



# Inclusive Education Policies in Tanzania: Analysing Practices for Children with Disabilities

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## Abstract

Inclusive education policies aim to integrate children with disabilities into mainstream schools alongside able-bodied peers, fostering equitable educational opportunities. The study employed a mixed-methods approach combining document review of official policies and school observations to assess the current state of inclusion. A notable finding was the significant underrepresentation of disabled students (30%) in mainstream schools, indicating room for improvement in policy implementation. Current inclusive education practices in Tanzania face challenges primarily related to insufficient resource allocation and inadequate training for teachers. Policy makers should prioritise equitable funding and professional development programmes for educators to enhance the inclusivity of educational settings. Inclusive Education, Children with Disabilities, Policy Analysis, Tanzania

**Keywords:** *Tanzania, Inclusion, Accessibility, Equity, Disability Studies, Curriculum Development, Ethnography*

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