

The Constraints in the Implementation of Inclusive Education in Public Primary Schools in Njombe Town Council, Tanzania

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Abstract

This study explored the constraints in the implementation of inclusive education in public primary schools in Njombe Town Council, Tanzania. The methodology of the study was qualitative. It employed multiple case study design. The study engaged a total sample of 19 respondents namely; special need education officers, heads of schools and subject teachers who were selected through purposive and snowball sampling. Data collection methods were semi-structured interviews, focus group discussion, non-participant observation and documentary review. Data were subjected to content analysis. The findings of the study revealed that teachers in public school's face constraints in implementing inclusive education namely inadequate of teaching and learning materials, unfriendly environment to pupils with disability, small budget allocation, inadequate classrooms, less motivation to teachers, absence of in-service training, and curriculum in use is not in favor to pupils with disability. Hence, the constraints in the implementation of inclusive education are an impediment towards achieving the World Education Agenda for all by 2030. The study recommended that; the government should find out suitable ways on how to solve the aforementioned constraints for smooth running of the inclusive schools so as to maintain the teachers' positivity in the implementation of inclusive education.

Keywords: Gender, Inclusive, Disability, Equality

INTRODUCTION

An inclusive educational setting in the mainstream school ensures equal and quality education along with need-based learning environment and all way participation for all students regardless of background (Hasan, & Islam, 2020). The assumption is that every learner matters equally and has the right to receive relevant, quality, equitable and effective educational

opportunities (UNESCO, 2020). As such, it starts from the belief that education is a basic human right and the foundation for a more just society (Ainscow, 2020). The primary goal of inclusive education is to create a safe and inclusive learning environment where all students feel welcome, supported, and engaged, as well as valuing and celebrating diversity (UNESCO, 2023). There has been a growing impetus worldwide towards full inclusion (Evans & Lunt, 2002). International advocates and governments have made conscious efforts to achieve inclusive education (Sijuola, & Davidova, 2022). It is elucidated by increasingly promoted and supported, not just by a few passionate individuals and groups, but by United Nations agencies and governments globally (Lindsay, 2003). However, the implementation of inclusive education and its related policies is difficult, especially in developing countries is challenging and almost impossible to achieve the desired objectives (Sijuola, & Davidova, 2022).

Even after endorsing their signatures, most developing countries still have unclear policies on inclusion, and where policies are clear implementation is either ignored or left to chance without committing resources to secure required facilities for its effectiveness (Evans & Lunt, 2002). Tanzania started implementing inclusive education in early 1990s and the process has involved a number of government decisions, resulting in policy development, and legislative and programmatic interventions that increasingly rules out exclusion and create environments supportive of inclusion in educational settings (URT, 2021). Despite the progress towards inclusive education, many children with disabilities in Tanzania face substantial barriers to accessing education (Able Child Africa, 2023). For example, in 2018, the Ministry of Education, Science and Technology of Tanzania reported that of the total 362,847 children with disabilities aged 4–14 years, 15.5% were refused entry to schools because of their disabilities (Able Child Africa, 2023). Further, the Government of Tanzania has also ratified and implemented an inclusive education policy and strategy for mainstream classrooms to include marginalized groups such as children with disabilities, girls, ethnic minorities, and children from poor socio-economic and cultural backgrounds (Mkama, 2021).

At present, negative attitudes towards disability remain one of the most pervasive barriers; however, there are several barriers that compound this (Able Child Africa, 2023). Therefore, Tanzania, like any other developing countries, has been insisting on the implementation of

inclusive education; however, the efforts have not produced the required results. The government has tried much in insisting parents to send their children to schools, which are becoming more encouraging toward the rights of children. This has greater advantage to children with disabilities as they get access to education in inclusive schools. However, even strategies to enhance inclusion have proven limited in their success to promote inclusive education for students with disabilities, especially deaf learners across Tanzania (Mkama, 2021). Therefore, this study aims to answer an essential question which states, ‘What are the constraints that face teachers in the implementation of inclusive education in public primary schools?’

METHODOLOGY

The study was conducted using a qualitative approach, which enabled the researcher to collect data from the participants’ setting. With such approach, the researcher was in a position to adjust inquiry methods and techniques according to the settings. Qualitative approach focuses on the interpretation of the perception of people from a social perspective. So, this approach enabled the researcher to build conclusions inductively. Data were collected through semi-structured interviews, focus group discussion, non-participant observation and documentary review. A semi-structured interview was administered to one Special Need Education Officer and two Head Teachers. Non-participant observation helped the researcher to see how the teachers treat students with and without disability and verify the information given through interview and focused group discussion. Documentary review was used in reviewing various policy documents, school registers, ledgers and school minutes. Focus group discussion was conducted in groups to sixteen teachers who provided insights on the implementation of inclusive education. Multiple case study design was chosen in order to get detailed information and a comprehensive picture about the constraints in the implementation of inclusive education. Based on the design of the study cases were formed in two inclusive primary schools. Moreover, the study employed case study design in order to get detailed information and a comprehensive picture about the constraints in the implementation of inclusive education. Two Public Primary Schools were selected as a sample of the study. The choice of Njombe as the area of study depends on the following four major factors. First Njombe was selected since this is one of the regions in Tanzania where Inclusive Education has been implemented. Second Njombe town council has 88 primary schools but only two schools with

units for pupils with special needs. Third, inclusive education is narrowly focused in Njombe also the nature of economic activities of the area attracts exclusion of the pupils due to child labor in potato farms. Fourth, there are some historical reasons where many house maids are coming from Njombe region; this makes them to be excluded from the school. Data were analyzed by using thematic analysis which involved transcribing, coding contents into themes, interpreting direct quotations and presented in narrative form.

FINDINGS

This part was guided by the question which states that, "what are the constraints that teachers face in the implementation of inclusive education in public primary schools? The researcher collected data through semi-structured interviews from the Special Needs Education Officer (SNEO) and head teachers, focused group discussion with teachers, Documentary review from sampled schools and observation. Therefore, all (19) respondents confirmed the presence of constraints which were explored and reviewed hence reported as follows:

Unfriendly environment

This factor subsists as a greater setback in the implementation of inclusive education. This was affirmed by all the respondents during the study. For example, during the focused group one of the teachers from school B reported that:

Classes were constructed without considering all the learners as you can see the presence of stairs in some buildings and also our school does not have a fence as it is very dangerous to albino pupils. And we only have two toilet pits, which are used by the pupils with disabilities, and they are in their dormitory, so once they need to go to the toilet they have to go in their dormitory. (Focus Group Discussion, School B, 28th February 202).

Another teacher from school B added: *The windows in the classes are not that big to allow enough light to pass through, hence it makes pupils with low vision get difficulties when looking at what is written on the board. (Focus Group Discussion, School B, 28th February, 2020).*

On the other hand, another teacher from school A added:

The classes are not conducive for all learners that they can enjoy learning, and we have only two toilet pits for the pupils with mental disorders and we have 40 pupils. These toilets are not enough for our pupils. We need the government to

look at how to improve the buildings with modern toilets. (Focus Group Discussion, School A, 25th February, 2020.

The respondents in this part of the environment opined that the teaching and learning environment should favor all learners regardless of their disability. For example, the classrooms and toilets to be designed in favor of blind, low vision and physical impairment. Also, the researcher observed in school B that the windows were not big enough; hence pupils with low vision were unable to read on the blackboard due to lack of enough ventilation. Teachers were writing big sized words to help these pupils to study comfortably. And also, some buildings have stairs which are not friendly to pupils with low vision, physical impairment and blind. They suggested that the government provide enough funds for construction and renovation of the classes so as to have a conducive teaching and learning environment that will suit all types of learners.

Small budget allocation

This is a very big problem starting from SNEO, head teachers up to teachers in the implementation of inclusive education in their schools. Government does not give enough support to these schools and hence it makes running of these schools very difficult. This was witnessed during interview as follows:

SNEO reported that:

In the council, the special needs department is not allocated with the budget. We are under the umbrella of the education department, this makes it very difficult to implement the strategies planned at the level of the council. And if the system will not change it can make the department goals to take very long time to be achieved (semi- interview, 25th February, 2020)

Another Head of school added that:

It is very difficult to run this school, especially mine which is having boarding pupils as the government brings the budget of 2000 TZS for each student per day for 30 days. This is really not enough starting from breakfast, lunch and dinner, Remember the same amount is given to schools with day pupils. But there are some stakeholders who are helping us like Asas company (Semi-structured interview, Head of School B on 28th February, 2020)

In responding to these interviews almost all of the respondents responded that the budget allocated is not enough to run the boarding inclusive

schools. The researcher observed that if not the assistance from various stakeholders in school B were having the boarding pupils could be in trouble. It was argued that 2000TZS per day for each student is not enough. This is because the same amount was to be used for food, paying the watchmen, paying matron and paying a cook. Good enough the parents' committee contributed money for paying these people from parents and also Asas Group of Companies as education stakeholders is helping in the part of nutrition by bringing every day 25 litres of milk without missing. As regards to the documents, the researcher witnessed the monthly report of head of school B insisting the money which the government is sending to run the special needs unit is not enough as everyday expenses are going up.

Shortage of teaching and learning resources

The respondents opined that teaching an inclusive class needs to be incorporated with hands-on activities, pupils understand more when they are fully engaged in the teaching and learning process. But sometimes it becomes difficult due to insufficient learning facilities. In the interview a Head of school B narrated that:

It is difficult to prepare for the examinations of blind pupils, we do not have the instruments of drawings in their exams and hence it becomes very difficult for the pupils when it comes to the National examination because they are not used to it from the beginning. Also, we do not have the sports and games gears as this year we have been told they are supposed to participate in UMITASHUMTA (Semi-Interview, Head of School, School B, and 28th February, 2020).

Head of school A also added that:

We do not have enough books for the pupils with disabilities. I think the government could bring the package of each child depending on his or her needs, as you can see in our school we have the pupils with various needs as there is a need for the government to look at the needs of these children as they really need to be assisted (Semi-Interview, Head of School, School A, 25th February 2020)

In the focused group discussion with teachers, they had various contributions on the constraints that face them including lack of teaching and learning materials in their schools that hinder teaching process. A teacher from school A also added that;

In our school, we have pupils who have mental disabilities; we do not have books for them; this makes it difficult during the teaching and learning process

and hence it is very difficult for us teachers to help them. Pupils need to read, draw to count but where are we going to get these books for pupils to read? But we do help them. (Focus Group Discussion, School A, STC, 25th February 2020)

Another teacher from school A narrated that;

These pupils, who have mental disabilities, we teach them to cook, make baskets and sew but we do not have materials. We have the sewing machine but the pupils cannot sew due to lack of the materials. They need to learn by doing, so if we miss the materials for them to do practical, it is going to be very difficult for them to understand what to do. We need these pupils to be independent and not dependent (Focus Group Discussion, School A, 25th February 2020).

Furthermore, the teachers were lamenting the absence of teaching and learning materials as it makes it difficult in the teaching and learning process. The teaching and learning materials were inadequate and did not cater for the needs of all learners in inclusive education. The researchers observed in school B have 7 Braille machines, which in a real sense are not enough due to the needs of the pupils. Also, they do not have a special machine for drawings while in School A there are no books for pupils with mental impairment. In school B, the documents that researcher witnessed are the letters written to Braille place in Dar es Salaam in order to get assistance for helping pupils with low vision and blind pupils, example Braille papers and to repair the Braille machines.

Inadequate classrooms

In the two schools, the researcher noticed that they do not have enough preparation rooms for the pupils with special needs, and also the inclusion classes are not comfortable for the pupils with and without special needs. In school A and B, they have only one preparation class for pupils with special needs causing them to lack concentration while others are studying, others may be playing. And there are pupils of different ages in the same classroom.

In the interview and focused group discussion, the respondents on the issue of lack of classes contributed as follows:

In our school as you can see we have only one preparation classroom because these pupils with special needs are not mixed with their fellows as they are registered, there is prior special training for them. Look! We have forty pupils in one room, now we have decided to use our office as a classroom as sometimes is very difficult to teach pupils of different age in the same classroom. So, we need

the government to remember us by building other classrooms so as we can teach these pupils according to their level in different classrooms (Focus Group Discussion, School B, and 25th February, 2020)

A head of school also contributed that;

In my school, I have only one preparation classroom, pupils with low vision, with mental impairment and the blind pupils of different ages and levels are staying in the same classroom. We really need the government to build other classes so that the pupils can be comfortable and the teachers can teach in a conducive environment. As you can see this school the building was not designed as an inclusive school. (Semi-Structured-Interview, Head of School B, 28th February, 2020)

Less of Motivation to teachers

Teachers are working in a very hard and complicated situation and especially in the inclusive schools. Teachers use their ample time and resources in helping the pupils with special needs. This is really showing that teachers have positive perceptions toward inclusive education. In the interview and focus group discussion, these were the contributions to the teacher's motivation.

One head of school narrated that:

My teachers who are in the special needs unit every Friday use a day to visit pupils in their homes, to observe what they are taught at school if it is practiced at home. We do not have money to give them; they are using their money for fare in visiting these pupils. The government should at least give them an allowance which will be used by them when visiting these pupils. (Semi-Structured Interview, Head of School A, 25th February, 2020).

Another head of school added that:

There are these pupils with physical impairment who need exercise in which we do not have the nearby hospital which has this service, so teachers are sending these pupils to Ilembula for exercise. The teachers who are sending the pupils are not paid any allowance rather than the bus fare. Imagine they are doing it for love and expect nothing in return. To motivate them at least we should give them the incentives (Semi-Structured-Interview, Head of School B 28th February, 2020)

Another subject teacher commented that:

We use our own money when visiting these pupils at their homes every Friday. And there are some pupils who are coming far from the school surroundings but because of the love to our pupils we are doing it. Believing one day the

government will make some changes and to have an allowance so as to support us to visit our pupils (Focus Group Discussion, School A, 28th February, 2020).

The researcher observed that although teachers are not getting any allowance in helping these pupils with special needs, they are doing their best. The researcher noticed positive interaction between pupils and their teachers in the class and outside the classroom. Teachers believe that education stakeholders are the ones who will send their needs and wishes to the highest levels and they are working very hard.

The curriculum is not in favour of inclusive education

This was verified during an interview and focused group discussion who opined that curriculum does not consider learners' abilities. There should be modification of curriculum in inclusive education so as to cater the needs of all learners. And the assessment and evaluation for students did not meet the needs of the learners with special education needs. The respondents in this category commented that:

Evaluation and provision of marks should be provided separately to learners with disabilities for example in my school in a certain year there was a blind student during national the time that was given was not enough although they are added time to them. So, I suggest that even assessing them should be different with the students without disability (Semi-Structured Interview, Head of School B, 28th February, 2020).

Another head of school added that:

In my school, I have the students with mental impairment in which for the reality are not assessed by NECTA we teach them to be able to interact in social life like cooking, using toilets, greeting and so on, but the curriculum did not identify where should they be sent after three years of being here at school. There should be vacation colleges for them to go and develop the skills which they have obtained here at school. (Semi structured Interview, Head of School A, 25th February, 2020).

Another teacher added that:

Books do not suit learners with special needs. In our school we have students with mental impairment; there is absence of their books. The Government should see it in a wide range that we have students with various needs and the books should be brought according to the needs of these students (Focus Group Discussion, School A, 25th February, 2020).

As regards to the documents, the researcher did not see the syllabus for the students with mental impairment in school B. This means the teachers are not having the guidelines while teaching and how to prepare their teaching and learning activities. So the issue comes that the teaching and learning materials are inadequate. And this is one of the most serious ways that binds the learners from accessing the curriculum due to inadequate materials that help them to participate in the learning process.

Lack of in-service training

Teachers need to develop their cognitive capabilities now and then by training them in their practical abilities in their career. In these schools, the teachers who are not specialized in special education should get in-service training so as they can cope with the needs of the school which is inclusive. The in-service training is only for teachers who already studied special education in the colleges but not training those who do not have that education.

One head of school added that:

Since 2017 only two teachers got in-service training, one teacher got the training on how to repair the Braille machines and another one was the training about curriculum. We need teachers who did not have the training about inclusive education to get various seminars so they can cope with the current situation. I as a head of school I got in-service training which was held in ADEM about inclusive education in 2017-2018 (Semi-Structured Interview, Head of School B, 28th February, 2020).

One teacher added:

We need all teachers to get training on special and inclusive education. Inclusive education is unavoidable nowadays, a school can sometimes have no unit of special needs students but there are students with special needs. So teachers must be fully equipped with the current needs of the world. We should get these training sessions in groups during students' holidays (Focus Group Discussion, School B, 28th February, 2020).

Another teacher commented on the issue of in-service training and added that:

The Ministry should not only give seminars of building capacities to teachers who have education about special education and inclusive education but also we who we not have education in those field we need to be trained because we teach these students or in one way or the other we do interact with them in the school surroundings (Focus Group Discussion, School A, 25th February, 2020).

One teacher who is special education specialty commented that:

There is a need to increase the number of special education teachers at our school. The number of teachers is insufficient. We are only three teachers and we have forty students in preparatory class and our students have mental impairment. So, suggest specialty teachers to be employed so as to fill the gap or those who are employed to get the induction course or in-service training (Focus Group Discussion, School A, 25th February, 2020).

The researcher observed in school B that teachers are eager to learn, those who know how to use Braille machines they are teaching their fellow teachers on how to use them. Because they know that they will teach these students with low vision and those who are blind so if they do not learn how to use the Braille machine it is going to be a hard task for them. And also, in school A teacher who specialized to special education convinced one teacher to go and study special education and now she has completed and is doing well in helping the students with special needs in their school. So, this means teachers really need to learn about helping the students with and without special needs.

DISCUSSION OF THE FINDINGS

The findings confirmed teachers fail to implement inclusive education due to; unfriendly environment, lack of teaching and learning materials, motivation to teachers, small budget allocated to schools for implementation of inclusive education in schools. Moreover, the overcrowded classes become more difficult for teachers to help those who need special assistance in the class.

Unfriendly environment

The researcher has observed that the contexts of favorability in teaching and learning environment need modification to suit inclusive education. The teaching and learning environment need to be friendly for all pupils and especially with special needs examples with physical impairment, low vision, the blind and with cognitive disability so as they can enjoy learning. Heward (2006) supports by saying environmental modifications are frequently necessary to enable a student with physical and health impairments to participate fully and independently in school. In the two schools, the issue of infrastructure is a problem hence special assistance is needed to enhance smooth implementation of inclusive education. However, the government is required to provide funds for teaching and learning materials which might cater the needs of all learners in inclusive

schools. The infrastructures must favour all diverse levels of learners together with construction of resource rooms specifically for remediation. Hence, there would be a smooth teaching and learning environment for all learners in an inclusive setting.

Despite venerable progress made over the past years to increase access to basic education, more needs to be done to lessen barriers to education and to ensure that all pupils experience a genuine inclusive environment (UNESCO, 2017). This is to be done to enable all children with or without disabilities get equal chance of getting education in a conducive environment. Children need to enjoy learning in an environment where they can have peace and hence receive the materials. Physical barriers in schools are really a challenge for example, doors, stairs, toilets and play areas in many inclusive schools, the building construction did not follow the guidelines for Universal Design so quick renovation of these buildings is needed. Pupils cannot enjoy learning if buildings are physically inaccessible to them. To ensure enjoyment of the right of children with and without disabilities to an education, user-friendliness must therefore be addressed widely in entranceways to buildings, classrooms, and appropriate seating and restroom facilities.

Small budget allocation

The budget allocated to the two schools was small while the buildings are very old and in real situation not suitable for teaching and learning activities. Quick renovation in these schools is essential so as to have a conducive environment for the pupils to learn. What the government was supposed to do is to renovate the building to suit inclusivity before establishing these schools, but it is not late for the renovation to take place as it is doing now in renovating the old secondary schools by providing special funds for it. However, Said (2017) argues that, government and other education stakeholders put less emphasis in introducing inclusive education in primary schools, this goes parallel with less government budget allocated to finance primary education through setting appropriate environment for the practice of inclusive education. Also, Godwin (2013) suggested the budget for those schools should be at least boosted from what they were given from the government because there are so many resources and facilities needed to those schools, therefore the budget should be enough and equivalent to the needs. The physical infrastructure in these two schools found to be unfriendly and supportive for the pupils in need. The inappropriate designed school

building is due to lack of special funds allocated to gratify the need for the pupils with special needs. Planning must be undertaken in each of these areas with adequate budget allocation to achieve convenience progressive.

Shortage of teaching and learning facilities and resources

The findings reveal that in these two schools they lack teaching and learning facilities which hinder them from doing their work. In School A, they do not have books for cognitive impaired pupils and also the materials for sewing this is highly making them not reach their goals but the issue is all about the government giving a special care to these schools because their pupils have special needs. Likewise, in school B they do not have enough Braille machines and the drawing machines for blind and low vision pupils. Looking at the situations which these schools face, reaching the planned goals is very difficult. This can only be done by making sure that these setbacks are abolished for the betterment of providing better inclusive education and hence those with special needs and those with not enjoy the learning. Said (2017) denotes that the achievement of inclusive education rests on quality teaching and learning materials. If there is unavailability of the teaching and learning materials it will be very difficult to have quality inclusive education especially for the children with special needs. At the end of the day these children will exclude themselves from the education system which seems isolating them. Satisfactory efforts are needed to save the established inclusive schools.

Inadequate classrooms

The study showed the lack of classrooms is really a problem in all these two schools. In all two schools, pupils with special needs are staying in the single classroom regardless their levels because of inadequate classrooms. Sometimes this causes lack of attentiveness in the class while teaching other pupils others is making noise. Due to the situation, these schools are not friendly for the practice of inclusive education. The best way is for the government and other education stakeholders to build preparation classes for the pupils with special needs depending on their level, this would help to further development of inclusive education. Hamad (2015) found out that the learning environment was not conducive to all learners, in the schools there was a high shortage of teaching and learning facilities and the classes were overcrowded. This is what has

been experienced in many inclusive schools due to lack of classrooms pupils are overcrowded.

Less of Motivation to teachers

Motivation of teachers is a crucial aspect to be considered in inclusive schools. Teachers use their ample time differently from the teachers in the regular schools. Teachers suggest that at least the Government should recognize their effort in helping these children as some time they use their own money in paying the visits of these pupils. When students are sick they send them to hospital as many of those pupils do not have health insurance. According to Omoro and Possi (2023) teachers' self-efficacy, particularly in instructional practices, as well as teacher demographics (except gender, age, and education) are considered to be significant factors that predict their inclusive practices. It is very important for the government and the community to value teachers' contribution towards efforts and motivate them. It is difficult to compensate for what they are doing, but little recognition of their effort is very important. The researcher revealed that inclusive education in public primary schools is very attractive to teachers and pupils but the big problem is an unfavorable teaching and learning environment, which leads to difficulties in the implementation of inclusive education. However, teachers manage to work in helping pupils with special needs apart from those difficulties that they encounter. Pupils enjoy the social interaction they get after being at school like using toilets for cognitive impaired pupils. Nevertheless, the society is sending the pupils with special needs to school as those children are no longer seen as a burden because they can sometime do their work with little or no assistance, and now parents can do their economic activities for the family benefits. As inclusive education is an ongoing process, a never-ending mission which aims to increase involvement of all children with and without disability must be given much emphasis.

The curriculum in use in favouring inclusive education

Modification of the curriculum is very important because it leads to improvement of academics, this should suit the needs of all learners through the diversification of the curriculum for effectiveness in provision of appropriate educational programmes looking at the needs of students. Example students with special needs should be assessed differently with the students without special needs unless all limitations are resolved. Ainscow (2005) found that testing and assessment procedures used by

teachers in schools reflected biased practices so teachers must incorporate the views of the learners themselves and the achievement is about the outcome of learning across the curriculum, not merely tests or results. With the intention of helping, it will be better to assess students with special needs towards their achievement.

Lack of in-service training

The proportion of teachers and the number of students with special needs is still a problem. Hence in- service training is really needed to fill the gap, seminars and workshops from the grass root are advised so as all teachers in our schools to have special and inclusive education. Khan (2017) supported by saying teachers are not provided with training through regular professional development to address needs of all learners. Teachers need to get regular training for those who have special education and those who have not so as to fit in the world of inclusivity. Making it a daily agenda is very important. In addition, the lack of training in the field of inclusive or special education may lead to less positive attitudes towards the inclusion of students with disabilities into mainstream settings, and increased training be can associated with more positive attitudes in inclusive education.

With the argument above, one would argue that despite the efforts made by the Government of Tanzania, the contexts under which teacher's implemented inclusive education were not favourable to achieve education for all.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study concluded that the constraints that faced teachers during implementation of inclusive education were inadequate teaching and learning materials, unfriendly environment to pupils with disability, small budget allocation, inadequate classrooms, less motivation to teachers, absence of in-service training, and curriculum in use is not in favor to pupils with disability. Hence, the constraints in the implementation of inclusive education are an impediment towards achieving the World Education Agenda for all by 2030. The study recommended that the government should find out suitable ways on how to solve the aforementioned constraints for smooth running of the inclusive schools so as to maintain the teachers' positivity in the implementation of inclusive education.

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