Teachers' perspectives on the challenges of implementing inclusive education in Tanzanian rural schools

Theresia Joakim Kanyopa[1]*, [ID]Matseliso Mokhele-Makgalwa[2]
[1]Department of Education Foundations, Faculty of Education, University of the Free State, Bloemfontein, 9300, Republic of South Africa; kanyopatj@ufs.ac.za (T.J.K.).
[2]Internationalization and Engagement University of the Free State, Bloemfontein, 9300, Republic of South Africa; mokhelem@ufs.ac.za (M.M.M.).

Abstract: This paper explores teachers' perspectives on the challenges of implementing inclusive education in Tanzanian rural schools. The study was prompted by findings from previous research studies on inclusive education in Tanzania, which revealed that teachers in rural schools face challenges in implementing inclusive education. The study is underpinned by the Learner Integration Wheel (LIW) theory of practice, which advocates the implementation of inclusive education through regular learner integration in schools. Collaboratively, the LIW theory of practice brings together the school, curriculum developers, and the school community as the key players towards the implementation of inclusive education. An interpretive paradigm under a qualitative approach, and a multiple case study research design, were adopted to explore teachers' perspectives on the researched issue. Qualitative methods, including interviews and reflective essay writing, were used to generate data from eight participants (8 teachers), four from primary schools, and four from secondary schools. The study found that teachers in Tanzanian rural contexts are not well prepared to implement inclusive education in schools. Considering the findings, this study reports that there is a need for proper training to equip teachers with skills and the ability to support learners, specifically those with learning barriers.

Keywords: Inclusive education, Learner integration wheel, Learner integration, Tanzanian rural school, Teachers' perspectives.

1. Introduction and Background

There are common challenges confronting the implementation of inclusive education, particularly in rural school contexts. These challenges are mentioned as sources of teachers' frustrations and poor working motivation, which result in poor academic performance [1, 2]. In Tanzanian rural school contexts, the implementation of inclusive education encounters challenges because of a lack of necessary training and programs that equip teachers with skills and knowledge to implement effective inclusion in schools and support learners with learning barriers [3, 4]. In accordance, Kanyopa [5] and Martin and Bertram [6] argue that overcrowded classrooms and inadequate training for teachers lead to exclusion practices in most cases.

Besides, Zigler et al. [7] revealed that although inclusive education is a global agenda, there is no evidence that teachers in Tanzanian rural schools are prepared to undertake the implementation role effectively. Additionally, Revelian and Tibategeza [8] mentioned that teachers in Tanzanian rural schools are less motivated, not dedicated, and fail to display positive attitudes towards inclusion in schools. Nevertheless, Akiyoo et al. [9] and Kanyopa [10] supposedly, the implementation of inclusive education in rural schools is undermined by unfavorable opinions regarding public schools and the community within rural contexts.

The body of literature also found that poor infrastructure, limited resources, lack of tools, and a shortage of skilled teachers make it difficult to implement inclusive education in rural schools [3, 11]. Drawing from this background, this study states that to have effective inclusion in Tanzanian rural schools, the government, through the Department of Education, needs to provide training programs that will produce adequately trained teachers. Also, school building structures and the physical environment need to be renovated to support the implementation of inclusive education in rural schools.

2. Review of related literature

When reviewing related literature, we started to examine various international legislation and meetings that support and promote equality and equity in education.

2.1. Global Perspectives on Inclusive Education

This section presents existing legislation, policies, and covering practices that support inclusive education globally. The global perspective on inclusive education not only presents a global understanding of the inclusive education doctrine but also the interventions, strategies, and models for all related issues thought to be important for professional inclusive education practices. The global milestone towards inclusive education can be traced from 1948 in Article 26 of the United Nations' Universal Declaration of Human Rights. Article 26 of this document states clearly that elementary education shall be compulsory for everyone, and it shall be free and fair to all [12]. Further, the World Conference on Education for All (WCEFA), held in Jomtien, Thailand, in 1990, aimed to increase international commitment to a broader vision of basic inclusive education. This conference emphasizes inclusion in educational institutions and equips all children, youth, and adults with skills and knowledge that will improve their lives and significantly contribute to their communities.

Moreover, in 1994, the Salamanca Statement and Framework for Action on Special Needs Education. This statement came to reinforce the right to education for everyone, as enshrined in the 1948 Universal Declaration of Human Rights. In practice, the Salamanca Statement renews the pledge made by the world community at the WCEFA of 1990 and ensures that everyone is entitled to free and fair education for all, regardless of individual differences. In essence, global perspectives on inclusive education highlight an enabling motive towards inclusive education and promote the equalization of opportunities for all.

2.2. Inclusive Education in Tanzania

As presented in the global perspective section, over the past decade, the issue of inclusive education has become a worldwide agenda. In response to this agenda, the Tanzanian government has adopted several progressive policies and practices to implement inclusive education within its education system. Msoroka [13] and Zigler et al. [7] revealed that inclusive education in Tanzania started back in the 1970s in some schools found in capital cities such as Dar-es-Salaam, Moshi, and Arusha. In 2004, the National Policy on Disability was introduced to ensure equal provision of healthcare, access to education, vocational training, and all other basic rights for persons with disabilities [8].

In 2010, the Tanzanian government introduced another act for people with disabilities that prohibits discrimination of any form, particularly in the provision of education at all levels [14]. Practically, the government of Tanzania has trained school inspectors, District Education Officers (DEOs), and Ward Education Officers (WEOs) who are responsible for ensuring that education is accessible to all, regardless of any mental or physical differences [15].

Additionally, Losioki and Ngowoko [3] revealed that the Tanzanian government has conducted several curriculum reforms and policy amendments to incorporate inclusive practices.

Also, the Tanzanian government, through its National Examination Council, has made some renovations to processing special education examinations for students with special needs. For instance, students with visual impairments are allowed to write examinations in Braille, while others with low vision have their examinations printed in enlarged fonts [7]. With such efforts, the body of literature

maintains that the goal is to ensure that all educational institutions in Tanzania are inclusive and operate within the mainstream [14, 16].

However, some literature reveals that there is much to be done regarding inclusive education in the Tanzanian education system [9, 15]. This implies that there are many impediments that restrict efforts to implement inclusive education, particularly in Tanzanian rural school contexts.

2.3. Challenges of Implementing Inclusive Education in Tanzanian Rural Schools

Even though the Tanzanian government has well-outlined diverse strategies in practice, which are supported by policies and legislations, inclusive education in Tanzanian rural schools is still limited due to a lack of resources and infrastructure" [3]. Literature also shows that in Tanzanian rural contexts, there is a low level of parental involvement, which leads to ineffective implementation of inclusive education [14, 17]. Some scholars like Msoroka [13] and Sijuola and Davidova [15] mentioned that effective implementation of inclusive education is influenced by specific factors, including parent/family involvement, educational stakeholders' commitment, and clear roles for each educational stakeholder and other professionals, such as psychologists, therapists, etc., whose main duties are to help students with learning barriers to learn effectively.

However, the above-mentioned factors do not appear in most Tanzanian rural schools. Several studies on inclusive education in Tanzania have revealed that students in rural school contexts face various challenges with negative attitudes, barriers, social stigma, and rejection [10, 18]. Some Tanzanian scholars, like Akiyoo et al. [9], Possi [19] and Shayo [20], affirmed that in rural contexts, disabilities are mostly associated with superstitious beliefs, which result in the exclusion of students with learning barriers in rural schools.

Another challenge was mentioned as the lack of teachers' training on teaching inclusive classrooms and on undertaking the role effectively [4]. The body of research also revealed that teachers are not pleased to have and deal with students with learning challenges in their classrooms because they have been introduced into a new role without proper training, Nkomo and Dube [1]. Nyimbi and Kajiru [18] also affirm that teachers in Tanzanian rural schools are reluctant to accept students with learning barriers in their classrooms, and that they have negative attitudes towards inclusive education. Lack of motivation, poor students' engagement, and involvement were also mentioned as challenges facing the implementation process of inclusive education in Tanzanian rural schools.

All in all, the inclusive education doctrine is mentioned to affect the entire education system in terms of infrastructure, resources, and the learning environment. Mbuti et al. [14] mention three main demands for inclusive education to be successful in the Tanzanian education system. First, teachers need to be trained, recognized, and motivated to undertake the role in the implementation of inclusive education in schools. Second, school infrastructures need to be changed and renovated so that they can support the implementation process of inclusive education. Last but not least, parents, families, and the whole community need to be educated about inclusive education and motivated to enroll their children with learning barriers in schools. Besides, they should also be trained and educated on how to cater to the needs of their children at home.

3. Theoretical Framework

The study was framed under the Learner Integration Wheel (LIW) theory of practice perspectives. The LIW theory is designed as a social tool to facilitate effective learner integration in schools [21, 22]. It aims to transform traditional practices and attitudes toward the inclusion of learners with diverse needs and abilities. A core premise of the LIW theory is that successful inclusion is achieved by intentionally supporting the learner holistically through regular integration efforts. The LIW theory stipulates four basic elements, namely, positive attitudes, accountability, consistency, and research-based processes [22] that uphold the functioning of the theory. With the implementation of inclusive education in Tanzanian rural school contexts, these four elements are crucial as they highlight the

important aspects that educational stakeholders need to consider and recognize when implementing effective inclusive education in these schools.

Practically, the LIW theory fosters collaboration among the school, curriculum developers, and the school community as its three domains for practice. These three domains are the key players in achieving successful inclusion in any school environment [17, 21]. Therefore, within rural contexts, this theory emphasizes that the school cannot achieve it alone; that is why it is vital for the Department of Education and the community it serves to collaborate towards the implementation of inclusive education in Tanzanian rural schools. The diagram in Figure 1 presents the theory visually.
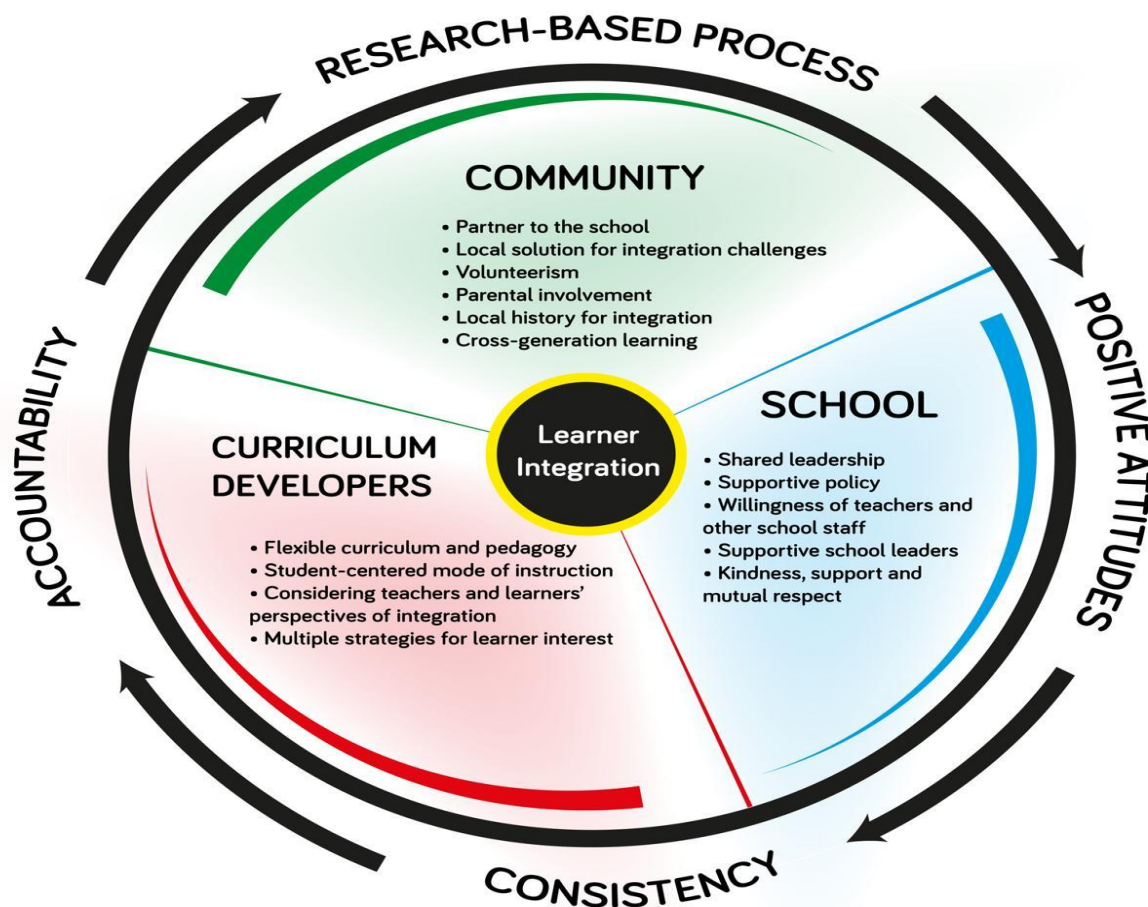
Figure 1.
Visual presentation of the LIW theory of practice.
Source: Kanyopa and Mokhele Makgalwa [22].

Indeed, for the successful implementation of inclusive education in Tanzanian rural schools, the Department of Education, through the curriculum developers, needs to work collaboratively with other educational stakeholders from the schools and their communities. The current study affirms that all stakeholders must develop positive attitudes towards inclusive education. Additionally, all the programs, policies, and practices should intentionally promote inclusion in schools. In essence, both school and classroom activities should be grounded in a research-based approach to present a

comprehensive picture of every activity that takes place in the Tanzanian rural school environment [6, 22].

3.1. Research Objectives

The study aims to explore teachers' perspectives on the challenges of implementing inclusive education in Tanzanian rural schools. This aim was guided by the following objectives;
1. To examine the awareness of teachers on inclusive education in Tanzanian rural schools.
2. To identify challenges teachers face when implementing inclusive education in Tanzanian rural schools.

3.2. Research Methodology

Research methodology describes the research approach, methods used to generate data, and the procedures employed to analyze information regarding a specific researched issue [23, 24]. Research methodology provides the details that researchers employ in the research to ensure its validity and reliability [23, 25]. It explains all the important components of research studies, including research approach, paradigm, design, data collection methods, and data analysis methods [26].

3.3. Research Approach, Paradigm, and Design

This study is a qualitative multiple case study that adopted the interpretive research paradigm to explore teachers' perspectives on the implementation of inclusive education in Tanzanian rural schools. Padgett [27] states that "Interpretivist researchers assume that reality is subjective, multiple, and socially constructed." A qualitative multiple case study is a research design that investigates the issue within two or more contexts that share some common characteristics [24, 26]. In this study, the case was examined from a rural primary school and a rural secondary school, with the aim of understanding the similarities and differences in perspectives on the implementation of inclusive education in Tanzanian rural school contexts.

3.4. Selection of Context and Participants

The study employed purposive and convenience sampling methods to select the site and participants. The two rural schools (primary and secondary schools) were purposely selected because of their geographical locations (they are located outside towns and cities). Also, these schools were selected because of their characteristics, such as the poor condition of classrooms, poor access to educational services like libraries, laboratories, etc. Additionally, these schools are reported to have poor social services such as water, electricity, internet, and security. Eight teachers (four from primary and four from secondary) were selected because they were easy and convenient to access, as they are former colleagues of the corresponding author.

These teachers have also been teaching in these schools for more than four years and have diverse experiences regarding the implementation of inclusive education in rural contexts. In essence, the research context and the participants were beneficial as they provided the current study with denser information regarding the researched issue. The participant demographics are presented in Table 1.

Table 1.
Participant profiles.

Participant pseudonym	Age (years)	Gender	School
Teacher 1	35–40	Female	Primary
Teacher 2	45–50	Male	Primary
Teacher 3	20–30	Female	Primary
Teacher 4	20–35	Male	Primary
Teacher 5	30–40	Female	Secondary
Teacher 6	30–40	Male	Secondary
Teacher 7	35–45	Female	Secondary
Teacher 8	35–45	Male	Secondary

3.5. Data Generation and Analysis

Data generation is a process of gathering information regarding the researched issue [24]. This study employed telephonic in-depth interviews and reflective writing methods to generate data from teachers' perspectives on the implementation of inclusive education in Tanzanian rural schools. Dworkin [28] defines an in-depth interview as an open-ended interview that mainly focuses on obtaining detailed information about the issue. Thus, the timeframe for the telephonic in-depth interview session was between 15 and 30 minutes. After the interview sessions, participants were asked to write their reflections, a length of 1 page, regarding the implementation of inclusive education in Tanzanian rural schools. Reflective essay writing is a data generation method in which participants are free to put in their writings their views, experiences, feelings, and perspectives.

Moreover, data generated from telephonic in-depth interviews and reflective essay writing were thematically analyzed. Thematic analysis is a data analysis method that helps a researcher to identify, organize, and interpret the codes from the generated data [29]. This data analysis method is often used in qualitative studies to explore the explicit and implicit meanings within the data [30]. Thus, this study employed this analysis to make sense of teachers' perspectives regarding the implementation process of inclusive education in rural schools. To begin, we transcribed data from interview sessions and reflective essays and carefully reviewed them multiple times to identify similar content (codes/themes). The researchers of this study employed several inductive approaches, such as peer review, member checking, and reflexivity, to validate the emerged themes. These approaches helped researchers to reduce personal bias and enhance the accuracy of the themes that emerged.

4. Findings

This section presents the findings of the study through two themes that emerged from the data and supplements them with direct quotes from participants' experiences and perspectives on the implementation of inclusive education in Tanzanian rural schools.

4.1. Theme one: Teachers' Awareness of Inclusive Education in Tanzanian rural schools

This theme emerged to respond to the first objective of the study, which aims to examine teachers' awareness of inclusive education in Tanzanian rural schools. The first objective of the study was to understand teachers' awareness regarding the concept of inclusive education in general. Most responses indicated some recognition and concern towards learners with learning barriers. During interviews and through reflective essays, teachers demonstrated their understanding of this concept. Participants (primary teachers) of the study commented as follows.

"Inclusive education is the type of education in which learners with special needs are treated the same way as those with no special needs" (Teacher 1)

"Inclusive education is when teachers accept learners with learning barriers into the mainstream".
(Teacher 2)

"For me, inclusive education is when the education system pays close attention to learners with disabilities and supports them to learn accordingly". (Teacher 3)

"Inclusive education is when all learners are treated fairly in the learning environment regardless of their abilities or disabilities". (Teacher 4)

To express their understanding of the concept of inclusive education, teachers from the rural secondary school also commented as follows.

"For my understanding, inclusive education is when we, teachers and other educational stakeholders, recognize that every learner can learn, just not in the same way or on the same day". (Teacher 5)

"Inclusive education is the educational agenda that ensures all learners have equal access to education regardless of their differences". (Teacher 6)

"For my understanding, inclusive education is the concept that fosters the belief that all learners have the right to education, and everyone is unique in their own ways of learning". (Teacher 7)

"Inclusive education is when teachers and other staff in the school environment recognize the uniqueness of each learner and allow diverse groups of these learners to learn together". (Teacher 8)

The above responses showed that both primary and secondary teachers understand very well the concept of inclusive education in schools. Participants' comments also stipulate that teachers in rural schools are fully aware of the special needs education of some of their learners in their classrooms. While explaining their understanding, teachers managed to express their positive attitudes toward helping and supporting learners with learning barriers in their classrooms. This is a very important aspect as affirmed by Nyimbi and Kajiru [18] and Possi [19], that to create and maintain a meaningful inclusion in schools, teachers must see themselves as active agents and embrace positive attitudes regarding inclusive education.

Moreover, Siddik and Kawai [2] mention that in the midst of understanding the concept of inclusive education, it is vital for teachers to change their values, beliefs, assumptions, and biases that they bring to school contexts. Indeed, awareness of the issue of inclusive education is mainly influenced by personal willingness to accept others regardless of their abilities. This increases one's ability to embrace diversity and the challenges that come with it in school contexts [4, 20].

4.2. Theme Two: Challenges Facing Teachers When Implementing Inclusive Education in Tanzanian Rural Schools

In response to the second objective, the participants of the study raised several critical issues, which are summarized as the challenges facing teachers when implementing inclusive education. These challenges were identified as subthemes and are presented as follows.

4.2.1. Subtheme one: Inadequate Training and Resources

Through the interview sessions and reflective essays, participants mentioned inadequate training and resources as major challenges they face when implementing inclusive education in Tanzanian rural schools. Many responses highlight complaints about this issue, noting it as a significant obstacle that hampers their efforts and affects the implementation process of inclusive education. This opinion was expressed by the participants as follows.

"We do not have any proper training on inclusive education; most of the information we have regarding it is what we know about it, have heard about it, and have shared". (Teacher 1)

"I am a qualified teacher in primary school education. I completed my teacher training 30 years ago. There was no subject specifically dealing with inclusive education when we trained as teachers". (Teacher 2)

"Inadequate training and resources are major hindrances to inclusive education in most rural schools. I have taught in many rural schools for the past 20 years, and I have realized that many teachers are not qualified, inclusive educators. Even if you find one, resources become another challenge to implementing effective inclusive education in rural schools" (Teacher 7)

Research by Revelian and Tibategeza [8] and Kanyopa and Chibaya [31] mentioned that in order to have effective inclusive education in rural schools, training and resources are very important. Implementation of inclusive education should comprise all the essential equipment. Inadequate training and resources make it difficult for teachers to implement and deliver inclusive teaching in the classroom [11, 19].

4.3. Subtheme Two: Lack of Understanding of Inclusive Education among Some Parents and Rural Community Members

This was another challenge discussed by the participants of the study. Some parents with disabled children and other community members lack understanding of what inclusive education entails. This resulted in their failure to join the motives demonstrated by teachers in schools, and some even discourage the whole process of implementing inclusive education in rural schools by refusing to send their children with disabilities to schools. Moreover, responses from the participants also showed that some parents and community members have negative attitudes and perspectives towards learners with learning challenges. Comments also showed that some parents fail to accept the challenges a child has to support them with special needs education.
During the interview and essay writing sessions, participants made the following comments.

A few days ago, I was informed that there was a community gathering in our village whereby parents with children with disabilities were convinced not to send their children to schools, since they will not comprehend anything, and it is a waste of money". (Teacher 5)

"To be honest, most parents in rural schools do not know much about inclusive education, and this really affects our performance". (Teacher 4)

"For me, I would say that the level of education of many parents and community members is the source, as this is a major predictor of their attitudes towards inclusive education". (Teacher 8)

He continued,

"Parents with a medium or higher level of education are always supportive, and they are pleased to be fully involved in their children's education". (Teacher 8)

In congruence, Nkomo and Dube [1] and Revelian and Tibategeza [8] agreed that the implementation process of inclusive education is negatively impacted by a lack of support from parents and community members. Msoroka [13] and Nyimbi and Kajiru [18] also affirmed that the support from parents and community members is very important to the school and staff. Participants of the study also revealed that many learners with learning barriers are excluded from getting an education because of their parents' and community members' lack of knowledge on inclusive education. Thus, lack of support from the parents and local community tends to increase the level of frustration and discouragement for the teachers in the process of implementing inclusive education in rural contexts.

4.3.1. Subtheme 3: Unclear Policy on Inclusive Education and Lack of Government Support

Another challenge mentioned by teachers was unclear policy and a lack of support from the government of Tanzania. Teachers believe that if there were a clear policy that outlined how to implement inclusive education, specifically in rural schools, it could be easier and more effective. They also complained about poor support and workforce from the government regarding the implementation of inclusive education in rural schools. The participants' responses on this regard are as follows.

"It is so confusing when we are asked to implement something that touches learners' lives without proper and clear guidance". (Teacher 6)

"It is true that the lack of clear guidance or policy on how to implement new concepts like inclusive education is really challenging us". (Teacher 4)

"Unclear policy and poor support from the government leave us in a dilemma; now some of us are busy practicing special needs education instead of inclusive education". (Teacher 8)

"Lack of clear guidance on how to implement inclusive education in schools contributed to other challenges, such as how to plan our lesson plans in a way that meets every student's needs". (Teacher 5)

"I think our government should rethink this concept and develop strategic plans on how to implement it in our rural schools". (Teacher 2)

He added,

"Due to unclear policy and poor support from the government, teachers are doing what they believe works just to help learners with learning challenges learn in the classrooms". (Teacher 2)

The essence of participants' comments raised the point that unclear policy and poor government support negatively impact the process of implementing inclusive education in rural school contexts. This implies that the absence of clear policy and government support creates gaps in teacher training, accountability, and resources for the successful implementation of inclusive education. Mlolele et al. [32]; Nyimbi and Kajiru [18] and Possi [19] suggest that the implementation of inclusive education is a complex process that requires strong government support and clear policy. Consequently, when these two elements are lacking, it leads to a higher workload for teachers who are expected to accommodate diverse learner needs without sufficient resources and guidance [11, 20].

5. Discussion

Drawing from the participants' contributions, the findings of this study indicate that most teachers in Tanzanian rural schools are familiar with the concept of inclusive education. They were able to articulate their understanding and share their experiences of inclusive practices within their respective school environments. This suggests a foundational awareness of the inclusive education philosophy among rural educators. However, Siddik and Kawai [2] caution that inclusive education encompasses far more than what is often superficially understood or discussed. Similarly, Msoroka [13] and Philip [33] highlight that many rural teachers lack in-depth knowledge and practical exposure to the principles and practices of inclusive education. This indicates that mere awareness of the concept does not equate to its successful implementation in schools.

The existing body of literature further supports this finding. For example, studies by Okyere et al. [4] and Siddik and Kawai [2] emphasize that teachers in Tanzanian rural schools are not adequately trained to create learning environments that are accessible, inclusive, and responsive to the needs of all learners. This training gap poses a major barrier to effective inclusive education implementation. Moreover, the study revealed a prevalent conceptual confusion among participants between "special needs education" and "inclusive education." Many teachers appeared to conflate the two, assuming that both terms refer to the same approach. This misconception can lead to a narrowed understanding of inclusive education, potentially limiting its transformative potential in rural school settings.

On a positive note, the study found that one of the most influential factors for promoting inclusive education is the attitude of teachers. Participants demonstrated positive attitudes when engaging with learners who experience barriers to learning, which is a promising foundation for further development. However, the findings also point to significant systemic challenges. Chief among these is the government's limited responsiveness to the structural and policy-related issues that hinder inclusive education. The failure to address these challenges continues to undermine efforts aimed at making inclusive education a practical reality in Tanzanian rural schools.

6. Recommendations

This study recommends several key actions aimed at strengthening the implementation of inclusive education in Tanzanian rural schools.

First, the Tanzanian government must formulate and enforce clear policy guidelines specifically designed to address both physical and emotional barriers faced by educational stakeholders in rural areas. These barriers often hinder the effective implementation of inclusive education. Therefore, policies should provide practical solutions and supportive mechanisms that empower teachers, school leaders, parents, and community members to overcome these challenges in a sustainable and context-sensitive manner.

Second, the policy guidelines should encourage schools to review, revise, and restructure their internal strategies to create inclusive environments. This includes ensuring that all stakeholders, regardless of their roles, have equitable access to educational resources, infrastructure, and support systems. In doing so, schools will be better positioned to foster a collaborative and participatory culture that actively supports the goals of inclusive education.

Third, these guidelines should move beyond the narrow focus on quality and equality alone. While both are vital, the implementation of inclusive education must also be rooted in creating learning environments that genuinely embrace and celebrate diversity. This involves developing an educational culture where differences in abilities, backgrounds, and learning needs are viewed as strengths rather than obstacles.

Finally, when inclusive education policies are guided by a strong commitment to diversity, teachers and other educational stakeholders will be more empowered to adopt innovative teaching strategies and learner-centered approaches. These approaches should aim to ensure not only equal access to education but also the holistic development of every learner, regardless of physical, cognitive, socio-economic, or cultural differences. In this way, inclusive education can become a transformative force in Tanzanian rural schools, promoting equity, dignity, and shared responsibility for all.

7. Conclusion

In conclusion, the implementation of inclusive education in Tanzanian rural schools, as viewed through teachers' perspectives, reveals both opportunities and challenges. Teachers play a pivotal role in fostering inclusive practices, yet their efforts are often constrained by limited resources, insufficient training, and cultural perceptions about disability and diversity [20, 34]. While the commitment to inclusive education is evident globally, the practical realities in Tanzanian rural schools highlight a significant gap between policy intentions and implementation. Addressing these challenges requires targeted strategies, including enhanced teacher training on inclusive pedagogies, provision of adequate teaching resources, and fostering community awareness to promote a culture of inclusion [11, 33]. Additionally, involving teachers in policy development and implementation processes can ensure that their insights and experiences shape realistic and effective approaches. Ultimately, achieving meaningful inclusion in Tanzanian rural schools demands a collaborative effort among policymakers, educators, communities, and international partners [18, 32]. By bridging the gap between policy and practice, the Tanzanian government can create an educational environment where all learners, regardless of their abilities or backgrounds, can thrive and reach their full potential.

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