very much. Some regular teachers have never even stepped a foot into our classroom to see what is going on. Regular teachers act superior to us.

Teacher B1 responded to this issue by explaining that:

We have few things that we coordinate with regular teachers, for example we all attend meetings called by the headmaster to discuss various matters such as academics. The other time we coordinate with regular teachers is when discussing a student's progress; we have two children from our unit who are attending ordinary classes. Before we send him or her to the ordinary class we need to discuss with a regular teacher of a class that our student is going to attend. The regular teacher needs to have a short history of a child.

According to teacher B1 the coordination between the two teachers is very minimal, only on a special case basis when the two teachers can discuss matters. However, teacher B1 admitted that most of the children from a unit for children with special educational needs who are being upgraded to ordinary classes do not do well and as a result they end up being sent back to the special needs unit again.

Teacher B2 explained that to some extent the coordination they do have is due to the fact that all teachers work together under one headmaster. Also, the special needs teachers attend all the staff meetings in the school. But when it comes to helping the children with developmental disability, the regular teachers do not show any support at all. She continued that the ordinary teachers feel superior to the special needs teachers and this creates a gap between them although they are all employees in the same school compound.

We have many ideas that can help their ordinary students to perform better on exams but since we do not talk, we do not help them and maybe we are also missing out on

them helping us with our pupils. It is important that we special needs teachers work together with regular teachers.

B2 concluded that if these two groups of teachers do not show solidarity, this negatively affects the possibility of the two groups of learners to play together and learn from each other.

4.6.2 Shared activities between learners with special educational needs and ordinary students

Teacher A1 was not happy with the way ordinary students ignore students with developmental disability.

They call them all sorts of negative names. We are in the same school compound but I do feel that somehow our students are being excluded by the ordinary students. Regular teachers should be responsible for educating the ordinary students about our pupils.

Teacher A1 explained that children with developmental disability do not have much of a chance to share with ordinary students, except in the morning when they line up to enter their classrooms. Since they are in the same primary school, all students have to line up and sing the national anthem before entering their classes every morning.

A2 explained that they sing the national anthem together with the ordinary students in the morning when they line up before going into the classrooms. That is the only common activity.

My students are always complaining that the ordinary students are making fun of them by calling them strange names. Because of this, they prefer to be alone even during break time. They do not mix with the ordinary students and play together.

She concluded that they are the same primary school but a lack of cooperation is putting the gap between them.

Teacher B1 was able to address this issue by saying that there were fewer common activities that the two students shared together even if they were in the same compound, with the exception of those attending ordinary classes.

We have some students from a unit for children with special needs attending ordinary classes as a part of inclusion and they attend all the lessons the ordinary students do. So far this is the only common activity they share and it is only two students from our unit, the rest of our students do not have any common activities they do together with the mainstream students. We have our own programs we follow from morning

until the afternoon when our students go home, our time table and what we do daily does not involve the ordinary classes.

He concludes by saying that there is a need for these two learners to have some common activities together so that students from a unit for children with developmental disability can benefit more by learning from the ordinary students.

Teacher B2 stated clearly that common activities between the ordinary students and children with developmental disability are very minimal except for the two activities that they do share together.

The first common activity is that we are all a part of one school, meaning that in the morning we gather at the line-up before going to our unit classes. The second common activity is that we have two students who attend regular classes after showing some improvement at a unit for children with developmental disability

She concluded that even activities like cleaning the common areas are not done together.

4.7 Collaboration between parents of children with developmental disability and their teachers

Teacher A1 said that there is regular cooperation between parents and special needs teachers.

Every Friday we visit two or three families to discuss issues concerning their children's progress and also to counsel the parents on how to care for their child. Aside from this we also have meetings every last week of the month where all parents are invited to the school to discuss matters about their children and also to discuss how to solve various problems at our special unit.

She added that some parents show good cooperation by attending the meetings and helping them solve some of problems, while others do not care very much.

On the other hand, teacher A2 said they have good cooperation with the parents of children with developmental disability.

We need to know the conditions of the place a child has come from, we need also to know how the parents and guardians work. We meet two or three parents or guardians every Friday to discuss the progress of their children. Knowing the family and including them in what we do at school is part of our approach of teaching.

She ended by describing that they also have teacher-parent meetings at school once a month where parents and guardians meet to discuss matters concerning their children's progress and also to share opinions that can be helpful for both parents and teachers

Teacher B1 insisted that some of the parents and guardians mistreat children with developmental disability. Thus, cooperation is important to try solving some of the problems which arise and helps to get some counselling for parents when necessary.

There is no way we accept a child without the parents or guardians committing themselves to a level of cooperation with the special needs education teacher when it's needed. Also we do not accept any child until we make sure we get the right details.

Many parents and guardians are helpful when the teachers need additional information, especially during the Friday home visits.

Teacher B2 confirms that there is a good level of teamwork between the parents of children with developmental disability and their teachers. For example, every Friday, they have family home visits to discuss the issues regarding the progress of their children at school and other important matters. Also parents and guardians have meetings at school ones every month to discuss different issues related to their children and to learn from each other.

We have had good relationships with the parents and guardians who show support, but also there has been some up and downs. Some parents are very eager to see sudden progress in their children. It takes time to see changes in children with developmental disability and that is why we meet and counsel the parents about their children.

B2 concluded that they have a good relationship with parents and guardians except for a few parents who need to be educated about children with developmental disability.

4.8 Additional opinions given by the teachers

This question was asked at the end of the interview to give a chance to teacher A1 to add any extra information.

The Ministry of Education should include special needs education in the regular teachers' college curriculum. Regular teachers should have knowledge about special needs education.

A1 said regular teachers do not have the knowledge to support learners with developmental disability when they are in ordinary classes. They have learners with developmental disability in their classrooms but they face difficulties when it comes to including them during the teaching and learning process.

A1 concluded that the government should close some of these NGOs because they are not helping children with developmental disability.

Teacher A2 had the following to add:

Special needs teachers and regular teachers should work together for the sake of all children in the school. This will increase the opportunity for ordinary students to play and learn from each other.

I also blame those people running NGOs and using children with disability as their means of getting money from the donors outside the country. These children do not get any benefit from this money. I hate people who use these children as their income-generating source.

When asked about any other opinion he had, teacher B1 has only one concern about the students after they finish school.

As soon as they finish school what are they going to do once they go back home? Many are being mistreated by society. To save these children from maltreatment, the Government should introduce cheap housing for them where they will live under special care and their families can visit them at least twice a month. Moreover, the Government should start workshops for these children where they can go and learn various activities that can help them to create an income by selling the products they make at the workshop. It is a big challenge to do this but with well-planned and organized system I am sure we can help the children to live a more independent life somehow. We can even learn from more developed countries that have this system by sending students to see how they are coping.

Teacher B1 concludes that the introduction of housing for people with disability and vocational workshops would be the best way to help them manage their lives after they complete school.

Teacher B2 had one opinion concerning the accessibility in different areas used by persons with disability.

Many buildings do not support people with disability; they are built in a way that for a person with a wheeled chair it is not easy to enter the building because of the stairs. In some other places, the transport system does not support people with disability.

Teacher B2 recommended that the Government should take serious measures about the building and transport system to make it more accessible for people with disability.

4.9 Findings from informal observations

4.9.1 Informal observation at school A

In this primary school there were not any students with developmental disability in ordinary classes. Due to this fact the observation was done in a class that had children with developmental disability only. The class had 28 learners aged between 11 and 18 years old with four teachers; the teachers and the children were all sitting down on the floor in the small classroom. They were dealing with matching items; the children were to identify the pictures that resembled one another. The matching items or teaching materials were big enough to be seen by all children.

The teachers choose a few students to do the task while the rest were looking how it was done. Many of the children did not concentrate on the exercise because they were left idle while the chosen ones did the task. From the observation I made, the learners had many different abilities. The teachers did not divide the 28 learners into smaller groups that reflected the children's ability to do the task.

There was no control of the class because some children were even running around in the classroom playing other games. The teacher was shouting every now and then to try to bring the ones who were playing back on the floor. The class lasted for thirty five minutes.

4.9.2 Informal observation at school B

At school B the observation was done in two classes, the first class was that which had children with special education needs only. The second class had ordinary learners mixed with two learners with special educational needs who showed improvement at a unit for children with special education needs.

a) Developmental disability class observation at school B

This class had 42 learners age ranging between 7 and 15 the teachers did not divide the children into smaller groups. Although during an interview the teacher explained that they normally divide the children in small groups depending on their level. They were all doing

simple calculations, learning how to count from one to five using five oranges as teaching material, the teacher counted the oranges and the children followed after him. He repeated several times and later asked if there was any learner who wanted to count in front of the class. One of the pupils volunteered by repeating what the teacher was doing. Not all learners were given a chance to count the oranges. Later the teacher went in front of a class holding one orange. He asked the children while holding one orange, *how many oranges I am holding?* The whole class answered, *one orange*, and he wrote the number one on the board. He told the class that this is how number one is written and asked if there was anyone ready to write the number one on the board. He took two oranges and followed the same procedure as before, later he wrote the numbers on the blackboard. He asked the whole class to write the numbers in their exercise books while he and his fellow teachers moved from one child to another to see if everybody was doing the given task. After forty minutes the class was over.

b) Ordinary class observation including developmental disability learners at school B

The observation was done in an ordinary class that had two children with developmental disability. The class was standard two with 56 learners aged between 9 and 13 years old. A subject taught during this class hour was geography. The teacher was talking about the map of Tanzania and also the colours of the national flag which are black, yellow, blue and green. She explained that each colour had a meaning.

Black represents black people, yellow represents minerals, blue represents rivers, lakes and the ocean, while the green represents natural vegetation. Among the teaching materials that she had was a big sheet map of Tanzania showing the country's regions. She did not have any teaching materials showing the colours she mentioned when teaching about the national flag, hopefully she assumed that all children knew about colours. After talking for 20 minutes she gave an exercise to the class, she wanted the children to write the regions of Tanzania and also to mention what the different colours of the flag represented.

This exercise was to be written in their exercise books and at the end of the class the class representative was supposed to collect all the books and give them to the teacher for marking. During the observation, when observing in the class I did not talk to the teacher or any learners. While learners were doing the exercise I moved around the class to see how the pupils were doing the work.

I found out that the two special education needs learners, who were sitting at the same desk, did not do anything; neither of the two boys were doing what the teacher asked. I waited to see if the teacher would have time go around the class to see how the work was been done and eventually help those who did not manage. But she sat in the front reading a magazine without noticing that some children such as the ones with developmental disability needed her support. The class lasted for 45 minutes, the bell rang and the teacher asked a class representative to collect the books so that she could go and mark in the office. The observer thanked her and said goodbye to the pupils.

4.10 Informal observation during break time

In both schools, the children with developmental disability did not mix with the ordinary children during break time. The ordinary pupils played their own games. Children with developmental disability mostly stayed in their classes, only a few were out playing very close to their classroom. I did not see any efforts made by ordinary teachers or even special needs teachers to bring these children together during break time and have a social life together. All teachers were busy with whatever they were doing during break time. The break lasted for forty minutes and all the children went back into their classes.

4.11 Interview findings from parents

Two parents with children with developmental disability, representing the two schools, were interviewed. The heads of a unit for children with special education needs in the two primary schools were reasonable of selecting the parents to be interviewed. Only the basic questions were asked such as the history of their children and challenges they face.

4.11.1 Parent 1 from school A

The husband and wife are still married and they have three children. The first-born is sixteen years old and is attending a special needs school while the two young sisters are attending ordinary school at a different location from that of their older brother. Both parents have regular jobs from morning to evening. The below is information given by the wife.

We have been married for twenty-six year now, I work as a secretary and my husband is a bus driver. We learned that our son was autistic when he was three years old. Our

doctor told us that the condition was a result of neurological disorder that has an effect on normal brain function, affecting development of the person's communication and social interaction skills. At the age of thirteen our son had the following characteristics:

- a tendency to get too close when speaking to someone*
- very little or no eye contact*
- preferred to be alone most of the time*
- making some nonstop noises*
- easily short tempered.*

He stayed home with a caretaker while we were at work. We later learned that keeping him locked in his room made him more aggressive, so we decided to take him to a special needs school. He seems to have a nice time playing with his peers. We understand that our child will not be like the ordinary students and he will need our assistance for the rest of his life. We are glad that the school has made him friendlier than before. We are able to work knowing that he is in good hands at school. All the three years he has been at school, he has not learned to write or read but we are happy that he shares a social life with friends at school. For us the most important thing is that our boy is able to meet other children and enjoy himself.

The two parents are very much aware that their son will not be like ordinary children, they know that he will need their support for the rest of his life. For their son, meeting other children at school and having a social life means more than reading and writing.

4.11.2 Parent 2 from school B

She is 38 years old, a single mother living with her daughter. She was divorced after the baby was born. Her child is ten years old now and attends school. The mother works at a market where she sells vegetables to earn money to support her child. Below is her story that she shared with me.

I was married for 8 years and it took us a long time before we got our child. My boy was born in March 2004; being a baby it was not easy to notice that something was wrong. But later I became more aware that something was wrong with my baby. I told my husband who was most of the time out.

At the age of two my baby was not able to walk, so we decided to seek help from a specialist. We had an appointment with the doctor and he told us everything about our boy, I was told that my boy will not develop like any ordinary babies do. I was told that my boy will take time before he can walk and talk. I was told that due to genetic disorder my boy had Down's syndrome.

When he was 5, I could clearly see that my son was very different from ordinary children. My husband left us because he blamed me for our child to be born this way. He left and life was not easy, I had to carry my boy everywhere I went. Even my own relatives did not want to support me with my child. I was working with my boy at my side because I could not leave him alone at home with no one to look after him.

When my son was 7 years old, a friend told me about a special school. I went there with my son to ask them if they would accept him at school. They told me that he can begin school but they needed my commitment to cooperate with the teachers.

This was a big relief for me because I could take my son to school in the morning and then I could go to work at the market and do other things before picking him up later. It has been three years since he started going to school and I can see many changes.

She admits that having a child with a developmental disability is a big challenge especially if one is a single parent. She is happy that her child is attending school and this gives her room to focus on her work, also she views the school as a good place for her child because he is learning a lot compared to when he was just home with her.

5 DISCUSSION

The discussion of the findings in chapter four starts with the main research question, which is:

What challenges do teachers face when teaching children with developmental disability and how do they overcome them?

Followed by the objectives of the study:

1. *Teachers' understanding of developmental disability*
2. *The approach and methods of teaching used by teachers when teaching children with developmental disability*
3. *The common activities between a unit for children with special education needs and the ordinary school classes*

Further the question about *to what extent the parents of these children with developmental disability collaborate with the special needs teachers* is discussed.

Finally the informal talks with the parents are discussed in this chapter.

Data were collected using interview and observation methods. In presenting data, precise statements from the informants are used to maintain the originality of the information collected. The anonymity of the respondents is ensured by the use of letters A1, A2, B1, and B2. Discussions of the findings are presented in relation to the theoretical frame work (chapter two).

5.1 Challenges observed

Many challenges were identified in this study regarding the education of children with developmental disability.

5.1.1 Lack of teaching materials

Lack of teaching materials was amongst the challenges that were explained by the informants. Findings indicated that neither schools A nor B did have proper teaching materials that could support the teachers when teaching children with developmental disability. The two special need education teachers at school A complained that they had poor teaching material. They explained that books, blackboards and other teaching materials were needed. The informants A1 and B1 indicated that lack of teaching materials was associated with budgetary constraints allocated to the schools by the Government. Tanzania national strategy for growth and

reduction of poverty (NSGRP) aims at reducing inequalities across various categories such as in education. However, the findings show that the two units for children with special educational needs receive less teaching materials from the Government compared to the ordinary classes in both schools.

The findings further revealed that special needs education teachers were very much interested in having more advanced teaching materials such as audio and TV for teaching. Less emphasis was made to local made teaching materials found in the area that can help learners with developmental disability. This reason also maybe suggestive to why classroom observation showed that no teacher entered the class with proper teaching materials. Operation of these schools sometimes depended on contributions from parents and Non-Governmental Organizations (NGOs). Thus, informants from both schools suggested that the government should support the schools by allocating in their budget enough money for units for children with special educational needs in Tanzania.

5.1.2 Lack of special needs teachers

The study revealed that limited special needs education teachers in both schools was a problem. It was found that the special needs education teachers in school A were not professionally educated. It was also revealed that the colleges that provide special needs educations for teachers were few compared to ordinary education colleges. Currently, there are three universities that train teachers in the area of special needs education. However, these cannot produce enough teachers to teach special needs education schools in the entire country of Tanzania (Kapinga, 2012).

Tanzania's national policies on special needs education (presented in chapter two) clarifies the issues of equality in education, meaning that there should be a balance in educating special needs education teachers and regular teachers. Based on this situation all the informants from school A and B suggested that the government needs to develop more special needs education colleges. The findings show that most of the teachers, teaching children with special educational needs, were ones regular teachers who had decided to take short courses that were supported by the Government to learn the basics about special needs education. This was the case at school A where all the teachers at the unit for children with special educational needs attended a three month course. This has led to underachievement of many

children with developmental disability due to lack of core or basic understanding of special needs education amongst the teaching workforce.

The teachers at school B seemed to have sufficient education.

5.1.3 Lack of classrooms and poor learning environments

Classrooms and poor learning environments were other important factors that were identified in this study. The informants involved in the study reported that in both schools there were no satisfactory learning environments. As examples; the class rooms were having no ceiling boards and the desks were not adequate for the children. Some of the learners sat on the floor despite the policy on education in Tanzania insisting on having suitable learning environment for all children (URT, 2005)

Vygotsky (1978) views that only a truly differentiated learning environment can fully develop a child with developmental disability through higher psychological functions and overall personality. Special needs education should not be just a diminished version of a regular education, but a specially designed setting where the entire staff is able to exclusively serve the needs of individuals with developmental disability.

Vygotsky further implies that children with developmental disability should attend the same school as their ordinary peers; he insists on creating a learning environment which would supply a special educational need learner with alternative means of communication and development, on using those "psychological tools" that are most appropriate to compensate for their particular disability (1978).

5.1.4 Acceptance in the society

Social stereotype regarding children with developmental disability was also identified in the study. It was revealed that some people within the society deny children with developmental disability and that they have no right to human being needs such as education. For example one of the informants explained that, in some society's, children with developmental disability were hidden during the period of school enrolment. From this view, the study revealed how the acceptance of children with developmental disability is poor in the society despite the fact that these children are human beings just like other human beings who

deserve love and care in the community. Often their needs are not recognized and they are thought to have little to contribute to their community. But this exclusion reduces children's opportunities to learn, grow, and develop and contribute to society. They are disadvantaged from attending local school which is the main way of ensuring that all children are included in society (Bricker, 1995).

International policies such as Salamanca Statement and Framework for Action, The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, The Convention on the rights of the Child, and The Universal Declaration of Human Rights presented in chapter two are against any discrimination of children with special educational Needs. None discrimination is also emphasised by the Tanzania's National Policies on special needs education such as the Constitution of the United Republic of Tanzania and the policy on Universal Primary Education in Tanzania.

The findings showed that many children with developmental disability are been discriminated. Thus this can cause early Experiences of rejection can easily leading to low self-esteem and loneliness (Bullock, 1992). These negative interactions may contribute to *"less favourable perceptions of school, higher levels of school avoidance, and lower levels of school performance"* (Kemple, 1991, p. 48).

Discrimination can also have adverse effects on higher mental functions. When children have limited opportunity to, or facility in, watching, imitating, and interacting positively with others, the development of higher social, cultural and psychological skills may be affected negatively. Limited social experiences also may hinder language development, which, in turn, leads to a diminished level of linguistic interaction since the children will have less opportunity to communicate. This lower level of language development completes the critical circle by restricting and therefore affecting social interaction (Vygotsky, 1978).

5.1.5 Motivation and poor salary

The finding indicates that many teachers lack motivations and one reason is poor salary, most of this blame is forwarded to the Government. For example in recent years there have been a lot of demonstrations and strikes as a result of failure of negotiation between the Government on one side, and teachers through Tanzania Teachers Union (TTU) on the other side.

According to Daily News (2012a), TTU demanded a 100 % salary increment, and special

motivational allowance to teachers working in remote and difficult environments. In addition, MoEVT (2008) reported lack of motivation among teachers due to low salary. Lack of motivation can be a result of lack of morale and commitment among teachers. This problem has caused several Special Needs Education teachers to work in private companies where they are paid more compared to the Government's sector and thereby are more motivated for their jobs. All the informants from both schools insisted that the Government should act on this problem otherwise they will keep losing qualified teachers every year.

5.2 How teachers overcome some of the challenges

Informants from both schools agreed that many of the challenges explained above are very hard to solve. Thus they try to overcome some of these challenges to make sure their learners are attending school. For example the question of motivation and poor salary, the informants lived by hoping that one day things will be ok or another alternative is to find any extra job to earn a little bit money to meet their daily needs. In school B one of the special needs teachers was explaining about the hardship they face to get the money from the Government and that he had to use money from his own pockets to support the learners.

Regarding the challenges of poor teaching materials, both special needs teachers explained that they use locally made teaching material to support them during the teaching process, although the findings from the observations showed that the teachers from both schools only used the local teaching material found in the area in a very limited extent. The teachers were very much more interested in the modern teaching materials, they explained that the local made teaching materials do not motivate the learning process during classes. Probably this lack of teaching materials makes them find it hard to utilise proper teaching methods and approaches in their teaching.

The structure of the curriculum from the Ministry of Education as another challenge faced by the special needs teachers. The teachers from the two schools pointed out that this curriculum, describing the activities to be offered by the school to the children with special needs, was too rigid not letting them adjust to the environment they are working within. The findings moreover revealed that the curriculum was top-bottom structure, meaning that the special needs teachers got instructions regarding what to teach from the top authorities who prepared the curriculum. For this fact teachers were quite bound to teach what was presented in the

curriculum, the teachers wanted the curriculum to be more flexible according to learner's interest.

All four teachers interviewed, concluded that they cannot avoid the challenges; the best way to minimise some of the challenges is to make sure that the learners are not affected to a great extent.

5.3 Teachers understanding of developmental disability

The findings showed that the informants had knowledge about children with developmental disability and that they could explain some causes of developmental disability such as complications during birth and developmental disability due to genetic disorders (Parette and Peterson-Karlan, 2008). They were able to explain the challenges they are facing in communication and teaching the children. However, the research revealed that special need education teachers from school B had a wider knowledge about learners with special education need compared to the teachers in school A. The reason for this difference may probably be due to the fact that teachers at school B attended special needs education colleges while teachers at school A only had an introduction course. Thus, the teachers at school B had two years to learn about special needs education while the teachers at school A only had a three month course learning only the basics about special needs education.

The problem of having untrained educated special need teachers is also seen in many primary schools in Tanzania. Much has not been done even though Tanzania Persons with Disability Act issued by the government in 2010 stipulates that the Government shall provide education and vocational training to special education teachers and regular teachers.

On other hand Primary Education Development Program (PEDP) of 2002 to 2006, according to the review of PEDP, it has resulted in significant changes in the lives of thousands of children, and regular teacher's education across Tanzania. However, PEDP has not had any significant impact on the educational situation of children with disability and special needs education teachers. A reason for this is that disability issues have had a low priority in the overall development plan. As a result of this many primary school units for children with special educational needs in Tanzania have few qualified special needs education teachers who know how to teach children with special educational needs compared to ordinary primary school who have enough regular qualified teachers.

5.4 Methods and approaches used by the teachers

The findings revealed that from both schools, special needs education teachers used various approaches and methods teaching the children depending on the subject. For example the teachers used pictures, songs, role play, and team teaching in the class rooms. Teachers from the two schools also indicated that they divided the children into groups to simplify teaching and communication. According to Vygotsky (1978), children learn through their interactions with more knowledgeable peers and adults.

From the findings in chapter four, all teachers only follow the ZPD and Mediation concepts to a limited extent. Even though, during the interviews, many insisted that they were using methods such as team teaching, role play and songs. However, from the study it was observed that many of these methods and approaches were not followed. In other words what was said during the interviews was somehow different from what was observed during classes.

Daniels, (2007); Thompson, (2012a & b), mentioned various forms of mediation that effect progress within a ZPD (ref. chapter 2.5). According to the findings none of these forms of mediation that effect progress were seen in any of the schools during class hours. These forms are more focused with ordinary students but also special needs teachers can apply some of these forms of mediation to progress ZPD. The teachers did not encourage interaction activities in the class room as recommended by Scardamalia and Bereiter (1991).

Encouraging participation in classroom discussions and other collaborative activities was not done. Further situations where the students are passive listeners for long periods of time were not avoided. The students were not assisted in creating learning goals that were consistent with their interests and future aspirations. Vygotsky and Luria (1994) explain that in the case of school leaning, child development within a Zone of Proximal Development (ZPD) involves social interaction, dialogue, and mediated activity between learners and with their teachers.

Moreover the observation at school B with a regular teacher teaching 56 children including two learners with special educational needs who were in this class. He assumed that all the learners were at the same level of understanding thus going against what ZPD suggest.

Vygotsky (1978) insists that every learner should actively participate in a reciprocal interaction with their classmates and educators. But from this ordinary class the two learners with special educational needs were sitting together without any help from their peers or the teacher. International policy documents also emphasise the importance of education to be provided according to child ability as described in in chapter 2.1. As an example the

Salamanca Statement on special needs education proclaims that children have unique abilities and learning needs and thereby education implemented should take into account the wide diversity of the children needs (UNESCO 1994).

The findings also showed that there was no proper follow up by the special needs teachers to make sure that their learners who got promoted to ordinary classes were getting the right methods and approach of teaching from their regular teachers.

5.5 Shared activities between a unit for children with special educational needs and ordinary classes

The shared activities between a unit for children with special educational needs and the ordinary classes were observed at school A and B. The findings showed that there were common activities at school B between the unit for children with special educational needs and the ordinary classes. For example the two learners from school B who showed improvements while learning in the unit were promoted to join the ordinary classes. This corresponds well with international policies such as, the UN standard rules on the equalization of opportunities for persons with disability in 1993 and the Salamanca Statement (1994) in promoting inclusion education for all learners, also learners with developmental disability in ordinary classes. At school A the finding indicates that none of their learners at a unit for children with special educational needs were promoted to ordinary classes and therefore less common activities between the two classes.

Even the observation during break time in both schools showed that there were no common activities between children attending the units and children from the ordinary classes. They were separate playing their own games. The informant from school A and B felt that regular teachers were more superior to the special needs education teachers. Maybe this might be one reason for not having more common activities together.

5.6 Collaboration between parents of children with developmental disability and special needs teachers

Another common activity was between parents of children with developmental disability collaborating with special needs teachers. All teachers in school A and B appreciated the importance of collaborating with parents, for the provision of necessary information about

their children, which could help teachers in the teaching process. Parents know their children better; they know their educational needs, their interests and what is good for them, therefore, they can plan for the future on behalf of their children (Webster & Roe, 1998). The findings showed that parents and special needs education teachers have a good collaboration in both two schools, for example teachers and parents meet every end of the month having a meeting to discuss various issues regarding their children. In both schools the teachers explained that they also have family visits every Fridays where two parents are visited

5.7 Informal talks with the parents

When a child is born with a developmental disability, parents experience a period of adjustment or response (Smart, 2001). They go through stages of responding to the disability, as well as adapting to the sense of loss of the child they expected to have. From the findings both parents admit that they have gone through a lot to adjust to their children. Life changes because there are a lot of things they need to learn. Typically they need time to adjust to the effects of the disability on their own feelings and perception, as well as to respond to their family members, neighbours, and friends about their child's developmental disability.

The findings reveals that both parents had a difficult time doing their normal routine activities such as work, before their children were enrolled to a unit for children with special education needs. With their children attending school things have been somehow better, challenges are always there but the school is helping their children and also the parents. The findings reveal that their children have shown some improvement since joining a unit for children with special education needs.

Education for their children is made possible because of the international policies such as education for all, the standard rules on the equalization of opportunities for persons with disability, and also Tanzania National policy on disability. All these policy are against any discrimination of people with developmental disability especial in education sector.

6 CONCLUSION

It is important to remember that this study only covered three classes, one class at school A and two classes at school B, a total of four teachers and two parents were interviewed. The study revealed challenges that are quite universal for teaching learners with developmental disability. The study establishes that learners with developmental disability pose challenges to special needs education teachers. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government.

Most teachers teaching children with developmental disability did not receive any special needs education training from the university, they feel that they are not qualified to teach the children with developmental disability. This study revealed that the classrooms for children with developmental disability in Tanzania at large have poor learning environment to support the learners with developmental disability. It could be concluded that placement of learners with developmental disability in an inclusive classrooms with ordinary learners is not enough, for example two learners with developmental disability at school B placed in an ordinary class with no proper support. It is important to make sure that learners with developmental disability receive all the necessary support and services for accessing the curriculum facilities.

7 RECOMENDATION

The findings of this study reveal that the Government should give priorities to special case such as learners with developmental disability .The study also reveals that collaboration between special needs education teachers and parents for children with developmental disability is necessary for the wellbeing of their children. Although the results of this study focused on Tanzania, the suggestions may be useful for other developing countries.

In order to improve the poor learning environment for special needs educational for children with developmental disability, the following four aspects are recommended.

7.1 Specialized training facilities

The Department of Teachers Training and Development in collaboration with regional in-service officers should organize continuous professional development opportunities on inclusion strategies of learners with special education needs. However, it is important to note that in-service training programs alone rarely result in teacher behaviour changes. Multiple components of professional development are needed, including training, implementation guides, classroom materials, instructional coaching, and performance feedback for teachers. In addition, workshops should equip teachers with practical skills on instruction, collaboration, alternative forms of evaluation, classroom management, and conflict resolution, and on how to adapt the curriculum. At the same time, the teachers' initial training programs should incorporate inclusive education components.

7.2 Resources

Provisions of human and material resources are also important for implementation of special education needs. The Department of Curriculum Development and Evaluation should provide more adequate resources, equipment, and teaching material for learners with diverse learning needs. The number of resource centres in Tanzania should be increased, and they should provide advice to parents, educators, and others who are in need of information about regulations, evaluation, and support services for children with developmental disability. Some of the units for children with developmental disability may be upgraded to resource centres.

7.3 Special needs education teachers

Although Ministry of Education and Vocational Training (MoEVT) have recruited teachers to support learners with developmental disability in many schools, the majority of these teachers are not trained in the area of Special Needs Education. Therefore, these teachers are failing to support learners with developmental disability adequately. MoEVT should recruit trained teachers, and those who are not trained should be trained through in-service training.

7.4 Further research

Future research in this area should involve systematic, long-term development work across a range of sites and settings, which also allows for the examination of the impact of the innovations upon achievement. Such research is necessary if we are to advance knowledge about teaching and learning to understand how combinations of teaching approach.

To do this it would be important to consider teaching and learning in real settings in order to take account of the ways in which Special Needs Education teachers do their work in relation to the wide variety of situations they face

8 REFERENCES

- Aldersey, H.M. & Turnbull, H. R. (2011). *The United Republic of Tanzania's national policy on disability: A policy analysis*. Journal of Disability Policy Studies 22 (3), 160-169.
- AltaCaliforniaRegionalCenter. Retrieved September 15, 2014 from <http://www.altaregional.org/whoWeServe/causesOfDisabilities>
- Ary, D., Jacobs, L. & Sorensen, C. (2010). *Introduction to Research in Education*. U.S.A: Wadsworth, Cengage Learning.
- Bailey, A., Hennink, M. & Hutter, I. (2011). *Qualitative Research Methods*. London: SAGE Publication, Inc.
- Barbotte, E., Guillemin, F., Chau, N. & Lorhandicap Group (2001). *Prevalence of impairments, disabilities, handicaps and quality of life in the general population: a review of recent literature*. Bull World Health Organ [online]. vol.79, n.11, 1047-1055.
- Bell, J. (2005). *Doing Your Research Project: A guide for First Time Researchers in Education, Health and Social Sciences*. (4th Ed). U.K: Maidenhead.
- Best, J. & Kahn J. (2006), *Research in Education*. New Jersey: Prentice Hall, Inc.
- Braun, V & Clarke, V. (2006). *Qualitative Research in Psychology: Using Thematic Analysis in Psychology*. London: Routledge.
- Bricker, D. (1995). *The challenge of inclusion*, Journal of Early Intervention, 19, 179-194.
- Bryman, Alan (2004), *Social research Methods*. New York: Oxford University Press Inc.
- Bullock, J.R. (1992). *Children without Friends. Who are they and how can teachers help?* Children Education, 69, 92-96.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. London: Routledge: Taylor & Francis group.
- Creswell, J. (2003). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. New Delhi: SAGE Publications, Inc.
- Daily News (2012a, July 01). *Teachers Cautioned against planned strike*. Retrieved from: <http://www.dailynews.co.tz/index.php/local-news/6916-teachers-cautioned-against-planned-strike>.

- Danda, F.E.J. (2009). *The Role of Local Government in Enhancing Access to Primary Education for Children with Special Needs in Ruangwa District, Tanzania*. M.A (Education) Dissertation, University of Dar es Salaam.
- Daniels, H. (2007). *Pedagogy*. In Daniels, H., Cole, M. & Wertsch, J. (Eds.), *The Cambridge companion to Vygotsky*. New York: Cambridge University Press. 307-331.
- Drew, J., Hardman, L. & Hosp, L. (2008). *Designing and Conducting Research in Education*. USA: Sage Publications, Inc.
- Feuerstein, R. & Rand, Y. (1974). *Mediated learning experience: An outline of proximal etiology for differential development of cognitive functions*. *Journal of International Council of Psychology*, 9, 7-37.
- Gage, N. & Berliner, D. (1998). *Educational psychology*. Boston: Houghton Mifflin. 6th edition.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: An Introduction*. New York: Longman. 8th edition.
- Guba, E. G. & Lincoln, Y. S. (1994) *Competing paradigms in qualitative research*, in *Handbook of Qualitative Research*, Denzin, N.K. and Lincoln Y.S. (eds.), Sage, Thousand Oaks, 105-117.
- Holloway, I. (1997). *Basic Concepts for Qualitative Research*. USA: Blackwell Science, Inc.
- Johnson, B. & Christiansen, B. (2012). *Educational Research: Quantitative, Qualitative & Mixed Approaches*. Los Angeles: Sage Publications.
- Kapinga, O. (2012), *Transforming Initial Teacher Education (ITE) for Special Education in Tanzania*. A Paper Presented at the 5th Quality Education Conference, March 14th -16th 2012, Mkwawa University College of Education.
- Kemple, K. M. (1991). *Preschool children's peer acceptance and social interaction*. *Young Children*, July 46, 47-50.
- Kirk, S, Gallagher J. J, Coleman, M. R, Anastasiow N. (2009), *Educating Exceptional Children*. USA: 12th Edition, Wadworth.
- Kothari, C. R. (2008). *Research Methodology: Methods and Techniques*. New Delhi: Age International (P) Ltd. Publishers.
- Kvale, S. (2009). *InterViews: Learning the Craft of Qualitative Research Interviewing*. London: Sage Publications.
- Leavy, P. & Biber, H. (2011). *The Practice of Qualitative Research*. London: Sage Publications, Inc. 5th edition.

- Mmbaga, D. R. (2002). *The Inclusive Classroom in Tanzania: Dream or Reality?* Stockholm, Sweden: Stockholm University.
- MoEVT (2008). *Education Sector Performance Report*. Dar es Salaam.
- National Council of Special Education (NCSE) (2014). *Children with Special Educational Needs: Information Booklet for Parent*. Dublin: NCSE.
- National Policy on Disability, (2004). *Ministry of Labour, Youth Development and Sports, Tanzania*.
- Neuman, W. (2003). *Social Research Methods. Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon. 5th edition, 438-467.
- Nicholas, W. (2006). *Social Research Methods*. London: Sage Publications, Inc.
- Papalia, Diane E., et al. (1998). *Human Development*: Boston: McGraw Hill Companies, Inc. 7th edition.
- Parette, H. P, & Peterson-Karlan, G. R. (2008). *Research-based practices in developmental disabilities*. Austin, Texas: PRO-ED 2nd edition.
- Patton, M.Q. (1990), *Qualitative evaluation and Research Methods*. Thousand Oaks, CA: Sage Publications, Inc. 3rd edition.
- Smart, J. (2001). *Disability, Society, and the individual*. Gaithersburg: Aspen Publishers.
- Tanzania Human Rights Report 2010, (2011). Dar es Salaam: Legal and Human Rights Center.
- Thompson, I. (2012a). *Stimulating reluctant writers: A Vygotskian approach to teaching writing in secondary schools*. *Changing English in Education*. 46 (1), 84-91.
- Thompson, I. (2012b). *Planes of communicative activity in collaborative writing*. *Changing English in Education*, 19 (2), 209-220.
- Tungaraza, F. (1994). *The Development and History of Special Education in Tanzania*. *International Journal of Disability, Development and Education*, vol.41, No.3, 213-22.
- UN (2008). *Convention on The Rights of Persons with Disabilities*. New York and Geneva: UN Professional Training Series No.15.
- UNESCO (2000). *The Dakar Framework for Action; Education For All: Meeting our Collective Commitments*, Dakar: World Education Forum, April 26th -28th.
- UNESCO (2009). *Policy Guidelines on Inclusion in Education*. Paris: UNESCO.

- URT (United Republic of Tanzania) (2005), *National Strategy for Growth and Reduction of Poverty (NSGRP)*. Dar es Salam: Vice President's Office, June.
- URT (United Republic of Tanzania) (2008). *Constitution of 1977*. Dar es Salaam: Government printers.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Vygotsky, L. S., & Luria, A. (1994). *Tool and symbol in child development*. R. Van der Veer & J. Valsiner, J. (Eds.). Oxford: The Vygotsky reader. Basil Blackwell. 99-176.
- Webster, A. & Roe, J. (1998). *Children with Visual Impairment: London: Social Interaction, Language and Learning*. Routledge.
- Wertsch, J. V. (2007). *Mediation*. In H. Daniels, M. Cole, & J. Wertsch (Eds.). New York: The Cambridge companion to Vygotsky, Cambridge University Press. 178-192.
- WHO (1980). *International Classification of Impairments, Disabilities and Handicaps: A Manual of Classification Relating to the Consequences of Disease*. Geneva: World Health Organization.
- World Bank (2000). *Education For All, From Jomtien to Dakar and Beyond*. Senegal: Paper prepared by the World Bank for the world education Forum in Dakar, April 26th – 28th.
- Yin, R.K, (2011). *Qualitative Research from Start to Finish*. New York & London: The Guildford Press.

9 APPENDIXES

Appendix 1. University permission.

UiO : Faculty of Educational Sciences
University of Oslo

Date: 16 September 2013
Your ref.:
Our ref.:

TO WHOM IT MAY CONCERN:

This is to certify that UDOBA, Humphrey Alexander, date of birth 23.03.1978, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has successfully completed both the first and second semester of the initial study period in Norway and will be working on the collection of data and the writing of a thesis during the autumn semester 2013. This involves a period of field work in Tanzania. The student will return to Norway at the beginning of January 2014 and the period of study will be completed at the end of May 2014 in Norway.

Yours sincerely



Sigurd Håle

Administrative Manager

Department of Special Needs Education

Officer in charge:
Nicolai Mowinckel-Trysnæs
(+ 47) 22 85 80 62, nicolmo@isp.uio.no



The Department of Special Needs Education (DSNE)
Postal addr.: PO Box 1140 Blindern, 0318 Oslo
Visiting addr.: Helga Engs hus, 4. etasje, Sem Sælands vei 7, 0371 Oslo

Phone: (+47) 22 85 80 59
Telefax: (+47) 22 85 80 21
postmottak@uv.uio.no
www.uv.uio.no/isp/
Org. no.: 971 035 854

Appendix 2. Municipal permission.

MOROGORO MUNICIPAL COUNCIL

Tel/Fax No. 023-2614727
Telex "Mji"
E Mail: info@morogoromc.go.tz
Website: www.morogoromc.go.tz



Office of Municipal Director
P O Box 166,
MOROGORO
TANZANIA

In reply please quote:

Ref: ED/SE/MG/VOLII/110

Date: Monday July, 29th 2013

The Regional Administrative Secretary- Morogoro

Att: Regional Education Officer

RE: RESEARCH CLEARANCE FOR MR. HUMPHREY ALEXANDER UDOBA

The above mentioned is a researcher from University of Oslo in Norway who conducted a research on the topic titled "**Challenges faced teachers when teaching learners with developmental disability**"

The researcher needs to visit primary schools in Morogoro Municipal in Morogoro region to collect information related to the research topic.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this task successfully.

The period by which this permission has been granted is from 17th August to 20th November 2013.

By the copy of this letter, **Mr Humphrey Alexander Udoba** is required to submit a copy of the report (or part of it) to the *Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

Evelyne N. Wambura
Special Education Officer
Morogoro Municipal

Appendix 3. Interview guide.

Topic

Challenges faced by teachers when teaching learners with developmental disability

The main research question

What challenges do teachers face when teaching learners with developmental disability and how do they overcome them?

The sub questions

What is the teacher's understanding of developmental disability?

What approach and methods of teaching do the teachers use to teach children with developmental disability learn?

Are there any common activities between the unit for children with developmental disability and the ordinary school classes?

INTERVIEW GUIDE

What is your name?

How old are you?

How long have you been working?

Why did you choose this work?

Tell me about the children in your class.

Research Information

1. What do you understand by the term developmental disability?
2. Tell me how the unit is organized
3. How do you coordinate your work?
4. How many special needs teachers are in this school?

5. What have these teachers focused on in their special education
6. Are there any children with developmental disability included in the ordinary classes?

If so:

- a. How big is the class?
 - b. How many boys and girls?
 - c. How old are they?
 - d. What subjects are they taking?
7. Are there any shared activities between the unit and the main stream?
 8. What teaching approaches and methods do you use to teach learners with developmental disability?
 9. Why do you choose to use a particular approach and method of teaching?
 10. What challenges do you face when teaching learners with developmental disability?
 11. How do you overcome these challenges?
 12. Is there any coordination between the special needs teachers and teachers in ordinary classes?
 13. Is there any coordination between special needs teachers and the parents of learners with developmental disability?
 14. What other information would you like to add concerning learners with developmental disability?

THANK YOU FOR YOUR PARTICIPATION.