

**SAUTI ZETU**

**Tracking Progress in Inclusive Education Accountability: A Survey on the Implementation  
of the National Strategy for Inclusive Education Tanzania Mainland**

**‘A JOINT CSO PARTNERS’ REPORT 2024’**

**SAUTI ZETU 2024**

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# CHAPTER ONE

## SURVEY BACKGROUND AND RATIONALE

### 1.1. Introduction

HakiElimu and five alliance partner CSOs<sup>1</sup> are implementing a three-year project named ‘SAUTI ZETU’ (translated as OUR VOICES in English). The project aims to address the lack of government accountability and transparency in implementing inclusive education policies in Tanzania. SAUTI ZETU focuses on promoting inclusion and citizen engagement, with the goal of enhancing transparency, responsiveness, and accountability from government entities—such as schools, local governments, the Ministry of Education, Science and Technology (MoEST), the President’s Office - Regional Administration and Local Government (PO-RALG), and Members of Parliament—in implementing the National Strategy on Inclusive Education (NSIE) 2021/2022 – 2025/2026. This is to ensure effective service delivery and improved access to quality education for marginalized children in Tanzania.

One of the key approaches of this project is to strengthen the capacity of CSOs to promote and monitor inclusive education policies and practices. As part of this strategy, HakiElimu and its five CSO partners conducted Public Expenditure Tracking Surveys (PETS) and School Performance Monitoring (SPM) to generate evidence and assess the implementation status of the National Strategy for Inclusive Education. These initiatives not only provide data on the progress of the NSIE but also serve as performance evaluations of inclusive education provision in Tanzania.

The data generated through these surveys is intended to empower CSOs to engage more effectively with the government and other education stakeholders, including schools, fellow CSOs, development partners, private sector actors, Members of Parliament, and the broader community. The goal is to foster a collaborative effort towards enhancing inclusion in education and broader societal participation.

This report reflects the collaborative efforts of SAUTI ZETU partners in monitoring the performance and implementation of the NSIE in Tanzania. It includes a literature review on the concept and context of inclusive education, findings from PETS surveys conducted in targeted program districts, and an analysis of the current situation. The report also offers reflections from partners and provides recommendations for improving the delivery of inclusive education in Tanzania.

### 1.2. Contextual Analysis and Rationale

Tanzania has made notable progress in the education sector, particularly following the introduction of fee-free education, which has resulted in increased enrollment rates.

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<sup>1</sup> Safina Women Association (SAWA), Child Support Tanzania (CST), MTWANGONET, OCODE, and SERVE

However, a substantial number of marginalized children, including girls and children with disabilities, remain out of school. Although women constitute approximately 51% of the population, gender inequalities persist, limiting their decision-making power compared to men. Girls with disabilities experience compounded exclusion due to social and physical barriers that hinder their access to education and other developmental opportunities. Access to quality, equitable, and inclusive education is essential for promoting gender equality and empowering girls, marginalized communities, and individuals with disabilities.

Marginalized children, especially girls and those with disabilities, face significant challenges, particularly in rural areas. Only 59% of girls complete primary education, and a mere 32% transition to secondary education. Girls' enrollment in secondary school is lower than that of boys, with only 48% of girls enrolling compared to 52% of boys. Despite some progress in girls' education, gender disparities persist. According to the UNESCO Global Education Monitoring Report (2020), although gender parity has been achieved in primary education, girls face considerable barriers in accessing secondary and tertiary education. Early marriage, cultural norms, poverty, and inadequate sanitary facilities contribute to low enrollment, high dropout rates, and limited educational opportunities for girls in Tanzania.

Girls also encounter significant barriers to civic engagement and participation, both in and out of school, leading to low involvement in community meetings, decision-making processes, and youth organizations. Additionally, the teaching and learning environments are often inadequate to provide quality and relevant education. While many children complete primary and secondary education, they lack the necessary skills to seize formal or informal employment opportunities. Despite the existence of policies, plans, and budgets aimed at strengthening the education system, the lack of transparency and poor accountability mechanisms undermine the success of these initiatives. However, achieving full and meaningful inclusion for girls, marginalized individuals, and students with disabilities remains a significant challenge. According to the World Bank (2019), only a small percentage of students with disabilities in Tanzania are enrolled in mainstream schools due to limited infrastructure, a lack of specialized support, and prevailing negative attitudes towards disability.

Given this context, HakiElimu and its SAUTI ZETU consortium partners have undertaken a comprehensive monitoring and evaluation initiative to assess the implementation of the National Strategy for Inclusive Education III and the provision of inclusive education more broadly. The consortium aims not only to collect evidence-based information on the implementation of inclusive education but also to improve the accountability of local and central government bodies in delivering inclusive education in Tanzania.

## CHAPTER TWO

### SURVEY'S OBJECTIVES & METHODOLOGY

#### 2.1. PETS's Survey's Objectives

**Main Objective of the Survey:** To track and document evidence-based information on the implementation of the National Strategy for Inclusive Education (NSIE) in Tanzania.

#### Specific Objectives:

- Legal and Policy Framework:** Assess the availability, accessibility, and dissemination of the legal and policy framework on inclusive education.
- Stakeholder Understanding:** Evaluate stakeholder understanding and awareness of inclusive education principles, policies, and practices.
- Early Identification and Assessment:** Examine the practices, challenges, and effectiveness of children's early identification and assessment processes for inclusive education.
- Financial and Investment Landscape:** Analyze the allocation, utilization, and effectiveness of financial resources and investments in inclusive education.
- Inclusive Learning and Teaching Experiences:** Assess the quality, inclusivity, and effectiveness of learning and teaching experiences in schools, including the availability of appropriate resources, accommodations, and support services.

#### 2.2. Methodologies

The Public Expenditure Tracking Survey (PETS) in the respective districts employed a mixed-methods approach, collecting both qualitative and quantitative data on the implementation of the National Strategy for Inclusive Education (NSIE) in sampled districts and schools.

**Geographic Representation:** Districts and schools were selected based on the geographic distribution of the five SAUTI ZETU CSO partners, ensuring a diverse representation across different regions. **Purposive Sampling:** Schools were purposively selected in collaboration with education authorities and data collectors, considering factors such as the level of inclusiveness, accessibility, and diversity of student populations. The table below provides more description of the sampled districts and schools; -

Region	Districts	Schools	CSO Partners
Mtwara	1. Mtwara MC	1. Raha Leo Primary School 2. Shangani Primary School 3. Mtwara Tech School	MTWANGONET
	2. Mtwara DC	1. Nanguruwe Primary School 2. Magimba Primary School	MTWANGONET
Mbeya	3. Mbeya CC	1. Mwenge Primary School 2. CST Inclusive School	CST

		3. Itiji Primary School	
	4. Mbeya DC	1. Mbalizi 1 Primary School 2. Nsongwi Juu Primary School	CST
Morogoro	5. Mvomero DC	1. Dibamba Primary School 2. Miembeni Primary School 3. Msasani Primary School 4. Wami Secondary School	SAWA
	6. Ifakara TC	1. Lipangala Primary School 2. Ifakara Primary School 3. Miembeni Primary School 4. Kapolo Primary School	SEFDF
Costal	7. Bagamoyo DC	1. Nianjema Primary school 2. Ukuni Primary School 3. Mataya Primary School 4. Bigilo Primary School	OCODE

**Data Collection Methods:** Structured Questionnaires: Used to collect quantitative data from a variety of respondents, including parents, school committee representatives, school board members, teachers, students with special needs, head teachers, SNEOs, special education teachers, DEOs, ESRAC officers, and SWOs. **Semi-Structured Interviews:** Conducted to gather in-depth qualitative information on specific topics, such as challenges, experiences, and perspectives related to inclusive education. **Focus Group Discussions:** Facilitated group discussions to explore shared experiences, opinions, and insights among different stakeholders. **Document Review:** Analysis of relevant documents, such as policies, plans, budgets, and reports, to provide contextual information and evidence. **Observations:** Direct observation of school environments, classrooms, and inclusive education practices to assess implementation and identify challenges.

**Data Analysis:** The quantitative data collected through structured questionnaires was sorted, cleaned, and entered into an Excel spreadsheet. Once the data was cleaned, various statistical techniques were applied to analyze the quantitative information. The qualitative data, collected through interviews, focus group discussions, and document reviews, was organized into themes based on recurring patterns or ideas. Specific quotations and case studies were identified and coded to illustrate the themes and provide concrete examples. **Triangulation:** The findings from both quantitative and qualitative data were compared and integrated to provide a more comprehensive understanding of the survey topics.

**Ethical Considerations:** The SAUTI ZETU project's Public Expenditure Tracking Survey (PETS) rigorously adhered to ethical principles throughout its implementation. Prior to data collection, partners conducted introductory meetings with district authorities to present project objectives and obtain permission for PETS activities. During these meetings, PETS goals and tools were jointly reviewed with local government authorities (LGAs), and schools for data collection were selected collaboratively.

To ensure ethical conduct, enumerators received comprehensive training on data collection professionalism, including the preparation of consent forms, adherence to LGA permits, and maintaining impartiality. This training emphasized the importance of respecting participant rights and ensuring data confidentiality. **Informed Consent:** Participants were provided with consent forms that clearly explained the PETS Survey's purpose, procedures, risks, and benefits. Consent was obtained voluntarily, without coercion or undue influence, and participants were informed of their right to withdraw from the study at any time without penalty.

**Privacy and Confidentiality:** Measures were in place to protect participant privacy and confidentiality. Data were anonymized whenever possible, and appropriate security measures were implemented to prevent unauthorized access. Researchers took steps to minimize physical and psychological harm to participants. This included screening for vulnerable populations and providing support services as needed. **Fairness and Equity:** The survey was designed to be inclusive, adhering to principles of fairness and equity. Inclusion and exclusion criteria were transparent and fair, avoiding discrimination or bias. Data collectors were oriented on the importance of equal treatment, emphasizing that all participants should be treated with respect and equality, regardless of their characteristics.

**Research Integrity:** The survey emphasized research integrity. Findings were reported honestly and accurately, without fabrication or falsification of data. Data collectors were trained to avoid plagiarism and ensure proper citation and attribution. **Cultural Sensitivity:** The survey was conducted in a manner that respected the cultural norms and beliefs of participants. Cultural sensitivity was considered throughout the research process.

## CHAPTER THREE

### PETS' SURVEY FINDINGS

#### 3.1. The Policy and Legal Framework for Inclusive Education in Tanzania

##### 3.1.1. Availability of the legal and policy frameworks

Tanzania has made significant strides in establishing a robust legal and policy framework for inclusive education. Internationally, the country has ratified key conventions such as the UN Convention on the Rights of the Child (1989) and the UN Convention on the Rights of Persons with Disabilities (2006), affirming the right to education for all children and persons with disabilities. Regionally, Tanzania has subscribed to frameworks like the UNESCO Salamanca Statement and Framework for Action (1994) and the Dakar Framework of Action (2000), which emphasize inclusive education as a fundamental principle.

Nationally, Tanzania's Constitution of 1977 recognizes the right of every person to access education. The Tanzania Education and Training Policy (2014, 2023 edition) further reinforces this commitment by emphasizing equal opportunities for all learners, regardless of their background.

To operationalize inclusive education, Tanzania has developed a comprehensive National Strategy for Inclusive Education (2021/22-2025/26). This strategy outlines the principles and guidelines for creating inclusive learning environments, ensuring equitable participation of all learners, and providing appropriate support services. In support of the National Strategy, the government has developed various implementation guidelines, including:

- **Guidelines for the Implementation of the National Inclusive Education Strategy (2022-2026):** These guidelines provide practical instructions for administrators and implementers on creating inclusive environments, collaborating with stakeholders, and enhancing accountability.
- **National Guidelines for the Identification and Assessment of Students with Special Educational Needs (June, 2023):** These guidelines aim to strengthen the system for identifying and assessing students with special needs, ensuring they receive appropriate interventions both within and outside the education system.
- **National Guidelines for Establishment and Operation of Education Support and Resources and Assessment Centers (ESRAC):** These guidelines direct the establishment of assessment centers in each district to facilitate service delivery to students with special needs.
- **National Guidelines for the Child Protection and Safety Desk Inside and Outside Schools (June, 2022):** These guidelines focus on creating safe and supportive

learning environments for all children, in line with the Children's Act No. 21 of 2009.

### **3.1.2. Guidelines and policy disseminations**

Despite Tanzania's impressive legal and policy frameworks for inclusive education, challenges persist in their implementation. A key obstacle is the low dissemination and understanding of these guidelines at the local level.

For example, a survey of seven districts revealed that only three had the National Strategy for Inclusive Education in soft copy format (Mtwara Municipal, Bagamoyo, and Ifakara). None of the districts had a hard copy. This lack of access to policy directions can hinder effective implementation of inclusive education. Similarly, the National Guidelines for the Identification and Assessment of Students with Special Educational Needs (June, 2023) were not available in any of the surveyed districts. This raises concerns about the quality and consistency of identification and assessment procedures in schools.

The National Guidelines for Establishment and Operation of Education Support and Resources and Assessment Centers (ESRAC) were also absent in all surveyed districts. This lack of established ESRACs at the district level increases costs for parents and guardians seeking services. Furthermore, the National Guidelines for the Child Protection and Safety Desk Inside and Outside Schools (June, 2022) were available only in Bagamoyo District. This lack of access to these guidelines in other districts may compromise the safety and protection of children in schools. The limited dissemination and availability of these key frameworks for inclusive education raise concerns about whether the objectives of inclusion in schools can be fully achieved.

## **3.2. Stakeholders' Awareness and Understanding of Inclusive Education in Tanzania**

This section highlights a crucial aspect of the National Strategy for Inclusive Education: stakeholder understanding and awareness. The strategy emphasizes that all education stakeholders, including children, parents, educators, administrators, and partners, require a solid grasp of inclusive education concepts and practices.

### **3.2.1. Understanding Inclusion Concepts**

The survey results reveal gaps in stakeholder understanding of inclusive education across various sectors, despite some progress in promoting inclusion. **Government Officials:** While many officials at the Local Government Authority (LGA) level are aware of inclusive policies, there's a disconnect between their understanding and the effective implementation of those policies. **Educators and Education Officers:** Educators and officers demonstrate a limited understanding of inclusive principles and strategies, hindering their ability to support diverse learners. **Parents:** Parents generally have minimal understanding of

inclusion concepts. Negative attitudes towards disability are prevalent, particularly in rural areas, leading to misunderstandings about the rights of marginalized groups.

For example, in Mtwara, only 3 out of 45 parents surveyed (7%) could meaningfully describe the concept of inclusive education. These parents mentioned terms such as non-discriminatory education, integrating all children, and providing education for everyone as elements of inclusive education.

In contrast, 2 parents (4%) viewed inclusive education as specifically for people with disabilities or as a collaboration between students and teachers. Alarmingly, 40 parents (89%) indicated that they were unfamiliar with the term "inclusive education" and its meaning.

This demonstrates a very limited understanding of the concept itself, let alone its practical application. Below are some statements from interviewed Local Government Authorities (LGAs) and school officials:

"Despite having read the National Strategy for Inclusive Education, our focus has predominantly been on children with disabilities. We have not considered inclusion from a holistic perspective to encompass children without disabilities. We must acknowledge that our definition of inclusive education has been narrow, equating it to special education," stated a Special Needs Education Officer (SNEO) from Mtwara Municipal Council.

Similarly, the Headteacher of Shangani Primary School commented:

"Although we are aware of the concept of inclusive education, we have never referred to the strategy in providing educational services at our school. Teachers recognize that children with disabilities have equal rights, but we have always believed they would have more opportunities in special schools rather than in mainstream settings with the majority of children without disabilities. Your survey has enlightened us on the broader scope of inclusive education and the strategy itself."

In a focus group discussion at Nanguruwe Primary School (Mtwara), a parent highlighted this gap:

"Personally, I can't define inclusive education. Although we know our children have the right to education, we don't understand the concept of 'inclusion.' It seems like a concept needing more awareness."

This limited understanding across all stakeholders significantly impacts education, social services, and economic opportunities. Addressing these gaps through targeted education and awareness initiatives is crucial for building a more inclusive and equitable society.

### 3.2.2. Understanding the National Strategy for Inclusive Education III's Objectives

A lack of understanding of basic inclusive education concepts contributes significantly to the inconsistent implementation of the NSIE. Many education actors and community members struggle to grasp the meaning of inclusive education within the education system.

For example, in Mtwara District, only 13% of teachers (2 out of 15) were aware of the NSIE and could identify at least two of its objectives. This lack of understanding can hinder support for inclusive practices.

The survey also highlighted a lack of awareness among teachers. Out of 15 teachers engaged during the Public Expenditure Tracking Survey (PETS) exercise in Mtwara District, only 2 (13%) demonstrated an average understanding of NSIE. The remaining 13 were unaware of the strategy. For instance, the Headteacher of Madimba Primary School in Mtwara Rural erroneously believed that NSIE is an educational strategy intended only for urban schools.

### 3.2.3. Community Awareness and Participation

Community participation is vital for fostering inclusive education. Communities with greater awareness are more likely to advocate for inclusion and support children with disabilities. However, the study identified challenges to community participation in Seven districts: **Negative Perceptions of Disabilities:** These perceptions can reduce support for inclusive education. **Limited Resources:** Financial constraints hinder communities from effectively supporting inclusive initiatives. **Lack of Training:** Insufficient training for teachers and community members affects the implementation of inclusive practices.

To achieve success, inclusive education in Tanzania requires collaboration among families, schools, and local organizations. Continued efforts are needed to raise awareness and enhance community capacity to overcome these challenges and create a more inclusive educational environment.

### 3.2.4. State of Child Protection in inclusive schools

Child protection remains a critical legal and social issue in Tanzania, focusing on preventing and addressing violence, abuse, neglect, and exploitation of children. The country ratified the Convention on the Rights of the Child and enacted the Law of the Child Act to uphold children's rights. Despite progress in the child protection system, challenges remain. A survey **of 21 schools across six districts** revealed that only four schools have established systems for ensuring children's safety, with just one having a written policy. The others rely on traditional methods. Continued efforts are needed to strengthen legal frameworks, raise awareness, and engage communities to improve child protection initiatives and outcomes for vulnerable children.

### 3.3. The State of Inclusive Teaching and Learning Settings

#### 3.3.1. Presence of Learning and Teaching Materials

The National Strategy for Inclusive Education (NSIE) emphasizes the importance of well-equipped schools with adequate and equitable inclusive teaching and learning materials. These materials are crucial for facilitating the learning experiences of all students in an inclusive setting. They include braille, audiovisual devices, and textbooks in various formats. However, the survey findings revealed a significant lack of inclusive teaching and learning materials in all surveyed schools. For example, none of the schools had audiobooks, sign language dictionaries, or videos. While 30% of schools had braille books, they lacked braille machines and printers.

#### 3.3.2. Availability of Assistive Devices

Only 18% of the 22 schools surveyed received inclusive teaching, learning, and assistive devices from the government or other education actors. Even these devices are often insufficient to meet the needs of students. In Bagamoyo District, Nianjema Primary School received four wheelchairs but they did not meet the necessary standards for the students.

#### 3.3.3. Teachers and Teaching for Inclusive Learning

The availability of qualified teachers is crucial for creating equitable and effective learning environments. The NSIE emphasizes the need for teachers with the skills and knowledge to facilitate inclusive education. However, the survey revealed a shortage of teachers specialized in special needs education.

Of the 325 teachers in 22 schools, only 41 were specialized in special needs education. This inadequate number of specialized teachers significantly affects the provision of inclusive learning, particularly for learners with specific needs. For instance, in the seven surveyed districts, 150 students with intellectual impairments were present, but only 15 teachers had relevant teaching skills, resulting in a teacher-student ratio of 1:10 instead of the recommended 1:5. The survey also indicated a significant number of teachers who have not received in-service training or specialized training for inclusive education. While the NSIE emphasizes the importance of in-service training, only 30 out of 325 teachers (9.2%) received such training from 2021-2024.

Furthermore, the government's role in providing in-service training for teachers on inclusive education is inadequate. Only 32% of the teachers who received training were trained by government entities, with the majority being trained by non-state education actors. The shortage of trained teachers on inclusive education can lead to reduced enrollment, attendance, and learning for students with special educational needs, and may even contribute to increased dropout rates. It is essential to prioritize teacher training to ensure that teachers are equipped with the skills and knowledge to facilitate inclusive education in all schools.

### 3.4. Identification, Assessment, and Placement

#### 3.4.1. The state of Early Children Assessment and Identifications

This survey also inquired about the practices and experiences related to early childhood identification and assessment, as outlined in the National Strategy for Inclusive Education III. While Tanzania has made progress in establishing guidelines and directives for this component, the survey revealed significant challenges in their implementation and the actual execution of identification and assessment activities across the country.

The survey results indicate that, between 2023 and 2024, in the seven surveyed districts, only 43.4% of children who deserved to be identified were actually identified, while 56.6% were enrolled in schools without proper identification. Furthermore, only 42% of those who were identified were assessed to determine the level and magnitude of their disabilities and special needs, leaving 58% enrolled without proper assessment.

According to respondents, this lack of proper identification and assessment has led to significant effects in understanding the specific needs of children, impacting their inclusion in the education system in terms of providing appropriate support and services. This has resulted in many children with disabilities facing challenges in an environment that is not inclusive enough and often finding themselves excluded.

The study also revealed a lack of proper mechanisms for identifying children with special needs, even in places where children were identified and assessed. Notably, in most places, there were no Educational Support Resource Assessment Centers (ESRACs) as required by the guidelines. Even in places where ESRACs existed, many lacked skilled and experienced personnel and equipment.

In Morogoro Region, for instance, the survey found that there was only one functional and equipped ESRAC Center, while the guidelines require at least one well-functioning center in each district. This has caused challenges for children from remote districts to access the center's services.

In some surveyed districts, such as Bagamoyo and Mtwara, local government authorities have designated classrooms in certain schools as ESRAC centers. However, these classrooms often lack proper equipment and personnel and are not built to standards that allow for accurate assessment results, leading to errors in assessments.

These shortcomings in assessment and identification have resulted in several side effects, including improper allocation and supply of services. For example, in Bagamoyo, a child identified with a physical disability was given a wheelchair that was too large and had features they could not use. Had the child been assessed earlier, the wheelchair could have been customized to fit their needs.

### 3.4.2. Availability and Functionality of ESRACs

This survey found that, in the surveyed districts, the Educational Assessment and Resource Center (ESRAC) in Morogoro Municipal is located at Kiwanja Ndege Primary School and is equipped with tools for hearing assessments, including a tympanometry. In Mlandizi Mid Town, within Bagamoyo District Council, the ESRAC at Mlandizi Primary School has three rooms: one for hearing assessments (lacking soundproofing), another for general intellectual assessments, and a reception area. This center operates only on Thursdays, primarily serving out-of-school children and those from other districts.

At Rahaleo Primary School in Mtwara Municipal Council, there is an untrained assessor, and the assessment room is quite small. In the Mbeya Region, the ESRAC is situated at Mwenge Primary School in Mbeya City Council, serving the entire region. This center features a specially designed room for hearing assessments, a visual acuity chart, and another room for assessing intellectual impairments and other needs. Additionally, there is a mobile ESRAC operated by Child Support Tanzania, providing further support in various locations.

The findings indicate that in five regions, only one center is fully operational, highlighting significant gaps in training, resources, and accessibility. These issues must be addressed to enhance the effectiveness of these centers in meeting the educational assessment needs of children. The ESRAC Guidelines direct Regional Administration Officers to establish at least one center in each district. Enforcing this guideline will ensure that assessments are available to all students, facilitating more comprehensive support for those with special educational needs.

## 3.5. Promoting Inclusive Education through Adequate Investment

### 3.5.1. Availability of Inclusive Infrastructures

The National Strategy for Inclusive Education underscores the critical role of accessible and inclusive infrastructure in fostering equitable educational opportunities for all children. This includes ensuring that classrooms, ramps, playgrounds, toilets, offices, kitchens, and storage areas are not only available in sufficient numbers but also designed to accommodate the needs of children with disabilities.

A recent survey revealed significant deficiencies in school infrastructure that hinder inclusive education. Of the 22 schools surveyed, only four had dedicated toilets for children with disabilities, and just two provided such facilities for staff and visitors. Additionally, while 242 classrooms were identified across the 22 schools, only 23 were equipped with ramps and other accessibility features. Playgrounds, though common, often lacked the necessary accommodations for children with disabilities, with only one school offering a fully inclusive playground. Even in schools with some inclusive infrastructure, the condition of facilities was often substandard, posing risks to all children. Access to schools themselves

remained a challenge in certain regions, with some students in Bagamoyo and Mtwara traveling more than 3 kilometers to reach their schools.



### 3.5.2. Funding Challenges for Inclusive Education"

The survey also explored the issue of financing and investment in inclusive education. Schools were asked about their funding sources, particularly for those with inclusive programs. Most schools, excluding specialized institutions, rely primarily on capitation grants, which are typically distributed uniformly.

Of the 22 schools surveyed, only 12 received additional funding to address specific needs. The remaining 10 schools depended solely on capitation grants, which amount to 10,000 shillings per year per student in primary schools and 25,000 shillings per student in secondary schools. This flat rate does not account for individual student needs, including those with disabilities. The analysis suggests that capitation grants are insufficient to meet the demands of inclusive education, as they often overlook the specific requirements of various student groups. Even the 12 schools that received additional funding were primarily special and private schools. The following table summarizes the additional funding received by some schools:

District	School	Amount received from the gov. TZS	Amount received from NSA	Expenditure
Ikakara	Ifakara	25,920,000	-	Food
	Kapolo	128,000,000	-	For dormitory construction
	Lipangalala	-	-	-
	Miembeni	-	-	-
	Total	153,920,000	-	-
M O	Msasani	64,000,000	-	Special education

	Dibamba	1,380,000	-	Special education
	Miembeni	19,004,000	-	Special education
	Wami Sec.	-	-	-
	Total	84,384,000		
Bagamoyo	Nianjema	35,650,000	-	Meals
	Ukuni	250,000	-	Support to extreme poverty
	Bigilo	-	-	-
	Mataya	-	-	-
	Total	35,900,000		
Mtwara DC	Nanguruwe	7,294,188	-	Meals
	Madimba	3,697,416	-	
	Total	10,991,604		
Mtwara MC	Rahaleo	13,368,000	-	Meals
	Shangani	12,270,000	-	Meals
	Mtwara Tec.	36,021,097	-	Meals
	Total	61,659,097		
Mbeya CC	Mwenge			
	Itiji			
	CST Incl.			
	Total			
Mbeya DC	Nsongwi Juu			
	Mbalizi 1			
	Total			
	Total			
Grand Total				

In most of the 12 schools that receive additional funding, the resources have been allocated to expenses such as meals and specialized infrastructure. For example, schools like Rahaleo (13,368,000 shillings), Shangani (12,270,000 shillings), and Mtwara Technical Secondary School (36,021,097 shillings) in Mtwara District have received significant funding for these purposes.



A dormitory constructed by the government at Rahaleo Primary School in Mtwara Municipal Council.

### 3.5.3. Government Support and Partnerships

Although, the government has made significant contributions to inclusive education, including funding the construction of facilities such as dormitories. For example, Kapolo Primary School in Ifakara Township received 128,000,000 shillings for a new dormitory. These investments are crucial for supporting children with special needs; however, there is a need for increased efforts to support other marginalized groups, such as orphans and children living in remote areas.

The successful implementation of inclusive education requires close collaboration among relevant public actors, non-state actors, and development partners. This collaboration is essential for mobilizing resources, efficiently utilizing financial and human capital, and driving necessary changes at the community and school levels.

The study revealed limited cooperation and collaboration among these stakeholders. In the past two years, non-state actors have made minimal direct contributions to inclusive education implementation. Only Mtwara reported receiving funding from the Bank of Tanzania (TZS 48,000,000) for the construction of two classrooms. As shown in the table above, other schools have not received any funding from non-state actors.

## CHAPTER FOUR

### CONCLUSION AND RECOMMENDATIONS

#### 4.1. Conclusion

**Availability of Legal and Policy Frameworks for Inclusive Education in Tanzania:** Tanzania has established a strong legal and policy foundation for inclusive education by ratifying international conventions, adopting regional frameworks, and enacting national laws. However, there are significant gaps in the dissemination and implementation of these frameworks at the local level. The survey, conducted across seven districts, found limited availability of key documents such as the National Strategy for Inclusive Education and the National Guidelines for the Identification and Assessment of Students with Special Educational Needs. This lack of access hampers effective implementation and compromises the quality of services provided to students with special needs. To translate policy into practice, it is essential to ensure that these frameworks are readily available and well-understood at the community level.

**Stakeholders' Awareness and Understanding of Inclusive Education:** Despite progress in promoting inclusive education, many stakeholders in Tanzania—including government officials, educators, parents, and community members—have a limited understanding of its principles and the National Strategy for Inclusive Education (NSIE). Challenges include:

- **Limited Understanding of Inclusive Education Concepts:** Many stakeholders struggle to define and apply inclusive education concepts effectively. Lack of Awareness of the NSIE: A significant portion of stakeholders are unaware of the NSIE and its objectives, hindering effective implementation. Negative Perceptions of Disabilities: Prevalent negative attitudes towards disabilities contribute to exclusion and limit community support.
- **Insufficient Resources and Training:** Limited financial resources and inadequate training for teachers and community members impede the implementation of inclusive practices.

Addressing these challenges through targeted education and awareness initiatives is crucial for fostering a more inclusive educational environment.

**The State of Inclusive Teaching and Learning Settings:** The survey identified several challenges in creating effective inclusive teaching and learning environments: Limited Availability of Inclusive Materials: Schools lack essential resources such as Braille books, audiobooks, sign language dictionaries, and assistive devices. Inadequate Assistive Devices: Even when assistive devices are available, they often do not meet students' specific needs. Shortage of Specialized Teachers: The number of teachers trained in special needs education is insufficient to meet the demand for inclusive learning. Lack of Teacher Training: Many teachers have not received adequate training on inclusive education, hindering their ability

to support diverse learners. To ensure equitable learning opportunities for all students, it is essential to prioritize the provision of inclusive materials, assistive devices, and specialized teacher training.

**Identification, Assessment, and Placement in Tanzania:** Despite existing guidelines for early childhood identification and assessment, the survey found that many children with special needs are not being identified or assessed in a timely manner. Key challenges include: Low Rates of Identification and Assessment: Many children who need support are not receiving it, leading to delays in accessing appropriate services. Inadequate Mechanisms for Identification: The lack of functional Educational Support Resource Assessment Centers (ESRACs) and skilled personnel hinders effective identification and assessment. Improper Allocation of Services: Inaccurate assessments can lead to the provision of inappropriate services, such as ill-fitting assistive devices. Improving identification and assessment processes by establishing functional ESRACs and training personnel is essential for timely and appropriate support.

**Availability and Functionality of ESRACs and Inclusive Infrastructure:** The survey revealed significant deficiencies in the availability and functionality of ESRACs and inclusive infrastructure: ESRACs: Only one fully operational ESRAC was found across five regions, indicating a severe shortage of these centers. Many lack essential equipment, trained personnel, and accessibility features, making them difficult to access for children in remote areas. Inclusive Infrastructure: Schools often lack accessible facilities, such as dedicated toilets for children with disabilities, inclusive classrooms, and accessible playgrounds.

Addressing these gaps is crucial for ensuring that all children, regardless of their needs, can participate fully in the education system. Efforts should focus on establishing and equipping ESRACs, providing training to personnel, and investing in inclusive infrastructure.

**Funding Challenges for Inclusive Education:** The survey identified significant funding challenges for inclusive education. Schools, particularly those with inclusive programs, rely heavily on uniform capitation grants that do not account for the additional costs associated with inclusive education. Key findings include:

- Overreliance on Capitation Grants: Most schools depend solely on these grants, which do not adequately cover the costs of inclusive education, such as assistive devices and specialized teaching materials.
- Insufficient Funding: The flat rate of capitation grants is insufficient to meet the specific needs of students with disabilities. Limited Additional Funding: Few schools receive additional funding to address specific needs, primarily special and private schools.

Addressing these funding challenges is critical for providing equitable educational opportunities for all students. Diversifying funding sources, increasing allocations for

inclusive education, and implementing needs-based funding mechanisms are necessary steps towards a more inclusive education system.

#### **4.2. Recommendations**

To overcome these challenges and advance inclusive education for all children in Tanzania, the following recommendations are proposed:

##### **1. Strengthen Policy Dissemination:**

- Ensure comprehensive dissemination of inclusive education policies and guidelines to all stakeholders, including translations into local languages and simplified formats for community use.
- Increase efforts to distribute policies and guidelines to local government offices, schools, and community organizations.

##### **2. Invest in Awareness Campaigns:**

- Conduct targeted awareness campaigns to educate government officials, educators, parents, and communities on the principles and benefits of inclusive education.
- Promote the National Strategy for Inclusive Education (NSIE III) through various media platforms and community events.

##### **3. Enhance Teacher Training:**

- Provide ongoing professional development and training programs for teachers, focusing on inclusive education practices, differentiated instruction, and the use of assistive technology.
- Develop specialized training modules for teachers in rural and underserved areas to ensure equitable access to quality education for all students.

##### **4. Increase Funding for Inclusive Education:**

- Allocate additional financial resources to support inclusive education initiatives, including the procurement of inclusive learning materials, assistive devices, and the recruitment of specialized staff.
- Ensure equitable distribution of funds, prioritizing schools with the highest need for inclusive education support.

##### **5. Invest in Accessible Infrastructure:**

- Improve school infrastructure by constructing ramps, accessible toilets, and inclusive playgrounds to accommodate the needs of children with disabilities.

- Provide schools with guidance and support to develop accessible environments that promote inclusion and participation for all students.

**6. Foster Collaboration:**

- Strengthen partnerships between the government, non-state actors, development partners, and communities to mobilize resources, share expertise, and coordinate efforts in support of inclusive education.
- Establish forums and working groups to facilitate regular communication and collaboration among stakeholders.

**7. Strengthen Assessment and Identification Processes:**

- Establish and operationalize Educational Support and Resources Assessment Centers (ESRACs) in all districts to ensure the proper identification and assessment of children with special needs.
- Train ESRAC personnel to conduct assessments and provide recommendations for appropriate support services.

**8. Refine Funding Mechanisms:**

- Develop funding mechanisms that allocate resources based on individual student needs rather than student numbers alone, ensuring that schools receive the necessary support for inclusive education programs.

**9. Monitor and Evaluate Progress:**

- Implement a robust monitoring and evaluation framework to track the progress of inclusive education initiatives.
- Regularly review and adapt strategies based on findings to ensure continuous improvement and alignment with inclusive education goals.