



Educational Equity in Inclusive Schools: The Case of Two District Councils in Mwanza, Tanzania

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Abstract: *This research is a response to the experience drawn from teaching practice assessment and observation made in a government's inclusive secondary school in Tanzania. This paper aims to describe the observed situation of inclusive education in inclusion schools to find possible ways of improving/and if necessary, find better approaches to provide inclusive education and reduce challenges faced by disabled secondary school learners in similar contexts. This is a qualitative study that employs a case study design with purposive sampling of participants involved in data collection through observation, interviews, document review, and field notes, which included education policies on disabilities. The capability approach and social justice perspectives were used to analyse data and St. John's University of Tanzania's ethical approval was sought; further permission from the Prime Minister's Office Regional and Local Government (PMORALG) to collect data in other government-inclusive schools where the original teaching practice assessment was not conducted, but within the same region was also sought. The findings in this analysis indicated a dire need for psychosocial support and robust research in other regions across Tanzania, intending to improve the provision of inclusive education and the inclusion of schools' facilities across the country.*

Keywords: *Equity, Inclusion Schools, Capabilities, Social Justice, SDG4, Secondary Schools, Tanzania.*

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1. Introduction

The study is born out of the teaching assessment experience of both students – teachers and the researcher where issues of educational equity, access, and support systems were highlighted within inclusive schools where the assessment took place. As a response to assess the current situation on the ground, the study was extended to other urban inclusive schools from across Mwanza City with a focus on the Tanzania National Strategy for Inclusive Education. This National Strategy aims to direct the country's efforts to achieve the following 4 objectives as highlighted in the United Republic of Tanzania - URT (2017), on inclusive education for the period of 2018 – 2021 for both primary and secondary schools.

- 1) Enhanced equitable access and participation in at least one year of pre-primary education for all 5-year-old children, with particular attention to vulnerable groups.
- 2) Enhanced equitable access to and participation in quality basic education for all children, adolescents (girls and boys), and youth, including vulnerable ones, through mainstream, non-formal, and alternative pathways and flexible learning opportunities
- 3) Improved school system and learning environment to prevent and address causes of dropout, in order to successfully complete basic education for all including vulnerable groups.
- 4) Improved equity in learning outcomes for all children, adolescents (girls and boys), and youth,

including vulnerable groups, to promote enhanced achievement in basic and secondary education.

Given these past initiatives underpinning inclusive education in Tanzania, the problems associated with inclusive education still avail urgency for critical measures to address implementation of inclusive education. The basis for this article lies beneath the very concept of inclusivity and its possible practice as explained below.

The inclusive concept: the concept has various connotations that more often complicate its definition and lead to misunderstanding as we point out here. Some of these different interpretations around the world include the integration of learners in a physical ‘**place**’ that we identify in the context of the study as a classroom or a school, equal opportunity to access learning resources, and educational services based on individual students’ needs UNESCO, (2008).

Le Fanu (2013) unpacked this multiple conceptualization of inclusivity arguing it away from non-negotiable principles that are linked closely to the expectations of ‘one shoe fits all’ thinking. She establishes the ontological as well as epistemological assumptions on the best ways to perceive the very distinctive needs of inclusive educational settings. The concept that we perceive to provide a contesting ground when practice and theory are linked with an expectation to achieve a coherent whole. It is for this reason that we continue exploring matters of inclusivity, equity, and justice in education. Indeed, these matters are core drivers of this article.

2. Literature Review

This section explores inclusive practices and how they are perceived and addressed in different parts of the world to find a common ground while addressing the challenges of contextual inclusive education. The reviewed literature is also expected to illuminate the future of inclusive school education, paving the way for more practical recommendations for Tanzanian government secondary schools.

First and foremost, we accept the definition of the inclusive concept provided in the introduction of this article, while also sharing Le Fanu’s (2013) view that such a multi-layered understanding of inclusive learning and teaching cannot be universalised (Le Fanu, 2013). It is not feasible to impose uniform inclusive practices across diverse cultural contexts if we are to value the unique nature of locally available resources. Nonetheless, we should embrace the diverse cultural beliefs linked to different ways of life in various social settings, while also promoting social justice in education. In conceptualising the inclusive concept, Le Fanu (2013) concludes that “local agents can adapt and develop conceptualisations, thereby contributing

to more context-specific discourses of inclusive education” (p.140). Such a conclusion can support any initiative by national governments to genuinely utilise locally grounded, research-based solutions to address the challenges faced in inclusive educational provision within individual nations.

Based on the current study and the focus on SDG4’s aim “*to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,*” the article has embraced the capabilities and social justice approaches in discussing the basic justice and functioning aspects of learners in inclusive school environments and beyond. We look at justice in education as advocated by Tikly and Barrett (2011). Social justice in particular, is used in discussing the concept of inclusive education from the inclusive school environment.

While the capabilities approach advocated by Nussbaum agree with Amartya Sen’s social justice theorizing, its fundamental freedoms – *to learn* and the human dignity – “being able to use one’s mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to have pleasurable experiences and to avoid non-beneficial pain” (p. 8) is central to this study (Nussbaum, 2011). In this context, social justice further illuminates the study through evidence that a social justice perspective may contribute to a fuller understanding of factors that influence students’ engagement with their learning environment (Lizzio et al., 2007).

There is a critical need to fully understand the factors for, and against students’ engagement with their learning in inclusive school environments. Without this understanding, it is impossible to address equitable quality education with a focus on lifelong learning opportunities, especially for learners with disabilities in such settings. Educators in inclusive schools are ingenious and knowledgeable because they interact daily with these educational environments and have the potential to offer concrete suggestions for improvement. In this regard, we adopt the position that teachers are not only transmitters of knowledge but also creators of it (Tikly et al., 2022). We also perceive researchers as legitimate professionals in exploring possibilities of justice for social issues, such as educational justice in inclusive environments.

While we acknowledge the political will and efforts demonstrated in recent policy revisions in Tanzania regarding inclusive schooling, this article examines these political proposals and recommendations by the government through its Ministry of Education with a constructive, yet critical perspective and a focus on meaningful improvements (United Republic of Tanzania, Ministry of Education, Science and Technology [MoEST], 2021). We emphasise the importance of utilising teachers’

suggestions for the desired changes in their respective areas of practice. This consideration takes into account that teachers' knowledge of culture and norms may influence the development of practical and pedagogical skills. Since inclusive school environments must cater to diverse learner needs, support systems, including psychologists and emotional therapists, are crucial. In line with this emphasis, Nussbaum (2011) equally emphasises on emotional attachments and the safeguarding of emotional development as vital for human development within educational social settings. A commonly observed emotion, as noted in Nussbaum's (2012) fifth capability emphasises the essence of a person's capability:

to have attachments to things and people outside ourselves; to love those who love and care for us, to grieve in their absence; in general, to love, to grieve, to experience longing, gratitude, and justified anger. Not having one's emotional development blighted by fear and anxiety (p. 8).

The above quote is important for human development which also happens in the educational social context where there is interaction of disabled learners with teachers and peers. The expression of emotion of anger that can be justified and unjustified is elaborated in Razavi, (2023) and we later look at its association with the place of emotional support system in the inclusive school environment. We find significance in the expression of justified and unjustified anger and its relation to the role of emotional support systems in inclusive schools, as discussed in recent literature on teachers' emotional competence and inclusive education (Calandri et al., 2024). Social Emotional Competencies as a framework is perceived to be necessary components that should be integrated in teacher training programs (Victor & Otieno 2025) as these competences can in turn foster responsive teaching practices in inclusive schools' environments.

Consequently, this study is particularly interested in developing teachers' skills for working with learners with special needs and understanding their physical and emotional needs within real-world settings. Through this focus, we aim to highlight rational solutions to the current challenges facing the provision of inclusive education across Tanzania and possibly elsewhere across the globe.

2.1 Significance of the Study

The significance of the study lies in its attention to human dignity and social justice in education as given to the most vulnerable members of society despite the many improvements in the education policy proposals on the subject to date. The researcher maintains that the way vulnerable persons are treated in any society determines the totality of humanness of the society in question, and this is

important. Therefore, this article is set to emphasize the dire need to bridge the educators, researchers, support systems, and policy gaps towards a more unified functioning of inclusive schools and equitable education deserved by every learner. Hence, we focus on describing challenges and possibilities in the teachers of disabled learners in inclusive school settings and the voiced approaches to the implementation of the 'supposed' equitable opportunity of education in inclusive school environments. This is in a bid to highlight and specifically comment on the proposed improvements in the education sector by the government while addressing the ongoing challenges of educational access and therefore educational equity in government secondary schools. In our approach, we concur with Monkman & Hoffman, (2013) in their discussion of the power of policy discourse toward meaningful educational processes and therefore equity in education. Thus, the researcher's dialogue here is to put into perspective issues that must be brought to attention for a more pragmatic realisation of the intended aim of meaningful, quality, and access to education for all. As such, the researcher was seeking to answer the one main research question: What are the challenges and the possibilities towards addressing SDG4 in inclusive schools across government secondary schools in Tanzania?

2.2 General Objective

To explore challenges of access and possibilities towards addressing SDG4 – to ensure inclusive and equitable quality education in inclusive schools across government secondary schools in Tanzania.

2.1.1 Specific objectives

- 1) To describe the inherent challenges in the inclusive schools' environment.
- 2) To explore possibilities of reducing barriers and improving educational access in an inclusive secondary school environment.
- 3) To address SDG 4 relating to problems of quality and inequity in education.

3. Methodology

The study employed a qualitative research approach complemented by some quantitative data. This approach was suitable for the study problem and objective, as stated. Qualitative exploratory approach focused on understanding perceptions, practices, and systemic barriers to inclusive secondary education in government schools. Qualitative methods allow in-depth exploration of lived experiences, institutional dynamics, and contextual constraints that quantitative measures may miss (Revelian & Tibategeza, 2022; Hazir & Karlidag, 2024).

3.1 Research Design

A multiple case study design was used to compare government secondary schools implementing inclusive education across two districts. The design facilitated context-sensitive cross-case comparison and enhanced transferability of findings by highlighting how local resource levels, urbanicity, and school-level practices shape access to inclusive education (Mwambé, 2020; Mrema, 2024).

3.2 Sampling and Participants

Purposive sampling with maximum variation was applied to select schools and participants that represented diverse contexts and experiences relevant to the research objective (Nyimbili & Nyimbili, 2024; Ahmad & Wilkins, 2025). The study sampled two districts (Nyamagana and Ilemela). The purposive sampling technique used was effective in selecting cases and samples that encompassed the study sites and participants. According to Bryman (2012), this sampling method is crucial for addressing the research question in a qualitative study. Table 1 below presents the type of data sampled followed by a description of the participants further below:

Table 1: Type of data sampled

SAMPLING OF DATA			PRIMARY DATA	SECONDARY DATA.
PARTICIPANTS	NYAMAGANA DISTRICT	ILEMELA DISTRICT	1. Field notes made from observations.	1. Policy documents on disability
Schools	1	2	2. Students assessment reports (Used with permission).	2. Tanzanian country fact sheets.
Heads of schools	1	2	3. Individual interviews with matrons/patron.	3. Scholarly peer-reviewed and published materials.
School matrons/Patron	1	2	4. Focus groups discussions with students and teachers	
Special-teachers	2	4	5. Students' questionnaires.	
Normal teachers	3	4		
Students	38	92		
Total participants per district	45	116	NB. Disabled learners [Blind and Deaf] were accompanied by fellow students' interpreters.	
TOTAL		161		

School-level participants: heads of schools were involved in providing general information concerning the school culture and the environment, matrons/patrons provided information on both emotional and moral support available to students overall, special-needs/resource teachers provided specific information concerning the learning needs of disabled students, while mainstream teachers provided overall challenges faced in day-to-day dealings within the inclusive school environment.

Students: a total of 130 students (38 in Nyamagana; 92 in Ilemela), including learners with sensory impairments who were interviewed with the assistance of self-trained peer interpreters in understanding their perspective as knowledge consumers in an inclusive school environment. Participant selection was coordinated through district education offices and school administration using inclusion

criteria such as minimum teaching experience for teachers and documented registration for students with disabilities.

3.3 Data Collection Methods

These methods included: Semi-structured interviews: conducted with heads of schools, matrons/patrons, special and mainstream teachers. These multiple, complementary tools were used to achieve methodological triangulation and depth. Interview guides were derived from SDG4 dimensions and piloted with a small subset of respondents (Ruslin et al., 2022; RAND Corporation, 2009) using student-teachers before the actual data collection.

Focus group discussions (FGDs): separate FGDs were held for the mainstream students and teachers; groups comprised 6–8 participants and lasted 60–90 minutes to surface shared norms and attitudes while a structured classroom and school observations were also conducted. A checklist assessed physical accessibility, classroom differentiation, teacher–student interactions, and presence/use of assistive resources in line with (Mrema, 2024). Each school was visited 2–3 times at different moments during lessons, assemblies, sports and support sessions. Document reviewed included school improvement plans, attendance registers, individualised education plans where resource rooms were visited and disabled activities reviewed, resource inventories, and policy guidelines were reviewed to triangulate findings and assess policy–practice alignment. The student questionnaires on the other hand, were short but primarily descriptive questionnaires that captured basic demographic and attendance information. These were used to supplement qualitative insights, and selected teachers maintained brief reflective diaries over a 4–6-week period to capture ongoing classroom challenges and emergent strategies that were later analysed at the end of field visits.

3.4 Ethical Considerations

Ethical clearance was provided by St. John’s University of Tanzania and then further permission from the Prime Minister’s Office Regional and Local Government (PMORALG) to collect data in other government-inclusive schools where the original teaching practice assessment was not conducted but within the same region was also sought. Further consent was sought from individual schools where teaching practice took place and from all participants that took part in this study.

3.5 Data Analysis

A thematic analysis procedure was employed as advocated in Braun & Clarke (2006) with an application of the constant comparison process outlined in Jonny Saldana, (2021) as well as Vaismoradi, Turunen, & Bondas (2013). These researchers describe this analysis method to involve constantly comparing themes that help to identify similarities, differences, or odd data. The use of an Excel spreadsheet helped to manage the large amount of generated data initially following the manual drawing of themes. Later, the data was categorised per data source and later analysed per source and across the source using to identify patterns and themes across interviews and observations by the use of NVivo to achieve a systematic analysis. The deductive codes were based on SDG4 indicators like, access, equity and quality, whereas inductive codes captured emergent issues such as stigma and teacher training gaps.

First, the data that were collected in Kiswahili were translated from Kiswahili to English language and accuracy checked by the author who is an English language expert and a native Swahili speaker. Familiarisation of transcript and observed notes were repeatedly read and written analytically then initial coding conducted. As already described above, the generated codes – issues of access barriers, infrastructure, teacher capacity and skills, curriculum adaptation, policy implementation and stigma were identified. These were refined by merging and splitting some issues during the process of developing themes and sub-themes that were later described. Triangulation was done across data sources (interviews, FGDs, observations, documents) to generate authenticity of themes for discussions.

4. Results and Discussion

The findings revealed several serious implementation challenges with resources, adequate teaching staff, as well as psychosocial support systems. To this effect, we found a variety of contradicting reality in practice versus policy needs, especially in relation to SDG4 within inclusive schools and which, as a matter of argument, do not adhere to the individual needs of students with disability. There were lack of empowerment to the disabled learners of the skills that can effectively lead to employment, decent jobs, or entrepreneurship in line with the educational target of SDG4.

4.1 Access and Inclusion of Knowledge

In ensuring effective inclusivity and in the acknowledgement of the complexity in the interpretation of the inclusive concept on a global stage, the study findings indicate the following five key observations which, demonstrate some shortfalls or challenges that we highlight in the inclusive school environments. The five key observations across all the participating schools are that:

- 1) Some deaf and blind students enter secondary education without the knowledge of sign language, therefore making their learning cumbersome, inaccessible, difficult and sometimes impossible.
- 2) The disabled learners take longer to grasp concepts in comparison to other students without disabilities.
- 3) The lack of adequately trained teachers leads to misunderstandings of the knowledge rendered, for example, the problem with interpretation and translations was reported to disadvantage the blind and the deaf leading to low grades during assessments.

- 4) The participants pointed out limiting cultural practices embedded within the societal attitude to educate disabled learners.
- 5) Effectively, the situation persistently contributes to inequitable resource distribution across genders, schools, and individual disabled students in schools.

The above has led to a lack of access to meaningful educational experiences for disabled students. Such findings incite questioning of the quality of learning experiences within education programs offered in relation to the learners' needs, aspirations, interests, and skills. The inhibition of access to meaningful education because of the above findings do not serve the purpose of the concept of inclusivity in education. In contrast, it promotes stigma and stereotyping, inequity, and actually sending a message that **disability** is **inability**. According to Otieno (2016) and Tyler and Blader (2003), the experience of stereotyping that emanates from disengagement distorts self-worth of a learner in the context of inclusive school environments. To this effect, teachers reported disabled learners as being most of the time **'angry'**. The description of disabled learners as angry leaves a lot to desire in terms of steps to address such 'anger'. This aspect of emotional expression brings about the question of how support systems affect access to the angry students' state of being in an attempt to bring them to a place where they can comfortably and effectively learn. In the context of the discussion, the teachers expressed despair when dealing with 'angry' disabled learners. They did not know what to do under the circumstances but to avoid further interaction with such learners.

4.2 A psychological Limitation

Drawing from a psychological stance, any expression of anger is a sign of dissatisfaction and a projection of the inner feeling of being misunderstood and is evidence of detachment, not engagement as it leads to limited relationships between the parties involved. Recent empirical syntheses and measurement-focused reviews confirm that irritability and anger in youth and adults are associated with greater conflict, social rejection, and relationship strain, and predicted reductions in cooperative or affiliative behaviours over time (Evans et al., 2024; Razavi, 2023). This limited relationship and interaction is an undesirable course and harmful to learners who totally depend on their teachers and a supportive environment. In a bid to emphasise the need for skilled teachers who can understand and consider ways of engaging learners in an inclusive school environment, we contend with what Razavi, (2023) has assessed in terms of both justified and unjustified anger also implied in (Nussbaum, 2012).

In illustrating the participants' narratives where teachers reported *'sometimes unexplainable anger by the deaf students'*(School in Ilemela district), Razavi, (2023) reports that the justified anger comes in two sides accompanied by confidence and bluntly outright language with no room for discussion. However, in the context of the participating schools in this research, the expression of their unjustified anger was reflective. It involved what Razavi (2023) termed as, *"cognitive reasoning and retrospection, and expressed self-directed emotions such as guilt and embarrassment"* (p. 151). It should be noted that this reflective or an expression of unjustified anger part is difficult to assess when there are no qualified psychologists and emotional therapists in a learning environment. This reality brings us to a conclusion of a lack of fundamental freedoms as advocated in Nussbaum (2012). It is equally difficult to achieve satisfactory learning outcomes in severely mentally challenged learners in inclusive schools where the unjustified anger is an expression of frustrations for not being understood.

4.3 A Glimpse of Hope

Despite this sorry state of affairs, there are many promising policy initiatives and proposals underway to improve the state of educational provision in the country in the following areas as highlighted in TEN/MET (2023):

- 1) Innovative and alternative domestic financing sources for the education sector,
- 2) Prioritised spending in the education sector,
- 3) Transparency and Accountability in Education Delivery, and
- 4) Social Interventions in the Education Sector

The first two proposals are aimed at ensuring various companies operating in Tanzania are involved in financing of education into a common pool of Education Trust Fund, and to ensure a full implementation of the Fee-Free Education and increasing domestic financing of education. The third and fourth are aimed at monitoring and tracking actual financial releases and utilization of resources at district and school levels as well as improving community involvement and removal of ghost workers from the payroll well as the publication of released funds for local accountability and, to equalize educational opportunities that are in adherence to gender balance Okkolin, Lehtomäki, & Bhalalusesa (2010) for all children in Tanzania TEN/MET (2023). However, these are more general proposals that do not specifically focus solely on challenges faced in the widely contextualised Tanzanian government-inclusive secondary schools.

A more specific proposal directly involving inclusive education that has been open for debate by both the private and public education stakeholders is the provision of two streams for learners to opt for upon their completion of

basic education which runs through primary to lower secondary school levels. The proposal is possibly one step towards addressing the dilemma in inclusive education as noted in Leijen, Arcidiacono & Baucal (2021). One is an academic stream which is not very favourable to severely mentally challenged learners. The other is the professional stream which, embraces myriad ways of eradicating problems of employment for youth while addressing personal choices as well as considering families that are hardly hit economically. The idea is to involve such families in financing higher levels of education of their children. These are very commendable proposal and the latter is in its initial implementation stage with the government sponsorship of professional training of youth from age 15 to 35 in various professions of their choice where at least 1 middle college are specifically chosen from each region to offer these trainings. This is a more promising proposal for all learners although implementation may demand more than meets the eye, where specialised training needs of teachers in consideration to the broad spectrum of disabilities may be demanded on the part of inclusive schools across the nation.

However, in involving a more sustainable future of such plans for disabled learners, the general proposals on the education delivery mediums and channels also include the recent announcement by the current minister of education prof. Adolf Mkenda concerning the government's intention to provide the kind of home-based schooling for physically and mentally challenged learners.

4.4 Caution: optimism vs pessimism

While there is an understanding of the good intention by the government to find the solution to these ongoing challenges in a more integrated educational setting, the debates on the state of inclusive education in the country can be perceived as a truly strenuous effort towards what can be termed inclusivity Tungaraza (2014). It is our opinion that it is only fair to perceive such proposals cautiously with the understanding of the resource-abridged inclusive schools across the country. This is because any additional proposal must adhere to the already established resource-deprived learning institutional establishments in Tanzania.

The proposal above is an indication that educators and researchers must bring to the foreground the implications for any future decisions of inclusive education and inclusive schooling, specifically. We contend the need for good case study research in this area in looking at the possibilities of various issues pertaining to inclusive schooling in multiple sites across Tanzania as commended in Nilholm (2021). This is because there are many issues

arising in the effective implementation of inclusive education in inclusive schools. One is the need for more trained personnel in a '*uniform language of instruction*' to such learners in their home environments. Other issues of concern for such a decision for home-schooling is the suitability of the home environment to accommodate and maintain assistive learning devices that may need to be accompanied with experts needed to affect the desired changes without singling out the local community members' role in the child's educational processes.

Furthermore, where skilled teachers are necessary, it is important to determine how they will be sourced and monitored in home environments, considering that even the few inclusive schools available across the country are already limited to one or two professionally trained inclusive educators. These educators are also not trained to consider the broad categories of individual special needs of learners in an inclusive school setting. Additionally, the current implementation of inclusive education is not sufficiently monitored and evaluated periodically to identify problem areas, aside from most researchers raising concerns about the seriousness of issues in inclusive educational settings. In seeking solutions to the identified shortcomings in inclusive classrooms and education, the participants discussed the following possibilities.

4.5 Highlighted possibilities

Participants repeatedly pointed out the role of the government and the political will. A point suggestive of the need for a significant revolution in the wider social attitude and educational stakeholders on effective education of disabled students. The possible cross-cutting solution to resourcing problems included the following five points.

- 1) Increasing the braille machines and servicing budgets to improve the learning experience of the deaf and blind students and the improvement of the inclusive schools' environment overall.
- 2) Installation of embosser machines to help each inclusive school in the translation of notes and assessments for the deaf and the blind.
- 3) Building of more resource rooms to sensitize and initiate talent growth among the different disabled students.
- 4) The need to reshape the school timetables to allow for extra time for teachers to assist individual disabled learners.
- 5) Heads of schools, matrons and the patron in this study confirmed that there is a lack of training of teachers and support-persons (where there are any available), psychologists and school counsellors.

Alongside the above possibilities, there were a number of recommendations for effective social justice in education and changes to take place in the inclusive schools' environment as follows.

The community: Resourcing of disabled learners' schools should include education of the masses and mobilisation of the local community's resources including funds for equipment and voluntary services.

The education stakeholders and the government: The need to review policies on inclusive education provision processes in inclusive schools, especially. However, there is a need to understand and address the complex and broad spectrum of forms of disability inherent in inclusive schools to prepare for relevant education to be rendered for the moderate, mild to more severe disabled needs.

Support systems: There was also a suggestion to facilitate the availability of strong support systems in inclusive schools, including specialists in psychology, such as school counsellors, for the entire inclusive community. So, while these are needs, it is noteworthy that students are graduating with psychology degrees of various types but are not channelled as resource personnel in inclusive schools across the nation at least by facilitating voluntary service while the government is seeking a more permanent solution to the problem of psychological support systems in inclusive schools' environments and the communities where such learners reside over school holidays.

Research funding for good studies: The need for more research in inclusive education across the rural schools and other regions of Tanzania that were not included in this study as well as other aspects of inclusivity in education in a bid to realistically address problems associated with equity and inclusive education. However, a need for urgent and more directed funding for research in this area that can help in fast-tracking research and ensure a timelier outcome that can eliminate the problems associated with inclusive education in the country if we are more serious in effectively addressing SDG4 promptly.

5. Conclusion and Recommendations

The study was set to describe and explore possibilities to improve access to education for disabled learners across government secondary schools in Tanzania. Schools in Mwanza urban were chosen as a case study with overall findings that emphasised the following key areas: 1. The need for social-cultural attitude change and public education regarding inclusive education and, 2. The need for training more special education teachers in support of disabled learners' education. 3. The need for more research and policy and curriculum reviews with specific attention to inclusive education in inclusive schools' settings across the country and 4. The need to address educational quality and equity in the context of SDG4. The discussed findings

revealed more needs as per the recommendations listed above, with an urgent need for the following:

- 1) Periodic monitoring and evaluation of the current trend in inclusive education provision within the inclusive schools to identify urgently needed areas of intervention.
- 2) Psychosocial support systems such as the use of graduating psychology graduates in a special arrangement such as voluntarily, while a more permanent solution is sought both for their employment and the improvement of psychosocial support needs by learners in inclusive schools.
- 3) Funding for more case study research in this area, where the study was not conducted.
- 4) More specific proposals that will address the current challenges before further challenges are created, such as the proposal for home schooling of disabled learners.

The researcher believes that her recommendations may support the good intentions of the governments to effectively provide better and improved quality education while adhering to the voices of all the other stakeholders such as researchers on the ground. However, this will also attend to the voices of the teachers who are in constant contact with the highlighted challenges in their daily practice as educators of learners in inclusive school environments.

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