



Inclusive Pedagogies in Tanzanian Schools: A Critical Review of Contemporary Practices

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Abstract

Inclusive education in Tanzania focuses on ensuring that all students, including those with disabilities, receive equitable educational opportunities within mainstream schools. A systematic review of academic articles, textbooks, and policy documents from Tanzanian education institutions. The reviewed literature highlighted a mixed approach towards inclusivity, with some schools implementing specialized classrooms while others adopted integrated teaching strategies. While there is evidence of improved educational outcomes for students with disabilities in more inclusive settings, the implementation remains inconsistent and requires further support from policymakers. Policymakers should prioritise developing comprehensive training programmes for teachers on inclusive education practices and allocate resources to improve infrastructure in schools.

Keywords: Tanzania, Inclusion Studies, Disability Studies, Critical Pedagogy, Social Justice Education, Ethnography, Participatory Action Research

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