



THE UNITED REPUBLIC OF TANZANIA

**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

**NATIONAL STRATEGY FOR INCLUSIVE
EDUCATION
2021/22-25/2026**

**Ministry of Education, Science and Technology
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ACRONYMNS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AMUCTA	Archbishop Mihayo University College of Tabora
CSOs	Civil Society Organisations
CE	Cambridge Education
CRC	Convention on the Right of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DPEOs	District Primary Education Officers
DPOs	Disabled Persons Organisations
DPs	Development Partners
DRC	Democratic Republic of the Congo
DSEOs	District Secondary Education Officers
EFA	Education for All
EP4R	Education Programme For Results
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FCDO	Foreign, Commonwealth and Devel opment Office
FYDP	Five-Year Development Plan
HESLB	Higher Education Students' Loans Board
I4ID	Institutions 4 inclusive development - Tanzania





IAE	Institute of Adult Education
ILFE	Inclusive Learning Friendly Environment
IRC	International Rescue Committee
LCA	Law of the Child Act
MoEST	Ministry of Education, Science and Technology
MoFP	Ministry of Finance and Planning
MoHA	Ministry of Home Affairs
MoHCDEC	Ministry of Health, Community Development Gender, Elderly and Children
NACTE	National Council for Technical Education
NBS	National Bureau of Statistics
NEA	National Education Act
NECTA	National Examinations Council of Tanzania
NPD	National Policy on Disability
NRC	Norwegian Refugee Council
NSAs	Non-State Actors
NSIE	National Strategy on Inclusive Education
OSC	Out-of-School Children
PDA	Persons with Disabilities Act
PDOs	Pro-Disability Organisations
PTAs	Parent Teachers Associations
RELI	Regional Education and Learning Initiative
REOs	Regional Education Officers
SEN	Special Educational Needs
SCMS	School Construction and Management Strategy





SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Program
SEN	Special Educational Need
SNEO	Special Needs Education Officer
SQAOs	School Quality Assurance Officers
PO-RALG	President's Office Regional Administration and Local Government







ACKNOWLEDGEMENT

The National Strategy for Inclusive Education 2021/22-2025/26 has been developed by the Ministry of Education, Science and Technology (MoEST) in close collaboration with the President's Office Regional Administration and Local Government (PO-RALG). MoEST and PO-RALG would like to express gratitude to the Foreign, Commonwealth and Development Office (FCDO), Cambridge Education (CE) and Education Programme For Results (EP4R), for logistical, financial and technical support towards the development of this strategy. Furthermore, the following deserve a special word of thanks for taking a lead in the process:

1. Dr. Magreth Matonya
Director - Special Education Unit - MoEST
2. Mr. Geni Julius Migehe
Assistant Director - Special, Adult and Non-Formal Education - PO-RALG
3. Dr. Godfrey Mulongo - Team Leader and Chief
Technical Adviser - EP4R
4. Ms. Joan-Ndaambuyo Minja
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Further, MoEST and PO-RALG would like to recognise and express immense gratitude for the technical support provided by:

5. Dr. Moses E. Mnzava,
Lead Technical Advisor - University of Dar es Salaam (UDSM)
6. Ms. Marja Matero
Inclusive Education & Equity Specialist - EP4R

The Ministry and PO-RALG also appreciates non-state stakeholders who committed their human and financial resources to this exercise. The following are especially honoured:

7. Dr. Wilberforce Meena - HakiElimu
8. Dr. Ayoub Kafyulilo & Ms. Zena Amury - UNICEF





9. Mr. Ebben Msuya - Palladium
10. Ms. Beatrice Omari - Cambridge Education
11. Ms. Naomi Lugoe - Director / Sense International
12. Ms. Neema E. Kalole & Eng. Koronel Kema - Sightsavers.
13. Mr. Shabani Abed - ADD International
14. Dr. Shadidu A. Ndossa, Ms. Estahappy M. Wenje, Mr. Ezra N. Ntazoya & Mr. Victor J. Sizya - Regional Education and Learning Initiative (RELI)
15. Mr. George Senyoni - Cambridge Education

Moreover, the Ministry and PO-RALG further commends the dedication of the following technical personnel who participated extensively in the preparation of this strategy:

16. Mr. Lazaro Greyson Mlangi - MoEST
17. Ms. Asha Mbwambo - MoEST
18. Ms. Zaina Kabelwa - National Council for Technical Education (NACTE)
19. Ms. Vida A. Ngowi - Tanzania Institute of Education (TIE)
20. Ms. Mwajabu Adamu - MoEST
21. Ms. Elinaike Marti - Institute of Adult Education (IAE)
22. Ms. Mbutolwe E. Mwankina - MoEST
23. Mr. Henerico Leonard - MoEST
24. Mr. Omega N. Kagine - SNEO - Wanging'ombe
25. Mwl. Amos Mtitu - Muundo Maalum Ludewa DC
26. Ms. Mary Batamula - ESRAC
27. Dr. Bernadetha G. Rushahu - University of Dar es Salaam (UDSM)
28. Dr. Fulgence Matimbo - Tanzania Commission for Universities (TCU)
29. Ms. Venture Massay - MoEST
30. Ms. Emmanuel Ndolosi - MoEST
31. Mr. Swalehe Msechu - SNEO - Ilala
32. Mr. Lugarata Ng'weshemi - PO-RALG
33. Ms. Fatima H. Malenga - Vocational Rehabilitation Training Centre (VRTC)





34. Ms. Eunice E. Tondi - SNEO - Arusha City Council
35. Mr. Norbert N. Mpunga - MoEST
36. Ms. Stelida I. Kaongo - Special Need Teacher
Makambako District Council
37. Ms. Inyasi Kanisi - MoEST
38. Ms. Monica N. Mbelle - Vocational Education and
Training Authority (VETA)
39. Dr. Sophia Mbihije - Archbishop Mihayo University
College of Tabora - (AMUCTA)
40. Mr. Abubakar J. Umbe - National Examinations
Council of Tanzania (NECTA)
41. Ms. Hawa Selemani - MoEST
42. Ms. Elizabeth Kishinda - MoEST
43. Mr. Bryceson S. Kingiliwe - SNEO - Njombe Town
44. Mr. Richard Nzoka - PO-RALG
45. Ms. Stella Godfriend Mamuya - Patandi Teachers
College
46. John M. Samweli - Ministry of Health, Community
Development, Gender, Elderly and Children
47. Mr. Sylvester N. Machimo - MoEST - Mhasibu







FOREWORD

Education for All (EFA), has been a mantra at the core of Tanzanians education policy since the dawn of its independence in early 1960s. Moreover in 1994 the Government of Tanzania ratified The Salamanca Statement and Framework for Action on Special Needs Education and in 2009 ratified the Convention on the Rights of persons with Disability and its Optional Protocol, thereby committing to adopt the inclusive education approach at all levels.

In that respect the Government of Tanzania is committed to two twin goals. One, to ensure that systemic and structural barriers are removed that obstruct certain groups of Tanzania from realising their right to access, full participate, learn, and complete education in all levels. Second, to endeavour and ensure that in all levels of education, all learners do learn together wherever possible, regardless of any difficulties or differences they may have. It is important to note that the Government is keenly aware that there may be some learners for whom 'inclusive' settings are inappropriate, or at least at some stage in their educational career.

To realise these twin responsibilities the country has undertake diverse measures, including most contemporarily formulating the Education and Training Policy of 2014 and implementing the Education Sector Development Plan 2016/17 – 2020/21, which is aligned with the Tanzania Development Vision (TDV) 2025 and the current National Five-Year Development Plan 2016/17-2020/21; which was developed in the context of the Education Sector Development Programme (ESDP) 2008-2017.

Specific to inclusive education, the government has undertaken a policy shift and eclectic related measures including the formulation of the first National Strategy on Inclusive Education (2009-17), and its successor National Strategy for Inclusive Education 2018-2021. The National Strategy for Inclusive Education: 2021/22-2025/26, builds on the achievement of these previous strategies, and moving forward embrace the enduring national inclusive education priorities and express a determined response to contemporary and foreseeable challenges,





conditions and requirements.

Apart from aligning the current strategy with the government's financial year, and giving a nod to the traditional five-year phases of the government, specifically five crucial issues distinguish the current NSIE from its two predecessors: (1) In the context of contributing towards building inclusive society, this strategy espouses the commitment to make inclusive education the norm in the Tanzania education system rather than the accompaniment; (2) This strategy is more consistent to the ethos of the Education and Training Policy (2014) by pointedly embracing the entire hierarchy of the Tanzania education structure from pre-school to higher learning levels; (3) This strategy has attempted to craft strategic objectives that are stable overtime and can help steer the inclusive education approach vision for several decades ahead; (4) This strategy primarily embrace issues that are government's priority to ensure a more balanced national implementation; and (5) This strategy is strategically designed to be an important resource and support tool for education sector stakeholders.

The new National Strategy for Inclusive Education 2021/22-2025/26 sets the direction for further development of education of learners with special educational needs on the basis of the principles, theoretical and practical achievements in developing the potential of both the targeted categories of beneficiaries, and society at large. Its objectives, strategies, actions, indicators and targets are herein explicated.

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SCIENCE AND TECHNOLOGY





DRAFTING OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION 2021/22-2025/26

The process of the development of the NSIE 2021/22-2025/26 was initiated and led by Ministry of Education, Science and Technology (MoEST) together with the President's Office – Regional Administration and Local Government (PO-RALG) as a collaborating ministry. The Strategy was developed in the course of a participatory process which gathered a constellation of representatives of educational institutions, Development Partners (DPs) and Non-State Actors (NSAs), and involving national, regional and district levels actors who are key stakeholders in inclusive education in the country. Individuals, organizations and institutions closely involved in the development process are duly acknowledged in this document.

MoEST formed a working group and tasked it with the responsibility of developing the inclusive education strategy. The process of formulating the strategy was grounded on an insightful comprehension of what constitute inclusive education in Tanzania and subsequently, the identification of special educational needs. The working group explicated that two issues need to be underlined in the conceptualisation of inclusive education in the country. One, ensuring that strategic impediments that obstruct certain categories of from realising their right to access, participate, learn, and complete to education at all levels are removed and that we have an education system that accommodates all Tanzanians without partiality. Second, to ensure that at all levels of education, all learners do learn together wherever possible, regardless of any difficulties or differences they may have.

The working group held three extensive workshops, the first one reviewed the implementation of NSIE 2018-2021 and drew lessons learnt from the implementation, and produced





the roadmap for the new strategy. The second workshop undertook a forcefield analysis to determine contemporary and prospective strengths and threats with respect to inclusive education and produced the operational plan. The third workshop revisited and refined the operational plan, produced the costed plan and produced the Monitoring and Evaluation Plan for the NSIE 2021/22-2025/26.

After the working group finalised the draft, the strategy was presented to the high ranking members of MoEST and PO-RALG. Subsequent to the incorporation of the high ministerial level comments and approval, the strategy was presented in an education sector stakeholders workshop. Again, a select members of the working group incorporated stakeholders workshop feedback to enrich the strategy and produced a refined draft for submission to follow Government adoption protocol.

Furthermore, in an ongoing basis the strategy benefitted from technical support and review from Cambridge Education.





INTRODUCTION

The government of Tanzania is committed to the approach of inclusive education, and to the creation of inclusive educational communities. Inclusive education¹ is a system of education in which all learners are enrolled, actively participate and achieve in regular educational settings and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources. The inclusive education approach therefore involves transformation of policies, legislations, regulations, processes, structures, infrastructure, practices and human resources to support accommodation of all learners to learn together wherever possible, regardless of any difficulties or differences they may have.

On that basis the Government has made fundamental policy shifts and other associated measures to enable educational facilities and institutions to serve all learners, particularly those with special educational needs (SEN). The principal expected outcome as explicated in the Education Sector Development Plan 2016/17-2020/21 is to ensure that the education sector at all levels is more inclusive, improving the access and learning of students with SEN and disabilities.

Overall, the policy environment in Tanzania promotes and guides the equitable provision of quality education in order to reduce and eventually eliminate disparities in access to education of disadvantaged groups notably learners from nomadic or semi-nomadic families, out of school children, refugee learners, working children, learners with chronic illnesses, orphaned children, learners with specific learning difficulties, gifted and talented learners, children living in extreme poverty, children living far from schools, learners with

¹ See Annex I for definition of key concepts in inclusive education





disabilities, girl-child, and children in conflict with the law.

Some of the notable benefits of inclusive education include the realisation of a basic human right of nondiscrimination. It also helps integrate beneficiaries especially those with disabilities in community life, provide opportunity for all learners to establish relationship with peers, and foster collaborative work among diverse individuals. Inclusive education is also fundamental in imparting a sense of belongings and acceptance of differences. Furthermore, inclusive educational settings are acclaimed for offering varied opportunities for all learners to grow socially and academically and for encouraging educators to design curricula and provide instruction, materials, and assessments that meet the needs of the widest range of learners, and particularly the individual needs of learners with special educational needs (LSEN). Inclusive education also encourages a more closer and meaningful involvement of parents in the education of especially their children with disabilities.

The ultimate beneficiary of inclusive education however, is the society because inclusive education is a mainstay of an inclusive society. Some of the most outstanding social rewards of inclusive education is that it foster understanding, acceptance, collaboration and tolerance, and generate openness towards others, and towards their characteristics and diversity. It is however important to highlight that successful inclusive education, does not happen only in educational settings, but rather its bedrock is communities where inclusion is a societal norm. It is therefore essential that inclusive education is promoted and implemented with the emphasis on society adjusting to the person and removing obstacles in the environment, attitudes, services, rather than disabilities or difficulties in the development of the child, by providing quality and continuous support at all levels with the aim of achieving educational outcomes and individual potentials.





On the basis of the foregoing, the optimal realisation of the inclusive education approach requires the development of a National Strategy for Inclusive Education, designed to dismantle all barriers to accessing education of good quality and fostering supportive and protective environments where as much as possible all learners learn together, without discrimination, and by encouraging learners, their families, and communities to be involved effectively in learning; developing an education system that is continuously adapting to the needs of the individual learner rather than the learner adapting to the needs of the school; and ensuring that all learners are both “included” in the classroom and “included” in quality learning.







BACKGROUND

The mission of inclusive education is to address issues of social justice, inequality and human rights. Tanzania started implementing inclusive education in early 1990s and the process has involved a number of government decisions, resulting in policy development, and legislative and programmatic interventions that increasingly rules out exclusion and create environments supportive of inclusion in educational settings. Overtime, the implementation of inclusive education in Tanzania has constituted delivery of education for learners with special educational needs through the special education approach, integrated education approach and the contemporarily pioneered inclusive education approach.

Contemporarily in Tanzania various international commitments for right to education and for inclusive education are localised alongside national education initiatives and priorities. In the country the initiatives to provide education for all Tanzanians were for instance promulgated from the early 1960s. In that respect categories of exclusion in education are viewed through the lens of local thinking towards a broader view of inclusion within a social model and attention to barriers within contexts. The concept 'inclusion' has thus evolved and constitute a wider significance as it embraces both, issues of social disadvantage as well as issues of special educational needs (SEN). On the basis of the foregoing in Tanzania, inclusion in education has two dimensions:

The first dimension constitute demolishing policy, legislative, regulatory, social, physical, infrastructural, economic, cultural, ideological, social, process, and practice barriers of access to education and paving way for groups who have traditionally been excluded from realising their right to education. This therefore constitute the process of identification and deployment of conscious efforts for the inclusion of individuals and/or categories of individuals who are victims of systemic





barriers that deny them their right to education and realisation of their full educational potential.

The second dimension constitute fostering inclusive educational settings in formal and non-formal educational settings all levels, where all learners learn together, wherever possible, regardless of any difficulties or differences they may have. In this context, Tanzania is also inclined to responsible inclusion, with a keen awareness that there may be some learners for whom inclusive settings are inappropriate, at least at some stage in their educational career.

Accordingly, as noted by HakiElimu (2008), Tanzania has three concurrent systems of education for children with special educational needs, namely, special schools, integrated schools, and inclusive schools.² In this respect strategic efforts are undertaken towards having educational settings that have a cohesive sense of community, accept differences and are optimally responsive to individual learner's needs in classrooms and within the larger educational settings.

The focus of education policy in Tanzania has therefore endeavoured to realise right to education by increasing access, i.e., widening the hedge to increase opportunities available for all learners to participate in education. It has also aimed at attaining equity in education by mainly prioritising fairness in the distribution, allocation and equalisation of educational resources and opportunities to various segments of the society.

Considering the aforementioned dimensions of inclusion in education, in the context of Tanzania special educational needs categories include: Learners from nomadic or seminomadic families, Out of school children, Refugee learners, Working

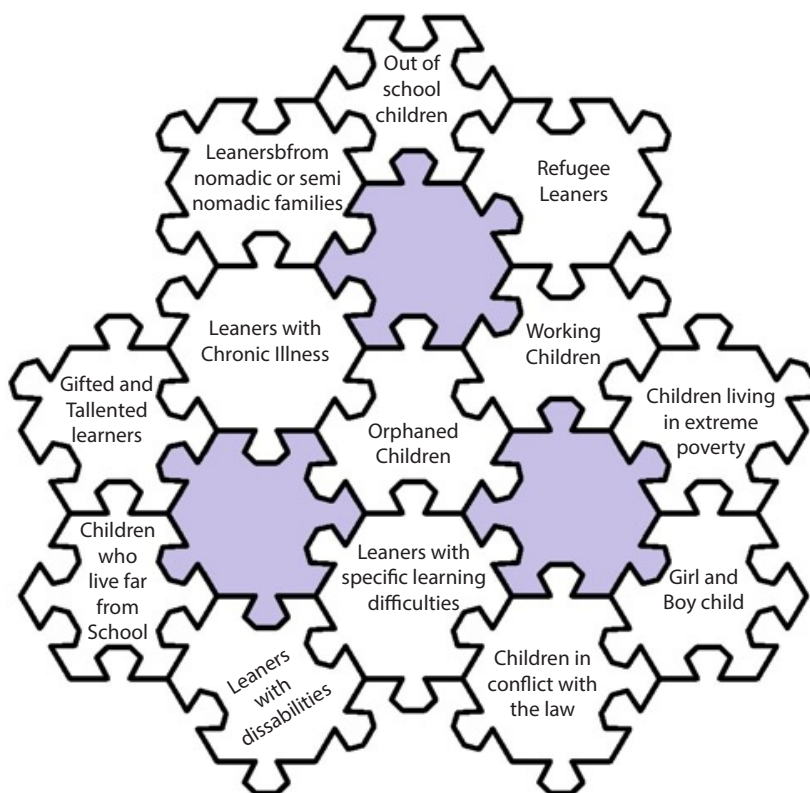
² HakiElimu, (2008). Do Children with Disabilities Have Equal Access to Education? A research report on accessibility to education for children with disabilities in Tanzanian schools. Dar es Salaam: HakiElimu





children, Learners chronic illnesses, Orphaned children, Learners with specific learning difficulties, Gifted and talented learners, Learners living in extreme poverty, Children who live far from school, Learners with disabilities, Girl and Boy Child, and Children in conflict with the law as diagrammatically shown below.

Fig. 1.1 Special Educational Needs (SEN) Categories





DESCRIPTION AND SITUATION ANALYSIS OF SPECIAL EDUCATIONAL NEEDS CATEGORIES

- i) **Learners from nomadic or semi-nomadic families:** Migrants, especially nomads or semi-nomads and/or transhumant pastoralists are among marginalised minority social groups and often widely excluded from education provision. Part of the problem is that the phenomenon of movement itself, especially sporadic movements presents many challenges for both providers, and would be users of educational services. Another problem is that the ideological notion which undergirds formal education might reflect or espouse values that variously contradict those of nomadic transhumance pastoralists. This may pose a barrier in enrollment, participation, retention and completion especially at the basic education level. The third challenges is that even when sedentary for substantial periods of times, often these groups have scattered populations residing in the interior to support their way of life which poses significant logistical challenges in the provision of social services including education. In Tanzania ethnic groups that specifically fall under this category include the Hadzabe (Hadza), the Datooga (Barabaig), and the Maasai.
- ii) **Out of School Children (OSC):** This category constitute children and youth who for various reasons remain excluded from education. In Tanzania out of school learners are of two categories, namely out of school children and out of school youth. Out of school children are school-age children not enrolled in primary or lower level secondary school. Out of school youth on the other hand refers to an eligible youth who never got an opportunity to be enrolled in school or is a school drop out; or an eligible youth who has received and completed primary or/and lower secondary education or their equivalent but is basic skills deficient, unemployed,





or underemployed. In Tanzania these two categories comprises of children of the age between seven and 17 who are not attending primary or secondary schools (Standard I – Form IV), or any other education with formal equivalence.³ Furthermore children of primary and lower secondary school age (7-17) who are in primary and lower secondary education but are at the risk of dropping out of school are also covered within the context of Out-of-School Children (ibid.). According to MoEST et al. (2018), there are about 2 million primary school age children and 1.5 million lower secondary school age children are out of school in Tanzania hence a total of 3.5 million Out-of-School Children aged between 7 and 17. These represent close to 1 in every 4 primary school age children and more than 2 in every 5 lower secondary school children (ibid.). Children out of school (% of primary school age) in Tanzania was reported at 13.36% in 2019, according to the World Bank collection of development indicators.⁴ Out of school children are at the risk of being excluded from right to education. They need extra learning opportunities and educational programs constituting curricular and non-curricular learning experiences outside the school environment to help them towards re-integration with the formal education system. Furthermore, they may need behavioral and psychosocial support, and they may also need basic needs and other social services support to be able to continue with education.

- iii) **Refugee learners:** Refugees are among categories most at risk to be excluded from the right to education. In that respect there are two dimensions associated with inclusive education in the context of refugee learners. The first constitute aspects associated with integration

3 MoEST, UNESCO & UNICEF (2018a:64). Global Initiative on Out-of-School Children: Tanzania Country Report. MoEST/UNESCO/UNICEF

4 See at <https://tradingeconomics.com/tanzania/children-out-of-school-percent-of-primaryschool-age-wb-data.html>





of refugee learners in the host country education system and redressing inclusion barriers as an aspect of resettling them in the host country. This may also result from naturalisation of persons who were formerly refugees. Refugees may need a welcoming environment free from discrimination. The second, constitute the right to education in refugee camps, and learning using the curriculum of country of origin. Refugee learners may have various issues to be considered relating to the provision education. Some may suffer post-traumatic stress disorder associated with their particular experiences and may need behavioral, psychosocial or psychological support. Some, especially children may be unaccompanied and separated, and therefore live alone or with foster families. Refugees may also have linguistic needs. According to UNHCR (2020)⁵, in January 2020 Tanzania was 286,897 persons of concern, with 73.3% (210,239 individuals) being from Burundi and the remaining 26.6% (76,239 individuals) being from DRC, and 0.1% (419 individuals) from Yemen, Rwanda, Uganda, Sudan, Kenya and others. The refugees are housed in the Nyarugusu, Nduta, Mtendeli and camps, and others in Kigoma villages, Old Settlements and Dar es Salaam. Kiriuki & Angoye (2018)⁶ indicate that enrolment is not satisfactory as out of a total of 145,052 school age children in Tanzania refugee camps identified at the time of the study, only 56.07% were enrolled in school from pre-primary to secondary level. The noted strengths include

5 UNHCR (2020). Tanzania Refugee Situation Statistical Report - 31 January 2020, accessed on 16th December 2020 at <https://reliefweb.int/sites/reliefweb.int/files/resources/74028.pdf>

6 Kiriuki, W. & Angoye, J. (2018). Joint Education Needs Assessment Report Tanzania: Report on an Assessment of Refugee Education in Three Refugee Camps in the Kigoma Region, Tanzania. Tanzania: Caritas/International Rescue Committee/ Norwegian Refugee Council/Plan International/ Save the Children/UN Children's Fund/UN High Commissioner for Refugees





that refugee education in the camps is delivered using the country of origin curriculum, in particular curriculum from Burundi and DRC. Furthermore, delivery also uses language of instruction in the country of origin, i.e., French for the Congolese refugees, while Kirundi is used as the language of instruction in the lower classes for the Burundian refugees, until Grade 5, when French becomes the medium of instruction. Kiswahili and English, which are the languages in the host country, are delivered as subjects. Kiriuki & Angoye (op cit.), highlights that the education component of the refugee response is coordinated by an Education Working Group in Kigoma, co-chaired by UNHCR and Save the Children, however, a need for better coordination of the education system was stressed as it was fragmented across agencies. Furthermore, findings indicate that respondents were unclear about community's role in education, including roles of Parent Teachers Associations (PTAs) committees, something which contributes to both the community at large and PTAs in particular playing a very limited role. Among their recommendation was the creation of linkages to MoEST to assist in teacher training, teacher support and supervision. It is worth noting that there is very limited information regarding educational needs of former refugees who have been naturalised, and those who are not in refugee camps living within local communities, and those who have completed basic education in camps and are transitioning and joining other levels of education and training pathways.

- iv) **Working children:** Refer to persons under 18 years of age involved in work that deprives them of their childhood, their potential, and their dignity, and that is harmful





to their physical and mental development are considered as working children. Some of the working children may be combining work with school which may negatively affect their learning and their entire education experience; and some may not be attending school at all which denies them their right to education. US-ILAB (2019)⁷ indicates that at about 3,573,467, (i.e., 29.3% of the total population) there is high prevalence of working children in Tanzania. About 24.6 per cent of these working children, combine work and school. Furthermore, the report points out that overall primary school completion rate of working children is about 68.7 per cent. According to this report some of the categories of the worst forms of labor children in Tanzania are engaged in commercial sexual exploitation, forced begging, forced labor in domestic work, agriculture, mining, fishing, commercial trading, quarrying, stone and breaking rocks to produce gravel, shining shoes, pushing carts, working in factories and bars. Other forms of labor include street work, scavenging, garbage collecting, livestock herding, including tending cattle, processing of sugar cane, plowing, weeding, harvesting, and processing crops, seaweed farming, digging, drilling, carrying bricks, bricklaying, and assisting masons (ibid.). Working children need their right to education and their right to enjoy their childhood. Furthermore, they may need behavioral and psychosocial support and they may also need basic needs and other social services support.

- v) **Learners with chronic illnesses:** Refers to prolonged medical conditions which inevitably results in diverse health and social problems, including frequent and extended absences from school. Such medical conditions seriously disrupt a person's normal life and require time-intensive treatment or management. The

⁷ US-ILAB (2019). Findings on the Worst Forms of Child Labour - Tanzania. Washington, DC: Bureau of International Labor Affairs. Accessed on 14th December 2020 <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/tanzania>





current lower limit for a disease to be considered chronic is approximately 12 months, although certain clinicians consider diseases lasting at least 3 months to be chronic diseases.⁸ There are specific challenges experienced by learners with chronic illnesses. Some of the issues they may experience include energy impairment, fluctuations in symptoms and cognitive difficulties and the educational challenges that these issues cause. Prolonged disease also poses risks of the affected learner to substantially fall behind educationally. If appropriate support is not in place the experience of battling chronic illnesses, which often include long and repeated hospitalisation and other physical, mental, and psychological characteristics, may variously take a toll on the afflicted person and affect learning. In the context of inclusive education learners afflicted with chronic illnesses may be excluded from right to education, that may need psychosocial support, they may need accommodating lessons plan, specific lessons delivery skills, and extra support, and they may also need discriminatory practices addressed.

- vi) **Orphaned children:** This concerns children deprived by death of one or usually both of their parents. In 2016, Tanzania had 2.6 million orphans from all causes, 810,000 of whom were orphaned by AIDS.⁹ It is estimated that currently Tanzania has 3 million children orphaned due to HIV, AIDS and other causes.¹⁰ Some of the key educational concerns

8 Muntaner et al. (2014). The Inclusion of Students with Chronic Diseases in Regular Schools. *Procedia - Social and Behavioral Sciences*, Vol. 132, pp. 74 – 79

9 UNICEF (2016). The state of the world's children 2016. New York: UNICEF. Accessed on 14th December 2020 at https://www.unicef.org/media/50076/file/UNICEF_SOWC_2016-ENG.pdf

10 Makuu, M. J. (2019). Situation Analysis of Orphans and Vulnerable Children in Existing





for orphans are that they may be excluded from right to education, although that is increasingly become less likely in Tanzania. According to UNICEF (2016) the orphan school attendance ratio in Tanzania is 95%. However, some may need psychosocial support, and some may need basic needs and other social services support. Furthermore, some may need discriminatory practices addressed especially where extreme poverty and/or cause of parents' death is a source of discrimination.

- vii) **Learners with specific learning disabilities:** A learning disability also known as a learning difficulty refers to a condition that can cause an individual to experience problems in a traditional classroom learning context. Some of the most common types of specific learning difficulties include difficulties in reading (Dyslexia), in writing (Dysgraphia), in mathematics (Dyscalculia), in movement and co-ordination (Dyspraxia), and in attention (Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)). Persons with specific learning disabilities are at the risk of dropping out of school because they do not learn or even being excluded from accessing their right to education if their conditions are not timely identified and assessed, and appropriate support services provided. To optimally realise their educational potential persons with learning difficulties may need psychosocial support, they may need accommodating lessons plan, specific lessons delivery skills, remedial teaching, and they may also need discriminatory practices addressed. Through the National Education Support and Resource Assessment Centre (ESRAC) Tanzania has made significant strides in the identification and assessment of especially children with learning disabilities. Some of the persistent challenges include that verified national data aggregated to types of learning difficulties are still difficult to come by. Currently only the national ESRAC

Alternative Care Systems in Dar es Salaam, Tanzania. Social Work & Society, Vol. 17, Issue 1, pp. 1-18





exists headquartered in Dar es Salaam. There is therefore a challenge of cascading services to regional and district levels to reach communities across the country.

- viii) **Gifted and talented learners:** Refers to learners who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. In the context of inclusive educational settings gifted and talented learners may feel isolation and lack of acceptance in typical heterogeneous classrooms. Furthermore, there may be fear of de-tracking which will result in the dissolution of quality, the abandonment of differentiated programs for accelerated learners, the dumbingdown of curriculums, denying of gifted learners' appropriate challenges, placing them forever in the roles of tutoring less-advanced learners, and the denial of individual differences. Overall, gifted and talented learners may need educational programs that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream. Tanzania has conventionally used especially ordinary level national examination results as a basis of identifying gifted and talented learners. That approach is recognised as having several limitations including exclusive reliance on academic performance and limited support for continuation post advance level. The approach is also said to cause delayed identification of gifted and talented learners. It is recognised that educators have a crucial role in both identifying and educating gifted and talented learners. It has been highlighted that the education framework at all levels of education and non-formal pathways offers limited opportunity for teachers to continuously play that role. This also include limited capacity of teachers to identify and appropriately educate and support such





learners. Currently there is also no clarity of standards to help harmonise teachers' perceptions of giftedness or talented-ness in their contexts.

- ix) **Children living in extreme poverty:** In Tanzania comprehensive estimate of child poverty is multidimensional. It goes beyond monetary income and takes into account children's access to nutrition, health, protection, education, information, sanitation, water, and housing across four age groups (0-23 months; 24-59 months 5-13 years and 14-17 years). On the basis of those criteria according NBS & UNICEF (2016)¹¹ three out of four experience poverty. According to this report the relationship between poverty and education vary according to children age groups. The report further explicates that for 5-13 year old children, educational deprivation only has a very weak relationship with monetary well-being, while for 14-17 year old children particularly in rural areas, expenditure constraints play an important role in educational deprivation for those children. Children leaving in extreme poverty have great potential to be excluded from attaining their right to education, to drop out of school, and/or not to realise their full educational potential. To full access, participate and complete, they may need psychosocial support, they may need discriminatory practices addressed, and they may also need support attain basic needs. In Tanzania children and households living below poverty line, who are eligible for cash transfer and eligible to be linked to complimentary services such as nutrition and health are currently served by TASAF III/PSSN. This cash transfer model has strong linkages with health and education services. It is of critical importance for community extension workers, social workers and other local government structures to work collaboratively with TASAF and with MoEST to ensure that children living in extreme poverty benefit from the conditional

11 NBS & UNICEF (2016). Child Poverty in Tanzania. Dar es Salaam: NBS/UNICEF





cash transfer which can help them realise their right to education. Again, the Higher Education Students' Loans Board (HESLB) means testing practice is specifically designed to prioritise learners most likely to miss out on higher learning without financial support.

- x) **Girl and Boy Child:** Over the years gender disparities in education have been evident in Tanzania, often with girls/women most visibly disadvantaged. In this respect efforts by both the Government and education sector stakeholders aimed at closing the existing gap in education levels between men and women. In recent years, these efforts have shown convincing dividend with enrolment and progression rates in basic education similar for boys and girls. However, data show persistent large gender disparities in learning outcomes with alarming indicators for both boys and girls. For example transition from lower secondary schooling to upper secondary is higher among boys compared to girls (approximately 21 percent of boys and only 16 percent of girls that completed lower secondary schooling went onto upper secondary); still yet primary and secondary drop-out rates are higher among boys than girls, with approximately 34% of boys and 29% of girls estimated to drop-out of lower secondary school before they complete.¹² A 2011 Violence Against Children in Tanzania report show that nearly 3 in 10 females and approximately 1 in 7 males in Tanzania have experienced sexual violence prior to the age of 18.¹³ Similarly,

12 Al-Samarrai, S. & Tamagnan, M (2019). Gender Equity and Fee-Free Basic Education in Tanzania Summary. Washington: World Bank, access on 22nd December 2020 at <http://documents1.worldbank.org/curated/en/356111553606355438/pdf/Gender-Equity-and-Fee-FreeBasic-Education-in-Tanzania.pdf>

13 UNICEF Tanzania, Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and Muhimbili University of Health and Allied Sciences (2011). Vi-





HakiElimu (forthcoming),¹⁴ show that school going boys and girls, experience violence differently with strong gender underpinnings at home, in school settings, in community settings, in the cyberspace and en-route to and from school. On one hand, it is important to recognise that girls' education goes beyond enrolment of girls into school. The mission should also constitute ensuring that girls learn and feel safe while at home, in school settings, in community settings, in the cyberspace and en-route to and from school. It should also be about ensuring that they have the opportunity to complete all levels of education acquiring the knowledge and skills to compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world. The other argument of this strategy is that boys are also increasingly at risk. Safe, friendly and supportive educational environment should be promoted to ensure positive educational outcomes for both boys and girls, men and women at all formal and non-formal education levels.

- xi) **Children who live far from school:** Distance from home to school has for a long time been identified as a key enabler or barrier to access education, particularly at basic education level. Mhiliwa (2015)¹⁵ for instance found

olence against Children in Tanzania: Findings from a National Survey, 2009.

Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood. Dar es Salaam, Tanzania:

14 HakiElimu (forthcoming). The State of Violence Against School Children in Tanzania Mainland: An Exploratory Study. Dar es Salaam: HakiElimu

15 Mhiliwa, J. A. (2015). The Effects of School Distance on Students' Academic Performance: A Case of Community Secondary Schools in Makambako Town





that walking long distance to and from school can be associated with mass failure in some contexts because exhaustion can be negatively related to educational outcomes. He also associated long distance with lower completion rates in particularly in basic education level because daily strenuous walking gives learners cause to drop out, and long distance can be related to rates of pregnancies among female learners. Long distance has also been associated late enrolment and with inconsistent school attendance.¹⁶ MoEST(2019)¹⁷ posits that learners walking long distance from home to school has multiple immediate effects, including pupils not attending school at all; late school enrolment; being frequently absent from school; and, contributing to high drop-out risk. On the other hand active commuting i.e. walking or cycling, to and from school has also been highlighted as having health implications to learners.¹⁸ On the backdrop of those considerations, determining the distance that children and adolescents are expected to walk from home to school has been an importance policy question in Tanzania. The School Construction and Maintenance Strategy (SCMS) (2019:28) guides that for pre-primary children the maximum distance walking to school should be 1.5

Council. Masters of Education in Administration, Planning and Policy Studies Dissertation. Dar es Salaam: The Open University Of Tanzania.

16 MoEST, UNESCO & UNICEF (2018b). Global Initiative on Out-of-School Children: Tanzania Qualitative Study Report - Towards reaching the remaining children in Tanzania. MoEST/UNESCO/ UNICEF

17 MoEST (2019). School Construction and Management Strategy 2019-2028. United Republic of Tanzania, Ministry of Education, Science and Technology

18 Chica-Olmo, J., Rodríguez-López, C., & Chillón, P. (2018). Effect of distance from home to school and spatial dependence between homes on mode of commuting to school. *Journal of Transport Geography*, Vol. 72, pp. 1–12





kilometers estimated to take 25 minutes of walking; primary 3 kilometers estimated to take 40 minutes of walking and ordinary level secondary 5 kilometers estimated to take 1 hour of walking. From the point of view of inclusive education, the key concerns are children with special educational needs. Without customised support those with certain disabilities may find it extremely difficult to attend school even where ordinarily distance is considered reasonable. Furthermore, while the Government is making great efforts to ensure construction of schools and dormitories to lessen the problem of distance among others, it is important to prioritise provision of accommodation of girls and learners with special educational needs, as steady efforts continue to ensure distance do not become an education access, participation, completion and transition barrier for any child.

- xii) **Learners with disabilities:** This particularly concern learners with disabilities. It is perceptible that some of the disabilities are visible with a naked eye and others are hidden and require specialised procedures to discern them. Learners with disabilities may be excluded from right to education or may fail to receive support necessary for them to realise their full academic potential. For learners with disabilities to access and full participate in inclusive educational settings they may need support services, adapted curriculum, adapted teaching and learning methods and materials, assistive devices and in some cases personal assistance. In addition, some may need infrastructural accommodation, and discriminatory practices addressed. In Tanzania the enrolment of children with disability is notable. UNICEF (2011)¹⁹²⁰ shows that about 0.5% of all children enrolled in primary school were children with disabilities and 0.2% of boys

19 UNICEF (2011). Adolescence in Tanzania. Dar es Salaam: UNICEF access on 11th December

20 at https://www.unicef.org/infoycountry/files/TANZANIA_ADOLESCENT_REPORT_Final.pdf





- and 0.4% of girls in secondary schools had disabilities.
- xiii) **Children in Conflict with the Law:** Refers to any person under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence. The Convention on the Right of the Child (CRC), Havana Rule No. 38²¹ and the Tanzania Law of the Child Act (LCA) No. 21 of 2009, section 121(1) which provides for Approved Schools, Law of the Child (Retention Homes) Rules 2012, section 3(1), which provides for 'Retention Homes,' confer all children of compulsory school age who are detention facilities the same right to education as a child in the community and that wherever possible education for this children to be provided outside the detention facility in community schools. Regardless of whether education is provided inside detention facilities or in the community, it should be delivered through programmes integrated with the regular education system ensure that post release these children are able to continue their education unhampered. Havana Rule 42 further, Law of the Child (Retention Homes) Rules 2012, section 3(1), confer these children with the right to receive vocational training while in detention to give them skillsets for their future. Anderson (2012:133)²² found that children remanded in Retention Homes and Approved Schools enjoy the right to education, however, to a great extent children detained in adult prisons do not have access to primary or secondary education, either in the community or inside the prison. It is recognised

21 United Nations Rules for the Protection of Juveniles Deprived of their Liberty adopted by General Assembly resolution 45/113 of 14 December 1990

22 Anderson, K. (2012). Analysis of the Situation of Children in Conflict with the Law in Tanzania. Children's Legal Center/UNICEF, accessed on 17th December 2020 at <https://coraminternational.org/analysis-of-the-situation-of-children-in-conflict-with-the-law-in-tanzania/>





that often children who break the law are themselves victims of circumstances including restricted opportunities available for their development. It is also recognised that once children enter the criminal justice system often opportunities for their development become even more restricted. Education is expected to contribute towards the process of the reform of juvenile justice and promotion of the rights of children in conflict with law in Tanzania. Right to education in the context of inclusive education is expected to inspire all relevant actors to take actions for rehabilitation and re-socialization of children in conflict with the law and give them an opportunity for a second chance.

OVERVIEW OF THE IMPLEMENTATION OF THE NSIE 2018-2021

The National Strategy for Inclusive Education 2018 – 2021 focused mainly on four key areas which constituted its objectives. These are: enhancement of equitable access and participation in at least one year of pre-primary education for particularly children in the identified vulnerable categories; enhancement of equitable access and participation in mainstream formal and non-formal education pathways for particularly children and youths in the identified vulnerable categories; improvement of school systems and learning environments to curb dropout and ensure successful completion of particularly children and youths in the identified vulnerable categories; and, improvement of education learning outcomes in primary and ordinary secondary levels for children and youths in the identified vulnerable categories. Overall this strategy focused on enhancing equitable access and participation of vulnerable groups at pre-primary and basic education and establishment of supportive school systems and learning environments for successful completion and achievement of learning outcomes in basic formal and non-formal education pathways for vulnerable groups. Diverse concerted efforts were directed towards the implementation of the identified strategies. Some of the punchline efforts





were:

- A national wide campaign to identify children with disabilities was conducted, some were enrolled in schools and others given relevant support.
- Accessible teaching and learning materials, equipment and assistive devices for developing pre-literacy and pre-numeracy skills were provided in primary schools, units and special schools.
- Teaching and learning materials such as books in large prints and braille have been printed and distributed in schools across the country.
- There has been an increase in the budget allocation and disbursement for the procurement and distribution of specialised educational equipment and assistive devices to cater for educational needs for the learners with disabilities.
- Harmonisation of sign languages and guideline for implementation of secondary education curriculum to improve teaching and learning for learners with deaf and hard of hearing students has been completed.
- Pre-service teacher education curriculum (college based) was revised to accommodate aspects of inclusive education.
- In service teachers' and tutors' trainings were provided on identification and support services to learners with diverse needs, repair and maintenance of specialised education equipment and assistive devices, sign language and deaf pedagogy and inclusive education.
- Construction and rehabilitation of school infrastructure to address issues of accessibility.
- Satellite centers have been established to reduce distance to and from school and some of them have already met the criteria to be primary schools.
- Media and different community engagement approaches have resulted into increased community awareness on inclusive education which have been seen through the increase of enrollment of learners with diverse education needs.





LESSONS LEARNT FROM THE IMPLEMENTATION OF THE NSIE 2018-2021

The implementation of NSIE 2018-2021 provide certain lessons that are of great significance and can help effective implementation of the new strategy.

• What worked very well in the implementation of the NSIE 2018-2021:

- i) Commendable public sector and NSAs commitment to effectuate inclusive education
- ii) Through the efforts of ESRAC among others, identification, assessment and enrolment of learners with special educational needs in inclusive educational settings has commenced in earnest. This is an uphill task and set to be upscaled in the subsequent NSIE.
- iii) Training of Teaching Assistants in the piloted areas and IE teachers in Dar es Salaam and Kilimanjaro
- iv) Rehabilitation of old infrastructure and construction of new educational infrastructure to ensure environment and classrooms are inclusive was substantially upscaled and is ongoing.
- v) Procurement and supply of teaching and learning materials
- vi) Continued establishment and support of satellite centers to accommodate young children staying far from schools.

• Areas of improvement in the implementation of NSIE 2018-2021:

- i) Due to delayed NSIE document approval, the implementation of the NSIE 2018-2021 was to the most part held up and only started in earnest towards the end of 2019.





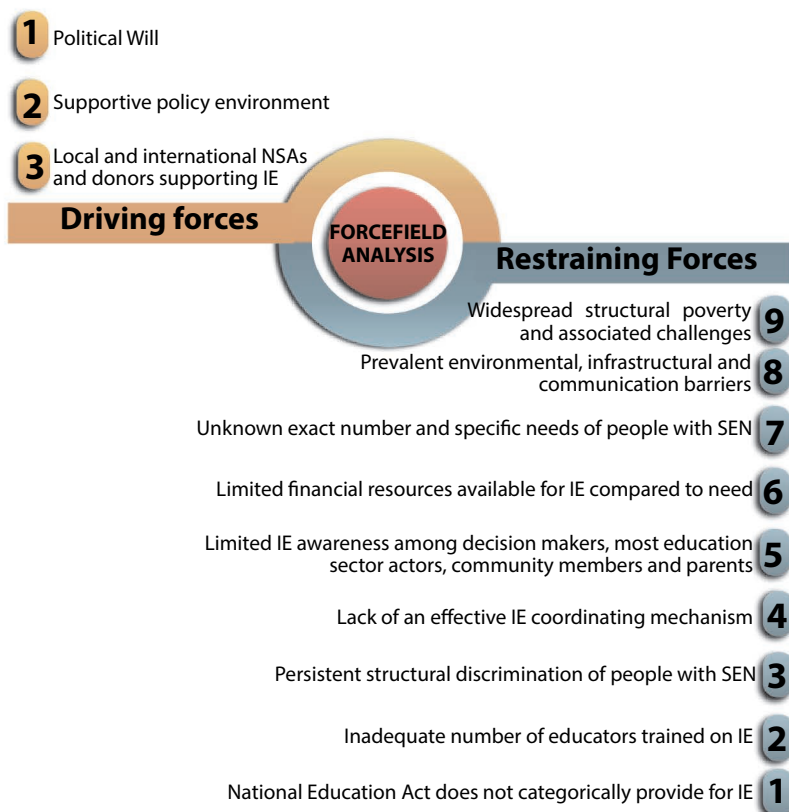
- ii) Review of the implementation of the strategy indicate that most of the itemised activities were not implemented. This has a negative domino effect in the efforts to actualise the inclusive education approach.
- iii) Disjointed monitoring and coordination of the strategy. The planned working group calendar was not realised and most stakeholders and partners worked independent and not complimentary to each other.
- iv) The dissemination of the strategy was not done adequately. With just about 1 year remaining dissemination efforts are still ongoing most notably the 2020 translation of the strategy in Kiswahili under the auspices of RELI.
- v) There was patchy implementation of the strategy particularly where NSAs were responsible. Most regions and districts were not reached.
- vi) There is a palpable inadequate and inconsistent knowledge on inclusion among a variety of key actors. Part of the reason is that insufficient number of personnel such as SQAOs, SNEOs, WEOs, VEOs, REOs, DPEOs, DSEOs, NECTA officials, and VETA officials have received training on inclusive education.





FORCES FOR AND AGAINST THE INCLUSIVE EDUCATION APPROACH IN TANZANIA

A forcefield analysis conducted in the course developing this strategy determined the most significant driving forces and restraining forces in the actualisation of the inclusive education approach in the country. The following were identified:





Driving Forces:

- i. Commendable political will on the inclusive education approach evident in the ratified and localised international conventions advancing the inclusive education approach and in the resources variously and increasingly being deployed by the government for inclusive education.
- ii. A policy environment supportive of inclusive education notably the National Policy on Disability (2004) and the Persons with Disabilities Act No. 9 of 2010
- iii. Existence of various local and international NSAs, consortiums and donors partnering with the government and playing an important role in actualising the inclusive education approach.

Restraining Forces:

- i. The Tanzania Education and Training Policy (2014) and the National Education Act No. 25 of 1978 and its subsequent amendments recognises and provides for the right to education but does not categorically provide for inclusive education.
- ii. Inadequate number of teachers with competencies to manage inclusive classes at all levels of education. There is low capacity in terms of knowledge and skills among most educators to manage teaching and learning of learners with special educational needs in particular and to manage inclusive classes in general. Furthermore, at the management level of schools and other educational facilities and institutions there is limited awareness on inclusion and low comprehension on how to establish and foster inclusive educational settings, which are essential for provision of both leadership and support in efforts towards inclusion.
- iii. Inherent and unabating social-cultural practices, customs and ideological inclinations discriminating people with special educational needs and persistent negative social attitudes towards them in educational settings and in communities.





- iv. Lack of effective liaising and coordination mechanism among education sectors actors in general and among actors actualising the inclusive education approach in particular.
- v. Lack of adequate IE knowledge and awareness among political leaders and most government officials and low awareness and basic understanding of IE among most parents and community members.
- vi. Limited financial resources available for inclusive education exacerbated by formidable economies of scale challenge in marshalling the resources needed to meet diverse needs particularly at the basic education level.
- vii. At any particular time both, the exact number of individuals with SEN and their specific needs are unknown, while in any specific educational settings they may only be a handful. Except for only a few SEN categories (e.g. learners from nomadic or seminomadic families and most of the refugee learners), individuals in the rest of the categories are unevenly dispersed across a vast country unidentified or hidden.
- viii. Prevalence of environmental, infrastructural and communication barriers derailing the actualisation of inclusive education
- ix. Persistent and exacerbating structural poverty and associated challenges.





THE STRATEGY CONTEXT

The inclusive education approach has been promoted on two bases. First, the rights of all learners to study alongside their peers thereby dismantling all forms of discrimination. Second, empirically through research on its efficacy, i.e, the proposition that inclusive education is more effective in attaining optimal educational and social outcomes particularly for learners with special educational needs.²³ This thread holds that ordinarily an inclusive approach does not have negative impact on the learning of either learners with diverse abilities or their peers, and at best results in improved academic and social gains for all learners.²⁴ The inclusive education approach is also embraced for its various benefits to learners, educators and the society. It has been postulated that by educating all learners together, those with special educational needs have the opportunity to prepare for life in the community, educators improve their professional skills, and society makes the conscious decision to operate according to the social value of equity and equality for all people, with the consequent results of enhanced social peace.²⁵

The inclusive education approach is philosophically supported by various international conventions and declarations and an elaborate national policy environment (see Annex II attached). There are several international conventions, declarations, statements and protocols supporting the inclusive education approach. Most of these are consistent with and/or emanate

23 Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/ mainstreaming. *British Journal of Educational Psychology*, Vol. 77, No.1, pp. 1–24

24 Loreman, T. (2014). Measuring inclusive education outcomes in Alberta, Canada. *International Journal of Inclusive Education*, Vol. 18, No. 5, pp. 459–483

25 Karagiannis, A., Stainback, W., & Stainback, S. (1996). Rationale for inclusive schooling. In S. B. Stainback & W. C. Stainback (Eds.), *Inclusion: A guide for educators* (p. 3–15). Paul H Brookes Publishing.





from the most seminal statement on inclusive education namely the UNESCO (1994) Salamanca Statement which Tanzania ratified in the same year it was adopted. The key principles of this statement are customised and espoused in this strategy. This statement among others things believes that:

“(.....children) with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,” and that;

“(...regular schools are) the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.”

Another eminent international instrument supporting inclusive education is the United Nations Convention on the Rights of Persons with Disabilities (CRPD) of 2007, which Tanzania signed in 2007 and ratified in 2009. This convention was most eloquently cemented by General Comment No. 4, Article 24 of 2016 captioned ‘Right to inclusive education.’ Article 24, paragraph 1 of this instrument urge and obligate consenting states to ensure the realisation of the right of persons with disabilities to education through an inclusive education system at all levels, including pre-schools, primary, secondary and tertiary education, vocational training and lifelong learning, extracurricular and social activities, and for all students, including persons with disabilities, without discrimination and on equal terms with others.

Furthermore, Tanzania is committed to implementing Sustainable Development Goals (SDGs) adopted in 2015 and its targets set to be realised by 2030. The SDG 4 challenges consenting countries to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. Tanzania is also committed to Agenda 2063: The Africa We Want, adopted by the African Union Commission in 2015. This agenda while it does not categorically endorse inclusive





education, it variously advocates for elimination of gender disparities in education and for the creation of inclusive societies.

The Tanzania National Policy on Disability (NPD) of 2004 and the ensuing Persons with Disabilities Act (PDA) No. 9 of 2010 specifically localise the CRDP. NPD policy statement on policy issue no 3.8 commits to provision of a conducive environment for inclusive education that takes care of special needs of children with disabilities; while PDA sec 27 (1), confer persons with disabilities rights to education and training in inclusive settings. This deservedly has received numerous accolades.

Without taking any of the positives of the PDA provision away, the assumption that inclusive education targets predominantly persons with disabilities, exclude many other targeted categories of learners. This is evident in the PDA definition of “inclusive school” which state that it “...means a place where barriers have been removed to enable **students with disabilities** to learn and participate effectively within the general school system.” (Emphasis mine). Again, being the only legislation that unambiguously endorse inclusive education, PDA also excludes non formal educational settings and educational levels beyond schools and learners who are not children.

Most of the key documents guiding the provision of education in Tanzania however subscribe to the wider conceptualisation of inclusive education. Specifically the National Five Year Development Plan 2016/17 – 2020/21 view education as inevitably inclusive of all groups and guides that, “... policies towards securing access and improved quality in all levels, i.e. early learning, basic education, vocational and technical, tertiary and high education in an inclusive way needs to be designed in such a way that it becomes a means of retooling human capital to transform the economy in a sustainable manner.” Furthermore, the Education Sector Development Plan: 2016/17 – 2020/21, explicitly embrace SDG 4 and all its





ten targets, and profusely provides for inclusive education in non-formal educational settings and in educational settings at all levels.

Again, while the Education and Training Policy (ETP) (2014) and the National Education Act, (NEA) No. 25 of 1978 and its related amendments without partiality provides for right to education, none categorically mentions or endorse inclusive education. Going forward, for the inclusive education approach to become a norm in Tanzania, it is crucial that key policy and legislative instruments guiding the provision of education in the country centrally integrate it. It is essential that the education sector in Tanzania embody the spirit of the country's development vision (TDV) 2000-2025, which envision education being treated as a strategic agent for mindset transformation and for the creation of a welleducated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the country development challenges.

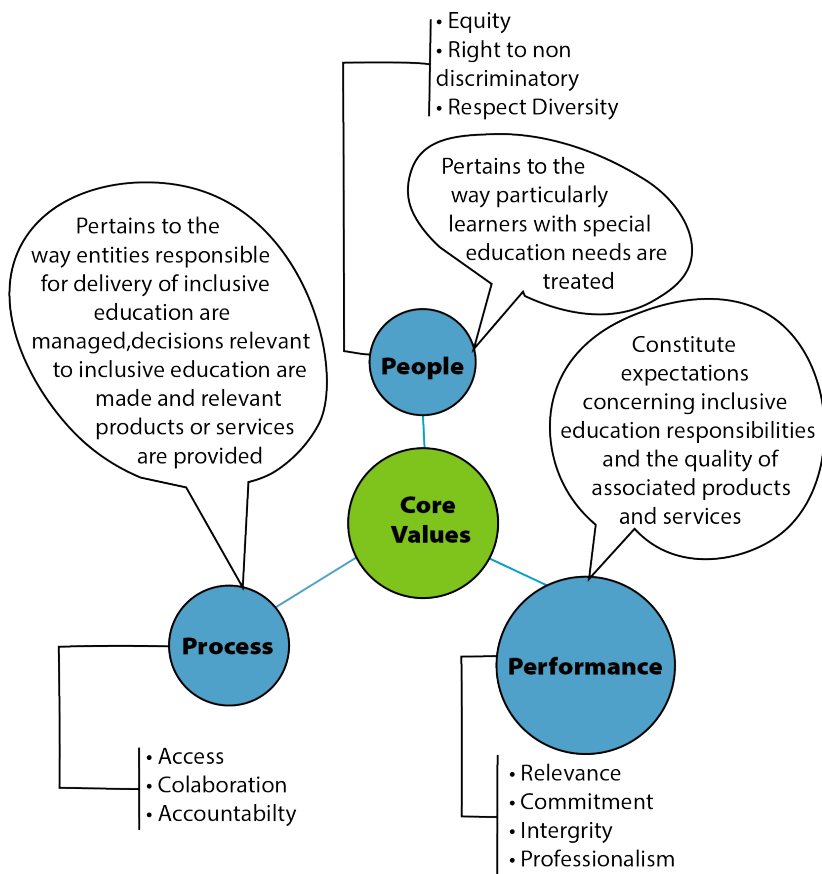
On the basis of the foregoing, evidently this strategy is developed under the auspices of an array of international and national instruments supporting inclusive education through ensuring realisation of the right to education to all groups, particularly the marginalised and that right being attained in inclusive educational settings.





CORE STRATEGY VALUES

The Tanzania National Strategy for Inclusive Education is informed by a constellation of the following key values:





PEOPLE	
EQUITY	All actors should foster equal participation in education through overcoming the differences caused by the undesirable and unacceptable impact of social barriers on disability and/or difficulties in development. Attention should be particularly paid on equalisation of opportunities for learners with special educational needs.
RIGHT TO NON-DISCRIMINATORY EDUCATION	All actors in the education sector should respect, nurture, and promote the right of every child to access and effectively participate in nondiscriminatory educational settings.
RESPECT DIVERSITY	All learners must learn together where possible in an educational facility that the learner would have attended if s/he did not have a special need. All educational facilities must recognise and respond to varying needs of their diverse learners.
PROCESS	
ACCESS	Actors particularly those in educational settings are urged to implement activities which ensure that every learner with special educational needs participates on an equal footing with their peers, through adequate and targeted services.
COLLABORATION	Effective strategies for inclusive education require and embrace working partnerships within and among a variety of education sector stakeholders.





ACCOUNTABIL- ITY	Constitute a process aimed at helping individuals, educational facilities and all relevant institutions meet their specific responsibilities and reach their inclusive education goals. Actors have an obligation, based on a legal, political, social or moral justification, to provide an account of how they meet they are clearly defined responsibilities.
	It is however critical that accountability is supported by a strong enabling environment, designed to foster trust and emphasise building more inclusive, equitable, good-quality education systems and practices.
PERFORMANCE	
RELEVANCE	Concerted efforts should be geared towards provision of education aligned with the individual characteristics, abilities and needs of a learner who has special educational needs. Learning must respond flexibly to the circumstances and needs of all learners and should be adapted to the needs of learners rather than learners fitted to the process.
COMMITMENT	Constitute strong dedication to realise inclusive education
INTEGRITY	Constitute moral principles, particularly, uprightness, honesty and sincerity necessary among persons, activities, and institutions to embrace learners' diversity and in creating supportive environment for inclusive education.
PROFESSION- ALISM	Highlight the crucial significance of respect for, and alignment of governance professionalism and occupational professionalism in conceptualising, designing and delivery of inclusive education services and products







FUNDAMENTAL INCLUSIVE EDUCATION PRINCIPLES

The Tanzania National Strategy for Inclusive Education endeavours to promote, safeguard and ensure effective and equitable participation of all learners with special educational needs in inclusive education at all levels without discrimination or exclusion, and based on their inherent equality with their peers.

In that respect, and consistent with the Salamanca Statement Articles 6, 7 and 8, it adheres to and advance the following principles consistent with requirement of the Salamanca Statement:

- i) All learners should learn together, regardless of any difficulties or differences they may have.
- ii) Inclusive learning settings must recognise and respond to the diverse needs of their learners.
- iii) An appropriate curricular should accommodate both different styles and rates of learning ensuring quality education to all.
- iv) Organizational arrangements, teaching strategies, resource use with collaborative partnerships, and communities should consider the needs for learners with special educational needs to achieve quality education for all.
- v) In every learning setting, there should be a continuum of support and services to match the continuum of special educational needs encountered.
- vi) Within inclusive learning settings, learners with special educational needs should receive the extra support they may require ensuring their effective learning.
- vii) Inclusive learning settings should be an effective means for building solidarity between learners with special educational needs and their peers.
- viii) Placement and intervention of a learner with special educational needs to special learning setting

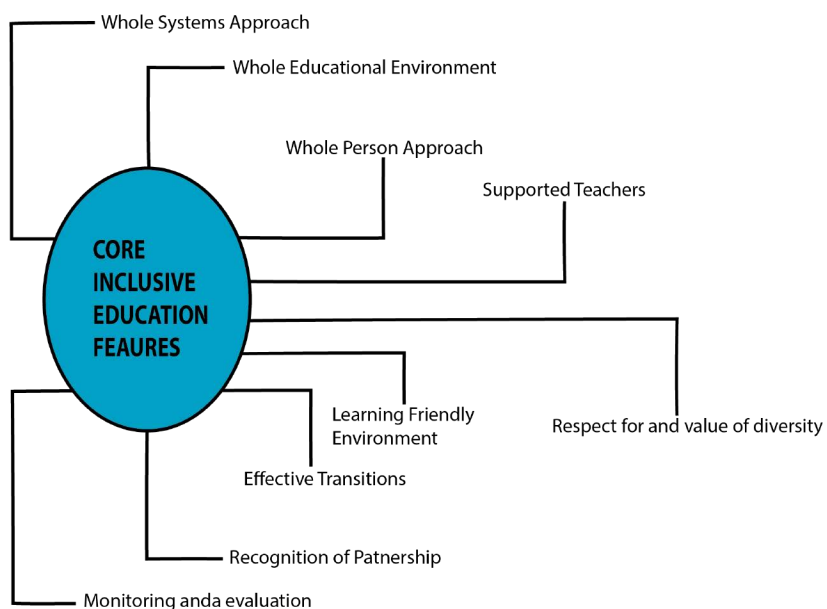




- ix) permanently should be done if only recommended by the results of identification and assessment. Learning planning by the government should concentrate on all conditions through both public and private learning settings

CORE FEATURES OF INCLUSIVE EDUCATION

The Tanzania National Strategy for Inclusive Education espouses and promote the education system in the country to embrace and exhibit the following features, which localises aspects of an inclusive education system as set out by General Comment No. 4 (2016) of UNCRPD Article 24 on the Right to Inclusive Education:





CORE FEATURE	DESCRIPTION
Whole systems approach	Sufficient resources should be invested toward advancing inclusive education, and toward introducing and incorporating the necessary changes in institutional culture, policies, and practices.
Whole educational environment	There is a need to introduce and embed the culture, policies, and practices to achieve inclusive education at all levels: classroom teaching and relationships, board meetings, teacher supervision, counseling services and medical care, school trips, budgetary allocations, and any interface with parents of learners with and without special educational needs.
Whole person approach	This approach implies the provision of support and reasonable accommodation and early intervention to learners with special educational needs so that they can fulfil their potential. There should be a personalised educational response, rather than expecting the learners to fit the system.
Supported teachers	All teachers and other staff should receive education and training giving them the core values and competencies to accommodate inclusive learning environments.
	Specific interventions should be provided to teachers and staff with disabilities.
Respect for and value of diversity	All members of the learning community are welcomed equally, all learners must feel valued, respected, included, and listened to. Effective measures to prevent abuse and bullying should be in place.





Learning-friendly environment:	Inclusive learning environment must create an accessible environment where learners with special educational needs feel safe, supported, stimulated, and able to express themselves.
Effective transitions	Learners with special educational needs receive the support to ensure the effective transition from learning at school to vocational, tertiary, and higher education, and finally to work. Learners' capacities and confidence are developed and receive reasonable accommodation and equality regarding assessment, examination, and certification of their capacities and attainments on an equal basis with others.
Recognition of partnerships	Functioning school support group (Teachers association, student associations and federations, Disabled Persons Organisations (DPOs) and Pro-Disability Organisations (PDOs), school boards, and ParentTeacher partnerships) both formal and informal, are all encouraged to increase they're understanding and knowledge of diverse educational needs. The relationship between the learning environment and the wider community must be recognised as a route towards inclusive societies.
Monitoring and Evaluation	Inclusive education must be monitored and evaluated regularly to ensure that segregation or integration is not happening either formally or informally. Monitoring should involve persons with disabilities, including children and persons with intensive support requirements, through DPOs and PDOs, as well as parents or caregivers of learners with diverse needs. Inclusive education indicators must be developed and used consistent with the 2030 Agenda for Sustainable Development, (SDG 4).





CONTEMPORARY STRATEGIC INCLUSIVE EDUCATION CHALLENGES IN TANZANIA

Following an evaluation of the implementation of the NSIE 2018-2021, and needs analysis for inclusive education at all levels of the Tanzania education system, the following strategic challenges were identified that the NSIE 2021/22-2025/26 should address:

1. An explicitly inclusive supportive education policy, legislation and guidelines
2. Inclusive education culture and practice, staff competencies, support mechanism, accessibility, internal evaluation and external quality assurance
3. Coordinated planning, collaboration, implementation, monitoring and evaluation of inclusive education plans
4. Identification and intervention, protection, continuity of learning, participation and development support, counseling and guidance
5. Proper human and material resources allocation and supportive learning infrastructure

STRATEGIC OBJECTIVES

The following are the strategic objectives of the NSIE 2021/22-2025/26:

1. Education policy, legislation and guidelines are informed by inclusive values and practices;
2. Equitable access and participation of learners with diverse needs and provision of quality inclusive education promoted at all levels;
3. Inclusive culture among policy makers, decision makers, education practitioners and community members promoted;
4. Improved coordination and collaboration among education stakeholders in delivering inclusive education; and





5. Improved quality assurance, monitoring and evaluation mechanism informed by proper data management from schools, educational institutions and stakeholders in the implementation of the strategy.

VISION

“To have an education system which ensure full participation of learners with special educational needs in inclusive settings and form the foundation for an inclusive society.”

MISSION

“To strengthen the education system through awareness raising, advocacy, capacity building, policy review, infrastructure improvement and resource mobilisation to enable learners with special educational needs to participate effectively in inclusive educational settings so as to reach their full potential.”

STRATEGY GOAL

“To provide access and quality inclusive education at all levels for learners with special educational needs”





OBJECTIVES AND STRATEGIES OF THE NATIONAL STRATEGY FOR INCLUSIVE EDUCATION

OBJECTIVES	DESCRIPTION	STRATEGIES	OBJECTIVE OUTCOME
OBJECTIVE 1	Education Policy, Legislations, Frameworks and Guidelines are Informed by Inclusive Values and Practices	1.1. Improve education policy, legislation, frameworks and guidelines to integrate inclusive education values and practices.	Inclusive education practices at all levels enhanced by enabling policy and legal environment
OBJECTIVE 2	Equitable access to, and participation in quality education for learners with special educational needs in inclusive settings enhanced	2.1 Improve access to education for learners with special educational needs in inclusive settings at all levels and nonformal education	Learners with special needs equitably participate in and benefit from quality education at all levels alongside their peers
		2.2 Enhance participation and retention of learners with special educational needs to benefit from quality education alongside their peers 2.3 Strengthening quality assurance mechanism to support schools, TVET and higher learning institutions in delivering quality inclusive education	





OBJECTIVES	DESCRIPTION	STRATEGIES	OBJECTIVE OUTCOME
OBJECTIVE 3	Promote inclusive culture among policy makers, decision makers, education practitioners and community members in all educational levels	3.1. Encourage interactions between policy / decision makers, educational practitioners, NSAs and organizations of and for people with special educational needs.	
		3.2. Encourage community practices and participation in inclusive education processes at home, school and other learning education institutions	Education sector players and community members exhibit and support inclusive practices and interventions
OBJECTIVE 4	Improved coordination and collaboration among stakeholders in delivering inclusive education.	4.1 Reinforcing communication and reporting mechanism among stakeholders for effective implementation of inclusive education	An effective and efficient coordination and collaboration system for Inclusive education stakeholders developed.
OBJECTIVE 5	Monitoring and Evaluation plan for the implementation of the Strategy Developed	5.1 Strengthening data collection mechanism to inform monitoring and evaluation of the strategy	Available relevant disaggregated data on the implementation of inclusive education strategy





OBJECTIVES, STRATEGIES AND ACTIONS

Objective 1:

Education Policy, Legislations, Frameworks and Guidelines are Informed by Inclusive Values and Practices

Adoption and actualisation of the inclusive education approach inevitably requires nothing short of education reform underlined by the transformation of policies, legislations, regulations, processes, structures, infrastructure, practices and human resources to support accommodation of all learners to learn together wherever possible, regardless of any difficulties or differences they may have. In Tanzania, and in this strategy, the ambition is to have an education system that does not exclude anyone from enjoying the right to education, and to include everyone, with non-disabled and Disabled people (including those with “special educational needs”) learning together in mainstream schools, training centers, colleges and universities, hence the actualisation of the inclusive education approach at all formal and non-formal levels of education. Institutional conditions, particularly policy and legislation can facilitate or undermine the realisation of an inclusive discourse. The strategy context has demonstrated a supportive policy environment for inclusive education in Tanzania. Furthermore, an array of policy measures highlighted in Annex II, also attest to the political will and concerted efforts directed towards actualisation of the inclusive education approach in the country. Consequent to those diverse policy reforms in Tanzania learners with special educational needs are increasingly educated in inclusive settings in all levels of education.

Specifically, the Tanzania National Policy on Disability (NPD) of 2004 and the ensuing Persons with Disabilities Act (PDA) No. 9 of 2010 are the main institutional documents pioneering inclusive education. NPD policy statement on policy issue





no 3.8 commits to provision of a conducive environment for inclusive education that takes care of special needs of disabled children; while PDA sec 27 (1), confer persons with disabilities rights to education and training in inclusive settings. However, without taking any of the positives of the PDA provision away, the assumption that inclusive education targets predominantly persons with disabilities, exclude many other special educational needs categories. On the other hand, while the Education and Training Policy (ETP) (2014) and the National Education Act, (NEA) No. 25 of 1978 and its related amendments without partiality provides for right to education, none categorically mentions or endorse inclusive education. Going forward, for the inclusive education approach to become a norm in Tanzania, it is crucial that key policy and legislative instruments guiding the provision of education in the country centrally integrate it. This objectives therefore seek to seize the opportunity availed by the ongoing educational policy review momentum to champion for the education policy to specifically espouse the inclusive education approach. This objective further intend to occasion the process of legislative amendment to ensure that the National Education Act categorically espouse the inclusive education approach.

On the same spirit of aligning the policy environment towards an inclusive education approach, this objective intend to occasion education sector authorities and institutions to review their respective policy and regulatory instruments and specifically embrace the inclusive education approach and clearly provide for learners with disabilities and those with special educational needs. This objective also intends to occasion the finalisation of the national model for inclusive education towards the realisation of a harmonised inclusive educational approach in the country.





Strategy: 1.1	Improve education policy, legislation, frameworks and guidelines to integrate inclusive education values and practices.
ACTIONS	
1.1.1.	Champion education policy and relevant legislation reviews to integrate inclusive education
1.1.2.	Issuing a circular that guide educational institutions to review their regulative instruments, (including assessment and examination guidelines) to integrate inclusive education
1.1.3.	Finalise the development of the national model for inclusive education.
1.1.4.	Issuing directives to relevant curriculum development institutions to review curricula of preprimary, primary, TVET, non-formal and adult education to cater for educational needs of learners with hearing impairment, deafblind, intellectual impairment and autism.
1.1.5.	Prepare guideline for recruiting and supporting Teaching Assistant role in inclusive learning setting





Objective 2:

Equitable access to, and participation in quality education for learners with special educational needs in inclusive settings enhanced.

Actualisation of the inclusive education approach unavoidably require delivering inclusion in class and beyond the class, across entire educational settings. This objective is grounded on the assumption that inclusive education is an anticipatory approach that takes proactive steps to anticipate and identify the needs of all learners, especially of those with disabilities and special educational needs, and optimally meet those needs where possible. In that respect, naturally that process culminates with the provision of appropriate learning support so that all learners have the opportunity to learn together in inclusive education settings whenever possible, receive quality education and maximize their learning outcomes. This objective is therefore devised to occasion responsible authorities in the education sector across all formal and non-formal levels to timely and effectively identify, examine and address inclusive education barriers and itemise principal actions that needs to be taken to remove those barriers. The key priority action points has been on access, participation and retention, and provision of quality inclusive education.





Strategy 2.1	Improve access to education for learners with special educational needs in inclusive settings at all levels and non-formal education
ACTIONS	
2.1.1.	Construct and equip new national and regional Education support and Resource and Assessment Center (ESRAC)
2.1.2.	Issue directive to LGAs, higher learning and TVET authorities to create enabling environment and provision of education support and assessment services in existing special vocational center, schools, and units to support implementation of inclusive education
2.1.3.	Identify and assess learners with special educational needs at all levels of formal education and non-formal for appropriate interventions
Strategy 2.2	Enhance participation and retention of learners with special educational needs to benefit from quality education alongside their peers
ACTIONS	
2.2.1.	Disseminate child protection guideline to teachers, WEOs, SNEO, SQAs and DEOs
2.2.2.	Provide in service training to teachers, on inclusive education





2.2.3.	Issue directive to TCU and TVET to instruct higher learning and TVET institutions to provide in-service training to instructors and lecturers on inclusive education
2.2.4.	Disseminate Guidance and counselling guideline to Teachers, tutors, SQAs, WEOs, SNEOs, DEOs and REOs
2.2.5.	Issue directive to TCU and TVET to instruct higher learning and TVET institutions to develop/review and disseminate guidance and counselling policy and guideline to incorporate aspects of learners with special educational needs
2.2.6.	Provide in service training to SNE teachers in their respective areas of specialisation.
2.2.7.	Procure and supply specialised equipment's, accessible teaching and learning materials and assistive devices (products) to support learners with special educational needs at all levels of education and non-formal
2.2.8.	Issue directive to higher learning and TVET institutions to provide specialised equipment, accessible teaching and learning materials, assistive devices and books in accessible format for learners with special educational needs





Strategy 2.3	Strengthening quality assurance mechanism to support schools, TVET and higher learning institutions in delivering quality inclusive education
ACTIONS	
2.3.1.	Review and disseminate quality assurance frameworks and handbook to incorporate elements of inclusive education
2.3.2.	Conduct capacity building to SQAs, WEOs, SNEOs on reviewed framework with elements of Inclusive Education
2.3.2.	Issue directive to TCU and TVET to revise and disseminate their quality standards instruments, and to subsequently instruct higher learning and TVET institutions to review their respective quality assurance guidelines to incorporate elements of inclusive education





Objective 3:

Promote inclusive culture among policy makers, decision makers, education practitioners and community members in all educational levels

Inclusion in education constitutes a way of thinking, perceiving, feeling and a pattern of basic assumptions which consider all learners especially those with disabilities and special educational needs not as outsiders who have no right to education, or need isolated educational arrangements, or who need to be integrated, but rather as inherent members who already belonged, and are a part of the educational community, and a part of the society at large. In this way of thinking the focus is how to educate together all learners some of them inevitably with disabilities or special educational needs. On the basis of that backdrop, inclusion in education necessarily need to be anchored on an inclusive culture to succeed. Furthermore, the core values and core features of inclusive education envisaged by this strategy will not be actualised without a strong and evident inclusive culture across the board. This is because inclusive culture interacts with educational facilities and institutions, organizations, people, structures, and control systems to produce certain desired behavioral norms which results in the attainment of inclusive educational settings. Some of the constitutive elements of an inclusive system would include inclusive leadership, a broad view of educational community and, broadly shared inclusive values and beliefs. This objective therefore strives to spearhead efforts that introduces innovative measures to impart inclusive culture in educational facilities and institutions, in the community, among education practitioners, among administrative personnel in the education sector and related sectors from the national level to the community level, and among political actors and decision makers in the education sector and related sectors. This objective is grounded on the understanding that culture operate on multiple levels, and that its shared values and beliefs are manifested in the observable features, whether technical, visible or artistic, and





that sustainability rely on the shared underlying meaning. In that regard the development of inclusive culture is not seen as a mechanical process, but rather as an array of strategic collaborative processes among education sector stakeholders.

Strategy 3.1	Encourage interactions between policy / decision makers, educational practitioners, NSAs and organizations of and for people with special needs.
ACTIONS	
3.1.1.	Issue directives to all relevant authorities for inclusive education to be an agenda in all national, regional and district education sector events
3.1.2.	Coordinate inclusive education stakeholders to participate in national and international events.
3.1.3.	Train regional and district education officers /SNEOs on strategies to sensitise political, administrative, educational
3.1.4.	Issue a directive/Guidance to LGAs to guide community awareness raising and sensitisation efforts on identification
3.1.5.	Introduce and organise National Inclusive Education week





Strategy 3.2	Encourage community practices and participation in inclusive education processes at home, school and other learning education institutions
ACTIONS	
3.2.1.	Conduct mass media campaigns to raise community awareness on inclusive education in non-formal and all levels of formal
3.2.2.	Issue directive to introduce PTP approach in secondary schools and scale up the establishment of PTPs in primary schools to support awareness creation on Inclusive practices

Objective 4:

Improved coordination and collaboration among stakeholders in delivering inclusive education

Coordination is not only a growing policy challenge but a huge practical one in delivery of inclusive education in Tanzania. The epicentre of the challenge is that on one hand there are a multiple public sector actors (PMO, MoEST, PoRALG, MoHCDEC, MoFP, and MoHA to mention a few) each with certain roles to play in some aspect of the delivery of inclusive education, some with overlapping mandate and competitive relations and most with parallel lines of accountability and they do not necessarily consult each other; and on the other, in the education sector there are dispersed non-state actors with diverse specialisations. Actualisation of the inclusive education approach requires the close cooperation of the relevant public actors, non-state actors and development partners, which is essential to marshal the investment required, and to efficiently use financial and human resources, and to





catalyse required changes at the community and educational facilities levels. This objective is therefore devised to pioneer coordinated planning, cooperation, and collaborative services delivery essential for actualisation of inclusive education.

Strategy 4.1	Reinforcing communication and reporting mechanism among stakeholders for effective implementation of inclusive education
ACTIONS	
4.1.1	Map and categorise inclusive education stakeholders (geographical coverage, specialisation and thematic areas).
4.1.2	Establish an inter-ministerial working relationship among stakeholders for effective delivery of inclusive education
4.1.3	Establish/strengthen special needs education department/ section/unit at all educational levels for effective implementation of inclusive education
4.1.4	Liaise with other DPs and DPOs to strengthen relationship in both implementation and support.





Objective 5:

Monitoring and Evaluation Plan for the implementation of the strategy Developed

There is a difference between monitoring and evaluation of inclusive education called for by the final core feature of this strategy and monitoring and evaluation of the implementation of the National Strategy for Inclusive Education (NSIE). The former is necessary and inclusive education sector stakeholders would undoubtedly want to see that happen. However, monitoring and evaluating the implementation of the strategy is a crucial precursor to monitoring inclusive education. Education inclusiveness has been the strategic orientation of Tanzania since mid 1990s, and this has involved an array of policy reforms, establishment of new structures at the national, community, and education facility levels, building the capacity of educators to manage inclusive classes, infrastructural development to foster a friendly physical environment for especially learners with disabilities, establishment of support networks, curriculum reviews, public promotion activities among many other efforts. However, monitoring and evaluation of these efforts has remained at a rudimentary level. To date there is lack of a common data collection system on inclusive education and thereby lack of a common source for verifiable inclusive education data. In that respect to know the state of inclusive education in the country depends on who you ask and when you ask. Lack of comprehensive input process level data (i.e., determining whether all envisaged measures have consistently reached the beneficiaries), has become a major stumbling block in monitoring and evaluation of inclusive education process indicators (i.e., verify whether the measures are adequately implemented), and output indicators (i.e., the effects of inclusive education). This objective is therefore devised to correct that challenge, and intends to occasion the establishment of a comprehensive data collection, management, processing and analysis system focusing on capturing input indicators. This will provide a strong foundation for monitoring and evaluation of inclusive





education at process level and outcome level.

Strategy 5.1	Strengthening data collection mechanism to inform monitoring and evaluation of the strategy
ACTIONS	
5.1.1.	Review BEMIS and EMIS to incorporate desegregated data of learners with special educational needs.
5.1.2.	Prepare inter-ministerial database to capture and store IE stakeholders strategy implementation reports and disaggregated data on inclusive education at all levels of education
5.1.3.	Establish and orient joint monitoring and evaluation group (inclusive education working group).
5.1.4.	Develop the strategy monitoring and evaluation plan and tools
5.1.5.	Orient and disseminate data collection tools for monitoring and evaluation to inclusive education stake holders
5.1.6.	Conduct quarterly joint inter-ministerial support supervision visits to monitor and evaluate the implementation of the NSIE
5.1.7.	Conduct midterm evaluation of the implementation of the strategy
5.1.8.	Conduct final evaluation of the implementation of the strategy

To comprehensively effectuate this objective and effectively a Monitoring and Evaluation (M&) Plan has been developed and is annexed to this strategy. On the basis of the foregoing,





this M&E Plan is designed to measure, assess and report performance in order to more effectively manage the achievement of results. The plan includes mechanisms to turn data into useful evidence that supports sound decision-making. It also ensures people involved in the implementation understand their roles, responsibilities and are able to track their performances. The added value of this M&E Plan is that if utilised it can help decision makers timely identify areas that are performing very well and also identify areas that need more inputs and allocate resources accordingly.

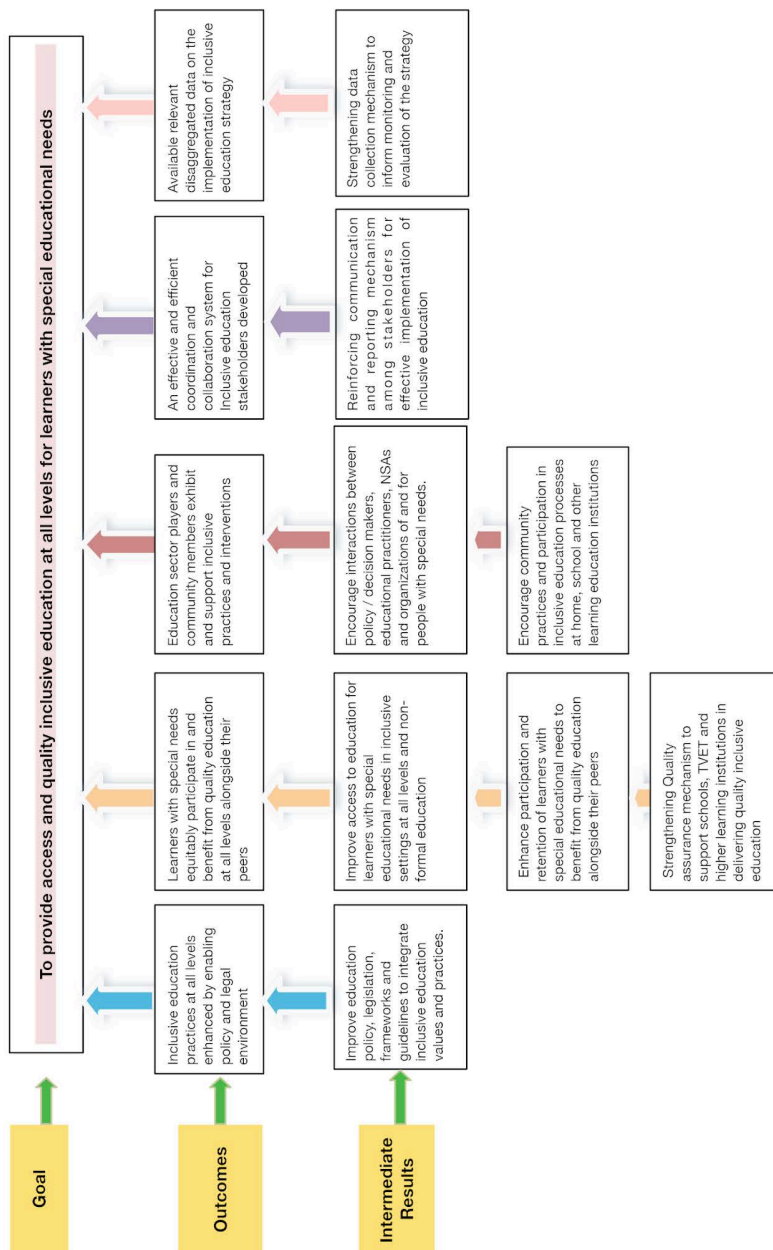
As standard for input process level data, this M&E Plan has been designed with performance indicators expected to provide progress and status of the implementation of this strategy and to help at any given time to determine the state of implementation. For a more manageable and monitoring and evaluation indicators are purposeful intended to track output and intermediate outcome level results. In that respect the planned midterm review of the strategy is expected to drive implementation process for the remaining period and thus makes efforts more directs towards reaching intended goal.

Below is the M&E results framework that gives a glimpse of particularly intermediate level outcomes that will be tracked.

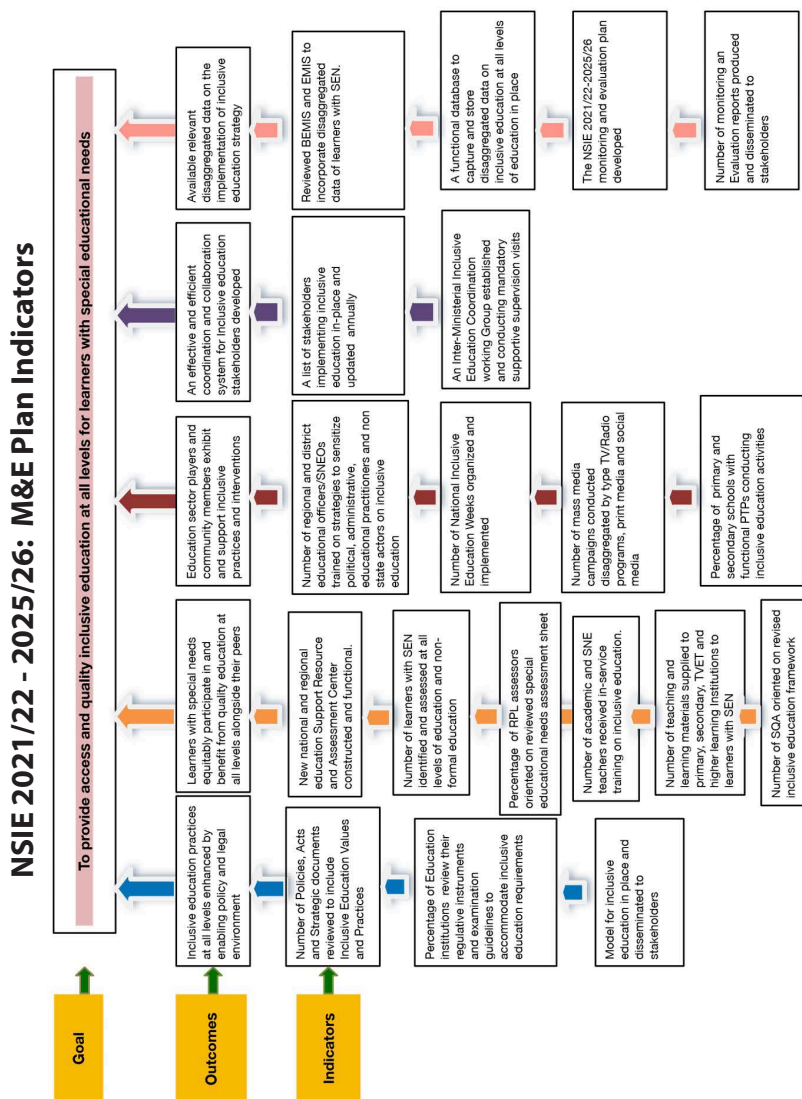




NSIE 2021/22 - 2025/26: Results Framework



Furthermore, the framework below gives a diagrammatic glimpse of the indicators that will be specifically tracked by this M&E Plan.





ANNEX I: DEFINITION OF CONCEPTS

Lack of common understanding or lack of understanding of basic concepts in inclusive education has been identified as one of the main contributors of differing implementation and at times lack of implementation of the inclusive education strategy. Furthermore, most education sector actors and community members have grappled with the understanding of what inclusive education means within education. This section provides and defines some of the key concepts on inclusive education in Tanzania.

Access in education: refers to the ways in which educational institutions and policies ensure or strive to ensure that citizens have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some learners from equitable participation in certain courses or academic programs. The GoT recognises the barriers which some learners may face including poverty, illness, distance to and from school, cultural barriers, and is increasingly seeking to address these in order to ensure all children can gain access to education

Accommodation: Accommodation is a type of adaptation that creates a personal learning environment for a child by altering instruction, classroom environment, assessment, and/or other materials and attributes in order to provide a learners with special educational needs and equal opportunity to participate in class activities and demonstrate knowledge and skills

Accommodative classroom: Constitute a classroom in which all learners, irrespective of their abilities or skills, are welcomed holistically.





Adaption: Involves changes in the curriculum, teaching and learning strategies, learning materials and assessment to meet the needs of learners with SEN. It involves changes in the way instruction and assessment are carried out to allow a learner equal opportunity to demonstrate mastery of concepts and achieve the desired learning outcomes.

Adaptive curriculum: Adaptive curriculum for inclusive education is an on-going dynamic process that modifies and adapt the prescribed programme of studies to meet the learning requirement of a learners with special educational needs. It enables the teaching team to welcome learners of all abilities and ensure that every learner is challenged to learn.

Affirmative action: Means positive steps taken to provide access and increase the representation of minorities including learners with special educational needs in the education from which they have been historically excluded. It involves policies positively supporting minorities including learners with special educational needs or disabilities that have previously suffered discrimination in education.

Age appropriateness: In education, is a situation where learners with special educational needs participate in age-appropriate activities based on the learners' historical background, needs and abilities.

Approved School: Refers to a residential institution for young offenders often established and/or declared as such by a relevant legislation.

Assessment: Assessment is a continuous process of gathering relevant information or data about a child, interpreting them, and making an instructional decision for the provision of educational services. In assessing one needs to identify children with challenges in learning and suggest intervention measures to overcome those challenges.





Assessment kit: Refers to a set of specialised equipment/tools/ materials used for conducting an educational assessment to determine proper interventions for a child with special educational needs.

Assistive devices: Refer to external devices that are designed, made or adapted to assist a person to perform a particular task. Many people with disabilities depend on assistive devices to enable them to carry out daily activities and participate actively and productively in community life.

Behavior disorder: In the context of education refers to a diverse group of conditions in which a learner chronically performs highly inappropriate behaviours. Problematic behaviours have the following general features: they tend to be extreme; they persist for extended periods of time; they tend to be socially unacceptable; (e.g., unwanted sexual advances or vandalism against school property); they affect school work; and, they have no other obvious explanation (e.g. a health problem or temporary disruption in the family).

Children in Conflict with the law: Refers to any person under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence.

Cross-cutting issues: In the context of education refers to content which is to be covered across subjects (or disciplines or learning areas) rather than being taught and learned in one particular subject. These issues are program content across disciplinary boundaries, enrich the curriculum without overloading it through the introduction of additional teaching subjects, and facilitate interdisciplinary thinking and collaborative learning. E.g. includes human rights, gender issues, peace-education, and education for sustainable development.

Disability: The loss or limitation of opportunities to take part





in the normal life of the community on an equal level with others due to physical, mental or social factors.

Discrimination: Refers to a psychological inclination and systemic practice of treating a person of a particular groups of people differently, especially in a worse way from the way others are treated. The grounds for discrimination are various but most often include race, age, ability, religion, ethnicity, sex, and status.

Discrimination in education: Refers to the act of discriminating against people belonging to certain categories in enjoying full right to education. It involves arbitrary exclusion of learners or a group of individuals from pursuing education. An exclusion can be based on colour, race, sex, language, religion, politics, or other opinion, national ethnic or social origin, property, disability, birth or status.

Diverse needs: Refers to wide variety of needs to be addressed for learners to access and effectively participate in education.

Education equality: A policy or practice approach ensuring that every learner regardless of their differences has the same rights, opportunity and resources to education.

Educational equity: Constitutes achievement of fairness, justice, and impartiality in education, and refers to accommodating and meeting the specific needs of specific individuals. Equity involves unequal provision designed to balance the scales and ensures attainment of an equal opportunity to succeed and achieve one's potential.

Educational guidance and counselling: Refers to the counseling specialty concerned with providing advice and assistance to learners in the development of their educational plans, choice of appropriate courses, and choice of college or technical school. It involves advising them regarding their educational progress, on career opportunities, or personal





difficulties or anxieties.

Educational intervention: Refers to the process of identifying, planning and providing learners individually or collectively with the support they need to acquire the skills being taught by the educational system and should address functional skills, academic, cognitive, behavioral, and social skills that directly affect the child's ability to access an education.

Educational Support, Resource and Assessment Center (ESRAC): This is a service designed to provide a wider response in the following areas: Identification of children who might experience barriers to learning; Provision of support to children with special educational needs in schools and communities to maximize learning outcomes; and, Training of personnel and resourcing of teaching and learning materials.

Ethnic minority: refers to a group within a community which has different national or cultural tradition from the main population.

Gifted and Talented Learners: Refers to learners who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: exhibits high-performance capability in an intellectual, creative or artistic area; possesses an unusual capacity for leadership; or, excels in a specific academic field.

Guidance and Counselling: Refers to the process which helps the learners to know their skills, interests, personality that will help learners in further career selection. In the context of inclusive education it involves systematic assistance that help learners with special educational needs or disabilities achieve satisfactory adjustment to school and life, and the process of helping them understand and use wisely the educational, vocational, and personal opportunities they have or can





develop.

Guideline: Refers to reference document that provides assistance and guidance to educational institutions in their provision of minimum access required in various types of educational buildings, gadgets, learning equipment and materials, as well as curriculum and pedagogy for the practice of Inclusive Education.

Humanitarian approach: A philosophical approach holding the view that all human beings deserve respect and dignity and should be treated as such. Therefore, humanitarians work towards advancing the well-being of humanity as a whole. It is the contrast of the “us vs. them” mentality that characterises tribalism and ethnic nationalism. **Identification:** This is a first stage in the assessment process where a child is identified whether s/he is having difficulties in reaching basic education goals and/or other associated goals in relation to age or environment.

Inclusive Classroom: Refers to a classroom in which all learners, irrespective of their abilities or skills, are welcomed holistically. A teacher in inclusive classroom differentiates teaching to meet the diverse needs in the classroom. It provides benefits for both the learners with and without SEN.

Inclusive Education: is seen as “...a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” (UNESCO)

Inclusive Education System: An education system that includes all learners, and welcomes and supports them to learn together, whoever they are and whatever their abilities or requirement. It is a system of education in which all learners, actively participate and achieve in regular schools and other educational programmes regardless of their diverse





backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources.

Inclusive education kit: Is a constellation of inclusive teaching and learning items/ materials that are kept together often in the same content and used for similar purposes aimed at supporting the learning process for learners with special educational needs. In Tanzania the IE kit has 7 guidelines that help teachers to build his/her capacity for supporting learners with special educational needs. The 7 guidelines are as follow: Embracing diversity; Becoming an Inclusive Learning Friendly Environment; Working with families and communities to create an Inclusive Education Friendly environment; Getting all girls and boys in school and learning; Creating inclusive learning-friendly classrooms; Managing inclusive learning classroom and Creating a health and protective Inclusive Learning Friendly Environment (ILFE).

Inclusive education working group: a group of experts from various institutions (Government, CSOs and Development Partners' organizations) formulated with aim of reviewing the previous IE strategy, developing a new strategy, and monitoring and reporting implementation progress.

Inclusive Learning: Refer to an approach that allow all learners to participate actively in learning and achieve their full potential according to curriculum

Inclusive school: Refers to schools that do not require learners to possess any particular set of skills or abilities as a prerequisite to belonging, and create as well as provide whatever is necessary to ensure that all learners have access to meaningful learning.

Inclusive school communities: Refer to educational settings in which all learners including those with SEN and disabilities have opportunities to participate and received support in





all aspects of school life alongside peers who do not have disabilities. **Instructional strategies:** Instructional strategy in inclusive settings refers to modes of teaching and learning that are designed to actively engage, include, and challenge all learners including learners with special educational needs.

Integration: Constitute a process whereby learners with special educational needs or those with disabilities are confined to a special class/unit but within the regular school/educational settings.

Intervention: This refers to a set of processes/programs or steps to support learners in learning process. They're designed so that family and the school can track learners' progress.

Learners with disabilities: Refer to learners with a loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical, mental or social factors.

Learning difficulties: Refer to a condition that impact on an individual's ability to gain knowledge and skills at the same rate as his/her peer.

Learning outcomes: LOs are statements that describe and significant and essential learning that learners with special educational needs have achieved and can reliably demonstrate at the end of a course. This includes the measurable skills, abilities knowledge, or values demonstrated by a Learners with special educational needs.

Mainstreaming: In the context of education, involves the physical placement of learners with special educational needs and/or those with disabilities in regular education settings only when they can cope with the traditional curriculum with some assistance.

Marginalised group: In the context of education refers to





categories of individuals who systemic or structural barriers deny them their right to education.

Medical approach: The medical approach sees disability as something that is 'wrong' with a person's body or mind. For example, this approach might suggest that a person with disability would ideally be "treated and cured."

Model school: In the context of inclusive education refers to a school which provide a typical example of an inclusive setting.

Operational plan: a highly detailed plan that provides a clear picture of how Government, Development Partners, CSOs and other stakeholders will contribute to the achievement of the Inclusive Education strategy objectives.

Out of school children: Refer to out of school children who are within the official school age range but are not enrolled in pre-primary or secondary schools.

Overage learners: Often refer to learners in basic education level who are older than the official school-age range for the educational programme they are enrolled in.

Participation: In the context of inclusive education it means a learner being continually and meaningfully involved in an educational programme. Key components of participation in an inclusive educational setting include the relevance or importance of activities to the learners, the comparability of activities to activities expected of, or carried out by learners in general, and the general relevance or importance of activities in the context of social, developmental or educational goals.

Persons of concern: Refers to persons who have been forced to flee in search of protection, including refugees and asylum seekers.





Physical impairment: Is a disability that limits a person's physical capacity to move, coordinate actions, or perform physical activities. It is also accompanied by difficulties in one or more of the following areas: physical and motor tasks, independent movement; performing daily living functions.

Preventive Education: Refers to a comprehensive education that is focused on addressing the root causes of interpersonal violence, or sexual assault, dating/domestic violence, and stalking. Prevention education is focused primarily on creating culture change by addressing the roots of rape culture.

Quality education: Constitute education that is pedagogically and developmentally sound and educates the learners in becoming an active and productive members of society. It provides the outcome needed for individuals, communities and societies to prosper and provides learners at all levels with relevant knowledge, competencies and skills to enhance their personal well-being and capabilities.

Rehabilitation: Refers to care that can help individuals who have certain physical, mental, and/or cognitive challenges caused by injury, disease, trauma, side effects of treatment or other causes, get back, keep, or improve abilities that you need for daily life.

Resource Room: Means separate classroom for special education outside the mainstream classroom.

Respect: a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

Satellite center: A satellite centre provides access to quality and cost-effective preprimary and early primary education for children in hard to reach areas; it operates under the oversight of the local primary school but is located in communities near children too young to reach the primary school.





Screening: Constitute specialised procedures to predict which pupils are likely to have problems in the regular classroom and to identify those who may be eligible for particular programs such as special education.

Segregation: In educational context refers to a practice where learners particularly those with special educational needs are educated in separate environment, whether classroom or educational facility.

Social approach: This approach proposes that what makes a learner disabled are not their medical condition, but the attitudes and structures of society. It posits that it is society which disables impaired people.

Special Education: is the practice of educating learners in the way that address the individual differences and customise delivery to their particular needs.

Special Educational Needs: Refers to learning difficulties or disabilities that make it harder for learners to learn than most of their peers.

Special education teacher: Is a teacher who is especially trained to work with learners with special educational needs and disabilities. Some learners with SEN and disabilities require unique instruction by specially trained professionals to help them achieve their highest potential and strive to progress beyond their limitations.

Special needs education: Refers to education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.





Special School: Refer to schools that enrol children with disabilities or those who are gifted and talented, and educates them through the use of specialised materials, specially trained teachers, and in special settings without non-special learners.

Special unit: Constitutes classrooms or settings within an educational facility or institution dedicated to provide education for learners with special educational needs.

Specialised education equipment: refers to adaptive equipment and furniture, assistive learning, and communication devices, plus daily living aids and mobility equipment to accommodate all learners with special educational needs.

Teaching Assistant: Is a personnel hired by schools to assist teachers and special educators in classrooms and support learners with SEN in learning.

Visual impairment: refers to any kind of vision loss, whether someone who cannot see at all or has partial vision loss.





ANNEX II: INCLUSIVE EDUCATION POLICY ENVIRONMENT IN TANZANIA

INTERNATIONAL INSTRUMENTS AND THEIR LOCALISATION		
International Instrument	Tanzania Status	Localised
UN Declaration of Human Rights 1948 • Article 2 • Article 26	Ratified (1985)	• Bill of rights was incorporated in the Constitution of the United Republic of Tanzania of 1977
UN Convention of the Rights of the Child - 1989 • Article 2(2) Protection against discrimination • Article 23 • Article 28 (1c): Make higher education accessible to all on the basis of capacity by every appropriate means;	Ratified (1991)	• National Child Development Policy (1996) revised in 2008 • Law of the Child Act No 21, 2009 • Development of pre-primary education curriculum of 2005 (amended 2016) • Education Sector Development Program (2008-2017) • Primary Education Development Programme (PEDP) • Secondary Education Development Program (SEDP)
Standards Rule of Equalization of Opportunity of Persons with disabilities - 1993 • Rule 6	Signed	• Development of National Policy of Disability 2004 • The Persons with Disabilities Act, No. 9 of 2010 • TCU Handbook for Standards and Guidelines for University Education in Tanzania (2019). 3rd Edition





Salamanca Statement 1994	Ratified (1994)	• National Policy on Disability (2004) • The persons with Disability Act. 2010 • TCU Handbook for Standards and Guidelines for University Education in Tanzania (2019). 3rd Edition
Dakar Framework for Action 2000	Ratified (2000)	• National Strategy on Inclusive Education (2009-2017) • Inclusive Education Toolkit 2012 • PEDP I 2001-2006 • PEDP II 2007 - 2011 • Education and Training Policy 2014
UN Convention on Rights of People with Disabilities 2006 • Article 3 • Article 24 – Education	Ratified (2009)	• The person with Disability Act. No. 9 of 2010 • Disability Mainstreaming Strategy 2010-2015
Marrakesh Treaty 2013 • Facilitate Access to Published work for persons who are blind, visually impaired	Ratified (2019)	• Review of Intellectual Property Right
Sustainable Development Goals 2015-2030 Goal 4	Ratified (2015)	• ESDP 2016/17 – 2020/21 • NSIE 2017-2021 • Education and Training Policy 2014
United Nations Rules for the Protection of Juveniles Deprived of their Liberty adopted by General Assembly resolution 45/113 of 14 December 1990 • Havana Rule No. 38 • Havana Rule 42	Signed	i) Law of the Child Act No. 21 of 2009, section 121(1)) which provides for Approved Schools ii) Law of the Child (Retention Homes) Rules 2012, section 3(1),





Key policy instruments informing inclusive education in Tanzania

1. Constitution of the United Republic of Tanzania of 1977; Article 1, 2, and 3
2. Education and Training Policy, 2014 (3.2.18; 3.3.1 and 3.3.2)
3. National Educational Act, No. 25 of 1978; and as amended in the 'The Written Laws (Miscellaneous Amendment)(No.2) Act' Section 35 (1), (2), (3), and (4).
4. Education Sector Development Plan (2016/17-2020/21 (Component 6; Strategy No.2 and Strategy 3)
5. The National Policy on Disability 2004 (Statement 3.8)
6. Persons with Disabilities Act No. 9 of 2010 (Section 7, Section 12(2) (a); Section 27; and Section 29(3)
7. Pre-primary Education Curriculum 2005 (as amended in 2016): 1.4 Policy Statements on PrePrimary Education; 1.5 Objectives of Pre-Primary Education; and, 1.7 Target Group for the Curriculum.
8. National Child Development Policy (1996) revised in 2008 (Chapter 4)
9. Law of the Child Act No. 21 of 2009 (Section 4 (1),(2); Section 8, Section 9; Section 26; Section 87 and Section 121(1))
10. Law of the Child (Retention Homes) Rules 2012, section 3(1)
11. The Persons with Disabilities (General) Regulations, 2012

Vocational, Tertiary and Adult Education Policy Environment for IE

1. Vocational, Education and Training Act 1994 revised 2006: Sect 4 (1) (g) To promote access to Vocational Education Training for disadvantaged groups.
2. NACTE Academic Quality Standards (2010): (3.3.3 (v) ; 3.5.3 (iv); 3.5.5 (a) iii; and 3.6
3. Compendium of NACTE Academic Quality Standards (2010): No. 19 Student seating; No.22 Entry doors installed with vision panels; No.23 Presentation space; No.33 Mobility Impairments – Seating for wheelchairs; No.34 2% to 4% classroom seating for a wheelchair; No.35 wheelchairs minimum of 1.2m space between rows and must not exceed 1 in 12 rise to run [1:12 ratio]; No.36 Hearing Impairment – Audio amplification system; No.37 Permanent installed assistive listening system for fixed seating; No. 38 Portable assistive listening system for movable seating or fixed seating and No.39 Emergency strobe light for the hearing impaired.





4. VETA Corporate Plan (VCP) V 2018/19-2022/23 (Strategic Objective. 3.5.3 Objective D; Equitable access to Vocational and Educational Training Enhanced.
5. The National Literacy and Mass Education Strategy (NALMES) 2020-2025
6. Mwongozo wa Usajili na Uendeshaji wa Vituo Vinavyotoa Elimu ya Sekondari kwa Njia ya Ujifunzaji Huria na Masafa (2013)

Higher Learning Institutions Policy Environment for IE

1. Constitution of the United Republic of Tanzania of 1977; Articles 2, and 3
2. The National Policy on Disability 2004: Policy Issue 3:11 and related Statement
3. Persons with disability Act No.9 (2010) Section 27
4. National Disability Mainstreaming Strategy: 2010 - 2015 (Chapter 4 and Chapter 5)
5. Education and Training Policy (2014): 3.2.18, 3.3.1 and 3.3.2
6. Education Sector Development Plan: 2016/17-2020/21 (Component 6; Strategy No.2)
7. TCU Handbook for Standards and Guidelines for University Education in Tanzania (2019). 3rd Edition (Standard 6.1: Teaching and learning resources - Guideline 6.1.2; Standard 6.8 Staff and Student support system - Guideline 6.8.2 and Guideline 6.8.4;

Education sector circulars supporting Inclusive Education

1. Waraka Na.11 wa 2012: Uendeshaji wa Mitihani kwa Wanafunzi wenye Mahitaji maalum
2. Waraka wa Elimu na.6 wa 2003 wa Utoaji wa Elimu kwa Mwanafunzi wenye Ulemavu
3. Waraka wa Utoaji wa Adhabu Mashuleni (2020)
4. Waraka wa Elimu Na.2 wa 2018: Utaratibu wa kukariri Darasa wanafunzi wa shule za msingi na Sekondari; Kipengele 2.0 Kukariri darasa kwa wanafunzi wanaoshindwa kufikia viwango vya ufaulu vilivyowekwa na shule. Uongozi wa shule utakubaliana na mzazi kwa maandishi juu ya kukariri darasa kwa mwanafunzi
5. Waraka Na.1 wa 2018: Uundaaji na uendeshaji wa kamati na Bodi za shule: Sehemu ya 2.0 Muundo wa kamati au Bodi za Shule
6. 2.1.(iv) Iwapo shule ina kitengo kwa ajili ya Watoto wenye mahitaji maalum mkuu wa kitengo naye atakuwa mjumbe
7. Waraka Na 3 wa 2016 Elimu Bure





Approved Guidelines, Curriculum and Strategic Documents Supporting Inclusive Education

1. Mwongozo wa Utekelezaji Mtaala wa Elimu ya Sekondari kwa Wanafunzi Viziwi (2020)-TIE
2. Kamusi ya Lugha ya Alama ya Tanzania (2020)-WyEST
3. Toolkit for Creating Inclusive Learning Friendly Environments (2012)-TIE
4. Guideline for Educational Support, Resource and Assessment Services (2013)-MoEVT
5. Mwongozo Elekezi wa Kubaini Mahitaji Maalum ya Ujifunzaji stadi za Kusoma,Kuandika na Kuhesabu (KKK) kwa Watoto (2016)-MoEVT
6. Mwongozo wa Ufundishaji Elimu Jumuishi (2005) WyEU
7. National Strategy for Inclusive Education (2018-21)-MoEST
8. Mwongozo wa Utoaji wa Huduma ya Elimu kwa Watoto wenye Ulemavu wa Ngozi na wenye Uoni hafifu (2012) MoEVT
9. School Quality Assurance Framework and Handbook (2017) MoEST
10. National Guideline for Water, Sanitation and Hygiene for Tanzania Schools (2016) MoEST
11. TCU Handbook for Standards and Guidelines for University Education in Tanzania (2019). 3rd Edition

Draft Guidelines, Curriculum and Strategic Documents Supporting Inclusive Education

1. Mwongozo wa kufundishia Lugha ya Alama kwa Wakufunzi-TIE
2. Rasimu ya Muongozo wa kufundishia Wanafunzi wenye Ulemavu wa Akili na Wenye Usonji (2019)-TIE
3. Mwongozo wa kufundishia Lugha ya Alama kwa Wakufunzi-TIE
4. Mihtasari ya masomo ya kufundishia wanafunzi wenye Ulemavu wa Akili (2009)-TIE
5. Rasimu ya Mwongozo wa Kufundishia wanafunzi Wasioona stadi za Kusoma,Kuandika na Kuhesabu (KKK) Darasa la Kwanza na la Pili (2019)-TIE
6. Rasimu ya Muongozo wa Utoaji wa Elimu kwa Wanafunzi wenye Mahitaji Maalum nchini (2020)-WyEST
7. Rasimu ya Utoaji wa Elimu ya Ushauri na Unasihi kwa Wanafunzi (2019)-WyEST
8. Rasimu ya Muhtasari wa Kufundishia Wanafunzi wenye Uziwikutoona katika Vitengo (2013)-TIE
9. Draft-Curriculum for Community Based Education (2014)-TIE
10. Draft-Facilitators guide on Community Based Education for learners with Deafblindness (2014)-TIE





11. Rasimu ya Muongozo wa Utoaji wa Elimu kwa wanafunzi wenye Ualbino (2019) WyEST
12. Rasimu ya Muongozo wa Utoaji wa Chakula shuleni (2020) WyEST
13. Rasimu ya Muongozo wa Ujenzi wa Miundombinu ya Shule (2020) WyEST
14. Rasimu ya Muongozo wa kufundishia wanafunzi Viziwi wa darasa la Kwanza na la Pili
15. Mtaala wa mafunzo ya Stashahada ya Ualimu-Elimu Maalumu (2020)-WyEST
16. Draft-Guideline for Inclusion of Persons with Disabilities in Vocational education and Training (2020)
17. Mwongozo wa Uanzishaji usimamizi na uendeshaji wa vituo shikizi vya shule (2020) Draft
18. Rasimu ya Mwongozo wa usajili wa Shule (2020)
19. Guideline for Evaluation for electronic teaching and learning content (2019) - TIE
20. Rolling Strategic Plan 2014/2015 – 2018/2019





