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# Stakeholder perceptions on access to primary school education by pupils with albinism in Dar es Salaam region, Tanzania

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**Stakeholder perceptions on access to primary school education  
by pupils with albinism in Dar es Salaam region, Tanzania**

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**Master of Arts in (Education)**

**University of Dar es Salaam, School of Education, 2013**

This study sought to examine the Stakeholder Perceptions on access to Primary School Education by Pupils with Albinism in Dar es Salaam region, Tanzania. Specifically, it investigated factors influencing low enrollment, completion rate, dropout rate; perceptions of teachers and students on access of education and requirements needed for teaching pupils with albinism. Both qualitative and quantitative research approaches with a multiple case study design informed the study. Purposive and simple random sampling techniques were used to select 83 respondents including the Regional Education Officer, head teachers, regular teachers and pupils. The semi structured interviews; focus group and questionnaire were used as instruments for data collections. Data were analyzed and presented both qualitatively and quantitatively. Findings revealed that Pupils with albinism were educatable but had limited access to education. Few children with albinism were enrolled, retained and finished primary schools. While most teachers acknowledged that pupils with albinism needed support to be retained and finish educational programs, most of them were not well versed with special education training. This limited their ability to teach pupils with albinism in regular classroom. The findings also showed that access to education among pupils with albinism were constrained by lack of qualified teachers, lack of special teaching and learning facilities and negative attitude towards them. It was concluded that despite of the government efforts in ensuring that education for all is achieved by 2020, very few students with albinism have limited access to education. Therefore, This study recommends that in order to access education, pupils with albinism need support in teaching and learning materials, supportive facilities equipments, training of teachers capable of educating them and creation of awareness campaigns to change parents and community attitudes towards pupils with albinism.