Evaluation of Integrated Special Education Project for Intellectually Impaired Pupils at Moshi Primary School, Moshi Municipality Tanzania

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Abstract
This evaluation study traces the extent to which basic knowledge and Social skills are provided to pupils who are intellectually impaired at Moshi Primary School and discusses the achievements and the persistent challenges that face the project in its implementation. The study was guided by one evaluation question. The study used convergent design under mixed methods approach where by probability sampling and non-probability sampling techniques were employed. The sample size used for the study were 36 respondents and included 4 Special education teachers, 1 District Special Education Officer, 1 Director of the Project, 1Head teacher of Moshi Primary School 16 intellectually impaired pupils and 13 Parents of the intellectually impaired pupils. Instruments used were Questionnaire for teachers who teach intellectually impaired pupils, In-depth interview guide for District Special Education Officer, Director of the project and Head Teacher of Moshi Primary School, Focus group Discussion Guide for parents with intellectually impaired pupils and Pupils with intellectually impairments and Observation Schedule for Pupils with intellectually impairments to collect information required. The findings of the study shows that the project is succeeding to provide skills and basic knowledge for 77.5% to pupils with impairments at Moshi primary school although there are some challenges such as shortage of personnel, deficit of funds from the project owner, poor infrastructure and lack of materials for physical exercises.

Keywords Special Education for Intellectually Impaired Pupils

1. Introduction

Access to education for all children is an essential goal for many countries around the world. Education is one of the important means to empower the marginalized people. If offered accordingly it turns individuals from being dependant to independent by developing their consciousness, competence and confidence thus enabling the development of the respective individual (Mhehe, 2002). The term Intellectual impairment refers to a condition in which a person has certain limitations in intellectual functions like communicating, taking care of him or herself and has impaired social skills (Altermark, 2019). These limitations cause a child to intellectually develop more slowly than other normal children. These children may take longer time to walk, talk and care of themselves than the normal children and therefore children with Intellectual impairment have difficulty learning even in schools. Other children may have more difficulty in learning and require greater levels of support to help them maximize their independence and participation in the community. Therefore early identification of the problem followed by appropriate intervention, education training and appropriate support contributes to people with intellectual disability leading full and satisfying lives (Bhandari et al, 2015)

According to (World Health Organizations) there are many causes of intellectual disability including Communicable diseases, Non communicable diseases; Injuries especially head injuries in the childhood and genetic conditions. Communicable diseases (Infectious diseases) such as sexually transmitted diseases, neurological consequences of some diseases like encephalitis, meningitis, measles mumps and poliomyelitis contribute to intellectual impairment. Non communicable diseases especially chronic diseases like diabetes, cardiovascular disease, arthritis and cancer cause the intellectual impairment. Life style choices and personal behavior such as tobacco use, too much alcohol consumption and illicit drugs can cause intellectual impairment and sometimes intellectual impairment is caused by abnormal genes inherited from parents (World Health Organizations)

According to Altermark (2019) Children with intellectual disability face difficult in learning new information and skills. Other children may have more difficulty in learning and require greater levels of support to help them maximize their independence and participation in the community.

Therefore early intervention, education training and appropriate support contribute to people with intellectual disability leading full and satisfying lives.

Since independence (1961) the Tanzanian Government through the department of social welfare has been providing services to people with disabilities without a comprehensive policy. In 2004 the government through its ministry of Labor, Youth Development and Sports issued the policy which is "The National Policy on Disability". The policy provides guidelines and sets parameters for services delivery by strongly focusing on the development, rights and dignity of People with Special Needs. It covers a wide range of important areas education being one of them. (National Policy on Disability 2004).

Education was declared as one of the basic human rights in 1948 when world nations endorsed the document. This prompted world nations to meet in Jomtien Thailand in 1990 where they adopted the World Declaration on Education for All and Framework for Action to meet Basic Learning Needs. The Jomtien conference was a remarkable milestone in the international dialogue on education as it gave a renewed impetus to the world towards provision of universal education. The conference also served to stimulate the move to improve the quality of basic education and access to people with special needs so called Universal Declaration for Human Rights (Rainer, 2010). In June 1994 the world nations met again in Salamanca Spain to further the objective of Education for All.

The main focus was to enhance inclusive education by enabling all children, those with special needs in particular to access schools (World Bank, 2000). To continually take further the cause of Education for All, world nations met again in Dakar Senegal in the year 2000. Historically provision of special needs education was largely a practice by religious organizations. For example in 1950 the Anglican Church established the first school for children with visual special needs. This initiative was followed by that of the Roman Catholic Church in 1963 when they started a school for children with hearing special needs. According to the Tanzania Human Rights Report (2011) Tanzania is among countries with a large number of persons with special needs and has approximately 4.2 millions of people with disabilities (National Bureau of Statistics, 2012)

In order to protect the right of all the citizens of Tanzania, the constitution with its various amendments delineate that all human beings are equal and are entitled to equal rights irrespective of color, tribe, gender or religion. It further prohibits discrimination against people with special needs.

Tanzania as a member of international community has signed and agreed with various United Nations Conventions such as Universal Declaration of Human Rights (1949) and the United Nations standard rules on the Education. In 2010 the Tanzanian government passed the Persons with Disability Act 2010 which prohibits discrimination of any kind in the provision of education at all levels. The law states that;

"Persons with disabilities in all ages and gender shall have the same rights to education and training in inclusive settings…" (Tanzania Human Rights Report 2010, 2011)

In Education, the policy recognized the extent to which Children with Special Needs have been lagging behind others. It further puts open the various obstacles confronting education to Children with Special Needs, obstacles like inaccessible school facilities, poor school enrollment, presence of school curriculum and teacher education that does not incorporate the needs of Children with Special Needs.

The policy also brought forth the contemporary situation (at the time) of people with special needs in areas like health, early intervention, mental health services, HIV/Aids, skills training, employment and education to mention few. In education, the policy sorts out how children with special needs are still stigmatized by the society by being denied their right to education. It further identifies the shortcomings of the curriculum, teacher education, and inaccessible schools for children with special needs.

All these initiatives have made it possible for the increased awareness of special needs education in Tanzania and have worked towards arising positive impulse from the general public. Their consciousness competence and confidence thus enabling the development of the respective individual (Pima, 2012) .The UN rules clearly state that every child, regardless of the child's social, economic, cultural, Linguistic, physical and health back ground has to have access to and receive appropriate education. This means that all children including children with disabilities and children from other vulnerable groups should receive formal education (National Policy on Disability, 2004)

Special educational service in Tanzania are provided at primary and Secondary level in residential (boarding) and non-residential (special day) schools. For Example at Moshi Primary School where the study was conducted all intellectually impaired pupils are non-residential. Some schools are owned by government of Tanzania and others are supported by humanitarian organizations, religions and other Non Government Organization'S. The government of Tanzania and these Organizations established different schools which are inclusive and mainstream schools where by children with disabilities such as intellectual impairment, deaf, visually, physical, albino and multiple impairment acquire education like other children in the country.

The world is estimated to have one billion (1 billion) people with disabilities and among them ninety three million (93 million) are estimated to be children under 14 years while in Tanzania they are estimated to be 4.2 million of people with disabilities and among them 8% are people with intellectual impairment(National Policy on Disability,2004)

Therefore, the establishment of special needs education project at Moshi primary school focused on helping students who are intellectually impaired to exercise their right of getting education. The education given to intellectually impaired pupils at Moshi primary school is conducted in two stages, Stage one enables a pupil to go to stage two as each has its own learning objectives to be attained by the child and helps to move to the next stage. At stage one pupils are taught basic skills like how to wash their face, clothes, general cleanliness of the environment, good manners like how to greet elders, their fellow pupils as well as socialization with other friends through sport and games. At stage two children are taught how to read, write and arithmetic. This stage prepares a child to acquire learning skills for further studies.

And also the main objective of this project at Moshi primary school is to facilitate pupils with intellectual impairment to have access to quality education as peers, to eradicate the negative perspective of social interaction such as stigmatization, discrimination and exclusion, hence they develop the courage and confidence in facing life challenges in the future just as their peers with no challenges. The evaluator conducted a Formative evaluation for this project and evaluated how the project has succeed to meet its intended objectives and identify some challenges facing implementation of the project and suggest possible ways of mitigating those challenges.

Purpose of Evaluation

The study was formative evaluation conducted to find out the extent to which basic knowledge and social skills are provided to intellectually impaired pupils at Moshi Primary school. So far no formative evaluation has been conducted on this project of Education since the program was started in 2008. Therefore, to close up the gap this evaluation study was conducted to find out its effectiveness and appropriateness and suggested some possible ways of improving the Project.

Significance of the evaluation

The finding of this study was important because it gave insight to educational stakeholders, since the information that was collected ensured that stakeholders obtained adequate information that could be used in the implementation of the project. On the side of director of the project got information which enabled her to identify the effectiveness of the project. The study also provided literature for other relevant evaluators and research studied. The study helped parents and guardians who had negative attitude towards intellectually impaired pupils in the society. The findings obtained from the study could help the government to put more emphasis on provision of policies that will be used for the improvement of special education provided to people with impairments.

Evaluation question

To what extent are basic knowledge and social skills provided to intellectual impaired pupils at Moshi primary school?

Evaluation Model

The study was guided by CIRO Evaluation Model- by Warr Bird and Rackham (1970). The model consists of the following types of Evaluation:- Context or environment within which the training took place, Input to the training event, Reaction to the training where by at this level a researcher was looking on the process, Methodology, Procedures such as Teaching and Learning materials and Teaching Aids and Outcome which involves measuring the extent to which level the learning has been transferred to pupils.

Context

The context involves the assessment of background information especially on the intended beneficiaries such as interview project director, teachers, pupils and other stake holders, the needs of the community and equipment. At the context stage the evaluator got full understanding of the

society needs concerning the intellectual impairment at the center. The researcher also knew the program by finding out how well the project has considered the society's needs and to what extent the project meets the intended objectives. This enable the evaluator to obtain the information on how well the needs assessment assisted in the decision making about the project planning.

Input

According to this Model of evaluation, Inputs involves all alternatives means for achieving goals in the project. At this stage Resources such as expert teachers for intellectually impaired pupils, classrooms, toilets, school furniture, and textbooks as well as teaching and learning materials were assessed. Here the researcher collected the information basing on goals, objectives and plan of the project. And also at this level of evaluation the study assessed the project budget to its sufficient attainability of the project .

Reaction

This stage of CIRO Model dealt with getting information about quality of training experience. The study assessed the reaction from pupils with intellectual impairment to the training and assessed the relevance of the training course to the learner's roles. At this stage is where the evaluator assessed the extent to which the intellectual impaired pupils satisfied with the care and support of the project. This component enabled the collection of information from the targeted group on strength and weakness as well as the challenges facing the implementation of the project and thus providing a chance for decisions to be made immediately and effectively. Therefore this is the stage where the impact of the project were assessed.

0utcome

Outcome in this evaluation model involves assessing what happened as a result of teaching and learning process. After teaching and learning processes teachers may want to measure the levels at which the learning has been transferred to the respective students. At this level the researcher assessed all results which come out as a result of the implementation of the project plan.

Strengths of the Model

The CIRO model is important in provision of feedback because the model is systematic and explains the steps of evaluation at every stage. Also the Model focuses on how the information will be used for the improvement of the project being evaluated. Moreover the model is important

on the provision of information to the administrator that could be important for the improvement of the project.

Weaknesses of the Model

Although the CIRO Model is applicable in providing some improvements of the project evaluation, still the model has weakness such as needs enough time and money to conduct evaluation effectively. Therefore the evaluator needs to consider the resources and time required to conduct the study before starting doing the study. So, the evaluator will use the model since its strength outweighs the weakness.

Relevance of the Model to the Study

The model relates to this formative evaluation because it helped to guide in effort of Context, Inputs, Reaction and Output of the project. This model is used in the evaluation training programs. Since this project is dealing with the learning of children with intellectual impairment, it is the most relevant model. The Evaluator submitted the findings of the study to stakeholders informing about what is going there in the project. CIRO Model was used to evaluate effectiveness of Intellectually Impaired pupil's project at Moshi Primary school. Therefore, the model helped to identify the effectiveness of the project and what the program should consider for the program development for Intellectually Impaired pupils.

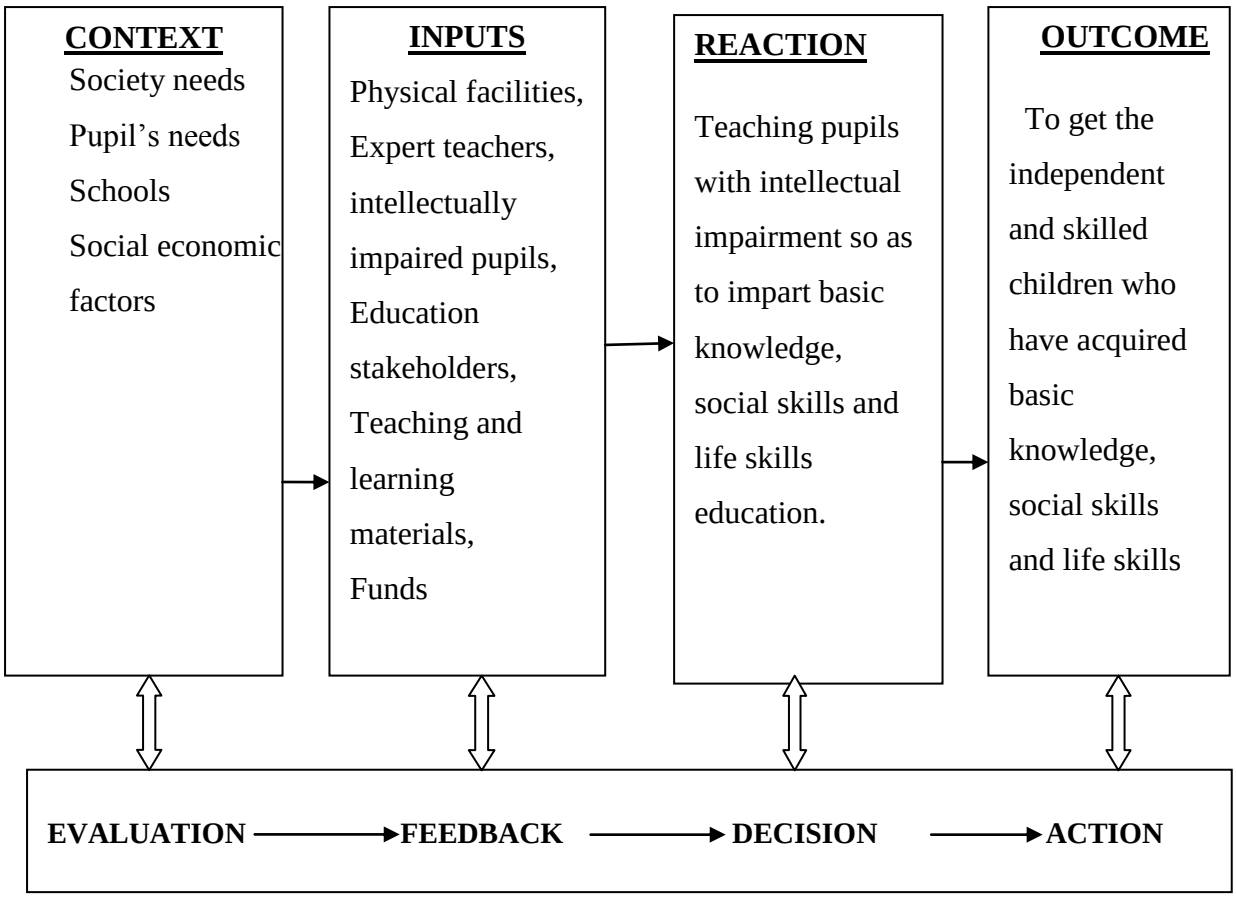
1.1 Conceptual Framework

Conceptual Framework is an Evaluation tool that supports the researcher to develop awareness and the condition under study and communicate it. It helps the researcher to make meaning of subsequent findings during the research. Furthermore, it forms part of the agenda to be tested, reviewed and reformed as a result of investigation.

Conceptual framework refers to the model of presentation of relationship between variables in the study shown graphically or diagrammatically (Orodho, 2014)

The conceptual framework developed from CIRO model guided the evaluation study. The conceptual framework consists Context, Inputs, Reaction and Outcome elements of the implementation of Intellectually Impaired pupils at Moshi Primary School.

Figure 1.1 Conceptual framework of the implementation of integrated special Education project for intellectually impaired pupils



Source: Evaluator (2021), modified from classroom discussion

According to the figure 1.1 the interdependence of the stages in order to achieve the intended objectives which are: providing basic knowledge to Intellectually Impaired children, providing basic life skills to Intellectually Impaired children and providing social skills to intellectually impaired children. Various inputs are important for the implementation of Intellectually Impaired pupils. Therefore, according to the project the following inputs had to be considered such as Physical facilities, qualified teachers, and Intellectually Impaired pupils, educational stakeholders, teaching and learning materials. The Reaction of the project is determined by active activities done during the implementation process which includes teaching Intellectually Impaired pupils basic knowledge, life and social skills. The Outcome of the project depends on

the nature of inputs within the project. Therefore, in order to determine the extent to which the program objectives had been achieved all four stages were evaluated to determine effectiveness of the project.

2. Literature Review

Literature was reviewed according to the theme from the evaluation question as follows:

Provision of Basic Knowledge and Social Skills to Intellectually Impaired Pupils.

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

Adeniyi and Omigbodun (2016). Conducted a study on Effect of a classroom-based intervention on the social skills of pupils with intellectual disability in Southwest Nigeria. The aim of this study was to investigate the effect of a social skills training for pupils with intellectual disability attending a special school in Southwest Nigeria.

Thirty pupils with mild to moderate intellectual disability participated in the study. Utilizing the Explore social skills curriculum, teachers were trained to give lessons to the participants 3–4 times a week for 8 weeks in their classrooms. Social skills level of participants was assessed with the Matson evaluation of social skills for individuals with severe retardation at baseline and immediately after the intervention. The study collected primary data by using Paired t tests,

Wilcoxon signed-rank test, Mann–Whitney U test and the Kruskal–Wallis Test to assess for pre and post intervention changes in social skills . The findings of this study is that social skills of pupils with intellectual disability who participated in this study improved significantly during the 8 weeks and that pupils need social skills to learn effectively in school settings. The researcher in this study did not show how intellectually impaired pupils acquire social skills which makes them to learn effectively in school setting. This study dealt with measures on how intellectually impaired pupils acquire social skills which makes them to learn effectively in schools.

Sylivester (2017) conducted a study on An Investigation on the Management of the 2007 Tanzanian Syllabus for Intellectually Impaired Pupils in Promoting Life Skills. The purpose of the study was to investigate the management of the 2007 syllabus in promoting life skills to intellectually impaired primary school pupils in Kinondoni Municipality in Dar es salaam. The Study involved 89 respondents and the instruments used to collect data were documentary review, interviews, structured interview, focus group discussion and observation. The findings revealed that life skills are taught in all subjects with exception to English, which is also required. English Language is to be taught as most of intellectually impaired student are joining Vocational training hence being a masonry most- of the working tools are named in English such as hummer, hoe, and Chain saw but the researcher did not show strategies used by teachers to teach or facilitate intellectually impaired pupils to acquire those skills. The current evaluation study focused on strategies used by teachers to facilitate intellectually impaired pupils to acquire those skills.

3. Research Methodology

The study used convergent design under mixed methods approach where by probability sampling and non-probability sampling techniques were employed in the Evaluation study of the Integrated Special Education Project for Intellectually Impaired pupils at Moshi Primary School in Kilimanjaro Region. The sample size used for the study included 4 Special education teachers, 1 District Special Education Officer, 1 Director of the Project, 1Head teacher of Moshi Primary School, 16 intellectually impaired pupils and 13 Parents of the intellectually impaired pupils. Instruments used were Questionnaire for teachers who teach intellectually impaired pupils, In-depth interview guide for District Special Education Officer, Director of the project and Head

Teacher of Moshi Primary School, Focus group Discussion Guide for parents with intellectually impaired pupils and Pupils with intellectually impairments and Observation Schedule for Pupils with intellectually impairments to collect information required. Before data collection the researcher conducted the pilot study in one of the integrated special education school in Moshi Municipality. Cronbach Alpha was used to calculate reliability of teachers for questions in Likert Scale through the help of Statistical package for social sciences (SPSS) Program Version 26 and the results was 0.779 which is excellent. Qualitative data were summarized and analyzed in each theme. Researcher observed research rules and regulations such getting research permit and ensuring confidentiality of the information collected from the respondents.

4. Results, findings and Discussion

4.1 Provision of basic knowledge and social skills to pupils with intellectual impairment

This evaluation study was guided by one evaluation question aimed at finding out the extent to which special Education project for intellectually impaired pupils at Moshi Primary school is succeeding to provide basic knowledge and social skills for their daily life. The results from Likert scale on what the project does to facilitate them to access education are summarized in table 1.1

Table 1.1 Teachers responses on the provision of basic knowledge and skills to intellectually impaired pupils

STATEMENT	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
There is good cooperation Between Teachers and parents	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Parents gets support from the Society/ relatives	1	25.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%
Parents sent pupils to school On time	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%

There is good attendance of Parents to school meetings	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
Cooperation between parents and Director of the project is good	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
The project helps parents to Participate in economic activities	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Parents are satisfied with the Services provided to pupils	1	25.0%	1	25.0%	1	25.0%	0	0.0%	1	25.0%
There is good cooperation betwe en parents and Head teacher	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
Parents motivates and rewards teachers	0	0.0%	1	25.0%	1	25.0%	0	0.0%	2	50.0%
Parents are happy with the services Provided by the project	1	25.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%

Source: Field Data (2021)

Key; SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

The findings from table 1.1 revealed that in provision of knowledge and social skills to pupils with intellectual impairment at Moshi Primary school, 100% of teachers Strongly Agree that there is good cooperation between teachers and parents with impaired pupils, in receiving supports from relatives and surroundings 25% of the respondents strongly agree while 50% agree and 25% undecided. In sending pupils to school in time so as to attend the periods 75% of the respondents strongly agreed that parents are sending their intellectually impaired pupils to school in time while 25% agree and no respondent who undecided, strong disagree or disagree. Parents attendance in various school meetings at school also is a good indicator that parents benefiting from the project are satisfied with the services provided to their pupils as 25% of the respondents strongly agree and 50% agree that parents are attending the school meetings as required. Moreover in provision of special education to pupils with intellectual impairments at Moshi primary school most of the parents benefiting from the project are very happy with the services

provided to their pupils as 25% of the respondents strongly agree and 75% agree that parents are happy with services provided by the project.

Also the project for intellectually impaired pupils at Moshi Primary school helps parents benefiting from the project to engage in various economic activities as 50% of the respondents strongly agree and 50% agree that services provided by the project helps parents to engage in other productive and economic activities. Parents are satisfied with the services provided by the project at Moshi primary school for intellectually impaired pupils and there is good cooperation between teachers and parents in maximizing effectiveness of the project goals as 25% of the respondents strongly agree and 75%agree that there is good cooperation at Moshi Primary school in the provision of special education to pupils with intellectually impairments. More results of the evaluation study from Observation schedule revealed that among 22 pupils with impairments who are enrolled at Moshi primary school 15 to16 pupils were able to attend to school every day therefore 72.7% of pupils with impairment were involved in the study whereby the evaluator revealed that the participation of pupils in the class was good for 75% because three quarter of the pupils were participating in various discussion effectively. Interaction with normal pupils in the school was good for 80% this was shown clearly during sports and games. To the side of pupils learning environment at school, the environment was moderate for 60% while teaching aid used by teachers were excellent for 90% and personal hygiene of pupils generally were good as 80% of pupils with impairment were seen to be with good personal hygiene. Therefore these findings shows that the project is succeeding to provide skills and basic knowledge for 77.5% to pupils with impairments at Moshi primary school

The evaluation study revealed that the project was conducted under special education and experienced teachers who qualified in different college within the country. Among the four special education teachers in Moshi primary school three teachers have got Bachelor degrees in special education and one teacher has got a certificate in special education**.** The special education teachers in the school has hourly contact with special needs students, (Williams & Dikes, 2015). Therefore the availability of special education teachers in the school assists intellectually impaired learners to get required knowledge and skills. To ensure the quality education for learners with intellectually impaired teachers arranged classes in two stages. Stage one enables a pupil to go to stage two as each has its own learning objectives to be attained by the child and

helps to move to the next stage. At stage one pupils are taught basic skills like how to wash their face, clothes, general cleanliness of the environment, good manners like how to greet elders, their fellow pupils as well as socialization with other friends through sport and games. At stage two children are taught how to read, write and arithmetic. This stage prepares a child to acquire learning skills which help them to register for further studies.

Also the findings from this evaluation study realized that at Moshi Primary school there are two special classrooms constructed purposely for Intellectually Impaired pupils. For quality provision of education in any institution, availability of classrooms is important to its success. The data collected during the study revealed that there were two classrooms for learning and almost they meet the demand of the targeted group.

More over this evaluation study revealed that teaching and learning materials are used by the teachers to facilitate the lesson effectively. The findings from the study showed that when teachers use teaching and learning resources made lessons to be more interested , learning easily, and help learning to remain in learners' mind for a long time. Most of these teaching materials and Aids at the school were prepared by teachers (Vallecorsa, & Debettencourt, 1997) in their study argued that, Using a mapping procedure to teach reading and writing skills to middle grade students with learning disabilities helps learners to acquire skills easily. Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. The project has made available teaching and learning materials such as pens, eraser, exercise books, crayon, chalk drawing books, notebooks, pencil, ruler, slate, as well as workbooks when they are available in the classrooms facilitates learning easily to pupils with impairments. Therefore the findings from the evaluation study revealed that the project has got special expert and experienced teachers for pupils with intellectually impairments although they are not enough if compared with the number of pupils they have. Also the project have enough classrooms for pupils with impairments and more over the project has Teaching and Learning resources which is an evidence that knowledge and skills are provided to pupils with intellectual impairment at Moshi Primary School.

5. Conclusions

Based on the findings of this evaluation study, it is realized that the project has got special expert and experienced teachers for pupils with intellectually impairments although they are not enough if compared with the number of pupils. Also the project have enough classrooms for pupils with impairments and more over the project has Teaching and Learning resources which is an evidence that knowledge and skills are provided to pupils with intellectual impairment at Moshi Primary School. Therefore these findings shows that the project is succeeding to provide skills and basic knowledge for 77.5% to pupils with impairments at Moshi primary school although there are some challenges such as shortage of personnel, deficit of funds from the project owner, poor infrastructure and lack of materials for physical exercises.

Recommendations

Due to shortage of qualified special education teachers and other personnel who are assisting the implementation of the project, the owner of the project should make initiatives to employ enough personnel who will facilitate learning to pupils with impairment adequately, Also school infrastructures such as toilets and bath rooms should be constructed so as to provide the required services to the pupils. More over the project should extend the service by establishing other centers which can accommodate every ward to cover the distances of the pupils.

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