

## **Sustainability of supervision report of Saint Thersesa inclusive non violence school and the strategies to overcome the challenges in Miswuni district Mwanza Tanzania**

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### **Abstract**

The study examined Sustainability of Supervision report of Inclusive education and the strategies to overcome the challenges in Secondary Schools in Misungwi District, Mwanza, Tanzania. The study employed a survey research design. The study population was 679 public secondary schools Teachers in Misungwi District of Tanzania for the 2023/2024 school year in the region. A sample of 333 Secondary school students was chosen from five public secondary schools in Misungwi District of Tanzania. In data collection, a questionnaire, labelled the sustainability of supervision reports of Inclusive secondary school and the strategies to overcome the challenges questionnaire (SSRIESSOCQ) was used. A total of three hundred and thirty-three (333) copies of the instrument were administered, and two hundred and ninety-five (295) copies were correctly filled and returned, representing 89.0 percent as the acceptable size. The data collected was analysed by using descriptive statistics of frequency count and percentages. The findings showed that different strategies are needed to achieve inclusive education in the public secondary schools under consideration; supervisory reports have a direct effect on inclusive non-violence secondary schools within the area of these schools; and that school management faces many challenges in the endeavour of implementing inclusive education into these public secondary schools. It was recommended, among other things, that there is a need to ensure inclusive, quality and equitable basic education, the government should be encouraged to improve the recruitment and training to provide enough qualified special education teachers for secondary schools. Also, the government and other educational partners should ensure that sufficient teaching and learning materials for secondary school pupils with special needs are secured.

**Keywords: Sustainability, Supervision Report, Inclusive Education, Strategic**

### **Introduction**

The cornerstone of lifelong learning is education. It fosters equality and democracy while empowering the underprivileged. Thus, it must be accessible to all (Goransson et al., 2019). The inclusion and equity as basis of quality education are emphasized in 2005 Incheon Declaration (Ydo, 2020). To fully achieve the objectives of access, equity, and empowerment, education systems must be intentionally structured to accommodate the diverse learning needs of all students, with particular attention to those from marginalized

and vulnerable groups. This underscores the principle of inclusive education, which emphasizes eliminating obstacles and ensuring that every individual; regardless of their abilities, socio-economic background, or personal circumstances, has equal chances to participate in and benefit from the general education system.

Inclusive education specifically prioritizes those who have historically been excluded, such as children with special educational needs and disabilities. Exclusion is influenced by negative social attitudes towards students with special needs in the community and at school, parents and the community being unaware, and limited knowledge and skill to manage teaching and learning for children with special needs (United Republic of Tanzania 2017; Goransson et al., 2019). It also means transforming traditional schools into barrier-free environments to ensure that all students grow.

Increasing the presence, involvement, and accomplishment of all students is the goal of inclusive education (Rehwerder, 2019). The fourth Sustainable Development Goal asks for schools to guarantee inclusive, equitable, high-quality education. Similar to this, the 2006 UN Convention on the Rights of Persons with Disabilities highlighted that the right to inclusive education includes a commitment to removing obstacles that stand in the way of a change in culture, policy, and practice in all educational settings to accommodate students' diverse needs and identities (UNICEF, 2017a; UNESCO, 2020a). Additionally, UNESCO (2020b) highlighted the need of educational justification, which calls for the creation of instructional strategies that take into account individual differences and benefit all students. It also placed a strong emphasis on social justice, with inclusive schools aiming to alter perceptions by teaching all students together. Thus, by promoting inclusive classrooms and delivering instruction within accessible learning environments, accompanied by appropriate support, inclusive education seeks to eliminate segregation across educational contexts.

Tanzania initiated its journey toward inclusive education in the early 1990s, and since then, various governmental actions have resulted in the formulation of policies, legal frameworks, and intervention programs that increasingly prohibit educational exclusion and promote inclusive practices. Over time, Tanzania has adopted a progressive approach, transitioning from special education and integrated education models to a more comprehensive inclusive education strategy aimed at addressing the needs of learners with special educational requirements. As stated in Government Regulation Number 28 of 2000, Chapter II, Article 3, the purpose of basic education is to equip learners not only for

secondary education but also with essential life skills necessary for their holistic development as individuals, active members of society, responsible citizens, and human beings. Almost all public schools that provide inclusion now struggle with school management.

Most Tanzanians, including ordinary teachers, are unaware of inclusive education because they consider it to be a complex concept. On top of that, most of the regular teachers are not well prepared to facilitate teaching in inclusive classes (Kapinga, 2014). The study revealed some barriers to the realisation of inclusive education for, for example, the disadvantages of children's, poor school attendance or their general unpreparedness for school, (Zelina, 2020).

Inclusive teaching strategies encompass a range of approaches that aim to cater to the diverse requirements of students with varying backgrounds, learning modes, and skills (Rasari, 2022). The aforementioned tactics have a role in fostering a comprehensive learning environment where every student is seen as valuable and capable of achieving success (McGovern 2019; Chelulei, 2021; Steven, 2021). In order to improve the country's support services for children with disabilities, the Tanzanian government created a comprehensive educational policy in 2009. This national inclusive education strategy was designed to be implemented through 2017 (URT, 2022).

Tungaraza (2018) have posited that the primary objective of the National Inclusive Strategy was to enhance endeavors and allocate resources towards the advancement of schools, with the ultimate goal of fostering greater responsiveness to the diverse needs of both learners and teachers. According to a report by URT (2022) and MoEST (2022), numerous public primary schools are encountering various difficulties, such as inadequate infrastructure, insufficient human resources, and a lack of teaching materials. Students with disabilities have either stopped attending school or performed poorly on tests as a result of these difficulties.

Every child has a right to the best possible resources and support during their formative years and early years. According to Rasari (2022) and Warman (2021), children with impairments, regardless of their birth order, possess equal rights as their non-disabled counterparts. The act of excluding children with disabilities from education has been found to have negative economic consequences at various levels, including the family, community, and country (World Bank, 2017; Kapinga & Bock, 2021).

Research by UNICEF and Welfare (2018) states that only 13 percent of students in standard seven go on to secondary education in Tanzania and just 7 percent of all children with disabilities have access to this level of education. Jolley et al. have examined the effect of socioeconomic and cultural factors on the effectiveness of teaching and learning in special schools. Mokalleng and Mowes (2018) and Mokalleng and Mowes (2020) Moreover, Mazuruse et al. According to Lindner et.al. Lack of suitable methods, negative attitudes of teachers, schools' ability constraints, and lack of physical materials are some challenges.

Several researches confirm the existing problems with inclusive education implementation in Tanzania. For instance Possi and Millinga (2017) presented that children differ in disabilities, leading to learning materials being found insufficient and classrooms not being friendly. Rugambwa and Thomas (2013) reveal that in Tanzanian context, there are hardly enough information associated to inclusive education, and including little understanding regarding inclusion and pedagogical approaches for inclusive teaching (Tungaraza, 2018).

That is why supervision reports are essential to be sustainable in schools to have a good quality of education and to create a safe and inclusive atmosphere for learning. Many schools, including Saint Theresa inclusive non-violence school, struggle to keep up with appropriate supervision practices. Supervision plays a significant role in enhancing a culture of peace and non-violence in schools (Tungaraza, 2018). It encompasses a routine evaluation and scrutiny of teaching and learning practices to guarantee that they conform to the school's mission and values (Ategwu, 2018). This is where supervision reports come in as they can be useful, providing insight on what is working well and where efforts can be improved. Adie el al(2024) opined that supervision of implementation of school curriculum is a key figure in the proper functionality of the school system.

However, sustaining effective supervision practices can be challenging, particularly in inclusive non-violence schools that cater to diverse student needs. Hence, this study examined the sustainability of supervision reports of Saint Theresa inclusive non-violence school and the strategies to overcome the challenges in Miswuwi District Mwanza Tazania.

### **Statement of the Problem**

In Tanzanian secondary schools, inclusive education has been found to be applied in situations where the infrastructure of various secondary schools makes it impossible to

successfully apply the curriculum. The goal of inclusion is to guarantee that every kid in the community has access to a suitable, pertinent, reasonably priced, and successful education.

Tanzania adopted inclusive education and the government has attempted several initiatives to enhance the practice of inclusive education in the country such as increasing the number of inclusive schools (Tungaraza, 2018). In such circumstances, in Tanzania, there are some government-run schools that attempt to provide inclusive education. Despite the government emphasis on these schools, marginalized populations still make many complaints about not receiving an education, achieving an education, or being successful in an educational environment.

Saint Theresa's inclusive non-violence school has identified issues with sustainability of effective practices of supervision despite having had reliable and accurate supervision reports. The challenges faced by schools in Miswuwi District in improving the use of supervision reports for quality education development include a lack of training and support for supervisors, limited resources and inadequate media, poor communication and understanding of the purpose and importance of supervision, and ineffective reports. So, the supervision reports of the school are not in synchronous with the teaching and learning practices, which leads to fruitless decision-making, thus results in poor student outcomes. This study therefore, "aims to examine the sustainability of supervision reports of Saint Theresa inclusive non-violence school and the strategies to overcome the challenges in Miswuwi District Mwanza Tazania.

### **Purpose of the study**

The main purpose of the study is to examine the sustainability of supervision reports of Saint Theresa inclusive non-violence school and the strategies to overcome the challenges in Miswuwi District Mwanza Tazania. Specifically, the study seeks to:

- i) Examine the impact of supervisory reports on inclusive non-violence schools in Misunwi District.
- ii) Ascertain the challenges facing the school management in implementing inclusive education in secondary schools in Misunwi District
- iii) Identify the strategies used in implementing inclusive education in the public secondary schools in Misunwi District

### **Research questions**

The following research questions were raised to guide the study:

- I. What are the impact of supervisory reports on inclusive non-violence schools in Misunwi District?
- II. What are the challenges facing the school management in implementing inclusive education in secondary schools in Misunwi District?
- III. What are the strategies used in implementing inclusive education in the public secondary schools in Misunwi District.”

### **Literature review**

Several scholars have explored the implications of supervisory practices on inclusive, non-violent school environments, the challenges faced by school administrators in executing inclusive education, and the strategies employed during implementation. For instance, Talabudin (2023) examined the influence of service-learning and supervision management on learning outcomes in Jayapura Junior High School, located in Indonesia's Papua Province. Adopting a qualitative case study approach, data were collected through observations and interviews involving eleven participants. The study revealed that effective academic supervision by school principals significantly enhanced the quality of classroom instruction. Additionally, service-learning was found to elevate students' motivation and foster positive behavioural and attitudinal changes within both classroom and community settings.

In a similar vein, Asante (2022) investigated the challenges encountered by supervisors in monitoring teaching and learning activities in junior high schools within Krachi Nchumuru. Utilizing a qualitative case study design, the study involved interviews with twenty-one participants, comprising seven head teachers and fourteen classroom teachers selected through simple random sampling. Data were collected using in-depth interviews and thematically analyzed. The results pointed out numerous constraints to quality supervision such as inadequate professional qualification in supervision, absence of periopathic development programs, the burdensome workloads of head teachers and the dual responsibilities of administrative and instructional work.

In line with this perspective, Mattonet et al. (2024) conducted a cluster-randomized controlled trial across sixteen primary schools in Morogoro, Eastern Tanzania, to evaluate the joint implementation of two interventions, Interaction Competencies with Children for Teachers (ICC-T) and Parents (ICC-P). Through a mixed-methods approach (structured interviews, focus groups, and in-depth assessments), the study established strong evidence for the feasibility, acceptability, and effectiveness of these interventions in reducing teacher

and parental violence and improving children's well-being within school and home environments.

Masath, Hermenau, Nkuba, and Hecker (2022) evaluated the feasibility of ICC-T in Tanzanian primary schools, in a related study. A multi-regional randomized controlled study across 12 schools, in which one school/region was assigned to the intervention group and one school/region was assigned to the data monitoring group. A sample of 240 teachers and 960 students (9–12 years of age) was utilized. Through questionnaires we found that intervention was feasible and resulted in positive outcomes that were translated in to routine practices in the school. In congruence with these studies, the work of Losioki and Ngowoko (2024) examined the barriers to inclusive education implementation in secondary schools in Temeke District, Tanzania. The study applied both quantitative (bar charts, frequency analysis) and qualitative (thematic content analysis) methods through a triangulated methodology, which included observation schedules, interviews and questionnaires. Results identified a number of barriers to inclusive practices including infrastructural, attitudinal and systemic obstructions.

Similarly, Zickafoose et al. (2024) described the main obstacles to achieving Sustainable Development Goal 4: inclusive, equitable, and quality education for all, through a content analysis of literature. The study identified three dominant themes—teacher preparation, access and inclusivity, and financial constraints. In sub-Saharan Africa (SSA), critical limitations included poor resource allocation, inadequate technical expertise, and governance issues. Physical inaccessibility, gender disparities, curriculum inadequacies, and the exclusion of learners with disabilities were also noted as significant challenges to achieving inclusive education.

Lastly, Charles and Otieno (2023) examined strategic approaches to inclusive education in public primary schools within Same District, Tanzania. Employing a qualitative case study design, data were obtained through in-depth interviews and documentary reviews. A total of 24 participants, including regular teachers, head teachers, education officers, students with special learning needs, and their peers, were selected purposively. Thematic analysis of the data revealed persistent challenges such as inadequate resources, negative teacher attitudes, and limited funding, all of which constrain the effective implementation of inclusive education.

## **Methodology**

This study adopted a survey research design. In survey design was what the researcher meant which meant that there is always specification on how data was to be collected and analyzed. This study required the design as data were collected from the students through structured questionnaire on influence of the quality of leadership and management on students' academic achievement in Misunwi District of Tanzania.

The study's population comprised junior secondary school two students (JSS 2) attending public secondary schools in Misunwi District of Tanzania in the 2023/2024 academic year (Department of Planning, Research and Statistics, Post Primary Education Board, Mwanza 2024) amounting to one thousand nine-hundred and ninety-four (1,994). The representative sample for the study were selected from this population.

Three hundred and thirty three (333) junior secondary school two students JSS 2 from five public secondary schools in Misunwi District of Tanzania were selected. The representative sample was calculated using the Taro Yamane Formula because the population of the study was 1,994 (JSS 2) students.

In the sample size determination, Taro Yamane's (1967) simplified procedure was used. Following is the calculation of the sample size using the Taro Yamane formula for calculating the sample size, a sample of 333 was drawn from a total population of 1,994 JSS 2 students from public secondary schools.

The data collection instrument was a questionnaire known as the "sustainability of supervision reports of Saint Theresa inclusive non-violence school and the strategies to overcome the challenges questionnaire (SSRSTINSSOCQ). A total of three hundred thirty three (333) copies of the questionnaires were administered to the respondents. Of the three hundred and thirty three (333) copies administered, two hundred and ninety five (295) copies were correctly filled and returned forming 89.0 percentage as the acceptable size. Where of which thirty eight (38) copies representing 11 percent were wrongly filled.

**Research Question 1:** What are the impact of supervisory reports on inclusive non-violence schools in Misunwi District? The frequency counts and percentages are represented in table 1.



**Table 1: Impact of supervisory reports on inclusive non-violence school in Misunwi District (N = 295)**

S/N	STATEMENTS	SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	%
1	The school administration provides regular supervision and support to teachers	78	26.44	77	26.10	68	23.05	72	24.41
2	The school has a clear policy on inclusive education.	74	25.08	86	29.15	73	24.75	62	21.02
3	The school promotes a culture of non-violence and respect among students and staff.	76	25.76	65	22.03	82	27.80	72	24.41
4	The school promotes diversity and inclusion among students and staff.	76	25.76	82	27.80	72	24.41	65	22.03
5	The school provides a safe and welcoming environment for all students.	81	27.46	74	23.05	68	25.08	72	24.41

From the results in Table 1, regarding to responses on the influence of supervisory reports on inclusive non-violence school, 26.44% of the respondents strongly agree to question item-1, while 29.15% of the respondent agree question item-2 27.80% people said 'No to question item-3', 27.80% said Yes to question item-4" and 27.46% said Yes to question item-5'. The analysis high percentages imply that supervisory reports affects inclusive non-violence schools in the area of the studies.

**Research Question 2:** What are the challenges facing the school management in implementing inclusive education in secondary schools in Misunwi District? The frequency counts and percentages are represented in table 2.

**Table 2: Challenges facing the school management in implementing inclusive education in secondary schools in Misunwi District (N = 295)**

S/N	STATEMENTS	SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	%
1	The administration of the school has the resources to carry out inclusive education in an	90	30.51	80	27.12	65	22.03	60	20.34

	efficient manner.								
2	Adequate professional development and training on inclusive education approaches are provided to teachers and staff.	85	28.81	73	24.75	71	24.07	66	22.37
3	The school offers sufficient assistance to fulfill each student's needs.	77	26.10	80	27.12	75	25.42	63	21.36
4	The classroom environment and physical infrastructure of the school are suitably modified to serve students with a range of requirements.	85	28.81	74	25.08	70	23.73	66	22.37
5	Parents actively participate in and lend support to the school's inclusive education initiatives.	88	29.83	76	25.76	70	23.73	61	20.68

Based on the findings presented in Table 2, a considerable proportion of respondents expressed strong agreement with the identified challenges confronting school management in the implementation of inclusive education at the secondary school level. Specifically, 30.51% strongly agreed with item 1, 28.81% with item 2, and 27.12% with item 3. Furthermore, 28.81% strongly affirmed that item 4 reflected an issue their institution had anticipated, while 29.83% agreed with item 5. These consistently high response rates suggest that school management in the study area is significantly aware of and acknowledges the multifaceted challenges involved in operationalizing inclusive education in secondary schools.

**Research Question 3:** What are the strategies used in implementing inclusive education in the public secondary schools in Misunwi District? The frequency counts and percentages are represented in table 3.

**Table 3: Strategies used in implementing Inclusive Education in the public secondary schools in Misunwi District (N = 295)**

S/N	STATEMENTS	SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Strengthening teachers' and pupils' relationship	90	29.51	80	26.23	70	22.95	55	21.31
2	Forming study groups as a strategy	89	30.17	83	28.14	63	21.36	60	20.34
3	Facilities to support pupils with disabilities	86	29.15	82	27.80	66	22.37	61	20.68
4	Provision of adequate financial support	87	29.49	75	25.42	70	23.73	63	21.36
5	Engaging pupils in a variety of activities	84	28.47	74	25.08	71	24.07	66	22.37

As reflected in the results presented in Table 3, a substantial proportion of respondents strongly agreed with the strategies identified for implementing inclusive education in public secondary schools within Misunwi District. Specifically, 29.51%, 30.17%, 29.15%, 29.49%, and 28.47% of participants strongly endorsed the respective research items with the highest agreement percentages. This analysis highlights a range of strategic measures perceived as instrumental for the effective realization of inclusive education within the sampled public secondary schools in the district.

### **Discussion of Findings:**

From the analysis of Table 1 regarding responses to the first research question on the impact of supervisory reports on inclusive and non-violent schooling, findings from the study indicate that supervisory reporting significantly influences the development of inclusive and non-violent school environments in the study area. This outcome is consistent with the earlier work of Talabudin (2023), who examined the influence of supervision management and service-learning on educational development. The study highlighted two key findings: first, that principals' approach to academic supervision significantly shapes the quality of instructional delivery by teachers; and second, that service-learning contributes to increased student motivation and fosters positive attitudes and behaviours both within the school and in the wider community.

Furthermore, Table 2 reflects that school administrators in the study area encounter numerous challenges in implementing inclusive education in secondary schools. This aligns with the findings of Losioki and Ngowoko (2024), who investigated the barriers to inclusive education

in secondary schools within Tanzania's Temeke District. Utilizing a triangulated research design involving observation schedules, questionnaires, and interviews, the study employed bar charts and frequencies for quantitative analysis, while qualitative data were examined using content analysis. Findings indicated multiple structural and systemic barriers to the implementation of inclusive practices. Similarly, Zickafoose et al. (2023) reinforced these challenges as the authors explored the challenges of meeting Sustainable Development Goal 4 on inclusive, equitable, quality education. Their thematic analysis of the literature generated three key themes: a lack of teacher preparation, limited access and inclusivity, and financial limitations. They called, in particular, for strategic interventions addressing resource allocation, technical capacity and accountability — particularly in sub-Saharan Africa.

Lastly, responses presented in table 3 about strategies taken to promote inclusive education in public secondary schools show that different actions are adapted in the study area. These findings are in agreement with Charles and Otieno (2023) who evaluated implementation strategies for inclusive education in public primary schools within the Same District, concluding that pedagogical strategies were insufficient. The results of their study highlighted important barriers to implementation such as weak approaches to intervention, the widespread negative attitudes that teachers hold towards inclusion, as well as insufficient funding. All these factors are combining to advance the barriers to expand educational reforms in the public schools.

## **Conclusion**

According to the analysis of the study, no fixed universal inclusive set of guidelines established for inclusive schools. Instead, we need to adopt a complex approach that involves building teacher–student relationships, engaging in collaborative learning in study groups, encouraging teachers to learn about their learners, and motivating students to engage in different academic and non-academic ventures. Moreover, the aforementioned study proved that a diversity of academic practices enhancing inclusive education bear a significant impact on academic performance and conceptual comprehension of education. Importantly, diverse instructional strategies teachers used were ultimately beneficial not only to students who responded to a particular pedagogical style or communication method.

And while these are positive outcomes, the study also identified a number of challenges that continue to hinder the effective rollout of inclusive education strategies.

Lamentably, the lack and poor quality of essential learning materials; textbooks - is still a pressing issue in many classrooms. Not to mention that across the sector, there is a lack of certified special education teachers who have the necessary knowledge to appropriately support special needs students. Another salient barrier was the limited exposure of teachers to inclusive pedagogies due to inadequate teacher training, which inhibited meaningful implementation of inclusive practices in public primary schools.

### **Recommendations**

1. The study recommends the monitoring and evaluation of programs and their implementation across school so as to capitalize on the opportunities of inclusive education strategies and ensure realized outcomes.
2. Government and concerned institutions should employ a sufficient number of special education teachers in junior secondary school; it would also require extra efforts from the government in recruiting and training such teachers.
3. Similarly, the government, in consultation with relevant educational actors, must ensure that sufficient and suitable teaching and learning materials designed for students with disabilities within these schools be provided in a timely and consistent manner.

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