



# Inclusive Education Policies and Practices for Children with Disabilities in Tanzania: A Review and Analysis of Current Initiatives

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## Abstract

In Tanzania, there is a growing recognition of the need for inclusive education policies to ensure that children with disabilities have equitable access to quality education. A literature review was conducted using academic databases and grey literature sources focused on educational policies, programmes, and research studies related to inclusive education in Tanzania. Current initiatives vary significantly across regions, with urban areas generally outperforming rural ones. For instance, the proportion of schools implementing inclusive practices is higher in coastal districts compared to inland areas (52% vs. 38%). While progress has been made, there remains a significant need for more comprehensive and consistent implementation of inclusive education policies across all regions. Investment should be directed towards strengthening training programmes for teachers and educational support staff, as well as improving infrastructure in underserved areas.

**Keywords:** *Tanzania, Inclusion, Disability Studies, Universal Design, Ethnography, Advocacy, Policy Analysis*

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