Localized Educational Technology for Vision Impaired Children in Dar es Salaam Slums: A Policy Analysis

Kisiko Maganga[1]**, Mwihaki Ssekairo**[2,3]**, Simba Mawanda**[4]**, Gakunda Masanja**[5,6]

[1] Tanzania Commission for Science and Technology (COSTECH)

[2] Department of Interdisciplinary Studies, Tanzania Commission for Science and Technology (COSTECH)

[3] Department of Advanced Studies, Nelson Mandela African Institution of Science and Technology (NM-AIST), Arusha

[4] National Institute for Medical Research (NIMR)

[5] Tanzania Wildlife Research Institute (TAWIRI)

[6] Department of Interdisciplinary Studies, Nelson Mandela African Institution of Science and Technology (NM-AIST), Arusha

Author notes

Kisiko Maganga is affiliated with Tanzania Commission for Science and Technology (COSTECH) and focuses on Law research in Africa.

Mwihaki Ssekairo is affiliated with Department of Interdisciplinary Studies, Tanzania Commission for Science and Technology (COSTECH) and focuses on Law research in Africa.

Simba Mawanda is affiliated with National Institute for Medical Research (NIMR) and focuses on Law research in Africa.

Gakunda Masanja is affiliated with Tanzania Wildlife Research Institute (TAWIRI) and focuses on Law research in Africa.

Abstract

Localized educational technology for vision-impaired children in Dar es Salaam slums is an underexplored area within the field of law and policy analysis. This study employs a qualitative approach to review relevant laws, regulations, and international best practices related to educational inclusivity, supplemented by case studies from similar contexts around the world. Findings indicate that while there are legal frameworks supporting education for all children, practical implementation in slum areas is often lacking due to resource constraints and technological inadequacy. Localized technological solutions can significantly improve educational outcomes for visually impaired children by addressing both accessibility and cost-efficiency issues. Recommendations include the development of a national policy on accessible educational technology, provision of financial incentives for schools adopting these technologies, and fostering collaboration between tech developers and education authorities.

Keywords: *African Geography, Disability Law, Case Study, Ethnography, Policy Framework, Socio-Legal Studies, Universal Design for Learning*

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

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

Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge