



Inclusive Education Practices in Tanzanian Schools: A Qualitative Exploration of Children with Disabilities Integration

Mwalimu Jakaya¹, Kabiru Nzuri^{2,3}, Simba Mwhiki⁴

¹ National Institute for Medical Research (NIMR)

² Department of Research, State University of Zanzibar (SUZA)

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

⁴ Department of Interdisciplinary Studies, State University of Zanzibar (SUZA)

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Correspondence: mjakaya@yahoo.com

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Author notes

Mwalimu Jakaya is affiliated with National Institute for Medical Research (NIMR) and focuses on Education research in Africa.

Kabiru Nzuri is affiliated with Department of Research, State University of Zanzibar (SUZA) and focuses on Education research in Africa.

Simba Mwhiki is affiliated with Department of Interdisciplinary Studies, State University of Zanzibar (SUZA) and focuses on Education research in Africa.

Abstract

Inclusive education in Tanzania aims to integrate children with disabilities into mainstream schools, promoting social inclusion and equitable learning opportunities. A mixed-methods approach combining semi-structured interviews with focus group discussions was employed to gather data from teachers, administrators, parents, and students within selected primary schools in Tanzania. The study identified a notable disparity in the implementation of inclusive practices, with only 30% of participating schools implementing comprehensive integration plans. Teachers reported challenges such as insufficient resources, lack of training, and societal biases. While some schools show promising efforts towards inclusivity, significant improvements are needed to ensure all children have equal access to education in Tanzania. Educational policymakers should prioritise teacher training, resource allocation, and community engagement initiatives to enhance inclusive practices in Tanzanian schools.

Keywords: *Tanzania, Inclusion, Disability Studies, Qualitative Research, Ethnography, Social Constructionism, Community Engagement*

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