



Inclusive Education Innovations for Children with Disabilities in Tanzania, 2003

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Abstract

Inclusive education in Tanzania aims to integrate children with disabilities into mainstream classrooms rather than segregated settings. Qualitative data was collected through interviews with educators, parents, and students, supplemented by observations in schools across Tanzania. A significant proportion (45%) of Tanzanian primary schools have implemented inclusive education models, though there is limited teacher training and resource support for these practices. While progress has been made, challenges persist related to policy enforcement and community acceptance. Ongoing professional development for teachers remains crucial. Policy makers should prioritise robust teacher training programmes and infrastructure improvements in schools serving diverse student populations.

Keywords: *Tanzania, Inclusion, Multicultural Education, Accessible Learning Environments, Disability Studies, Ethnography, Universal Design Education*

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