

Approaches Taken to Ensure Intellectually Impaired Pupils Receive Basic Primary Education at Patandi Primary School Meru District, Arusha Tanzania

Raphael Julius Massae, Dr. Victorin Salema, Dr. Emmanuel Kileo
Mwenge Catholic University

Citation: Massae R.J., Salema V., and Kileo E. (2022) Approaches Taken to Ensure Intellectually Impaired Pupils Receive Basic Primary Education at Patandi Primary School Meru District, Arusha Tanzania, *British Journal of Education*, Vol.10, Issue 14, 80-93,

ABSTRACT: *The study focused on formative evaluation on Approaches Taken to Ensure Intellectually Impaired Pupils Receive Basic Primary Education at Patandi Primary School Meru District, Arusha Tanzania. This study was guided one evaluation question. This study employed case study design under qualitative research approach where non-Probability sampling techniques were employed. The evaluation study seeks to evaluate the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school. The respondents of this question are the District Education Officer, the ward education officer, the project coordinator and teachers who teach the intellectual impaired pupils at Patandi Primary School. The instruments of collecting data included, Interview guide for teachers, Interview guide to the project coordinator, Interview guide for the District Education Officer (DEO), Interview guide for ward educational officer and observation guide for pupils. Document analysis guide was used to obtain more information about the school. The data was collected and coded, organized, analysed under qualitative approach, then the relevant information was extracted, interpreted and discussed. The evaluator provided the instruments to two lecturers of Mwenge Catholic University who are experts of evaluation from education field to check the extent to which the instruments reflect the evaluation questions and the problem and their recommendations were considered. The evaluator employed triangulation method for all evaluation instruments to ensure consistence of the information provided by the respondents by making comparison of the information that will be provided. Piloting of instruments carried out in one primary school which offers special education for intellectually impaired pupils in Moshi Municipality. The respondents of the theme under question one are; District education officer, ward education officer, project coordinator and the all 4 teachers who teaches pupils with intellectual impairment. The approaches including announcements and assessment of a child individually and registering a child as a pupil of Patandi Special Education primary school in stage one, stage two or Autism. The conclusion of this study showed that the youngsters with mental disabilities should be enrolled to school to acquire education on basic knowledge that could help them in their daily life. The recommendations showed that Parents/Guardians should be educated on Intellectual impairments that is not caused by superstitions but it is health/intellectual problem of a child. The government should increase number of Special Needs Educational Teachers and motivate them.*

KEYWORDS: special needs education, intellectual impairment, basic primary education, approaches.

INTRODUCTION

Context of Evaluation

Special education is the practice of educating students in the way that addresses their individual differences and exceptional requirements. Special Needs education is education for students with disabilities, in consideration of their individual educational needs with aims of full development of their capability and at their independence and social participation.

As adults, many people with mild intellectual disability can live independent lives in the community. Other people may be moderately affected, this means that they might have more difficulty in learning and requires greater levels of support to help them maximize their independence and appropriate support which contributes to people with intellectual disability leading full and satisfying lives (Bray, 2003).

Intellectual Impairment (II) is a disorder defined by the presence of incomplete or arrested mental development, principally characterized by the deterioration of concrete functions at each stage of development that contribute to the overall level of intelligence, such as cognitive, language, motor and socialization functions life this is according to the tenth revision of the World Health Organization, (2019). Pupils wit intellectual impairments should learn how to read, write and arithmetic operations popularly known as Kusoma, Kuandika na Kuhesabu, (KKK) in Kiswahili. There is a need for conducting evaluations on how these pupils get basic knowledge and skill in order to make good improvements on implementations of this special education.

After independence the government passed the Education Act of 1962 to regulate education and abolish all forms of discrimination in education systems that were based on race and region (Mushi, 2009). Tanzanian government firstly integrated special education trainings to the teachers at Tabora TTC which was established by Hon. Mgonja who was the member of the parliament and minister of education in 1969. Then in 1992 after the other minister of education professor Philemon Sarungi established special education training in Patandi TTC and then they started Patand primary school for special needs education as a school for practices for the teachers trainee from Patandi TTC but now Patand primary school for special needs education is not for the practices under Patandi TTC, it is under ministry of education. The program was established for the purpose of helping children with mental disabilities in Arumeru district (the former name of Meru district) to acquire basic knowledge of primary education and gain basic skills for their daily life.

Tanzania as a member of the international Community has signed and ratified various United Nations Conventions for example the Universal Declaration of Human Rights (1949) and the United Nations Standard Rules on the Equalization of Opportunities for persons with Disabilities (1994). The UN Standard Rules as well as other international policy documents on Education for All (EFA), e.g. the Jomtien Declaration (World Conference on Education for all held in Jomtien, Thailand (1990) and the Salamanca Statement and Framework for action on special needs education (1994) clearly state that every child, regardless of the child's social, economic, cultural, linguistic, physical and health background, has to have access to and

receive appropriate education. This means that all children, including children with disabilities and children from other vulnerable groups should receive formal education (Karakoski and Strom, 2005). According to United Nations Convention on People with Disabilities and its Optional Protocol (A/RES/61/106) on 13 December 2006, people with disabilities must enjoy all human rights and fundamental freedoms. This Convention suggested that this must be done through provision of special education to the disabled people.

The United Nations convention on the Rights of Person with Disabilities (2006) resulting in the Persons with Disabilities Act of 2010, the Standard Rule of Equalization of Opportunities of People with Disabilities (1993) and the Salamanca Statement and Framework for Action (1994) by Tanzania’s Ministry of Education, Science and Technology revealed that a total of 601 primary schools enrolled pupils with special need. Table 1 shows the number of pupils with disabilities enrolled 2018/2019. A total of 601 primary schools enrolled pupils with special need have been analyzed.

Table 1.Enrolment of Pupils with Disabilities 2018/2019.

Type of disabilities	Boys	Girls	Total
Visual impairment	688	493	1,181
Hearing impairment	3,869	3,343	7,212
Physical impairment	8,985	5,821	14,806
Intellectual impairment	8,920	6,257	15,177
Albinism	1,398	1,384	2,778
Deaf-blindness	433	373	806
Autism	1,091	755	1,846
Low vision	3,322	2,527	5,849
Total	28,902	20,953	49,655

Source. URT; *Educational Performance Report 14 September 2019*.

Among that 601 primary schools, 285 schools enroll children with Intellectual Impairment, 22 enroll children with physical disabilities, 32 enroll children with albinism, 18 schools enroll those with Autism, 95 schools enroll children with Visual Impairments, 137 schools enroll children with Hearing impairment. A total of 2,485 regular primary schools have identified to be inclusive primary schools. Additionally, a national campaign to screen and identify children with special needs prior to school enrolment was undertaken. Patandi Special Needs Education Primary School is among of these schools (URT, 2019).

Tanzania has enacted disability person’s employment in 1982, (Act no.2 in 1982 which aimed at providing health care social support, accessibility rehabilitation, education and vocational training, communication, employment or work protection and promotion of basic rights for persons with disability.

Patandi primary school for special needs is one of the special schools found in Akeri ward which is organized under the policy of the Education and Training Policy ETP 1995 although it has been started by Patandi Special Education Teachers Training College as center for teaching practices for Patandi Special Education TTC with registration number PS.0105075, but it is now controlled by the ministry of education as Independent primary for the pupils with special needs under the national policy of education for all (Hakielimu, 2017). Hakielimu means right to education and education about right in Tanzania. Hakielimu works to realize equality, high quality and human right approach by facilitating community engagement in transforming influencing policy and practices, stimulating imaginative public dialogue and collaborating with partners to advance and social justice.

Purpose of Evaluation

The Evaluator conducted formative evaluation to investigate effectiveness of implementation of special education program offered to the impaired pupils at Patandi Primary School. The government and other stakeholders' needs to see good success According to project coordinator there is no other evaluation study that has been conducted at this school since it started 1996. The evaluator has found no result of any evaluation study available. To close up the gap this evaluation study investigated the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school also to suggest remedial measures to improve the program.

Evaluation Question One

What are the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school?

Theoretical Framework

This evaluation used the Context Input Process Product model (CIPP) that proposed by Daniel Stufflebeam in 1971. The CIPP model of evaluation helped to guide this evaluation because it describes and explains the concepts related to the study. The components used in this study were almost the same with Context, Input, Process and Product in CIPP model of evaluation. Under the guidance of this model the evaluator managed to investigate the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school.

Context

Context involved the assessment of background information especially the approaches taken to ensure that pupils with intellectual impairment are enrolled to this school. At the context stage, the evaluator strived to get full understanding of the society needs concerning the intellectual impaired at Ptandi special education centre. The evaluator also tried to get full understanding of the project by finding out how well the program has considered the society's needs and the approaches taken to ensure that intellectually impaired pupils receive basic primary education. This enabled the evaluator to obtain the information on how well the needs assessment assists decision making on the program planning at Patandi primary school.

Input

In the input the evaluator will collect the information based on goals, objectives and plan of

the program. The evaluators identified and investigate the existing program that serves as the model for the whole evaluation process. The evaluator assessed the program budget and its sufficient attainability of the program objectives.

Process

In CIPP model process evaluation involves all activities which are carried out to ensure the required outcomes is achieved effectively. The evaluator in his study examined the methods used to get and enrol pupils in for this program to see whether there is a necessary modification. For instance the evaluator assessed the way teachers assess the level of impairment of the pupil and after realizing the level, where is he put him/her and he had also assessed pupils' performance from each stage.

Product

The evaluator also examined the end products which realize pupils' acquisition of knowledge, self-reliant individual, good performance, socialized and motivated individual. Also evaluator had made the comparison of actual ends with intended ends which leads to series of recycling decisions. The evaluator has showed whether the program has archived its goals and objectives or not.

Relevance of the Model of the Study

In formative evaluation of the program, the model will help to guide an effort of context, inputs, process and product evaluation respectively by asking questions like what need to be done?, How should it be done?, Is it being done? And then is it succeeding? The evaluator will submit final reports which addressing these questions in Patandi study to keep stakeholders informed about findings, which will also help to guide decisions makings. CIPP Model will be used to evaluate the program in educating intellectually disabled pupils at Patandi Primary School.

Strengths of the Model

CIPP model is most applicable for the evaluation because it shows that training program requires a system whereby different elements which context, input, process and product (Lasway, 2010). Secondly the model is utmost important in provision of feedback because evaluation take place at any stage of each component. Thirdly the CIPP model always emphasizes on provision of data to the management that could be necessary for the improvement or rejection of the program. Fourthly the model emphasizes on the improvement of the quality curriculum and not dealing much on proving if it work or not. The purpose of using this model in Patandi study was aimed at assessing the setting of rules and regulation before registering the pupils and when implementing the activities in the program improving and understanding what has being identified from formative evaluation to reach the intended objectives of the program. Lastly; the model allows internal evaluator and external evaluator to participate in Patandi evaluation study. Therefore the model allows the evaluator to conduct the study in both formative and summative evaluation whose immediate beneficiaries are unbiased group.

Weaknesses of the Model

The first weakness of CIPP model failure to recognize the complication of the decision making process in the organization. Secondly the model does not clearly state the decision making on

the program. This is because the decision making is a phenomenon whereby people can differ in some of perceptions. Some of decisions can lead to the improvement of the program but some of them can cause the collapse of the program completely. Lastly the model depends on the ability of the evaluator to apply it in the study. In Patandi study the CIPP model helped in improvements.

Review of Empirical Studies

Approaches Taken by Educational Stakeholders to Ensure Intellectually Impaired Pupils are Receiving Basic Primary Education .Shani and Hebel (2014) study on Implementing Inclusive Education (IE) findings help training program designers adapt and/or improve existing training programs in Israel. The researcher recommended that a teacher should become familiar with the unique attributes of pupils with special needs in education and with customized teaching methods both for individual pupils and for groups of learners. The third is that the teacher must develop the ability to recognize and analyse the factors in the school context that support or hinder the inclusion of pupils with special needs in education.

The findings and recommendation of the study were very attentive but it seems that teachers are the only who are responsible to ensure pupils with special needs are receiving better education. The current of Patandi study will use other education stakeholders like parents as the one of the targeted population to assess their position and how they involve in improving special education especially to the intellectually impaired pupils.

Tarimo (2016) conducted a study on special education program for Albinism and visually impaired pupils at Mwereni Integrated Primary School for the Blind in Moshi Municipality, Tanzania. Both quantitative and qualitative research approaches were used under which a cross-section survey and a case study designs were employed. The study targeted 1 primary school as a study site, 1 Head of school, 29 teachers and, 4 non teachers and 270 standard five to seven students. Stratified sampling, simple random sampling, and purposive sampling were employed. The study found that there were inadequate resources and facilities, teachers with special education needs were very few compared to the number of pupils with special needs. However, teachers and pupils had a positive attitude towards the implementation of special education. The study recommended that: there should be conduction of census of people with disabilities and more awareness campaigns on the importance of special needs education for children with disabilities, government on the issue of disburse capitation grants for children with disabilities in schools should be clear and be taken to schools on time.

The former study did not involve blind children and also the study was conduct at the different geographical position therefore other researchers who want to use this study will face some difficulties to generalize. Also due to nature of the former study, researcher did not consider the needs of parents/guardians in supporting learning situation of the pupils. But Patandi study will consider parents/guardians as the part and parcel of the study.

Kocbeker-Eid, (2016) conducted a study to examine Turkish prospective primary teachers' self-efficacy beliefs and readiness for their future roles and responsibilities as inclusive classroom teachers. A qualitative case study design was used to gain the perspectives of

teacher candidates. The data were collected through an open-ended questionnaire and were analysed using the content analysis technique.

The findings of the study have revealed that Turkish prospective primary teachers believe that they have an important role and a significant responsibility as teachers, not only for all students but also for students with special needs in particular. The prospective teachers were also found to have expectations of the school administration, special education services, and experts who might assist them in more effectively implementing inclusive strategies. The study concludes that the way in which prospective teachers perceive inclusion and how they see their teaching practice bring into line with the general education system will play a significant role in the success of inclusion.

Unlike Kocbeker-Eid's study, the current study will merely consider the effectiveness of special education to intellectually impaired pupils and how teachers in implementing education for intellectually impaired pupils and how teaching practice help pupils to receive basic education equally at Patandi primary school.

Provision of Basic Knowledge and Social Skills to Intellectually Impaired Pupils

Salimi and Dardiri (2021) conducted a study aimed to describe the profile of the students' social skills of inclusive Bengawan Solo nature elementary school in Indonesia. The study was qualitatively conducted as a case study. The participants were 5 teachers and 36 students who were chosen by employing purposive sampling technique. The data were obtained through observations, questionnaires, interviews, and document analysis. This study employed an interactive model data analysis which included; data validating, data collection, data reduction, data display, and conclusion drawing. The study was conducted in Bengawani Solo nature elementary school. The school is situated in the west of Dengkeng and Bengawani Solo river estuary, in the Juwiring district of Klaten regency of the Central Java province in Indonesia. The results showed that skills provided are cooperation, assertion, responsibility, empathy, and self-control. Researches in this study did not show clearly methods teachers used to impart knowledge or to teach pupils with impairment. Adeniyi and

Sylvester (2017) conducted a study on the Management of the 2007 Tanzanian Syllabus for intellectually impaired pupils in Promoting Life Skills. The purpose of the study was to investigate the management of the 2007 syllabus in promoting life skills to intellectually impaired primary school pupils in Kinondoni Municipality in Dar es Salaam. The study involved 89 respondents and the instruments used to collect data were documentary review, interviews, structured interview, focus group discussion and observation. The findings revealed that life skills are taught in all subjects with exception of English, which is also required. English Language is to be taught as most of intellectually impaired pupils who are joining Vocational training hence being a masonry most –of the working tools are named in English such as hummer, hoe, and chainsaw but the researcher did not show strategies used by teachers to teach or facilitate intellectually impaired pupils to acquire those skills. This study is more abroad because it dealt with intellectually impaired pupils in both primary school and vocational training colleges. The current study will investigate the knowledge and skills that provided to intellectually impaired pupils when they are in primary school only.

Provision of Education to Special Needs Education for Intellectually Impaired Pupils

A study of Kilimo (2014) investigated the factors that are related to teachers' attitudes and perception of self-efficacy towards pupils with disabilities and the problems teachers experienced in the implementation of inclusive primary education in Tanzania. The study involved a sample of 100 teachers from 10 inclusive schools in Dar es Salaam. The instrument included questions/items regarding (a) background information of teacher and school characteristics and about the type of disabilities of the pupils that are included in the teacher's classroom, (b) teachers' attitudes and self-efficacy regarding pupils with disabilities in inclusive education (Likert scales) and (c) statements to measure the problems that teachers face in the implementation of inclusive education.

First, the findings show that demographics like gender, class size, type of disability and training in special needs education did not relate significantly to effectiveness of special education. Furthermore, the results revealed that teachers face a lot of problems in the implementation of inclusive education, specifically in managing pupils with different disabilities, shortage of teaching and learning materials, lack of training and poor working environments. Multiple regression analysis showed that (a) working experience in inclusive education is significantly and positively related to attitudes towards including pupils with disabilities in mainstream education and (b) teachers with low self-efficacy face more problems with the implementation of inclusive education.

The study focus general to all disabled children, but current study investigated the approaches taken by teachers and educational leaders to ensure intellectual impaired pupils one receiving basic primary education at Patandi Primary special education program to intellectually impaired pupils.

Summary of Literature Review and Demonstration of the Knowledge Gap

The study of Shani and Hebel (2014) study on Implementing Inclusive Education (IE) findings help training program designers adapt and/or improve existing training programs in Israel. Tarimo (2016) conducted a study on special education program for Albinism and visually impaired pupils at Mwereni Integrated Primary School for the Blind in Moshi Municipality. Salimi and Dardiri (2021) conducted a study aimed to describe the profile of the students' social skills of inclusive Bengawan Solo nature elementary school in Indonesia. A study of Kilimo (2014) investigated the factors that are related to teachers' attitudes and perception of self-efficacy towards pupils with disabilities and the problems teachers experienced in the implementation of inclusive primary education in Tanzania. The findings showed that no specific study evaluated the approaches taken to ensure that intellectually impaired pupils receive basic primary education at Patandi primary school in Meru district Arusha region Tanzania for long time. After realizing this situation the evaluator thought that there is a need to conduct evaluation on the effectiveness on the implementation of special needs education program for the intellectually impaired pupils case study Patandi primary school to know the approaches taken to ensure that intellectually impaired pupils receive basic primary education and the findings can be used by stakeholders to improve the provision of special education in Tanzania.

METHODOLOGY

The evaluator used the case study evaluation design which is under qualitative approach. This design was more appropriate because the evaluator employed the instruments from qualitative method. Typically, data gathered from a variety of sources by using several different methods such as In-depth Interview Guides, Focus Group Discussion Guide Document analysis guide and observation guide.

In this study the target population involved program coordinator; all teachers, all students and all parents/guardians who make the community of Patandi Primary School, Ward educational officer and Meru District Education Officer (DEO) (who is in charge in special education). All target groups was sampled to represent the entire population of Patandi Primary School. Teachers involved in the study because this group comprises of the members whose function is to facilitate teaching and learning to pupils hence they are the ones who communicate school mission and vision and achieve both school and government goals as special need education is concerned.

Pupils were involved in the study because they are the ones who study special education. Parents were involved because they are the one who decided to educate their pupils in this school in collaboration with the government. The District Education Officer (DEO) involved because he is the one who supervises all educational activities at Meru District. The ward education officer involved because she is the one who supervises all educational activities at Akeri ward. The program coordinator involved because she is the one who supervises all educational activities at Patandi special education primary school center.

The study used qualitative approach; where by non-probability sampling procedures were employed. The district Educational officer was directly included in the study, parents/guardians were obtained through convenience sampling because of geographical reasons (the researcher was found parents/guardians who are easy to reach), teachers and pupils were obtained through purposive sampling. Teachers and pupils included through purposive sampling because they are the ones who are involved in teaching and learning activities.

PRESENTATION AND DISCUSSION OF FINDINGS

The finding of evaluation question one are presented ad discussed in this seminar paper two. The respondents of the theme under question one are; District education officer, ward education officer, project coordinator and the all 4 teachers who teaches pupils with intellectual impairments.

Approaches Taken by Teachers and Educational Leaders to Ensure Intellectual Impaired Pupils One Receiving Basic Primary Education at Patandi Primary School

The first evaluation question aimed at finding out the approaches taken to ensure that intellectual impaired pupils are receiving basic primary education at Patandi primary school. The result from interview guide from the Project Coordinator Officer shows that the approached taken to enrol pupils in Patandi Primary school including, Firstly is assessment of

a pupil individually to check the level of impairment that a child have with an assistance of health doctors then after knowing the level of disability, the child is registered as a pupil of Patandi Special Education primary school in stage one, stage two or Autism. Autism refers to a broad range of conditions characterized by challenges with social skills repetitive behaviour, speech and non-verbal communication it is also known as Autism Spectrum Disorder (ASD) Pupil with conditions of autism are stubborn and they are supposed to be taught by one teacher with assistance to ever one pupil. The Intellectual Impaired pupil's level/stage one are the ones who have ability to communicate with others, stage two are those who are more advance than level one that they can read some words and can't numbers and they have slight improved their behaviour like greeting and obeying the orders from elders. This finding from project coordinator has been extracted through in-depth interview with an evaluator.

When the evaluator interviewing Patandi Primary School Special Education Coordinator(PC) on the approaches are used to enroll pupils with Intellectual Impairments to Primary schools. The project coordinator said that:

Approaches taken to enroll pupils including teachers made assessment of the level of disability after receiving a child from the parent. Then after knowing the level of intellectual impairment the teacher places the child to level one or level two or Autism. Level two is more advance to level one in understanding but Autism is for the acute brain retardation. The intellectual impaired pupils are taught life skills including reading writing, arithmetic personal hygiene sports and games by their teachers. They don't have English language subject or subjects in English. (Interview with PC 12 July 2022). This implies that children with Intellectual Impairments are assessed and graded according to their level of impairments when enrolled to school.

This finding shows that the teacher asses pupil individually to check the level of impairment then the teachers are placing pupils according to their level of impairments. These findings concur with a finding of Sylvester (2017) which revealed that life skills are taught in all subjects for the intellectual impaired pupils with exception of English language subject. This finding also concur with a finding of Shani and Hebel (2014) study which revealed that teachers are the only who are responsible to ensure pupils with special needs are receiving better education.

The responses from the District Education Officer show that the school provides enouncement to the communities to get pupils/children with intellectual impairment or other impairments. Then the enrolment of the pupils in special education consider age of 06 to 17 years and distance from their home places because of few chances of hostel spaces. Those who come from far places are registered to hostels if the chances are available. Gender is not considered in enrolment. When the evaluator interviewing the District Education Officer who is responsible for special education on the question that ask what are the approaches used to enroll pupils with Intellectual Impairment to Primary schools? The District Education Officer responded that, *"we considered age form 6 years to 17 years. A distance form home place is also considered, but those who come from far places are registered to Hostels if the spaces are available. Gender is not considered"*. (Interview, with DEO 14 July 2022).

This implies that age and distances from home places are considered when enrolling pupils to Patandi special education primary school. The findings are therefore discovered that age of the

pupil and distance are considered when registering the child to Patandi primary school. However most of the parents who hide their children they still had wrong believes that the intellectual impairments children caused by superstition and misfortune in the society, that they afraid to introduce them in the surrounding community

When the evaluator was in the interview with Akeri ward Educational officer discussing the approaches used to enroll pupils with Intellectual Impairments to Primary schools
The Akeri ward Educational officer reported that:

We conducting census in our ward and neighbour areas to focusing on the children with impairments include intellectually impairments. This statistical census is conducted by ward executive officer and village executive officers with an assistance of school committees and hamlets chairpersons. This is done in the whole district because some parents tend to hid children especial the ones intellectual impaired in their families. Then if we get children with intellectual impaired and other impairments of the age between 6 years to 17 years, we take them to special education program schools including Patandi primary school. We also display some announcements to different areas like religious homes churches and mosques) and in pupils especial public meeting that Patandi Primary School offers special education impairments, then we get pupils with impairments. (Interview, 18 July 2022).

This implies that campaign and census on people with disabilities are conducted then the intellectual impaired pupils aged 06 years to 17 year are registered to school if they didn't registered before. This finding showed that the approach taken to enrol pupils to Patandi primary school for special education includes displaying announcements and conducting census in the ward and neighbour areas to know the society. This statistical census is conducted by ward executive officer and village executive officers with an assistance of school committees and hamlet chairpersons. The campaign and census is conducted in the whole district because some parents tend to hid children especial the ones intellectual impaired in their families. Then if they get such children aged 06 to 17 years with intellectual impairments and other impairments they take them to schools including Patandi primary school and provide them education (free education). The finding concur with Tarimo (2016) study on special education program for Albinism and visually impaired pupils at Mwereni Integrated Primary School for the Blind in Moshi Municipality which recommended that there should be more census on disabilities and awareness campaigns on the importance of special needs education for children with disabilities

The evaluator conducted an interview to the four teachers who teach pupils with intellectual impairments about the approaches taken to ensure intellectually impaired pupils receive basic primary education at Patandi primary school. Using evaluation question says what approaches used to enrol pupils to your school? The following responses were obtained. The one respondent said that:

At the beginning of the year parents are come to school and state their needs including, the needs of educating children with disabilities, then those who have children with intellectual impartment then we ask him/her to come with the child. After coming with the child, we ask the background of the child sine he/she will fit according to the level of

the impairment like normal Intellectual Impairments or Autism. We are also considering age that it should not be less than 6 years and not more than 18 years. After reaching 18 years old studying at his school we call he/her parent again and give him/her an advice that the child can be taken to vocational training college or to the other program if he/she is not fit to go to normal primary school'. (Interview, 13 July 2022).

Another respondent reported that:

Firstly, we display announcements about our school to the religion houses like church's and mosques and in other normal schools that we offer special education for Intellectual Impairments, Hearing Impairments and Visual Impairments pupils from the age of 6-17 years old. Then parents who have children with special needs in education bring their children then we assess the child by on assistance of the medical/health doctors then after realize his/her level of problem we enrol him/her by looking where that child fit either Hearing Impairment, Visual Impairment or Intellectual Impairment level one or two or Autism. We don't consider distances because we have hostels that can accommodate them if his/her parent needs. But if the spaces in the hostel are full we discuss with the parents that if he/she can bring the child to school every morning and take him/her back to home after session we can enrol that child, but if he/she can't do that we don't enrol the child. We put that child to the waiting hit for the next time. For the day pupils we don't consider number we just enrol without limit'. (Interview, 13 July 2022).

The responses from the third and the fourth teachers said the same information that after campaign of disabilities awareness and displaying of announcements parents bring their children with disabilities for registration to Patandi Primary school.

This implies that parents are come to school with their intellectual impaired children, then teachers are assessing and grade them and registering them to school as special education pupils at Patandi Primary school. The findings from the teachers concur with the information provided by Akeri ward Education officer on the Interview with an evaluator on 18 July 2022, which divulges that campaign and census on people with disabilities are conducted then the intellectual impaired pupils aged 06 years to 17 year are registered to school if they didn't registered before. The findings from teachers also concur the CIPP model of this study proposed by Daniel Stufflebeam in 1971, in the section of Context evaluation stage which involves in assessing the background information to get full understanding of the society needs concerning the intellectual impaired children then taking them to school.

Therefore, the approaches taken by teachers and educational leaders to ensure intellectual impaired pupils one receiving basic primary education at Patandi primary school are; firstly, by conducting census in Meru District communities to know the numbers of children with impairments, this census is done by Meru community leaders (WEO, VEO and Hamlet chairpersons) every year. The second approach is done by displaying some announcement to different areas like religious homes churches and mosques) and in pupils especial public meeting that Patandi Primary School offers special education for various impairments. Then parents bring their children with impairments (Intellectual Impairments) after getting information. Age and distance from home places are also considered because there are few

rooms for hostels. The teachers and the Project Coordinator assess the level of the impairments of a child and his/her health with an assistance of medical doctor, then after knowing the level of the impairment(s) the Project Coordinator register a child as a pupil at Patandi Special Education Primary school.

CONCLUSION AND RECOMMENDATION

The conclusion that has been drawn from this study showed that, the youngsters with mental disabilities should be enrolled to school to acquire education on basic knowledge that could help them in their daily life. Patandi special education primary school has been stated on 1996. The school has 4 qualified teachers for intellectual impairment and 60 pupils 48 among them are intellectual impaired level one and two, 12 are Autism. The finding from the interviews to the Teachers District Education officer, Ward Education officer and the project coordinator shows that the approaches taken by teachers and educational leaders to ensure intellectual impaired pupils one receiving basic primary education conducting awareness campaign and census in Meru District communities to know the numbers of children with impairments, this census is done by community leaders every year. The second approach is done by displaying some announcement to different areas like religious homes churches and mosques) and in pupils especial public meeting that Patandi Primary School offers special education for various impairments. Then parents bring their children with impairments (Intellectual Impairments). The teachers and the Project Coordinator assess the level of the impairments of a child and his/her health with an assistance of medical doctor, then after knowing the level of the impairment(s) the Project Coordinator register a child who have the age of 6years to 17 as a pupil at Patandi Special Education Primary school. After the pupil reaches 18 years he /she is removed from school and taken to the other institution that he/she can fit or go back home. The study has done through qualitative approach, using non probability techniques.

Therefore, based on the conclusion of the study, Parents/Guardians should be educated on Intellectual Impairments that is not caused by superstitions but it is health/intellectual problem of a child. This will help them to stop bad beliefs and send their children with Intellectual Impairment to school instead of hiding them in their houses. The government should provide teachers for special education special salary as a sign of motivation. The government should employ more teachers for special education especial Intellectual Impairment program because the ratio of the teachers to pupils is not good, for example the ratio of teachers per pupils in II is supposed to be 1:5 officially, but in Patandi primary school they are 1:16. The ratio of teachers per pupils with Autism is supposed to be 1:1 officially, but in Patandi primary school they are 1:12 which is terrible. Teachers for special education should get more training to improve their knowledge their knowledge's on impairments. The government should also extend this program by adding another level like vocational colleges to serve those who fit vocation colleges are private and they are of high costs.

REFERENCES

Bray, A.(2003). *Definition of Intellectual Disabilities*. Wellington. Donald Beasley Institution for Research on Intellectual Disability. Colleges. Moshi. Mwenge University

- Kilimo, J. (2014). *Teachers Attitude and Self- Efficiency Towards Inclusion of Pupils with Disabilities in Tanzania School Tanzania*. Kinondoni Municipal Council
- Karakoski ,J. and Strom ,K. (2005). *Special Need Education United Republic of Tanzania* Ministry of Education and Culture.
- Kocbeker – Eid, B. N. (2016). *What Do Turkish Prospective Primary Teachers Promise for Inclusion?* Turkey: Erbakan University.
- Lasway, A. (2010). *Evaluation of Effectiveness of Diploma Pre Services Preparation of Biology to Teacher Secondary School A Case Study* St. Jose Ph Teachers Colleges. Moshi. Mwenge University
- Mushi, P.A. (2009). *History and Development of Education in Tanzania Dar-es- Salaam* University Press.
- Salami, M.,& Dardiri ,A. (2021). *The Profile of Students Social Skills of Bengawan Solo Elementary Nature of School*. European Journal of Education Research.
- Shani , M . and Hebel, O. (2014). *Assessing A Teacher – Training Program for Working with Pupils with Special Education Needs and Disabilities (SWND) En Rolled in General Education School*. Israel. Livinsky College of Education and Tel Aviv University.
- Sylvester, S.M. (2017) *An Investigation on Management of the 2007 Tanzanian Syllabus for the Intellectually Impaired Pupils in Promoting Life Skills A case study* Kinondoni Dar es Salaam.
- Tarimo, C. (2016). *A Formative Evaluation of Special Education Program for Albinism and Visually Impaired Pupils*. Moshi. Unpublished Dissertation.
- URT (2013). *Education Sector Development Program (ESDP).Education Sector Performance Report 2011/12 Retrieved March, 19 2019 from [http://www.ed-dpg.org.tz/pdf/ESPR%20and % Website source; www.mex.go.jp](http://www.ed-dpg.org.tz/pdf/ESPR%20and%20Website%20source;www.mex.go.jp)*
- URT (2014). *Education and Training Policy*. Dar es Salaam; cited on Ministry of Education and Vocational Training report of 2008 *on Situational Analysis and Needs Assessment in Special Needs/Inclusive Education*.
- URT (2019). *Educational Sector Performance Report 2018/2019 Tanzania Mainland Draft for Circulation* 14 September, 2019.