



# Inclusive Education Paradigms in Tanzanian Pre-Schools: Policies and Practices

Simiyu Kiwanuka<sup>1,2</sup>, Mwanga Ngumi<sup>2,3</sup>, Kimbili Mawanda<sup>4</sup>

<sup>1</sup> Department of Interdisciplinary Studies, National Institute for Medical Research (NIMR)

<sup>2</sup> Muhimbili University of Health and Allied Sciences (MUHAS), Dar es Salaam

<sup>3</sup> Tanzania Wildlife Research Institute (TAWIRI)

<sup>4</sup> National Institute for Medical Research (NIMR)

**Published:** 22 November 2012 | **Received:** 16 July 2012 | **Accepted:** 01 October 2012

**Correspondence:** [skiwanuka@yahoo.com](mailto:skiwanuka@yahoo.com)

**DOI:** [10.5281/zenodo.18961526](https://doi.org/10.5281/zenodo.18961526)

## Author notes

*Simiyu Kiwanuka is affiliated with Department of Interdisciplinary Studies, National Institute for Medical Research (NIMR) and focuses on Education research in Africa.*

*Mwanga Ngumi is affiliated with Tanzania Wildlife Research Institute (TAWIRI) and focuses on Education research in Africa.*

*Kimbili Mawanda is affiliated with National Institute for Medical Research (NIMR) and focuses on Education research in Africa.*

## Abstract

Inclusive education policies aim to ensure that all children have access to quality educational opportunities regardless of their abilities or backgrounds. Tanzania has made strides in implementing these policies, but challenges remain in practical application within pre-school settings. A qualitative approach was employed to gather insights through interviews with educators, parents, and policymakers. Data were analysed using thematic analysis methods. While progress has been made, continued support and resources are needed to fully integrate all children into mainstream pre-school curricula. Policymakers should prioritise ongoing professional development programmes for teachers and expand access to specialized educational materials. Parents also need more support to facilitate their child's inclusion in the classroom setting.

**Keywords:** *Tanzania, Inclusion, Disability Studies, Universal Design, Ethnography, Critical Pedagogy, Accessibility Standards*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge