

## Status of implementation of Inclusive Education in Tanzania: Analysis of Policies, Laws and Guidelines

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### Abstract

*This study reviewed policies, laws, and guidelines to assess the extent to which they address the education of children with disabilities. The objectives were to assess whether or not their content, context, and actors' involvement acknowledges education as the right of children with disabilities. The process involved a systematic review of seven documents. It was found that the reviewed policies acknowledge education as the right of children with disabilities. Nevertheless, the content lacked emphasis on enforcement mechanisms, budgetary allocations, and clear strategies relating to monitoring and information management systems. The policies, laws, and guidelines were prepared in a participatory manner through representation from the grassroots to the national level. The study concludes that education for children with disabilities in Tanzania is addressed well through the reviewed documents. It is recommended that implementation to be done in tandem with the acts and conventions on the rights of Children with disabilities.*

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**Keywords:** Policy Analysis, Inclusive Education, Children with Disabilities.

### Introduction

Many countries worldwide strive to implement sustainable development goal (SDG) 4 to ensure inclusive and equitable education (UNESCO, 2018). While inclusive education is important and emphasized in the development agenda various countries world including Tanzania have put in place various policies for the achievement of the goal. As a result, the government of Tanzania and different educational stakeholders see the importance to support the implementation of Inclusive Education (IE), especially in mainstream primary schools for Children with Disabilities (CwDs) to better learn with their counterpart pupils without disabilities (William, 2021). However, it has been reported that the number of CwDs enrolled in primary schools is low (URT, 2018b). This necessitated a critical analysis of the policy-specific guidelines to find out whether or not they addressed the features that enhance IE as one of the strategies towards SDG 4.

### Context of the Study

The context of the policies, laws and guidelines review was precipitated by the study by Tanzania Cheshire Foundation (TCF) in primary schools in Dodoma region. The study findings showed that the quality of infrastructure in most of the schools was poor and beyond repair. Most of the infrastructure required demolition and rebuilding whereas, some of the classrooms were small and overcrowded and have narrow windows, Water, Sanitation and Hygiene (WASH). This situation showed to be a major challenge that critically affected children with disabilities (CwDs) especially girls to access education in Inclusive Education (IE). The placement of overage CwDs aged between 10 and 13, the distance to and from the school for some of the children and an inadequate number of teachers with skills in IE and disability comprise part of the big challenges.

The situation pushed Leonard Cheshire (LC) in partnership with TCF to implement the project known as “Investing in future: Inclusive Education for children with disabilities in Tanzania” in 20 primary schools in Chamwino District and Dodoma City in Tanzania. The project among other things, assessed children to identify those with disabilities, hence, placing them in mainstream classrooms to access IE and/or referring them to medical treatments before enrolling them in IE. The project also implemented teacher training programmes on IE. Under this project, a research component explored lived experiences on how CwD transit in education from one level to another. TCF further recommended joint advocacy strategies for ensuring the inclusion of CwDs in all programmes, strengthening pre-service and in-service teacher training on IE, inter-sectoral collaboration to strengthen services in rural areas and school accessibility improvement which focuses on infrastructure, transport, and nutrition, However, one would expect that such challenges could not be in place due to the presence of various policies that guide the implementation of IE in Tanzania. However, Mizunoya, Mitra and Yamasaki (2016) cautioned that the development of sound policies or programmes which focuses on promoting IE is hindered by a paucity of reliable information on the numbers and educational status of CwDs. It was, therefore, necessary to analyze various policies, laws, and guidelines related to CwDs to confirm the compatibility between their statements concerning the United Nations Convention on the Rights of People with Disabilities (CRPD).

### **Background Information**

According to the United Nations CRDP (2006), UNESCO (2005) and EFA (1990), education is the right of all human beings regardless of gender, ethnicity and conditions. Similarly, Sustainable Development Goal 4 strives at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all (UN, 2016). This implies that ensuring access to quality education to all segments of the population in the community is one of the prudent means and efforts to eradicate poverty in the world by 2030. It is through this aspect of achieving sustainable development through education, different national, international and non-state actors have joined efforts to ensure access to education by all the people to enable them to contribute to social, economic, and ecological development at the individual, national and international levels.

Tanzania, as a member state of the United Nations (UN), has made significant strides in improving access to Basic education by all citizens for the reason of IE; Tanzania has signed and ratified different UN conventions, including child rights, rights for people with disabilities, and education for all as means to ensure equity in development for all citizens. This implies that IE in Tanzania is a human right as pronounced in the Universal Declaration of Human Rights of 1949. Chapter 4 of the 1977 constitution of the United Republic of Tanzania, states that “every person has the right to access education, and every citizen shall be free to pursue an education in a field of his choice up to the highest level according to his merits and ability; the Government shall make efforts to ensure that all persons are afforded equal and sufficient opportunity to pursue education and vocational training in all levels of schools and other institutions of learning” (URT, 2005 p. 16). It implies that

the government of Tanzania in collaboration with other educational stakeholders mandatory to ensure the availability of necessary and sufficient infrastructure to support CwDs in IE.

As a response to UN conventions, Tanzania enacted Child Development Policy in 1996, which was revised in 2008 to guide the protection of children's rights (RT, 1996). Concerning CwDs, the National Policy on Disability was formulated in 2004 to guide the government in collaboration with education stakeholders to provide a favourable environment for the special needs of people with disabilities (PWD) including CwDs. Furthermore, in 2006, Tanzania signed the UN Convention on the Rights of Persons with Disabilities (CRPD) which urges the member states including Tanzania to organize education for CwDs without discrimination based on equal opportunities (UN General Assembly, 2007). Furthermore, the Education and Training Policy of 2014 endorsed the right to education for all citizens at all levels of education including pre-primary to tertiary levels (URT, 2014). This was culminated by the enactment of the Persons with Disabilities Act no. 9 of 2010 (URT, 2010b) which guides enforcement of the rights of people with disabilities in Tanzania including CwDs.

In realization of this fact, the government of Tanzania has also enacted different laws, policies, and guidelines that enforce the right of CwDs. The Law of the Child Act of 2009, National Guidelines for Improving Quality of Care of 2009 and Support and Protection for Most Vulnerable Children of 2009 (MOHSW, 2009), National Costed Plan of Action for Most Vulnerable Children of 2013-2017 and Macro development policies such as National Strategy for Growth and Reduction of Poverty I and II (NSGRP I & II) of (2005/06 - 2009/10) and 2010/11 - 2014/15 respectively (URT, 2010a). NSGRP I and II aimed to coordinate and harness the national and international efforts geared towards enabling all children, especially CwDs to access and fruitfully enjoy their basic rights including the right to education (URT, 2010b). In principle, education for CwDs has also been emphasized in the Primary Education Development Programme II (PEDP II) of 2007 to 2011 (Pesha, 2016), and the Education Sector Development Programme (ESDP) of 2008 to 2017 - Tanzania mainland (URT, 2018a).

### **Problem Statement**

Despite the adoption of UN conventions including CRPD in Tanzania, the government's efforts and initiatives towards implementation of IE are faced with challenges. The Implementation of the different policy guidelines has not made an incremental improvement in services delivery to CwDs in terms of identification, treatment, referral and placement in schools. Accordingly, the number of CwDs aged 7 to 11 by 2016 was 34,075,839 (URT, 2016). This is the age range in which children are supposed to enroll in primary schools as per the Tanzania Education and Training Policy of 2014. Furthermore, the number of pupils with disabilities enrolled in primary education by 2018 was 49,625(0.15%) as per the regional Basic Educational Statistics in Tanzania (BEST, 2018) report. The smaller number of pupils enrolled raises a fundamental question on whether or not the existing policy guidelines' statements and their implementation are congruent with the CRPD regarding the rights to education, health care, and other spheres of life for CwDs. This necessitated a systematic analysis of the policy-specific guidelines with a focus to assess the extent to which their content context which they were

formulated, and the actors' involvement adequately focus to address the needs of education of CwDs in IE in Tanzania as one of the strategies towards attaining the Tanzania Development Vision 2025 (TzDV-2025).

### Objectives

The main objective was to assess the extent to which policy guidelines enhance inclusive education in Tanzania. The specific objectives of policies review were to assess whether or not their content adequately acknowledges education as the right of children with disabilities as per the United Nations Convention on the Rights of Persons with Disabilities, the context in which the policies were formulated, and the actors involved during policy formulation.

### Methodology

The study was based on secondary information which was collected from the systematic analysis of different laws, policies, and guidelines related to education, disability and child development in Tanzania. The policies, laws, and guidelines reviewed were guided by the CRPD of 2006. The review was done for three weeks using predetermined rating scales to assess the extent to which the content of the reviewed documents was mentioned and identify disabilities and IE regarding CRPD. Also, the review analyzed how each specific policy was developed concerning context and actors. The reviewed laws, policies and guidelines were purposefully sampled based on their relevance to education, disability and child development. Initially, eleven documents were identified as summarized in Table 1.

**Table 1: Selected Policies for Review**

<b>Policy guideline Domain</b>	<b>Name of the Policy Guidelines</b>
<b>i. Education</b>	i. The Education and Training Policy – ETP (2014)
	ii. National Strategy on Inclusive Education – (NSIE [2018 – 2021])
	iii. Education Sector Development Programme (2008-2017)
	iv. The Education and Training Policy- ETP (1995)
	v. National Guideline for Identifying Children who are Facing Problems in Reading, Writing and Arithmetic (2015) –Swahili Version.
<b>ii. Disability</b>	i. National Policy on Disability – NPD (2004)
	ii. Persons with Disability Act – PDA (2010)
<b>iii. Child Development</b>	i. Child Development Policy in Tanzania – CDPT (2008)
	ii. The Law of the Child Act – LCA (2009)
	iii. Simplified Version of the National Costed Plan of Action for Most Vulnerable Children (2013 – 2017)
	iv. National Guideline for Improving Quality of Care, Support and Protection for Most Vulnerable Children in Tanzania (2009)

The laws, policies and guidelines listed in Table 2 were identified based on the relevance of their content to the three domains of education, disability and childhood development. Some guidelines especially on child welfare and national strategy on inclusive education were obtained through consultation with line ministries as well as disabled peoples' organizations (DPOs). However, the actual process of analysis involved seven (7) documents based on the extent to which they were related to the education and inclusivity of CwDs. Among the

reviewed seven documents two were related to education, two were related to disability, and three were related to early childhood development as summarized in Table 2.

**Table 2: List of the Analyzed Documents**

Domain category	Name of the document
1. Education	Education and Training Policy (ETP) of 2014 National Strategy on Inclusive Education (NSIE) of 2018-2021
2. Disability	National Policy on Disability of 2004 Persons with Disability Act of 2010 Child Development Policy in Tanzania (2008)
3. Child development	The Law of the Child Act (LCA) of 2009 Simplified Version of the National Costed Plan of Action for Most Vulnerable Children (NCPA) of 2013 – 2017

The analysis of these documents was deemed important as they guided the nation in ensuring rights to education, health care, and lives for CwDs. A systematic review was done to collate the evidence from the education policy and guideline, and disability and child development policies, laws and guidelines to determine their congruency with the UN CRPD of 2006 concerning IE of CwDs in Tanzania focusing on the content, context, and actors who participated in developing the laws, policies, and guidelines.

Quantitative data were collected using numerical and ordinal scales to ascertain compliance of the documents with United Nations CRPD during preparation referring to the content, context and actors. The analysis of the education and child development policies, laws, and guidelines used numerical rating scales over the inclusivity criteria focusing on the content, context, actors' involvement and the preparation process. The numerical rating scales were: **High** – Implying high compliance = (Score 4); **Medium** – to imply medium compliance = (Score 3); **Questionable** – to imply limited compliance = (Score 2); and **Weak** – implying weak compliance = (Score 1). However, the scales of 3.5, 2.5, 1.5, and 0.5 were used whenever the extent of compliance with the policies, laws or guidelines with CRPD was determined to be between the scales. Similarly, the analysis of the disability policies, laws, and guidelines used nominal scales whereby: **Yes** implied that the policy statement showed both mentions of the article and implementation strategy; **To some extent** = implied that the policies, laws, and guidelines statements did mention the article but with limited or no mention of implementation strategy or **No** implied that the policy did not mention and had no indication of the implementation strategy as per CRPD (2006).

Data were collected using the rating and nominal scales which included items on the important areas of the policies, laws and guidelines in connection to the content, context, actors involved, and the preparation process. The content analysis focused on the assessment of the extent to which the policies, laws, and guidelines' statements spell out important issues including the right to education for PwDs, specifically CwDs, accessibility of CwDs to education, inclusivity, implementation plans, enforcement mechanism, budgetary, and

education information management system. Context analysis was done to find out whether or not the policies emerged from the review of the implementation of the existing education and training policies. Analysis of actors' involvement was done to reveal whether or not the policies, laws and guidelines were developed based on opinions and inputs from different key education and training stakeholders at all levels of education. *Analysis of the preparation process* was done to reveal whether or not the consultative meetings and workshops were conducted between the government and key education stakeholders. Other specific issues analyzed focused on the rights to education for CwDs, their accessibility to education, inclusion, implementation plans, enforcement mechanism, budget, and information management systems. The analysis of the specific policy and guidelines for education, disability and child development meant to find out if the purpose, definitions of disabilities, underlying principles, obligations, and equality before the law were included in the documents and complied with CRPD.

### **Data Analysis**

The descriptive statistical analysis of the data through the SPSS -I BM version 21 programme was mainly used to compute the mean and percentage. The findings are presented in tables, histograms and pictorials to show the extent of compliance of the reviewed policies, laws and guidelines statements with CRPD.

### **Ethical Issues**

The review of the policies, laws and guidelines was a desk-based task. The research clearance was mandatory for accessing some policy guidelines from line ministries and disabled people's organizations. Therefore, research clearance was secured from the University of Dodoma (UDOM), where the research project was registered. This study was a starting point of a major study on the lived experiences of children with disabilities in primary schools in Dodoma region as they transition into the stage of primary education.

### **Findings**

This section presents the findings from the analyzed policies, laws and guidelines to determine their adequacy in complying with the CRPD of 2006 while guiding the implementation of IE and the inclusivity of CwDs in mainstream education in Tanzania. The section begins with the presentation of the findings on policy formulation processes, followed by findings on the analysis of specific policies, laws and guidelines for education, disability and childhood development.

### **Content, Context, Actors and Policy Formulation Process**

The analysis of policies, laws or guidelines revealed that policy formulation processes in Tanzania involved important stakeholders including the representatives from relevant government line ministries, departments, institutions, constitutional bodies, multilateral and bilateral development partners, faith-based organizations, private sector, civil society organizations, and representatives of the affected social group(s). The CwDS were also represented through their organizations. Different stakeholders, especially, civil society were engaged in policy-making through workshops, seminars, and meetings. This makes an important observation that all policies, laws and guidelines subjected to analysis were developed using the bottom-up process.

### Rating of Policies, Laws and Guidelines

This part presents the findings obtained from the analysis of the rated policies, laws, and guidelines in the area (domain) of education, disability, and child development. The findings are presented hereunder.

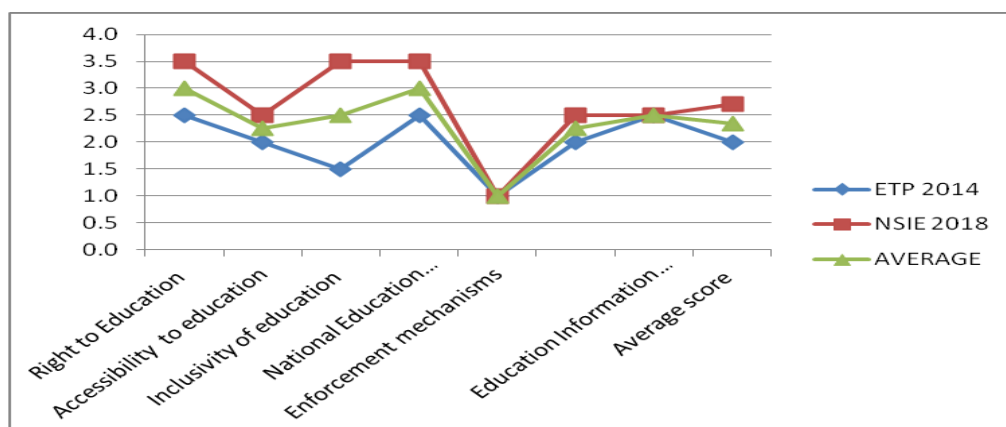
### Rating of Education-Specific Policy and Guidelines

Specifically, the aspect of enforcement mechanisms for CwDs was rated 1 in the two documents, which implies weak compliance of the policy and guideline with CRPD, hence, weak implementation of IE. The rating scores for the two education-specific policies are shown in Table 3.1.

**TABL3: Results of Content Analysis of Education-Specific Policies**

SN	Criteria for inclusion	Rating and percentage Scores		
		ETP 2014	NSIE 2018	Average scores
1	Right to Education for people with disabilities	2.5 (50%)	3.5 (70%)	3.0 (60%)
2	Accessibility of education for people with disabilities	2.0 (40%)	2.5 (50%)	2.3 (46%)
3	Inclusivity of education for people with disabilities	1.5 (30%)	3.5 (70%)	2.5 (50%)
4	National Education implementation plan for people with disabilities	2.5 (50%)	3.5 (70%)	3.0 (60%)
5	Enforcement mechanisms for education aspects relating to people with disabilities	1.0 (20%)	1.0 (20%)	1.0 (20%)
6	Budgetary concerns for education aspects relating to people with disabilities	2.0 (40%)	2.5 (50%)	2.3 (46%)
7	Education Information management system for aspects relating to learners with disabilities.	2.5 (50%)	2.5 (50%)	2.5 (50%)
<b>Average score</b>		<b>2.0 (40%)</b>	<b>2.7 (54%)</b>	<b>2.4 (46%)</b>

Based on the findings in Table 3, it can be noted that the ETP of 2014 scored an overall lower average against the criteria for IE as prescribed in CRPD of 2006. Nevertheless, some criteria seemed to be addressed in the NSIE of 2018 - 2021 which showed a high rating score of 3.5 (70%) for the right to education, inclusivity and plan of action for CwDs. Generally, the overall average score was 2.7 (54%) for NSIE and 2.0 (40%) for ETP indicating that most of the criteria for inclusion of children with a disability had been stated more in INSIE (2021) than ETP (2014). This comparison can easily be observed in the line graphs shown in Figure 1.



**Fig.1. Content analysis scores of educational-specific policies**

Information in Figure 1 shows that the right and access to education for CwDs have been mentioned in general terms in the ETP of 2014. But, the issues on IE have been specifically addressed in NSIE of 2018 - 2021 (URT, 2021). However, the review revealed that there was a limited education information management system for the aspects related to CwDs. Nevertheless, each education-specific policy was observed to address inclusivity in tandem with other policies and strategies for improving the education of CwDs in Tanzania. It can be noted that the analyzed education policy and guidelines showed a weak score of compliance with CRPD of 2006 on the aspect of the enforcement of the issues related to education for CwDs. The review was extended to the context, actors, and preparation processes of the education-specific policy and guidelines. The findings are presented in Table 4.

**Table 4: Context, Actors, and Process Analysis of Educational Policy and Guidelines**

1	<p><b>Context:</b></p> <p><b>ETP (2014):</b> The policy emerged from a review of the implementation of the existing education and training policies. For example, Education and Training policy – 1995, Technical and Education Training Policy – 1996, National Higher Education Policy – 1999, and the ICT for Basic Education Policy - 2007.</p> <p><b>NSIE (2018):</b> It emerged after the review of different education and other related development policies supporting education in Tanzania.</p>
2	<p><b>Actors:</b></p> <p><b>ETP (2014):</b> The policy was developed based on the opinions and inputs from different key education and training stakeholders including government officials, civil society organizations, international organizations, private sectors, and development partners at all levels of education.</p> <p><b>NSIE (2018):</b> It was developed by the representatives from MoEST and the President’s Office Regional Administration and Local Government (PO-RALG) with Technical Assistance of Cambridge Education and UNICEF.</p>
3	<p><b>Process:</b></p> <p><b>ETP (2014):</b> Consultative meetings and workshops were conducted between the government and key education stakeholders mentioned during the analysis and review of the existing education and training policy and guidelines).</p> <p><b>NSIE (2018):</b> It involved consultative meetings and workshops between the government and key education stakeholders and representatives during the analysis and review processes of the existing education and training policies, disability and child development policy, law and guidelines as well as</p>



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pulling together ideas to come up with this policy.

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**Source:** ETP (2014) & NSIE (2018)

### **Analysis of Disability-Specific Policy and Law**

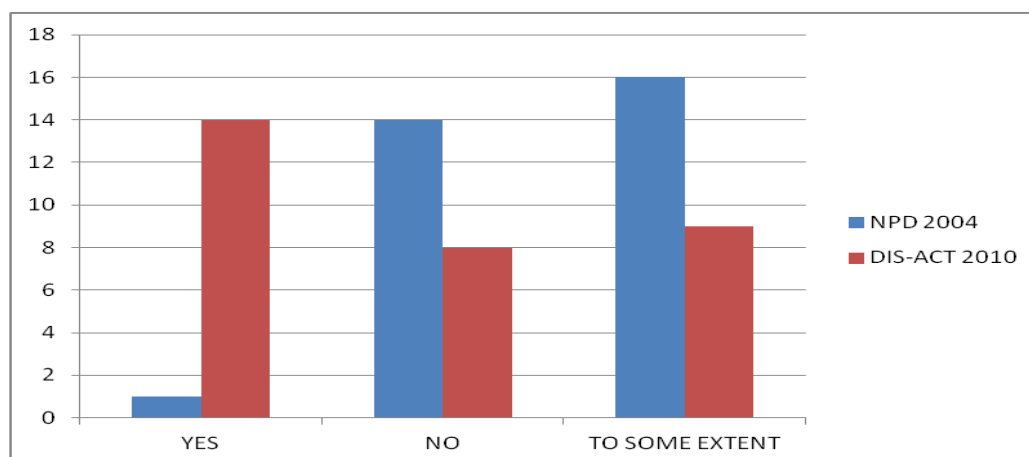
The disability-specific policies that were analyzed include the National Disability Policy (2004) and the Persons Disability Act (2010). The summary of the disability-specific policy ratings against CRPD articles is shown in Table 5.

**Table 5: Frequencies of rating scores of Disability Specific Policy and Law**

<b>Policy Ratings</b>	<b>National Policy On Disability (2004) % (N=31)</b>	<b>Disability Act 2010 %(N=31)</b>	<b>Total Ratings % (N=31)</b>
Per cent of statements, which complies with CRPD	3.2	45.2	24.2
Number of statements, which does not comply with CRPD	45.1	25.8	35.5
Number of statements, which comply with CRPD	51.6	29	40.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source:** National Policy on Disability (2004) and Disability Act (2010)

The findings in Table 5, indicate that disability policy content was rated as between “to some extent (51.6%)” and “Not (45.1%)” concerning compliance with the CRPD articles. The findings may be explained by the fact that the policy was formulated before the establishment of the UN CRPD guidance on the implementation of the needs and rights of PWD in Tanzania. The disability act of 2010 shows that most of its content complied with the CRPD as rated between yes (45.2%) and to some extent (29%). Figure 1 summarizes the rating results.



**Figure 2: Compliance of disability-specific policies with CRPD of 2006**

The analysis of the ratings presented in Table 5 and Figure 1 suggests that Tanzania has been proactive in implementing the needs and rights of CwDs. The analyzed disability policy specifies the purpose and

definitions of disability as applied in the CRPD statements. However, the policy and act did not explicitly indicate the aspects of IE of CwDs as it is revealed in the CRPD of 2006.

### Analysis of Early Childhood Development Policy, Law and Guidelines

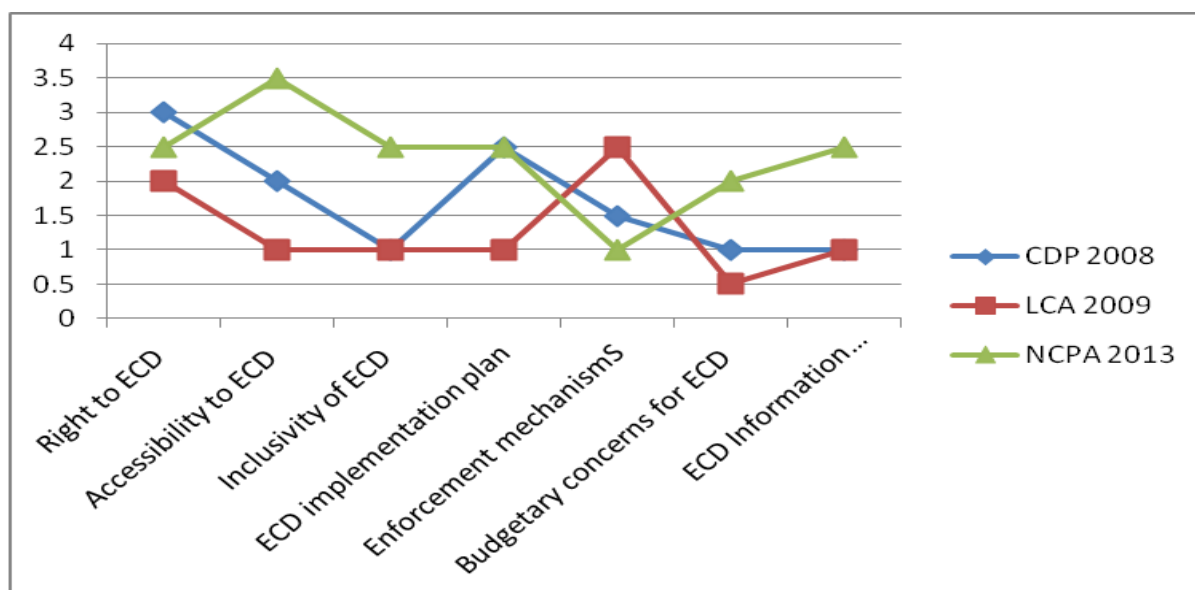
The analyzed documents include the Child Development Policy (2008), the Law of the Child Act (2009), and the National Costed Plan of Action for the Most Vulnerable Children (2013). However, other child-related documents were consulted to assess their suitability for analysis in Early Childhood Development (ECD).

The findings showed that Tanzania is proactive in ensuring child development and education as shown in Table 6.

**Table 6: Rating scores of Content Analysis of Child Development Specific Policy, Law and Guidelines**

SN	Policy Content Area of Rating	Rating Scores							
		CDP 2008		LCA 2009		NCPA 2013		AVERAGE	
		score	%	score	%	score	%	score	%
1	Right to ECD for children with disabilities	3	60	2	40	2.5	50	2.5	50
2	Accessibility to ECD for children with disabilities	2	40	1	20	3.5	70	2.2	44
3	Inclusivity of ECD for children with disabilities	1	20	1	20	2.5	50	1.5	30
4	National ECD implementation plan for people with disabilities	2.5	50	1	20	2.5	50	2	40
5	The enforcement mechanism for ECD aspects relating to children with disabilities	1.5	30	2.5	50	1	20	1.7	34
6	Budgetary concerns for ECD aspects relating to children with disabilities	1	20	0.5	10	2	40	1.2	24
7	ECD Information management system for aspects relating to learners with disabilities	1	20	1	20	2.5	50	1.5	30
<b>Average scores</b>		<b>1.7</b>	<b>34</b>	<b>1.1</b>	<b>22</b>	<b>2.4</b>	<b>48</b>	<b>1.8</b>	<b>36</b>

The findings in Table 6 show that both the Child Development Policy of 2008 and Law of the Child Act of 2009 had weak scores on the aspects of “inclusivity of ECD for CwDs, budgetary concern for ECD for CWD, and ECD information management system as related to LWDs. It can be noted further that unlike the fore mentioned policy and law, the National Costed Plan of Action (NCPA) for Most Vulnerable Children of 2017) had scores above 2 for most of the statements, which is above the questionable compliance, except for enforcement mechanisms for ECD aspects related to CwDs. Such observations have also been presented in Figure 3 for quick visual comparison.



**Figure 3:** Content analysis of ECD-specific policy, Law and guidelines in Tanzania

The reviewed policy, law and guidelines had statements on how to set strategies and plans of action in ensuring child care, protection, and support at the family, community, and national levels. Although there were weak scores about the content of ECD-specific policy and law in addressing issues related CwDs, the observations showed that the policy focused on the UN Convention on Rights of the Child - CRC (1989) to encompass the rights of CWD than the CRPD (2006). Except for NCPA, the child-specific policy and law did not define disability. This suggests that these documents perceived the rights of CwDs as part of all the children's rights in the country. In a similar domain, Table 7 presents the analysis of the policy development context, actors, and preparation process.

**Table 7: Analysis Results of Context, Actors, and Preparation Process of the Reviewed Policy, Law and Guidelines**

S/N	Component Description
1	<p><b>Context:</b></p> <p><b>CDP of 2008:</b> A review of the first version of the Child Development Policy (1996) was done. It also involved addressing the prevailing social-economic challenges such as HIV/AIDS prevalence and the effects of globalization on child development.</p> <p><b>LCA of 2009:</b> It emerged from the prevailing social and economic dynamics in the country, which result from globalization. It also emerged from the donor pressure and adoption of the UN conventions including the United Nations Convention on the Right of the Child (UNCRC).</p> <p><b>NCPA of 2013:</b> There were social-economic and health challenges experienced in handling the MVC in society at the National, Local government, and community levels.</p>
2	<p><b>Actors:</b></p> <p><b>CDP of 2008:</b> Actors included some experts and leaders from line ministries, NGOs, FBOs, and development partners. They also have representatives from national to local levels.</p>

**LCA of 2009:** It involved government officials from line ministries and members of parliament, representatives from line ministries, national and international organizations, children, and parents.

**NCPA of 2013:** Actors included some experts and leaders from line ministries, NGOs, FBOs, bilateral donors, UN Women, and Development Partners (WDP).

The representatives from national to local levels were also included.

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**Process:**

**CDP of 2008:** The process involved participatory methods such as workshops, seminars, and meetings among stakeholders. It also involved representatives from national to local levels.

3 **LCA of 2009:** Inclusive and participatory processes such as meetings and seminars on children's rights were used. The development stakeholders such as representatives from line ministries, NGOs, children, development partners and parents were involved.

**NCPA of 2013:** The process involved participatory methods such as workshops, seminars and meetings among stakeholders as mentioned above.

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Based on the findings in Table 7, it is conceivable to note that some internal and external factors surfacing in children's welfare and development compelled Tanzania to formulate and implement children-related policies, laws and guidelines. It was observed during the review that the processes of policy formulation were participatory as they involved representatives from different stakeholders to pull up the ideas and resources in an attempt to formulate such policies, laws and guidelines. However, it was noted that the ECD rating scales excluded many of the aspects such as child care, support, and protection which have an inherent impact on their growth and development as a whole including the potential to access education. In the same vein, the right to education is among the basic rights of the child as enshrined in the child development policy of 2008, the Law of the Child Act (LCA) of 2009, national guidelines for improving quality care, support and protection for the most vulnerable children of 2009, and the costed national plan of action for most vulnerable children of 2009.

## Discussions

This study aimed to assess the extent to which the available policy guidelines in Tanzania for education, disability, and early childhood development comply with the United Nations CRPD of 2006 in addressing the aspects of Inclusive Education (IE). The analysis and rating of the policies, laws, and guidelines focused on their compliance with the United Nations-CRPD of 2006 and the suitability of the context, actors, and preparation process through which the policies, laws and guidelines were developed. It was revealed during analysis that the rights and access to education by CwDs in Tanzania have been addressed differently in various policies, laws and guidelines that raise the concern about their effectiveness. The first concern is the fact that the ETP of 2014 seemed to comply with CRPD in addressing the educational requirements of CwDs. The policies, laws and guideline puts more emphasis on the right to education by all citizens at all levels without specifically mentioning the education for CwDs. One may be curious to know whether the process of ETP formulation involved representatives of CwDs and teachers who could suggest appropriate policy statements for the education of CwDs. Massouti (2015) argues that policy goals, practices, and outcomes become negotiable, context-informed, and dependent on the meanings that policy actors make in their situated context, otherwise, the adoption of

Inclusive Education (IE) policies will continue to be a challenging task. It should be acknowledged that Tanzania has been offering fee-free primary education to all children through the Primary Education Development Plan (PEDEP I & II). This may be perceived to have removed the hindrances to access education for all children, but in reality, children with disabilities face many more barriers to accessing schooling than just financial barriers. Children with a disability may be excluded by a physical condition, lack of a supportive environment, specialized teachers, and negative attitude of the community members towards education for CwDs. The analyzed ETP of 2014 recognizes and emphasizes the right to education, accessibility and inclusivity for all learners at all levels of education in Tanzania. But, it lacks a clear statement about physical infrastructures, budgetary, teacher training, and learning materials for CwDs at all levels of education and information and management system as emphasized by CRPD (2006).

The findings concur with the study by Hossain (2011) who observed that although the term inclusion was not mentioned in federal legislation of the United States, the intent of the law has become a reality. This is to say, what matters are the support of CwDs in the inclusive school no matter the statements in the policy documents. Although the ETP of 2014 has some shortfalls in terms of the statements the National Strategy for Inclusive Education (NSIE) of 2018 - 2021 emphasized to a large extent, the aspects of inclusivity, and plan of action for learners with disabilities (URT, 2021). It stipulates clearly that education is the right of all persons in the country regardless of race, gender and disability. Enable-Ed & USDC March (2017) argues that national policy not only acts to guide strategy and implementation but should also act as a barometer of what is possible regarding programming. The enactment of several policies to work in tandem is not a new phenomenon worldwide. For example, the government of Malaysia introduced several policies that are relevant to PWD including the National Social Policy, Plan of action for PWD, National policy for PWD, service circular on the implementation of a 1% policy on employment opportunities for PWD in the Public Sector; and Code of Practice for Employing PWD in the Private Sector (Wahab, Ayub, & Arshad, 2016).

However, without sustained efforts and resources on a long-term basis, the education of CwDs in IE will be a challenge (Jelas & Ali, 2014). In Zambia and Zimbabwe, to date, both countries have laws and policies that promote the education of CwDs, even though these laws may not be specific to Inclusive, which is a step in the right direction to help to protect the educational rights of CwDs. This is to say; policy formulation and enactment is not an overnight process. It needs continuous monitoring and evaluation of its implementation. Adoyo and Oden (2015) suggest that despite the enacted policies and programmes to guide the education sector since independence in Kenya, there is inadequate allocation of specific resources, continuous monitoring and evaluation, and enforcement and compliance frameworks to ensure that CwDs access quality education in IE that calls for policy review. In Tanzania as well, these are policy gaps that should be addressed by putting in place new rules and regulations to ensure a robust policy and legal framework for CwDs. It must be realized that a lack of clear statements in the education policies may make it difficult to achieve the goals for inclusion (Adoyo & Oden, 2015).

Chitiyo and Muwana (2018) conclude that it is necessary to acknowledge successful efforts towards the education of the many CwDs on the African continent despite the numerous challenges, obstacles, and threats that continue to be reported repeatedly. As a matter of minimizing the challenges of IE Uganda advocates the decentralization policy where districts are relatively autonomous, with control over how they spend their budgets to address, among other things, the education of CWDs (Enable-Ed & USDC March, 2017). This enables local communities to provide social support including funds within the ordinary structures available in local communities (Adoyo & Oden, 2015). Clear policy statements, at either the national (macro) or local context (micro) level (Massouti, 2015) are of paramount importance in ensuring that IE is possible (AY, 2017). If the IE is merely mentioned without any direction as to how to reach the destination will undoubtedly be led to inaction by the stakeholders involved (Adoyo & Oden, 2015).

Developed countries like the United States is said to be successful in providing a free and appropriate public education to all students regardless of their disability status (Hossain, 2011) probably, because of a clear policy statement on the education of CWDs. In Romania, for example, the legislation fosters care or children entrusting to a professional maternal assistant, as an innovation in the children's protection system (Ghergut, 2011). There must be positive developments in the areas of legislation, funding, teacher preparation, inclusive education, and attitudes towards disabilities, among others (Chitiyo & Muwana, 2018). Teacher preparation to handle CWDs in IE is of paramount importance as teachers are necessary and sufficient factors to realize policy implementation (Enable-Ed & USDC March, 2017; Ghergut, 2011). Other important actors, according to Adoyo and Oden (2015) are various sectors such as people with disabilities, parents, policymakers, educationalists, health officers, community development professionals, and society at large. In this way, the rights, responsibilities and obligations attached to inclusive policy will be disseminated to key players and students with disabilities will receive the appropriate support and services to adequately achieve academic, social, and life skills.

## **Conclusions**

From the findings of the study, it can be concluded that the education-specific policy and guidelines in Tanzania acknowledge the education aspect as the right of all persons at all levels of education in the country. Inclusive Education aspects related to persons with disabilities were also emphasized in the education policy and guidelines. The reviewed policy, law and guidelines were backed by the constitution of Tanzania with the provision of access to education by all citizens regardless of their backgrounds including race, gender, and disability. However, it appears that the analyzed education policy did not emphasize enforcement mechanisms, budgetary allocation as well as clear monitoring and information system in favour of the rights to education among CwDs. Furthermore, Tanzania has been proactive in implementing the needs and rights of CwDs even before the United Nations-CRPD (2006). The analyzed disability policies specified the purpose and definitions of disability as applied in the CRPD (2006). However, when it comes to education, the policy guidelines need to

explicitly indicate in the statements aspects of inclusion of CwDs as have been revealed with the gaps of noncompliance with UNCRPD (2006). The child development law and guidelines recognized the right to education by all children including CwDs. However, most of the aspects of early childhood development related to CwDs have not adequately been addressed. The child development-related policy and guidelines hinged on the care, support, and protection of all children to develop as a whole as per the convention on the rights of the child (CRC,1989) than the CRPD (2006).

### **Recommendations**

The study recommends the government amend the existing education, disability, and child development policies, laws, and guidelines to explicitly take on board the enforcement mechanisms, budgetary aspects and information monitoring systems for children with disabilities. The government should create awareness for the entire community to understand and observe the rights of CWDs in inclusive education. The roles of different contexts, actors and processes of policy formulation should be stipulated. Finally, the education, disability, and child development-specific policies, laws and guidelines should be understood and implemented in tandem for them to effectively address inclusive education for CwDs at all levels such as pre-primary, primary, secondary, and tertiary education in the country.

### **Acknowledgements**

This research reviewed the status of the implementation of IE in Tanzania through an analysis of policies, laws and guidelines. The study was conducted in collaboration among stakeholders namely the University of Dodoma (UDOM), University College London (UCL) and Leonard Cheshire Disability-United Kingdom(LCD-UK) under the funding of Comic Relief. The authors would like to acknowledge Comic Relief- UK (funder through (LCD-UK))and Marcella Deluca for their financial support. We also acknowledge Maria Kett from UCL for the document analysis guidance. The authors also acknowledge UDOM management for providing the researchers with time and space during the policy review process. The ethical clearance provided by UDOM made it possible to accomplish the research activities as planned.

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