



# Inclusive Education Practices in Tanzania: A Survey of Children with Disabilities

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## Abstract

Inclusive education aims to integrate children with disabilities into mainstream classrooms, fostering equitable learning opportunities across Tanzania's diverse educational settings. A mixed-methods approach was employed, involving surveys of teachers and parents alongside case studies to gather comprehensive data on inclusive education implementation. Data analysis revealed that while many schools have established basic inclusion policies, there is a notable gap in practical support structures for teachers and students. Findings highlight the need for more targeted training programmes and resource allocation to ensure successful integration of children with disabilities into regular classes. Educational policymakers should prioritise teacher training on inclusive practices, while school administrators must allocate adequate resources to facilitate these changes.

**Keywords:** *Tanzania, Inclusion, Disability Studies, Ethnography, Pedagogy, Cultural Competence, Participatory Research*

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