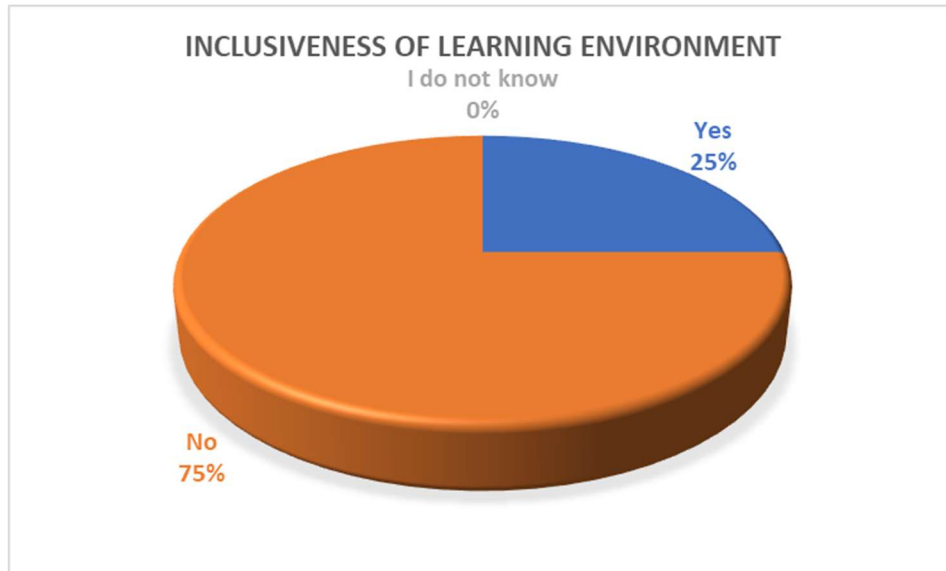
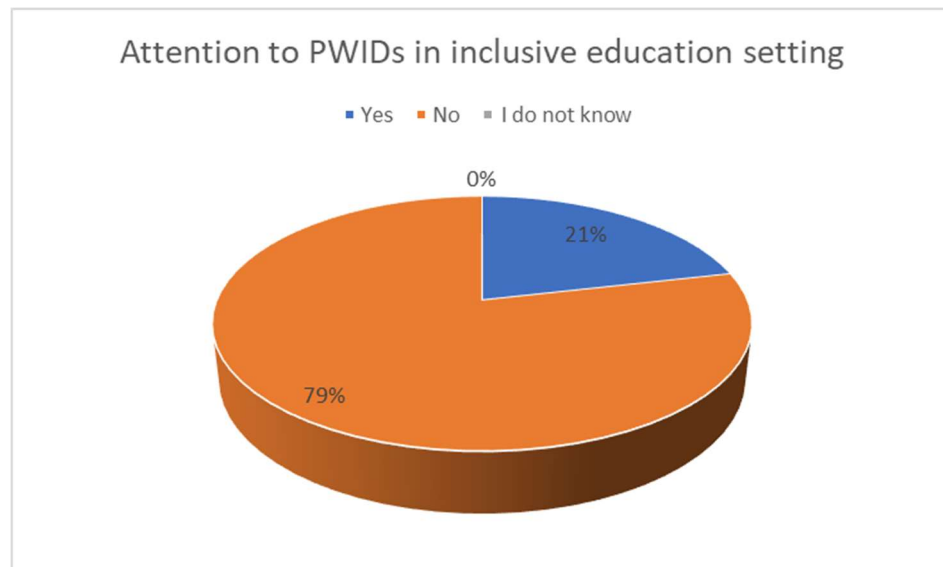


SUMMARY OF THE STUDY FINDINGS ON THE STATUS OF THE ACCESSIBILITY TO PRODUCTIVE INCLUSIVE EDUCATION FOR PERSONS WITH INTELLECTUAL DISABILITIES (PWID)s IN ZANZIBAR

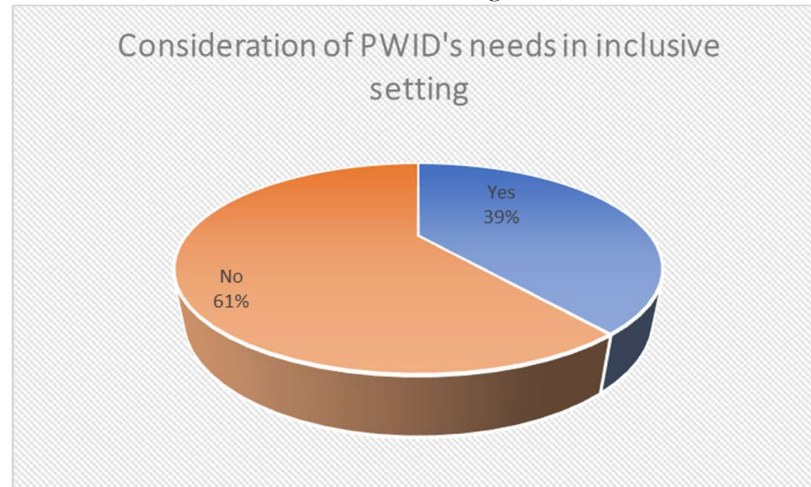
1. Do you think the learning environment in the inclusive education setting is inclusive enough for the PWID?



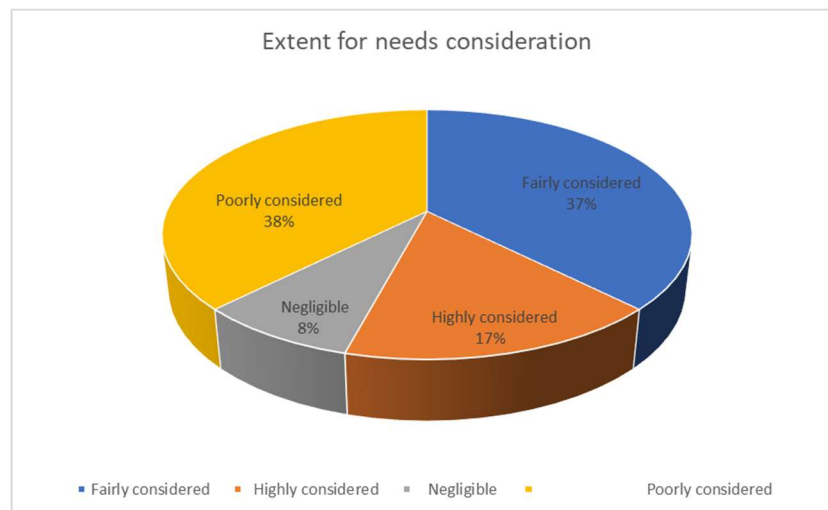
2. Do you think PWIDs receive enough attention during the teaching and learning process in the inclusive education setting in Zanzibar?



3. Are the needs of PWIDs in the inclusive education setting considered in Zanzibar?



a) If yes to what extent?

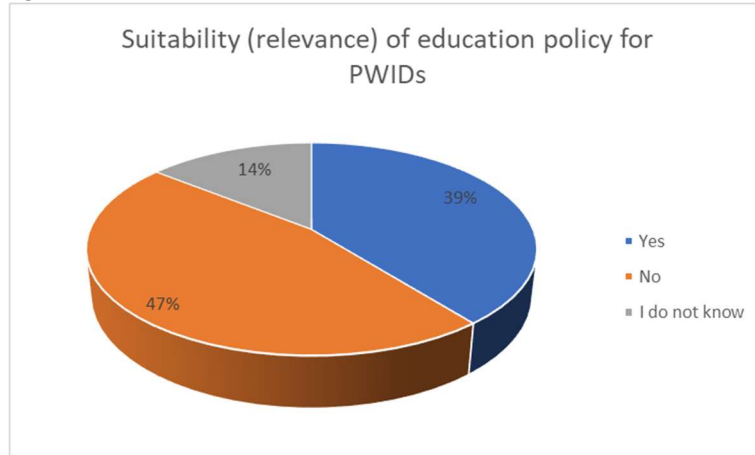


4. Based on your experience what are the main challenges facing PWIDs in the inclusive education setting in Zanzibar?

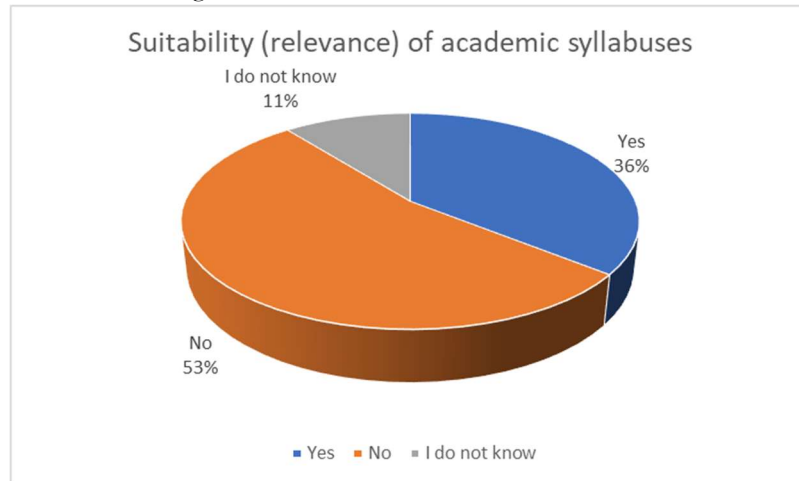
- Inadequate teaching and learning resources
- Limited cooperation between parents and teachers
- Poor learning environment
- Limited competence and proficiency among teachers
- Large inclusive classrooms which pose difficulties for teacher to control
- Lack of inclusive syllabus
- The existing syllabus does not address the needs of PWIDs
- PWIDs face stigma from their fellow pupils
- Limited attention to PWIDs during the learning process
- Lack of appropriate method for evaluating their progress
- Limited motivation for teachers
- Lack of reliable and accommodative transport among PWIDs to and from school

- Limited support from the community towards inclusive education
- Limited number of skilled teachers in inclusive education
- Theory oriented learning which is unfriendly to PWIDs

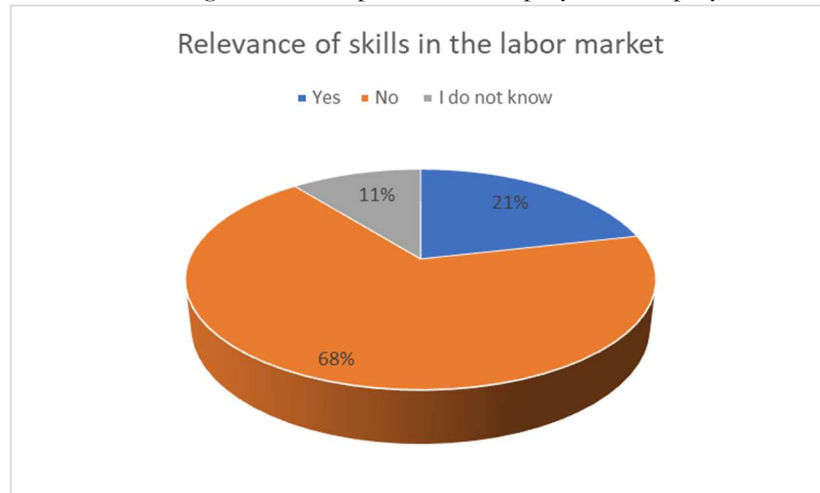
5. Is the education policy suitable enough to support the delivery of knowledge and skills to a PWID in the inclusive setting in Zanzibar?



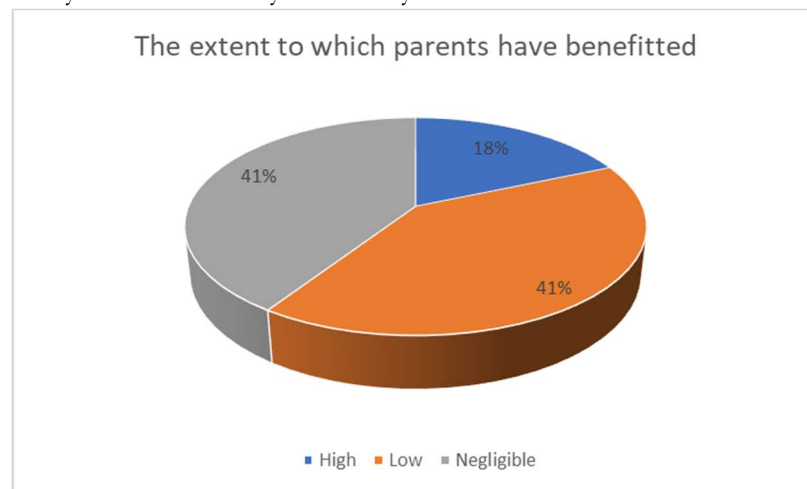
6. Are the academic syllabuses good enough to support the delivery of knowledge and skills to a PWID in the inclusive education setting in Zanzibar?



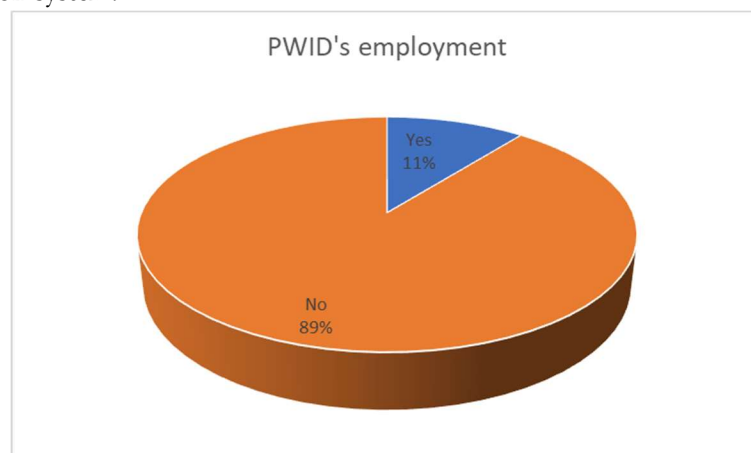
7. Do you think the current inclusive education system provides right skills to meet the labor market demand for a PWID who after graduation expects to be employed or employ himself?



8. As a parent to what extent have you benefitted from the inclusive education in relation to your child development socially and economically? How do you rank the achievement?



9. Do you know any PWID who has been employed as a result of skills acquired through the current inclusive education system?



10. What should be done to improve the delivery of knowledge and skills in the inclusive setting in Zanzibar so that it benefits PWIDs socially and economically?
- Embracing integration than inclusion to alleviate the challenge of large classrooms and lack of attention from teachers
 - Reviewing the education policy to accommodate the needs of PWIDs
 - Establishing vocational training centers for PWIDs
 - Reducing the number of pupils per classroom to benefit PWIDs
 - Increase the number of teachers trained in inclusive education to cater for the needs of PWIDs
 - Improving learning environment to make it friendlier for all learners
 - Regular and sustained training for teachers on inclusive education
 - Introducing inclusive education courses in all teacher training colleges
 - Strengthening cooperation between teachers and parents
 - The government should introduce affirmative action policy for learners with intellectual disabilities
 - Introducing school feeding program for PWIDs
 - Introduce free transport service to and from school for PWIDs
 - Frequent monitoring on the progress of PWIDs in the classroom and beyond
 - Motivation to inclusive education teachers to enforce their working morale
 - Educating the public on the importance of inclusive education to win their full support
 - Creating employment opportunities to graduating PWIDs
 - Syllabuses should be tailored to accommodate the learning needs of PWIDs
 - The number of pupils in the inclusive classroom should not exceed 40 students

NB: You can click the link below for access to online survey results.

https://www.surveymonkey.com/results/SM-Y6_2Bcj58gmqaXo9Zj_2Bt3PEQ_3D_3D/