This paper provides an overview of Deaf education in Tanzania. It discusses some of the current programs and the needs. It also discusses possible strategies to improve the education for the deaf children in Tanzania.
Introduction

Tanzania is a country very near and dear to my heart. It is one of my favorite places on Earth; the answer to the question, “If you could go anywhere on Earth right now, where would you go?” This passion came after my first visit. It is easy to fall in love with the beauty, both of the surroundings and the people. Adding to my love for the country is my husband, who is Tanzanian. I met him while studying Deaf education at Gallaudet University in Washington, DC. I was just learning ASL and about Deaf culture. Res, my husband is also Deaf. The reason I am explaining all of this is to help provide an understanding for the path my passions and life have taken me. It answers the “Why?” questions. Why Tanzania? Why Deaf?

My husband and I have a shared passion for the Deaf of Tanzania because of his own struggles and experiences being a Deaf Tanzanian. This paper provides an overview of the current situation of the Deaf in Tanzania. It focuses on education of Deaf children. Some of the topics covered include Education for All, government involvement, importance of education for deaf, and experiences of families with Deaf children. The research on deaf education in Tanzania is non-existent. Broadening the research to include Sub-Saharan Africa Deaf and all persons with disabilities enabled me to find more information, though scant and often inconsistent across resources. A huge reason for the lack of information, especially on the part of the government is the oversight of people with disabilities. With the push for Education for All, developing countries are struggling to get all of the typically developing children into primary schools so little time, energy, or resources are left for children with disabilities. This paper includes information found through research, the personal experiences of my husband,
as well as my own personal and professional experiences in Tanzania and working with the Deaf and Hard of Hearing.

An Overview of Tanzania

Tanzania is a beautiful country with ocean, mountains, plains, and desert located in East Africa. Like many African countries, it is rich in culture and traditions. Adding to its beauty is Mount Kilimanjaro and Lake Victoria. It is famous for its national parks, including the Serengeti. It is one of the few African counties with its own national language, Kiswahili, along with the many tribal languages. I would be remiss to not mention Julius Nyerere, the first president and “Father of the Nation” who, along with establishing Kiswahili as the national language, promoted unity within the nation. Tanzania is also one of the few African countries with internal peace. It is one of the poorest nations in the world. The average per capita income, according to the World Bank 2009, is $400 per year. According to the World Bank’s report, agriculture is the leading industry, accounting for nearly half of the nation’s income and employing about 80% of the workforce. The 2008 National Census calculated a population of approximately 41 million citizens. According to the World Health Organization and the National Bureau of Statistics, about 3,400,000 of the population is disabled and 700,000 have hearing loss. These estimates are based on conflicting information and may be unreliable, but seem to be fairly consistent with most of my findings. Some research estimates about 50-60 percent of all hearing loss in developing countries is preventable. It is often caused by preventable diseases such as Rubella or chronic and severe ear infections that are left untreated. Some of
the children I have met in the schools for the Deaf have no tympanic membranes or hardened membranes from scaring as a result of chronic otitis media. There are also children with mild hearing loss who attend schools for the Deaf or are in Deaf programs. These children could function well in a regular classroom with the use of hearing aids which are far out of the price range for most Tanzanian families.

One of the most prominent cultural markers in Tanzania is the culture of respect. From a very young age, children are taught to respect their elders. Elders include anyone who is older than they are, even older siblings. Young children are expected to perform chores and provide service, sometimes with the aid of older siblings, to the older children and adults requesting them. This culture is practiced in most aspects of daily life. For example, the common greeting consists of the younger person greeting the older person with “Shikamoo”, a greeting of honor and respect. The older person responds to this greeting with “Marahaba” which is his acknowledgement of this respect. There is also a strong sense of community. Neighbors support one another and provide for one another’s needs. When a family loses a loved one, neighbors come to the house and stay for days to show support for the family, attending to whatever need they can. When a wedding is taking place, the neighbors join in celebrations that last for several days.

Culture and Disability

While there is a strong presence of community and respect, those with disabilities and their families are typically looked down upon. These disabilities are often considered a curse for a wrong doing. According to John Mwasho, parents are often horrified to learn of their
child’s hearing loss. He describes the experience faced by many of these parents in his article on the Association of Parents of Deaf Children in Tanzania (UWAVIKA). Often, it is a while before the child is realized to have hearing loss. The blame for this is often placed on the mother and many fathers do not want to be involved in decision making or accepting responsibility for the child. The family first attempts to heal the child through such means as sacrifices, witch doctors, and prayers. My husband experienced this when he lost his hearing. His family tried every means possible to heal him of his deafness, including excercism, witch doctors, and health care professionals both in Tanzania and the United States. The next step for families is often to go to the health center where the mother is rebuked for taking so long to bring the deaf child for care. The family is then referred to one of the schools for the Deaf or Deaf programs, which are all filled to capacity, so the child is placed on a waiting list. Most likely that child’s future will not include formal schooling. Parents are often left frustrated and unsure of what to do next. (Miles, 2002) In my husband’s case, he was 14 years old, so he continued his schooling, though unable to understand anything the teachers said, especially since most of their teaching pedagogy involves writing on the chalkboard, leaving their back to the class while they are talking.

While collecting preliminary data in Dodoma, Tanzania, one of the aims was to reach out to those with hearing loss and their families in the local districts. I was astonished at the number of deaf and hard of hearing people and caregivers who showed up, begging for assistance. Some parents wanted to know how to teach their child to communicate so they could understand what the child wanted or needed. There were elderly people who had lost their hearing, leaving them in a state of loneliness and isolation. There were neighbors who
brought other adult neighbors who had hearing loss. Sadly, many of the individuals with hearing loss we met had no formal language and communicated through simple gestures. Some were very introverted and made no eye contact or showed no emotion during the whole meeting.

Tanzania Deaf and Deaf Culture

Though not as prominent as in the United States, the Deaf in Tanzania are slowing growing as a community. In the USA, the Deaf are a culture like any other culture recognized by society. They have social rules, language, and a common thread of understanding for one another’s experiences. Deaf culture in the United States varies significantly from hearing culture in many ways. For one thing, they are usually blunt, telling someone they look “fat” or “thin” or “old” or “young”, not as an insult, but as a matter of stating that their appearance has changed, or when describing that person to someone. Eye contact and affirmation of understanding are also a necessary part of the culture. If you are not looking at someone it is as if you are not paying attention because you cannot see their signing. Sightlines are adjusted almost automatically. For example, when arriving at a restaurant, the centerpieces on the tables are moved immediately to the end of the table where they will not obstruct anyone’s view from another’s signing space. Classrooms are held in circular or “U” formation of desks or tables to ensure that everyone can see one another. The Deaf in Tanzania have many of the same rules of their culture, simply because they are necessary to facilitate accessible communication. Deaf Americans have fought long and hard to achieve the rights and privileges that they have. Deaf Tanzanians are currently in the thick of their battle. While visiting
Dodoma in July of 2007, I was able to attend the parliament meeting where Tanzania Sign Language was announced as an official language for the Deaf of Tanzania. It was a proud moment for the Deaf community and an honor to witness.

**Education in Tanzania**

The educational system in Tanzania is much different from the educational system in the United States. Therefore, it would behoove me to provide a background of the general system in Tanzania. Children enter primary school by the age of seven. Preschool education is provided, but not mandated by the government. From the age of seven, they stay in primary school for seven years. At the completion of primary school, they take the national exam. Those who pass the exam enter free government secondary schools. Those who do not pass have the opportunity to attend private secondary schools that must be paid for by the family. Secondary school lasts for four years. Near the end of the four years, students are asked to pick a field of specialization. These areas typically include subjects such as engineering, physics, biology, and economics. At the completion of secondary school, another national exam is required. Those who pass with high scores are then able to attend high schools paid for by the government. Those who pass with lower scores are given the option to attend teacher college, agriculture college, or another college on that level. Those who fail are then finished with their schooling. High school focuses on the area of specialization chosen by the student. There are common classes, such as religion, taken by all, but the majority of classes are in the student’s field. After two years of high school, another national exam is given. This exam is really a series of exams extending over the course of about a month. Prior to the exams, students fill out
applications for the University of Dar es Salaam as well as other higher level colleges, such as the Institute of Finance Management. When the results for the exams are announced, the students are then able to enter the schools for which they qualify. The University of Dar is reserved for only the top rated students. It is extremely difficult to be accepted. Standards are very high. Those who do not pass have the option to attend teacher college to become secondary education teachers.

As you can deduce, teacher education is considered “lower class” in this country compared to most developed countries. Practically no one who does well in school and passes national exams aspires to become a teacher. Like in many countries, teachers are underpaid. In Tanzania, they cannot make enough money to parallel the cost of living. I find this information to be very striking. If teachers are not well educated, how can they challenge students to excel? It would lead me to believe that many of these teachers chose this profession due to a lack of options and therefore do not have a passion for teaching and learning that we so highly value in our schools. However, despite this selection of teachers, there are many excellent teachers in Tanzania who are making great strides in the field and changing the lives of their students.

**Education for Deaf**

As I previously mentioned there are more deaf children than there are space available in schools for the Deaf or Deaf programs. There are approximately seven schools for the Deaf in Tanzania. These schools are mostly boarding schools where the majority of the pupils live in housing on campus. These schools for the Deaf account for the education of approximately
1,000 Deaf and Hard of Hearing pupils. None of these schools are run by the government. They are all funded and run by churches, parents of Deaf children, and/or other NGO’s, though the government does provide the salaries for the teachers. This lack of coordination can help to explain why the research on Deaf education in Tanzania is hard so limited. The schools all follow their own set of policies and manage everything from within, leaving the government in the dark (though probably not purposefully) about enrollment, teaching pedagogy, and other important issues. There are about 14 Deaf units that are attached to mainstream schools. Many of these schools offer boarding as well. They provide schooling for about 500 deaf or hard of hearing children. A report given by Eliakunda Mtaita (Miles, 2002) summarized the enrollment and current situation at the Evangelical Lutheran Church in Tanzania (ELCT) school for the deaf in Mwanga, Tanzania. It is known as one of the nation’s top schools for deaf children. Mtaita is the head teacher at the school. Mwanga School for the Deaf, as of 2002, has 106 children, 19 teachers, and 21 non-teaching staff. There are about 10 students per class. At the time of the report, there were about 150 students on the waiting list, with only 10 new students being added every year. This is not the only school with this issue. All of the schools for the Deaf have extensive and unrealistic waiting lists. We visited three schools, two Deaf schools and one mainstream school with a Deaf unit, during our fact finding trip. All of the schools reported the same issue. There are too many children being turned away for education each year. Not only are the lack of spaces in the school a problem, but resources also cause a big discrepancy in the quality of education received in many of these programs.

Two of the schools that we visited are in the Dodoma region. Dodoma is the poorest region of Tanzania. As a result, it also has the highest number of disabled persons. Based on
the 2002 national census, there were 5,882 deaf people in the region. The two programs for the Deaf include a Deaf unit attached to a mainstream school, and a school for the Deaf. These two schools combined only provide education for less than 200 deaf students. The mainstream school with the Deaf unit that I visited, Kigwe School, is less than acceptable. The facilities are unsafe by any standards. The roof in the cafeteria, a large building with a cement floor and no furniture, is literally caving in while the nearly one hundred children squatted on the floor sharing plates of food. It was reported that there was only four working holes “bathroom facilities” on in the whole facility. The campus is large with many students and it is also residential but has only 50 beds for the 169 residential students. It was also reported that the water wells were not functional, so clean drinking water was scarce. This school is located in the middle of a desert on the equator. Given all of these environmental factors, it would be hard for any student to learn. The issue of qualified teaching staff merely adds to the challenge. There is no formal training offered to teachers who are working with the Deaf. Learning sign language as a prerequisite for this position is not a requirement. One of the hearing teachers in this program seemed to know a few signs. He used his voice while signing those signs, and the just finger-spelled the first letter of many words he did not know the signs for. He was teaching an English lesson. This is not to say that all of the teachers, or even that one, are not “good teachers”, they are doing the best they can with the limited resources they have in less than favorable conditions.

The two schools for the Deaf I visited are in much better condition. The school in the Dodoma region, Kisasi School for the Deaf, is a school for the Deaf run by a Dutch man. This school is funded mainly through Dutch NGO’s. It is located in the Dodoma region (Central
Tanzania. The grounds are wonderful and Deaf friendly with open space and circular seating arrangements. Many of the teachers are Deaf and the hearing teachers are fluent in Tanzania Sign Language (TSL). This school is close to a western model of teaching. The teachers reported that their greatest need is training. They are ready to learn and become better equipped to serve their students. The head master, Mr. Robin, reported that he struggles with making more space to accommodate the hundreds of children on his waiting list. The other struggle is what happens to the children after primary school. There is no place for them to attend school for a secondary education and no funding to support them if they can find a place. On his campus, he offers some trade training for some students who have finished primary school, but some have passed national exams and wish to continue their education. These children are not alone in this struggle. With the huge push of EFA on primary education, little or no attention is paid to secondary education and beyond. Very few Deaf children have the opportunity to attend secondary school. There are no secondary schools for the Deaf in the country. College remains a distant dream for the vast majority. As far as I am aware, there are two, possibly three, Deaf Tanzanians who have successfully graduated from the university level; one of them being my husband. Res has received several letters from young, ambitious Tanzanians who are ready and able to attend University, but are finding that the University of Dar es Salaam is not providing adequate, if any, services to help them succeed. The letters are requests for sponsorship to attend Gallaudet University where they will be in a Deaf friendly environment that is optimal for their learning. They write these letters after hearing about Res and his own journey to Gallaudet University.
The other school for the Deaf I visited, Buguruni, is run by UWAVIKA, the Association of Parents of Deaf Children in Tanzania. This school is in the capital city, Dar es Salaam. The tour of the facilities was pleasant, though it was reported that electricity and water are unreliable on any given day at any given time for any length of time. The students complain that it is hard to study when there is no light available. The residential area does not offer electricity at all though the school is working to rectify that situation (and should be rectifies by now). The teachers I saw seemed competent in TSL and classes seemed well run. Again, the administrators said that funding and limited spaces for students to enroll are huge barriers. This school also has an exhaustive waiting list.

It can be reasonably concluded that the greatest needs are education for more students and teacher training to improve the quality of education. There are many other needs, but working towards these two goals will be a step in the right direction.

Teacher training for working with Deaf children is a necessity. Deaf education and special education have very little overlap, with the exception of Deaf children with additional disabilities. Sign language learning is a huge part of that training. If teachers cannot communicate with their students, learning on any real level cannot take place. Learning about other environmental factors such as seating arrangement or visual noise, such as cluttered walls, is also important to ensure the best environment for learning. Learning about instructional best practices is essential. For teachers of the Deaf, this includes learning about teaching literacy. A major issue in the education of the Deaf is teaching reading and writing. Written language learning is a continual struggle in Deaf education worldwide.
There are numerous studies about the causes and solutions for the difficulties many Deaf individuals have in acquiring written language. The general findings report that Deaf children whose family uses sign language as the primary language in the home score higher on reading and writing assessments than their peers whose families use spoken language as the primary home language. The ratings are even worse for deaf individuals whose spoken home language is different from the national language. For example, a deaf child living in the United States whose family speaks French as the primary language used in the home. In Sweden, they recognized this on a national level. In 1981, in response to the hard work and dedication of many Deaf and their families, the Swedish parliament passed a law requiring provision of sign language classes to all parents of Deaf children. The parents are also matched with a Deaf adult role model. As a result of this law and its implementation, Deaf students are passing high school exit exams at the same rate as their hearing peers.

As previously mentioned, in Tanzania, each school for the Deaf is run by a separate organization. They use different teaching pedagogies and approaches to working with Deaf. Each organization running the school brings with it their own culture and values relating to Deaf persons and the education of Deaf. Some are strongly oral and focus a lot of time on speech production and lip reading. Others are following a more bilingual approach, using TSL to teach written Swahili and English. Still others are hanging in the middle. They use TSL primarily for instruction while still spending a lot of energy on spoken language and oracy.

So What?
With the current push for the education of all primary school children, developing countries like Tanzania, though making great strides, are heavily focused on educating the majority. That means attention to students with special needs is scarce. When the issue of disability education is addressed, the primary goal is inclusion. This is generally appropriate for the majority of students with disabilities. It allows them to receive the same quality of education as their peers, while enabling their peers to realize that children with disabilities are just children too. Hopefully this will add to the shift in attitude towards persons with disabilities and their families.

Why is it so important to educate children with disabilities? One of the leading reasons is the obvious, so they can become productive members of society. Society often looks down on the disabled population and considers them to be “freeloaders”. However, many have the ability to function in the workforce alongside their able bodied peers, they just lack the opportunity. In an article published by the World Bank (2007) addressing the Millennium Development Goals, Former Bank President, Paul Wolfowitz, was quoted as saying,

“People with disabilities are also people with extraordinary talent. Yet they are too often forgotten. When people with disabilities are denied opportunities, they are more likely to fall into poverty—and people living in conditions of poverty are more likely to develop disabilities. As long as societies exclude those with disabilities, they will not reach their full potential and the poor in particular will be denied opportunities that they deserve. I’m proud of the work we have done so far to create opportunities for disabled people to contribute fully to their communities. But we cannot achieve these goals alone. We must work closely with our development partners to remove the barriers that exclude disabled people and ensure equality of opportunity for every member of society”

This is especially true with the Deaf population. Many have the ability to learn alongside their typically developing hearing peers. They simply need the language and culture modification to create a learning environment that enables them complete access to learning. This is asking for no more than what is given to their hearing peers, just accessibility to the information.
Another issue facing the disabled population, particularly in Tanzania and other developing countries is that of disease and sickness. Many more persons with disabilities are infected with serious illness such as HIV/AIDS, STD’s, and many other communicable diseases. This is mainly due to the lack of access of information about the diseases. If they are not in school, they cannot learn what is being taught about disease and safety. Also, they are far more likely to be illiterate, thus leaving them out of reading any literature about the sicknesses. This is particularly true for the Deaf. They cannot even access the information through the spoken word, such as on the radio or television. Sadly, it is not only inaccessibility to information, but heightened risk of attack that puts the disabled population at higher risk. They are more vulnerable and likely to be taken advantage of than their non-disabled peers. With the Deaf, many cannot even communicate to tell someone what has happened to them. If disabled persons are less likely to be aware of these common diseases and sicknesses, they are also less likely to know the signs and symptoms. This leads to delayed medical care and often a higher rate of death.

**What Is Being Done?**

There are many projects and NGO’s that are working to improve the quality of life for persons with disabilities. It is recognized worldwide and progress, though slow in some countries is being made. It was quickly realized with the planning for the Millennium Development Goals, if the disabled population is overlooked, the poverty reduction goal and Education for All cannot be met. This is leading to more grants being awarded that focus on education for the disabled population.
As mentioned before, the focus of Education for All in developing countries is primarily on providing education for the mainstream society. Where persons with disabilities are included, it is with the emphasis of mainstreaming and inclusion. This is what is commonly desired by persons with disabilities. They no longer want to be outcasts in society, but included in the mainstream with modifications to give them access to the same quality of education as their peers. This practice of inclusion aligns with the Salamanca Statement of 1994. This solution however, is not appropriate for the Deaf. In a presentation at the United Nations Expert Group Meeting on Mainstreaming Disability in MDG Policies, Processes, and Mechanisms: Development for All workshop in Bratislava, May 2007, one Deaf member of the Tanzania Association for the Deaf (CHAVITA), Lupi Maswanya stated,

“For the Deaf and Deaf blind, inclusive classes are not practical! They will need classrooms and special teachers with sign language skills. Their communication needs make it impossible to study in an inclusive classroom, especially for primary school. Only hard-of-hearing children can benefit in an inclusive class. The others; profound Deaf can’t cope as most can’t speak on top of not hearing it’s a waste of time and resources to have them in an inclusive classroom.” (Maswanya, p. 15)

Deaf children need to be in schools for the Deaf, taught by teachers who are trained in sign language and in the education of the Deaf. It is hard to know what the best practices for Deaf education in Tanzania are. It would be unjust for me to assume that best practices in America will be the most effective in Tanzania. Many developed countries vary on their philosophies of best practice for teaching the Deaf. However, it is important to review current trends and research for successful strategies for teaching the Deaf.

One important factor to keep in mind that separates Tanzania from these developed counties is the absence or lack of access to technology. For the Deaf, this includes, hearing aids, Cochlear Implants, and other listening devices such as microphones worn by the teacher.
Even if technology like hearing aids were available to Tanzanians, it is doubtful that the families could afford upkeep. In a conversation with a head teacher at a Deaf school in Tanzania, we pondered the possibility of donated hearing aids but could not justify the request due to the need for audiologists trained to match the hearing aid with the child’s hearing level (much like glasses for the visually impaired), people trained to repair damaged or worn out hearing aids, equipment to make ear molds to fit the growing ears of the children, and probably the most costly, batteries. When worn for about 8-9 hours a day, typical hearing aid batteries last 2-3 days. Since technology, at this time, does not seem like the best use of resources (work is progressing on the manufacturing of hearing aids that are solar powered), one solution is the prevention of deafness through parent education about prenatal and postnatal care, timely and effective treatment of ear infections, and provision of immunizations to prevent many of the sicknesses that cause deafness.

Given the lack of access to technology to improve hearing levels, it does not seem practical to implement oral education programs for the Deaf. This approach would only take way time from content learning though missed information and a heavy focus on speech. These students, especially those who are prelingually profoundly deaf, are almost guaranteed not to pass national exams. Mainstreaming also would leave the children lost and isolated

Res lost his hearing when he was about 15 years old. He is post-lingually Deaf. This change left him feeling shut out from the rest of the world. He lost most of his friends and was often alone. Because he was required to attend school in order to compete on the national exams, he attended without any modification, with the exception of one caring teacher. Day after day, he sat in his assigned seat, forcing himself to stay awake, copying every word that the
teacher wrote on the board. At the conclusion of the school day, Res spent his evenings reading his notes and any other course materials in an effort to teach himself. Though he ended up a success story, it is not because of the quality of access to his education, it is because of his own personal drive and the tremendous support of his close knit family.

The research on bilingual/bicultural education (Bi-Bi) points towards the success of the implementation of this program. It is becoming the common practice for many Deaf schools in the United States as well as in many other countries such as Sweden and Argentina. The philosophy of teaching the Deaf uses the counties sign language, TSL in Tanzania, as the first, native, language for the children. That first language is then used as the instructional language and foundation for the second language acquisition, which is the country’s national written language, Swahili and English in Tanzania. According to the Center for ASL/English Bilingual Education and Research (CAEBER, 2005), a school deaf school that is bilingual has the following characteristics such as:

- ASL and English are recognized as languages of instruction and are accorded equal status.
- ASL and English are used throughout the child's schooling with high levels of proficiency expected in both.
- ASL and English (spoken and written) are kept separate for instructional and language modeling purposes.
- Both ASL and English are subjects of study as part of the school curriculum,
- All instructional staff are proficient in both ASL and English.
- Ongoing in-service training is provided for staff in ASL/English bilingual methodology, using both ASL and English in the classroom.

These goals, along with other research and practices on bilingual education can be applied to the education of the Deaf in Tanzania. The goal would be for the government to in Tanzania to mandate that Tanzania Sign Language be provided for all deaf and their caregivers,
and used as the language of instruction in the schools for the Deaf. Implementation of this program would require extensive work to train teachers of the Deaf and provide sign language classes for parents. Funding, of course, will be a major part of the success of this.

Currently I am involved in a partnership that is working to improve the lives of Deaf individuals in Tanzania. The project is between my home church, Bethany Community Church in Laurel, MD and the Diocese of Central Tanganyika (DCT) in the Dodoma region of Tanzania. The DCT is well known throughout the region for providing outstanding services to many throughout the community. Their mission is to provide the “best in the area” of every service offered. These services are extensive and include medical care, schooling, a school for the blind, classes for women on empowerment and women’s issues, and many more. This project is still in the beginning stages and has goals to improve services relating to public access including medical care through sign language interpreters. It also includes training local deaf individuals, family members and caregivers, and involved in working with Deaf in TSL.

Education is also a part of our plan. This is one of the areas where progress is currently being made. Because of our program, five deaf students are now able to attend secondary school. It is a far from ideal situation. They are in a mainstream school where the teachers have no background in the instruction of deaf pupils. The sign language interpreters help with communication. At the present time, it is better than nothing and it is making a difference in the lives and futures of these fortunate students. One of the students being sponsored is a Deaf girl. She lives with her grandmother. She had previously attended school with the aid of a sponsor, but that sponsor passed away. Along with that person’s passing went the dreams of
this girl attending school, at least until she learned of our program and applied for a scholarship. This is a quote from her grandmother from a letter that was sent to us.

“She is a quote from her grandmother from a letter that was sent to us.

“Tell the people in America who helped to my granddaughter that, THANK YOU very; very much. (My granddaughter) can at least have lunch at college, fees and uniforms”

Unfortunately, there are many more students that are applying for such scholarships and not enough financial resources to provide for them.

Our team is currently looking at adopting Kisasi School for the Deaf. Because it is basically a “one man show” the head master and founder is looking for someone to adopt this program to ensure its stability and longevity. At this point, if he left, the school would cease to exist. Because the school seems to be an excellent model for Deaf education in Tanzania, it is the perfect place to begin researching the success of the students in preparation for promoting positive change in schooling for Deaf children in Tanzania. The school has the grounds and potential for extensive growth, unfortunately, not the funding. Funding and management, after Mr. Robin retires, would be major issues to consider in this adoption. My personal passion is teacher education and training. This school can be used as a model for teachers in training to be mentored and to learn hands-on best practices for teaching Deaf children.

Though our partnership is with the DCT, there is heavy influence and involvement from CHAVITA. We look to them to provide sign language training and to assist with identifying best practices in Deaf education following the culture and education system in Tanzania. Without them, our services, though with good intention, might not align with what the real needs for the Deaf are. In a statement to our team CHAVITA said,

“Deaf people in Tanzania are excited to learn and see all the work being for deaf people in Dodoma. We look forward to work with you.”
Conclusion

This paper addresses a variety of issues. The purpose is to provide a better understanding of the current educational services and needs of education for the Deaf in Tanzania. As you can see, the need for research in this field is dire. Without current and accurate information, it is hard to begin to have an understanding of best practices and effectiveness of school programs. Many of these issues can be resolved with funding. Because of EFA, primary schools have been granted many grants and money from the government. Most of this money is going to improve the conditions of the schools and provide more space to accommodate more students. Very little money, if any, is going to teacher training. With the inclusion of students with disabilities into overfilled classrooms, teachers are left to figure it out themselves. This is especially true with the education of the Deaf. The hopeful Deaf students are there, waiting for their turn to have the opportunity that so many of their hearing brothers, sisters, and neighbors are getting, the opportunity to learn.
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