



Inclusive Education in Tanzania: Practices and Perceptions of Children with Disabilities and their Families

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Abstract

In Tanzania, efforts towards inclusive education for children with disabilities have been initiated but face significant challenges in implementation. This qualitative research employed semi-structured interviews, focus group discussions, and observations at six randomly selected primary schools across Tanzania. Data were analysed using thematic analysis. Findings indicate that while there is a growing awareness of inclusive education practices among some educators and families, significant barriers such as inadequate resources and lack of training persist in the implementation of these policies. The findings highlight areas where further support and policy adjustments are needed to ensure equitable access to education for all children with disabilities in Tanzania. Recommendations include increased funding for inclusive education programmes, professional development opportunities for teachers, and community engagement initiatives aimed at fostering acceptance of diverse learners.

Keywords: *African geography, inclusive education, qualitative study, disability studies, ethnography, participatory action research, critical pedagogy*

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