

**REPORT OF THE PARTICIPATORY ASSESSMENT OF
CHILDREN WITH DISABILITIES IN THE DISTRICTS OF
TANGA REGION**

**Facilitated by: The Tanga Coalition of Education
Disability and Non- Disability CSOs.**

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ACRONYMS

ANCEFA – Africa Network Campaign on Education for All

BEMP – Basic Education Master Plan

CEF – Commonwealth Education Fund

CHAWATA – Chama Cha Walemavu Tanzania

CSOs – Civil Society Organizations

DEO – District Education Office

DFID – Department For International Development (Of the British Government)

EFA – Education For All

ESDP – Education Sector Development Program

FBO – Faith Based Organizations

GWA – Global Week of Action of Campaign on Education for All

HIPC – Highly Indebted Poor Countries

MoEC – Ministry of Education and Culture

NGO – Non-governmental organizations

PEDP – Primary Education Development Program

SEDP – Secondary Education Development Program

SWAP – Sector - Wide Approach

TEN/MET – Tanzania Education Network

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children Fund

UPE – Universal Primary Education

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Executive Summary

Several studies have described what happens to children with disabilities and access to education and their special needs; however, little is known about this issue in Tanzania, Tanga Region in particular. This study is part of the initiative of Tanga Coalition of Education Disability and Non Disability Community Social Organizations (CSOs) co-coordinated by Maadili Centre to address factors/problems that deny children with disabilities opportunities to education in Tanga Region. The study provides an empirical assessment for understanding the situation of disabled children on the ground, and explores the causes and the existing situation of children with disabilities who are not in school. It aims at coming out with a sound strategic advocacy plan for the coalition to improve the situation of children with disabilities and create awareness among the key stakeholders and define their responsibilities.

Data were collected from families of children who had been identified as having one or multiple disabilities, from government schools where children with disabilities are enrolled, special schools for children with disabilities and from disabled adults. The information was gathered through in-depth and structured face to face interviews and where an exploratory open-ended questionnaire designed to gather family socio-demographic characteristics. The study consisted of families of children with disabilities and disabled adults. A total of 34 respondents responded to the questionnaire.

The findings revealed that among the 15 sampled families of children with disabilities only 5 had both parents (important fact, which needs further discussion, increased vulnerability). With regard to educational level of children with disabilities the study showed that there are limited opportunities for these children. For those who had an opportunity to be enrolled in schools nobody completed standard seven; 20% of children from these families were illiterate, 50% are schooling, and 30% had four years or less of schooling. Data on parental/guardian occupation showed 53.3% were peasant, 40% supplemented farming with small business and 6.7% were government employees. Need to emphasize that disability and poverty come together)

With regard to disabled respondents 63% were women and 73.7% had gone to school, 2 of them had secondary education. The data shows that six respondents with limb disabilities were self employed in tailoring, one in shoe making and the others farming (5), petty business (6), and one is a teacher.

Further investigation into the family life of children with disabilities and the impact of their presence on the general community or what happens when they become adults revealed a high degree of social stigma. The study revealed that the society does not believe the disabled people can be of use to the community; some children with disabilities are hidden away from the public glare because they are seen as cause of embarrassment to the family. As a result parents do not show as much love and attention as they do to other children.

On the question of education the study reveals that education to children with disabilities is not given the first priority. Many children with disabilities are not in school. Factors reported as barrier for children with disabilities to access education are poverty, social stigma, mistaken perception, awareness and long walking distance from villages to schools.

Also the study established absence of physical facilities and trained teachers to cater for needs of children with disabilities at ordinary primary schools. This was also noted at special centers though not much pronounced as in the former. Despite of these shortages the environment at special centers is friendly to children with disabilities. The study showed a great dissatisfaction from interviewees with how the Primary Education Development Programme (PEDP) is dealing with children with disabilities.

Concerning the ways in which people with disabilities can best be treated the respondents expressed the need for information about children with disabilities in Tanga region and stressed public awareness to parents and the society on the importance of education to children with disabilities. The question of having special schools in rural areas with adequate facilities and trained teachers was also suggested.

1. Introduction

The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies. This is why focusing on access and quality is an imperative for achieving EFA.

As many societies strive to universalize basic education, they face the momentous challenge of providing conditions where genuine learning can take place for each and every learner.

The six goals adopted at the World Education Forum in Dakar, Senegal, in April, 2000, implicitly or explicitly integrate a quality dimension. Goal 6 in particular, commits countries, with the support of their EFA partners, to improve all aspects of the quality of education. The benefits of early childhood, literacy and life-skills programs largely depend on quality of their contents and of their teachers. Reducing gender disparities in education relies strongly on strategies that address inequalities in the classrooms and society. Every investment in basic education must be measured against how well it serves both to expand access to education and to improve learning for all children, youth and adults.

After the negotiations around the Highly Indebted Poor Countries (HIPC) initiative, Tanzanian government recognized the critical role of education in the country's development and thence produced the Basic Education Master Plan (BEMP) for the period 1998 –2002. This was in tandem with the formulation of the Education Sector Development Program (ESDP) process that began in 1998 and was being undertaken within the framework of the Sector Wide Approach (SWAP).

The ESDP finally bore fruit with the development of the Primary Education Development Plan (PEDP). PEDP is the first component within the ESDP. Its underlying principles are access, equity and quality for all children.

This study is part of the initiative of Tanga Coalition of Education Disability and Non Disability Community Social Organizations (CSOs) to address factors/problems that deny children with disabilities opportunities to education in Tanga Region.

Reports show that PEDP is a success as far as overall enrolment is concerned. Chart 1 and table 1 show actual enrolment compared to the targets set.

PEDP also aimed to ensure that all children from disadvantaged groups, including AIDS orphans, are enrolled (URT: 2001, 5), PEDP Review of 2003 shows that children with disabilities and orphans were being enrolled. Various NGOs (non-governmental organizations) working in the district supported some of these children. However, there appears to be no national strategy to ensuring that disabled children and other marginalized children enroll and attend schools. There are few support mechanisms, both in terms of resources and counseling, to ensure that these children continue with their education.

Defining disability is complex and controversial. Though arising from physical or intellectual impairment, disability has social implications as well as health ones. A full understanding of disability recognizes that it has a powerful human rights dimension and is often associated

with social exclusion and increased exposure and vulnerability to poverty. On this basis the definition of disability adopted in this report is: “long term impairment leading to social and economic disadvantages, denial of rights, social and limited opportunities to play an equal part in the life of the community”.

Causes of disability in childhood vary, but it is evident many could be prevented by proper health care, underlining the link between disability and poverty.

In general, there are widespread misconceptions about people with disabilities, and many in particular hold the view that individuals with disabilities have no place in a normal society, hence denial of necessary services and care. Notably, services for people with disabilities in Tanzania were often regarded as charitable, rather than a matter of right. Even when services were available – which was not common – they were often inaccessible because of transport and mobility problems. Furthermore a clearly defined policy in educating persons with disabilities is yet to be developed in Tanzania. Some young children with moderate disabilities attend regular pre-schools in areas where these available and where parents could afford them, but these do not generally offer appropriate special needed services.

In 2004, the Coalition for Education Disability and Non-disability CSOs was established. The idea came from the collaboration of different stakeholders, and institutions working with people with disabilities during the Global Action Week Campaign co-ordinated by Maadili Centre on behalf of TEN/MET. Painted by the motto “*children missing education*” the campaign revealed that children with disabilities were the group mostly denied education opportunities. Hence, the need to conduct a research to assess the needs and problems was facing this group.

The study provides a fair assessment for understanding the situation of disabled children on the ground, and explores the causes and the existing situation of children with disabilities and the powerful discrimination they face in schooling and in society generally. Regular schools are ill equipped, and the lack of teachers and materials for special education. It has been proved that a few government schools set up specifically for children with disabilities who are not in school. This study aims at coming out with a sound strategic advocacy plan for the coalition to improve the situation of children with disabilities and create awareness among the key stakeholders and define their responsibilities towards this issue.

2. Significance of the Study

The education situation of the children with disabilities in Tanzania is in a state of imbalance comparing to able-bodied children. Overall, while the precise number of children with disabilities in Tanzania is not known, it is clear that the numbers enrolled are unlikely to reach even 10% of those enrolled in primary schools and resource centres. Thus children with disabilities are probably the most discriminated group in Education.

Type	No. of primary school	No. of resource centres	Enrolment		
			Male	Female	Total
Visual Impairment	25	22	716	597	1313
Hearing impairment	18		504	375	879
Intellectual impairment	89		1051	198	1249
Deaf /Blind	1		2	4	6
Autism	2		10	5	15
Physical impairment	4		140	45	185
Total	139	22	2423	1224	3647

Table 1. Children with disabilities enrolled in primary education 1999. Source: MoEC, 2000a

A study carried out by the CSOs during the activities of the 2004 GWA campaign revealed that children with disabilities were among the groups mostly denied the right to education. This problem according to the study was most felt in Tanga region. Therefore the Tanga coalition for Education Disability and Non-disability CSOs in recognition of this problem facing the disabled children, decided to take measures to help to raise the voices about education and better learning conditions for disabled children in Tanga region. Therefore, an assessment of the Children with disabilities towards the attainment of the above-mentioned goals will help to shade light on the true picture of the social, economic and cultural environment confronting children with disabilities.

The discourse of the various quantitative and qualitative information that answers the what, how, when, where, why, for/by whom, and other questions on the issue of education to disabled children are useful in formulating various mitigating and/or enhancement measures. Such information is also useful in devising strategies for a more successful and sustainable strategy to provide children with disabilities an avenue of growing as is the case to their fellow able-bodied children; not only in Tanga Region but also in the country in general.

3. Objectives of the Study

This study aimed to assess children with disabilities in districts of Tanga region. The specific objectives are:

- To investigate the extent and problems associated with the children with disabilities that are not in school; aimed at awareness creation and support of the children with disabilities registration and enrolment in schools.
- To create the awareness to the society of the potentials that children with disabilities have for education if facilitated with the necessary support;
- To identify both medium and long-term strategies to enable access and quality of education for children with disabilities.

4. Material and Methods

In 2004, during the Global Action Week campaign, Maadili Centre was appointed by TEN/MET to take the leading role in the coordination of the activities at national, district and community levels. The motto was “Children Missing an Education”. During the planning meeting it was agreed by the participants that surveys should be carried out in each area where the participant organizations (TEN/MET members) operated to identify these children and the causes. After these surveys most of the findings pointed in the direction that disabled children were the most disadvantaged group, which is missing education opportunities.

The idea of the establishment of the Coalition in the Tanga region came after Maadili's collaboration made with different stakeholders, and institutions working with people with disabilities in that area and the presence of a range of special schools in the region.

A variety of methods were employed in the collection and analysis of data for this study. Data were collected from families of children who had been identified as having one or multiple disabilities, from government schools where children with disabilities are enrolled, special schools for children with disabilities and from disabled adults.

The information was gathered through in-depth interviews with key-informants and through a structured face to face interview where the respondents were asked to answer a detailed checklist of questions previously prepared, which was exploratory in nature and designed to gather family socio-demographic characteristics through structured and open-ended questions.

With the help of local government leaders at ward and village/street leaders purposely selected the respondents. During the appointments visits the objective of the mission was introduced. Hosts were co-operative enough except in a few areas of the Chanika and Vibaoni Wards in which reappointment was done twice.

The team of interviewers included representatives of the organizations members of the coalition as well as district officials and ward community development officials. Unfortunately this proved to be difficult during the data collection as some of the fieldworkers proved to be unable to fill in properly the answers of the checklist. As result the first report was very shallow. This certified that sometimes for the research the involvement of the beneficiaries without experienced personnel couldn't guarantee the achievement of the desired objectives. Hence for a research to be carried out successfully trained and experienced personnel is needed.

Therefore a petition was made to CEF to support the coalition with funds to carry out a second round of questions this time by hiring a consultant and experienced fieldworkers.

5. Presentation and Discussion of the Results

5.1 Social, Economic, and Cultural Environment of Children with Disabilities

5.1.1 Demographic characteristics

This section reports on demographic results and how they influence the socio-cultural wellbeing of children with disabilities. Demographic factors include gender, age, and level of education and marital status of the respondents. The sampled families of children with disabilities were 53% female-headed households and 47% male-headed households. The age distribution of the respondents ranged from 26 to 62 years with the average of 34. It was further noted that children with disabilities were either living with their parents or guardians. Among the 15 sampled families of children with disabilities only 5 had both parents' i.e. father and mother. With regard to family size it was revealed that the majority of the families (70%) were medium in size (up to 5 people). Concerning the level of education it was established the majority of the people interviewed acquire primary education (66.7%) and few had secondary education (13.3%). About 20% of the respondents had no formal education. No clear indication was found between levels of education and how people regard children with disabilities.

The study further yielded the following data on the socio-demographic characteristics of the families of the children living with disabilities in the study sample. Mean age of the children with disabilities was 14.6 with the youngest being 7 years old. Of the total number of children, 9 (60%) were males. With regard to educational level of children with disabilities the study showed that there is a limited opportunity to these children. For those who had an opportunity to be enrolled in schools no body completed standard seven; 20% of children from these families were illiterate, 50% are schooling, and 30% had four years or less of schooling.

Data on parental/guardian occupation showed 53.3% were peasant, 40% supplemented farming with small business and 6.7% were government employees. On the question of household income, seventy percent of the families reported a monthly income ranging from 40,000 to 60,000 Tshs, and three families (30%) earned between 61,000 to 100,000 Tshs, a month.

With regard to disabled, nineteen respondents were interviewed. Of these 12 (63%) were women and 14 (73.7%) had gone to school 2 of them had secondary education. With regard to occupation six respondents with limb disabilities were self employed in tailoring, one in shoe making and the others farming), petty business (6), and one is teacher. The table below shows the education level and source of capital and problems encountered by some of the adult disabled business people.

Table No 2. INCOME AND EDUCATION INFORMATION

Sex	Type of disability	Educational background	Type of business	Source of capital	Problems encountered	Respondent's comments	Researcher's comments
M	Physically handicapped	Koran Classes Adult education	Small businessman	District development office	According to his disability he cannot move around to sell his products.	The loans received are too small and the conditions are too hard to meet.	If he could be facilitated with a bigger capital he will be able to expand his business; nevertheless he also needs training in small enterprise management.
F	Albino	ST VII	Selling fried cassava	From friends	Because of the voiceless stigma most people do not	The community should be educated to see the disabled as their	More awareness among the community should be created about the disabled.

					buy food from her.	equals.	
F	Physically handicapped	Koran classes	Embroidery	Herself	Needs a bicycle to be able to move around and get more customers	Gets good profit from her sales.	She would like to get an special bicycle to increase her mobility
F	Blind	Illiterate	Begging	Walks around with her daughter	She is constantly harassed in the streets and was raped once.	For the disabled get priority in order to get a good place to sell at the market.	More representation at the Parliament and creation of policies to protect the interest of the disabled such as an Integrated National Disability Strategy.
M	Physically handicapped	Vocational training (shoe repair)	Shoe repair	Himself	His big problem is the lack of special tools and raw material is too expensive.	"There should be an exhibition of the products that the disabled people can make, then the society will accept us ...they will be surprised what we can do...."	They also need to improve their skill with up to-date technologies.
M	Physically handicapped	Training from his peers on shoe repair.	Shoe repair	Himself	He has a very small income.	"I have a problem in getting customers... when they see that I am disabled they lose interest...."	More awareness among the community should be created about the disabled.
F	Speech impairment	Vocational Training (tailoring)	Tailoring	Her husband	Problems communicating with others.	"If there was an institution where we the disabled could get loans...." Then we could improve our business. The community should learn how to communicate with us.	The sign language training should be carried out for adult disabled as well.
F	Deafness	Vocational training (tailoring)	Tailoring	She is employed as assistant tailor	Very small income.	To have an institution where we the disabled could get small loans on flexible conditions.	If she gets a loan she could start her own business.
F	Physically handicapped	Koran Classes	Selling agricultural products	Sells them in the market	She gets very small income from her product sales.	Would like to get a better place in the market or a bicycle to have more mobility.	Training in small enterprise development and management needed.
M	Deafness	Koran Classes	Motor-vehicle mechanic	He is employed	Problems with communicating with others, people sometimes do not take him seriously.	There should be a program to train us income generation activities in the special schools, together with the sign language.	Training in small enterprise development and management needed as well as sign language learning programs for adults.
F	Albino	Koran Classes	Sells fried cassava and peanuts	Got a loan from a friend	People are afraid of buying food from her	"Some people are afraid of buying food from me because they think it is a curse that I have and they will get it as well...."	If the community learns to accept the disabled as their equals; they will also love them.

Source. Field data 2005

It was also observed that the sizes of their households ranged from 2 to 11 people, with an average size of 6.13 persons per household. This large household size makes it difficult to afford basic necessities like education, given that people with disabilities head more than half (63.3%) of them. It was also noted that apart from their own children the disabled adults also lived with other dependants.

Striking feature observed was the case of a female respondent who mothered with five different fathers. The implication of this is that men are not ready to live with them as husband and wife. This was interpreted as nothing else than social stigma from the society.

5.1.2 Family life

Further investigation into the family life of children with disabilities and the impact of their presence on the general community or what happens when they become adults revealed a high degree of social stigma. The study revealed that most frequently families do not believe the disabled children/people can be of use to the community; some children with disabilities are hidden away from the public glare because they are seen as cause of embarrassment to the family. As a result parents do not show as much love and attention as they do to other children.

Quote 1:

"In order to erase discrimination of disabled people, the society should be educated to have a common feeling about the disabled" ("Ili unyanyapaa uondoke kwa jamii ya walemavu, jamii inahitaji kuelimishwa ili iwe na HISIA moja.") Omar Nassor 48 years, Small businessman at the Handeni Market.

5.1.3 Education

5.1.3.1 Low awareness of the relevance of education for disabled children

During the research it was noted that the society does not see any importance in educating children with disabilities. Many children with disabilities are not in school.

Example No.1

The family of Ramadhani Ally from Handeni Town has four children (4). The first born is 14 years old and is in St. VII; the second born is 13 years old, is mentally retarded and is not in school. The third born is 11 years old and is in St. IV. The last born is still very small.

When the father was asked why the second born is not in school he answered:

"Because of his problem he can not attend school"....

"Here at home we have enough problems with him, at school his naughtiness will get worse"..

"Even if he goes to school how education will help him?"...

5.1.3.2 Inadequate knowledge on existence of special schools for disabled children.

Most of the parents who have children with disabilities have no interest in sending their children to schools due to inadequate knowledge of the role of special schools. Others are not even aware of the existence of special schools in their areas, hence disabled children

miss out the opportunity for education. Parents interviewed during this research acknowledged that they heard rumours about the existence of these special schools, but these seem to be far away from where they live.

Quote2:

“Although I heard some rumours of a special school for disabled children was being built nearby, I do not see how it can help my child. Salma Ally, food vendor and mother of five children one of them is a mentally retarded.

5.1.3.3 Integrated schools and disabled special centres.

The visited disabled special centres are in deplorable conditions and lack of teachers as well as facilities was noted.

Example 2.

Georgina is a Form IV student at the Korogwe Girls secondary school

She says that the environment is not friendly in most inclusive schools. ‘Imagine a crippled person shares a toilet with normal students’. Many of the disabled have dropped out after seeing the environment not supportive and that’s a major reason why disabled are not in schools. She wants the administration to provide special library services for the handicapped that have physical and visual impairment. She says that her elder brother is also handicapped and is studying at the University of Dar Es Salaam (fourth year) and she adds: ‘The society has not yet accepted us. We can take many years in school, college, or universities.....and we are marginalized when trying to secure employment. Some jobs meant for disabled people are given to normal people.... We are lucky that our parents can afford to send us to school.... But, what about the others who finish ST VII? Many of them do not have vocational training. As a result many who are disabled find themselves opting to do small businesses after being marginalized in the education system’.

In general the situation of the Special Centres for Disabled children is often not conducive. This is because:

- Their dependence on donor money. No sustainable projects are in place.
- Many of the children are coming from poor families therefore they depend on the centre to provide for all their needs.

Another interview with a teacher at one of the special schools indicated that more than 90% of children with disabilities of primary school age are not receiving education. This includes children who have only single disabilities for example sighted, deaf children without mental retardation, learning disabilities or mobility impairment.

In the integrated schools the situation is not better. There are a lot of problems as result of mixing the disabled pupils with non-disabled pupils. It was noted in most of the integrated schools visited that there were blind children enrolled. Among the problems recorded are:

- Lack of school facilities such as special latrines, and paved ways for the disabled.
- Lack of special educational material such as books translated for the blind and the albinos.
- Lack of special education teachers
- Poor disabled pupil’s attendance and high incidence of drop out.
- Lack of transparency and accountability from school management.

Example 3

In one of the centres when he was interviewed a teacher explained that the government did not allocate any money for them in the last five years. When asked, the Centre's leadership contradicted this by saying that they receive their allocation every month. This gives a picture of poor accountability from the leadership of the school to the staff and consequently pupils' poor learning conditions. As result, when commenting this with the staff, one of the teachers reacted by wanting to know how much is allocated to them and why they have not been informed about this. In conclusion they stated that there must be a link of corruption between the District Education Officer and the Director of the Centre

5.1.3.3 Disabled pupils drop out

Some of the children were enrolled in Nursery School classes but shortly after dropped out. This was due to various reasons as explained by the interviewees. Some is that, teachers do not take notice of disabled children, therefore they do not participate in the class activities. Other reasons were fear of punishment, stigma and discriminations from the teachers and their peers and also the walking distance from school to their home

Quote 3

"I dropped out of school because the teacher never asked me questions, as he asked my friends"..... Ramadhani Abdallah (13) is a disabled child (mentally retarded) he lives with his grandparents in the Vibaoni ward – Handeni district.

The study also revealed that many people live in rural areas where there are no special services available because programs for children with disabilities are usually located in urban areas.

5.2 Factors hampering children with disabilities to access Education

Among the fifteen families of children with disabilities interviewed less than 50% had an opportunity to be enrolled in schools. 20% out of these however could not even complete standard seven. The barriers for children with disabilities to access education according to this study were apart extreme poverty little awareness on the importance of education to such children, social stigma from both parents/guardians and members of the society and remoteness (long walking distance from home to nearest school. Other factors reported were lack of facilities in terms of teachers with special education and physical facilities such as accessible transport and accessible buildings (classrooms, toilets and offices).

Quote 4.

"I had to walk a very long distance to the school and most of the time when I arrive late at the teacher used to beat me and to speak harshly. I do not have a special bicycle and my parents always used to say that they have no money when I asked them to buy me notebooks and pens. Sometimes I did not understand what the teacher was explaining in the class".

Msafiri Bakari is 13 years old he lives in Pangani Town. Now he begs on the streets.

5.2.1 Poverty

Given the extreme poverty faced by parents, children with disabilities often get overlooked. The local community pointed out that given the merger resources available for children's

education, the first priority is given to non-impaired children. Disabled adults data showed that 6 (32%) could not complete primary education (standard seven) because of financial problems. Further inquiry showed that 4 of these had their family members who completed primary schools and some went as far to secondary schools. Similar views were obtained from interviews with key informants at special centres for children with disabilities.

5.2.2 Social Stigma

On the question of social stigma it was reported that some of the parents refuse to enroll the disabled children simply because they do not like to be known as fathers/mothers of the disabled. It was also revealed that the society perceives people with disability as less intelligent and thus taking them to school is wastage of resources. One of the disabled interviewees' (40) reported that he was not enrolled in school not because there were no facilities but because he was a disabled! Disability takes away children's right to education. A further analysis showed that the society was not much aware that the disabled provided with an opportunity could excel in all spheres of social life. That is why not much is done to provide them with an avenue of growing.

5.2.3 Mistaken perception

It was clearly reported that people with disabilities are perceived as people with no substantial contribution to the social, economic and cultural development of the society. Therefore efforts to provide them an avenue of growing are regarded as wastage of time and resources. The implication of this is the denial of basic rights to children with disabilities such as education, love and dignity.

It was further revealed that a child with a disability was considered disgraced and therefore a shame to the family. To get out of this shame some families were reported to keep children with disabilities behind doors, thus denying them opportunities to get education and other social amenities. Related to this is the belief to some members of the society that children with disabilities are also intellectually impaired thus taking them to school is wastage of time and resources.

5.2.4 Awareness

The study further pointed out that 3 families **with** children with disabilities were not aware of the existence of any schools, social services, agencies or programs in Tanga that specifically target children with disabilities. Lack of awareness of existence of such institutions as revealed by the study has denied an opportunity to children with visual impairments and the deaf to get education because the current environment in ordinary primary schools totally does not accommodate them even if their parents wished to.

5.2.5 Long Distance

Distance from villages to school was reported as one of the factors hindering children with disabilities to be enrolled in schools. The study established that parents/guardians of children with disabilities are reluctant to enroll children with disabilities in school due to worries on their safety when on the way to and from school, particularly to mental retarded children. It was also observed that the available special centres are inaccessible to many because of transport and mobility problems.

Example 4.

Helena Ernest (10) Tanga she lives with her aunt and uncle. Her History:

At the beginning she was living with her parents. Because of the poor conditions that they were living, her mother travelled to the capital city looking for work giving them the explanation that she had another daughter outside the marriage who was a barmaid in a local pub. Helena was left with her father and her grandfather. Her father disappeared and the grandfather died shortly. She now lives with the aunt and uncle. Judging by the environment when the fieldworkers were in the house, Helena is not cared for, as when she was living with her grandfather. She is going to the Comfort Majani Mapana Special School, she started on August 2004. Daily she gets out of school at noon but there is nobody to collect her so she has to go alone home risking being raped as she cannot talk to defend herself. She is mentally retarded.

5.3 Children with Disabilities and the Learning Environment

5.3.1 Ordinary Primary Schools

Nine government ordinary primary schools were visited.(Refer to appendix No..... These schools are meant for able-bodied children. But due to the absence of special schools for children with disabilities in the neighborhood, children with disabilities enroll at these schools. The schools however, as observed do not usually adjust to their needs, thus drop-out of children with disabilities is reportedly very high.

Observations revealed that common children with disabilities in these schools are the albino, the mentally retarded and children with mobility impairment. Children with talking and hearing impediments are few compared to the later groups. It was also revealed that the environment at these schools totally do not accommodate children with visual impairment.

Problems faced by children with disabilities in the ordinary primary schools apart from lack of physical facilities such as classrooms and toilets, built to accommodate children with disabilities there are also no trained teachers for such children. The result of this is the fact that they do not stay long, as the teachers are not adequately trained to meet the special needs of such children and again mobility was a major problem. Related to the study further observed that children with disabilities always appear “down” depressed because of social stigma from able-bodied children and teachers.

5.3.2 Special Centres for the disabled in Tanga District

Finally information was also collected from special centres for children with disabilities. Originally the study aimed at visiting five centres but due to little resources only three centres were visited. These are Pongwe, Chuda and Comfort. Total children in these centres are 145. Of these 83 (57.2%) are girls. With the exception of Chunda centre the other centres have equal numbers of girls and boys (table 3).

Table 3. Distribution of pupils and teachers in special centres

Centre Name	Number of Pupils		Number of Teachers		
	Female	Male	Actual	Required	Difference
Comfort	30	30	3	5	2
Chuda	30	9	3	8	5
Pongwe	23	23	8	13	5
Total	83	62	14	26	12

Source: Field Data 2005

The study revealed a significant difference between these centres and ordinary primary schools. Despite of great shortage of facilities and teachers the environment is friendly to children with disabilities. This is because of the fact that the available facilities though inadequate are meant for such children. It was further noted that 56% of the children are between 10 and 15years old, and 18% started attending schools after 10 years of age demonstrating late enrollment of children with disabilities. It was further observed that children attending these schools come from poor families. This fact leaves unanswered questions: - Are these schools unprepared to offer services to wealthy families or do rich families prefer to assist their children at home with private services because of the social stigma? There is a need of further research with a focus on tracking every child with a disability in the districts to clarify these questions.

5.3.3 Problems at Special Schools Centres as revealed by this study.

Most of the Special School Centres visited experiencing the problem of manpower with special training in dealing with disabled children. This has also contributed to the drop out of disabled children in some areas. It was further reported that shortage of teachers and funds lead to recruitment of limited numbers of children with disabilities, as the centres can not afford to provide opportunities to all children. Table 1 above presents the shortages of teachers in relation to the current number of enrolled children. Also some of the centres reported financial inadequate funds to cater for needs of the children and sustainability of the centres.

5.3.4 Primary Education Development Programme

With regards to the Primary Education Development Programme (PEDP) household interviews, interviews with disabled adults and informal interviews with primary school teachers at ordinary primary schools revealed that the program has done little as far as issues of children with disabilities are concerned. Interviews with key informants as well as respondents during household interviews reported that implementation of the program does not consider children with disabilities. They pointed out absence of physical facilities that accommodate children with disabilities such as buildings, classroom furniture, toilets, play grounds etc. in ordinary primary schools are meant for non-impaired children. Commenting on the weakness of PEDP primary school teacher at Korogwe Primary school said that had the program been serious with the question of children with disabilities it could have planned

to establish at least one special school for children with disabilities in each ward. Further analysis indicates that this could have given opportunity to children who miss education because of being away from special school for children with disabilities.

Commenting on the inclusion of children with disabilities in integrated schools, the head teacher of Bweni Primary School in Pangani district critically said it is not fair to include for instance deaf children in a normal class. Box 1 below clearly illustrates her criticism.

Box 1. Criticism on Inclusion Approach

Example 5.

Mrs. Paulina Dotto the Headteacher of the Bweni Primary School – Pangani District is critical of the inclusion approach. “It is not fair to include deaf children in a normal class, worse enough with a teacher who cannot communicate through sign language...these pupils cannot learn in such environment. Even if the experts claim that the environment has to be conducive for all learners; the curriculum has to be set in a way that it caters along learners’ abilities and the ability of the teacher. It’s like we are dumping them in the integrated class without assessing the preparedness of other learners to accept those pupils with disabilities...therefore we are not giving them appropriate service”

5.4 Problems Faced by People with Disabilities in the Society.

Several explanations were given with regard to problems facing people with disabilities in the society:

- (1) Discrimination; they are discriminated, marginalized and lack social acceptance
- (2) Unemployment; they are facing unemployment problem even if they have the needed qualifications, those who manage to secure employment in the private sector are lowly paid.
- (3) Capital for starting/developing business; those self-employed reported the problem of capital; they can not easily access loans from financial institutions not because they are not able to pay but because they are not trusted. It is difficult to them to get guarantors.
- (4) Those engaged in petty trade reported high degree of stigma from the society as expressed in their own words: “most of people do not buy food from me”; “I am constantly harassed in the market”.

5.5 Comments on How Social, Economic and Cultural Problems of People with Disabilities Can Be Addressed.

Regarding measures to be taken to address problems faced by people with disabilities, children in particular the study sought to hear from the respondents. Several viewpoints were raised concerning ways in which people with disabilities can best be treated. The following section outlines different responses.

About one third of the respondents described the need for information about children with disabilities not only in Tanga region but also throughout the country. Their number, types of disability and conduct research on topics such as violence against girls/women with disabilities, and the sexual exploitation of children with disabilities as specific areas requiring greater attention.

More than half (53.3%) of the families of the disabled children and 8 (42%) of the disabled adults stressed public awareness to parents and the community at large on the importance of education to children with disabilities. Their call was recognition and respect to people with disabilities. In addition to these two of the disabled adult interviewees wanted people with disabilities to be involved in discussing issues related to them.

The majority (64.7%) of the respondents suggested the question of having special schools in rural areas with adequate facilities and trained teachers. This was also pointed out in interviews with key-informants.

In general the analysis of the survey data has pointed that poverty is both a cause and consequence of disability. Poverty and disability reinforce each other, contributing to increased vulnerability and exclusion. It also emphasizes that the issue that disability not only affects the children or adults but impacts on the whole community.

The direct cost of disability is usually unequally shared. The burden of care most often falls on family members usually mothers or other female relatives. Caring for a child with a disability further increases the workload of women living in extreme poverty and takes valuable time away from the daily struggle to make a living. Therefore the low/poor interest to educate their children.

As well as being geographically and culturally centralized the process of education policy-making specially for disabled has also been politically centralized in terms of lack of participation of the different actors and stakeholders involved in the education system, including teachers, parents and children themselves. It is common that education reforms have traditionally been seen as the responsibility and domain of the state. In the past, seeking the agreement of teachers (those, after all responsible for putting policies into practice at the classroom level) has not been seen as priority by policy makers. The importance of teacher participation in the decision-making process to ensure that reforms are relevant, workable and effective has been even less recognized.

6 Conclusions.

Positive changes in the situation of education children with disabilities and the disabled adults are dependent on the action of government, and the empowerment of people with disabilities themselves.

There are many opportunities for action by the government and the civil society in support of disabled children education.

Benefits are likely to be greater when services for people with disabilities are provided within existing social, educational, health and labor structures in society, and where procedures are established to permit effective participation of persons with disabilities in decision-making.

Good policy is an important starting point, and there is considerable scope for dialogue. Productive policy dialogue should be undertaken between the government and the civil society in the context of the education sector development programs (PEDP and SEDP), with a view to ensuring that appropriate legal and policy frameworks for the inclusion of children with disabilities in education are developed.

7. Recommendations

1. Inclusive education is an example of an inclusive approach to development. The educational and developmental needs of children with disabilities are more likely to be fulfilled by their inclusion into mainstream schooling system. Regular basic training on integrated education should be carried out in Teacher Training Centres for teachers as well as friendly skills should be taught to them to be able to make a conducive learning environment for the disabled children in the integrated schools.
2. The Ministry of Education and Culture should ensure equal and regular distribution of learning materials for all types of disabilities.
3. Strengthening of disability structures, such as representatives exclusively for the disabled affairs in the executive offices at different levels (village, ward, district and region) to follow up on the disabled children situation and the disabled people in general.
4. Opportunities to support more focused activities including direct support to organizations of disabled people and to initiatives aimed specifically at enhancing the empowerment of people with disabilities should be created by the government.
5. The Ministry of Education and Culture in joint collaboration with the Ministry of Health and the CSOs should conduct an assessment in a pilot integrated school to identify children having difficulties in the areas of gross motor, fine motor, communication and social development. Then the children will be evaluated both medically and socially to prepare an education program according to their needs and type of disability. The teachers then should be also prepared and sensitized to the needs of these children in question through focused training programs.
6. Employment is a key factor in the process of empowerment and inclusion into society of people with disabilities. The Ministry of Education in collaboration with the Ministry of Community Development should work out training strategies for children with disabilities after completion of the primary education.
7. Small enterprises can provide employment and income, and proved useful in helping people lift themselves out of poverty. Many people with disabilities have proven their capacity to run businesses on their own especially girls and women. The government in collaboration with the Ministry of Community Development should start a fund to provide for loans to the disabled people. Income generation training should be provided prior to receiving the loans.
8. The society should be educated on the importance of education for disabled children and the rights of the disabled people. This is crucial to the wrong perception that they are unable to give any contribution to the society.

Appendix No.1

Key- informants

1. Miss Athumani Mkouzu
Community development officer – Vibaoni ward-
Handeni.
2. Martha R. Njau
Director Comfort Primary School -Tanga.
3. Shabaan Juma
Head Chuda Special Education Centre – (For
mentally retarded children) – Tanga;
4. Miss Zawadi
Assistant Community development officer - Handeni.
5. Juma Mwacharika
Special Education teacher Pongwe Blind Centre.
6. Damares Paulo
CHAWATA - Lushoto.
7. Anastasia Kalumuna
Korogwe Secondary School - Korogwe.
8. Juma S. Mkowa
CHAWATA – Pangani

Appendix No. 2

Research Checklist used by the fieldworkers for collecting data of People With Disabilities in Tanga Region.

A: PERSON DATA : TAARIFA BINAFSI.

1. Name :

(Jina)

2. Sex :

(Jinsi)

3. Age :

(Umri)

4. Education level :

(Kiwango cha Elimu)

5. Skills :

(Ujuzi)

6. Family Members. Please write the numbers in the box provided

(Wanafamilia) –(Andika Idadi katika kisanduku)

- Children (Watoto)
- Wife /husband (Mke /Mume.)
- Father /Mother (Baba /Mama)
- Any other dependants wengineo wanaokutegemea

7. Children`s Eduation Information (Taarifa za Elimu za watoto)

Please write the number in an appropriate Box (Andika namba katika kisanduku husika)

Education level Kiwango cha shule	Male Wanaume	Female Wanawake	Total Jumla	Remarks Maoni
Nursery School Shule Ya Awali				
Primary School Shule ya Msingi				
Secondary School Shule ya SeKondari				
College/Tertiary Chuo				

B. EDUCATION (ELIMU)

1. *Is there any special school for disabled people in your area? Yes/No*
Je, kuna shule maalum kwa ajili ya walemavu katika eneo lako? Ndio/Hapana

.....
.....

If yes, how far is your school ?.....

Kama ndio, ipo umbali gani?

If not, where do you go to school?

Kama hapana wapi mnakwenda shule?

.....

2. Does your school has special facilities for disabled people?

Je shule yako ina huduma na vifaa maalum kwa ajili ya walemavu?

.....

3. If yes, do these facilities satisfy your needs? Yes/No

Kama ndio vinatosheleza mahitaji yako? Ndio/Hapana

.....

.....

4. If not, what are the problems related to the facilities and services do you face and what suggestions do you propose to overcome such problems.

Kama hapana, ni matatizo gani yanayohusiana na vifaa na huduma unayopata na unashauri mbinu gani zitumike kuyatatua?

.....

.....

3. Do you know any child(ren) with disabilities who dropped out from school due to school facilities,

distance, fees and/or discrimination plus other related problems? Yes /No

Je unamfahamu mlemavu yeyote aliyeacha shule kutokana na matatizo ya vifaa, umbali, ada, unyanayaswaji na/au matatizo mengineyo yanayohusiana? Ndio/Hapana

.....

If Yes, explain (Kama ndio elezea)

.....

.....

4. What are other social problems which hinder your education progress?

(Ni matatizo gani ya kijamii yanayozuia maendeleo yako kielimu kutokana na ulemavu ulio nao?)

.....

.....

4. In your view do PEDP consider people with disabilities in its activities and Implementation? Yes/No

(Kwa maoni yako Mpango wa Maendeleo ya Elimu unawajumuisha watu wenye ulemavu katika shughuli na utekelezaji wake?Ndio/Hapana

.....
If yes,explain how (Kama ndio elezea ni kwa namna gani)

.....
If no, explain why (Kama hapana eleza kwanini unafikiri hivyo)

5. In general what other problems, do you think when adressed will help people with disabilities to acheave their Education dreams?
Kwa ujumla ni matatizo gani mengine yakitatuliwa yatasaidia katika kutimiza njozi yako ya kielimu?

6. Are transport facilities from home to your school available ? Yes/No
(Kuna huduma za usafiri kutoka nyumbani hadi shuleni?Ndio/Hapana

.....
If yes what type of transport available. Please tick.
(Kama ndio ni aina gani ya usafiri uliopo. Tafadhali weka tiki

(1) Public Bus (Mabasi ya jumuiya)

(2) Bicycle (Baiskeli)

(3) Special Transport (Usafiri maalum)

(4) By foot (kwa miguu)

(5) Other (nyingine)

C. DISABLED CENTRES (VITUO VYA WALEMAVU)

1. How many disabled centre do you know they available in your Village/ward/District/region?

Unavifahamu Vituo vingapi vya watu wenye ulemavu katika kijiji/kata/wilaya/mkoa?

.....Is there any grants which received from the Government?(2001-2004)

Kuna ruzuku yoyote ambayo imeshatolewa na Serikali katika Vituo hivi? (2001-2004)

D. ECONOMICAL INFORMATION (TAARIFA ZA KIUCHUMI – For Adults)

1. What problems do you face in accessing employment opportunities?
(Ni matatizo gani unayopata katika kupata fursa za Ajira?)

.....
.....
.....

Please indicate employment status by ticking in the Box relevant below. Tafadhali onyesha hali ya ajira Kwa kuweka vyema katika kisanduku hapo chini.

(i) Formal Employment (Ajira rasmi)

Government
Serkali

Private Sector
Sekta binafsi

Civil Societies
Mashirika ya kiraia

International Organizations
Mashika ya kimataifa

(ii) Informal sector (Ajira isiyo rasmi)

Food Vendors
Mama/Baba lishe

Artisans
Fundi

Petty traders
Biashara ndogondogo

Peasant Farmer
Kilimo

Others
Nyinginezo

2. If your self -employed where did you get your initial capital?

Kama umejiajiri, wapi ulipata mtaji wa kuanzishia biashara?

.....
.....

3.What problem are you facing when accessing loans and credit in the financial Institutions.
(Ni matatizo gani unayopata wakati wa kuomba mikopo katika taasisi za kifedha)

.....
.....

4. Did you received any support from the Government (both local and central)? Yes/No

Kuna msaada wowote ambao ulishaupokea toka serikalini? Ndio/Hapana

If yes what type of assistance (Kama ndio ni aina gani ya msaada)

.....
.....
5.Are you aware of any organization / Institution / Government department which offers credit and loan? Yes/No

Unayotaarifa yoyote ya mashirika/Taasisi/ au Idara ya serkali inayotoa mikopo? Ndio/Hapana

.....
.....
6.Do you think the income you make perday is enough to cover the necessities? Yes /No
Unafikiri kipato chako kwa siku kinatoshia kukidhi mahitahi muhimu? ndio/Hapana

.....
.....
If not what amount do you think could be enough per day or per month?
Kama hakitoshi kiasi gani kwa siku au kwa mwezi kingetoshia ?

.....
.....
Is
income enogh to cover Education need for your children /child?Yes /no
Kipato chako kinatoshieleza mahitaji ya watotot/mtoto wako kishule? Ndio/Hapana

.....
.....
If not enough what effort are you taking to overcome this problem?
Kama haitoshi ni juhudi gani unachukua kuondoa hili tatizo?

.....
.....
7. In general what are the problems which face disabled people economically plus in education and what suggestions do you propose to solve them?

Kwa ujumla ni matatizo gani ya kielimu na ya kiuchumi yanayowakabili watu wenye ulemavu na nini maoni yako ya namna ya kuyatatua?

.....
.....
8. Give your general comments on how disabled people social, economical, and cultural problems can be solved?

Toa maoni yako ya ujumla juu ya namna matatizo ya walemavu ya kijamii, kiuchumi, na kiutamaduni yanavyoweza kutatuliwa?

.....
.....
Comments from Researcher:

.....
.....
Name of Researcher: Signature : Date:
.....

Appendix No. 3

VISITED INTEGRATED GOVERNMENT PRIMARY AND SECONDARY SCHOOLS

1. Chanika Primary School - Handeni.
2. Soni Primary School - Lushoto.
3. Handeni Primary School - Handeni
4. Korogwe Primary School - Korogwe
5. Kwenizinga Primary School – Handeni.
6. Negero Primary School - Kilindini.
7. Korogwe Girls Secondary School - Korogwe
8. Kongoe Primary School – Soni – Lushoto
9. Bweni Primary School - Pangani
10. Pongwe Primary School - Tanga

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