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## The Contribution of Government to the Sustainability of Inclusive Education: A Case of Urban District (Zanzibar)

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### Abstract

The study examines the contribution of the government to the sustainability of inclusive education in Zanzibar. Both primary and secondary data were used during the study whereby social survey and structured interviews were used as methods of data collection. Data analysis employed qualitative and quantitative methods. The findings unveil that the existing system, such as advanced teaching and learning materials, is unsatisfactory. Besides, the schools have inadequate professional qualified teachers, an unfavorable environment, and poor participation of parents and the community. The study recommends that the ministry of education and other stakeholders should cooperate together to promote close partnerships with donor countries and international financial institutions to help schools of Zanzibar to establish special schools that will favor disabled students in terms of infrastructures, teaching facilities, and prepared special grounds for playing different games and sports, also should see the importance to offer special programs in the University dealing with disabled students. Finally, parents should eradicate the inferiority complex and should understand all people have equal rights to get an education like other people.

### Keywords

Government, Sustainability, Inclusive Education, Urban, District, Zanzibar

### Introduction

Since 1975, it has been a cornerstone of special education to educate impaired pupils (Bolourian, Tipton-Fisler, & Yassine, 2020). It highlights the need of school systems having a continuum of services available for their disabled children (Lim, 2020; Rasmitadila, Humaira, & Rachmadtullah, 2022; van Niekerk, 2020). The government must take both broad-based measures to build the necessary infrastructure and targeted actions to advance the right of all people to access and fully participate in high-quality education. Indeed, those nations are achieving their intended aims because they are more serious than Africa in this regard (Collins et al., 2017; DeMatthews, Billingsley, McLeskey, & Sharma, 2020; Sorkos & Hajisoteriou, 2021). The Americans with Disabilities Act (ADA), a comprehensive national civil rights law passed in 1990, was developed by the USA government and forbids discrimination against anyone with disabilities (Jesus et al.,

2021; Tenorio, Donoso, Ali, & Hassiotis, 2020; Westergard, 2020). Collaborated with four Asian governments, including those of Brunei, Samoa, Thailand, and Vietnam, to provide inclusive education and ensure its sustainability for all participants in the more than 50 stakeholder initiative. Discussion groups on a variety of topics were held as acts deemed required enhancing the opportunities and quality of education for children in regional educational systems (Dela Fuente, 2021; Hosshan, Stancliffe, Villeneuve, & Bonati, 2020; Latchem, 2018).

The Botswana government is working harder to improve education for impaired pupils as part of the updated National Policy on Education for All (Hanass-Hancock, Taukobong, Keakabetse, & Mthethwa, 2018; Jost, MacDonald, & Khanna, 2022). To enable them to offer free education for children with disabilities, the government increases financing for non-profit organizations (NGO) with extensive experience and skill in this field. As a result, Botswana citizens with special needs have equal access to educational opportunities. Additionally, special needs children are prepared for social integration with their peers in regular classrooms through education and information campaigns, which also ensures the support and involvement of the community at large (Kuyini, Major, Mangope, & Alhassan, 2021; Lindner & Schwab, 2020; Ndebele, 2017).

According to UNESCO and MOEVT (2014), People with disabilities have the right to productive and decent work, vocational training, and essential services, all of which are protected by laws, policies, and standards that Zanzibar has approved and put into practice. This is especially true of Tanzania and Zanzibar. Since 2004, the Prime Minister's Offices in Zanzibar have been in charge of issues relating to the inclusion of disability considerations in their policies, programs, and services (Daudi, 2020; Magombeyi & Odhiambo, 2019; Wambura, 2021). Disable Organization for Legal Affairs and Social Economic Development (DOLASED), the Information Center on Disability (ICD), and the Association of Disabled Persons (ADP) are just a few of the organizations that have been established in Tanzania to support disabled people (Figueroa & Katsui, 2020; Mesiäislehto, Katsui, & Sambaiga, 2021; Simmons et al., 2020).

Through several government programs developed by the Ministry of Education and Vocational Training, Zanzibar pioneered inclusive education (ZEDP, 2007; Hemed, 2019; Juma, 2022). The major purpose to introduce inclusive education to ensure all people gain education, however they are. Autism, blindness, deafness, mental disturbance, hearing impairment, and other disabilities are thus included in inclusive education (Juma, 2022; Lehtomäki et al., 2020; Mwanajuma, 2019). More than 1000 students from basic to secondary schools, including Jang'ombe Primary School, Kiswandui, and Kidongehekundu Secondary School, joined the program as part of this aspect, which focused on inclusive education, particularly for children with disabilities (Hayes & Bulat, 2017; Tavobova, 2022; Wambura, 2021). Additionally, from 2006 to 2013, there were 3270 additional pupils (UNESCO and MOEVT, 2014; Hemed, 2019; Juma, 2022).

The Zanzibari revolutionary government has made a concerted effort to maintain inclusive education in the urban district of Zanzibar through its ministry concerns and other stakeholders in order to guarantee high-quality and equal education for all (Abdalla, 2019; Juma, 2022; Nxumalo, 2020). Even though there is moral and financial support from international organizations like Norway and UNESCO to make deliberate efforts to ensure that the educational system is substantially targeted to all people, the government's input to the sustainability of inclusive education, particularly for disabled students at Urban District in Zanzibar, is still insufficient (Juma, 2022). The study concentrated on the following aims in particular. To evaluate the government's control over inclusive education (for children with disabilities) in Zanzibar's urban district, To determine the suitable teaching and learning resources for the inclusive education (students with disabilities) at Urban District Zanzibar.

## **Literature Review**

### **Definition of the Terms**

This portion provided a conceptual grasp of the study's essential words, which were presented clearly in two different ways as stated below:

## **Inclusion and Inclusive Education**

As a means of identifying and reacting to the diversity of needs of all learners, the phrase is characterized as raising participation in learning, cultures, and communities while lowering exclusion from and within the educational system. It requires modifications and adaptations to the subject matter, methodologies, structures, and tactics with a shared vision that encompasses all children of the appropriate age range and a conviction that it is the regular system's responsibility to educate all children (Stubbs, 2008; Azorín & Ainscow, 2020; Chung et al., 2020).

And when students learn together in the same classroom, using resources tailored to their individual requirements, and taking part in the same classes and extracurricular activities, this situation is referred to as inclusive education. This is achieved through the design of teaching strategies, textbooks, materials, and the school environment (Mcguire, Scott, & Shaw, 2006; Graham, 2020; Nilholm, 2021).

### **.Children with Special Needs and Special Needs Education**

The term "children with special needs" refers to students who have conditions, obstacles, or other factors that interfere with their ability to learn and develop normally. These include students who have issues with their vision, speaking, language, learning, or mental or emotional health (Otieno, 2014; Cheng & Lai, 2020; Köse & Güner-Yildiz, 2021; Mbewe, Kamchedzera, & Kunkwenzu, 2021). The term "Special Needs Education" describes a type of education that makes necessary modifications to the curricula, instructional strategies, educational materials, communication channels, and learning environment to accommodate individual variations (Cheng & Lai, 2020; Köse & Güner-Yildiz, 2021; Mbewe, Kamchedzera, & Kunkwenzu, 2021).

### **Disability and Integration**

A disability is any condition, such as a physical or mental impairment, that makes it difficult to carry out daily tasks. According to general definitions, a "person with disabilities" is a person who has special needs and is unable to carry out daily activities or participate in society in the same ways as people without disabilities due to a visual, hearing, mobility, communication, psychological, emotional, behavioral, intellectual, or learning impairment (UNESCO Bangkok, 2009; Titchkosky, 2020; Darling, 2022). While, when a child is integrated, they go to the same school as their peers and live in the same area, but they are housed in a special room unit (Otieno, 2014; Sundermann et al., 2021).

## **Theoretical Review**

A theoretical framework is an organized group of prepositions that are founded on theories that are deduced from and supported by facts or other supporting evidence. Based on theories, a theoretical framework explains why things are the way they are. A broad set of presumptions regarding the nature of events make up a theoretical framework. The research was based on the inclusive education theory (Wario and Khalfan, 2015; Meulemans, Carzaniga, Suykens, Sacramento, & Grewe, 2020; Varpio, Paradis, Uijtdehaage, & Young, 2020). Thus, this study was guided by following theory which is Social- Cultural Theory of Learning.

### **Social-Cultural Theory of Learning (SCTL)**

The Social-Cultural Theory of Learning guided the investigation. Lev Vygotsky, a Russian psychologist, developed this theory and lived from 1896 to (Bodrova and Leong, 2007; Ameri, 2020; McLeod, 2020). According to the hypothesis, social interactions, cultural factors, and biological factors have a role in learning processes, with the socio-cultural context being especially important (Yang et al., 2013; Barratt-Pugh, 2020; Enciso, 2020). One of the main ideas in Vygotsky's theoretical framework is that social contact is crucial for the growth of cognition, but SCTL includes the concepts of social interaction, the zone of proximal development (ZPD), scaffolding, and mediation as its three main pillars. According to Vygotsky, social interaction is a concept that is crucial to the process of cognitive growth and comes before actual development (Vygotsky, 1978 in Lantolf and Thorne, 2006; Ameri 2020; McLeod, 2020). Consequently, Vygotsky focused on how people interact with one another and the cultural context in which they act and share experiences (Crawford, 1996 in Riddle and Dabbagh, 1999; McLeod, 2020). According to Vygotsky, learning takes place in this area, and by providing scaffolding, this area might assist students in learning a new skill (Bodrova and Leong, 2007).

As the student assumes increasing responsibility for task completion, the level of assistance gradually declines. When a student's level of performance varies and rises in response to their performance on specific assignments, scaffolding is successful (Brunner, 1983 in (Bodrova and Leong, 2007; Barratt-Pugh, 2020; Paesani, 2020). A culturally built "auxiliary instrument," mediation connects people to the world of things or mental processes (Lantolf, 2006). A mediator is something that acts as a bridge between a stimulus from the environment and a person's reaction to it. A variety of mental processes, including perception, attention, memory, as well as specialized social conduct, can be helped by mediators (Brunner, 1983 in Bodrova and leong 2007; Paesani, 2020).

In line with Vygotsky (1978 as cited in Lantolf, Thorne, and Poehner, 2014), Barratt-Pugh, (2020), and Enciso, (2020), a range of tasks can be mediated by signs, symbols, visual models, blueprints, and maps. The symbolic tools enable students to work together with other students. While mediation focuses on the here-and-now, it also enables students to function independently in situations that previously required direct teacher guidance and helps to rewire students' brains by encouraging the conversion of lower mental functions into higher mental functions. Children graduate from maximal assisted performance to independent performance with the aid of mediators acting as scaffolding (Bodrova and Leong, 2007)(Danish, Enyedy, Saleh, & Humburg, 2020; Philip & Sengupta, 2021).

. Generally speaking, learning and teaching of challenged children are discussed as a shared or cooperative process in a responsive social setting in Vygotsky's (1987–1998) theory of proximal development. According to this, children might perform better if they have the right kind of adult and peer support. He supported the "scaffolding" method. Children with disabilities are supported in this situation by qualified peers and professional staff. An institution with suitable facilities and resources for teaching and learning can carry this out successfully. Dynamic evaluation of students is essential in an inclusive classroom to determine the strengths and weaknesses of children with disabilities.

Both our environment and our school, where inclusive education was used, can benefit from this philosophy. One of the most persuasive arguments is that students with disabilities benefit greatly from the social contact they experience while interacting with classmates without impairments. Additionally, non-disabled children benefit from the social skills they acquire when interacting with students in special education. Non-disabled pupils, for instance, acquire practical experience in collaboration and empathy tests. Additionally, both learning-disabled and non-disabled pupils enhance their social communication skills and form more positive attitudes toward those who might not fit in. Additionally, as disability is not incapacity, they can provide facilities, proper learning tools, and qualified staff to help challenged students reach their full potential.

### **Empirical Review**

In this section, the researcher analyzed a number of studies conducted by previous researchers on the support provided by the government for inclusive education facilities. The experiences from different nations were presented in this section. It demonstrated the success brought about by foreign countries' policies.

### **Inclusive Education United State in America**

The Association for Supervision and Curriculum Development maintains that, up until about 1800, children with learning disabilities were segregated in the United States educational system, according to the U.S. Department of Education (2013), which described inclusive education in America. Children with learning disabilities got a different kind of education than students without disabilities during the 19th and 20th centuries.

Today, children benefit from full or partial inclusion in numerous educational systems across the United States. The majority of the day can be spent in classes with non-disabled children in schools that offer partial inclusion. A student is transported to another classroom to finish their education for the day if they require services that would disrupt the class. For instance, the school designates separate room for special needs students to finish their classes if the student needs intense speech treatment. Full inclusion entails that students with disabilities attend lessons and engage throughout the day. Schools typically cater to the requirements of pupils with minor or severe learning difficulties (Graham, 2020; Love & Horn, 2021; Schuelka, Braun, & Johnstone, 2020).

Furthermore, Marling and Burns (2014) asserted that there are numerous obstacles to inclusive education in America. The educational experience non-disabled children receive is diminished by managing special needs and non-disabled children in the same classroom at the same time. For instance, in a general education classroom, a "mainstream" instructor might provide a curriculum while a special education teacher works with who have special needs to finish the remediation process. The claim is that distractions may have a negative impact on each student group's academic performance.

Additionally, some parents of impaired children believe that putting their child in a setting with a diverse peer group could result in bullying or jeering. Even if there are disagreements over inclusion education, people and educators on both sides of the debate must cooperate to create the best possible learning environment for all children (Pilon, 2013(Reeves, Ng, Harris, & Phelan, 2022; Woodgate et al., 2020).

### **Inclusive Education in Europe**

Offspring with impairments were abandoned in the wild in ancient Europe because it was anticipated that women would give birth to healthy children. Because they were seen as a burden to the tribe, weaklings were not to be given a shot at life. Families with disabled children experienced discrimination as well. People were not allowed to be married if their ancestors had a history of having disabilities (UNESCO, 2012). When it comes to challenged students, the society's unfavorable sentiments about people with disabilities have continued (Breyer, Lederer, & Gasteiger-Klicpera, 2021; Ramberg & Watkins, 2020; Schwab, 2020).

The question of whether accessible information should be provided becomes one of how accessible information can be delivered once access to information is recognized as a fundamental right (Le Pichon-Vorstman, Siarova, & Szőnyi, 2021; Lindner & Schwab, 2020; Ramberg & Watkins, 2020).. The adoption of accessible information supply can be encouraged through policy. The access initiative offers suggestions for organizational, governmental, and European accessibility policies. ICT for Information Accessibility in Learning is a follow-up project that uses i-access as its foundation and provides practical guidelines for the provision of accessible information (Breyer et al., 2021; Schwab, 2020). In order to provide support and high quality for students, policymakers should establish a clear role for specialists and improve the capacity of mainstream schools to preserve knowledge, skills, and personnel at resource centers.

However, resource centers should also be outfitted to help mainstream schools' staff members get the expertise they need to welcome all students from the neighborhood. In 23 European nations, the Agency looked at how the systems of provision are set up to enable inclusive education. The project summary report contains the project's findings, while the project policy brief contains recommendations for decision-makers. The fight against prejudice, racism, and xenophobia is aided by inclusive practices, which also promote healthy school climate (Entrich, 2021; Le Pichon-Vorstman et al., 2021; Lindner & Schwab, 2020).

Good practice encourages integrative, inclusive, and open to diversity policies that stress the educational principles that all students, regardless of origin or need, bring to the classroom. Schools ought to have sufficient policies and tools to adopt inclusive practices. Ideally, schools should:

- Understand and respect diversity;
- Avoid any admission and registration policy that promotes segregation;
- Recognize, support and implement educational strategies responding to the needs of pupils with special educational needs and an immigrant background;
- Be actively involved in co-operation with services, including associations of and for immigrants;
- Encourage communication with, as well as participation of families.

### **Inclusive Education in United Kingdom**

Inclusionary education, according to a 2015 Wales Audit Office assessment, is a continuous process aimed at guaranteeing equal access to educational opportunities by taking into consideration and addressing the variety present in schools. The Inclusion and Pupil Support (IPS) guidance paper will be revised and updated, as promised by the Ministry for Education and Skills in October 2013.

This commitment was made in response to the suggestions made in the reports "Inquiry into Attendance and Behavior" by the Children, Young People, and Education Committee and "Evaluation of Education Provision for Children and Young People Educated outside the School Setting". In order to provide

resources directly to schools for designated children with mild to moderate SEN, such as dyslexia, moderate learning challenges, or less severe behavioral difficulties, inclusive education in Wales uses the annual Special Education Needs (SEN), in Swansea (Wales Audit Office report, 2015) (Graham, 2020; Hewett, Douglas, McLinden, & Keil, 2020).

In conjunction with programs like the Dyslexia Friendly Schools Initiative, the Speech and Language Strategy, and the Attention Deficit Hyperactivity Disorder (ADHD) and Autism strategies, this mechanism makes sure that schools have the resources necessary to meet the needs of students with SEN and that staff members are properly trained to do so. The Dyslexia Friendly Schools Initiative, launched in 1997 in response to an uptick in remarks on dyslexia, is an illustration of this strategy. The program provides funding to both Welsh- and English-language schools for teacher training and learning support for dyslexic students. Schools can become Dyslexia Friendly Schools by using the training that is accredited by the British Dyslexia Association (BDA) and supported entire school self-evaluation (Benson, 2020; Kefallinou, Symeonidou, & Meijer, 2020; Schuelka et al., 2020).

The education service, in collaboration with a variety of experts, parents, and other stakeholders, including BDA, set the requirements for this position. About 150 instructors in 98 percent of the schools have received training through the initiative as of this writing. The education service keeps an eye on the caliber of instruction in supported schools and promotes the exchange of best practices via conferences, symposia, and newsletters. The dyslexia-friendly school model has been implemented to help schools with students who have autism, ADHD, speech, and language challenges (Benson, 2020; Byrne, 2022; Hewett et al., 2020).

Additionally, in 2015, the Welsh Assembly Government held a preliminary consultation on potential changes to the present special education needs framework in response to a review by the National Assembly for Wales's old Education, Lifelong Learning and Skills (ELLS) Committee. A report was then produced using these findings after a number of pilot projects were established to create and test new systems and reform strategies. The inclusion and support of students who are required to attend school are covered by this guidance (although some elements will apply to all learners). It offers guidance and outlines obligations for preserving high attendance rates and model behavior in schools. It is important to support students who have special needs so they can receive an appropriate education and stay involved in their studies. It also includes education received outside of a classroom (Graham, 2020; Kefallinou et al., 2020; Schuelka et al., 2020).

### **Inclusive Education in Asian Countries**

Although the idea of inclusive education has been pushed internationally for more than ten years, there are still many obstacles standing in the way of disabled children's full inclusion in the education system. Lack of knowledge together with prejudice against people with disabilities at all social levels adds to the ongoing disregard for their entitlement to an education. This helps to explain in part the maximum rate of advancement in the enrollment and involvement of children with impairments in the educational process. The contributing elements are intricate and go beyond the confines of the classroom and school. In developing nations in the Asia-Pacific area, it is conservatively predicted that more than 10% of children with impairments attend school (UNESCO Bangkok, 2009) (Hosshan, Stancliffe, Villeneuve, & Bonati, 2020; Kamenopoulou, 2020).

### **Inclusive Education in China**

According to Peking Normal University (2011), the Chinese government is crucial to the growth of special education in China. The importance of creating laws and regulations for national growth has been demonstrated by the government. The local governments might then be led in line with national themes as a result. The government's decisive role is very effective in addressing important issues, planning activities, hiring staff, and allocating resources. Local administrations are granted some discretion in decision-making for planning to meet the demands of each distinct region, while yet allowing for significant government engagement. In this regard, policy implementation is more successful. When local authorities and citizens acknowledge their role in the issues faced by individuals with disabilities, they combine their efforts to effect change (Su, Guo, & Wang, 2020; Tani, Xu, & Zhu, 2021; Xie, Deng, & Ma, 2021).

The Law on Basic Protection for the Disabled outlines the general goals for the development of special education, including that it should combine raising general standards with popularizing special education, giving priority to compulsory education and vocational training, taking aggressive steps to develop early intervention programs, and developing secondary and postsecondary education step-by-step. Thus, it is evident that the goals of national policy are to increase equality of opportunity and raise the standard of education for children with disabilities (Yan, 2022). According to People's Education Publishing (2013), inclusive schools are the best way to give all students with disabilities access to a quality education in China. A school that is inclusive in this sense admits all students without discrimination. This policy prohibits institutions of higher learning from kindergarten through grade 12 from excluding students with disabilities due to their impairment. According to People's Education Publishing (2013), inclusive programs pay attention to the many levels of educational services (People's Education Publishing, 2013 (Chiu & Lim, 2020; Jia & Santi, 2020; Su et al., 2020).

Schools at all levels are urged to implement an open door policy in order to find educational opportunities for children with impairments. Programs for children with special needs should be offered by state schools, both ordinary and special. In fact, these institutions operate together to create a network of three levels of educational services, where the special school functions as a hub connecting special courses and integrated classes with ordinary school programs. In this approach, a multifaceted system of educational delivery that is inclusive is formed. The requirements of children with disabilities cannot be adequately met by state schools due to a lack of finance. In actuality, the State Education Commission is unable to address the diverse demands of persons with disabilities on its own (People's Education Publishing, 2013; (Jia & Santi, 2020; Yan, 2022).

As a result, both governmental and non-governmental organizations are urged to assist in providing assistance to children with impairments. For instance, the Civil Affairs Ministry-funded institutions offer services like welfare institutes for children with severe impairments who were typically abandoned by parents due to their profound and many birth defects. Toddler daycare services are also offered by the welfare institutions. The China Federation for Disabled People provides adult vocational training programs and personalized rehabilitation programs. In addition, there have been a lot more private institutions popping up in cities recently (People's Education Publishing, 2013). The project has acquired backing from numerous school districts and is now acknowledged as a force for boosting school effectiveness. The three sets of measures below are what led to this success (Chiu & Lim, 2020; Qu, 2020; Tani et al., 2021).

First and first, government intervention should be prioritized in order to guarantee that education is conducted in line with the law. Effective action includes integrating special education into compulsory education and adopting the necessary regulations to support classroom integration, conducting a general survey and registering children with disabilities to support project planning, implementing regular school reforms that prioritize the needs of children with disabilities, gaining and mobilizing parental understanding, support, and collaboration, taking steps to train teachers, and finding financial resources (People's Education Publishing, 2013 (Huang & Chen, 2022; Xie et al., 2021).

In order to implement classroom integration, schools hire qualified teachers and provide them with the training and tools they need. Additionally, school records and student files are viewed as efficient resources for educational management. Finally, from various perspectives of planning, implementation, and evaluation, teaching is well-managed and continuously promoted. Thirdly, special schools are important players in the education reform process because they serve as hubs for change in the areas of in-service teacher training, parental assistance and counseling, assessment of children's needs and difficulties, and support for traditional classroom teaching methods (People's Education Publishing, 2013 (Huang & Chen, 2022; Xie et al., 2021).

*"China has a strong enabling environment for inclusive innovation. Elements of the environment include: (i) the government's commitment to create a harmonious society, reduce income disparities and improve access to basic services; (ii) a strong and nation-wide physical and ICT infrastructure; (iii) a well-developed innovation system; (iv) a growing private sector with strong manufacturing and reverse innovation capabilities; and (v) an enormous Base of Pyramid (BoP) market with huge potential purchasing power, providing new growth opportunities for the private sector and other actors to engage in inclusive innovation" (World Bank, 2013).*

Therefore, it appears that the classroom integration project has a number of advantages. First of all, because most special needs children reside in isolated rural areas, it offers accessible education for them. Second, it has improved the enrollment of children with disabilities in schools, which is beneficial for the expansion of mandatory education. Thirdly, it aids disabled children in assimilating into society and school. Fourthly, it fosters understanding between students with and without disabilities and fosters connections of compassion, care, and support for one another in the interest of development and education (Xie et al., 2021).

Thus, encouraging youngsters to persist in making constant efforts to improve themselves is humanism in action. Last but not least, it makes schools better overall to satisfy the educational needs of all children in order to develop students' strengths and qualities, and it appears that it is crucial that we educate the entire nation about the significance and utility of classroom integration. Additionally, the requirement for special education necessitated a significant push for the consolidation of educational services. It denotes that special education is acknowledged as a crucial component of both compulsory education and of education as a whole. These regulations mandated that compulsory and special education be coordinated in terms of planning, leadership, strategies, and implementation process evaluation (Schuster, Jörgens, & Kolleck, 2021; Su et al., 2020).

In addition to this strategy, frequent reviews of the basic education system have to take special education into account. A "no pass" regulation was developed to bring this policy into force. Unless all children with disabilities enroll in school, a local education authority cannot declare that compulsory education has been completed in the area. Due to the inclusion of children with impairments in the calculation of student enrollment in China, this policy is revolutionary. In the past, school enrollment was determined by dividing the number of students enrolled in actual classrooms by the total number of students eligible for enrollment, excluding students with special needs. The formula has now been modified to divide the total number of students, including those with special needs, by all students. This shift demonstrates that attitudes toward children with exceptional needs are no longer acceptable. If we are serious about implementing this strategy, it is very applicable and implementable in our own countries and can be very successful ((Szeto, Cheng, & Sin, 2020; Xie et al., 2021).

### **Inclusive Education in Africa**

The degree to which inclusion is ready for acceptance differs between nations and continents. Numerous children, including many with unique learning needs, do not attend any kind of conventional schooling. The majority of African countries are battling the issue of providing for children with problems even on a mainstreaming basis, while wealthy economies have moved beyond categorical accommodations to full inclusion. Many African nations have demonstrated a theoretical interest in inclusive education by developing policies that mainstream family, community, or social rehabilitation. These nations also expressed a desire to give practical meaning to the idea of equalizing educational opportunities for all children, regardless of their physical or mental conditions (S. A. Asongu, J. Nnanna, & P. N. Acha-Anyi, 2020; Engelbrecht, 2020; Holmqvist & Lelinge, 2021).

According to Ainscow, dissatisfaction with the advancement of inclusive education has prompted more dramatic changes in many African nations (2010). However, some nations make every effort to guarantee that the EFA policy is effectively implemented in their own nations. The degree to which inclusion is ready for acceptance differs between nations and continents. Numerous children, including many with special learning needs, do not attend any kind of conventional schooling. The majority of African countries are battling the issue of providing for children with problems even on a mainstreaming basis, while wealthy economies have moved beyond categorical accommodations to full inclusion (Braun, 2022; De Souza, 2021; McKenzie, 2021)..

Additionally, a lot of African nations have demonstrated a theoretical interest in inclusive education by developing policies like mainstreaming family, community, or social rehabilitation and demonstrating a desire to give practical meaning to the concept of equalizing educational opportunities for all children, regardless of their physical or mental conditions. In many African nations, dissatisfaction with the development of inclusive education has prompted more extreme changes, according to (ibid). However, some nations make every effort to ensure that their specific nations effectively follow the EFA policy (S. Asongu, J. Nnanna, & P. Acha-Anyi, 2020; Engelbrecht, 2020; Holmqvist & Lelinge, 2021).

## Experience in Ethiopia

A variety of legislation, regulations, and standards with a disability focus were adopted by the government. The government promised to implement the Action Plan for African Decade of Persons with Disabilities until December 2019 in connection to the provision of basic services and the National Programme of Action for Rehabilitation of Reason with Disabilities. Article 40 of the Higher Education Proclamation No. 650/2009 mandates that institutions make their programs and facilities as accessible as feasible to students who are physically handicapped (Beyene, Mekonnen, & Giannoumis, 2020; Mäkinen & Alemu, 2021; Šiška, Bekele, Beadle-Brown, & Záhořík, 2020).

Additionally, it is made very clear that students with impairments must get specific assistance to effectively complete their studies while enrolled in a higher education institution. Additionally, there are other education-related policy papers that support the implementation of inclusive education, such as the Special Needs Education Strategy Program and the Education Sector Development Program (ESDP IV) (Ginja & Chen, 2021; Helmer, Kasa, Somerton, Makoelle, & Hernández-Torrano, 2020; Robinson-Pant, 2020).

In Ethiopia, there are a variety of factors that can make it difficult to provide inclusive education. However, the government and non-government organizations made every effort to guarantee that these daily difficulties were reduced to a manageable level, the number of children with special needs rose, and more accomplishments were made (Helmer et al., 2020; Mäkinen & Alemu, 2021; Negash, 2020). The physical environment of the classroom, including its look, furniture placement, and classroom design, greatly aids in the promotion of active learning. Active learning may be hampered by the classroom's physical environment. Therefore, there should be enough classrooms that are well-equipped and maintained to successfully perform the teaching-learning process. Therefore, a child's placement in the classroom, the way the materials are organized, the impact of the surrounding environment on sound, and the state of a building all significantly influence how effectively and efficiently visually impaired children learn and teach (Beyene et al., 2020; Robinson-Pant, 2020).

## Tanzania and Zanzibar in Specific

In the inclusive education is practiced through organized schools as well as in accordance with the various Acts enacted and policies such as EFA and others, according to the Ministry of Education in Tanzania mainland and Zanzibar national report (2008). To accomplish these goals, the government has created plans and initiatives. The concept of inclusive education is centered on the community's commitment to accommodate all students' learning needs in their local schools in terms of approaches, scope, and content.

*"Inclusive education means welcoming all children, without discrimination into regular or general schools. By the change of attitude against differential treatment of education differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity" (Kamene, 2009).*

As a result, Tanzania's notion of inclusive education considers the expansion of access to high-quality, egalitarian education for all students. It responds to the needs of a range of learners, including those who are disenfranchised and those with special needs. In Tanzania, the right to a fundamental education is protected by the constitution. The Tanzanian government established universal primary education in 1974 with the goal of providing education for all children, among other things. The country's former president, Mwalimu Julius Nyerere, thought that marginalized groups and those with disabilities have a right to education. When he stated that such persons need the chance to engage completely and fairly in national activities, he made this obvious (Braun, 2022; Juma, 2022; Paschal, Nyoni, & Mkulu, 2021).

Tanzania understands the value of creating a community where everyone is respected, loved, appreciated, and cared for. The dedication to seeing education as essential to the development of both individuals and societies is at the core of inclusive education (UNESCO, undated). The Tanzanian government has pledged to carry out the objectives of Education for All (EFA), and EFA objectives cannot be carried out unless inclusion is prioritized (Braun, 2022; Rohwerder, 2020; Shiwani, Kalai, Akala, & Gatumu, 2021).

However, UNESCO and MOEVT (2014), along with the 7th QEC report, noted that there are numerous obstacles to the implementation of inclusive education in Tanzania, such as some schools where there is

only one special education teacher teaching a class of 36 students with disabilities. Due to her expertise in hearing impairment, the teacher at the school lacks the necessary skills to manage pupils with. She is forced to teach every student in the same class because there aren't enough teachers to go around. Teachers' attitudes about inclusive education are often both favorable and negative, depending on the issues they are dealing with, such as excessive class size, a lack of resources, a heavy workload, challenges with standardized testing, and a lack of enthusiasm (MWAMBE, 2020; Paschal et al., 2021; Rohwerder, 2020).

Few teachers attended the course on teaching students with special needs, and many teachers' attention is insufficient as a result of their lack of knowledge about the many categories of students with special needs. Some of them are students with hearing impairment, visual impairment, or intellectual impairment. The mentally disabled make up the majority of the special needs students at the school. There is only one instructor who focuses on that subject. Adaptive teaching strategies, such as direct student intervention techniques, inclusive classroom support strategies, supporting challenging behaviors, curriculum suggestions, and the use of assistive and adaptive technology, are not widely used by teachers when instructing students with special needs (UNESCO and MOEVT, 2014(Juma, 2022; Shiwani et al., 2021).

### **Methods and Materials**

The study was carried out in Zanzibar's Urban District. Four schools altogether were covered. The study covered the various campuses of Kisiwandui, Jang'ombe, Vikokotoni, and Haile Selasie schools. The areas that were chosen were hubs for inclusive education. The dependability of the data that was obtained was increased using a variety of techniques. Utilizing many techniques, often known as "triangulation," reduces the likelihood of drawing incorrect conclusions and improves the reliability of the results. These methods included interviews, questionnaires, and documentary reviews (De Leeuw, 2018; Pandey & Pandey, 2021). A well crafted device (written, typed, or printed) for gathering information directly from people is a questionnaire (Pandey & Pandey, 2021). One of the methods the researcher employed to gather primary data was the questionnaire. Participants who were enrolled in the inclusive programs at the various school centers chosen were surveyed using both open-ended and closed-ended questionnaires by the researcher. This tool allowed participants the flexibility to freely share their experiences with inclusive education in their educational settings (Jain, 2021; Pandey & Pandey, 2021; Wahyono, 2020).

The interview, which is used to exchange opinions between two or more people on a subject of shared interest, stresses the social contexts of research data and recognizes the importance of human interaction in the process of knowledge development. In order to get feedback on the study, the researcher conducted interviews with participants, teachers, and disabled students from various schools. When participants are eager to participate and provide information relevant to a study problem, the interview approach is used. The study employed both structured and semi-structured interviews since it was a very effective way to get the necessary data and comprehend other people's perspectives (San Pedro & Kinloch, 2017; Döringer, 2021; Ellinas, 2021). Reviewing relevant documents and research reports allowed for the collection of secondary data. The primary library of the University of Dodoma, the major library in Zanzibar, and the Ministry of Education and Vocational Training's Department of Inclusive Education were all used by the researcher. The use of the documentary review is justified since it makes it possible to learn what is currently known, identify gaps, and afterwards close these gaps. This approach was used on purpose to allow the researcher to use documentary references to back up the conclusions of the study (Pedersen, Minnotte, & Ruthig, 2020; Pederson, Vingilis, Wickens, Koval, & Mann, 2020).

A total of 60 respondents from the four schools that were chosen made the decision to share information about how the government supports inclusive education in the Urban District of Zanzibar. This section is crucial to the scientific investigation because it guarantees that descriptive and statistical data analysis was carried out based on information and data gathered from primary and secondary sources. Prior to performing statistical analysis based on the given objectives, the data were validated, compiled, coded, and summarized. Before analysis, the data were coded using the understandable SPSS program. With the goal of obtaining frequencies, the Statistical Package for Social Scientist (SPSS) version 15 was used as a tool for coding and analysis. Quantitative findings were described and summarized using descriptive statistics such frequency distribution and percentage while qualitative findings used content analysis (Pallant, 2020; Purwanto, Asbari, Santoso, Sunarsi, & Ilham, 2021). Content analysis, a technique for

examining artifacts of social communication like written texts or transcriptions of verbally recorded communication like interviews and field notes, was used to assess qualitative data (Kleinheksel, Rockich-Winston, Tawfik, & Wyatt, 2020; Pandey & Pandey, 2021; Tracy, 2019).

## Results and Discussion

### The Government Supervision of Inclusive Education Centers

#### School with New Class Pupils with Disabled

The inquiry is only directed towards students. According to the study's findings, about 23.3% of respondents agreed that their school had new special classes for students with disabilities, while the majority of respondents (76.7%) disagreed, stating that their school does not have new special classes for students with disabilities. In general, the study showed that the government and other educational institution stakeholders are mostly unaware of the need to create new, special classes for students with disabilities in Zanzibar and do not prioritize doing so. Table 1 provides further information on the results.

**Table 1:** Distribution of government supervision of inclusive education (n = 30)

Category	Frequency	Percent
New class special to accommodate pupils with disabled		
Class Accommodate pupils with disabled	7	23.3
Not accommodate disabled pupils	23	76.7
Special desk for disabled		
have special desk for disabled	17	28.3
lack special desk for disabled	43	71.7
Admit people with disabled	20	100.0
Teachers attend special education training	11	36.7
Not attended special education training	19	63
Areas of Special Education Teachers Needs to be Trained		
Mental disorder	6	20.0
Physical	5	16.7
Hearing	4	13.3
Seeing	4	13.3
Talking	2	6.7
All	9	30.0
Special latrine for students		
Have special latrine	10	33.3
Lack special latrine	20	66.7

#### Teachers Training about Special Education

The study's findings showed that around 36.7% of respondents who agreed have received special education training and approximately 63.3% of respondents who disagreed have not. The majority of teachers, according to this conclusion, lack the specialized training necessary to cope with children who have special needs; instead, they rely only on their own teaching expertise to support these pupils. Figure 1 displays more information regarding the results.

### **School Have Special Desk Specifically for Disabled Pupils**

Both teachers and students were specifically targeted by this inquiry. According to the survey's findings, the minority respondents in this study, who made up about 28.3% of the respondents, chose "yes," while the majority of respondents, who made up about 71.7% of the respondents, chose "no." This indicates that many impaired children do not have a designated desk in the classroom, as noted by teachers and students. In order for everyone to benefit from education, it is crucial for the government through the ministry of educational and vocational training to make a concerted effort to provide spiritual and material support to the disabled students. Table 1 provides more information regarding the results.

### **The School Admit Children with Disabled**

Only instructors were targeted for this question. According to the study's findings, 100% of respondents said that schools accept students with disabilities. All government schools should be able to implement this policy whether they want to or not because generally speaking, all schools have accepted to admit children with disabilities in order to provide equality for human beings. In addition, all schools have supported the implementation of the educational policy as has been stipulated by the ministry of education Zanzibar, "Education for All." The government is making conscious efforts to ensure that all children receive an education, regardless of their circumstances. However, in order for the education that is offered to result in significant achievement, additional knowledge and good preparation are required. Table 1 provides further information on the results.

### **Teachers Training about Special Education and Areas Acquired For Teachers Training**

The study's findings showed that around 36.7% of respondents who agreed have received special education training and approximately 63.3% of respondents who disagreed have not. The majority of teachers, according to this conclusion, lack the specialized training necessary to cope with children who have special needs; instead, they rely only on their own teaching expertise to support these pupils. More details about the results are illustrated in Table 11. The results of this investigation revealed many fields in which teachers received special education training. According to the study's findings, about 20% of respondents indicated that teachers need to be trained in the area of mental disorders, along with about 16.7% of respondents who indicated physical issues, 13.3% of respondents who indicated vision issues, 30% of respondents who indicated talking, and finally, 30% of respondents who indicated all. The majority of respondents expressed a general interest in receiving training in all areas to help achieve the aim of universal education as outlined in education policy. Therefore, it is crucial that the government create unique educational areas that would benefit students with special needs and satisfy their desire. Table 1 provides more information regarding the results.

### **Special Latrine Available in School**

Only students are the intended audience for this query. The survey showed whether special restrooms were available or not in schools for students with special needs. The findings of this study revealed that 33.3% of respondents had latrines with special needs children at their school, while 66.7% of respondents had said "no." In general, the study found that the majority of students have trouble using the restroom. Therefore, it is crucial that the government, through the relevant ministry, works with the school administration to establish a specific restroom for children with disabilities so that they can feel comfortable. Table 1 below provides further information regarding the results.

### **Teaching and Learning Material Available in School**

This inquiry was specifically targeted towards students. According to the study's findings, 10% of respondents stated having a Braille reader and machine for learning, while 16.7% of respondents said they had a text book. Additionally, 6.7% of respondents said they use TV or radio for teaching and learning materials. Additionally, 10% of respondents said they use magnifying glasses. 6.7% of respondents said they use speech aids. The majority of respondents—43.3%—said they use charts for teaching and learning. In general, the findings indicated that many schools struggle to provide cutting-edge instructional tools, particularly for children with impairments. Table 2 provides more information regarding the results.

**Table 2:** Some of teaching and learning material that available in school (n = 30)

Category	Frequency	Percent
<b>Teaching Materials</b>		
Braille and Braille machine	3	10.0
Text book	5	16.7
T.V/Radio/Video	2	6.7
Magnifying lenses	3	10.0
Speech aid	2	6.7
Hearing aid	2	6.7
Charts	13	43.3
School Provide T/L Materials which Design Special for Disabled		
School Provide T/L Materials	11	36.7
School not Provide T/L Materials	19	63.3
Teachers Ask Questions to All Pupils		
Teachers Ask Questions to All Pupils	30	100.0
Teachers not Ask Questions to All Pupils	0	0.0
Learning Group Activities		
Learning Group Activities	25	83.3
Not Learning Group Activities	5	16.7
Teacher Give Time Pupils with Learning Difficult		
Teacher Give Time	18	60.0
Teacher not Give Time	12	40.0

### School provide T/L Materials Special for the Disabled

Data were gathered for this study to determine whether or not to support or oppose the school's provision of instructional resources specifically created for use by students with impairments. The results showed that while about 63.3% of respondents are opposed to providing teaching learning resources which are specially designed for disabilities, about 36.7% of respondents support their school providing such materials. In general, in those circumstances, this study showed that many of the schools in this study had neglected to provide teaching resources that were especially created for students with impairments, which led to subpar performance for the children.

### Caring pupils, Availability of Teaching and Learning Materials

The study's findings showed that during the teaching and learning process, teachers questioned almost 100% of the respondents. This showed that nearly all teachers employed the participatory method, and all students—including those with disabilities—participated. More details about the results are illustrated in Table 2. According to the study's findings, learning group activities were performed in class for around 83% of respondents, and for about 16.7% of respondents, learning group activities were not provided. This study's findings made it very evident that most teachers favor group learning activities over individual ones. Because group learning activities encourage student involvement during the learning process and help to facilitate knowledge, they are a more preferred and superior form of teaching and learning.

The analysis of these results showed that during the teaching and learning process, the teacher gave time to the students who had learning challenges. This result showed that roughly 60% of respondents agreed that teachers should allow pupils who are having difficulty learning time throughout the teaching and

learning process, and that about 40% of respondents disagreed with this statement. Because they are not quick thinkers and feel guilty if their teachers dislike them, students with learning disabilities typically take a lot of time to prepare for reading textbooks or answering questions in class. To handle them correctly, additional psychological education is required. This situation will make it easier for them to read accurately and quickly like other children. More details about the results are illustrated in Table 2. On the other hand, when the researcher spoke with some children at their schools about the concern that teachers have for students who find learning challenging, particularly those with disabilities like deafness or mental illness while participating in a reading program. They responded by;

*'Some teachers are not given us a chance to read and when they give us the chance we do not finish and telling us to sit down because we take more time to compare to other'.*

Only teachers are targeted by this query. The study found that approximately 10% of respondents indicated extremely well have satisfied due to the teaching learning materials provided to the school designed specifically for disabilities, along with approximately 20% of respondents who indicated quite well have satisfied, approximately 36.7% of respondents who indicated moderately have satisfied, and approximately 23.3% of respondents who indicated slight satisfaction. In general, the survey found that a large number of schools were only moderately satisfied with the teaching materials provided to the schools created specifically for people with disabilities as opposed to a small number of respondents who indicated dissatisfaction. More details about the results are illustrated in Table 3.

**Table 3:** Satisfaction of teaching and learning materials (n= 30)

Responses	Frequency	Percent
Extremely well	3	10.0
Quite well	6	20.0
Moderately	11	36.7
Slightly	7	23.3
Not at all	3	10.0

### The Challenges Facing Teaching and Learning Environment

Only stakeholders were asked for in this query. The results of this study have demonstrated to what extent students with disabilities cooperated with students without disabilities. According to the findings, roughly 20% of respondents reported that handicapped students received little cooperation from students without disabilities, while about 35% of respondents said that disabled students received cooperation from students without disabilities. Additionally, about 45% of respondents said that children with disabilities receive cooperation from students without disabilities. The majority of respondents indicated that there is strong cooperation between the disabled students and the regular students, hence the requirement is satisfied. However, in order to achieve the highest level of cooperation, more knowledge is required. More details about the results are illustrated in Table 4.

**Table 4:** The cooperation between learners with disability and the normal students

Responses	Frequency	Percent
Low	4	20.0
Medium	7	35.0
High	9	45.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

### Teachers Preferable to Teach Students with Disabled

Only teachers specifically have been asked this question. According to the analysis of this conclusion, roughly 20% of respondents prefer dealing with normal children, about 16% prefer dealing with challenged (disabled students), and about 63.3% prefer dealing with both sorts of students. Despite the fact that some of the respondents to this study had inadequate awareness of inclusive education, most of the respondents had some knowledge of it. Therefore, the ministry in question should prioritize and reward people who work with children with disabilities in order to sustain inclusive education. Table 5 provides further information regarding the results.

**Table 5:** Kind of pupils preferred to handle by teachers

Responses	Frequency	Percent
Normal	6	20.0
Challenged	5	16.7
Both	19	63.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

### Challenges Facing Schools

This inquiry is made specifically for the teacher. The study of these results showed that about 20% of the respondents experienced difficulties with the teaching and learning materials in their schools, and that about 20% of the respondents claimed that an unfavorable environment had become a barrier there. Additionally, about 13% of the respondents indicated that their involvement as parents with their children was subpar. Additionally, 13% of respondents said that teachers had little awareness of inclusive education, and 13% said that crowded classrooms posed problems for their institution and those students with disabilities were not taught and learned effectively. Additionally, about 10% of respondents reported that the lack of a curriculum for students with mental disorders presented difficulties for teachers and students alike during the teaching and learning process. Additionally, about 10% of respondents said that the community's lack of awareness of students with disabilities hampered the growth and sustainability of inclusive education. In this situation, the government, through the Ministry of Education and Vocational Training, along with other stakeholders, should make conscious efforts to prevent these challenges from occurring in those schools in order to ensure the sustainability of inclusive education, particularly for students with disabilities. More details about the results are illustrated in Table 6.

**Table 6:** Challenges facing school

Responses	Frequency	Percent
Teaching and learning materials	6	20.0
In conducive environment	6	20.0
Poor participation of parents to their Children	4	13.3
Poor knowledge of teachers about inclusive education	4	13.3
Overcrowded class which lead mismanagement of students especially disable one	4	13.3
Lack of curriculum for students With mental disorder	3	10.0
Poor knowledge of community About the students with disabilities	3	10.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

### Conclusions and Recommendations

The study concentrated on the role played by the government in maintaining inclusive education. Consequently, the study's precise aims led to the following findings: The initial goal was to evaluate how well the government was in charge of the inclusive schools in Zanzibar's Urban District. The results showed that the majority of respondents—roughly 76.7%—disagreed that their school did not offer a new, special class to accommodate students with impairments. In general, the study showed that the government and other educational institution stakeholders are mostly unaware of the need to create new, special classes for students with disabilities in Zanzibar and do not prioritize doing so. Additionally, nearly 71.7% of the respondents said that many disabled children, particularly those with walking and holding disabilities, do not have customized desks in the classroom.

The second goal was to locate the suitable teaching and learning resources for the inclusive education facilities in Zanzibar's Urban District. The results showed that about 55% of respondents said their schools provided ineffective teaching aids for students with disabilities, such as magnifying glasses, hearing aids, and Braille machines. Additionally, about 36.7% of respondents, who made up the majority, said they were only moderately satisfied with the availability of teaching aids and learning materials created specifically for people with disabilities. In general, the survey found that the teaching and learning resources provided to the schools designed specifically for disabilities are inappropriate for use with students who have disabilities, and many schools are only moderately satisfied. Therefore, to ensure that the "Education for All" program is implemented successfully, the government and other interested parties should make a concerted effort to create an environment that is conducive to teaching and learning in schools.

On the last objective the aim was to examine the challenge(s) facing in teaching and learning environment in inclusive Education at Urban District in Zanzibar. The results showed that, as a result of poor performance, minority teachers who have certificates, diplomas, and bachelor degrees perform worse than the majority of respondents who have received brief training on inclusive education. The results showed that 36.7% of respondents struggle with the time and financial costs associated with working with disabled students. Additionally, about 40% of respondents cited inadequate government support, particularly for the provision of incentives, supplies, and extensive training for teachers. In most Zanzibari schools, this circumstance causes the inclusive education policy to be inefficient and poorly executed.

The study draws the conclusion that Inclusive Education in Zanzibar's Urban District is among the main elements in the growth and advancement of Education for All based on its primary results. Even though the government has taken several steps to enhance this education, there are still a number of obstacles that prevent inclusive education from functioning as it should. The government must therefore make conscious efforts to foster an environment that is favorable to inclusive education, particularly for students with disabilities. Some examples of such efforts include implementing an incentive program, providing

advanced teaching and learning materials, providing extensive training to teachers who work with such students, promoting security, regulating inclusive education policies, and also developing infrastructure for the improving and sustainable of inclusive education.

## Recommendations

### Recommendation to the Community, Teachers and the Government

In order to establish cooperation that can enable them to have sound and share ideas among themselves, deliberate efforts should be made to reach out to and educate people in the society about their responsibilities on children with disabilities. The neighborhood should work together and create its own non-governmental organizations so that it may benefit from excellent knowledge that could help it address the issue of the community's marginalization of children with disabilities. Teachers should impart knowledge and training to students without disabilities so that they can work cooperatively with students who do have disabilities. This will allow for the creation of meaningful learning interactions and the facilitation of efficient learning throughout the teaching process.

The government of Zanzibar through its ministry should provide teachers with extensive training at all levels, including certificate, diploma, degree, and master's level training, and modify and adapt the curriculum. Additionally, schools should be able to establish vocational training centers so that disabled students who have completed can continue with their education. Additionally, the curriculum for pupils with mental disorders should be independent and separate from other students' studies.

In order to establish special schools in Zanzibar that will benefit students with disabilities in terms of infrastructures, teaching facilities, and prepared special grounds for playing different games and sports, schools in Zanzibar need support from the ministry of education and other stakeholders. This support should be encouraged through friendly partnerships with donor countries and international financial institutions. The importance of providing specific programs in universities for students with disabilities should be recognized by the ministry of education and vocational training. This tendency will make it possible to get good results from the students, who will aid in efficient teaching. In addition to realizing that all individuals have equal status and that disabled persons have the same rights to an education as everyone else in order to meet their basic requirements, parents should get rid of the inferiority complex they may have about their disabled children.

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