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**Priority Issues for Inclusive Quality Education in Eastern
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INCLUSIVE EDUCATION

TANZANIA

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Inclusive Education: Approaches, Scope and Content

- Critical aspects of conceptualization of Inclusive education concept are; long term process of creating inclusive life (society) and barrier free environment
- **Definition:** Inclusive education concept means to broaden educational opportunities for children with disabilities and marginalized groups so as to realize their full potential.

- Marginalized groups refer to groups like hunters and gatherers, fishing communities, pastoralists' societies, orphans and street children.
- Schools should accommodate all children regardless of their physical, intellectual, social or other condition within their environment,
- Inclusive education often have particular focus on those groups who have been traditionally excluded from educational opportunities, these were children with disabilities and special educational needs. The inclusive education approach is particularly important for these groups.

The current main sources of exclusion are derived from;

- ❖ Negative social attitude towards these children in schools and surrounding communities.
- ❖ Prevalence environmental and communication barriers
- ❖ Poverty and concomitant challenges
- ❖ Lack of knowledge and skills to manage the teaching and learning of the children with special educational needs.
- ❖ Lack of awareness of parents and community

In Tanzania inclusive education approach has been in an integrated school setting and in general school setting where they provide a link between inclusive education and wider community.

Scope

Education is perceived to mean essential human right; a force for social change and vital means for combating poverty, empowering the marginalized, safeguarding children from exploitative and promoting democracy, protecting the environment. As schooling should provide the foundation for life learning, it needs to be accessible, of high quality and sensitive to the most disadvantaged.

Education opportunity for children with disabilities and marginalized groups call for collective efforts, it demands both political and social action.

Discrepancies accruing from the whole idea of inclusive education in Tanzania are to be dealt through concerted efforts by all stakeholders

Inclusive education: Public Policies

The government as an exponent of EFA in its Education Act (1978), the Education and Training Policy (1995) and the Primary Education Development Plan (PEDP) is endeavoring in ensuring access and equity in the education arena.

Interventions taken in this Endeavour were;

- ❖ To support non government institutions practicing specialization approach or regular schools that opt to offer education to children with disabilities through integration approach
- ❖ Training of classroom teachers, school inspectors, District education officers and ward education coordinators
- ❖ Conduct sensor of children with disabilities for enrolment

- ❖ Create awareness to parents and community
- ❖ Conduct several policy and curriculum reforms to take in regard inclusive education.

Inclusive education is process of attitudinal change; change of attitude at community level has impact in fostering enrolment and at school level has impact in fostering acceptance and interaction

It is government priority to carry out initiatives under long term perspective with regard to public agenda construction as evidenced by establishment of a unit within the ministry and increased budgetary allocation.

This unit is now preparing a strategic plan for carrying out/ initiating activities on effective management of inclusive education

The agenda of inclusive education present a considerable challenge as pointed out in the Education Sector Review (2006) AIDE-MEMORE that access and equity faces the following challenges

- ❖ Access for children from poor families, orphans, children with disabilities (including development and use of Tanzanian sign language [TSL] for the deaf children as well as training and use of TSL teachers and interpreters) and other vulnerable children

❖ Recruiting and retaining teachers for inclusive education

Systems, Links, and Transitions

As far as inclusion education is concerned the review recommended that;

- ❖ put more attention on disadvantaged learners, those with special needs and out of school children;
- ❖ improve budgeting process for pre-primary and primary

Inclusive education is integrated in curriculum structure of basic education;

As part of on -going process curriculum has been modified to cater for inclusive education. Curriculum entails the 3major components which are content, methodology and resources

Content:

curriculum content is modified to meet special education needs and to allow for flexibility to suit the environment

Methodology:

Professionals are imparted with enough relevant knowledge and skills on special education needs

Resources:

teaching learning materials are adapted/modified relevant to topic or category of learners' needs

Transition to secondary is subject to Primary School Leaving Examination (PSLE).

The National Examination Council of Tanzania (NECTA) has made some provisions to facilitate the Examination for special needs.

- Arrangement /provisions are made for the visual impaired to be given 20 minutes more per Exam hour in mathematics and 10 minutes per Exam hour in other subjects.
- Examination are written in Braille
- Low vision has their Exam with enlarged prints

- At secondary level all children are mainstreamed. A lot need to be done to have secondary schools develop more practical curriculum for students with special educational needs which concentrates on life skills rather than academic. This will provide opportunity to learn job skills like sewing, wood work, managing money and interpersonal skills.

Learners and Teachers

- Education for All calls for capacity building, the negative attitude and wrong expectations are main obstacles to EFA. These problems can only be addressed through development of knowledge. Capacity building on inclusive education thus becomes one of the main activities in the country, in order to improve the quality and increase access to education.
- The Ministry of Education and Vocational training through the special needs Education unit has prepared Inclusive Education Teacher's Guide and Teacher's Resource Pack [adapted from UNESCO]

The teacher's resource pack intends to draw a way towards Effective school for all by enlightening teachers on how effective teaching can be made responsive to the needs of individual pupils.

The main ideas taken on board are;

- ❖ Special needs as curriculum issue
- ❖ Encourage the learning of pupils
- ❖ Pupils as a resource for enriching learning activities
- ❖ Improving the quality of teaching and learning

The guide and resource pack aimed at;

- ❖ Providing teachers with key facts about various impairments and deprivations how to deal the most common learning difficulties.
- ❖ Informing teachers on how to adapt the classroom and school environment to overcome the barriers to learning
- ❖ Describing strategies that can be used by teachers to respond to children's diversity and how the curriculum can be adapted to suit individual needs.
- ❖ Encouraging teachers to work with families and with community at large.

The three important features which are central to successful learning are

- ❖ Knowing pupils in terms of their skills, knowledge, abilities, interests, phobia/anxiety and experiences
- ❖ Facilitating /helping pupils to understand what they are trying to learn
- ❖ Organizing Classrooms in ways that that keep children busy.

❖ Involvement of parents

❖ Community support

Therefore the development of inclusive education system needs to focus on the relationship between the education system and communities it serves and management of budgets and resources.

Conclusion

In an inclusion setting, disability should be seen and treated in social model point of view that is, the system have to be adjusted to accommodate special educational needs.

The emphasis is on;

- ❖ Re-organization of regular schools and classrooms in order to cater for a greater diversity of children's needs in the community
- ❖ All children attending their local schools in regular classrooms and appropriate support.

- ❖ All schools restructure their curriculum/pedagogy/assessment and group arrangement to ensure access and success for all children
- ❖ Involvement of parents
- ❖ Community support

Thank you for
listening

