



# Inclusive Education: Are We on the Right Track?

A Closer Look at Inclusive Assessment  
Through Social Accountability Monitoring  
- “Sauti Zetu” Project in Tanzania

## Presenters



**Digna Mushi** is the Head of Programs at OCODE in Dar es Salaam, and Country Co-Lead of the Regional Education Learning Initiative (RELI) Tanzania, with a background in sociology and development studies.

She is a community development social worker experienced in human rights-based approaches, programme design, and capacity building. Passionate about education and social equity, she has led the adoption of the Teaching at the Right Level (TaRL) approach to strengthen teacher capacity and support learners furthest behind.

**Samson Sitta** is a Tanzanian project management specialist and legal professional with over 14 years' experience in education, governance, and community development. He currently coordinates the ALiVE Project at Milele Zanzibar Foundation, - and VaLi Thematic Group Lead of the Regional Education Learning Initiative (RELI), spearheading national life skills assessments and partnerships with curriculum and assessment bodies in Tanzania.



**01****Introduction**

Background of inclusive education in Tanzania .

**02****Sauti zetu Project (Our Voice)**

What , where and How is Implemented.

**03****SAM Objectives****04****SAM Findings**

GAPS in Inclusive Assessment  
Recommendations .

# Table of Contents



# Introduction

**1961**

TZ recognized education as a fundamental right and a key driver of equity, social justice, and national development

**1994**

Subscribe Salamanca Statement-Inclusive education that accommodate all learners

**2009**

TZ ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD)- education for PWD

**2009-2017**

NSIE I: Focused on Policy formulation, awareness creation & enabling environment for IE

**2018-2021**

NSIE II: focus to system Level Implementation i.e mainstreaming IE in the sector plan, teacher training, improve infrastructure and enhancing teaching and learning materials for IE

**2021/22-2025/26**

NSIE III: Build on previous efforts ,address ongoing challenges, scaling of Inclusive practices, promote accountability , data system and improve Inclusive assessment

**2022-2023**

1. The National Guideline for the Identification and Assessment of Children/Learners with Special Educational Needs
2. Guidelines for the Establishment and Management of Education Support Resource and Assessment Centers (ESRACs)

# ‘Sauti zetu’ Project (Our Voices)



It is a consortium project (2024-2026), being implemented in Tanzania by 6 CSOs under the Regional Education Learning Initiative (RELI Africa).



## **Overall Objective of the Project:**

. To contribute to enhanced inclusive, equitable, and quality learning for all children.



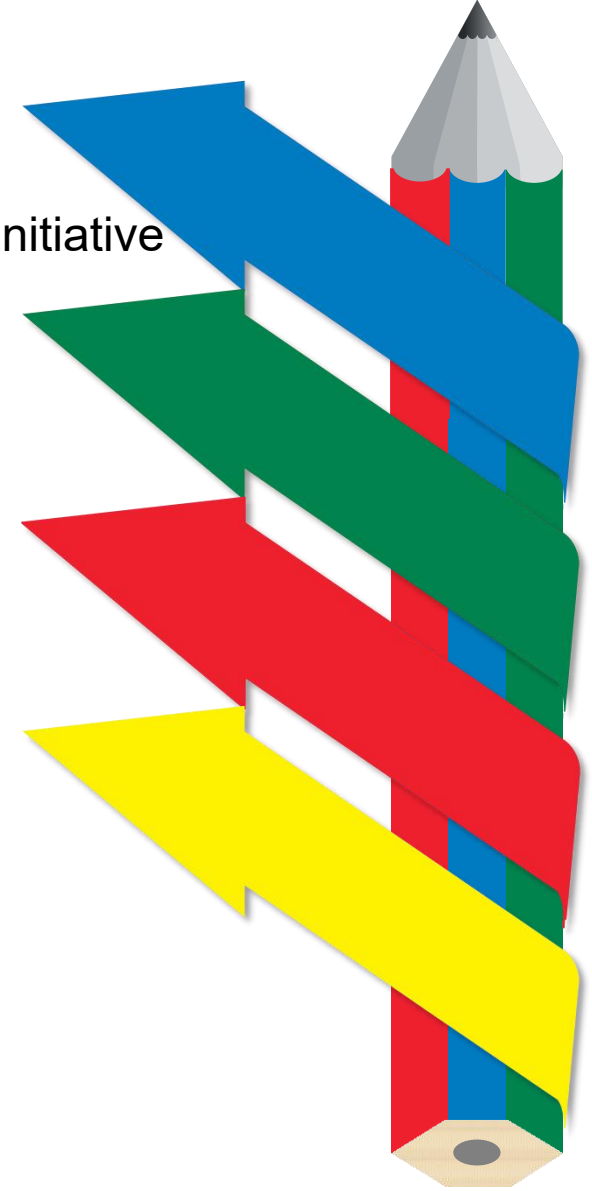
## **Main expected results**

Improved Transparency, Responsiveness, and Accountability for Public Participation in the Implementation of National Strategy for Inclusive Education (NSIE 2021/22-2025/26).



## **Where the project being implemented**

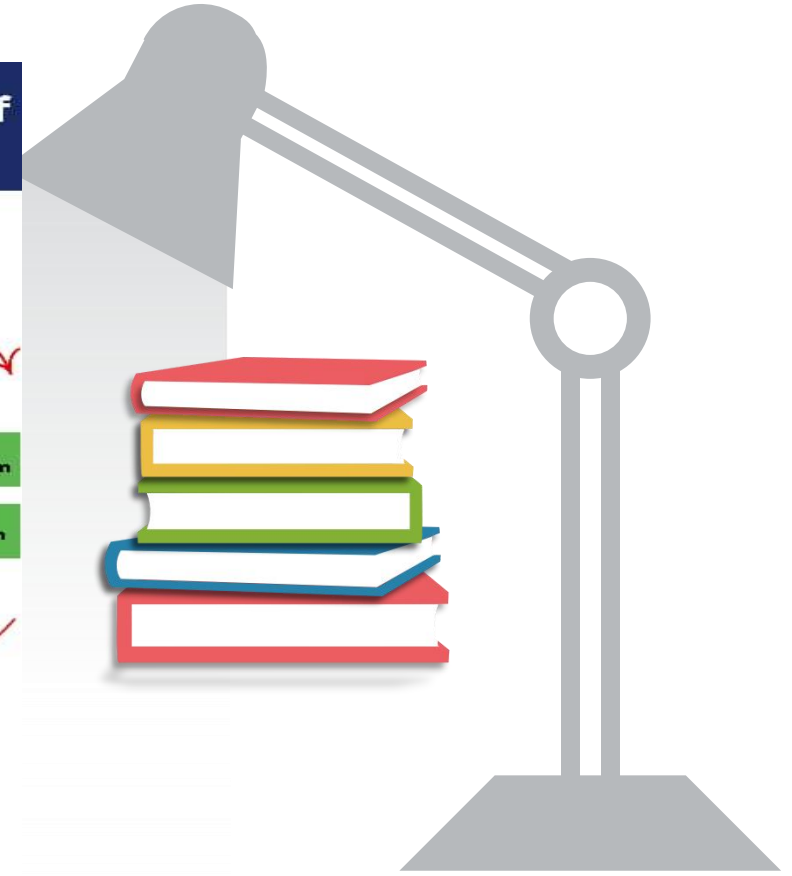
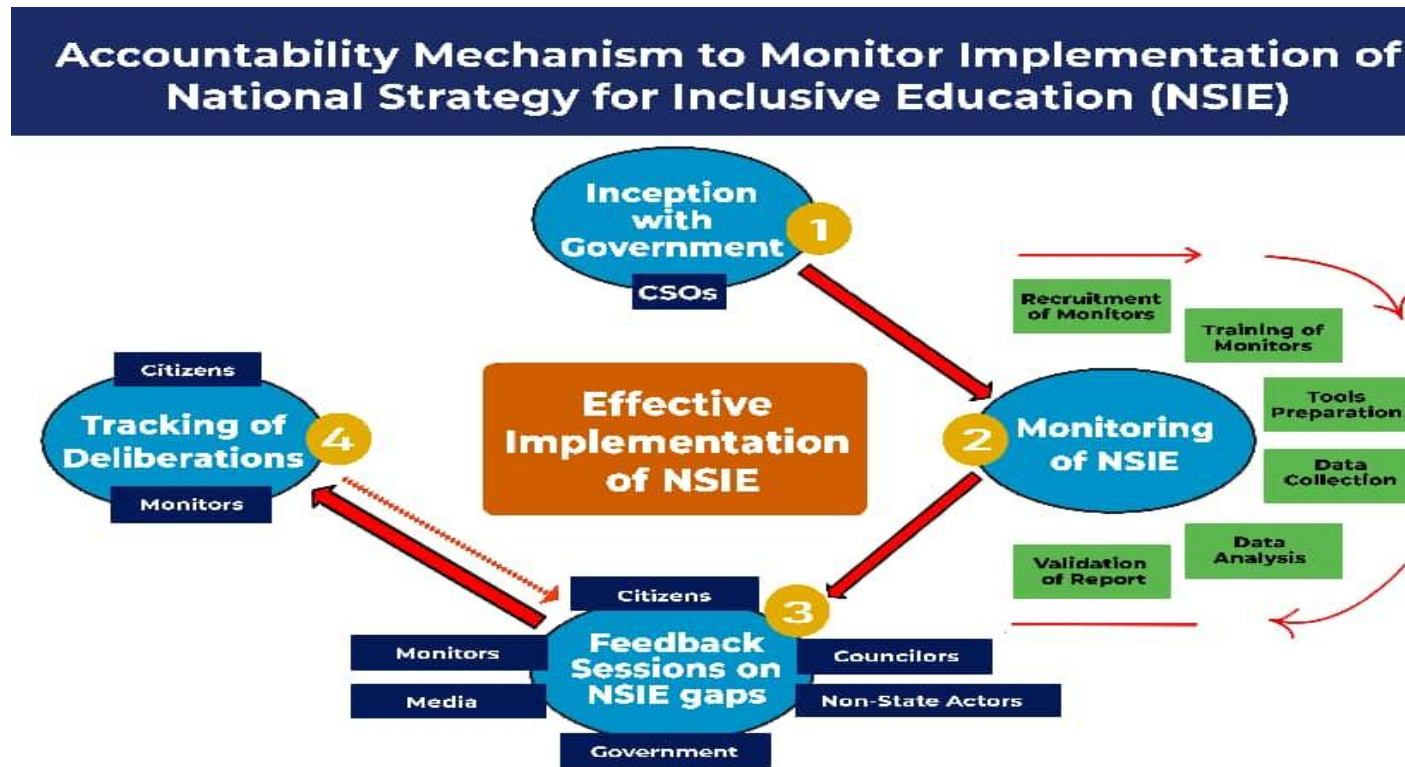
In seven District across Tanzania (Bagamoyo, Mtwara Municipal and Rural , Mbeya city , Mvomero, Ifakara)





# Sauti zetu Accountability modal

The project is implemented Through Social Accountability Monitoring



Consortium Partners:



# Survey Objective

**Main Objective:** To track and document evidence-based information on the implementation of the National Strategy for Inclusive Education (NSIE) in Tanzania.

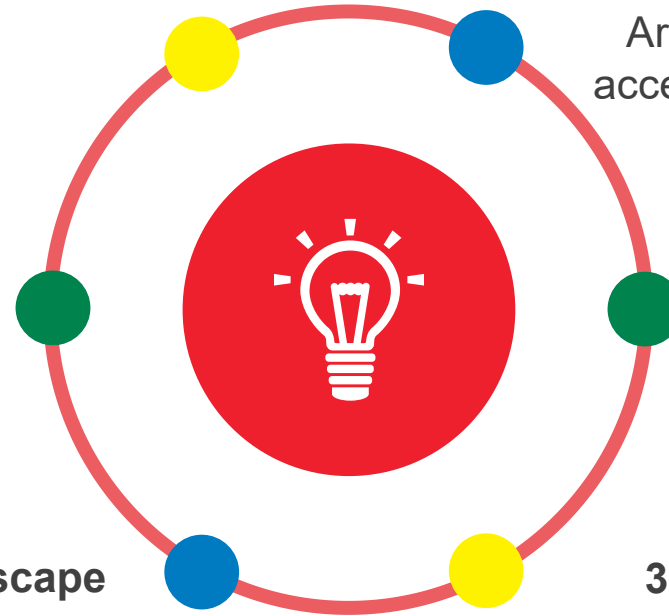
## Specific Objectives:

### 5. Inclusive Learning and Teaching Experiences

Assess: inclusivity, quality of teaching & learning environments in schools, availability of adapted resources accommodations, and support services

### 4. Financial & Investment landscape

Analyze the Allocation, utilization and effectiveness of financial resources supporting IE.



### 1. Legal and Policy Framework

Are they available and accessible by all stakeholders?

### 2. Stakeholders Understanding

Evaluate Stakeholders awareness & Understanding Inclusive education principles, policy and practice

### 3. Early Identification & Assessment

Examine current practices, effectiveness & Challenges.

# Methodology

## Geographical Locations:

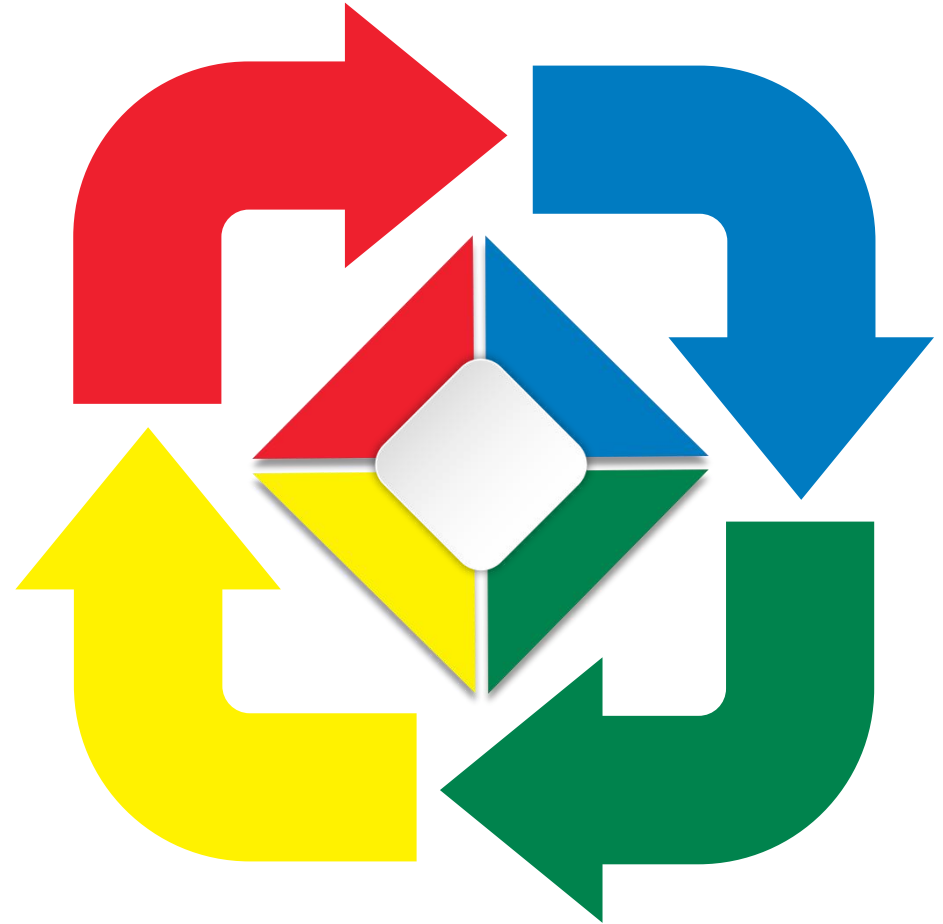
7 districts in 4 regions  
(22 Primary schools.

## Methods

1. Structured Questionnaire
2. Semi-structured interviews
3. Focus Group discussion.
4. Document review
5. Transect walk and Observation

## Sampling: Purposive Sampling Sample

- 7 District Education Officer
- 7 District Social Welfare officers
- 7 District Medical officers.
- 4 ESRAC Officers
- 225 parents
- 22 SMC committee=176
- 22 head teachers





## SAM Findings

### 1. Guidelines & Policy Dissemination

- In 7 districts only 3 districts Had the soft Copy Of NSIE 2021/22-2025/26. (no hard copy)
- No district had access to the National Guidelines for the Identification and Assessment of Students with Special Educational Needs (2023) or the Guidelines for the Establishment and Operation of ESRACs
- Only 1 district had child protection policy





## SAM Findings

### 2. Understanding of Inclusive education/Assessment

- Limited and inconsistent understanding of IE with greater gap in inclusive assessment
- Teachers and education officers are similarly under-informed, limiting their ability to adapt assessments for diverse learners
- Only 7% of parents in Mtwara could define inclusive education, and just 4% linked it to assessment
- The prevailing view of inclusion is narrowly associated with disability, neglecting broader dimensions such as gender, poverty, and language



## SAM Findings

### 3. Understanding of Inclusive education/Assessment

- Community Awareness and Participation in Inclusive Assessment is constrained by low awareness, negative perception and financial constraints.
- Shortage of inclusive teaching and learning materials eg. audiobooks, sign language dictionaries, and video resources, restricting access to inclusive learning.
- Only 18% of 22 assessed school had assistive device but given without assessment
- 325 teachers in 22 schools, only 41 were specialized in special needs education
- only 30 out of 325 teachers (9.2%) received such in service training from 2021-2024.
- Early Identification and Assessment only 43% assessed in 2023 & 2024 and only 42% out of assess received comprehensive assessment.
- Lack of functional ESRAC at District level, at regional under resourced.
- Funding remains a critical barrier-schools rely on capitation grant.





## Recommendations

- Strengthen Policy Dissemination-accessible, simplified and inclusive language
- Strengthen Inclusive Assessment Systems-Operationalize and equip ESRACs in every district, clear assessment referral and proper placement.
- Invest in Inclusive Infrastructure-accessible, inclusive toilets, safe and friendly environment for CWD
- Invest in Stakeholder Awareness-the use of media, school and community platforms
- Increase and Refine Funding modal
- Enhance Teacher Training-both in-service and pre service
- Foster Multi-Stakeholder Collaboration (CSOs, Private sectors)
- Implement Robust Monitoring and Evaluation-data to inform decision making , guide policy refinement

# 'Sauti Zetu' Implementing Members



**OCODE**  
Organisation for Community Development







THANK YOU