Executive Summary

During the past decade, Tanzania has made major advances in improving access to Basic Education. The Education Sector Reviews of 2006 and 2007 recorded significant achievements in enrolment, school infrastructure and the provision of teaching and learning materials. However, such increase hardly materialised for learners with disabilities and other vulnerable learners, and drop-out and repetition rates remained high. There is an observed tension between quantity and quality in education whereby quantity has been prioritised over quality.

The international goals of Education for All, or even Universal Primary Education as expressed in Millennium Development Goals, are unlikely to be reached unless more efforts and resources are put in place in order to develop schools to become more responsive to the needs of learners and teachers. Inclusive education, as expressed in many Education Sector documents as a means to reach out to vulnerable learners, including those with disabilities, will need to be inculcated in all policies, practices and cultures throughout Education, and schools and other education programmes need be proactive in reaching out to those children, youths and adults who are out of education provision or who are not achieving their potential. Teacher education has to be greatly developed both in quality and quantity to make it possible for the growing number of children to receive education that adequately cater for their needs.

It is against this background that there is a need for a cohesive strategy across Education Sector which lays foundation for an exploration of factors that inhibit presence, participation and learning. The National Strategy on Inclusive Education outlines strategic areas of action from existing Education Sector policies and programmes that need to be reinforced and consolidated so as to provide access to quality education to all children with an emphasis on children with disabilities.

The National Strategy on Inclusive Education adopts the following definition for inclusive education:

Inclusive education is a system of education in which all children, youths and adults are enrolled, 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.

In this conceptualisation, schools and other educational programmes engage themselves in identifying barriers to presence, participation and learning that learners and teachers may experience. It is understood that barriers emanate from a range of factors intrinsic and extrinsic to learners. Through the identification of these barriers, educational programmes and schools attempt to provide support to teachers and learners - through the maximisation of resources available - to minimise or remove the barriers.
The National Strategy on Inclusive Education aims at contributing towards achieving the goals set in the MKUKUTA in line with the Education Sector Development Programme 2008-2017 which puts forward the fundamental principle of inclusion as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity.

The overall goal of the National Strategy on Inclusive Education is:

All children, youth and adults in Tanzania have equitable access to quality education in inclusive settings.

Through the implementation of the National Strategy on Inclusive Education, the following objectives will be achieved:

1. Education policies and programmes are informed by inclusive values and practices
2. Teaching and learning respond to the diverse needs of learners
3. Educational support is available to all learners
4. Professional capabilities for inclusive education are widened and strengthened
5. Community ownership of and participation in inclusive education is enhanced

In the strategy development process, a thorough policy, programme and strategy review was carried out, as well as a series of stakeholder consultations. As an outcome, 14 strategic areas of action have been identified which need to be strengthened so as to boost the implementation of inclusive education. These strategic areas are directly linked with developments outlined in other education sector programmes.

Reinforce presence, participation and learning of all learners in inclusive settings through legislation and policies
While the right to education is expressed in both legislation and education sector policies, it has not proved to guarantee presence, participation and learning for all learners. Affirmative action and other measures need to be integrated in the legislation and sector policies.

Strengthen institutional arrangements for effective implementation of inclusive education
Inclusive education, as stated in the definition above, is a system of education, hence to be applied throughout Education Sector. The implementation of inclusive education is a shared responsibility of the Ministry of Education and Vocational Training and PMO-RALG, but the different Ministry of Education and Vocational Training Institutes, Departments and Units will also be independently accountable for adopting the principles of inclusive education and taking necessary actions in this respect. This will necessitate changing some institutional arrangements, reinforcing support to school-level and district-level management, as well as strengthening synergy between the different Institutes, Departments and Units at the Ministry of Education and Vocational Training.

Review and redesign resourcing and financing for inclusion and educational support
With a view of developing inclusive education, the current separate streams of funding are proposed to be merged and to be allocated according to a resource-based model. In the transition phase, to give a boost to the development of inclusive education, there might be a need to consider a targeted scheme of funding as an incentive for inclusive education.
Develop curricula and learning materials that promote differentiation and support learning
Competence-based curriculum is a solid basis for inclusive education although in future curriculum reviews there might be a need to widen the approach. It is recommended that the same curriculum be applied to all learners, differentiated appropriately to respond to the needs and potential of the learner. The acquisition, maintenance and distribution of assistive devices will be improved. In the procurement of ICT equipment for schools and other education programmes, universal design will be applied.

Develop an inclusive assessment and evaluation system for learners and teachers
Competence-based curriculum calls for an assessment which recognises continuous assessment equally important to the examinations. Final examinations should not determine learner’s performance only. Competence-based assessment will be further developed to address the learning and teaching process.

Develop institution-based educational support
The main thrust of educational support will be based in schools and other education institutions. The strategy proposes that education institutions will establish institution-based educational support teams to identify barriers to presence, participation and learning in the community and the education institution, as well as to develop means to overcome these barriers. Institution-based educational support teams would be supported by District Educational Support Coordinators and resource centres when needed.

Introduce educational support need assessment and develop effective intervention mechanisms for increasing participation of vulnerable learners
Early identification of health and development needs is not an end itself but it needs to lead to appropriate interventions. As many barriers related to health, development and impairments can be minimised by appropriate treatment, stimulation, rehabilitation and such, it is important to develop a low-cost health and development need screening as an inter-ministerial activity. Educational support need assessment will be developed to capture both intrinsic and extrinsic barriers to presence, participation and learning in educational settings.

Establish educational support resource centres
In order to ensure the provision of moderate and intense educational support, current special schools will need to be transformed into resource centres (as proposed in PEDP II), and resource centres be established in Districts where there are no special schools. The resource centres will facilitate the coordination of training; interagency collaboration and provision of educational support to schools and other education institutions, carry out educational support need assessment, train and assist institution-based support teams. They would also acquire assistive devices and organise specialised services as needed, and network with social, health and education personnel in the District in order to pool resources and expertise. The expertise of special schools and special units will be used in a more strategic way in order to widen the support available for teachers and learners. They would also cater for learners who require intense educational support, such as learners with multiple disabilities or severe intellectual disability. It is also proposed that the schools for the deaf will continue catering for deaf learners so as to ensure that they will have a Sign Language community to foster and develop their first language of communication.
Revise teacher education curricula and diversify teacher education provision to promote inclusive education

With a view of developing inclusive education, all teacher education curricula need to be aligned with the principles and practice of inclusive education. Teacher education will be widened to prepare resource teachers for primary and secondary schools and resource centres, and special teachers have skills in providing intense educational support. Training modalities need to be widened in order to provide more opportunities for professional development. School-based and community-based training will be developed for in-service training, as well as various open-, distance- and e-learning opportunities.

Strengthen capacities of teachers’ colleges to provide training on inclusive education

All teachers’ colleges will provide inclusive teacher education. It is proposed that at least one teacher is trained in inclusive education at each primary school (PEDP II). Patandi Teachers’ College and other three teachers’ colleges will provide teacher education for resource and special teachers, as well as support to other teachers’ colleges in matters related to inclusive teacher education.

Provide opportunities for professional development for education administrators

Inclusive education as a systemic change will require the development of new knowledge and skills for all education administrators. Therefore, professional development plans will be initiated and implemented; based on the administrators’ responsibilities in relation to the implementation of inclusive education.

Carry out awareness raising on inclusive education

There is a need to develop common vision of and language of inclusive education. Sensitization workshops will be held on inclusive education in communities and at all levels of Ministry of Education and Vocational Training. School and other education programmes staff will be encouraged to engage in discussing inclusive education in their context and to develop collaborative relationships with parents and local communities. The media and non-governmental actors have an important role in raising awareness on the issues related to persons with disabilities and other vulnerable persons.

Use Whole School Development Planning –approach to inculcate inclusive education in school communities

The Whole School Development Planning forms the basis of the development of inclusive schools. As schools are carrying out their analyses of strengths and weaknesses, they will be supported to focus on identifying barriers to presence, participation and learning. Through their deliberation, school communities can identify means to overcome barriers, plan for implementation and request support when needed.

Identify and mobilise community resources for inclusive education

The communities and schools are responsible for all children. Therefore, it is important to encourage schools and communities to identify and mobilise resources within their reach to ensure that all children and youth access schools and other education programmes, as well as learn.
Contents

Executive Summary ............................................................................................................. 2
Acronyms .......................................................................................................................... 7
1. Introduction .................................................................................................................. 8
   Strategy development process ..................................................................................... 9
2. The policy context ....................................................................................................... 11
3. Inclusive education – Where are we in Tanzania? ..................................................... 14
   Who face barriers to presence, participation and learning? ....................................... 14
   Strengths and weaknesses ......................................................................................... 17
   Educational support .................................................................................................... 17
   Children with disabilities ............................................................................................ 17
   Other vulnerable learners ......................................................................................... 19
   Teacher education ...................................................................................................... 19
   Curriculum ................................................................................................................ 20
4. Overall goals and objectives of inclusive education, and strategic areas of action ..... 21
   Strategic areas of action ............................................................................................ 22
      Objective 1: Education policies and programmes are informed by inclusive values and practices ................................................................. 23
      Objective 2: Teaching and learning respond to the diverse needs of learners ......... 28
      Objective 3: Educational support is available for all learners ............................... 31
      Objective 4: Professional capabilities for inclusive education are widened and strengthened ................................................................. 38
      Objective 5: Community partnership and participation in inclusive education are enhanced ............................................................. 43
5. Conclusion ................................................................................................................... 47
References ......................................................................................................................... 48

Table 1: Barriers to presence, participation and learning in Tanzania ............................ 16
Table 2: National Strategy on Inclusive Education, overview ......................................... 22

Figure 1: ESDP operational clusters and the objectives of the National Strategy on Inclusive Education ................................................................. 21
Figure 2: Intensity of educational support ..................................................................... 32
# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST</td>
<td>Basic Education Statistics in Tanzania</td>
</tr>
<tr>
<td>CBR</td>
<td>Community-Based Rehabilitation</td>
</tr>
<tr>
<td>COBET</td>
<td>Complementary Basic Education in Tanzania</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
</tr>
<tr>
<td>DISTAT</td>
<td>Disability Statistics Database</td>
</tr>
<tr>
<td>ESDP</td>
<td>Education Sector Development Programme</td>
</tr>
<tr>
<td>ETP</td>
<td>Education and Training Policy</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate (The number of learners enrolled at each level of education, regardless of age, expressed in percentage of the population of the theoretical age for the given level)</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ICBAE</td>
<td>Integrated Community-Based Adult Education</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>INGO</td>
<td>International Non-Governmental Organisation</td>
</tr>
<tr>
<td>INSET</td>
<td>In-Service Teacher Education</td>
</tr>
<tr>
<td>IWGE</td>
<td>International Working Group in Education</td>
</tr>
<tr>
<td>LGA</td>
<td>Local Government Authority</td>
</tr>
<tr>
<td>MCDGC</td>
<td>Ministry of Community Development, Gender and Children</td>
</tr>
<tr>
<td>MKUKUTA</td>
<td>Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania</td>
</tr>
<tr>
<td>MOEC</td>
<td>Ministry of Education and Culture</td>
</tr>
<tr>
<td>MOEVT</td>
<td>Ministry of Education and Vocational Training</td>
</tr>
<tr>
<td>MOFEA</td>
<td>Ministry of Finance and Economic Affairs</td>
</tr>
<tr>
<td>NECTA</td>
<td>National Examinations Council</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate (The number of learners of the theoretical school-age group for a given education level who are enrolled in that level, expressed in percentage of the total population of that age group)</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>NSGRP</td>
<td>National Strategy for Growth and Reduction of Poverty</td>
</tr>
<tr>
<td>ODEL</td>
<td>Open, Distance and Electronic Learning</td>
</tr>
<tr>
<td>PEDP</td>
<td>Primary Education Development Plan</td>
</tr>
<tr>
<td>PMO-RALG</td>
<td>Prime Minister’s Office – Regional Administration and Local Governments</td>
</tr>
<tr>
<td>PRESET</td>
<td>Pre-Service Teacher Education</td>
</tr>
<tr>
<td>PSC</td>
<td>Public Service Commission</td>
</tr>
<tr>
<td>SEDP</td>
<td>Secondary Education Development Plan</td>
</tr>
<tr>
<td>SEKUCO</td>
<td>Sebastian Kolowa University College</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>TDMS</td>
<td>Teacher Development and Management Strategy</td>
</tr>
<tr>
<td>TEN/MET</td>
<td>Tanzania Education Network / Mtandao wa Elimu Tanzania</td>
</tr>
<tr>
<td>TIE</td>
<td>Tanzania Institute of Education</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
</tr>
<tr>
<td>USD</td>
<td>United States Dollar</td>
</tr>
</tbody>
</table>
1. Introduction

The Government’s desire to improve the provision and quality of education resulted in the formulation of the Education and Training Policy (ETP) in 1995. Major objectives of this policy were to achieve increased enrolments, equitable access, quality improvements, expansion and optimum utilisation of facilities, and operational efficiency throughout the education system. The Education and Training Policy is currently under review process to better comply with recent developments in the Sector as well as to provide a direction for further developments.

The Tanzania Development Vision 2025 was conceived in response to the economic reforms pursued since mid 1980s. A well-educated population and learning society are perceived as qualities that characterise the nation. According to the Vision, Tanzania envisages to be a nation whose people have developmental mind-set and competitive spirit. These can be developed through education that cherishes hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity. Community spirit should be cultivated, with respect for individual initiative.

The Primary Education Development Plan I (2002-2006) set the goal of increasing overall Gross and Net Enrolment as the highest priority. The access to education, as measured through Net Enrolment Rate (NER) and Gross Enrolment Rate (GER) has steadily increased since 2000, with the most rapid increase in 2005. Similar positive trend has been observed in secondary education.

The Evaluation of the Impact of the Primary Education Development Plan (PEDP) 2002-2006 concludes that the strategic intervention of increasing school enrolment was remarkable (MOEVT, 2007). However, the evaluation noted that drop-out and repetition rates remained high and the overall quality of learning caused concern (see also e.g. HakiElimu, 2008). ‘Truancy’ is recorded as the predominant reason for drop out at the primary education level. However, ‘truancy’ might not be a reason as such but a consequence of a range of factors that affect attendance inside and around schools. There is also evidence of geographical inequity in terms of access and quality of education, and increasing numbers of children living in harsh conditions and are not going to school (e.g. Raynor, et al. 2007).

In Tanzania, many children are affected by generalised insecurity in terms of household income and food security, but there are groups of children who may be considered particularly vulnerable. It is estimated that about 17% of the total population of children aged 0 – 14 years can be considered as ‘vulnerable’, of which some 5% or 930,000 are ‘most vulnerable’. This vulnerability affects their chances in education, and needs to be considered in designing education programmes. Furthermore, gender dimension in vulnerability can be easily detected. For example, at the secondary level, the main reason for drop out is pregnancy, thus affecting girls. In primary and secondary education, boys with disabilities are more likely to be educated than girls with disabilities. While the overall trend in achieving gender equity has been positive, the same does not apply to those learners who belong to vulnerable groups. HIV/AIDS pandemic further exacerbates vulnerability in education.

Increases in enrolments hardly materialised for learners with disabilities (see e.g. BEST 2006, 2007, 2008). According to the data used for Net Enrolment Rate by the MOEVT, the total
population of children of 7 – 13 years in 2007 was 7,271,198. The WHO estimates that 10% of people in any given population have a disability. There are some local findings (e.g. Youth with Disabilities Community Project, 2007) that suggest that in Tanzanian context, the percentage of children with disabilities might be lower, around 5%, due to relatively high child mortality. A World Bank commissioned study (Filmer, 2005) reviewed Household Surveys in 11 developing countries and concluded that the prevalence of disability is between 1 – 2 % of the population. These findings are in line with the United Nations disability database (DISTAT), as well as with the National Census of 2002 which reported that 2% of the population has some form of disability. The latest National Census on Disability statistics have not been available for review for this Strategy. Other sources present estimates around 2.5 – 3% of children of school age population having ‘obvious’ disabilities (Evans, Savolainen in IWGE 1998).

Using these estimations, the number of children with disabilities in Tanzania could be anything between 72,000 and 700,000. If the prevalence of disability among primary school going age children is somewhere around 2-5%, this would mean 150,000 – 350,000 7 -13 years old children with disability.

According to the MOEVT data, 34661 children with disabilities attended primary schools in 2008, which represents 9 – 20 % of all children with disabilities depending on the baseline figure used for the number of children with disabilities.

The international goals of Education for All, or even Universal Primary Education as expressed in Millennium Development Goals, will not be reached unless more efforts, and resources indeed, are put in place in order to develop schools to become more inclusive; to reach out to those children who are out of school or who are not achieving their potential in schools. Pre-service and in-service teacher education has to be greatly developed both in quality and quantity to make it possible for the growing number of children to receive satisfactory education at school.

In order to contribute towards achieving these international goals, and strengthen the implementation of MKUKUTA, the focus of the National Strategy on Inclusive Education is on Basic Education. This cohesive strategy lays foundation for an exploration of factors that inhibit presence, participation and learning. The National Strategy on Inclusive Education outlines strategic areas of action from existing Education Sector policies and programmes which need to be reinforced and consolidated so as to provide access to quality education to all children, with a special emphasis on vulnerable children.

However, inclusive education is not an approach that limits itself into Basic Education. The principles and ideas expressed in this document will need to be inculcated across the Education Sector, to be applied and implemented in all education programmes and in all levels of education. It is through the application of inclusive education that the goal of Education for ALL can be realised.

**Strategy development process**

The draft National Strategy on Inclusive Education is an outcome of a process which started in 2004, when the Ministry of Education and Culture of the United Republic of Tanzania
requested support from the Ministry for Foreign Affairs of Finland for improving the provision of education to children with special needs. A Fact-Finding Mission was carried out in 2005 for the planning of the proposed co-operation. From mid-2007, the Government of Finland has provided technical assistance in the form of two Technical Advisers to provide support to the Ministry of Education and Vocational Training.

The strategy development process has been carried out in three phases. In the first phase, an orientation workshop was organised in June 2007 for representatives of 20 organisations and government officials with the purpose of seeking views on the strengths and weaknesses linked with special needs / inclusive education provision. A National Expertise Group, consisted of government officials and non-government organisation members, was established within the Ministry of Education in July 2007 to discuss and share ideas along the strategy development process. Two teacher education development teams were set up for the development of teacher training colleges (especially Patandi) and the development of in-service training. Patandi Teachers’ College staff has held several workshops to discuss the challenges in the training of special needs education teachers and teachers for inclusive education, as well as to prepare the Patandi Teachers’ College strategy to comply with the proposed national strategy.

The guiding principle of the development of this Strategy has been that it forms an integral part of the on-going policy and programme development processes within the Ministry, and that the proposed National Strategy on Inclusive Education is aligned with and integrated to other relevant strategies, programmes and plans. Therefore, during the first phase, a comprehensive policy, plan, programme and strategy review was carried out in 2007 (see References) and various inputs were prepared to contribute to on-going policy development processes.

In the second phase, a Situation Analysis and Needs Assessment on Special Needs / Inclusive Education in Tanzania was carried out in February – April 2008. The study evaluated some current provision for children with disabilities and inclusive education initiatives, as well as investigated different conceptual understandings regarding special needs education and inclusive education. Issues related to teacher education were also discussed.

Tanzanian experts and professionals involved in inclusive education worked in thematic groups in September 2008 elaborating the strategic directions for the development of inclusive education. Their work was based on the Situation Analysis and a background document which brought together all strategies and plans for inclusive education from different Education Sector documents. A national workshop organised jointly by Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET) and the Ministry of Education and Vocational Training further contributed to the first draft of the Strategy which was available for comments and inputs in October 2008.

The third phase of the strategy development process has included a stakeholders’ consultative meeting in March 2009 which provided critical comments and feedback on the first draft which were taken into consideration in the revision for the second draft.
2. The policy context

The core of Inclusive Education is the human right to education, pronounced in the Universal Declaration of Human Rights (1949), recognising diversity as the main characteristic of humanity. In education this diversity should be used as a constructive force in building societies. Therefore, education policies must be sufficiently diversified and so designed as not to become another cause of social exclusion (UNESCO, 1996).

Various international conventions and agreements recognise the need for education policies and practices that accommodate all learners:

The UN Convention on the Rights of the Child (1989) outlines the right to education and training of all children, to achieve the greatest degree of self-reliance and social integration possible. Tanzania has ratified the Convention.

The Jomtien World Declaration on Education for All (1990) highlights the commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem. The Dakar World Education Conference (2000) recalled in the Notes on the Dakar Framework for Action that “...the inclusion of children with various educationally disadvantaged positions, such as children with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve Universal Primary Education”. The Notes highlighted also the importance of inclusive education: “... In order to attract and retain children from marginalised and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners...”

UNESCO Salamanca Statement and Framework for Action (1994) reinforces the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The challenge is for ordinary classrooms to be responsible for all learners. The Salamanca Statement outlined the main principles of inclusive schools:

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different learning styles and rates of learning and ensuring quality education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education. Assignment of children to special schools - or special classes or sections within a school on a permanent basis - should be the exception, to be recommended only in those infrequent cases where it is clearly demonstrated that education in regular classrooms is incapable of meeting a child’s educational or social needs or when it is required for the welfare of the child or that of other children.”
Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006) urges the Member States to organise education for persons with disabilities without discrimination and on the basis of equal opportunity. Therefore, this right should be granted through an inclusive education system at all levels and aiming at lifelong learning. Tanzania has signed but not ratified the Convention.

In Tanzania, education as an equal right has been expressed in various national policies, legislation and guidelines:

The Education Act (1978) statutes a compulsory schooling and regular attendance at primary level of education. It is the responsibility of parents to ensure that their child is enrolled to a school and attends regularly. The Education Act does not provide affirmative action in relation to any specific groups or situations but asserts that “no person may be denied opportunity to obtain... education for the reason only of his race, religion or political or ideological beliefs.”

The Education and Training Policy (1995) endorsed the right to pre-primary and primary education and adult literacy to all citizens as a basic right. In addition, the Education and Training Policy made a point to promote and facilitate access to education to disadvantaged social and cultural groups. The Education and Training Policy further states that “government shall facilitate proper training...of teachers for pre-primary schools”. It recognizes special teacher education by pointing out the necessity of training of teachers of children with special needs. The policy sets compulsory in-service training and re-training of practicing teachers to ensure teacher quality and professionalism.

The Child Development Policy (1996) aims at protecting children’s rights as expressed in the UN Convention on the Rights of the Child. The policy recognises that measures need to be taken to ensure that all children of school going age are enrolled. It further emphasises that it is the responsibility of the Ministry of Education and Vocational Training to make available educational opportunities for those who are above primary school age, who have dropped or been taken out of school and for those who never went to school.

The National Policy on Disability (2004) urges the Government, in collaboration with stakeholders, to provide a conducive environment for inclusive education which would take care of the special needs of children with disabilities. The National Policy on Disability further emphasises the need to improve and increase skills training for persons with disabilities, in settings that accommodate both disabled and non-disabled trainees.

The National Strategy for Growth and Reduction of Poverty (NSGRP, or MKUKUTA) identifies disability and children among the crosscutting issues. It also recognises that geographical and demographical factors may cause poverty. It is therefore suggested that education of those groups of people who are more likely to be affected by poverty needs to be afforded utmost importance. The MKUKUTA programme aims at ensuring that all (boys and girls) children, including those with disabilities, orphans and other most vulnerable children (e.g. child labourers, street children) are able to effectively access and complete high quality, child-friendly and gender sensitive primary education programme.
The Primary Education Development Plan II (PEDP 2007-2011) sets the target of enrolling all children of 7 years old (6 years old girls) in Standard 1 by 2011. It envisages that all children from difficult and hard-to-reach areas, orphans and those with disabilities are enrolled. The Plan introduces inclusive education as a means to address the disproportionate exclusion of learners with disabilities and proposes a number of strategies to take inclusive education forward.

The Teacher Development and Management Strategy (TDMS revision, 2008) focuses on attracting, developing and retaining adequate quality teachers. TDMS calls for building capacity of primary and secondary school teachers in special needs education methods, as well as reviewing of the pre-service teacher education curricula and in-service programmes to include special needs education. Curricular review cycles should contain the procuring of special materials and equipment for tutors and student teachers with special needs. TDMS also encourages the reviewing and mainstreaming of cross-cutting issues in teacher education system.

The Education Sector Development Programme 2008 – 2017 (ESDP revision, 2008) proposes a number of principles that should be adopted across the Education Sector in order to achieve the wider goals of reducing poverty through investments in education. One of the principles particularly emphasise the access to at least basic levels of education by all persons, “irrespective of gender, physical disability, or parents’ income, social status and geographical origin”. According to ESDP “the fundamental principle of inclusion...is applied as a key strategy aimed at achieving universal and equitable access...”

The National Multisectoral Social Protection Framework (draft, 2008) is informed by human rights principles and it urges the following principles to be adopted across all the sectors:

- Prioritisation: ensuring that targeted support reach the most needy, vulnerable people
- A range of interventions that address elements of poverty and vulnerability but facilitate empowerment of all people
- Community participation and inclusion so that new systems are inclusive and address issues of power relations
- Strengthening the capacity of local government and non-state actors to effectively facilitate the identification of the most needy and vulnerable persons so as to support them
- Universality of access.

This overall policy context has guided the formulation of the National Strategy on Inclusive Education.
3. Inclusive education – Where are we in Tanzania?

Inclusive education, in its essence, is concerned with providing appropriate responses to a range of learning needs in formal and non-formal education settings. It is an approach that attempts to transform the education system in such a way that the diversity of learner population and learning characteristics can be addressed and responded to in a unified system. Therefore, inclusive education goes beyond the issue of placement of certain groups of learners into existing structures and systems.

Inclusive education is based on values emanating from human rights. It is recognised that every person is unique and equal regardless of any characteristics, beliefs, opinions or wealth. Equity means that they should all be given an opportunity to lead a decent life and pursue their aspirations. It is about respect for and celebration of human diversity, and full participation in all aspects of community life.

In Tanzanian context, inclusive education can be defined as a system of education in which all children, youths and adults are enrolled, 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 is an evolving process rather than a fixed state. It takes a proactive stance in developing policies, practices and cultures that create an educational environment where barriers to presence, participation and learning can be minimised. It further attempts to address and respond to the challenges that emerge within education and in the interaction between the learner and her / his environment through a continuum of educational support.

Who face barriers to presence, participation and learning?

In this document, ‘presence’ means physical, social and economic access to education as well as retention in schools and other educational programmes. It is equally about the completion of the study programmes, at all levels of education. ‘Participation’ refers to learners’ active involvement in the whole process of education, i.e. building an educational community where each learner is respected, valued and supported as an individual with different ideas, aspirations, talents and backgrounds. It is also about providing appropriate means of communication so that each learner can express their ideas and learn from others’ thinking. ‘Learning’ is used to describe a complex interaction between the learner, her / his environment and the curricula (formal, informal and hidden). It is about the quality of learning experience within education programmes in relation to the learner’s needs, aspirations, interests and skills.

Barriers to presence, participation and learning may arise due to various reasons. They can be related to factors which are within the learner:

- Impairment (such as visual, hearing or intellectual impairment)
- Psycho-social disturbances (such as delinquency and antisocial behaviour)
- Life experiences (such as trauma caused by dramatic events, living on the streets).
Some of the barriers in gaining access to and remaining in education emanate from various factors around the learners:

- Environment (such as long distance to school, inaccessible environments for wheelchair users, unsafe or unsuitable surroundings for girls, inappropriate school buildings, nomadic lifestyle, cultural and traditional customs and beliefs)
- Curriculum and teaching (such as inappropriate teaching methods, lack of learning materials or assistive devices, irrelevant curriculum design and development, unfair examination system, poorly and inadequately trained teachers)
- System (such as not allowing children with disabilities or teenage mothers attending local schools, policies that restrict attendance through age-limits, education arrangements not respecting life style or culture, poorly paid and poorly respected teachers, unequal distribution of support to learning and teaching, ineffective management).

These barriers in Tanzania are further elaborated and summarised in Table 1, on p.16.

Poverty is the overarching factor causing barriers to presence, participation and learning in Tanzania. Education policies and strategies cannot ignore this root cause. Poverty is closely linked with ‘vulnerability’ which refers to a risk of an adverse outcome (e.g. ill-health, impoverishment, exclusion). It is the likelihood that an individual will experience a decline in wellbeing, but also a capacity to cope with it. It is not only a result of individual mishap, but also systematic differences in resources and opportunities which influence, in turn, in individual’s capabilities. In a way, ‘vulnerability’ is a lack of control of one’s situation.

It is estimated that vulnerable children constitute about 17% of the total population of children aged 0 – 14 years in Tanzania (Kaare, 2005), of which about 5% or 930,000 are ‘most vulnerable’ (Dept. of Social Welfare, 2006, quoted in MOFEA, 2008). They are visible in schools, and addressing their needs calls for more focused action (Situation Analysis, 2008). Learners who are more likely to be vulnerable in Tanzania have been identified as:

- Children with disabilities
- Children from poor families
- Children in gender biased families/communities
- Children from pastoralist/fisher folks/hunters/gatherers communities
- Children from geographically disadvantaged areas
- Children in worst forms of labour e.g. commercial sex workers
- Abused and neglected children
- Children in conflict with the law e.g. juvenile prisoners, drug abusers
- Children living with and affected by HIV/AIDS
- Children displaced by natural calamities e.g. armed conflicts, droughts, floods
- Young (girl) mothers thrown out of school or forced to marry in their teens
- Street children deriving from matrimonial conflicts, abject poverty and/or peer pressure
- Orphans
- Child-headed families deriving from abject poverty, broken families bereft by parents and abandoned by kinfolks/community.
Table 1: Barriers to presence, participation and learning in Tanzania

<table>
<thead>
<tr>
<th>Barriers in policies</th>
<th>Barriers in practices</th>
<th>Barriers in cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate policy and regulatory frameworks in addressing diversity and promoting Inclusive Education</td>
<td>Uneven distribution of resources by basing on population ratios; failing to take into account other sources of support at the disposal of some schools e.g. schools owned/supported by the private sector - faith based institutions compared to public/community schools.</td>
<td>Lack of awareness and resistance towards change among implementers</td>
</tr>
<tr>
<td>Inadequate budget allocation resulting in shortages in teacher education, equipment, learning materials, etc., as well as overcrowding and poor facilities.</td>
<td>Limited number and capacity of staff to cater for diversity at different levels</td>
<td>Limited value placed on education by communities/parents</td>
</tr>
<tr>
<td>Top down approach to inclusive education</td>
<td>Poor utilisation of existing resources</td>
<td>Cultures and customs that ostracize e.g. girls impregnated out of wedlock, stigmatization attached to impairments/ HIV and AIDS/ minority groups, etc</td>
</tr>
<tr>
<td>Physical barriers to accessing education, e.g. lack of transport, poor roads, inaccessible buildings</td>
<td>Not enough teachers’ colleges to train sufficient numbers of teachers as required in schools</td>
<td>Irresponsible parents or inadequate support from parents</td>
</tr>
<tr>
<td>Inadequate Early Childhood Development Programme</td>
<td>The intake of students for teacher education not streamlined</td>
<td>Poor morale and motivation of teaching staff due to lack of support and proper remuneration</td>
</tr>
<tr>
<td>Regular teacher training and inclusive teacher training are not planned and developed to achieve proper standards</td>
<td>Volume of teachers in-service training inadequate</td>
<td>Culture of violence and abuse, including corporal punishment</td>
</tr>
<tr>
<td>Too many Ministries are involved in the financing process of primary education – and when the funds reach schools, they seem to be reduced; the financing modality for ‘special needs’ is based on child-based funding formula - and which is not operational at the moment</td>
<td>Teacher education curricula not inclusive</td>
<td></td>
</tr>
<tr>
<td>The financing of current ‘special education’ is not very clear due to multiple structures</td>
<td>Limited knowledge of and unclear definition of roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Lack of incentives for teachers, particularly for resource/specialist teachers</td>
<td>Lack of health services including provision of first aid facilities</td>
<td></td>
</tr>
<tr>
<td>Inadequate budget allocation to provide educational support for learners who face barriers to presence, participation and learning</td>
<td>Lack of school feeding programmes</td>
<td></td>
</tr>
<tr>
<td>Inadequate measures in education to alleviate the impact of abject poverty</td>
<td>Geographical barriers, including long distances to school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate and inappropriate school infrastructure, including toilets, playing grounds, classes, teachers houses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No reliable accreditation, quality assurance and quality control to monitor the status, legitimacy and appropriateness of institutions and programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinging to teacher-centred pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implicit acceptance of corporal punishment and abusive behaviour in education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor implementation strategies of policies, programmes and curricula</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The legacy of Special Needs Education works against adoption of inclusive education policies and practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shortage of qualified teachers and non-teaching staff resulting overcrowding in classrooms</td>
<td></td>
</tr>
</tbody>
</table>

Education policy has to be proactive reaching out to these children because they are the most likely not to fully benefit from education. When these learners are reached during the time of
their compulsory education, they are more likely to continue their educational path, and more likely to contribute towards economic growth and personal well-being.

**Strengths and weaknesses**

Various reports and studies confirm that the current education system has not managed to respond adequately to the needs of vulnerable groups, particularly to those of learners with disabilities. There are equity gaps in access in terms of physical and curricular access (Situation Analysis, 2008), as well as in educational outcomes due to pervasive challenges in creating attractive learning and teaching conditions (HakiElimu, 2008).

**Educational support**

All children can learn, and most children require support in their learning. Some learners require substantial and regular support while others need occasional support to overcome slight learning backlogs, lack of motivation or troubling situations.

‘Equity’ in education does not mean providing the same for all, but rather, an equal opportunity to succeed and achieve one’s potential. In order to provide equal opportunity, there should be a continuum of educational support available to minimise or remove barriers that learners might experience. Some of this support is closer to the principles of inclusive education (e.g. support provided in regular classrooms for all learners who need it) and some further away from inclusive education (e.g. special schools and units, separate skills development programmes for persons with disabilities, non-formal education programmes only for certain group of people).

Basic Education documents, particularly the curricula and the Schools Inspectors Manual, make a reference to the need of adapting teaching according to the capacity of learners. There is an informal system of extra tuition, provided by teachers after school hours, mainly to prepare learners for exams. To participate in this form of preparation, learners have to pay to teachers (Kitta, et al., 2008). This is not a feasible option for poor learners. However, there is no mention about providing educational support to those who are lagging behind, who face permanent or temporary learning difficulties, or who repeat classes. Repetition, failure and eventual drop-out rates suggest that there are about one in five learners who might need educational support, along with the usual classroom instruction. Repeating a Standard or a Form does not improve learning unless the learner is supported in areas where difficulties are. In order to address challenges in learning and teaching, manifested in failure rates, the concept and practice of ‘educational support’ needs to be introduced and developed.

**Children with disabilities**

Educational support to a certain group of learners is currently provided within the framework of ‘Special Needs Education’. This provision is based on a deficit-model, i.e. organising
education for learners who have a perceived or diagnosed similar impairment or condition but not necessarily similar needs. Currently learners benefitting from these services are categorised under eight headings: visually impaired / albino, deaf/mute, deaf-blind, physically impaired, mentally impaired, autism, multiply impaired and others (behaviour disorders, learning difficulties and speech problems).

In terms of provision for learners with disabilities, important partnerships with various stakeholders (such as parents, educators, non-governmental organisations, disabled persons’ organisations, faith-based organisations) have been developed over years, and which will continue to be crucial for enhancing access to education for learners with disabilities. Non-governmental organisations and churches have offered segregated special education according to category of disability in boarding schools since 1950s. There are also a few private and government special day schools. Integrated special needs education units are situated in some regular schools. These schools have separate classes (units) for learners with disabilities. Some integrated units are with boarding facilities and while the rest are day units. The Ministry of Education and Vocational Training assigns teachers to special schools and units.

Itinerant specialist teachers provide support to teachers and learners in a few Regions. Their task is mainly to assist regular schools in making adaptations and preparing materials for blind learners. This service is jointly offered by the government, the Tanzanian Society for the Blind and Sight Savers International.

Special schools and units represent a resource that can form an important part of educational support in future. This, however, will require major changes in ways in which special schools and units currently operate. Special teachers – even that they are few – are a valuable resource. Their skills and knowledge need to be updated and reoriented in their work to support inclusive education.

In terms of identification of disabilities, there is one special school in Dar es Salaam where testing is carried out. Screening is based on categories of disabilities and does not identify the level and kind of educational support needed. Hospitals and health centres around the country also identify impairments on a medical basis.

Inclusive Education initiatives for learners with disabilities have been initiated in 70 districts, in 280 schools since mid-1990s. While educational support system as such is not in place in these districts or schools, nor has all teachers in these schools provided with training, they are, nevertheless, schools that have opened up their doors to children with disabilities and attempt to reduce barriers to presence, participation and learning in their own contexts. However, field observations suggest that in some of these schools the concept and principles of inclusive education are poorly understood as they place learners with disabilities in separate classes (Situation Analysis, 2008). Notwithstanding the conceptual challenges, field observations also point out that in these schools there is an emerging understanding of the urgent need to address vulnerability in a more comprehensive way.
Other vulnerable learners

Complementary Basic Education in Tanzania (COBET) and Integrated Community-Based Adult Education (ICBAE) programmes represent ‘second chance opportunities’ in education. These programmes were established to provide non-formal education opportunities to young people who had been left out from the school system. The aim of COBET is to eventually integrate students into formal education system and it is supposed to be discontinued in 2008. The PEDP Evaluation report refers to the URT 2006 [Education Sector] Progress Report and states that there has been a great success both in integrating students into Standard V and selecting students to join secondary education. The ICBAE has been equally successful. The success of COBET programme has been based on learner-friendly environments, availability of textbooks and training modules and strong commitment on the part of facilitators and students themselves. COBET programme might provide valuable approaches for diversifying curriculum in formal education. While COBET programme has been successful in many ways, it has been criticised of not providing education opportunities for young people with disabilities (Naukkarinen & Väyrynen, 2007).

A range of non-governmental organisations provide education for other vulnerable groups, such as street children and pastoral communities. These initiatives are administratively connected with the Ministry of Community Development, Gender and Children, and there is clearly a need to reinforce linkages between the MOEVT and MCDGC so as to learn from one another’s experiences. Regarding targeted actions to increase access to education, some boarding school facilities are available for children from pastoral communities. Street children are supported by civil society organisations, and interesting results from their work with communities have evolved (e.g. Mkombozi, 2007). Social and health sector initiatives, such as training of para-social workers to work with the most vulnerable children, as well as national frameworks for managing and coordinating activities targeted to most vulnerable children, may prove useful for improving educational access. In order to support children affected by HIV/AIDS, teachers are provided with information and awareness on HIV/AIDS, and each school has its own guidance and counselling programme.

The extent to which vulnerable learners benefit from various targeted and non-targeted actions is not clear as the current data collection and analysis does not systematically track these initiatives.

Teacher education

There are considerable shortages in special needs and inclusive education teacher training (Situation Analysis, 2008). It is said that currently less than 1% of teachers have any knowledge of special educational needs, and even these teachers lack pedagogical skills and knowledge involved in inclusive teaching and learning processes. Furthermore, there are observed gaps in skills and knowledge of trained special teachers. For example, only few teachers who are specialised in teaching deaf children can use Tanzanian Sign Language (e.g. Naukkarinen & Väyrynen 2007, Halvari & Savo, 2008).

The shortage of teacher education in special needs education and inclusive education is pervasive because the training of special teachers is the main responsibility of only Patandi
Teachers’ College. Furthermore, the Patandi curricula are not designed in line with the principles and practice of inclusive education. The number of graduates of Patandi Teachers’ College is low, 908 (164 certificate, 744 diploma) in 2003-2007.

Four other institutions offer special education courses: Morogoro Teachers’ College offers teacher training for secondary school teachers but has also a component of special needs education in Psychology, Guidance and Counselling (Situation Analysis, 2008). Open University of Tanzania has a special needs education programme, and Dodoma University has started a special teacher training programme in 2008. In the private sector, Sebastian Kolowa University College (under Tumaini University) in Lushoto offers the degree of Bachelor of Special Needs Education. The overall training capacity of these five institutions is low in relation to current needs.

In the Teacher Education Curricula, inclusive education is not currently mentioned. Teacher education strongly emphasizes general teaching, and there are elements of special needs education at the Diploma-level curriculum. Special teacher education emphasizes education of children with special needs / disabilities. Teacher education is not seen as aiming at promoting education for all learners; and special teacher education is not seen as supporting teacher education in promoting education for all learners.

Generally, there is inadequate provision of in-service training for teachers, tutors or education managers. More personnel need to be involved in in-service training as currently in-service training is neither regular nor continuous. Well-resourced and continuous in-service training at all levels, especially for the development of inclusive education, needs to be ensured.

Inclusive teacher education faces serious challenges. College infrastructure, human resources, as well as materials and equipment are grossly inadequate in relation to the needs. Curricula do not reflect inclusive education, and there is a need to develop policies for inclusive teacher education.

**Curriculum**

The current pre-primary, primary and secondary school curricula are set out in the framework of competence-based education, outlining the ‘expected competences’ for each study component. The syllabus documents contain the contents of each subject, as well as propose teaching approaches and, to some extent, advice on how teachers can address and respond to the needs of learners with disabilities. They also urge teachers to use and select teaching approaches that encourage learner participation. This is a strong basis for developing learner-centred and collaborative teaching and learning practices in schools.

Learning and teaching materials have not followed the developments of the written curricula. With the competence-based curriculum, learning and teaching materials should be designed along the same lines. Furthermore, they should allow for both horizontal and vertical differentiation.
4. Overall goals and objectives of inclusive education, and strategic areas of action

The National Strategy on Inclusive Education aims at contributing towards achieving the goals set in the MKUKUTA. As outlined in the Education Sector Development Programme 2008-2017 “the fundamental principle of inclusion is applied as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity” (ESDP, revision 2008). The National Strategy on Inclusive Education has been aligned with the timeframe of the ESDP, and with the relevant sub-sector programmes. However, as inclusive education is a process, the development of inclusive education is to be seen beyond the timeframe set in this strategy.

The focus of this strategy is on Basic Education, so as to contribute towards achieving the Millennium Development Goals and the goals set within the Education for All framework. Notwithstanding this focus, the principles of inclusive education will be applied across the Education Sector, and appropriate actions will be taken.

The overall goal of the National Strategy on Inclusive Education is:

**The Goal:** All children, youth and adults in Tanzania have equitable access to quality education in inclusive settings.

The objectives, which state the impact of the implementation of the National Strategy on Inclusive Education, are linked with the Education Sector Development Programme 2008-2017 operational clusters. These links are illustrated in Figure 1.

![Diagram](image-url)

**Figure 1:** ESDP operational clusters and their connections appear in the grey boxes; the objectives of the National Strategy on Inclusive Education are presented in white boxes, linked with the corresponding clusters.
Objectives:
1. Education policies and programmes are informed by inclusive values and practices
2. Teaching and learning respond to the diverse needs of learners
3. Educational support is available to all learners
4. Professional capabilities for inclusive education are widened and strengthened
5. Community ownership of and participation in inclusive education are enhanced

Operational targets for the Education Sector have been set in the Education Sector Development Programme 2008-2017 (draft, 2008) and other Education sector documents, such as PEDP II and TDMS. The National Strategy on Inclusive Education derives the activities under each strategy from these targets. The activities should be seen as indicative, and will be regularly reviewed as the inclusive education development process unfolds.

An overview of the National Strategy on Inclusive Education is presented in the Table 2 below:

Table 2: National Strategy on Inclusive Education, overview

**Strategic areas of action**

All strategies in Education Sector documents that prioritise the development, funding and implementation of strategies for improving the quality of education are the prerequisite for the development of inclusive education. These include strategies such as training and recruiting qualified teachers and improving infrastructure by increasing number of schools, latrines, classrooms and teachers’ houses. Improving teachers’ remuneration and other
incentives are necessary to motivate teachers to develop their professional skills and work in remote areas. Pro-poor actions, such as school feeding or bursary schemes, as well as guidance and counselling and student welfare services in secondary and post-secondary education are also likely to facilitate presence, participation and learning. The strengthening of early childhood care and education will prove particularly important to those children who are deprived due to range of reasons, and with the increased enrolments in primary and secondary education, the opportunities for continued education for students from disadvantaged backgrounds need to be carefully examined. The following strategic areas of action have mainly been identified from the existing Education Sector policies, programmes and plans, and are further required to be addressed in order to advance inclusive policies, practices and cultures in education.

**Objective 1: Education policies and programmes are informed by inclusive values and practices**

Inclusive education is unlikely to be realised without inculcating the principles throughout all policies, practices and cultures, including organisational cultures within Education Sector. Furthermore, inclusive education does not ‘belong’ to a particular Unit or Department within the Ministry of Education and Vocational Training but is a part of all programmes. It goes beyond the administrative boundaries of the Ministry of Education and Vocational Training through the decentralisation policy. Other ministries are also involved in educational activities and provide crucial social and health services, and therefore, inclusive education needs to inform these activities as well.

**Strategy 1.1: Reinforce presence, participation and learning of all learners in inclusive settings through legislation and policies**

The legacy of separate regular and special needs education administration and practice necessitates a thorough review of all Education policies so that exclusionary policies and practices can be reduced. Inclusive education will not be implemented on a ‘charitable basis’ but as an equal right for equal opportunities in education. The change from special needs education to inclusive education, and the systemic changes it requires, needs be clearly articulated in the proposed new Education and Training Policy (ETP) in terms of broad definitions of access and participation. In this sense, ‘access’ refers to physical access (buildings), communication access (language, alternative communication means), curricular access (adaptation and support), social access (interaction with peers) and economic access (affordable education). Therefore, ‘universal design’ is a useful concept to be applied as a principle whereby physical, social, communication, curricular, technological and economic access are addressed in a comprehensive way for all learners, not as ‘add on’ programmes.

Legislative reform to support inclusive education will be launched. The Education Act 25/1978 needs to reflect inclusive education, and ensure that schools and local government authorities are made responsible and liable for providing education and reaching out to all learners of compulsory education age in their catchment area. The Act will also need to articulate and explicitly protect the rights of vulnerable learners. Furthermore, the Education Act will need to be harmonised with other, more recent legal documents.
There is a need to reinforce and refocus policies and programmes which target vulnerable groups. These include measures to address drop out reasons. Flexible and innovative solutions that combine school education and pre-vocational or vocational skills could be looked into. A standard approach to school education does not respond positively to the needs of many pastoral, hunter-gatherer and fishing communities, either. Non-formal education approaches, mobile schools or itinerant teacher programmes need to be looked at to improve access to education in these communities. Clear guidelines will be developed for addressing educational needs of those children who are out of usual community or family networks, such as street children, child prostitutes, etc. These guidelines will be developed in collaboration with a range of stakeholders, including other ministries, so as to create a holistic approach to learning and development.

A careful consideration will be made in developing post-primary education provision so as to ensure that there are a range of formal and non-formal education opportunities for continued education for all learners. Education institutions will be encouraged to develop their institutional inclusion policies. The implementation of barrier-free school and education institution infrastructure will be improved and closely monitored.

Activities:

- Ensure that the new proposed Education and Training Policy articulates the principle of inclusive education
- Integrate various aspects of this Strategy in all Basic Education programmes as of Financial Year 2010-2011.
- Integrate various aspects of this Strategy into Technical and Vocational Training and Higher Education as of Financial Year 2011-2012.
- Initiate and participate in reviewing Education Act by 2012.
- Review existing and introduce new policies that will facilitate 'second chance' and pro-poor education opportunities, and minimise the effects of selective policies by June 2011.
- Prepare guidelines for addressing needs of learners who are outside community or family networks by June 2011.
- Liaise with MHSW and MCDGC to initiate and implement inclusive education programmes through more effective targeting and collaboration.
- Improve monitoring of the implementation of barrier-free schools and other education facilities by 2010.

**Strategy 1.2.: Strengthen institutional arrangements for effective implementation of inclusive education**

Institutional arrangements for inclusive education need to enable cross-sectoral collaboration and facilitate multi-sectoral collaboration, as well as encourage wide stakeholder participation.

The current separate administration for regular and special needs education has lead to fragmentation of policies, and maintained thinking whereby addressing the needs of learners is commonly considered something additional rather than a question of a right. It has also made it difficult to address learners’ needs and develop educational support beyond the
traditional boundaries of special needs education. This division needs to be bridged. In developing inclusive education, the roles and responsibilities of various actors in relation to the implementation of inclusive education will be spelt out in operational terms.

While the development of inclusive education falls within the current roles and responsibilities already laid out for education, there is a need to refine some key roles and responsibilities in relation to inclusive education:

Schools – focal points for inclusive education
- Work with communities (including various stakeholders), parents and school committees through Whole School Development Planning and informal means
- Monitor attendance and performance of all learners, and take action when educational support is needed
- Document the process of developing inclusive education at every and share their progress with other schools and education programmes in the locality; where they are, what barriers they face and what strategies they use to overcome the barriers. The current cluster system can be used in this respect.

The Ward – a link between schools and services
- The Ward education coordinators are a part of the management structure and hold a responsibility to link and coordinate the resources available for schools and education programmes.
- Monitors attendance and performance of all male and female learners, in particular of those learners who belong to vulnerable groups so as to ensure that educational interventions are adequate and reaching the most vulnerable, and encourage schools and education programmes to take measures to improve situation where needed.

The Local Government Authorities – focal point for service delivery and coordination
- Local Government Authorities own and are in charge of the day to day running of the schools, and plan for the implementation according to the District Micro-Planning guidelines.
- Local Government Authorities are custodians of funds collected for education from various sources, including private sector contributions. They also initiate collection of funds and distribute the funds according to the needs assessment plans of the schools.
- The current District Special Needs Education Coordinators’ job descriptions and qualification will be revised to include the development of inclusive education, support to schools and other education institutions and programmes, as a part of educational support resource centres (see Strategy 3.3). The Coordinator will also closely liaise with private service providers in order to identify and mobilise resources for educational support.
- The Local Government Authorities monitor attendance and performance of all learners so that progress in reaching out to vulnerable learners can be tracked.

Ministry of Education and Vocational Training – providing direction for the development of inclusive education
- Formulates policies based on current developments globally, nationally and locally
- Prepares regulations, strategies and guidelines for moving the inclusive education process forward
- Identifies the needs in teacher education and education administration development
• Identifies resources for inclusion within the Ministry, and coordinates professional development for inclusive education
• Develops quality assurance procedures for inclusive education and monitors quality
• Develops EMIS data collection to support inclusive education
• Collaborates with Universities and research institutions to carry out research on inclusive education development.

The implementation of this strategy will be seen and acted upon as a common task of the Ministry of Education and Vocational Training, with a clear division of responsibilities to different Institutions, Departments and Units for the implementation of the strategic areas of action.

As the development of inclusive education will evolve over a period of time, there is a need to facilitate this through effective coordination. The Ministry of Education and Vocational Training will establish a Department for Educational Support and Inclusive Education. The main purpose of the Department is to coordinate policy initiatives, planning and implementation of inclusive education within the Ministry of Education and Vocational Training; facilitate collaboration and sharing of resources for inclusive education between MOEVT Departments and Units and Institutions; liaise with other ministries; provide support to other MOEVT Departments and Units and Institutions so that they can integrate the principles as a part of their policies and take their responsibility of the implementation; ensure that there are effective mechanisms to promote and implement inclusive education in schools and education institutions; as well as mobilise resources for inclusive education.

An advisory board on Inclusive Education will be established to facilitate sharing of expertise, advise on implementation and monitor the progress towards inclusive education. The advisory board would consist of Directors of Institutions and Departments of MOEVT, relevant Directors from other ministries, and representatives from non-governmental organisations working with vulnerable groups. The advisory board will prepare a regular report on the implementation of inclusive education for Technical Working Groups on Quality and Cross-Cutting Issues. The reports will eventually be forwarded to Basic Education Development Committee for information, discussion and eventual decision-making.

Activities:
• Establish the Department for Educational Support and Inclusive Education by end 2009.
• Establish an Advisory Board for Inclusive Education by end 2009.
• Develop guidelines for inclusive education at different levels and for different education authorities by June 2010.
• Identify yearly 10 Districts where Educational Support Resource Centres will be established.
• Identify development partners and non-governmental actors for support of inclusive education development, starting of 2009.
• Liaise with non-governmental actors in developing Index for Inclusion and integrate the Index for monitoring and evaluation of progress towards inclusive education by end 2011.
- Improve EMIS data conceptualisation and collection on vulnerable learners; develop a needs-based data collection by June 2011. Improve data on teacher education, recruitment and placement.
- Initiate and maintain research on inclusive education for the use of developing inclusive education, starting 2010.
- Review and align the current monitoring and evaluation mechanism to capture the progress towards inclusive education by June 2010.

**Strategy 1.3: Review and redesign resourcing and financing for inclusion and educational support**

Currently, there are separate funding streams for regular education and special needs education. These streams are managed through different Ministries; and the regular education stream at district level and the special stream at national level. Furthermore public funding for various education sector elements are spread across a number of budget votes (MOEV, MCDGC, PMO-RALG, PSC).

Within the inclusive education context, distribution and allocation of funds is equally important to the level of funding. There needs to be in-built incentives for inclusive education.

The PEDP II and ESDP 2008-2017 propose a disability-related Capitation Grant of USD 20. This formula is problematic in that it encourages subjective decisions regarding learners’ eligibility for services. It will also require extensive identification and diagnosing, thus focusing on disability label. Labelling does not reflect the true cost nor the true needs as there are wide variations of the intensity of support required by individual learners, even among learners in the same ‘category of disability’. It may also divert the attention from other educational needs that occur within classrooms.

It is proposed that resourcing and financing inclusive education be developed into a resource-based model whereby funding is based on services provided. These funds would be used for improving physical environment (accessibility, new classrooms, teachers’ houses, latrines, etc.), recruitment of teachers, capacity building for teachers and non-teaching staff as well as school administrators, acquisition of teaching and learning materials, assistive devices as needed, etc. The allocation to individual schools would be determined by characteristics of the learner population as well as the needs assessment done by schools within the framework of Whole School Development Planning, in collaboration with Local Government Authorities.

In a transition phase, there might be a need to establish a funding scheme to meet basic requirements for the education of vulnerable learners that would allow targeted allocation of funds to schools, according to the needs assessment and Whole School Development Plan, and following the roll-out of educational support resource centres. Additional funding will be provided to those schools that undertake alterations in buildings and other facilities to make them barrier-free; or to new schools that are built barrier-free from the onset. The transformation of special schools into resource centres will also require additional funding at the initial stage.
As a part of the revision of the resourcing and financing inclusive education, there is a need to develop an understanding and clear guidelines on how funding and ownership of private special schools will be organised. As these schools work within the framework of the Government education policy, the bearing of the costs of transformation from special schools to resource centres will be negotiated.

In order to promote transparency and accountability, there is a need to ensure that monitoring mechanisms capture both financial issues and performance, especially how resources are being used for developing inclusive education.

Activities:

- Develop a resource-based funding system that supports community ownership of inclusive education by June 2011.
- Prepare and justify a budget for increasing funding for developing inclusive education and educational support in interim by June 2010.
- Review school construction funds to provide incentives for barrier-free school constructions by June 2010.
- Develop guidelines for financing and cost sharing of private special schools and other private educational support services by June 2010.
- Develop incentives for schools that make progress towards inclusive education by end 2010.

Objective 2: Teaching and learning respond to the diverse needs of learners

A powerful tool for increasing learning and participation is the curriculum. For inclusive education to take on, the curriculum has to be underpinned by a model of learning which is itself inclusive; it needs to accommodate a range of learning styles and to emphasise skills and knowledge which are relevant to learners. It must allow for interaction, discovery and creativity, and progression at different levels of skills.

The current curriculum for primary education recommends participatory teaching methods. However, there are suggestions that this recommendation does not sprinkle down into classrooms (e.g. TEN/MET 2006, PEDP Evaluation 2007). Inadequacy of teaching and learning materials, as well as assistive devices, hampers access to curriculum of many learners, not only of children with disabilities, and need to be addressed as a matter of urgency. Furthermore, although teachers have the choice to adapt the curriculum according to the needs of learners, teachers are not prepared or lack the skills to do so. Very few teachers have been trained in the new competence-based curriculum (PEDP Evaluation, 2007).

Tanzania Institute of Education has the responsibility of developing curricula for pre-primary, primary, secondary and teacher education, as well as designing learning materials. It is therefore crucial that TIE is centrally involved in the development of inclusive education.
**Strategy 2.1: Develop curricula and learning materials that promote differentiation and support learning**

The next curriculum review will need to integrate the following aspects so as to support the development of inclusive education:

While the general orientation of pre-primary, primary and secondary education curricula is set in competence-based education framework, there is a need to widen the approach. In order to cater for a diversity of learners, the competences will be defined more broadly, both horizontally (a range of different tasks, exercises, products, materials) and vertically (a range of knowledge from simple naming to more complex application, synthesis and evaluation). The curricula also need to accommodate skills, attitudes, inclusive values and knowledge.

The needs of vulnerable learners, especially those with disabilities, will be integrated within the broad curriculum framework through horizontal – vertical differentiation. A further consideration will be given to the curriculum relevance in terms of its connection to the realities where learners live.

A particular consideration is required in terms of communication access to the curriculum. Many learners face unnecessary barriers to learning because their mother tongue or first language (preferred language of communication) is other than the language of instruction. To improve communication access, learning materials can be enriched; and learners encouraged to developing thinking in their first language. Sign Language and alternative communication means can be used in addition to spoken / written language. Sign Language interpreters should be used where teachers cannot communicate in Sign Language with their deaf learners.

In line with the curriculum developments for inclusive education, guidelines for the production of inclusive and gender sensitive text books and other learning and teaching materials will be developed. Universal design is encouraged in learning and teaching materials.

In the forthcoming curriculum reviews, an extensive training of District Curriculum/Academic Officers, Teacher Training College tutors, and a wide number of teachers will be organised, with a specific focus on horizontal and vertical curriculum differentiation, so as to facilitate the integration of new practices and instructional strategies in schools and education programmes. The on-going teachers’ in-service training needs to be carried out within the framework of competence-based curriculum.

Curriculum review process will need to engage a wider participation of stakeholders, including teachers and service providers working with various vulnerable groups, as well as academics. There is also a need to reinforce the linkage between curriculum and teaching / learning materials development, as well as assessment and examinations. The curriculum assessment criteria will also be revised accordingly to allow for wider differentiation in classrooms according to the needs of learners and the environment. The same applies to Teacher Education curricula.

Assistive devices facilitate presence, participation and learning for learners with disabilities. There is a need to improve the access to these devices, as well as distribution. A system for
centralised and decentralised procurement of assistive devices will be developed, and educational support resource centres (see also Strategy 3.3.) will be used to store, maintain and distribute materials and devices. Local manufacturing and production of low-cost assistive devices will be encouraged and principles for cost-sharing of assistive devices between all concerned Ministries will be worked out and implemented.

The Braille Print Press in Dar es Salaam has underutilised premises and the Braille book production is low. There is a need to modernise the facilities and improve the production, as well as distribution of the materials to make it cope with current market forces. A Survey of the Braille Press has been carried out in earlier. The recommendations of the survey will be reviewed and updated for implementation.

The information access and communication needs of learners with disabilities need to be integrated in all ICT equipment and software procurements for schools from the onset, as stipulated in the MOEVT ICT Policy (2007). Mobile solutions might prove useful, and a careful consideration will be placed on universal ICT design so that technological solutions for learners with disabilities are compatible with the technology that is generally used in the school or other education institution.

Activities:

• Widen the participation in curriculum panels, e.g. involving NGOs working with various vulnerable groups
• Provide training on inclusive curriculum to teachers, school inspectors and District officials, following the roll-out of establishment of educational support resource centres.
• Prepare guidelines for gender sensitive and inclusive teaching and learning by June 2011.
• Improve and revise the system of procurement, maintenance and delivery of assistive devices by June 2010.
• Develop principles of shared responsibilities for different Government services for the provision of assistive devices by end 2010.
• Upgrade and update the functioning of Braille Print Press by end 2014.
• Prepare recommendations for universal design for the acquisition of information and communication technology by June 2011.

Strategy 2.2: Develop an inclusive assessment and evaluation system for learners and teachers

Currently, the examination system does not comply well with the principles of inclusive education. In line with a broader definition of curriculum differentiation, examinations will allow for horizontal and vertical evaluation of skills and knowledge. Examinations will also be adapted in such a way that learners will have fair opportunities for showing their skills and knowledge, e.g. additional time, scribes, Braille / typing facilities. While the examinations are the same for all learners, the learning conditions and quality of teaching are not; thus learners may have unequal entry to the examinations. Examination-based assessment should take into consideration situations where learners have not had adequate instruction due to teacher or learning materials shortages or other such reasons beyond the learners as long as these challenges remain.
The curricula promote continuous assessment but the practice is not well embedded in daily teaching. There will be more emphasis in developing a wider selection of assessment tools, guidelines and training for both the learners and teachers to conduct self assessment, in relation to teaching and learning process towards the expected competences. It would involve continuous assessment also in regard to cognitive, psychomotor and affective domains. This kind of assessment would facilitate the identification of challenges in both in teaching and in learning, thus providing feedback to teachers and learners alike. A close collaboration between NECTA, education officers and teachers will be sought to develop assessment.

In Teacher Education, assessment will be aligned with schemes of work and stated competences, and developed to include both continuous assessment and examinations.

Furthermore, final examinations should not be the determining form of assessment. Continuous assessment throughout the education level will be included as a part of the leaving certificate.

Activities:
- Establish a multidisciplinary, interagency and participatory team to consider and advise on the development of an examination system in line with a broad curriculum by June 2011.
- Develop assessment based on individual learner performance by June 2012.
- Develop practical guidelines for tutors, student teachers, teachers and school inspectors on continuous assessment by June 2012.
- Develop Leaving Certificates to include continuous assessment by end 2012.

Objective 3: Educational support is available for all learners

In order to overcome or reduce barriers to presence, participation and learning there is a need to develop systematic educational support. The main focus of educational support is to develop institution-based responses to educational needs. Educational support is not only for learners but there should be support available to teachers as well. ‘Support’ is to be understood in a holistic manner: it might be improving teachers’ problem solving skills or developing inclusive teaching practices. It could be about promoting informal professional study groups or involving community members for volunteer work in classrooms. It might be psycho-social support to a learner who has been abused. It could be building a ramp to facilitate mobility, or repainting blackboards to improve visibility of writing. It might be a face-to-face session with a learner to practice a particular skill. Support is also about special equipment and adapted materials needed for learning and teaching. For a very few learners, intense support is required to manage with severe disabling conditions and impairments.

Another way of looking into educational support is through the intensity of support (Figure 2, p. 32). All learners have needs, and most learners need occasional support so that their learning can be maximised. These situations occur, for example, when the learner has been absent from school or education institution, and has missed a topic or a new skill. With some support after usual working hours, or through peer tutoring during lessons, she / he can bridge this gap and continue. Minor support is needed also when a learner learns abstract ideas better.
with visual cues and the teachers has to adapt teaching accordingly or prepare visual aids. Minor support is also in question when talented learners are provided with enrichment activities, independent project work or other such activities that support the development of their talent. A learner with low vision might require enlarged text, or a restless learner might need to be allowed to occasionally move around the class to give break and support concentration. These are situations that require very few adaptations.

Moderate support is provided on a regular basis, such as more practice of skills, transcribing learning materials into Braille or preparing embossed charts, social support or behaviour management agreements for learners who are prone to truancy, etc. In every school and education institution, there are a few of these learners. Teachers may plan for and provide this kind of support together with their colleagues, with the help of institution-based support team (see Strategy 3.1.), or call for further support from educational support resource centre or special schools (see Strategy 3.3.).

Intense educational support consists of almost full-time support. A learner might need help in all areas of living and learning. Learning and teaching have to be greatly adapted in all areas, and there might be a need to design activities that promote independence and living skills. Only very few learners have intense needs.

![Figure 2: Intensity of educational support]
This characterisation of support should not be considered as a new way of categorising learners but a way of describing a range of educational needs in relation to the environment (school, education institution, curriculum, teachers’ skills, learning materials, physical environment, etc.) and planning for appropriate support. A learner might require moderate support in some areas of learning and development, and minor support in others. The intensity of support might also change after support has been provided or learning environment arrangements modified.

**Strategy 3.1: Develop institution-based educational support**

Most educational needs can be responded to through support developed in schools and education institutions. In teacher education, all new teachers will study a module on inclusive education which will provide them with necessary skills in responding to diverse needs in their classes. Education institutions will be encouraged to nurture a culture of overcoming educational barriers, mutual professional support and problem solving. This is well reflected in the Whole School Development Planning, a Manual for Primary Schools in Tanzania (1998) which urges schools to plan and provide special programmes for different abilities of pupils, for those “who cannot benefit from normal teaching programmes”.

Key tasks for developing institution-based educational support are:

- Form a team of teachers for educational support at the school or educational institution.
- Teams come up with ideas how to support teaching and learning at the school or other education institution level (such as co-teaching, timetable arrangements, subject clubs, extra practice, recreational activities, support to home work, community efforts to support girls’ education, low-cost or no-cost alterations in physical environment); tap locally available resources for support.
- Raise awareness on collaboration for educational support in the community.
- Teams can invite locally available resource persons to assist and share ideas.
- Teams liaise with and consult the educational support resource centre or local special school for a more substantial support, such as a short-time intensive period for Braille acquisition or mobility training, or an assessment for educational support needs.

In small schools, educational support team could also be established at the Ward-level, consisting of members from several schools. However, the main focus of support still remains in schools. It is also recommended that all education institutions develop adequate educational support for learners in order to maximise learning outcomes.

Another aspect of institution-based educational support is developing teaching and learning. Teaching practices are difficult to change, especially if teachers are not motivated to try out new approaches. Teacher education can play a role in promoting collaborative and participatory teaching and learning practices. However, more important in changing practices is to support teachers in their place of work. A part of educational support, therefore, should focus on pedagogical development. It is important that head teachers and deputy head teachers encourage teachers to try out new ways of working and make provisions so that teachers can work collaboratively. Teachers can be encouraged to plan their work together and be involved in the teaching process simultaneously, and share their experiences after the teaching sessions for reflection and professional development. Providing teachers with skills
in action research, and encouraging them to engage in such endeavours would also serve as professional development activity. This can be built within the framework of school-site supervision.

In addition to head teachers and deputy head teachers, schools inspectors are crucial in advancing a culture of joint planning, sharing of experiences and mutual professional support. The Training Manual for School Inspectors (2006) contains a number of evaluation criteria concerning teaching and learning practices. These could be more prominently highlighted in the reports so as to increase collaboration and participation in teaching and learning process.

Activities:

- Develop guidelines for institution-based educational support by June 2010.
- Develop a plan and organise training for institution-based educational support starting in August 2010.
- Integrate the concept and practice of ‘educational support’ into Whole School Development Planning by June 2010.
- Develop support materials for teachers on collaborative and participatory teaching, and mutual professional support by end 2011.
- Provide training for head teachers and deputy head teachers, as well as District officials and schools inspectors on collaborative teaching and learning
- Revise the school inspection evaluation criteria to put emphasis on collaborative and participatory teaching and learning practices by end 2011.
- Develop incentives to motivate teachers to use collaborative and participatory teaching and learning practices by end 2011.

_Strategy 3.2: Introduce educational support need assessment and develop effective intervention mechanisms for increasing participation of vulnerable learners_

Early identification of children who might experience barriers to their development and learning is not an end in itself. It has to lead to interventions which promote the maximum learning and social development. These interventions can take place at home, in pre-schools or at school. Early identification of health, social and educational development should start at birth, and the data collected throughout infancy. The concerned Ministries will initiate a joint venture to develop a simple and low-cost health, social and educational development screening, with the responsibility of the Ministry of Education and Vocational Training to expand it to all pre-primary and primary school entrants.

Parental, family and wider community involvement is crucial to early intervention because families (particularly parents) have the closest contact with children in the early years. Families may need support to overcome their own disadvantages before they can fully support their children. Furthermore, families might need to be encouraged to see the importance of education, particularly of pre-school and primary education. Community-based Rehabilitation Programmes (CBR) lend themselves as viable partners linking homes and the education sector, as well as various community programmes supporting positive parental behaviours. Educational support resource centres will be established at District level to coordinate and organise interventions in schools and education institutions (see also Strategy 3.3). School Health Programme could also be connected with intervention activities as appropriate.
Currently, educational support need assessment is only based on identification of disabilities. This does not respond to the educational support needs of many other learners. Therefore, there is an urgent need to widen the scope of the current assessment procedures to evaluate learners’ needs in relation to environmental, pedagogical and resource aspects. Educational support needs assessment will be expanded to all learners who cause concern in their educational, social or health development.

Educational support need assessment should provide practical information to teachers and educational support teams at schools about the kind of support needed (see Figure 1, p. 32), identifying barriers to learning arising from “within” and “around” the learners (see also p. 14). At schools and other education institutions, educational support teams would carry out the evaluation to determine the kind of support needed, and whether there would be a need to call for further assessment and advice from the educational support resource centre. Teachers and education administrators will need to be trained to use educational support need assessment.

**Activities:**
- Develop a simple, multidisciplinary early intervention tool for scanning health and development in early childhood by 2013.
- Screen all pre-school and primary school entrants, starting 2015.
- Develop educational support need assessment tool and guidelines by end 2011.
- Provide training on educational support need assessment as of 2012.

**Strategy 3.3: Establish educational support resource centres**

In order to address moderate and intense educational needs, current special schools will need to be transformed into resource centres as proposed in PEDP II, and resource centres be established in Districts where there are no special schools.

In the following, the general tasks of resource centres are outlined:
- Facilitate coordination of training, interagency collaboration and provision of educational support to schools and other education institutions.
- Carry out educational support need assessment for those learners who need moderate or high level of support.
- Train and assist institution-based (or Ward-based) support teams to develop educational support through pedagogy, networking and innovations.
- Train and provide assistance to teachers in curriculum differentiation to respond to the needs of those learners who require widely adapted and / or enriched learning programmes.
- Acquire, maintain and distribute assistive devices, organise specialised services (e.g. psycho-social support, guidance and counselling, communication access).
- Network with social, health and education personnel in the District in order to pool resources and expertise.
- Follow-up presence and participation of vulnerable learners in schools and other education programmes.
The educational support resource centre staff will consist of Certificate-level resource teachers, and Diploma-level special teachers with different specialisations (see also Strategy 4.1.), as well as experienced teachers who have been trained to carry out educational support need assessments. They will also have solid skills in consultation, collaboration, curriculum differentiation and pedagogy. The resource centre could also recruit personnel for psycho-social support, guidance and counselling, and other expertise as appropriate.

It is proposed that 10 resource centres will be established every financial year, starting in those Districts where there are no special schools or other such services available. Resource centres can be located in existing buildings, such as schools, Teachers’ Resource Centres, Teachers’ Colleges and other appropriate places.

In a long-term perspective, special schools and units will be used as resource centres, in terms of staff expertise and quality teaching. Special schools will provide particular assistance and consultancies in their area of specialization to other schools in their catchment area.

The transition from a special school to resource centre does not happen overnight but requires changes in many domains: learner population, practices, programmes offered, teachers’ roles and responsibilities and enhancing their skills, and adopting inclusive values and principles. Taking into consideration the complexities of transformation from a certain school of thought (i.e. segregated special needs education) into a resource centre for consultation and support, it might be realistic to identify about 10 special schools to become resource centres at the first stage of implementation of the Strategy. From the transformation experience of these schools, it will be easier to assess the development options for the requirements and support needed for other special schools to become resource centres.

In order to address the needs of those learners who have intense educational needs, it may be realistic to continue admitting learners with intense needs (e.g. severe intellectual, sensory and multi-sensory impairments, severe autism spectrum disorders, and severe behavioural, emotional and social difficulties) in special schools while educational support is being developed across the education sector. Admission criteria for special schools will be developed and these criteria applied to new intakes in all special schools. However, learners who need intense support should also be admitted to special units as appropriate, and be considered for short-term placement in special schools when appropriate. Nevertheless, all special schools would engage in a transformation process to become resource centres.

Special schools to become resource centres will focus on the following aspects:

- Special schools will embrace the principles of inclusive education, staff be trained and the curriculum approach widened. This would mean in practical terms that schools should endeavour to seek collaboration with regular schools, lower barriers to participation in community activities for learners, developing support to teachers.
- Special schools will provide short-term intensive programmes to learners with disabilities who are studying in local schools. These programmes could include foundation skills such as Braille, alternative communication methods, mobility and orientation, intensive literacy programmes, motor skills, etc. as appropriately related to the school’s expertise. Training and consultation in these skills will be provided to teachers.
• Special schools could be also utilised to store, maintain and distribute highly specialised resources like Braille machines, various assistive devices, computer software etc. (see also Strategy 2.1.).
• Special teachers in special schools will be trained in carrying out educational support need assessments, in line with the thinking of inclusive education.
• Special schools will need to reorganise their day-to-day work so that they can undertake the role of resource centre, as well as catering for the learners with intense needs.

Deaf learners use Sign Language and need an environment where the language can be used and developed. It might be necessary to maintain schools for the deaf so as to provide an appropriate language environment. However, deaf learners attending other educational institutions will be supported in their communication and learning needs. The Ministry of Education and Vocational Training will take steps towards ensuring that Tanzanian Sign Language will be used in teaching and learning. All teachers working in special schools for the deaf will need to be conversant with Tanzanian Sign Language, and it will be required in their qualification.

There are a number of special units in the country at the moment. In future, only learners who need intense educational support will be placed in these classes. Admission criteria for special units will be developed and these criteria applied to new intakes in all special units. Special units will be required to develop their activities towards providing educational support to a wider group of learners in their schools, along the developments outlined for special schools. The resources of the special unit and the skills of the special teacher should be seen with the view of developing educational support for all learners in the school. The teaching task of the special teacher will be arranged in such a way that it would allow also for consultancies and co-teaching with colleagues.

Activities:
• Prepare terms of reference for educational support resource centres by June 2010.
• Carry out an evaluation of the capacity of special schools and units to become resource centres by end 2010.
• Identify 10 Districts every financial year where educational support resource centres will be established, starting 2010-2011.
• Identify 10 special schools to become educational support resource centres by March 2011.
• Prepare guidelines and provide support for preparing a development plan for each educational support resource centre, starting 2011.
• Prepare guidelines and provide support for preparing a development plan for each special school to be developed to an educational support resource centre, starting 2011.
• Secure funding for educational support resource centres
• Provide training and support for staff and management of educational support resource centres, as well as Local Government Authority officials starting 2010.
• Take steps towards ensuring that Tanzanian Sign Language is used in teaching and learning in the schools for the deaf by end 2009.
• Prepare admission criteria for learner placement in special schools and units by June 2011.
Objective 4: Professional capabilities for inclusive education are widened and strengthened

Inclusive education demands the widening and strengthening of professional capabilities of all education practitioners. Teacher education curricula have to be revised. Training for teachers and special teachers is needed to upgrade their skills and knowledge on inclusive education. In-service training for teachers, tutors and education managers is currently neither regular nor continuous. The capacities of teachers’ colleges to provide training on inclusive education have to be reinforced and the training modalities for inclusive education must be diversified. A plan for professional development of education administrators has to be developed and implemented.

Strategy 4.1: Revise teacher education curricula and diversify teacher education provision to promote inclusive education

In order to provide adequate skills and knowledge for responding to and understanding learners’ diverse educational needs, teacher education curricula have to be revised within the framework of inclusive education. Therefore, inclusive teacher education will prepare the teaching force to teach learners with varying needs for educational support (see Figure 1, p. 32):

1. Certificate and Diploma level teacher education studies contain already elements of inclusive education. In addition to these elements, all future pre-primary, primary and secondary school teachers will study a module on inclusive education in their training in order to provide them with basic skills in providing educational support in the context of day-to-day activities in schools and education institutions (minor support).

2. Special teachers (Certificate level): teachers specifically trained to work with learners with intense educational support needs at primary and secondary level in special units or even in special school environment. Special teachers would also work in educational support resource centres.

3. Resource teachers (Diploma level): primary and secondary school teachers who are specifically trained in special needs education with a focus on inclusive education, and working with other teachers in regular schools (see PEDP II) at both primary and secondary level. They would also work in educational support resource centres. The current itinerant teachers will also be included as resource teachers, and they will need upgrading skills and knowledge in relation to inclusive education.

To promote the philosophy and practice of inclusive education, the teacher education curriculum revision will focus on the following:

- Certificate and diploma level general teacher education curricula will be strengthened according to the principles and practices of inclusive education, and it will include a module on inclusive education.
- Special needs education syllabi/curricula will be revised according to the principles and practices of inclusive education.
- Teacher education curricula revision will be based on the scheme of work, i.e. what kind of competences teachers need in implementing primary and secondary school
curricula in their educational contexts, and what kind of competences they need for providing educational support.

- All curricula will promote continuous, competence-based assessment, including self-assessment of both students and tutors. The collaboration between and capacity of TIE and NECTA will be strengthened in curriculum development and assessment.
- Cross-cutting issues will be mainstreamed in the curricula.
- Adult and non-formal education components will be integrated into teacher education programmes.
- Local experts will be involved in designing the curricula.

To improve reform processes and linkages in, and strengthen the logistics of planning and implementation of Teacher Education programmes there is a need to focus on the following:

- Certificate level and Diploma level curricula will be aligned with each other.
- Teacher education curricula and special education syllabi/curricula will be aligned with each other.
- Teacher education curricula revision will follow the primary and secondary school curricula.
- Teacher education will adhere to regular curricular review cycles to enhance continuity, support and supervision.

School-based and community-based in-service training, as well as other new informal professional development activities, will be encouraged as they can be very pedagogical, creative and cost-effective means of training. These include:

- Face-to-face self studies at Teachers’ Colleges
- Mentoring services and collaborative studies for professional support and growth for primary and secondary school teachers, and resource and special teachers, especially for newly recruited teachers, could be developed within the framework of school-site supervision
- Collaboration between nearby schools are encouraged
- Teacher exchange programs could be an opportunity to widen in-service training provision

There is also an urgent need to provide Diploma and Degree level study opportunities for teachers. Open, Distance and E-Learning approaches will be expanded.

Activities:

- Review and revise PRESET teacher education curriculum at Certificate level to include a module on inclusive education by 2010.
- Review and revise all teacher education PRESET and INSET programmes to promote inclusive education in forthcoming reviews.
- Ensure adequate funding for inclusive teacher education curricula development by June 2010.
- Prepare Inclusive Education training manual for teacher education curricula and provide training for Trainers of Trainers, tutors, District officials, Teachers’ College Inspectors, and other stakeholders, starting 2010.
• Review and revise INSET special education syllabi at Certificate and Diploma levels by June 2011.
• Prepare clear qualification requirements of resource and special teachers and job descriptions within the framework of educational support by June 2010.
• Review and develop electronic, open and distance learning teacher education programmes on inclusive education by 2010.
• Prepare guidelines for school-based and community-based teacher education by 2012.

**Strategy 4.2: Strengthen capacities of teachers' colleges to provide training on inclusive education**

In order to respond to the training needs in inclusive education, all teachers’ colleges will need to take part in inclusive education teacher training to make it possible to train the number of teachers knowledgeable in inclusive education as mentioned in PEDP II and TDMS. The priority is to train at least one teacher in inclusive education at each primary school by end 2013. This will require:

• Teacher education management and administration will be involved in and responsible for designing and implementing inclusive teacher education
• A clearly defined and sustainable Continuous Professional Development (CPD) programme for all teachers, tutors in inclusive education will be developed. Regular INSET courses on inclusive education will be designed and offered by Teachers’ Colleges, Zonal College Centres, Teachers’ Resource Centres, and other Professional Development Centres.
• Because of the limited training capacity of Patandi Teachers’ College in special needs education, three Teachers’ Colleges at Zonal level will be designated or constructed to increase skills and knowledge in inclusive education at Certificate and Diploma level. These colleges can also provide general teacher training and in-service training. They would coordinate the inclusive education in-service courses in their Zones, and could provide support to other Teachers’ Colleges in terms of expertise.
• All Teachers’ Colleges will train future teachers through the inclusive education module in the Teacher Education Curriculum (pre-service training).
• The special needs education training in Morogoro Teachers’ College, Open University of Tanzania, Dodoma University, and SEKUCO are teacher education initiatives that need to be made use of in the process of building inclusive teacher education.
• University of Dar es Salaam will play a role in producing graduates to work in inclusive settings. Faculties of Education in other Universities will also have a responsibility to engage in the development of inclusive education.

Like all other education institutions, inclusive education needs to be inculcated in the policies, practices and cultures of teachers’ colleges. Therefore there is a need for on-going staff development which needs to be integrated in the Continuous Professional Development plan (see above), and appropriate measures taken to improve infrastructure and facilities to provide barrier-free environments and appropriate learning and teaching materials.
In developing in-service training for inclusive education, existing structures and resources of training will be used as much as possible. Tangible support and incentives need to be developed to encourage teachers to engage in INSET.

A system for accreditation, quality assurance and quality control needs to be improved to monitor the status, legitimacy and appropriateness of institutions and programmes. Institutional arrangements according to TDMS have to be implemented. Collaboration between teacher education and Local Government Authorities and other stakeholders (e.g. non-governmental organizations) on matters related to teachers’ professional development will be improved.

Patandi Teachers’ College will be developed to be a centre for inclusive education in East Africa and be granted an Institute status by June 2014. Patandi Teachers’ College will

• be a resource centre for inclusive teacher education in East Africa according to the objectives and division of labour of the East African Linkage.
• provide special needs education training at Certificate (resource teacher training) and Diploma (special teacher training) level, with a specific focus on inclusive education
• promote pedagogical innovations in responding to diverse educational needs
• promote innovation and creativity in addressing the needs of vulnerable groups, building on innovations in East Africa.

Patandi Teachers’ College development into an efficient Institute will require:
1 Reinforcing autonomy and capacity of Patandi Teachers’ College to transform from Teachers’ College to an Institute.
2 Establishing open, distance and electronic learning (ODEL) programmes and adequate institutional arrangements for developing and managing these programmes.
3 Promoting quality research.
4 Defining the roles and responsibilities, as well as tasks to be carried out by Patandi Teachers’ College and the three colleges in inclusive teacher education.
5 Reinforcing the linkage with East African Institutes for inclusive education teacher preparation (collaboration with Kenya Institute for Special Education and Kyambogo University in Uganda).

Tutors’ opportunities for postgraduate training leading to Doctorate in Education (with a focus on inclusive education) will be increased. More diploma colleges need to be linked to local universities to make it possible for tutors to upgrade their degree level.

Activities:
• Integrate inclusive education training into teacher education management and administration by end 2009.
• Integrate various aspects of this strategy into teacher education as of Financial Year 2010-2011.
• Provide continuous professional development (CPD) programmes for teachers, lecturers and tutors on inclusive education, starting of August 2010.
• Identify training opportunities at Degree and PhD level for Teacher Education lecturers and tutors by June 2010.
• Designate three Teachers’ Colleges to become Zonal Colleges for inclusive education by end 2009.
• Define the roles and responsibilities, as well as tasks to be carried out by Patandi Teachers’ College and the three colleges in inclusive teacher education by June 2010.
• Review all Teachers’ Colleges’ capacities, including infrastructure and facilities, to provide training on inclusive education, and plan for the implementation of conducting training for at least one teacher from each primary school by June 2011.
• Integrate inclusive education in the system of accreditation, quality assurance and quality control by June 2011.
• Develop guidelines for the preparation of inclusive Teachers’ College policies by end 2011.
• Prepare a plan for implementing the inclusive education module in teacher education by 2011.
• Develop incentives for teachers for engaging in INSET training on inclusive education by 2011.
• Implement Patandi Teachers’ College Institutional Plan by 2014.
• Diversify teacher education delivery by using Open Distance and Electronic Learning on inclusive education starting 2011.
• Provide adequate funding for teacher training modalities on inclusive education starting 2010.

Strategy 4.3: Provide opportunities for professional development for education administrators

There is a need for capacity building on inclusive education for all education administrators. To be included in the training will be:
• School and education institution managers
• Ward personnel
• Local Government Authority personnel
• District Educational Support Coordinators (currently District SNE Coordinators)
• Regional personnel
• Ministry personnel, including the Institutes

To set the implementation of the National Strategy on Inclusive Education on the track, individual professional development plans for the Ministry of Education and Vocational Education officials will be drawn. These professional development plans will be designed according to the new roles, responsibilities and tasks. As a priority, the staff in the Department for Educational Support and Inclusive Education and current District SNE Coordinators will need to be capacitated to fulfil their responsibilities in the development of inclusive education. Secondly, key administrators within different Departments will be identified, and training organised.

At the same time, Ward and Local Government Authority administrators will be oriented towards the principles and practice of inclusive education, and then needs assessment will be carried out for their further professional development needs so as to facilitate the development of educational support at District level. Skills in using Whole School Development Planning approach will be strengthened, as well carrying out needs assessments. The training will follow the roll-out of educational support resource centres.
Tanzania Institute of Education and National Examinations Council are key agencies in developing an enabling educational setup for learning. Therefore, the key skills and needs in inclusive education need to be identified and capacity building organised. Key staff at TIE will need to be included in the capacity building as a priority.

Activities:

- Identify key Ministry of Education and Vocational Education officials involved in developing inclusive education and draw individual professional development plans for them by end 2009.
- Identify key officials for inclusive curriculum and assessment development and develop a Continuous Professional Development plan for TIE staff by end 2009, and NECTA staff by end 2010.
- Develop and provide capacity building on broadening curriculum access in the inclusive education framework starting 2010.
- Provide orientation on inclusive education to Ward and Local Government Authority officials, starting January 2010.
- Develop an overall plan for professional development of education administrators on inclusive education by June 2010, and start training from there, following the establishment of educational support resource centres.

Objective 5: Community ownership of and participation in inclusive education are enhanced

The Ministry of Education and Vocational Training has the responsibility of ensuring that enabling conditions for inclusive education are being developed. However, successful implementation of inclusive education requires a strong participation of various stakeholders and policy implementers, through the application of decentralisation by devolution. In education, this means effectively the commitment of schools, Councils and Regions to Inclusive Education, and appropriate capacity building in order to reach that.

Strategy 5.1: Carry out awareness raising on inclusive education

As part of the implementation of the National Strategy on Inclusive Education, there is a need to develop common vision of and language on inclusive education:

- Sensitisation workshops will be held on inclusive education in communities and at all administrative levels of Ministry of Education and Vocational Training. The focus of sensitisation will be at Local Government Authority and Ward level. Sensitisation is an on-going activity, but it will mainly follow the establishment of educational support resource centres.
- In promoting the broader understanding of inclusive education, schools are sensitised to welcome all learners. Staff, both teaching and non-teaching, will be engaged in the wider discussion on the concept of inclusive education and what it would entail in practice.
- Collaboration between teacher education and district-level Local Government Authorities and other stakeholders (e.g. non-governmental organizations) on matters related to teachers’ professional development will be strengthened.
Schools will be encouraged to develop collaborative relationships with parents and local communities, embracing the principles of equality and mutual respect through various activities.

The media and non-governmental actors will be engaged in developing awareness programmes on the issues related to persons with disabilities and those from minority groups.

A closer collaboration with community development workers and health care workers need to be established in order to sensitise parents about their children’s health-related needs. Community-Based Rehabilitation and Child-to-Child programmes, as well as para-social workers, could also be used to provide appropriate information about the educational possibilities, and look into ways of attracting out-of-school children and youths into education programmes. Particular community efforts will be needed to create a favourable climate for encouraging teenage mothers to re-enter into education programmes, as well as sensitising school communities about gender-based violence and caring learners and teachers affected by HIV/AIDS.

There is a further need to advocate the visibility of persons with disabilities and provide role models for children with disabilities by making School Committees and Boards and other local bodies representative of the population of the location.

Activities:

- Carry out awareness raising workshops, meetings, events at all levels of education, by end 2009.
- Liaise with non-government actors and media for general awareness raising on inclusive education, by end 2009.
- Prepare support materials for community-based awareness raising on inclusive education by June 2010.
- Seek new partnerships in reaching out to vulnerable groups by end 2009.

Strategy 5.2: Use Whole School Development Planning – approach to inculcate inclusive education in school communities

Research evidence shows that implementing inclusive education is most successful when it is pursued within a school – community partnership framework. It is important to find out ways in which parents can be involved in the life of school as parents may also experience barriers to participation. Parents might need support (sensitisation, training, etc.) so that they could fully participate in the process of Whole School Development Planning.

Planning and implementation of inclusive education at school level will be carried out through the existing Whole School Development Planning process (see Strategy 1.2.). However, there is a need to strengthen and widen the use of Whole School Development Planning and provide training to school managers, teachers and members of School Boards, as well as parents, on how this planning process will take place. Ward Education Officers are key personnel in this respect.
The Whole School Development Planning process for inclusion might include the following aspects:

- Take stock of the current inclusive education status in their school
- Identify where they are in the implementation of inclusive education
- Identify the strengths and weaknesses
- Identify main barriers to presence, participation and learning, and suggest appropriate intervention strategies for their situation, i.e. how educational support will be organised
- Identify opportunities for resource mobilisation available locally
- Identify key players in both the planning and the development process of inclusion
- Ensure that there is documentation at every stage of the process.

The School Committee and Board members need to be trained in inclusive education so that they could assume their responsibilities appropriately. This training will be on-going, starting in those Districts where educational support resource centres will be established. With a view of reinforcing school-community partnerships, the School Committee and Board members, and parents where possible, could also participate in the same in-service training as the teachers of the school. In this way, they could contribute to the training from the point of view of parents, and acquire knowledge about inclusive education.

**Activities:**

- Review and integrate the principles of inclusive education into Whole School Development Planning by end 2010.
- Intensify training on Whole School Development Planning, with a specific focus on reaching out to vulnerable learners and planning for diversity. The training follows the establishment of educational support resource centres.
- Provide training and encouragement for School Board members and parents to build full participation. The training follows the establishment of educational support centres.
- Encourage affirmative action in the constitution of School Boards.

**Strategy 5.3: Identify and mobilise community resources for inclusive education**

All children belong to the community and the community is responsible to every child. Therefore, all schools belong to the communities; communities should assume the responsibility of discussing progress and challenges, and find solutions. While it is the responsibility of the MOEVT, PMO-RALG and Local Government Authorities to ensure appropriate resources for education, there is usually a wealth of human resources in terms of sharing of ideas, coming up with solutions to challenges, volunteer work, etc. An important task of school communities is to identify and mobilise these resources for inclusive education.

At school and classroom level, it is possible to develop responses to barriers to presence, participation and learning which are not dependent on additional funding. Such approaches could be collaborative work between students, parental involvement and volunteer teacher aides in the classroom; as well as teacher problem-solving, mutual support and co-teaching. These all enhance the capacity of the schools to respond to the diversity of needs. Schools can also provide educational support by arranging opportunities for enrichment programmes,
for example in maths, after school hours – or for completing home work at school for those learners who find it difficult to do at home. In Tanzania, there are examples of these kinds of activities. Opportunities for sharing innovations in education will be organised on a yearly basis.

Changes in the school are more likely to take place when there is an understanding between teachers and parents of what is expected to happen and what is required from learners, teachers and the families. Therefore, schools need to actively seek to engage in interaction with families.

As a part of developing educational support to minimise barriers to presence, participation and learning, schools will be encouraged to carry out outreach activities for parents using the language and culturally appropriate methods in specific regions. Outreach activities could be carried out together with local NGOs and CSOs, as well as religious organisations, para-social workers (in Districts where they are), as well as linking with local health services. Through Community-Based Rehabilitation programmes many parents of children with disabilities have gained skills that have enabled the child function in their home environment. Schools could bring in an educational aspect to these programmes.

In reaching out to children who are not enrolled in schools, there might be a need to initiate non-formal education initiatives through stock taking of available opportunities and resources. Formal and non-formal education should be considered as complementary, and opportunities for widening access and educational support, and a source for mutual professional development for both teachers and non-formal education facilitators.

**Activities:**
- Promote a culture of problem solving and identifying existing resources within schools and communities through Schools’ Inspection by 2012.
- Develop guidelines on building school communities in order to encourage participation in education by June 2011.
- Develop opportunities for schools and education institutions to share their innovations in developing inclusive education by 2012.
5. Conclusion

The critical aspect of the implementation of the National Strategy on Inclusive Education is embedded with the organisational and cultural change required in education. Inclusive education is not, and cannot be, an add-on programme. It is a comprehensive approach attempting to address the barriers to presence, participation and learning which arise in the process of education. Inclusive education calls for the adoption of its values and principles across education, and translating these into practices at all levels, in all programmes and in every classroom and lecture hall. In practical terms, this requires the sharing of the responsibility and accountability of the implementation of the Strategy between the different Departments and Units at the Ministry of Education and Vocational Training, and PMO-RALG, as well as among other stakeholders.

The tradition and practice of special needs education is likely to continue influencing the implementation of inclusive education. During the transition period, most likely frictions between special needs education and inclusive education approaches will occur. While inclusive education aims at ending segregation in education, it is realistic to acknowledge that there might be a need to continue admitting learners with severe disabilities who require intense support in segregated settings so as to ensure that they have access to education – and/or that they receive appropriate support. However, the National Strategy on Inclusive Education also envisages that the expertise accumulated in special needs education can be used in support of inclusive education. In this way, special needs education can enhance the competences of practicing teachers. Efforts made in in-service teacher training, and upgrading skills of special teachers will be of utmost importance. It will also be important to widen the scope of concern beyond disability; to the identification of barriers to presence, participation and learning of all learners, including those who belong to vulnerable groups.

Educational change does not happen overnight, and adopting new ways of thinking and doing requires time. There will be conflicting views and strategic behaviour. These will all have to be dealt with. Educational change management research suggest that it will take three to five years of careful implementation and support to the change process at institutional level before the new practices and values have been rooted in the organisational cultures. Taking up to scale, and across the whole sector, this will take much more of time. Inclusive education is an evolving process; and during the implementation of the National Strategy on Inclusive Education, it will be constantly monitored and evaluated, and appropriate modifications made.

Costing table to follow.
References

**Education policies, strategies, programmes and reports**


MOEVT (2007) Information and Communication Technology (ICT) for Basic Education. ICT for Improved Education. Dar es Salaam.


**Statistics**


**Other policies**


MKUKUTA documents:
• Status Report 2006: Progress towards the goals for growth, social well-being and governance in Tanzania


**International policy documents**

UN (1949) Universal Declaration of Human Rights.


**Other resources**


**Education sector documents reviewed for the strategy alignment in 2007-2008**

Open and distance learning (ODL) policy. 2nd draft, 23.3.2007. The Institute of Adult Education. Dar es Salaam. Tanzania.


**Special Needs / Inclusive Education documents**


**Teacher Education**


Special Teacher Education / Patandi Teachers’ College


NECTA; SNE teacher education examination formats
- General course in SNE, examination formats
- Hearing impairment, examination formats
- Intellectual impairment, examination formats
- Visual impairment, examination formats


INGOs, NGOs and other stakeholders


