



Inclusive Education Practices in Tanzanian Contexts: Insights from Children with Disabilities

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Abstract

In Tanzania, despite legal commitments to inclusive education (IDE), there is limited empirical research on its implementation and outcomes for children with disabilities. The study employed a qualitative approach through semi-structured interviews with teachers, parents of children with disabilities, and children themselves. Focus groups were also conducted to gather insights on inclusive education policies and their impact. Children with disabilities reported feeling more included in mainstream classrooms when they received support from both peers and educators, though teacher training needs improvement for effective IDE implementation. IDE in Tanzanian schools is characterized by mixed results; while some teachers show innovative approaches, others face significant barriers due to lack of resources and training. Parental support plays a crucial role in enhancing IDE outcomes. Investment in teacher training programmes focused on IDE principles should be prioritised alongside increased funding for resource provision in inclusive classrooms.

Keywords: *African geography, inclusive education, qualitative methods, disability studies, child development, educational policy, sociocultural analysis*

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