

## Creating a role model for Tanzania's Inclusive Education policy

Tanzania – Add International, Tanzania Country Programme

### SUMMARY OF PROJECT

The project seeks to model Tanzania's National Strategy on Inclusive Education by initiating systematic changes in education in three districts. These changes will influence school management, teacher training, and pupil support, as well as raise awareness and ensure that families and the communities are involved.

*“This project is gradually changing community perspectives towards children with disabilities; it is so encouraging that now they can be assured of attending the same schools as other children.”*

—Mr. Joseph Biluma, Education Officer, Kibaha Rural District

### FACTS & FIGURES

- More than 2,100 disabled children have enrolled in school within the project area, including 765 new enrolments between 1 November 2014 and 30 April 2015.
- More than 630 teachers have been qualified for promoting the National Strategy.
- Of the 706 children with disabilities who were enrolled last year and were monitored, 85% progressed to a higher grade.
- More than 1,900 parents and family members, 265 education personnel, and 299 members of disabled people's organizations have been trained on Inclusive Education.

### PROBLEMS TARGETED

Fewer than 5% of disabled children in Tanzania are currently enrolled in school, and most of these are in special schools or integrated units rather than in inclusive classrooms. Awareness of and capacity to deliver the National Strategy on Inclusive Education among responsible ministries, educational professionals, local government, parents, and communities is very low.

## SOLUTION & METHODOLOGY

The project works with families, children, schools, and public agencies to address the challenges of Inclusive Education by putting the focus on removing barriers, including a lack of resources, inadequate teacher training, discrimination, and a lack of awareness within the education system itself. The aim is also to provide support to the diverse and specific needs of children with disabilities so that they are able to learn alongside their peers. The project increases public awareness through national and local events and through the distribution of the publication "National Strategy on Inclusive Education," which is being translated into Swahili. It also provides training for the media on Inclusive Education and disabilities; establishes inclusive Educational Support Resource and Assessment Centres and School-Based Education Support Centres, which develop training manuals and review existing government manuals and guidelines; refers people with disabilities to specialist services and local professionals; and provides training in curriculum development.

## OUTLOOK & TRANSFERABILITY

In partnership with the Ministry of Education, the project has initiated a learning process for government officials, who can then replicate and spread it. The model is currently being replicated by the government in nine additional councils of Tanzania through financial support received from the Global Partnership for Education. A number of national and international organizations are visiting the project to learn from it; and both International Aid Services and Sense International (Tanzania) have requested partnering with Add International to expand the project to a larger geographical area.

Photo: NO

Media is used to share project learning more widely in rural areas.

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