



**Leonard Cheshire Disability International; Leonard Cheshire Disability and Inclusive Development Centre; Leonard Cheshire Disability Zimbabwe Trust; and the Department for International Development (DFID)**

## **Inclusive Education Project – Zimbabwe**

**DFID GPAF-IMP-071**

# **PROMOTING THE PROVISION OF INCLUSIVE PRIMARY EDUCATION FOR CHILDREN WITH DISABILITIES IN MASHONALAND WEST PROVINCE, ZIMBABWE**

## **Research Report**

**Post-Intervention Survey on Knowledge, Attitudes and Practice on  
Disability and Inclusive Education**

**February 2016**

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## Abbreviations

BEAM	Basic Education Assistance Module
CWD	Children with Disabilities
EC	European Communities/Commission
ECD	Early child development
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IT	Information Technology
IE	Inclusive Education
KAP	Knowledge, Attitudes and Practices
LCD	Leonard Cheshire Disability
LCDIDC	Leonard Cheshire Disability and Inclusive Development Centre
LCDZT	Leonard Cheshire Disability Zimbabwe Trust
MoE	Ministry of Education (old label)
MoPaSE	Ministry of Primary and Secondary Education (new label)
MoU	Memorandum of Understanding
MWP	Mashonaland West Province
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
S.D.	Standard Deviation
SEN	Special Education Needs
UCE	United College of Education
UCL	University College London
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WB	World Bank
WHO	World Health Organisation
ZOU	Zimbabwe Open University

## Foreword

This report was prepared by Ms Marcella Deluca, Dr Monica Pinilla-Roncancio<sup>1</sup>, and Dr Maria Kett, Leonard Cheshire Disability and Inclusive Development Centre, University College London.

Data were collected by the Inclusive Education project team, Leonard Cheshire Disability Zimbabwe Trust: Mr Innocent Chimonyo, Project Manager; Mr Joannes Mbaimbai, Project Officer, Kariba district; Ms Evelyn Verina Chomsora, Project Officer, Mhondoro-Ngezi district; and Mr Martin James, Project Officer, Sanyati district.

The research team would like to thank all the LCDZT staff for their assistance and support during the course of the research.

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<sup>1</sup> Monica was hired as a consultant research assistant to undertake the data analysis  
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This report is structured as follows:

Part 1 of the report describes the background to the study, the methodology, the sampling which included the training of trainers approach, and limitations which highlighted constraints in time and budget.

Part 2 of this report examines the 2015 knowledge, attitudes and practices of head teachers, teachers around disability and inclusive education, and those of parents and caregivers of children with disabilities from the same schools and villages in the four districts (Kariba, Hurungwe, Mhondoro Ngezi and Sanyati).

## Part I

### Background

The DFID/GPAF funded project '*Promoting the provision of Inclusive Education for children with disabilities in Mashonaland West Province, Zimbabwe*' aims to contribute towards the achievement of Universal Primary Education (MDG2) by ensuring that around 3,000 children with disabilities (CWDs) are enrolled and retained into mainstream schools during the period 2013-2015. It was anticipated that approximately 900 hundred teachers would benefit from increased capacity in inclusive education (IE) and would be able to provide improved quality of teaching to all children, while approximately 300 parents would be trained to advocate for the rights of their disabled children. Government officials and School Development Committees (SDCs) would have improved understanding of IE and the rights of CWDs. The project also ensured that girls with disabilities had equal access to education as their male counterparts. The project followed a model/cluster school system by which direct interventions, including infrastructure adaptations and establishment of child to child clubs, took place in model schools while the surrounding cluster schools had a lower level of intervention and replicated the model school activities using their own resources and with increased governmental support.

This on-going project stemmed from a project implemented from 2009 to 2012 by Leonard Cheshire Disability International (LCDI) and Leonard Cheshire Disability Zimbabwe Trust (LCDZT) on empowering children with disabilities and whole school communities to create Schools for All-Inclusive Education. The project covered eighteen selected schools in four provinces. The evaluation of the project recommended that a similar project be undertaken in all schools in one province to evaluate the impact over an entire province. Mashonaland West Province (MWP) was found to have the lowest school enrolment of children with disabilities. School enrolment reached 339,955 children in 657 schools in 2009 (Chakuchichi 2013) while only 1,480 children with disabilities (0.4%) out of an estimated 11,000 to 16,000 were in the

school system. MWP therefore was selected as the site for the roll out of this DFID/GPAF funded project on Inclusive Education.

## **Introduction**

The overall goal of the research study was to demonstrate how effective LCDI's Inclusive Education (IE) approach was for disabled girls and boys in mainstream primary schools. The research was undertaken to measure and demonstrate to the government and other stakeholders the impact of LCDI's IE model by comparing outcomes of teacher training and parental sensitisation and peer support on teachers, families and children with disabilities. The research compares results before and after the IE project intervention from a sample drawn from 30 model schools, 240 cluster schools as well as nine control schools. Each model school represents a cluster, influencing an average of 8 cluster schools, each less than 20km from the model school. Control schools were selected on the basis of their distance/proximity from both cluster and model schools. No intervention took place in control schools. The list of schools identified and selected for this project was provided by the Ministry of Education.

Furthermore, the research was complemented by focus group discussions and key informant interviews during the course of the project, to establish a deeper understanding of the issues and challenges facing children with disabilities and their families in the region, including transport to school and assistance in the classroom, as well as identify possible areas for long term, sustainable solutions to the barriers identified. Finally, the research also examined current policy and service provision to establish barriers to effective implementation.

## **Hypotheses**

Disabled girls and boys, given the same opportunities, can achieve a primary education on a par with their non-disabled peers;

The holistic approach to inclusive education (IE) reduces barriers for disabled girls and boys to access primary education;

The benefits of such an approach reach beyond disabled children to include other children, communities, schools, teachers, etc;

## **Learning questions**

How do LCDI inclusive education activities in Zimbabwe affect other learners and the local communities, in particular girls?

What is the impact of classroom assistants on retention of CWD in school?

What are the most effective and sustainable community transport solutions?

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What are the best methods to effectively and efficiently scale up the programme (for example, number of cluster schools per model school and what mechanisms are needed to ensure knowledge transfer between model and cluster schools that can be incorporated to promote scale and sustainability)?

### **Outcomes**

To improve and increase the participation of children with disabilities (enrolment, retention and accessibility) in primary education as a result of the LCD programme;

To improve and increase the participation of children with disabilities in family and community life;

To improve linkages with the agents of change (donors, communities and government);

To learn from evidence about what policies and practices have the best results in the context in Zimbabwe and use this evidence to both improve quality of education for children with disabilities and to inform policy from good practice;

To share best practice and lesson learning with project partners, DPOs, NGOs, INGOs, donors and government to improve awareness, capacity and deliver improved services.

This report summarises the information gathered on the knowledge, attitudes and practices of parents or caregivers of children with disabilities, and their teachers and head teachers. This information is based on data collected in **2015** through a survey administered to parents, teachers and head teachers. The research was undertaken in mainstream primary schools in four districts (Kariba, Hurungwe, Mhondoro Ngezi, and Sanyati) in Mashonaland West Province. The survey measured the levels of knowledge, attitudes and practices (KAP) of parents (or caregivers), teachers and head teachers before (2013) and after (2015) interventions linked with the implementation of IE programme and the comparative analysis is to be found **HERE**.

The comprehensive account of the **2013** baseline research (including the tools used) is available in the centre's publications repository:

[http://www.ucl.ac.uk/lc-ccr/projects/outputs/DFIDGPAF\\_Zimbabwe\\_Baseline\\_Report.pdf](http://www.ucl.ac.uk/lc-ccr/projects/outputs/DFIDGPAF_Zimbabwe_Baseline_Report.pdf)

## Attitudinal KAP survey

In order to gauge pre-intervention knowledge, attitudes and practices (KAP) of head teachers, teachers and parents/caregivers in the project areas, as well as a control group, a survey was undertaken in **2013** to assess them before any project activities took place. The survey was repeated in **2015** six months prior to the completion of the project activities to allow for comparison and measurement of any changes. The questionnaires were developed in 2013 by the research centre at LCD based on standardised sets of questions used internationally in research of this kind.<sup>2</sup> The same questionnaires were then re-administered in 2015 to enable comparison.

The results of the **2015** KAP survey – presented in part II of this report - will help in establishing a measure of the effectiveness of the IE intervention, since the same information was collected on the same samples (head teachers, teachers, and parents) at the beginning of the project. The survey comprises of:

- 1) A questionnaire to measure levels of knowledge, attitudes and practices of **68** head teachers in Mashonaland West (Table 1).

**Table 1** Number of head teachers, by type of school and district, 2015

District	Model schools	Cluster schools	Control schools	Total
Hurungwe	13	12	3	28
Kariba	5	4	1	10
Mhondoro Ngezi	6	6	2	14
Sanyati	7	7	2	16
<b>Total</b>	31	29	8	68

- 2) A questionnaire to assess levels of knowledge, attitudes and practices of **179** teachers in Mashonaland. The questionnaire was administered to teachers in model and cluster schools, with a representation of males/females, age and geographical location, where possible. The teachers who were interviewed were teachers selected by the Ministry of Education to undertake training on IE at project level, and were included in the sample for model and cluster schools. Additionally, the questionnaire was administered

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<sup>2</sup> The research was approved by the UCL Ethics Committee prior to its undertaking UCL Ethics approval (ref.1661/002).

to a random sample of 26 teachers in nine control schools, in order to allow for comparison between types of schools.

**Table 2 Number of teachers, by type of school and district, 2015**

District	Model schools	Cluster schools	Control schools	Total
Hurungwe	43	16	8	67
Kariba	17	11	3	31
Mhondoro Ngezi	24	6	8	38
Sanyati	27	9	7	43
<b>Total</b>	111	42	26	179

3) A similar instrument to assess levels of knowledge, attitudes and practices was administered to a convenience sample of 161 parents/caregivers of children with disabilities attending model schools, cluster schools or control schools. It included a range of questions related to children characteristics and their education. Table 3 shows the distribution of the valid sample only (**148**), in the three types of schools and in the four districts.

**Table 3 Number of parents/caregivers, by type of school and district, 2015**

District	Model schools	Cluster schools	Control schools	Total
Hurungwe	9	11	2	22
Kariba	24	4	8	36
Mhondoro Ngezi	25	10	8	43
Sanyati	33	11	3	47
<b>Total</b>	91	36	21	<b>148</b>

### ***Disability and Impairment groups***

In the three sets of tools, the list of impairments used was taken from previously agreed categories of impairment from the LCDZT IE work undertaken in Zimbabwe, and are based on nationally agreed categories (Chimonyo et al 2011). The impairment groups can be defined as following:

1. Visual impairment (e.g. difficulty seeing *even if wearing glasses*);
2. Hearing impairment (e.g. difficulty hearing *even if wearing hearing aid*);

3. Learning disabilities (as identified by educational psychologist/social worker)<sup>3</sup>;
4. Mental challenges (as identified by educational psychologist/social worker);
5. Physical and motor disabilities (e.g. difficulty walking *even if* using prosthesis);
6. Speech and language disorders (as identified by educational psychologist/social worker);
7. Emotional and behavioural disorders (as identified by educational psychologist/social worker);
8. Health-related disorders (as identified by health professionals/educational psychologist/social worker);
9. Gifted/talented/creative learners<sup>4</sup> (as identified by educational psychologist/social worker);
10. Multiple disabilities (as identified by educational psychologist/social worker);
11. Other (if the impairment does not fit into any of the above categories, please list here and try and describe as best you can, using the teacher/parents own words – e.g. persons with albinism).

## **Methodology**

In order to allow for a before and after analysis, the same methodology used in 2013 was followed. The same instruments of data collection were used and when possible the survey was implemented to the same participants. Nevertheless, in cases where it was not possible to collect the information from the same person, sampling by replacement was used.

## **Training**

In order to ensure the activity stayed within time and budget, it was decided to initially train a group of trainers/supervisors on how to conduct research on IE. The trained supervisors subsequently trained enumerators (selected from the local university) on how to administer the research tools. The IE training of trainers was undertaken from the 27th to the 29th April 2015 at the LCDZT office in Harare. The group of supervisors was composed by the three Project

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<sup>3</sup> However, it is unclear at this stage of the research the extent to which these are assessed and identified.

<sup>4</sup> Gifted, talented and creative learners are included here because they have special education needs

Officers, the Project Manager as well as seven additional people (of whom two were new) who attended the research sessions and were trained as enumerators.

Training of enumerators was subsequently then held in Chinhoyi at the University of Technology from 19th to 20th June 2015. Enumerators were recruited from the University of Technology in Chinhoyi to work alongside the members of the project team and additional staff who were trained in Harare. A total of 31 external enumerators were trained by the three Project Officers and the Project Manager, the LCZT's Programmes' Coordinator and LCD's Regional Manager from SAFO.

### ***Appropriate language about disability***

During training, data collectors were made familiar with the notion that the language one uses to refer to people with disabilities can send powerful messages (positive or negative) into the community. The supervisors were encouraged to be aware of inappropriate terms used in other languages (in this instance, Shona) to refer to people with disabilities. Finally, the parent/caregiver's questionnaire was translated into Shona and it was checked for inappropriate language.

### ***Sampling***

Aiming to reduce the negative effects of attrition in the sample, an extensive and careful process of preparation was undertaken, before data collection<sup>5</sup> - at project level in each district in order to trace and match each person that was interviewed during the 2013 baseline and their questionnaire number as well as the name of their interviewer/enumerator and data entry person. Where it was not possible to collect the information from the same subject as in 2013, sample by replacement was used in 2015. Head teachers (or chiefs) were contacted, in order to arrange and schedule interviews and ensure that only one trip per school/area was undertaken by the enumerators.

### ***Field work - Administering the survey tools***

After the training, on 21st June 2015, the enumerators left Chinhoyi for the districts in four groups, each headed by a project officer. Four hired commuter omnibuses were used to transport the teams to schools for the interviews.

Fieldwork and interviews were undertaken during the week of the 22nd to the 26<sup>th</sup> of June 2015. The completed questionnaires were collected by the project officers and brought to the LCDZT office in Harare on Monday 29<sup>th</sup> of June 2015 for data capturing.

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Contrary to 2013, the teams reported no disturbances from any external factors and no delays in data collection were recorded. Interviews started with teachers and parents who had been previously informed of the visits and were expecting the interview teams.

After replacement, the final sample in 2015 was **92.5%** of the 2013 sample with a success rate<sup>6</sup> of **68.5%**. The largest numbers of observations lost were found in the parents sample with a deficit of 25 observations for 2015. Reasons ranged from parents moving to parents not being able to participate on the day.

### **Process**

Data collectors introduced themselves, and explained the purpose of the survey. They read the information sheet and obtained the signed informed consent. The interviews were undertaken in privacy and respondents were ensured of confidentiality.

Face to face interviews were undertaken in order to collect the data. Two options were given to the collectors: 1) to read the questions to interviewees and record their answers; or 2) to hand a hard copy of the questionnaire to the interviewees, while data collectors read out the questions. Either way, data collectors had to ensure that sections and scales of answers were clear.

The survey teams interviewed head teachers and teachers during school time at a pre-allocated time, and, if they also taught, in a separate room from where they were teaching (unless there were no students in the class). In the absence of the head teacher, the deputy head teacher was interviewed. In exceptional circumstances, data collectors were allowed to leave a copy of the questionnaire for the head teacher to complete, while the data collector interviewed another person in the same school. In such cases, enumerators had to ensure that sections and scales of answers were clear before leaving the questionnaire to be self-administered. They also had to ensure that upon collection of the questionnaire, it was filled out correctly and completely.

The survey teams planned to interview parents/care givers in the privacy of their own homes where possible, at a pre-arranged time. However, due to logistical challenges, most parents/care givers were interviewed at the schools.

It was stressed that data collectors and supervisors should be respectful, polite and use the appropriate terminology at all times.

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<sup>6</sup> Those informants who were interviewed both in 2013 and 2015

The enumerators also had a form to complete and report to supervisors if they encountered any issue or challenge. Supervisors were advised about the appropriate action to take under different circumstances (e.g. report to welfare officers).

### ***Collecting the questionnaires and the school level information (spread sheet) and data entry***

The completed questionnaires were collected by the project officers and took to Harare (LCDZT) for data capturing. Data from the four districts were consolidated into an excel spread sheets (designed for this purpose) by five selected enumerators, who were supervised by the project officers.

The data capturing exercise took 8 days (from 29 June 2015 to 6 July 2015) to complete, contrary to what was initially anticipated, budget for and scheduled (5 days).

Subsequently, data were transmitted via e-mail to the LCD research centre at UCL (July 2015). The paper questionnaires were sent to UCL and were delivered to the office in July 2015, as per the requirements of the UCL Ethics approval.

## **Results**

### ***Survey questionnaires***

The total number of questionnaires administered in 2015 was **408**. The sample included 90 questionnaires from Mhondoro Ngezi, 102 from Sanyati, 68 from Kariba, and 148 from Hurungwe.

Upon receipt, 13 parent questionnaires were not included in the analysis given inconsistencies in the data. All teacher and head teacher questionnaires were included in the 2015 analysis.

The total number of questionnaires used for the analysis in the following chapters is then **395**.

## **Limitations**

In order to comply with the requirements of the government, the international team were unable to carry out the survey themselves. Therefore to save time and money, it was decided to replicate the use of the 'training of trainers' approach as undertaken in 2013, though this may be less effective than training the enumerators directly.

Note that since the Project Officer for Hurungwe left the project, the project team used the available man power to cover the research in the district, i.e. the Project Manager and the Kariba project officer.

It was also revealed that in order to save time with transport, in some instances representatives from more than one school were brought together in one location (this was contrary to what was agreed during the training, and may have led to some of the data issues detected during the analysis phase).

Another limitation included retracing and replacing subjects for interviews and this generated challenges in data sampling and collection,

Notwithstanding the limitations, it should be noted that undertaking research in Zimbabwe can be challenging. Parents/caregivers of children with disabilities can be a difficult sample to reach and there has been very little engagement with them in previous research in Zimbabwe. The results still provide some insights into the activities, issues and opportunities for children with disabilities in MWP, their families and their teachers.



## Part II – KAP 2015

A survey of head teachers, teachers and parents was undertaken in 2013 prior to the start of the LCDZT IE project and six months before its end in 2015 to enable comparison of results to support effective programme implementation. The **2015** results of the three surveys are presented sequentially below, starting with the head teacher survey.

### Head Teacher Survey

The aim of this survey was to assess levels of knowledge, attitudes and practices (KAP) of head teachers in MWP on the education of children with disabilities, as well as to elicit information on the resources they perceive as required to successfully including them in school. The survey was administered to a preselected group of **68** head teachers in model, cluster schools, and control schools.

The district distribution is as follows: 28 respondents in Hurungwe (41.2%), 10 in Kariba (14.7%), 14 in Mhondoro Ngezi (20.6%) and 16 respondents in Sanyati (23.5%) – that is 45 head teachers from rural areas (66.2%) and 23 from urban areas (33.9%). Respondents were from predominantly rural settings, except for those in Sanyati (56.3%).

**Table 4 Number and percentage of head teachers, by type of school and district, and rural/urban setting**

District	Model Schools	Cluster schools	Control schools	Total	Urban areas	Rural areas	Total
Hurungwe	13 (46.4%)	12 (42.9%)	3 (10.7%)	28 (100%)	25%	75%	100%
Kariba	5 (50%)	4 (40%)	1 (10%)	10 (100%)	20%	80%	100%
Mhondoro Ngezi	6 (42.9%)	6 (42.9%)	2 (14.3%)	14 (100%)	35.7%	64.3%	100%
Sanyati	7(43.7%)	7 (43.7%)	2 (12.5%)	16 (100%)	56.3%	43.7%	100%
<b>Total</b>	<b>31 (45.6%)</b>	<b>29 (42.6%)</b>	<b>8 (11.7%)</b>	<b>68 (100%)</b>	<b>33.8%</b>	<b>66.2%</b>	<b>100%</b>

The sample included 53 male head teachers (78%) and only 15 female head teachers (22%). In Kariba 100% of head teachers were male. The average age was 49.8 with an age range from 35 to 65 years of age (N=66). Upon disaggregation of the data **by district**, differences were observed. Head teachers in Sanyati were the oldest, 53 years old on average (51 in Mhondoro Ngezi, 47 in Hurungwe) whereas head teachers in Kariba were the youngest (on average 46 years of age).

62 respondents (91.2%) reported being married.

Out of the 68 respondents, 38 (55.9%) head teachers had completed university education, and 7 (10.3%) partially completed university. A further 33.8% had completed college (23).

Upon inspection of the data at the **district** level (see table below), interesting findings were revealed with a higher percentage of head teachers in Kariba than in any other district with college education only.

**Table 5 Level of education of head teachers, by district**

Level education	Hurungwe	Kariba	Mhondoro Ngezi	Sanyati	Total
Completed College	10	6	3	4	23
%	35.71	60	21.43	25	33.82
Some university	2	0	1	4	7
%	7.14	0	7.14	25	10.29
University	16	4	10	8	38
%	57.14	40	71.43	50	55.88
<b>Total</b>	28	10	14	16	68
%	100	100	100	100	100

With regard to the extent to which their further education had included any contents related to disability, 27 head teachers (40%) specified that their further education included contents related to disability.

### Head Teacher training

Out of the total number of respondents to the question on undergoing any **pre-service training**, which was intended as the education and training provided to teachers *before* they had undertaken any teaching (e.g. workshops, additional courses, etc.), 19 head teachers (28%) had attended training courses. 49 head teachers (72%) either reported they had not had any pre-service training, or did not provide the information. 7 head teachers (38.9 %) specified that their pre-service training included contents related to disability.

Of those who responded, the main topics of the pre-service training can be summarised as follows:

- Health (including first aid;
- Professional skills (including peer education, remedial teaching;
- Technical and managerial skills (including administration).

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The main Institutions and/or organisations that provided the training were Governmental institutions (e.g.: Ministry of Education; Ministry of Health, National AIDS Council).

With regard to **in-service training**, 52 head teachers (85.3%) reported attending training courses. 16 head teachers (23.5%) reported not undergoing in-service training or did not provide any information. 5 of them (9.6%) were trained in Inclusive Education and LCDZT was reported as the main provider (9.8%). 28 (55%) reported receiving training on disability-related matters. Others were trained in Athletics. Head teachers were satisfied with in-service training (4.4 out of 5 on average).

Of those who responded, the main topics of the in-service training can be summarised as follows:

- Health (including HIV/AIDS);
- Disabilities (including special needs education, courses on specific disabilities – hearing impairment, mental challenges, visual impairment);
- Professional skills (including counselling, child abuse);
- Technical and managerial skills (including financial management, IT);
- Physical Education (including soccer coaching, volleyball coaching).

The main Institutions and/or organisations that provided the training were:

- Governmental institutions (e.g.: Ministry of Education; Ministry of Health, Hospitals, and Ministry of Sport);
- International organizations (e.g. UNICEF, Red Cross);
- NGOs (e.g. LCDZT, UNICEF, World Vision);
- National colleges of higher education, Sport organisation (e.g. Volleyball association).

With regard to training in **special education needs or inclusive education**, 44 head teachers (64.7%) reported participating in one or more courses. 26, almost 60% reported training on IE and others in Special Needs Education. Other courses included Handling pupils with disabilities; learning disabilities; learning processes for children with disabilities; speech 'correction'; remedial education; and wheelchair tennis. The major provider was reportedly LCDZT (69%, 30 HT). Head teachers were satisfied with the training received (4.5 out of 5 on average).

However, 24 head teachers (35.3%) reported having no course based training in special education needs, or did not provide any information.

For all head teachers who attended training on special needs education, the main institutions and / or organisations that provided the training were:

- NGOs (mainly LCDZT);
- Governmental institutions (e.g.: Ministry of Education);
- National colleges of higher education Universities (e.g. Zimbabwe Open University);

Generally the majority of respondents reported that pre-service lasted around a year and in-service training courses typically lasted one week. With regard to special education needs training more than 50% of head teachers reported that they had done short-term courses, 5 days on average.

### Head Teaching experience

The 68 head teachers responded about the duration of their professional experience (teaching) and reported that on average they had 22.8 years of professional experience. The longest duration of service was 40 years, the shortest 3 years. Important differences between **districts** were highlighted. The average years of experience was lowest in Kariba (16 years), then Hurungwe (21.8), Mhondoro Ngezi (27.4) and the highest in Sanyati (27 years).

The average length of service as head teacher was 8.3 years, with a range between 1 and 35 years. Differences between **districts** were identified and most importantly between schools in **rural and urban** areas. Head teachers of schools in rural areas had a lower number of years of experience (6.4 years) than head teachers in schools in urban areas (11.8 years). In addition, differences between the average number of years as a head teacher in **model** (9.1) and **control** schools (7.8) were found.

As expected, the number of years as head of school (in the current school) followed the same trend of number of years as head of school in general. Head teachers in Sanyati had more experience than head teachers in Kariba or Hurungwe. In fact, they reported working in their current school on average 3.8 years in Hurungwe and Kariba, 5.6 years in Mhondoro and 6.5 in Sanyati. In addition, differences between the average number of years as a current head teacher in **model** (5.5) and **control** schools (3.3) were found.

Head teachers were then asked about the types of provision in their schools (mainstream classes, special classes and resource units). They were asked to specify the number of classes, the total number of students, disaggregated by type of disability.

## Type of provision – Mainstream classes

### *Number of classes by grade*

All head teachers stated that there were mainstream classes in their school and reported that the average number of mainstream classes per grade was 2.5, with a minimum of one and a maximum of 10 classes per school. These results were corroborated by the analysis by **type of school**, but highlighted that head teachers in model schools reported a higher number of classes than head teachers in cluster schools (e.g. ECD 2.8 versus 2.4; grade 7 2.9 versus 1.9). The difference in number of mainstream classes in **urban and rural settings/areas** (e.g. grade 4 with 3.7 versus 1.9) was found equally important.

### *Total number of students*

The following table highlights the average number, standard deviation and range of students in mainstream classes, by grade. Based on the information provided by the 68 respondents, on average, classes per grade are numerous (approximately 50 pupils per class). The largest classes are to be found in grade 1 and 6 (Table 6).

Disaggregation of the data **by district** highlighted that the largest number of pupils per grade was found in Mhondoro Ngezi. Further analysis also underlined that **model** schools had reportedly higher numbers of pupils per grade than **control** schools.

Table 6 Average number of students in mainstream classes, by grade

Grade	Mean	Std. Dev.	Min	Max
ECD	90.90	47.11724	18	275
Grade 1	109.84	61.03476	24	271
Grade 2	105.18	54.56529	26	262
Grade 3	99.79	55.87741	24	276
Grade 4	102.25	55.86347	26	255
Grade 5	104.10	58.71234	25	275
Grade 6	105.32	52.20323	21	251
Grade 7	96.71	48.29451	30	209

### *Total number of students with disabilities*

Head teachers reported that the total number of students with disabilities in mainstream classes at the time of the survey amounted to 1564. The average

number of students with disabilities in mainstream classes was 23 ranging from a minimum of 0 to maximum 173<sup>7</sup>, per school.

Head teachers reported on the average number, standard deviation and range of students with disabilities in mainstream classes, by grade as revealed in the following table.

**Table 7 Number of students with disabilities in mainstream classes, by grade**

Grade	N. HT	Mean	Std. Dev.	Min	Max
ECD	68	2.4706	3.8107	0	15
Grade 1	68	3.5882	7.0271	0	50
Grade 2	68	2.5588	3.9299	0	25
Grade 3	67	3.0000	5.7261	0	40
Grade 4	68	3.4265	5.4480	0	24
Grade 5	68	2.4118	4.7070	0	28
Grade 6	68	2.8824	5.7264	0	43
Grade 7	68	2.7059	6.8547	0	39

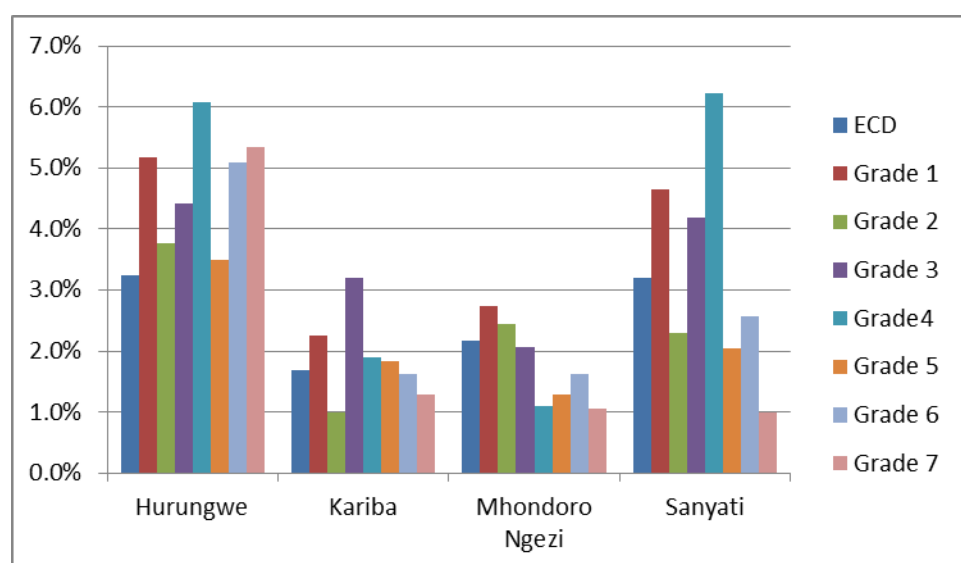
The average number of children identified as having disabilities ranged from 2.5 to 3.5 per grade.

The ratio children with disabilities/total number of students was typically from 2% to 4%. The figure below show data disaggregated by district and grade.

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<sup>7</sup> The schools with largest number of CWDs in mainstream classes are in Hurungwe and are model schools, with a large number of CWDs in grades 3 and 7. There are only 3 schools with more than 100 CWDs in mainstream classes so they are outliers.

Figure 1 Ratio children with disabilities/total number of students, by district and grade



Additionally, it was observed that the ratio of students with disabilities over total number of students was higher in schools in **rural** areas, with the highest percentage in grades 4 and 1.

A mixed picture was found when the analysis was disaggregated by type of school (model, cluster or control), with higher ratios in **model** schools than in control schools for ECD, grade 1 and 7 and lower ratios for grade 4 and 6, as the table below reveals.

Table 8 Ratio students with disabilities/total number of students, by type of school and grade

Type of school	ECD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<b>Model</b>	3.45%	4.90%	3.85%	4.89%	5.78%	3.72%	2.78%	2.81%
<b>Cluster</b>	2.22%	3.54%	1.45%	2.18%	2.64%	1.16%	3.18%	3.50%
<b>Control</b>	2.27%	3.17%	3.12%	4.80%	6.03%	2.18%	5.52%	0.50%
<b>Total</b>	2.78%	4.12%	2.74%	3.71%	4.47%	2.45%	3.27%	2.83%

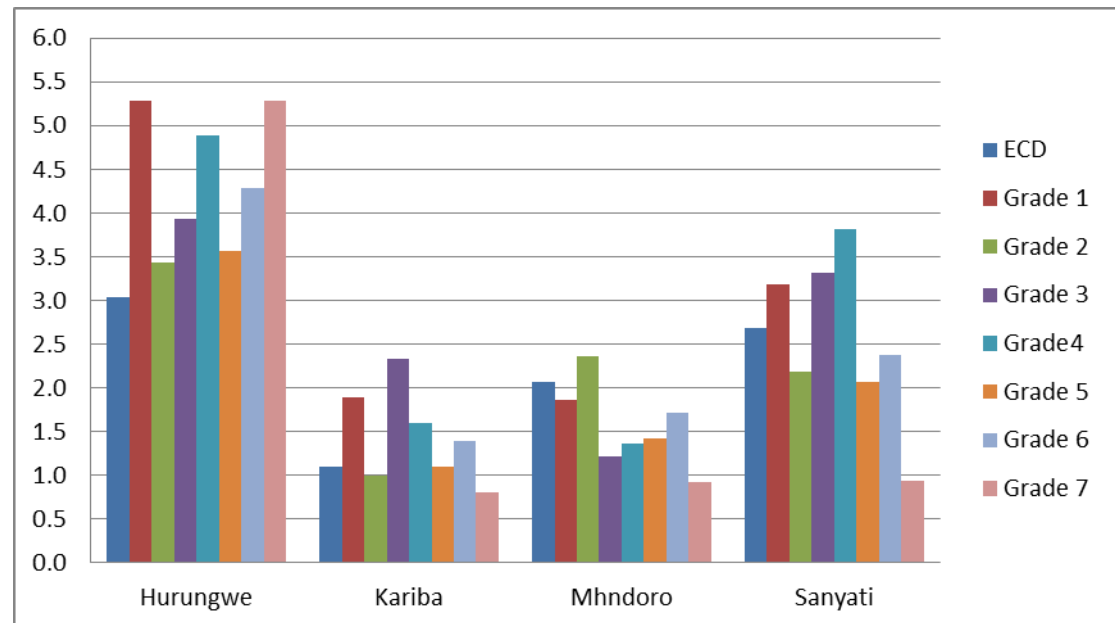
As stated earlier, upon disaggregation of the analysis by **district**, important differences were identified in Hurungwe where more children with disabilities appeared to have been included per grade than in other districts (e.g. grade 1 - 5 children with disabilities compared to 2 in Mhondoro Ngezi or Kariba. Grade 7 – 5 children compared to 1 child in every other district).

As highlighted earlier, Mhondoro Ngezi reported the highest number of students in mainstream classes, however surprisingly head teachers in the district did not report an equally large number of children with disabilities. Head teachers in Hurungwe reported the highest number of students with disabilities. In fact, upon disaggregation of the analysis **by district**, important differences were identified particularly between Hurungwe where more

children with disabilities appeared to have been included per school (34) and per grade (approximately 4.5) than in Kariba where on average there were 11 students with disabilities per school and approximately 2.2 per grade.

The figure below summarises the data disaggregated by district and grade.

**Figure 2 Number of students with disabilities, by district and by grade**



### ***Numbers by disability breakdown***

Two questions in the survey instrument asked about data disaggregated by grade as well as by type of disability, as revealed in the tables below. However a variability of the data was observed which could be generated by inaccuracy<sup>8</sup> of data reporting.

Head teachers were asked to indicate the presence and number of students with disabilities in mainstream classes by type of impairment. Overall, the results in table 9 indicate a surprisingly high number of students with learning disabilities as well as health related disorders. This calls into question how learning disabilities are identified, labelled and assessed in schools, given that the head teachers state that they are difficult to teach (see table 10).

On average, 79% of head teachers reported children with physical and motor impairments in mainstream classes, and 57% reported pupils with mental

<sup>8</sup> As some teachers may not have understood or known the 'type' of impairment a student had, but did know the overall number; or if on breakdown, they somewhat arbitrarily stated that some students fitted in to specific categories, but were not necessarily included in the overall numbers, this may have skewed the data disaggregation.



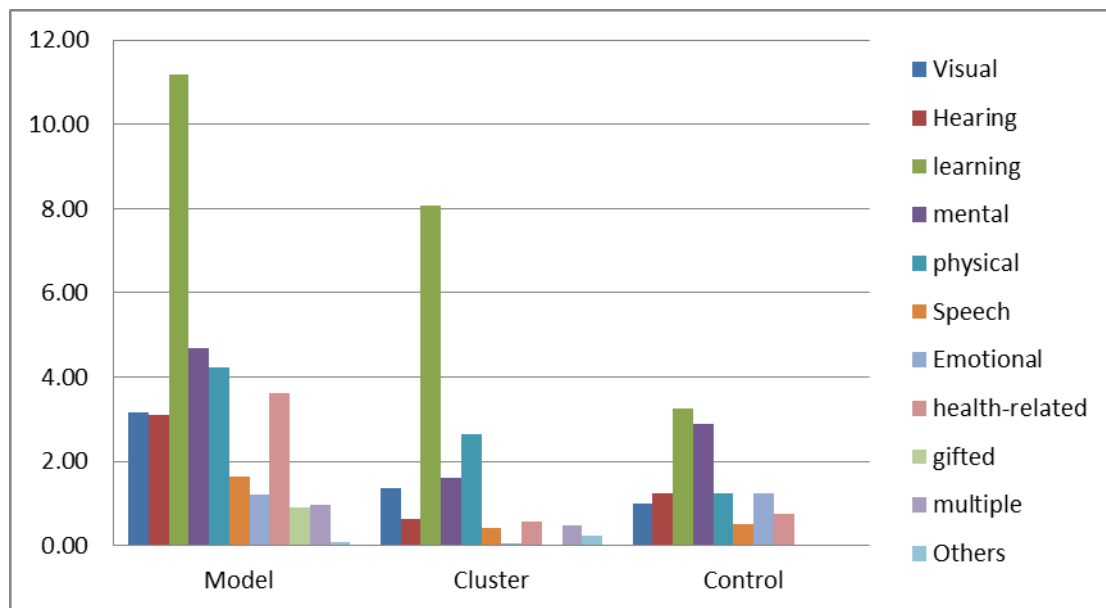
challenges. Approximately 50% reported pupils with sensory impairments. Only 9% reported gifted/talented/creative learners in mainstream classes. Upon disaggregation of the data by type of school, a higher percentage of head teachers in **model** schools than in **control** schools reported the presence of pupils with disabilities – sensory and physical impairments; speech and language disorders; health related disorders; and mental challenges. This is attributable to the implementation of the IE project.

The table below shows the average number of students with disabilities in mainstream classes. The distribution varied. On average, 9 pupils with learning disabilities were included in mainstream classes.

**Table 9 Average number of students in mainstream classes, by disability, according to Head teachers**

Type of disability	N. HT	Mean	Std. Dev.	Min	Max
Visual impairment	67	2.15	4.349342	0	30
Hearing impairment	68	1.82	4.356985	0	34
Learning disabilities	68	8.93	25.04224	0	160
Mental challenges	68	3.16	4.76182	0	23
Physical and motor disabilities	68	3.21	5.476023	0	41
Speech and language disorders	68	0.99	1.50117	0	7
Emotional and behavioural disorders	68	0.74	3.262714	0	25
Health-related disorders	68	1.99	4.958011	0	36
Gifted/talented/creative learners	68	0.43	2.300656	0	18
Multiple disabilities	67	0.64	1.23952	0	5
Other	68	0.15	0.4324421	0	2

Interestingly, upon disaggregation of the data **by type** of school, it was evident that **model** schools included more students with learning disabilities in mainstream classes than **cluster** and **control** schools. Similar results were found for all other types of impairments as the figure below reveals. This is likely to be a direct result of the implementation of the IE project, and demonstrates a shift toward more inclusive practices.

**Figure 3** Number of students with disabilities, by disability and type of school

Head teachers were then asked to evaluate, on the basis of their experience, how easy it is for teachers in mainstream classes in their school to teach students with disabilities by type of disability. The information gathered is summarised in Table 10. Head teachers reported that teachers in their schools found it somewhat difficult to teach children with all types of disabilities in mainstream classes, except for gifted and talented students.

**Table 10 Perceived levels of difficulty to teach students with disabilities (Head teachers, mainstream classes)**

	Visual impairment		Hearing Impairment		Learning Disabilities		Mental Challenges		Physical And Motor Disabilities		Speech And Language Disorders		Emotional And Behavioural Disorders		Health Related Disorders		Gifted Talented Creative Learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	11	17.74	13	20.31	6	9.52	13	21.31	6	8.96	11	17.46	3	5.26	4	6.35	1	1.67	19	32.2
<b>Somewhat difficult</b>	20	32.26	17	26.56	11	17.46	20	32.79	18	26.87	14	22.22	12	21.05	13	20.63	1	1.67	6	10.17
<b>Somewhat easy</b>	8	12.9	8	12.5	11	17.46	7	11.48	23	34.33	9	14.29	4	7.02	12	19.05	4	6.67	4	6.78
<b>Extremely easy</b>	1	1.61	1	1.56	1	1.59	2	3.28	6	8.96					3	4.76	10	16.67		
<b>No experience</b>	22	35.48	25	39.06	34	53.97	19	31.15	14	20.9	29	46.03	38	66.67	31	49.21	44	73.33	30	50.85
<b>Valid Total</b>	62	100	64	100	63	100	61	100	67	100	63	100	57	100	63	100	60	100	59	100

## Type of provision – Special classes

### **Number of classes**

46 (67.7%) respondents (N=68) reported that there were Special Classes in their school; they then specified the number of special classes, and 40 head teachers, (87%) indicated that there was one class while 6 head teachers (13%) stated there were two special classes in their school. The majority indicated that special classes cater for children with disabilities from all grades combined, that is they were not age- or grade-specific. This has implications for the teacher's ability to include all the children in the class, and how the lessons are set and taught.

### **Number of students with disabilities**

45 respondents reported the numbers of students in special classes with the average number of students being 19.8 (s.d.=7.6), ranging from 2 to 46 per class.

### **Numbers by disability breakdowns**

The 46 respondents then provided the breakdown of students within special classes disaggregated by types of disability.

93.5% of head teachers reported that special classes catered mainly for the needs of students with learning disabilities, other impairments reported were hearing impairments, mental challenges, and speech and language disorders – reported by 11% of head teachers.

Upon inspection of the data **by type of school**, a higher percentage of head teachers in **model** schools reported students with other impairments (such as mental challenges or multiple disabilities) in special classes, compared to head teachers in cluster and control schools. Particularly striking was that 100% of head teachers in **control** schools reported the presence of students with learning disabilities in special classes and 25% of head teachers reported students with speech and language disorders. Only these two categories of impairment were reported in **control** schools in special classes, as opposed to model schools, which reported students with almost all types of impairments in special classes.

The table below shows the average number of students in special classes, disaggregated by type of disability. Notable is the average number of students with learning disabilities per class (18) with a maximum of 28 in one school. In particular, notable is that Mhondoro Ngezi and Sanyati only reported children with learning disabilities in special classes, whereas in Hurungwe almost all types of disabilities were reported in special classes.

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Also interesting is that the average number of students with learning disabilities per class in **urban** areas is 23 as opposed to 16 in **rural** settings. No other types of impairment were reported in urban special classes.

**Table 11 Average number of students in special classes, by disability, according to Head teachers**

Type of disability	N. HT	Mean	Std. Dev.	Min	Max
Visual impairment	46	0.04348	0.2061846	0	1
Hearing impairment	46	0.15217	0.4698648	0	2
Learning disabilities	46	18.32609	8.227473	0	46
Mental challenges	46	0.17391	0.5697698	0	3
Physical and motor disabilities	46	0.10870	0.4335005	0	2
Speech and language disorders	46	0.13043	0.4004828	0	2
Emotional and behavioural disorders	46	0.02174	0.147442	0	1
Health-related disorders	46	0.06522	0.2496374	0	1
Gifted/talented/creative learners	46	0.00000	0	0	0
Multiple disabilities	46	0.06522	0.3267465	0	2
Other	46	0.00000	0	0	0

Respondents were then asked to evaluate, on the basis of their experience, how easy it is for teachers in their school to teach students with disabilities by type of disability. The information gathered is summarised in Table 12, and it shows that special classes mainly cater for children with learning disabilities; that more than half the head teachers considered these student easy to teach; and that it 'learning disability' is the only instance where 'no experience' is not applicable.

These results also call into question how these children are identified and assessed, and what resources are available to them.

Table 12 Perceived levels of difficulty to teach students with disabilities (Head teachers, special classes)

	Visual impairment		Hearing impairment		Learning disabilities		Mental Challenges		Physical and Motor Disabilities		Speech and Language Disorders		Emotional and Behavioural disorders		Health Related disorders		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	1	2.56	3	7.5	3	6.98	5	12.82			4	9.76					1	2.63
<b>Somewhat difficult</b>	3	7.69	5	12.5	16	37.21	1	2.56	4	10.26	4	9.76	4	10.26	6	15.38		
<b>Somewhat easy</b>	1	2.56	1	2.5	15	34.88			4	10.26	1	2.44						
<b>Extremely easy</b>					9	20.93							1	2.56			4	10.53
<b>No experience</b>	34	87.18	31	77.5			33	84.62	31	79.49	32	78.05	34	87.18	33	84.62	33	86.84
<b>Valid total</b>	39	100	40	100	43	100	39	100	39	100	41	100	39	100	39	100	38	100

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## Type of provision – Resource units

Of the 13 respondents who reported that there are Resource Units in their schools, 11 (84.6%) stated there was only one Resource Unit (all grades), while the remaining 2 head teachers responded that there were two resource units in their school. The average number of students was 9.5 per unit, ranging from 4 to 20.

The information gathered indicated that resource units do cater for children with sensory impairments; however, there are other impairment groups represented too, and as the table below illustrates. 54% of head teachers reported students with mental challenges attending resource units. 46% of head teachers reported hearing impaired students in resource units, 23% reported visual impaired students and the same percentage of head teachers was reported for multiple disabilities students in resource units.

**Table 13 Average number of students in resource units, by disability, according to Head teachers**

Type of disability	N. HT	Mean	Std. Dev.	Min	Max
Visual impairment	13	1.462	3.454837	0	11
Hearing impairment	13	2.462	4.0128	0	13
Learning disabilities	13	0.000	0	0	0
Mental challenges	13	3.615	5.795666	0	19
Physical and motor disabilities	13	0.231	0.8320503	0	3
Speech and language disorders	13	0.154	0.3755338	0	1
Emotional and behavioural disorders	13	0.000	0	0	0
Health-related disorders	13	0.077	0.2773501	0	1
Gifted/talented/creative learners	13	0.000	0	0	0
Multiple disabilities	13	1.538	3.82133	0	13
Other	13	0.000	0	0	0

Upon disaggregation of the data by **type of school**, 67% of head teachers in **model** schools reported that students with mental challenges were attending resource units compared to 0% in **control** schools.

Respondents were further requested to rate, on the basis of their experience, how easy they thought it was for teachers in the resource units in their schools to teach students with disabilities by type of disability. This information is summarised in Table 14.

Table 14 Perceived levels of difficulty to teach students with disabilities (Head teachers, resource units)

	Visual impairment		Hearing impairment		Learning disabilities		Mental challenges		Physical and motor disabilities		Speech and Language disorders		Multiple disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>			1	8.33										
<b>Somewhat difficult</b>	2	16.67	2	16.67			3	23.08						
<b>Somewhat easy</b>	2	16.67	2	16.67			2	15.38	2	15.38	3	25	1	8.33
<b>Extremely easy</b>			2	16.67	1	8.33	2	15.38						
<b>No experience</b>	8	66.67	5	41.67	11	91.67	6	46.15	11	84.62	9	75	11	91.67
<b>Total</b>	12	100	12	100	12	100	13	100	13	100	12	100	12	100

Overall, head teachers thought that of the teachers in resources units who had experience of teaching children with hearing impairments were split in the level of ease; similarly for children with visual impairments and mental challenges. However it should be noted that the majority of teachers had no experience teaching these children. Furthermore, head teachers perceived that the majority of teachers did not have experience teaching children with learning disabilities or multiple disabilities.



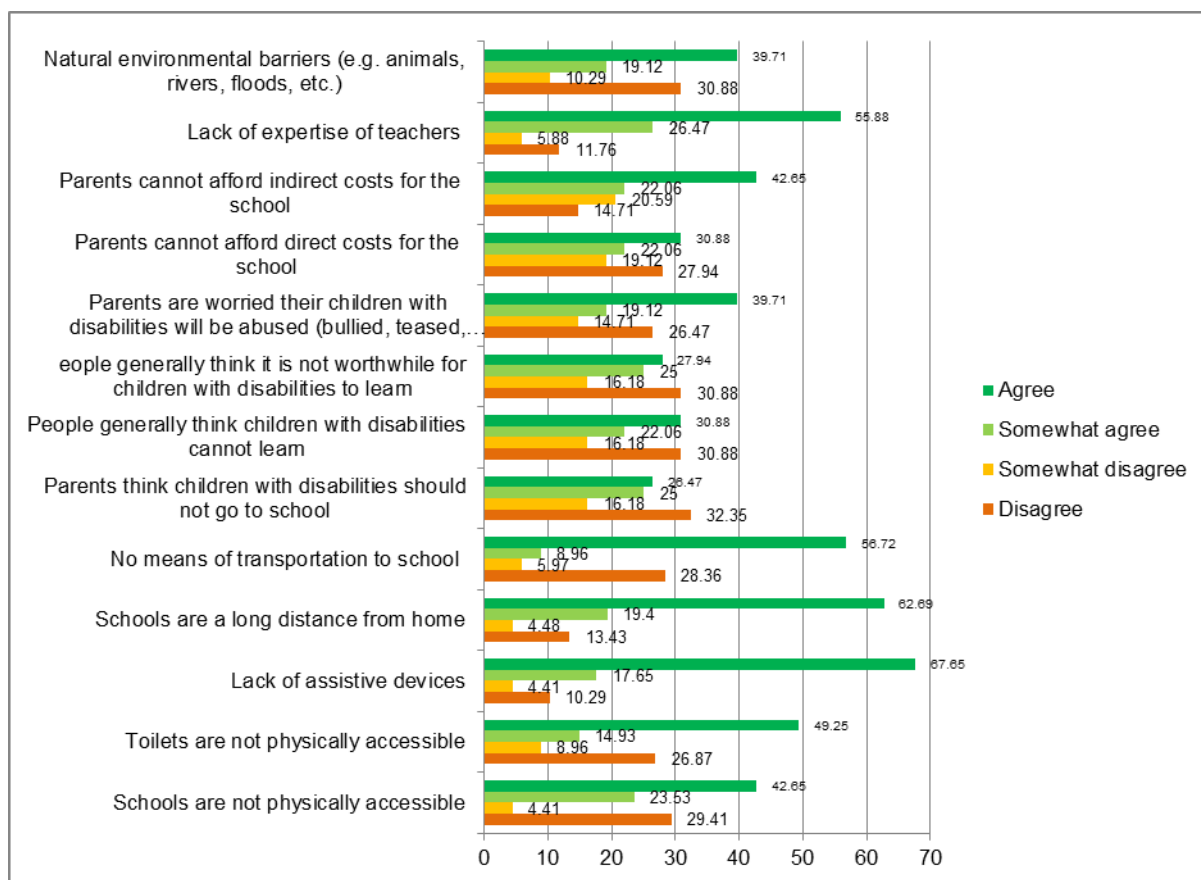
## Barriers

Head teachers were then asked the extent to which they agreed with a series of statements about what might be a barrier preventing children with disabilities from going to school. The respondents rated their level of agreement or disagreement on a four-point symmetric agree-disagree Likert scale for a series of statements. Their responses can be summarised as follows:

1. 66.2% of head teachers somewhat or totally agree that schools are not physically accessible (N=68);
2. 64.2% of head teachers somewhat or totally agree that toilets in the school are not physically accessible (N=67);
3. 85.3% of head teachers somewhat or totally agree that there is a lack of assistive devices (N=68);
4. 82.1% of head teachers somewhat or totally agree that schools are a long distance from home (N=67);
5. 65.7% of head teachers somewhat or totally agree that there is no means of transportation to school (N=67);
6. 51.5% of head teachers think that parents think children with disabilities should not go to school (N=68);
7. 52.9% of head teachers think that people generally think children with disabilities can't learn (N=68);
8. 52.9% of head teachers think that people generally think it is not worthwhile for children with disabilities to learn. 37.9% disagree (N=68);
9. 58.8% of head teachers think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.) (N=68);
10. 52.9% of head teachers somewhat or totally agree that parents cannot afford direct costs for the school (e.g. uniform, books, fees) (N=68);
11. 64.7% of head teachers somewhat or totally agree that parents cannot afford indirect costs for the school (e.g. meals, transportation) (N=68);
12. 82.4% of head teachers think that lack of expertise of teachers is a barrier preventing children with disabilities from going to school (N=68);
13. 58.8% of head teachers think that natural environmental barriers (e.g. animals, rivers, floods, etc.) might be a barrier preventing children with disabilities from going to school (N=68).

Figure 4 below summarises the intensity of the respondents’ feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree).

**Figure 4 Barriers preventing children with disabilities from going to school, according to head teachers**



A high number of head teachers stated that the lack of assistive devices and the fact that schools were a long distance from home as well as the lack of teacher expertise were significant barriers preventing children with disabilities from going to school.

Data disaggregation by type of school highlighted that the levels of agreement to the above statements were higher in **model** schools than in **control** schools. However, aspects related to accessibility, transportation and toilets were identified as barriers to a larger extent by head teachers in control schools; whereas direct and indirect costs were reported as barriers preventing children with disabilities from going to school by head teachers in **model** schools. The level of agreement to statements related to parents’ perceptions on learning of children with disabilities was lower among head teachers in control schools.

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The table below summarises the information by district and by area (urban/rural).

**Table 15 Barriers preventing children with disabilities from going to school, by district and area, according to head teachers**

	Schools are not physically accessible	Toilets in the school are not physically accessible	Lack of assistive devices	Schools are a long distance from home	No transportation to school	Parents think children with disabilities should	Parents think CWD cannot learn	People generally think it is not worthwhile for	Parents are worried their children with disabilities	Parents cannot afford direct costs for the	Parents cannot afford indirect costs for the	Lack of expertise of teachers is a barrier	Natural environmental barriers (e.g. animals,
<b>Hurungwe district</b>	67.9 %	55.6 %	89.3 %	81.5 %	66.7 %	75.0 %	67.9 %	71.4 %	71.4 %	46.4 %	67.9 %	78.6 %	57.1 %
<b>Kariba district</b>	80.0 %	90.0 %	80.0 %	80.0 %	70.0 %	60.0 %	70.0 %	70.0 %	80.0 %	60.0 %	50.0 %	100.0 %	80.0 %
<b>Mhondoro Ngezi district</b>	57.1 %	64.3 %	85.7 %	64.3 %	50.0 %	35.7 %	35.7 %	35.7 %	57.1 %	57.1 %	57.1 %	85.7 %	35.7 %
<b>Sanyati district</b>	62.5 %	62.5 %	81.3 %	100.0 %	75.0 %	18.8 %	31.3 %	25.0 %	25.0 %	56.3 %	75.0 %	75.0 %	68.8 %
<b>Total</b>	66.2 %	64.2 %	85.3 %	82.1 %	65.7 %	51.5 %	52.9 %	52.9 %	58.8 %	52.9 %	64.7 %	82.4 %	58.8 %
<b>Urban areas</b>	65.2 %	78.3 %	91.3 %	73.9 %	65.2 %	39.1 %	43.5 %	47.8 %	56.5 %	60.9 %	69.6 %	91.3 %	47.8 %
<b>Rural areas</b>	66.7 %	56.8 %	82.2 %	86.4 %	65.9 %	57.8 %	57.8 %	55.6 %	60.0 %	48.9 %	62.2 %	77.8 %	64.4 %
<b>Total</b>	66.2 %	64.2 %	85.3 %	82.1 %	65.7 %	51.5 %	52.9 %	52.9 %	58.8 %	52.9 %	64.7 %	82.4 %	58.8 %

## Features of Inclusive Education

Head teachers were again asked whether they had ever heard of inclusive education. All head teachers responded to this question affirming that they had heard of IE. They were then asked an open question (N=67) on what they considered were the most relevant characteristics of inclusive education.

Some of the responses were comprehensive and focusing on the overall picture. Most mentioned 'inclusion' and 'adaptation', but some were more holistic; for example:

*To educate the nation that disability does not mean inability. To include all the pupils to learn in the same classroom without segregation and discrimination. For the pupils to learn while living with their parents*

*...it takes into consideration the need to send disabled children to school. It helps to make disabled children become part of their society. It prepares the disabled to remove a stigma against them from society and eventually make them agree that 'disability is not inability'*

*Removes stigmatisation of pupils. Motivates all children to learn. Creates friendly relationships among all pupils with different abilities...*

*Inclusive education enables pupils with different challenges to get the same education with those with no challenges at the same school, taught by same teachers, in the same class, the same curriculum with different devices to cater for their different challenges. The environment must be friendly to all pupils*

*It must include all pupils regardless of disability, a friendly environment which helps children develop socially, morally, physically and spiritually The system must have adaptable infrastructure which is user friendly to all pupils regardless of age, sex, and disability. Key elements -friendly environment, accessibility of school, user friendly infrastructure*

*Parity, same treatment of kids, same explicit curriculum, conducive environment for all pupils.*

*1. pupils living with disabilities learn together with pupils without disabilities; 2. Children living with disabilities are no longer placed in own institutions; 3. Schools are adjusted in infrastructure to accommodate children with disabilities; 4. Children are given assistive devices to help in their learning.*

There was tendency to use more rights- based language:

*Empowering those living with disabilities so that they fit into society with confidence.*

*No discrimination of educational facilities against children with disabilities, every child is given equal educational opportunities, despite disability faced..*

*Pupils without disabilities and with disabilities learn together in one class. Adaptation of infrastructure to create an inclusive environment for disabled pupils in the mainstream. It promotes the right of child to education*

*Inclusive education has brought the aspect of socialisation. Boost[s] the self-esteem of children with disability. Enhancement of self-help skills. Allows equal educational opportunities.*

Some head teachers did mention the curriculum (a key component of an inclusive system), though usually as part of a broader description:

*Infrastructure adaptation. Doing same curriculum at school. Trained teachers to teach pupils. Community involvement and commitment needed. Availability of teaching-learning equipment*

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Somewhat predictably, most of the responses mentioned infrastructure adaptations:

*Inclusive education encourages all pupils those with and without disabilities to learn under one roof. More so the school should create the environment which encourages all learners with disabilities to be accommodated. That is toilets should have ramps The teachers should have expertise in teaching cwds.*

Provision of ramps; adaptation of toilets pathways for wheelchairs; assistive devices; resource units; full length mirror

Again, in comparison, more respondents acknowledged the need for additional resources – both financial, human and material:

*Inclusivity; Love and care; Empathy; Provision of financial and material resources*

*1.Children with disabilities learning together with other children in the same class; 2.Provision of relevant infrastructure to cater for disabled children; 3.Provision of learning aids to enable disabled children to learn*

*Sign posts, pathways, appropriate toilets, ramps, widened doors that allow wheelchair movements, appropriate transport, projects fundraising ones, committees that involve teachers, parents and children*

*Disabled children learn together with mainstream children in same school. Provision of accessible facilities e.g. ramps, assistive devices; trained personnel in areas of special education.*

*[IE] Entails inclusion of children with disabilities in the mainstream; that is even those with severe disabilities. Making of the school environment friendly to all people e.g. ramps, pathways, and suitable toilets for those with disabilities.*

Again by way of contrast, one of the teachers that mentioned the role of parents it was in a more positive light than before;

*Disability is not inability Inclusive education promotes a friendly environment. Parents change their attitudes towards disabled pupils. A very conducive environment is created in our communities; Unity, appreciation and assistance*

While only one or two mentioned the role of government, though in 2013, almost none of the respondents mentioned government:

*Acceptance and empathy; Accessibility; Re-education of educationists; Re-education of parents; Total commitment by government*

*Need for empathy, recognition and commitment by government, accessible centre*

However there was still a tendency to focus on the differences, rather than perhaps moving away from these as an IE setting would promote:

*Inclusive education is whereby pupils learn together irrespective of their physical or mental differences*

*Disabled children feel confident and accepted when they learn and do any of the activity with able bodied pupils of their age and in their environment. It provides equal opportunities for all children irrespective of their physical appearance*

*In an inclusive class, pupils learn together those with mental or physical challenges and those who are referred to as normal. They are under one teacher*

Others focused on the type of impairment – and often only one type:

*Integration of physically challenged students in to the main stream education . Empowering and creating confidence that there are also useful members of society. The need for infrastructure that caters for children with physical disabilities*

*pupils who are physically challenged learn together with other who are not physically challenged It involves the use of learning aids, travel equipment to assist pupil to learn All pupils are taught by the same teacher regardless physical challenges*

However, as can be seen from some of the comments, there were still some who had a tendency to see disability from a more pejorative perspective, focusing on the disabilities, rather than the child:

*IE education means that the children with learning disabilities are taught in the same school with the normal pupils and they are not discriminated because of disability*

*Classroom and toilets that are conducive for disabled pupils. Resource units to enable disabled pupils to learn. Trained resource teachers who can deal with disabled pupils and understand their needs*

*Provides assistance for schools with children with disabilities through organisations. Boosts self-esteem to children with disabilities.*

*This is the kind of education as provided by the school which caters for physically challenged, mental challenged and normal children together such pupils are grouped in such a way that those with similar challenges are treated at their paces.*

### **Attitudes and Beliefs**

The next question asked head teachers about their beliefs and experiences around education taking into account their teaching experience. Respondents rated their level of agreement to a series of 18 statements on a six-point symmetric agree-disagree Likert scale, (“strongly agree”, “agree”, “somewhat agree”, “somewhat disagree”, “disagree”, and “strongly disagree”) as revealed below. Here we are using firm agreement, for the options “strongly agree” and “agree”, and firm disagreement, for the options “strongly disagree” and “disagree”.

In terms of attitudes and beliefs towards disability / inclusive education overall, head teachers responded positively to statements concerning inclusion.

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1. 95.6% of head teachers firmly agree that inclusion encourages academic progression of all students (N=68);
2. 78% of head teachers firmly disagree that CwD should be taught in special schools (N=68);
3. 98.5% of head teachers firmly agree that inclusion facilitates socially appropriate behaviour in all students (N=67);
4. 97.7% of head teachers firmly agree that any student can learn curriculum if adapted to individual needs (N=68);
5. 91.2% of head teachers firmly disagree that CwD should be segregated as it is too expensive to adapt school environment (N=68);
6. 81% of head teachers firmly disagree that CwD should be in special schools so that they do not experience rejection in mainstream schools (N=68);

However, upon disaggregation of the data based on **urban** or **rural** settings, some ambiguity in responses was evident. More head teachers in rural (86.7%) than in urban (61%) areas disagreed that children with disabilities should be taught in special schools. Equally more head teachers in rural (84%) than in urban (74%) areas disagreed that children with disabilities should be taught in special schools so that they do not experience rejection in mainstream schools.

There was consistency around responses to questions about their level of frustration with communication or not understanding children with disabilities as revealed in the section below.

7. 67.6% of head teachers firmly disagree that they get frustrated when they have difficulty communicating with CwD (N=68);
8. 81% of head teachers firmly disagree that they get upset when CwD cannot keep up with the day-to-day curriculum in their classroom (N=68);
9. 63.2% of head teachers firmly disagree that they get frustrated when they are unable to understand CwD (N=68);
10. 83.6% of head teachers firmly disagree that they are uncomfortable including CwD in a regular classroom with other non-disabled students (N=67);
11. 67.6% of head teachers firmly disagree that they are disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability (N=68);
12. 86.8% of head teachers firmly disagree that they get frustrated when they have to adapt the curriculum to meet the individual needs of all students (N=68);

Upon disaggregation of the data based on **urban** or **rural** settings, more head teachers in rural (84%) than in urban (74%) areas disagreed that they got upset when CwD cannot keep up with the day-to-day curriculum in their classroom. More head teachers in urban (74%) than in rural (64%) areas disagreed that were disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability.

Responses to the statements below highlight a willingness of head teachers to include children with disabilities in their schools with adaptations and assessments and modifications to the environment, but this requires adequate training to be undertaken and resources.

13. 98.5% of head teachers firmly agree that they are willing to encourage CwD to participate in all social activities in the regular classroom (N=67);
14. 95.6% of head teachers firmly agree that they are willing to adapt the curriculum to meet the individual needs of all students regardless of their ability (N=68);
15. 89.7% of the head teachers firmly agree that they are willing to physically include students with a severe disability in the regular classroom with the necessary support (N=68);
16. 97.6% of head teachers firmly agree they are willing to modify the physical environment to include CwD in the regular classroom (N=68);
17. 94.1% of head teachers firmly agree they are willing to adapt their communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in class (N=68);
18. 95.6% of head teachers firmly agree they are willing to adapt the assessment of individual students in order for inclusive education to take place (N=68).

The same level of agreement is to be found to these statements in **urban** or **rural** settings.

When the data were disaggregated by **type of schools** (Table 1 in Annex 1) a higher percentage of head teachers in **control** schools agreed that children with disabilities should be taught in special education schools (13%) compared to 3% in model schools. In addition, 25% of head teachers in control schools agreed that they get frustrated when they cannot understand children with disabilities compared to 13% in model schools. The levels of agreement with statements related to frustration are higher in control schools (communication, frustrated when unable to understand CWDs) and they are less willing (88% in control compared to 97% in model) to physically include students with disabilities.

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## Concerns

Head Teachers were then given a set of 21 statements to ascertain their level of concern if a student with a disability was placed in their school. Respondents indicated their level of concern by using the scale from 1 (extremely concerned) to 4 (not concerned at all).

1. 22.1% of head teachers were extremely or very concerned that they will not have enough time to plan educational programs for CwD (N=68);
2. 14.7% of head teachers were extremely or very concerned that it will be difficult to maintain discipline in class (N=68);
3. 36.8% of head teachers were extremely or very concerned that they do not have the knowledge and skills required to teach CwD (N=68);
4. 19.4% of head teachers were extremely or very concerned that they will have to do additional paper work (N=67);
5. 32.8% of head teachers were extremely or very concerned that CwD will not be accepted by non-disabled students (N=68);
6. 33.8% of head teachers were extremely or very concerned that parents of non-disabled children may not like the idea of placing their children in the same classroom as CwD (N=68);
7. 42.6% of head teachers were extremely or very concerned that their school will not have enough funds for implementing inclusion successfully (N=68);
8. 48.5% of head teachers were extremely or very concerned that there will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.) (N=68);
9. 5.9% of head teachers were extremely or very concerned that they will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities (N=68);
10. 8.8% of head teachers were extremely or very concerned that their workload will increase (N=68);
11. 13.4% of head teachers were extremely or very concerned that other staff members of the school will be stressed (N=67);
12. 36.8% of head teachers were extremely or very concerned that their school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers (N=68);
13. 39.7% of head teachers were extremely or very concerned that there will be inadequate resources or special teachers available to support inclusion (N=68);

14. 44.1% of head teachers were extremely or very concerned that their school will not have adequate special education instructional materials and teaching aids (e.g. Braille) (N=68);
15. 16.4% of head teachers were extremely or very concerned that the overall academic standards of the school will suffer (N=67);
16. 10.6% of head teachers were extremely or very concerned that their performance as a classroom teacher or school principal will decline (N=66);
17. 18.5% of head teachers were extremely or very concerned that the academic achievement of non-disabled students will be affected (N=65);
18. 19.1% of head teachers were extremely or very concerned that it will be difficult to give equal attention to all students in an inclusive classroom (N=68);
19. 25.0% of head teachers were extremely or very concerned that they will not be able to cope with CwD who do not have adequate self-care skills (e.g. students who are not toilet trained) (N=68);
20. 23.5% of head teachers were extremely or very concerned that there will be inadequate administrative support to implement the inclusive program (N=68);
21. 7.4% of head teachers were extremely or very concerned that the inclusion of a CwD in their class or school will lead them to have a higher degree of anxiety and stress (N=68).

The results indicate that the main area of concern for head teachers was the lack of para-professional staff available to support students (e.g. speech therapist, physiotherapist, etc.) as well as not having adequate materials and teaching aids such as Braille.

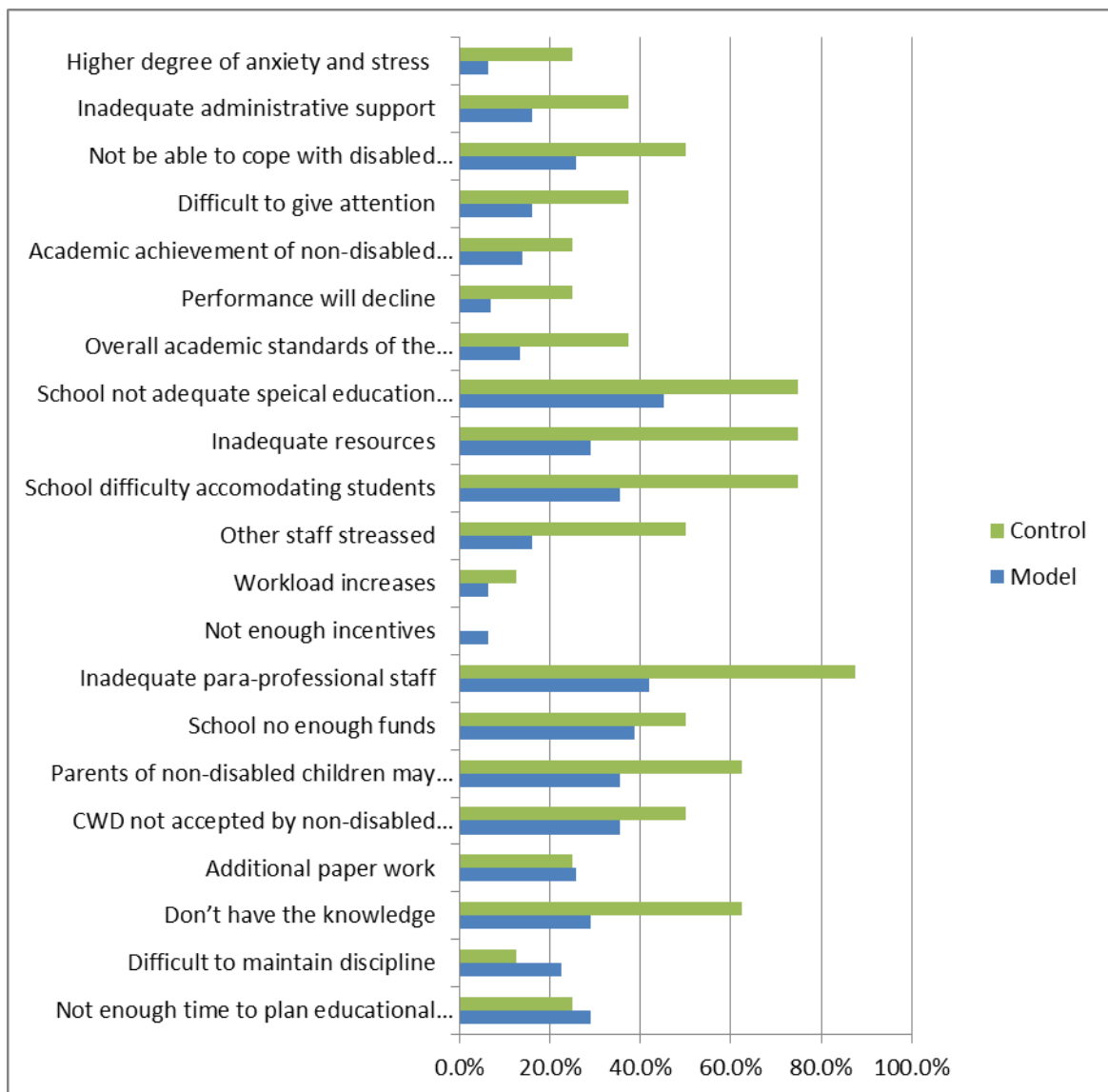
The results also indicated that the head teachers who responded were concerned that they did not have the knowledge and skills required to teach students with disabilities. They were also concerned that children with disabilities would not be accepted by non-disabled students.

However, head teachers were also concerned about areas that could be seen as outside of their sphere of influence such as their school not having enough funds for implementing inclusion successfully.

It is also interesting to note that upon data disaggregation by type of school head teachers in **control** schools had higher levels of concern than head teachers in **model** schools, as the figure below reveals.

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**Figure 5 Head teachers' concerns if a student with a disability was placed in their class or school, by type of school**



### Daily Practices and Experiences

Head teachers were asked to respond to a set of six general statements about motivation and their daily experiences. The 66 respondents rated their level of agreement on a six-point symmetric agree-disagree Likert scale (“strongly agree”, “agree”, “somewhat agree”, “somewhat disagree”, “disagree”, and “strongly disagree”) for the series of six statements as revealed below. Here we are using firm agreement, considering both the options “strongly agree” and “agree”, and firm disagreement, considering both the options “strongly disagree” and “disagree”.

Head teachers corroborated that there were a number of challenges in their daily experience at school, agreeing that large class sizes; poor infrastructure; and the lack of accessible toilets were significant challenges.

1. 64.7% of head teachers firmly agree that teaching is often limited by the poor infrastructure of the school (N=66);
2. 73.5% of head teachers firmly agree that the high number of students per class is a big issue in the school (N=66);
3. 54.4% of head teachers firmly agree that the lack of accessible toilets in the school is a problem (N=66);

With regard to job satisfaction and motivation, there was some divide around responses to the statement about working as a head teacher being rewarding. By way of contrast, almost all agreed that they looked forward to going to work in school each day, and the majority agreed that they enjoyed working as a head teacher.

4. 89.7% of head teachers firmly agree that they enjoy working as a head teacher (N=66);
5. 97.1% of head teachers firmly agree that they look forward to going to work in school every day (N=66);
6. 44.1% of head teachers firmly agree that working as a head teacher is extremely rewarding (N=66);

Data disaggregation by **district** revealed that a higher percentage of head teachers in Sanyati than in Mhondoro Ngezi agreed that teaching is often limited by the poor infrastructure of the school. In addition, 57% head teachers in Mhondoro Ngezi agreed that the high number of students per class was a big issue in the school – This can be attributable to the fact that the district has the most numerous classes. The lack of accessible toilets was recognised by more head teachers in Sanyati (81.2%) than in Kariba (40%) – as the table below illustrates.

**Table 16 Head teachers' level of agreement (%), by district and type of school**

	Teaching is often limited by the poor infrastructure of the school (Q.1)	High number of students per class is a big issue in the school (Q.2)	The lack of accessible toilets in the school is a problem (Q.3)
Hurungwe district	60.71	78.57	46.43
Kariba district	70	70	40
Mhondoro Ngezi district	57.14	57.14	50
Sanyati district	75	81.25	81.25
Model schools	61.29	70.97	41.94
Control schools	75	100	75

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Levels of agreement of head teachers in **control** schools were typically higher than those of head teachers in **model** schools particularly with regard to the statement 'the high number of students per class is a big issue in the school'.

## Practices

The next sets of questions were based on preparations for implementation of inclusive education, and asked respondents a set of specifically-themed questions to which they could give an open-ended response. From the responses, it seems that while some head teachers answered about current activities and efforts, others perhaps answered about what they thought *should* happen. Some also listed concerns. Not all head teachers responded to each theme, but the overall responses are discussed below:

- A. Financial resources – this theme probed potential preparations such as extra money set aside for students; other grants etc. A total of 59 head teachers responded. Several mentioned the already existing financial challenges the schools faced; others talked about income generating projects, such as a tuck shop and poultry rearing - though it is unclear these were raising funds for IE or other activities.<sup>9</sup>

*The school is currently doing fund raising activities Resources are then channelled towards teacher training*

*We have a poultry project - The money is used to buy wipers and gloves. This is making the work of the teacher safe as they can handle some of the pupils safely*

Others talked about what specifically the financial resources are used for, such as training (and paying) teachers, buying learning materials and/or upgrading infrastructure):

*We have set aside a certain amount of money for teachers to workshops on inclusive education*

*Allocate funds for in-service training of teachers; Collaborations with schools with special class and resource units; Funds to make rooms accessible*

*Infrastructural adaptation Budget for resources has been set aside*

*Schools have provided transport and food to workshops*

*We have put aside money to pay assistant teachers*

*We have budgeted for constructing ramps and special furniture*

*Construction of wash facilities*

*Staff development has on the management levy about \$200 per term*

*The school has included inclusive in the budget - A chicken project is going on at the school*

*In our school budget we set aside US\$500 for IE annually*

*School has to source funds in order to purchase material and adapt the infrastructure to support inclusive education NGO like LCDZT supported materially and financially*

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<sup>9</sup> Some school used these to raise funds for the tricycle drivers or classroom assistants.

*The School Development Committee (SDC) has added allowances to the assistant teachers who were given allowances by LCDZT*

*Three of the school staff are currently studying degrees in Inclusive Education*

*The school has financed teachers to attend cluster, district and school workshops. The school has bought teaching and learning materials for teachers such as charts, dictionaries for its children.*

- B. Time – this theme probed potential time investments for IE, such as allowing teachers time off to plan work, go on training, etc. There were 62 respondents to this theme, with most head teachers including some kind of preparation within this. Time allowances ranged from time off to attend training and workshops (though it was not always clear if these were solely for IE):

*We have plans for teachers to attend inclusive education workshops*

*The teachers were exempted from the duty to attend workshops*

*...Have encouraged teachers to engage in courses of teaching pupils with disabilities and one community member recently obtained a diploma in the area with ZOU...*

*Teachers are permitted to attend workshops during holidays and school days*

*Teachers are encouraged to develop themselves and also they received staff development from the cluster*

Several head teacher held staff development sessions – these varied from once a week to once or twice a term (again, it was not always clear if these were solely for IE):

*The school set aside time, for staff development sessions on inclusive education at the school and allows teachers to attend workshops on such issues*

*Hold in-service sessions every week on inclusive education and other topics*

*There is staff development periods once every week*

*Staff development workshops \* 2hours per week, but more needs to be done regarding inclusivity*

*We have staff development sessions every fortnight Teachers have joined full time degree programmes*

*The school provides staff development programme whereby topical issues are discussed Twice termly*

*Staff development programmes three times per term*

Others complained about the lack of time to undertake staff development due to teaching commitments and pressure from above.

*There is limited time set aside for teacher development in the area of handling disability due to the congested curriculum*

*We staff develop teachers once a term on IE amongst many other issues to deliberate*

*We have often squeezed in staff development sessions in the school timetable*

*Very limited Ministry has no capacity to thoroughly train teachers*

- C. Hiring new staff – this theme aimed to ask head teachers about preparations beyond teachers to other support staff such as teaching assistants, speech therapists, etc. In total, 56 head teachers responded to this theme. Several

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mentioned that they had hired classroom assistants and early child development (ECD) teachers, likely linked to the IE project.

*Two assistant teachers were hired*

*School has 2 classroom assistants who are assisting teachers and pupils with disabilities in school*

*Currently have 2 assistant teachers who are paid by parents SDA with support of LCDZT*

*Two para-professionals for ECD One toilet/grounds attendant*

Several mentioned hiring drivers: *The school is prepared to hire additional staff such as assistant teachers and tricycle drivers to assist disabled pupils*

*The school has hired a tricycle driver and security to ensure safety of school property*

One mentioned hiring “health staff” to assist with training: *The school employed a staff to assist in the process of learning and when undertaking projects. The new staff trained and oriented pupils on health issues and managing classrooms*

A few mentioned that they had requested specific expertise, such as the school psychological services or a special needs teacher:

A couple head teachers had quite different approaches – one suggested hiring a grade 7 ‘coach’, while another suggested having church volunteers to assist pupils with hearing impairments.

Others already stated they had additional staff in place. While others again spoke of financial constraints to hiring additional staff.

D. Establishing support services for teachers – This theme was exploring ideas such as support centres with resource teachers who could act as consultants and/or teacher trainers, for example. There were 52 responses to this theme, and those who had plans mentioned a range of themes, including existing support, such as Sign Language interpreters, remedial tutors, and physiotherapists.

*We have a consultant at district office...*

*Invite sign speakers and specialists sometimes in sign language to have some sessions with teachers*

*Remedial tutors for those lagging behind*

*Only support service is from the district office by Mr Hlapi - Especially on braille interpretation*

*The local hospital to provide physio technicians to give help at least once a week*

*We have clinical remediation programmes clubs*

One mentioned peer support (from other teachers), including exchange visits; while others stated they had nothing in place. Several head teachers mentioned moral support

*We provide moral support to teachers for inclusive education*

*Cluster and district workshops have been held to boost teacher morale*

*The cluster schools staff are used to support each other in terms of how to deal with challenges they encounter*

*Nothing established serve for staff development where we help one another in the area of IE*

It is worth pointing out that there was significant similarities overall in the responses to this section with the others, including about training, classroom assistants and other support services.

- E. Parental outreach or other forms of awareness raising for parents – this theme was exploring preparations for parents and caregivers, for example, meetings, materials, establishing support and communication networks, etc. There were 62 respondents to this theme, with a positive range of responses. Overall there was a willingness to connect to parents, with most head teachers saying they were planning meetings for parents, often at the regularly scheduled parent/teacher meetings; AGMs, and several head teachers spoke about outreach work the schools were doing to encourage parents to send their children with disabilities to school. Several schools used drama to convey the message of inclusion, and one head teacher made connections to existing services. Only one stated they had limited them to undertake such activities.
- F. Adjustments to the curriculum – this theme aimed to explore planned adjustments to (national) standardised curriculum, such as class or other (academic) tests. 55 head teachers responded to this. Not all who did gave details of how or what adjustments they made adjustments. While some of those who responded stated they did adjust the curriculum, and gave some detail, others did not. Some noted the presence of existing adaptation programmes, in particular the Performance Lag Address Programme (PLAP):<sup>10</sup> Others made it clear they did not make any adjustments, nor did they plan to – in part as some felt it was suitable as it is. One or two head teachers had sourced some books, and others had adjusted the extra-curricular activities. Some pointed out challenges, such as the need for additional time, or gaps around specific impairments (one head teacher mentioned cerebral palsy, for example), while one head teacher thought that the pupils themselves were adjusting.

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<sup>10</sup> The Performance Lag Address Programme (PLAP) was introduced by the Ministry of Education, Sport, Arts and Culture in October 2012 to address under-achievement of students at both primary and secondary schools following the post-2006 economic crash in the country (Nkoma. et al. 2013)



- G. Screening and early identification of children with disabilities – This theme explored how children with disabilities were identified, and what plans were already in place or planned for identification, for example, by educational psychologists. A total of 61 head teachers responded to this theme, with the majority stating that this was already done, and mainly through the school psychology services. Some head teachers also spoke about the role of hospitals in assessments; while others said it was the teachers who identify children with difficulties. Some head teachers stated that the parents were best placed to notice any difficulties or changes. Some said there was no system of screening or identification at all, while others cited the assessment of pupils on school enrolment, or even the Grade 4 exam as existing points of assessment.
- H. Provision of/access to Assistive devices – this theme aimed to explore the kinds of provisions being made for children with disabilities who need assistive devices (for example, the type, who provides them, repairs them, etc.). A total of 50 head teachers responded to this theme. A significant number said there were no resources for assistive devices. However, those who did talk about them primarily mentioned LCDZT as the provider; however, several thought that more could be done, and mentioned that they planning to obtain some devices, but did not specify how. Funding for assistive devices was raised as an issue, with several teachers acknowledging the need for such devices, but while some said their schools lacked funds, others said they had the funds but the devices had not yet been purchased (though it was unclear why in this instance). While some teachers acknowledged the poverty of the communities, one head teacher suggested it was the responsibility of parents to purchase assistive devices.
- I. Adjustments/adaptations to the built environment – again, this theme aimed to explore current or planned (primarily school level) environmental adaptations, such as ramps, accessible toilets, etc. There were 62 respondents to this section; with most stating they had not made any plans because of financial constraints. Of those that did respond positively, the majority stated that concrete pathways, ramps and accessible toilets were constructed with the help of LCDZT or other NGOs. Other options apart from ramps and accessible toilets included special rooms for the children with disabilities (which seemed to be some kind of resource room). Again, a lack of funds was the main reason cited for why adaptations have not taken place; and interestingly, one head teacher reversed the question and responded that the pupils themselves had adapted to the environment! (although it is unclear how).

- J. Information technology – this probed the use of ICT such as adapted software, programmes, computers etc. There were 52 respondents to this theme, with the majority stating they were not making any such plans due to lack of resources. To demonstrate how far away some of the schools are from this, several head teacher responded that they did not actually have any electricity or power; although in some cases they indicated that the school had previously had electricity but had been cut of – most likely due to financial constraints. However, other teachers were keen to engage with ICT, and outlined plans such as computer lessons, use of laptops, wifi and e-learning in the class, though one head teacher noted a different type of challenge - that of human resources – they had computers but no staff to teach the children how to use them! Several head teachers commented on how the use of ICT had helped all children, in particular children with disabilities.

The final two themes were designed to gather any innovative examples of planning for inclusion that may not have been identified in the previous sections. With regards to ‘Innovative Strategies’, a total of 46 head teachers responded, and for the ‘anything else’, 27 head teachers responded, though in fact most of their answers have been covered in the sections above. Most head teachers gave further examples of positive inclusion, income generating projects and other activities. One head teacher talked about having a specific IE department in the school; while others talked about setting up separate committees for parents of children with disabilities to mobilise other parents of children with disabilities to come to school, as well as sensitise others.

Some head teachers talked about school feeding programmes – usually a sign of severe economic need (and indeed already being implemented in schools in Zimbabwe).

Finally, one or two talked about making sports and arts facilities inclusive, a few spoke about peer learning or model schools (which was the structure used in the LCD project); and interestingly, only : one teacher mentioned an IE policy, and making IE compulsory in every school.

### **Teacher training**

The next set of questions focused on teacher training needs. It is interesting to note that of the 68 head teachers who responded to the question about whether in-service training was a requirement, 67 (98.5%) said it was. Of these, 8 head teachers (12%) said it was required by law; 29 (43.3%) said it was required by the school; and 23 head teachers (34.3%) said it was required by teachers themselves. Two head teachers (3%) stated “*other*”.

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With regard to the question on how many mainstream teachers were trained annually, 58 head teachers responded, and gave an average of 11 teachers, with a range from 0 to 40.

When asked about the number of teachers who had undergone training in inclusive education in the three past years, 57 responded and gave an average of 9.2 with a range from 0 to 50 (s.d.=10.2). Upon analysis of the data disaggregated **by type of school**, it was evident that more teachers were reportedly trained on IE in **model** schools (14.2) than in cluster (3.8) or control schools (5.5.). Again, this is attributable to the IE intervention.

When asked about the number of special education needs teachers (in both special classes and resource units) trained annually in their school, the 50 respondents stated that on average 3.1 teachers were reportedly trained annually. The disaggregation of the data by **type of school** identified that more teachers were trained on IE in **model** schools (4.4) than in cluster (1.8) or control schools (2.4).

According to 22 (41.5%) respondents, the typical place for training to take place was the school; few others reported university and special colleges. However, 18 head teachers (34%) stated *other*, with District Staff development workshops and NGOs like LCDZT being the most frequently cited.

Out of 52 respondents, 42 head teachers (80.8%) reported that training was undertaken during school time. Around 95% said these were short courses of one week or less.

When asked if there was any evaluation after the training, of the 57 respondents 42 (73.7%) said yes. While some head teachers did comment positively, it is less clear how they were assessing these improvements, or if the evaluations were a once-only opportunity after the training, or if they were on-going to monitor implementation.

Some head teachers rightly attributed a change in attitude or practice on behalf of the teachers as a positive benefit for the children – including if the teachers were more engaged with and interested in teaching children with disabilities.

Several head teachers commented on an increased interest on behalf of the teachers, manifesting in the desire to go on to do further qualifications in the field.

## **Skills**

The next set of questions explored the opinions of head teachers about what the most important skills were to be learned to meet the diverse needs of children with disabilities in the classroom. Of the 61 head teachers who responded, the majority identified communication skills (including Sign Language and Braille), tolerance, and empathy; understanding pupils' needs; as well as some practical (impairment-specific) caring and teaching skills.

Some spoke about assessment and teaching methodologies, though often couched in the context of attitudes and support for the children – in particular referring to ‘teaching skills’.

Several talked about being ‘innovative’, for example teachers needing:

*The right attitude; relevant knowledge patience; Ability to adapt and be innovative*

One or two raised broader needs, such as understating the context or the background policies, or theories about teaching children with disabilities.

Finally, one was more forthright about what they could and could not do:

*We cannot accommodate pupils with hearing and visual impairment because we don't have a resource unit so we need those important skills so that we can be able to accommodate those pupils with such disability...*

Head teachers were then asked their opinion about how teacher capacity is influenced by outside groups such as advocacy groups, parents, etc. Of the 56 who responded, most identified this as a positive exchange of ideas, information and skills between the groups – with LCDZT being mentioned at length, and with various positive feedback, such as:

*LCDZT has improved teachers it has trained to accept children with disabilities*

*All teachers who underwent workshops by LCDZT on inclusive education have had their attitudes completely changed to the positive*

*Trainings by UNICEF has greatly helped much in our schools e.g. guidance and counselling life skills in AIDS*

*Teachers can be influenced positively and negatively by outside groups such as NGOs*

*Teacher capacity has a bearing influence by outside groups when they incorporate the ideas and suggestions put across in regard to empower the teacher*

Some head teachers mentioned parents in overall positive light; indicating that better interaction between parents and teachers was beneficial to all:

*The teachers who get support from parents they end up enjoying the teaching*

*[Greatly affected because] some thing's complement each other eg parents (home) and school*

*The more the parents support teachers, the greater the teacher capacity or willingness to assist the pupils*

*Advocacy groups and parents play a pivotal role in capacitating the teacher psychologically and professionally*

However, despite the overall positive interactions, one head teacher thought they could contribute more, including materially:

*Parents should support the teachers by providing all that is needed such as stationery for pupils*

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While other head teachers went even further, highlighted negative attitudes, or lack of influences of the parents:

*Negative attitudes of parents towards disability can strongly influence the capacity of the teacher*

*Some parents may have negative attitude towards teachers. They complain at times on the handling of pupils*

*If parents or other groups are not supportive, the teacher will not be able to execute his duties properly*

*Currently advocacy groups don't have any influence on teachers*

## Funding and other resources

Head teachers were then asked a set of questions about funding. They were first asked specifically if the funds available to their school were enough to meet the educational needs of students. Of 67 respondents, the majority, 42 (62.7%), said yes. Analysis of the data **by type of school** revealed that 74.2% of head teachers in **model** schools said yes, as opposed to 42.8% in cluster schools and 87.5% in control schools.

Of the 42 who said yes, the majority stated that the major providers were a combination of Ministry of Education, Local Authorities, NGOs such as LCDZT, and multilateral organisations such as UNICEF, UNDP, etc.).

Head teachers were then asked to give an estimation of the amount they received per donor. The answers were variable ranging from what LCDZT covered (around US\$4500) to fluctuating amounts provided by parents, the MoE or multilateral organisations.

Of the 41 head teachers who responded to the question about resources made available to support the implementation of inclusive education in their school, the majority, 28 head teachers (68.3%), said yes, they had resources available.

Head teachers were then asked to list their main annual expenditure; a total of 37 specified an amount ranging between US\$50 through to US\$80 000<sup>11</sup>. Below is a breakdown of annual expenditure of the school development committee.

**Table 17 Annual average expenditure (SDC), according to Head teachers**

Annual expenditure (School Development Committee)	N. HT	Mean	Std. Dev.	Min	Max
Infrastructure	36	7071.667	11448.1	200	60000
Furniture	32	3121.094	4858.652	200	25000
Teaching and learning materials	30	3407.967	4261.365	300	23000

<sup>11</sup> Data were provided by Head teachers

(e.g. books, chalk, pencils, etc.)					
Maintenance	37	3747.784	7397.148	100	35200
Staff development	33	1515.758	3194.333	50	15000
Ancillary staff / Para-professional	32	9979	16592.55	20	80000
Resource unit /Special class	18	1597.222	1907.347	300	8000
Resource materials for the resource centres established by LCZT	15	3265.333	3014.47	150	9000
School Improvement Grant (SIG)	29	3671.724	1651.914	300	7310
Other (e.g. BEAM)	18	2308.833	1389.089	330	5000

When asked about teacher/student ratio in **mainstream** classrooms in their schools, of the 68 head teachers who responded, it was *too low* for one head teacher (1.5%); *adequate* for 37 (54.4%); and (perhaps surprisingly) *more than adequate* for 30 head teachers (44.1%).

However, of the 53 head teachers who responded to the question about teacher/student ratio in **special classes** or **resource units**, it was *too low* according to two head teachers (3.8%); *adequate* according to 45 head teachers (84.9%); and *more than adequate* for six head teachers (11.3%).

Head teachers were then asked how often additional teachers, assistants or other personnel were made available in their school. Of the 42 who responded, two (4.8%) stated that they '*never or rarely were available*'; five (11.9%) stated '*occasionally*'; six (14.3%) stated '*regularly, but not all the time*'; However, 29 (69.1%) head teachers stated that additional staff were made available *all the time*. This is likely to be another result of the IE project intervention (classroom assistants).

Linked to questions around resources was a question about the availability of specialised teaching materials or assistive devices for children with disabilities in the head teacher's school. Out of the 67 head teachers, the majority - 50 (74.6%) - declared that they were '*never or rarely*' available; four (6%), declared they were *occasionally* available; six (9%) stated they were available '*regularly but not all the time*'. Finally, seven (10.5%) stated that additional materials or devices were made available *all the time*.

Of those who stated these materials or devices were available, the main providers given were NGOs or other organisations (59%); and parents (22.2%).

Head teachers were then asked if there had been any modifications or adaptations to the classroom/environment to accommodate children with disabilities in their school. 69.1% of head teachers replied 'yes', with the main adaptations being concrete pathways; ramps; and accessible toilets.

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Finally, of the 65 head teachers who responded to the question whether money was set aside for special educational needs within the regular school budget allocation, 41 (63.1%) stated it was not.

### **Motivation for training**

The next section asked head teachers about their motivation for themselves and/or other teachers to participate in a training course on inclusive education if it was made available to them. The 60 respondents rated their level of agreement to a set of eight statements on a six-point symmetric agree-disagree Likert scale. Their responses are summarised below. As explained previously, here we are using firm agreement, for the options “strongly agree” and “agree”, and firm disagreement, for the options “strongly disagree” and “disagree”.

1. 75% of head teachers firmly agree that they will participate because it is the requirement of their school (N=68);
2. 98.5% of head teachers firmly agree that participation will enhance their work performance (N=68);
3. 67.7% of head teachers firmly disagree that they will participate because they would feel uncomfortable if they refused to get involved (N=68);
4. 82.4% of head teachers firmly disagree that they will participate because they don't want others to think that they are uninterested in doing it (N=68);
5. 100.0% of head teachers firmly agree that they will participate because it involves important things that they should learn (N=67);
6. 100% of head teachers firmly agree that they will participate because it is helpful to their students (N=68);
7. 42.6% of head teachers firmly agree that they will participate because it will improve their promotion prospects (N=68);
8. 95.5% of head teachers firmly agree that they will participate because they are interested in inclusive education (N=68).

We note here that many more head teachers than in 2013 had undergone training on disability/IE so overall responses were positive about undertaking training, with mixed responses only to the statement about participating in training to improve promotion prospects. Interestingly, many agreed that they would participate because it is a requirement of their school; but equally they recognised it would enhance their work performance.

Upon disaggregation of the data by **type of school**, more head teachers in **model** schools than in control schools agreed with the statement that they would participate in IE training because it is the requirement of their school. A higher number of head

teachers in control schools than in model schools disagreed that they would participate because they would feel uncomfortable if they refused to get involved. Equally, a higher number of head teachers in control schools than in model schools disagreed that they would participate because it will improve their promotion prospects.

The last section of the questionnaire asked respondents if there was anything that they would like to add which had not been covered in the survey. Most reiterated points already raised, such as around resources:

*Schools should be given more support by government and teachers have to be remunerated better for the complicated job they have to do...*

*More opportunities for teachers to be trained in special/ inclusive education. Financial resources for schools to cater for children with disabilities*

*Sporting equipment should also be provided e.g. balls for disabled persons, and disability friendly courts each (basketball tennis)*

Others mentioned sustainability, with the specific implication that LCDZT should continue providing the service:

*...funding for inclusive education has to get assistance from many more NGOs*

*I am the happiest head because the funders of inclusive education came at a time when the school had mapped the vision and it speeds up our progress and wish the ideas to spread to all schools...*

Others spoke about the broader effects of the programme:

*Inclusive education has potential to build a nation which has no discrimination of people with disabilities any way*

*There must be government or donor sponsored in-service training for teachers during school holidays at colleges and universities*

Some identified gaps:

*Use of ICT in inclusive education*

*The paper has not identified a way forward for schools to take if there is no assistance from outside*

Which leads into the role of the state, with several head teachers commenting about the need for government intervention:

*The government to assist schools to build special education rooms so as schools cater for the disabled pupils...*

*I would wish that the government provide resources for the entire inclusive education programmes*

*The government should set aside money to cater for pupils with disabilities each term Resource units should be allocated resources as well*

One head teacher made the very valid point that:

*I feel there is need to engage people with disability in this genuine cause. This will move faster the way gender has been championed by women..*

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While another head teacher mentioned the need to better understand the broader picture about rights in the county:

*Include disability rights and policies that govern disabled persons in Zimbabwe*

One highlighted pre-service teacher training requirements:

*Colleges ought to include more disabilities courses as part of basic teacher training.*

While one perhaps missed the point of inclusion entirely:

*Students with severe or multiple disability is there any possibility for them to go for special school?*

## Teacher Survey

The survey was firstly administered in 2013 to a preselected group of teachers in model, cluster and control schools. The teachers interviewed in model and cluster schools were the teachers selected by the MoE to undergo training on IE through the LCDZT project. These teachers were subsequently re-interviewed in 2015 six months prior to the end of the project to measure what – if any – changes in their knowledge, attitudes and practices had occurred; and if so, what changes could be attributed to the intervention (e.g. IE training as part of the LCDZT project). What follows here is a description of the data gathered. The discussion on the factors that could be attributed to the project is described in a separate report which focuses on the comparative data analysis.

A total of 179 questionnaires were analysed, with 36.2% in urban settings and 63.8% in rural areas, and the following distribution by district:

**Table 18 Percentage of teachers, by type of school and district, and rural/urban setting**

	Model Schools	Cluster schools	Control schools	Total	Urban areas	Rural areas	Total
Hurungwe district	43 (64.2%)	16 (23.9%)	8 (11.9%)	67 (37.4%)	28.4%	71.6%	100%
Kariba district	17 (54.8%)	11 (35.5%)	3 (9.7%)	31 (17.3%)	20.7%	79.3%	100%
Mhondoro Ngezi district	24 (63.2%)	6 (15.8%)	8 (21.0%)	38 (21.2%)	36.8%	63.2%	100%
Sanyati district	27 (62.8%)	9 (20.9%)	7 (16.3%)	43 (24.1%)	58.1%	41.9%	100%
<b>Total</b>	111 (62.0%)	42 (23.5%)	26 (14.5%)	<b>179 (100%)</b>	<b>36.2%</b>	<b>63.8%</b>	100%

The average age of the 179 respondents was 41.8 with a range from 24 to 66 years old; disaggregation of data by **district** identified that the average age of teachers in Kariba was 37.7 and teachers in Sanyati were 45 years old.

The majority were females (58.1%). In Mhondoro Ngezi 79% of teachers were female, and 72.1% reported being married.

With regard to the highest level of education attained, 68.7% of teachers reported completing teacher training college; 1.1% having some college education; 10.6% reported having some university education; and 18.4% reported completing university. Finally, 1.1% completed secondary education only.

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Disaggregation by **district** highlighted that 74.4% of teachers in Sanyati, 73.1% in Hurungwe and 63.2% in Mhondoro Ngezi completed college. By contrast, in Kariba 35.5% teachers had a university degree.

## **Teacher training**

With regard to the question on further education and inclusion of contents related to disability, 62.4% (N=173) reported that their further education included content related to disability.

A total of 136 teachers (75.9%) reported not having any pre-service training or did not provide any information; 43 teachers (24%) attended pre-service training courses which were intended as the education and training provided to student teachers before they had undertaken any teaching (e.g. workshops, additional courses, etc.). Of those, 77% reported that the training did not have any disability-related content.

Out of the total number of 179, 82.1% (147) teachers had attended in-service training courses. Of those, 43% reported that the training was related to disability. 26% received training on Inclusive Education and 37% received training from LCDZT. Teaching children with disabilities and learning Sign language were other in-service training topics reported by the participants. Finally, 32 teachers (17.8%) reported not undergoing in-service training or did not provide any information.

Out of the total number of 179, 133 teachers (74.30%) attended training courses in special education needs/inclusive education; in terms of training topics, 58.6% were trained in Inclusive education and 23.3% in special needs education. Other topics related to disability were Sign language and Braille, remedial teaching, etc. With regard to training providers, 65.2% reported receiving training from LCDZT and the average evaluation of the training was 4.5. Other providers were UCE, ZOU, and UNICEF. Finally, 46 teachers (25.7%) reported no training or did not provide any information.

The main topics of training included:

### Pre-service:

- Health (including HIV/AIDS, first aid);
- Professional skills (including Life skills, peer education, counselling, ECD);
- Technical and managerial skills (including IT, marketing management, book keeping);
- Disabilities (including special needs education);
- Other (including clothing and textile).

### In-service:

- Disabilities including Sign Language, speech therapy, special needs education, courses on specific disabilities such as hearing impairment, visual impairment;
- Inclusive Education;
- Remedial teaching.

#### Special Needs:

- Mainly training courses focused on specific types of disabilities;

A range of institutions/organisations provided the training, with the most common being:

#### In-service:

- Governmental institutions (mainly the Ministry of Education);
- International organisations (including UNICEF, Red Cross);
- NGOs (mainly LCDZT but also Save the Children, World Vision, Goal);
- Church organisations;
- National Colleges;
- Sport organisations.

#### Special Needs Education:

- NGOs, mainly LCDZT
- National colleges (including Mkoba, Morgan Zintec, United College of Education);
- Universities (including Zimbabwe Open University, UCE);
- Governmental institutions (including Ministry of Education, Ministry of Health, Education District office, Province).

With regard to in-service training, approximately 83% of teachers reported mainly attending short courses (one week or less).

With regard to special needs education training, the most frequently listed were short term courses. According respondents, the length of the training provided by LCDZT was on average 10 days, ranging from a minimum of one to a maximum of 21 days in total.

Teachers then were asked to evaluate how satisfied they were with the training they had received, using a five-point Likert scale. Typically respondents expressed appreciation for courses undertaken - using either a score of four (satisfied) or five (completely satisfied).

The 179 respondents reported on average 14.2% years of professional teaching experience. The highest level of service was 39 years, the lowest one year. Teachers in Sanyati reported having the longest teaching experience (17 years), in

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Mhondoro Ngezi 16.5 years, in Hurungwe 13 years of experience and the lowest was reported in Kariba with 9.8 years.

Teachers reported teaching in their current school for an average of 8.8 years, with a range between a minimum one year and a maximum of 35 years.

Regarding the type of provision they currently taught, the majority of teachers, 147 (82.1%) taught a mainstream class; 24 (13.4%) taught a special class; 8 (4.5%) taught in resource units. The table below shows the distribution by district.

**Table 19 Number and percentage of teachers by district and type of provision**

Type of provision	Hurungwe district	Kariba district	Mhondoro Ngezi district	Sanyati district	Total
<b>Mainstream classes</b>	58	24	28	37	147
%	39.46	16.33	19.05	25.17	100
<b>Special classes</b>	6	7	8	3	24
%	25	29.17	33.33	12.5	100
<b>Resource Units</b>	3	0	2	3	8
%	37.5	0	25	37.5	100
<b>Total</b>	67	31	38	43	179
%	37.43	17.32	21.23	24.02	100

The next table shows a higher percentage of teachers in mainstream classes and special classes in **rural** areas than in **urban** areas and a higher percentage of teachers in resource units in **urban** areas than in **rural** areas.

**Table 20 Number and percentage of teachers in rural and urban areas, by type of provision**

Type of setting	Mainstream classes	Special classes	Resource units	Total
<b>Urban areas</b>	49	10	5	64
%	33.56	43.48	62.5	36.16
<b>Rural areas</b>	97	13	3	113
%	66.44	56.52	37.5	63.84
<b>Total</b>	146	23	8	177
%	100	100	100	100

144 teachers provided information on the number of students in mainstream classes. The teachers who teach in mainstream classes teach in various grades as the table below shows – with a higher number of teachers in grades 1, 2 and 6.

**Table 21** Number of teachers in mainstream classes and average number of students in mainstream classes, per grade

Grade	Average Number of students	Number of teachers
ECD	44	1
Grade 1	46	25
Grade 2	42	24
Grade 3	43	17
Grade 4	43	9
Grade 5	42	20
Grade 6	47	27
Grade 7	42	21

The average number of pupils per mainstream class was 43 pupils, with a minimum of 22 and a maximum of 66. The largest number of pupils per class was reported in the Kariba district (64) followed by Hurungwe with 45.7, Mhondoro Ngezi with 45.7 pupils and Sanyati with 42.4 pupils per class.

Closer inspection of the data revealed that the average number of pupils per mainstream class in **control** schools was 56.2; in **cluster** schools it was 43 per class and in **model** schools the average was 47 pupils per mainstream class.

Of the 147 teachers who responded to the question of whether they were given the option to teach classes which include or not children with disabilities, 123 teachers (83.67%) reported not being asked; 20 teachers stated (13.61%) that they were given the option to teach classes which included children with disabilities; and four teachers 2.7% were given the option to teach classes which do not include children with disabilities.

Of the 24 teachers who were given the option, 17 stated that where they teach now corresponds to their first choice.

Of the 147 teachers who current teach in mainstream classes reported having had experience of teaching in the past in any of the following types of provision:

- 118 teachers (80.3%) stated having taught mainstream classes. With regard to duration, on average it was 12 years ranging from a minimum one to a maximum of 37 years;
- 25 teachers (17%) stated having taught special classes. With regard to duration, the range was from one to 14 years;
- Two teachers (1.4%) stated having taught in resource units. The duration reported was from one to 2 years.

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## Experience with disabilities

### *Teachers in Mainstream classes - Present Experience*

85 teachers (47.5%) who teach in mainstream classes reported currently having at least one student with disabilities in the classroom.

The table below shows the number of teachers who reported having students with disabilities in their classroom, disaggregated by type of impairment and by maximum number of children per class.

**Table 22** Number/Percentage of teachers and students with disabilities in the class teachers are currently teaching – Mainstream classes

Type of disability	Number of teachers	Percentage of teachers	Maximum number of children with disabilities
Visual impairment	35	38.46	3
Hearing impairment	26	29.21	3
Learning disabilities	63	70.79	10
Mental challenges	14	15.91	3
Physical and motor disabilities	24	26.97	2
Speech and language disorders	22	24.72	6
Emotional and behaviour	13	14.94	3
Health-related disorders	24	27.59	4
Gifted/talented	24	27.59	14
Multiple disabilities	6	6.9	2

Disaggregation of the data **by district** showed that on average teachers in Mhondoro Ngezi reported the highest number of children with learning disabilities (3.3) per class, and the lowest was reported by teachers in Sanyati (2.1). Equally, teachers in **urban** areas reported higher numbers of children with learning disabilities (3.2) in their classes than teachers in rural areas (2.4).

Notable is that in Kariba no teacher reported the presence of children with health-related disorders in their class. In Sanyati no teacher reported the presence of children with multiple disabilities and/or health-related disorders. Teachers in urban areas did not report any students with multiple disabilities. Also notable is that teachers in **control** schools reported no children with multiple disabilities.

The number of gifted and talented students reported by teachers in **model** schools was higher than in control (and cluster) schools – the majority were in **urban** areas.

Teachers were asked to specify the number of students they had per type of disability and how easy it was to teach them (on a symmetric 5-point Likert scale from extremely difficult to extremely easy). The results are summarised in the table below.

It is evident from these results that typically teachers did not have any experience teaching students with disabilities other than children with learning disabilities; particularly teachers reported a lack of experience teaching students with multiple disabilities and students with emotional and behavioural disorders.

With regard to teachers who reported having experience teaching children with disabilities, the majority found it difficult or extremely difficult, except for teaching gifted and talented students.



**Table 23 How easy is it to teach students with disabilities in the class teachers are currently teaching – Mainstream classes**

	Visual Impairments		Hearing impairments		Learning disabilities		Mental challenges		Physical and motor disabilities		Speech and language disorders		Emotional and behavioural disorders		Health-related disorders		Gifted/Talented/Creative learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	5	7.25	8	11.27	14	16.87	3	4.62	3	4.55	3	4.35	1	1.49	2	2.9	1	1.45	1	1.56
<b>Somewhat difficult</b>	18	26.09	11	15.49	28	33.73	7	10.77	6	9.09	9	13.04	5	7.46	10	14.49	4	5.8	3	4.69
<b>Somewhat easy</b>	7	10.14	4	5.63	14	16.87	4	6.15	8	12.12	6	8.7	5	7.46	5	7.25	4	5.8	1	1.56
<b>Extremely easy</b>	3	4.35	3	4.23	2	2.41	1	1.54	5	7.58	4	5.8	1	1.49	4	5.8	16	23.19	0	0
<b>No experience</b>	36	52.17	45	63.38	25	30.12	50	76.92	44	66.67	47	68.12	55	82.09	48	69.57	44	63.77	59	92.19
<b>Valid Total</b>	69	100	71	100	83	100	65	100	66	100	69	100	67	100	69	100	69	100	64	100

### **Teachers in Mainstream classes - Past Experience**

The 105 teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in mainstream classes in the past. Respondents specified their level of difficulty on a symmetric 5-point Likert scale which showed the intensity of the respondents' feelings for a given statement (extremely difficult to extremely easy). This information is reported in Table 2 in Annex 1.

### **Teachers in Special classes - Present Experience**

The 24 teachers who **currently** teach in **special classes** were asked to specify the number of students they have by type of disability and how easy it is to teach them (on a symmetric 5-point Likert scale from extremely difficult to extremely easy).

The table below shows the number of teachers who reported having students with disabilities in their classroom, disaggregated by type of impairment and by maximum number of children per class.

**Table 24 Number/Percentage of teachers and students with disabilities in the class teachers are currently teaching – Special classes**

Type of disability	Number of teachers	Percentage of teachers	Maximum number of children with disabilities
Visual impairment	4	17.39	2
Hearing impairment	5	21.74	10
Learning disabilities	24	100	24
Mental challenges	3	13.64	3
Physical and motor disabilities	2	9.09	2
Speech and language disorders	4	18.18	3
Emotional and behaviour	2	9.09	4
Health-related disorders	6	27.27	5
Gifted/talented	3	13.64	1
Multiple disabilities	4	18.18	3

It is evident that overall special classes cater for the needs of children with learning disabilities, where a maximum of 24 pupils was registered in one school (in Hurungwe). The average reported was however 15 students with learning disabilities per class. Also notable is the fact that five teachers reported the presence of children with hearing impairments in their special class with a maximum of 10 children in a class (in Kariba).

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Data disaggregation by **district** shows that teachers in Kariba reported an average of 16 children with learning disabilities per class in contrast with teachers in Sanyati where the average was nine. Notable is that teachers in Sanyati reported that special classes catered **only** for the needs of children with learning disabilities (i.e. no other disabilities were reported).

Disaggregation by **type of school** the average number of children with learning disabilities was higher in control schools (17) than in model schools (13). Teachers in control schools did not report any other type of impairment in their special classes.

Teachers in urban areas reported a higher number of students with learning disabilities (18 on average) than in rural areas (12). Teachers in **rural areas** reported to cater also for children with other types of impairments.

Table 25 below summarises the information from the 24 teachers who currently teach in special classes overall.

It is evident that more than 70% of teachers had no experience of teaching students with disabilities other than those with learning disabilities. Of those who have experience teaching children with learning disabilities, more than 60% found it easy or extremely easy.

Table 25 How easy is it to teach students with disabilities in the class teachers are currently teaching – Special classes

	Visual Impairments		Hearing Impairments		Learning Disabilities		Mental challenges		Physical and Motor Disabilities		Speech and Language Disorders		Emotional and behavioural disorders		Health-Related Problems		Gifted Talented Creative Learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>					1	4.35														
<b>Somewhat difficult</b>	1	5.56	1	5.88	7	30.43	3	16.67	1	5.88	1	5.26	1	5.88	4	22.22	1	5.88	2	11.76
<b>Somewhat easy</b>	3	16.67	4	23.53	11	47.83			1	5.88	2	10.53	1	5.88	3	16.67	2	11.76		
<b>Extremely easy</b>					4	17.39					2	10.53	1	5.88	1	5.56	1	5.88		
<b>No experience</b>	14	77.78	12	70.59			15	83.33	15	88.24	14	73.68	14	82.35	10	55.56	13	76.47	15	88.24
<b>Valid total</b>	18	100	17	100	23	100	18	100	17	100	19	100	17	100	18	100	17	100	17	100

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### **Teachers in Special classes - Past Experience**

18 teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in **special classes** in the past. Respondents specified their level of difficulty on a symmetric 5-point Likert scale (Likert scale from extremely difficult to extremely easy). This information is summarised in Table 3 in Annex 1.

### **Teachers in Resource Units - Present Experience**

The eight teachers in the sample who **currently** teach children with disabilities in **resource units** were asked to specify the number of students they teach by type of disability and how easy it is to teach them (on a symmetric 5-point Likert scale from extremely difficult to extremely easy).

The table below shows the number of teachers who reported having students with disabilities in their classroom/unit, disaggregated by type of impairment and by maximum number of children per unit.

**Table 26 Number/Percentage of teachers and students with disabilities in the class teachers are currently teaching – Resource units**

Type of disability	Number of teachers	Percentage of teachers	Maximum number of children with disabilities
Visual impairment	2	28.57	10
Hearing impairment	4	50.00	8
Learning disabilities	2	28.57	3
Mental challenges	3	42.86	6
Physical and motor disabilities	1	14.29	1
Speech and language disorders	1	14.29	1
Emotional and behaviour	1	14.29	1
Health-related disorders	1	14.29	1
Multiple disabilities	4	57.14	13

It is evident that there are resource units mainly for four types of disabilities (visual impairment; hearing impairment; mental challenges; and multiple disabilities).

However, given that the size of the teacher sample in resource units is small, further disaggregation of the data would not be representative of the reality in schools.

Table 24 summarises the information gathered on the teachers who currently teach in resource units.

Most of them reported having experience mainly teaching visually impaired students and hearing impaired students and found it somewhat easy.

**Table 27 How easy is it to teach students with disabilities in the class teachers (N/%) are currently teaching – Resource units**

	Visual Impairments		Hearing Impairments		Learning Difficulties		Mental Challenges		Physical and Motor disabilities		Speech and Language Disorders		Emotional and behavioural Disorders		Health Related Disorders		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>							1	12.5	1	14.29	1	14.29	1	14.29	1	16.67		
<b>Somewhat difficult</b>			2	28.57	1	12.5	1	12.5			1	14.29						
<b>Somewhat easy</b>	3	42.86	3	42.86	3	37.5	1	12.5	1	14.29								
<b>Extremely easy</b>	4	57.14											1	14.29				
<b>No experience</b>			2	28.57	4	50	5	62.5	5	71.43	5	71.43	5	71.43	5	83.33	6	100
<b>Valid total</b>	7	100	7	100	8	100	8	100	7	100	7	100	7	100	6	100	6	100

### ***Teachers in Resource Units - Past Experience***

The eight teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in **resource units** in the past were asked to specified the number of students they had per type of disability and how easy it had been to teach them (on a symmetric 5-point Likert scale from extremely difficult to extremely easy). This information is summarised in Table 4 in Annex 1.

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Table 28 below and table 5 in Annex 1 summarise the perceived levels of difficulty in teaching students with disabilities respectively in the current and in the previous teaching experience, based on information provided by respondents from all types of provision (mainstream classes, special classes and resource units).

Teachers report a variety of experiences of teaching children with a range of impairments and reported that they found it somewhat difficult. Such results warrant further examination, as they raise questions about how these children are assessed, and what resources are available for them in schools. It may also be that teachers label children with some disabilities inappropriately. This area warrants further research, in particular how children with disabilities are identified, assessed and labelled.

A relatively high number of teachers also noted they had 'no experience' of teaching children with certain impairments; in particular students with multiple disabilities (89%); with a much lower figure reported for children with learning disabilities (25%). Again, this calls into question the accuracy of the identification processes (usually through remedial tutor and School Educational Psychologist) rather than the teachers understanding and experience.



**Table 28 Perceived levels of difficulty to currently teach students with disabilities (N/% of teachers) – all types of provisions**

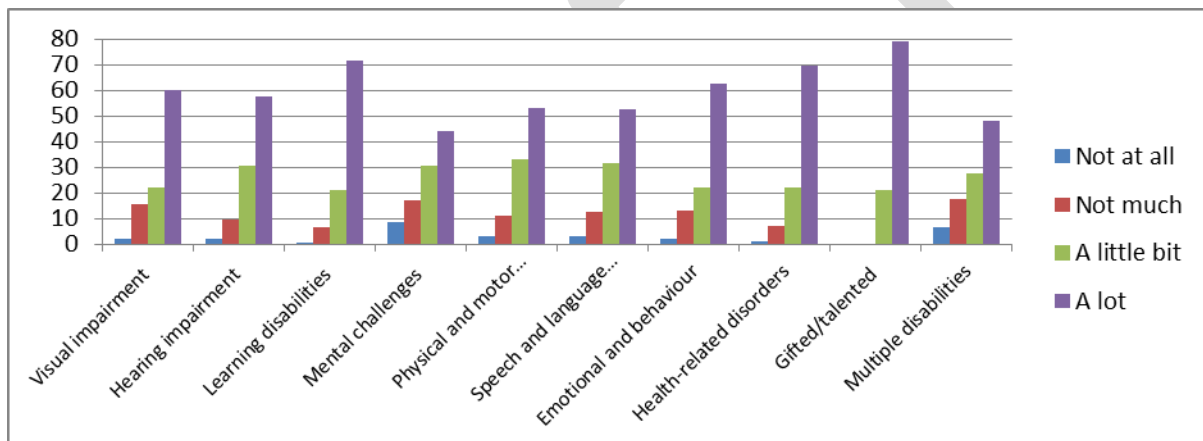
	Visual Impairments		Hearing impairments		Learning Disabilities		Mental Challenges		Physical and Motor Disabilities		Speech and Language Disorders		Emotional and Behavioural Disorders		Health Related Disorders		Gifted Talented Creative Learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	5	5.32	8	8.42	15	13.16	4	4.4	4	4.44	4	4.21	2	2.2	3	3.23	1	1.09	4	4.55
<b>Somewhat difficult</b>	19	20.21	14	14.74	36	31.58	11	12.09	7	7.78	11	11.58	6	6.59	14	15.05	5	5.43	5	5.68
<b>Somewhat easy</b>	13	13.83	11	11.58	28	24.56	5	5.49	10	11.11	8	8.42	7	7.69	8	8.6	6	6.52	1	1.14
<b>Extremely easy</b>	3	3.19	3	3.16	6	5.26	1	1.1	5	5.56	6	6.32	2	2.2	5	5.38	17	18.48		
<b>No experience</b>	54	57.45	59	62.11	29	25.44	70	76.92	64	71.11	66	69.47	74	81.32	63	67.74	63	68.48	78	88.64
<b>Valid total</b>	94	100	95	100	114	100	91	100	90	100	95	100	91	100	93	100	92	100	88	100

## Teacher training

Teachers were asked to rate the extent to which they thought their **previous** training (including the LCD IE training) helped them deal with students with disabilities. Data were disaggregated by type of impairment and again teachers specified the intensity of their feelings for a given set of statements on a symmetric 5-point Likert scale. This is summarised in the figure below.

The analysis has been aggregated for all types of provision. Overall, teachers recognised the importance of previous training in teaching pupils with disabilities. However, around 25% of teachers reported having no previous training; a further 40% reported no training on multiple disabilities and 15% reported no training on learning disabilities.

**Figure 6 Previous training helping with teaching, (all types of provision), percentage of teachers, by type of impairment**



Those teachers who answered, reported that training had *helped a lot* in their teaching; the highest percentage of teachers who reported that training had *helped a lot* stated that it was for teaching students with learning disabilities, as well as for teaching gifted and talented students and students with health-related disorders. On the other hand, 8.5% teachers said training did *not help at all* in teaching children with mental challenges and 7% did not find it helpful (*at all*) for teaching children with multiple disabilities.

Disaggregation by **type of school** revealed that teachers in model schools thought that previous training was on average either *a little bit* helpful or *a lot*.

Closer analysis of the data disaggregated by **type of provision** revealed that teachers in resource units found that training helped them to deal with students with learning disabilities more than teachers in mainstream classes and resource units.

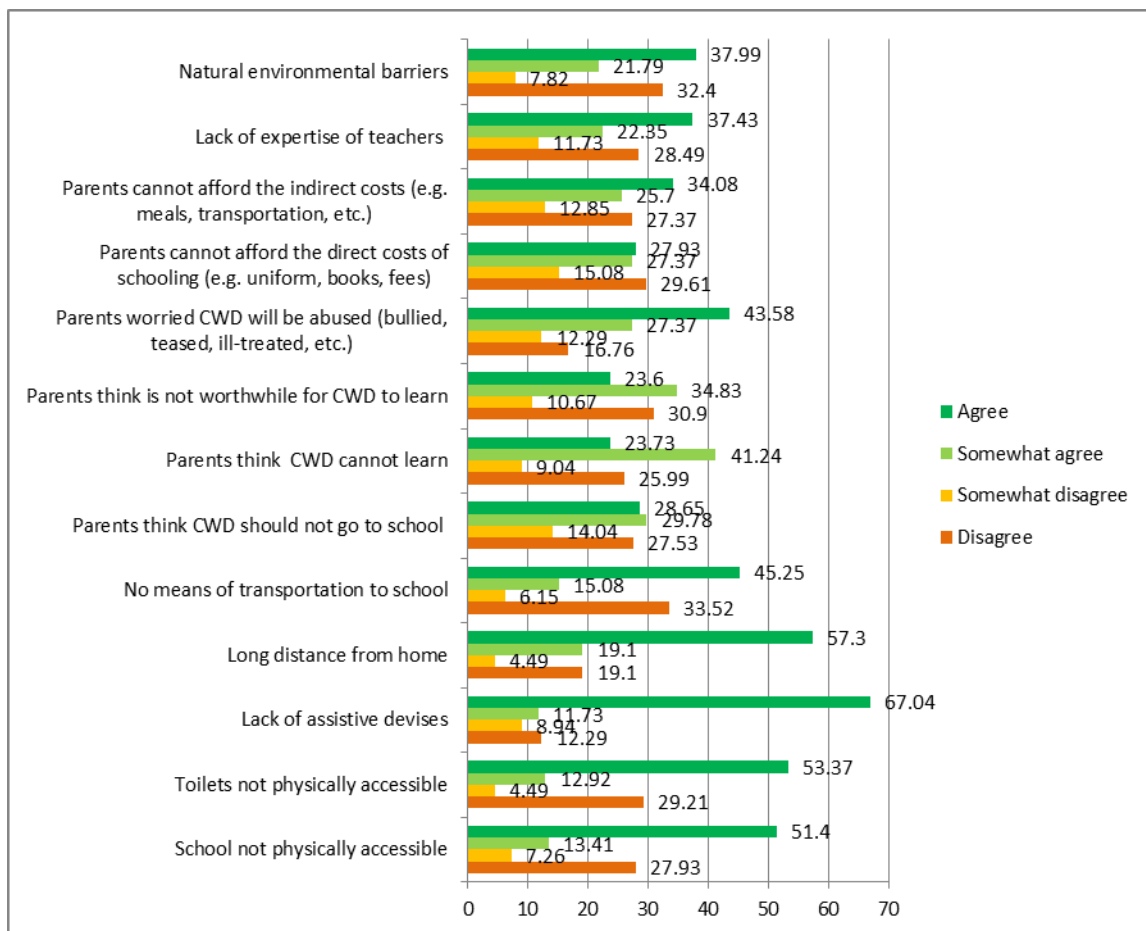
## Barriers

Teachers were then asked the extent to which they agreed with a series of statements about what might be a barrier preventing children with disabilities from going to school. The respondents rated their level of agreement or disagreement on a four-point symmetric agree-disagree Likert scale for a series of 13 statements. Their answers are summarised as follows:

1. 64.8% of teachers (N=179) somewhat or totally agree that schools are not physically accessible;
2. 66.3% of teachers (N=178) somewhat or totally agree that toilets in the school are not physically accessible;
3. 78.8% of teachers (N=179) somewhat or totally agree that there is a lack of assistive devices;
4. 76.4% of teachers (N=178) somewhat or totally agree that schools are a long distance from home;
5. 60.3% of teachers (N=179) somewhat or totally agree that there is no means of transportation to school;
6. 58.4% of teachers (N=178) think that parents think children with disabilities should not go to school;
7. 65% of teachers think that parents generally think children with disabilities cannot learn (N=177);
8. 58.4% of teachers (N=178) think that parents generally think it is not worthwhile for children with disabilities to learn;
9. 71% of teachers (N=179) think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.);
10. 55.3% of teachers (N=179) somewhat or totally agree that the direct costs for school are too high for parents (e.g. uniform, books, fees);
11. 59.8% of teachers (N=179) somewhat or totally agree that indirect costs for school are too high for parents (e.g. meals, transportation);
12. 59.8% of teachers (N=179) somewhat or totally agree that teachers lack expertise;
13. 59.8% of teachers (N=179) think that natural environmental barriers (e.g. animals, rivers, floods, etc.) might be a barrier preventing children with disabilities from going to school.

Figure 7 below summarises the intensity of the respondents' feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree).

**Figure 7 Barriers preventing children with disabilities from going to school, according to teachers**



A major barrier for children with disabilities identified by teachers is the lack of assistive devices, followed by the distance from home. Once they are in school, teachers think that accessibility becomes an issue, particularly toilets in the school not being physically accessible.

A significant number of teachers think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.), and that parents think that children with disabilities cannot learn.

Further analysis of the data revealed that differences exist in teachers' responses between those in **control** and those in **model** schools with regard to statements related to accessibility (schools and toilets) and transportation. Also notably were the higher percentages reported from teachers in **cluster** schools for most of the items, as the table below reveals.

It should be noted that this might be the outcome of possible (positive) effects of the IE intervention implemented in model schools in the districts.

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The table below shows the disaggregation of the data by type of school, type of provision and urban/rural areas and it highlights the percentages of teachers agreeing with the statements on barriers as well as the differences that exist between model, cluster and control schools.

**Table 29 Percentage of teachers agreeing with statements on barriers, by type of school, type of provision and urban/rural**

	School not physically accessible	Toilets not physically accessible	Lack of assistive devices	Long distance from home	No means of transportation to school	Parents think CWD should not go to school	Parents think CWD cannot learn	Parents think is not worthwhile for CWD to learn	Parents worried CWD will be abused (bullied, teased, ill-treated, etc.)	Parents cannot afford the direct costs of schooling (e.g. uniform, books, fees)	Parents cannot afford the indirect costs (e.g. meals, transportation, etc.)	Lack of expertise of teachers	Natural environmental barriers
<b>Model</b>	56.76%	55.45%	68.47%	73.64%	54.95%	56.76%	62.73%	56.36%	67.57%	56.76%	54.95%	57.66%	61.26%
<b>Cluster</b>	85.37%	87.80%	100.00%	80.49%	65.85%	70.00%	68.29%	68.29%	80.49%	51.22%	63.41%	68.29%	58.54%
<b>Control</b>	65.38%	76.92%	88.46%	80.77%	73.08%	50.00%	72.00%	53.85%	73.08%	57.69%	73.08%	53.85%	53.85%
<b>Mainstream class</b>	64%	65%	80%	77%	62%	59%	66%	60%	71%	54%	60%	61%	61%
<b>Special class</b>	71%	75%	79%	75%	54%	67%	63%	54%	71%	63%	58%	63%	67%
<b>Resource Unit</b>	63%	63%	63%	75%	50%	25%	57%	38%	63%	50%	63%	38%	25%
<b>Urban</b>	64.1%	71.9%	75.0%	64.1%	46.9%	54.0%	60.9%	56.3%	64.1%	48.4%	51.6%	51.6%	43.8%
<b>Rural</b>	64.6%	62.5%	80.5%	83.0%	67.3%	61.1%	67.6%	59.8%	75.2%	59.3%	63.7%	63.7%	68.1%

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## Features of Inclusive Education

Teachers were first asked whether they had ever heard of inclusive education; 179 were the respondents to this question, with **all but one** stating that they had heard of IE. They were then asked what they considered the most relevant characteristics of inclusive education were and what they considered the key elements of inclusive education were.

Overall, a large number of the teachers used 'holistic' words such as interaction, acceptance, opportunities, progress, and socialisation in their descriptions of the components of inclusive education, for example:

*New education for all regardless of sex, race, disability of any sort. Any child is free to learn at any school, than to be secluded to specific institutions...*

*To provide education to pupil's with disability. To integrate children living with and those without disabilities to learn, play and interact together. To remove stigmatisation on children living with disability globally. To provide the global rights of children to education whether with or without disability...*

*Inclusive education prepares educational programs for all the children both able and disabled IE encourages academic progress of all students...*

*It takes care of all children's needs in one educational setup regardless of social environmental or religious and cultural background It is a holistic approach which does not exclude anyone*

*Inclusive education includes all the children in all walks of life in the education system; that is those with different forms of disabilities, marginalised children, vulnerable children and those with health disorders...*

*IE is type of education that caters for learner's differences be it physical, social, emotional, or physiological. A school that treats children or learners the same no matter how different they may be. Buildings; learning aids and resources are modelled in such a way that even the less privileged or the disadvantaged pupils/ learners can access education...*

*The inclusion of children in school without looking at their background, disability, race or social status....*

*Affording every child the chance to learn with others without discrimination. Tailor making the school environment to suit the needs of all children regardless of disability. Educating teachers, parents and children to be accommodative to people with disabilities. Not [the] institutionalisation of disabled children as this may discriminate against them...(Parenthesis added)*

A few did pick up on the idea that all schools should and could be inclusive; in particular the child's local (nearest) school, enabling them to be near their families and communities:

*It allows all pupils to learn at their nearby schools. It also caters for all pupils regardless of their individual differences. It helps parents to afford sending their pupils to schools nearby than sending them to selected schools e. g. Copota mission<sup>12</sup>*

*Inclusive education enables every child to be placed in his or her nearby school nearer to his or her family and friends. It caters for every child every race, culture or appearance thus every child has a right to learn where he or she likes...*

Some teachers did mention the resource units, which continue to be a feature of an inclusive system in Zimbabwe, as well as the incorporation of special education. This is interesting, as there is often an overlap (and perhaps some confusion) between what is understood by special education – special needs education – and what is understood by inclusive education. These terms are often used interchangeably. Some teachers grasped the nuances, with responses such as this:

*[IE] Incorporates children with disabilities. Includes resource units and special education. Provides facilities to IE like ramps on schools Provides learning materials for pupils with disabilities like braille. Children with disabilities are included in the mainstream*

Other teachers focused on aspects which make up the components of the LCD IE programme, e.g. transport, classroom assistants – therefore while not technically incorrect, do perhaps indicate a narrower understanding of IE than some of the others:

*Adaptation of infrastructure, provision of learning aids, transport, teacher and parent exposure on education on IE, self-help projects, parent to parent clubs, community awareness and pupil to pupil clubs*

*The school should have facilities for the children. Have an assistant. Toilets should cater for these children...*

*Inclusive education is whereby disabled children are able to learn with the able children in the same school/class Ramps, pavements and toilets with rails were provided by LCDZT so that pupils with disabilities could access in their daily living at school*

*Caters for children with disabilities by providing conducive learning environments like the construction of ramps, accessible toilet facilities, motorcycles to ferry the students, identifies expressed special needs education to teach, time to time evaluation reports for progress of project..*

*Ramps at the school; Pathways for easy movement of wheel chairs; Motorcycles - though ours not used to date*

*Adapting schools; providing with tri-cycles; promoting inclusion*

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<sup>12</sup> The name of a local school in the area



*Qualified teachers who can use sign language to cater for the hearing impaired; Wheelchairs and toilets modified to cater for those using wheelchairs; Ramps and wide doors; Transport to ferry pupils from home to school and back; Rails and classrooms suitable for pupils with disabilities*

*Toilets with pathways; Pathways to the classrooms; Assistant teacher; Rails; Children with disabilities...*

With regards to class adaptations, only one mentioned the pupil: teacher ratio:

*Includes all children. Reduction of teacher student ratio*

Some mentioned teacher training specifically:

*Teacher training with inclusive education as part of training in curriculum. Availability of assistive devices for use in school. Schools to be accessible. Toilets to be physically accessible. Campaign awareness for attitude change to both teachers and parents as well as pupils already in the mainstream*

This and the response below were the only ones that specifically talked about the need for attitudinal change:

*To include children with disabilities in mainstream classes. To enable/ have everyone (students, parents,) the community have positive attitudes towards children with disabilities It is enabling schools to be physically accessible to children with learning disabilities i.e. toilets, ramps, assistive devices, transportation*

There were some interesting responses about responsibilities – though only a few of the teachers who responded mentioned the role of the government – alongside parents and the school:

*Incorporating children with disabilities into mainstream classes; Discouraging discrimination and stigmatisation amongst children; Parent, school and government support of children with disabilities...*

Quite a few of the teachers mentioned the role of the parents, particularly – though not exclusively - in relation to cost:

*Inclusive education comes to help mostly parents and children especially those who were hindered due to some parents' reasons. This works well if the school and the parents work hand in hand.*

*It helps local people understand that disability is not inability. It is cheaper for parents who are financially weak to send their children to local schools*

*Education which is accessible to all regardless of their disabilities. Education which is child friendly to all children and does not alienate other children with learning disabilities. Education which is not expensive and is affordable to all parents regardless of their status in communities*

*Children learn and interact with other children in the mainstream. Inclusive education provides the chance for children to learn whilst staying with their parents. Since parents are stakeholders they are able to participate actively in the child's education...*

A few teachers focused on the impact on the broader community (rather than a description of the key components), with one rather honestly saying:

*Inclusive education has come as an eye opener to the community of Kariba<sup>13</sup> because their coming into our school has brought [more] children with disabilities access to education than before. Now most of them are enrolled in schools unlike before they were kept at home... (Parenthesis added)*

Several teachers mentioned the children themselves with the IE framework:

*Children with disabilities feel that they are acceptable members of the society. Children who are able learn from early stages that children with disability have equal human and social rights with them. It is an environment which caters for all members of society...*

*Children feel they are the same. There is no stigmatisation or labelling mockery. There is uniformity. Children become one...*

*Teaching includes the children with disabilities. Improving the standards of the life for the children who are disabled. Socially among the children to accept each other as they learn together. Develop life skills in children so as to help them survive better*

*IE takes a child as a child; that is both children with or without disabilities are equal as [far as] IE is concerned. Also it creates an atmosphere in which children themselves will respect each other as they will take those children with disabilities as human being too... (Parenthesis added)*

Although one teacher put the onus rather too squarely on the children themselves:

*Makes children accept each other in classes*

There were a few responses that focused on the specific type of impairment; and given the rates of learning disability in Zimbabwe, it is interesting to note that several of the teachers highlighted this in some of their descriptions:

*That all children can learn under one roof no matter how they behave; their physical disabilities or learning disabilities*

*[IE] should cater for children with challenges in hearing, speaking, physical and mental; regardless of the child's background... (Parenthesis added)*

*It [IE] removes stigmatisation; build the moral of children with disabilities; Improves confidence in the physically challenged pupils; Pupils will have chance to socialise with different pupils; Pupils feel recognised in the society... (Parenthesis added)*

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<sup>13</sup> One of the project locations

Some may have misunderstood slightly, or misinterpreted what the question was asking:

*Inclusive education's relevant characteristics are school project, school toilets and pathways*

One or two teachers still focused on what is 'normal', or even a child's 'fate' (though it should be noted that the overall tenor of the sentence is one of understanding):

*Educating the disabled academically in a normal school; equipping the school facilities which cater for the learning of children with disabilities in a mixed classroom situation*

*Accessibility of education irrespective of fate; Enjoyment of all children's rights e.g. everyone involved in sporting activity. Parents enjoy staying with their disabled children at home whilst accessing education; destroying infrastructural barriers for children with disabilities*

One of two teachers still emphasised – perhaps understandably – the need for love and care:

*It caters for all pupils including those with disabilities. It boosts confidence to pupils with disabilities. The pupils with disabilities feel loved by being included in school, by so doing they don't feel rejected...*

### **Classroom Assistants**

The next question teachers were asked was whether a classroom assistant would help them in teaching a child with disabilities<sup>14</sup>. Of the 175 teachers who responded to this question, 154 (88%) said yes. They were then asked to provide examples of how this would help. The overwhelming majority of respondents stated that a classroom assistant would help with practical personal care tasks, such as assisting the child to eat; use the bathroom; mobilising (e.g. pushing wheelchairs); transportation to and from school; and taking medication.

Some teachers couched the role of assistants role as covering for them if they left the classroom or at the very least reducing their workload. Several teachers did make the connection that an assistant would also allow the teacher to spend more time with the other children in the classes:

*They are very useful in making learning easier e.g. when a pupil is helped to go to the toilet, learning continues with other pupils There is no disruption*

*The classroom assistant will assist by helping learners with disabilities to visit the toilet or even assist to wheel their chairs around the school*

*More than one teacher is required to help pupils of different abilities and disabilities, hence the need for an assistant in the classroom*

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<sup>14</sup> A total of 30 schools had classroom assistants provided through the LCDZT IE project

*The classroom assistant will help during break to feed pupils with physical challenges Assisting the pupils with toileting where help is needed Teaching the pupils general life skills like wiping the nose*

However, some teachers saw them as having a more pedagogical role, including facilitating communication:

*By assisting the children e.g. understand by sign language what I will be saying or escorting the child to some activity required in learning activities*

*By accompanying a child with disability to go to the toilet while the lesson continues...By interpreting braille...For instance for those children who are visually impaired if the teacher is able to swot the braille the assistant would chip in When teaching toiletry/ self-care skills other children need repeated learning so an assistant is important for the repeating habits*

*Yes he/she would be of help for example when a child who is physically-disabled cannot write, an assistant can do so in written work and he/she can assist with the movement of the child to and from the toilet or any other places that he/she needs to go to*

*The classroom assistant will help in monitoring the progress of the child, reading to him or her and doing other duties*

*Very helpful in terms of basic and advised physical, emotional support and even intellectual support*

*By providing toilet training; By reading and marking braille*

One teacher thought they could help reduce the teachers workload, but it was unclear how:

*By helping in reducing marking or reducing workload*

*he or she understands the disability better and knows which teaching aids to use*

*As you draw up an individualised learning programme an assistive device would help in making follow ups on planned programme and to continue with planned tasks as teacher assists other pupils at hand*

A feature of the LCDZT IE project was also the provision of grants for accessible transport solutions, which often led to the purchasing of tricycles. In most schools, the classroom assistants accompanied the child both in school and to and from their homes:

*Taking the children to the toilets Collecting and despatching children to their homes*

*Assist in going with the student to the toilet and at break time feeding them if necessary Also on dismissal time go with or make sure the parents came to pick them up...*

*...Accompanying children to toilets; Helping to clean children who have spoiled themselves To collect and return children home*

*Toilet manners (child is trained how to dress and undress during the toilet time) Ferrying the pupils to and from home safely in the open transport Feeding (helps to teach the child how to eat and clean her/himself)*

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Others acknowledged the sometimes uneasy relationship between teacher and assistant:

*It is difficult because we have different feelings and attitudes so my assistant may not agree with something and would think was obvious*

*No she [the CA] cannot assist..... (parenthesis added)*

*I can do myself*

Overall, it is interesting to note that the majority of the teachers saw the role of the classroom assistant as primarily a ‘carer’ – someone who attends to the children’s activities of daily living rather than supporting their education. Some however saw the assistants as experts who would be able to provide advice and guidance on a range of issues. One classroom assistant was in fact a former teacher. Teachers often highlighted the contextually specific support role they played (for example, with personal care, given that most of the classroom assistants were female):

*Yes they help provided they are a trained to assist If they are not trained they can disturb On toilet issues females to help females and vice versa*

*The classroom assistant helps in the teaching of children with disabilities because they have lived with children with disabilities at home and they know what the children know. The classroom assistant make the teaching process easier by taking good care of children with disabilities thereby allowing pupils to participate and achieve*

It is also worth noting that the survey tried to maintain a neutral description of the term assistant – hence ‘classroom assistant’. However in some countries (including the UK) the term is interchangeable with ‘teaching assistant’. Therefore it may have elicited different responses if a different term was used.

### **Attitudes and Beliefs**

Teachers were then asked a set of questions around attitudes and practices towards the education of children with disabilities, based on their experience. The respondents rated their level of agreement on a six-point symmetric Likert scale to a series of 18 statements, summarised below. As explained in a previous section, here we are using firm agreement, for the options “strongly agree” and “agree”, and firm disagreement, for the options “strongly disagree” and “disagree”.

Statements can be divided in beliefs, frustrations and willingness. In general it is clear that overall teachers demonstrate a very positive attitude towards children with disabilities and including them in education. The first set of statements concerns teachers’ beliefs on IE, they are overall positive and are summarised as follows:

1. 92.2 % of teachers (N=179) firmly agree that inclusion encourages academic progression of all students;

2. 68.5% of teachers firmly disagree that CwD should be taught in special schools (N=178);
3. 84.9 % of teachers firmly agree that inclusion facilitates socially appropriate behaviour in all students (N=179);
4. 93.3 % of teachers firmly agree that any student can learn curriculum if adapted to individual needs (N=179);
5. 89.9 % of teachers firmly disagree that CwD should be segregated as it is too expensive to adapt school environment (N=179);
6. While 75.42 % of teachers firmly disagree that CwD should be in special schools so that they do not experience rejection in mainstream schools, 13.4% firmly agree (N=179);

The next set of statements concerns teachers' frustrations based on their teaching experience – overall teachers do not seem to be frustrated.

7. 71.35 % of teachers firmly disagree that they get frustrated when they have difficulty communicating with CwD, (N=178);
8. 81.01 % of teachers firmly disagree that they get upset when CwD cannot keep up with the day-to-day curriculum in their classroom (N=179);
9. And again, 54.75 % of teachers firmly disagree that they get frustrated when they are unable to understand CwD, but 22.4% firmly agree (N=179);
10. 79.1 % of teachers firmly disagree that they are uncomfortable including CwD in a regular classroom with other non-disabled students (N=177);
11. 65.91 % of teachers firmly disagree that they are disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability (N=176);
12. 78.53 % of teachers of teachers firmly disagree that they get frustrated when they have to adapt the curriculum to meet the individual needs of all students (N=177);

The next section highlights teachers' willingness to include children with disabilities in their schools, and provide the physical and curriculum adaptations for them to thrive. Overall teachers demonstrate a very positive attitude towards children with disabilities.

13. 93.8% of teachers firmly agree that they are willing to encourage CwD to participate in all social activities in the regular classroom (N=178);

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14. 93.3% of teachers firmly agree that they are willing to adapt the curriculum to meet the individual needs of all students regardless of their ability (N=179);
15. 79.33 % of teachers firmly agree that they are willing to physically include students with a severe disability in the regular classroom with the necessary support (N=179);
16. 89.4% of teachers firmly agree that they are willing to modify the physical environment to include CwD in the regular classroom (N=179);
17. 89.4% of teachers firmly agree that they are willing to adapt their communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in class (N=179);
18. 91.0% of teachers firmly agree that they are willing to adapt the assessment of individual students in order for inclusive education to take place (N=177).

The figures below reveal teachers' attitudes and beliefs disaggregated by **type of school**. Respondents rated their level of agreement on a six-point symmetric Likert scale from "strongly disagree" 1 to "strongly agree" 6.

It is evident teachers in **model** schools have more positive attitudes and willingness to include children with disabilities than teachers in control schools (for example with regard to adapting the assessment of children to meet individual needs or being willing to modify the physical environment to include children with disabilities).

**Figure 8 Teachers' attitudes and beliefs around disability/inclusive education, by type of school**

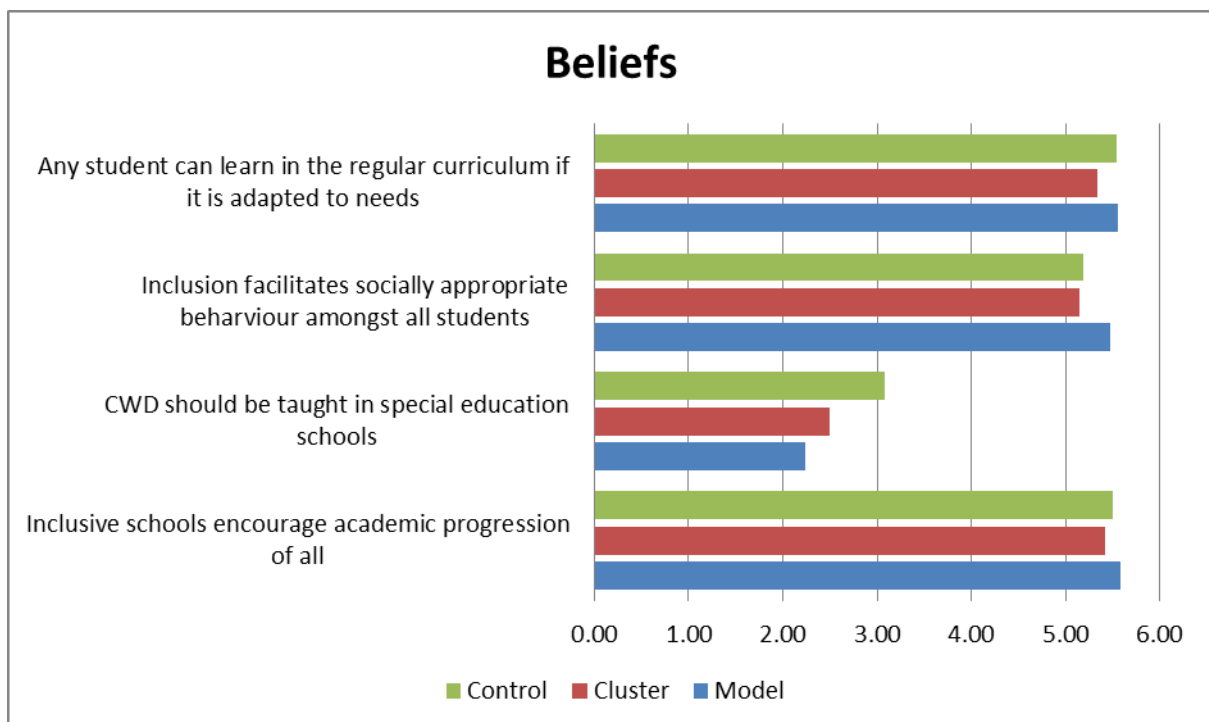


Figure 9 Teachers' attitudes and beliefs around disability/inclusive education, by type of school

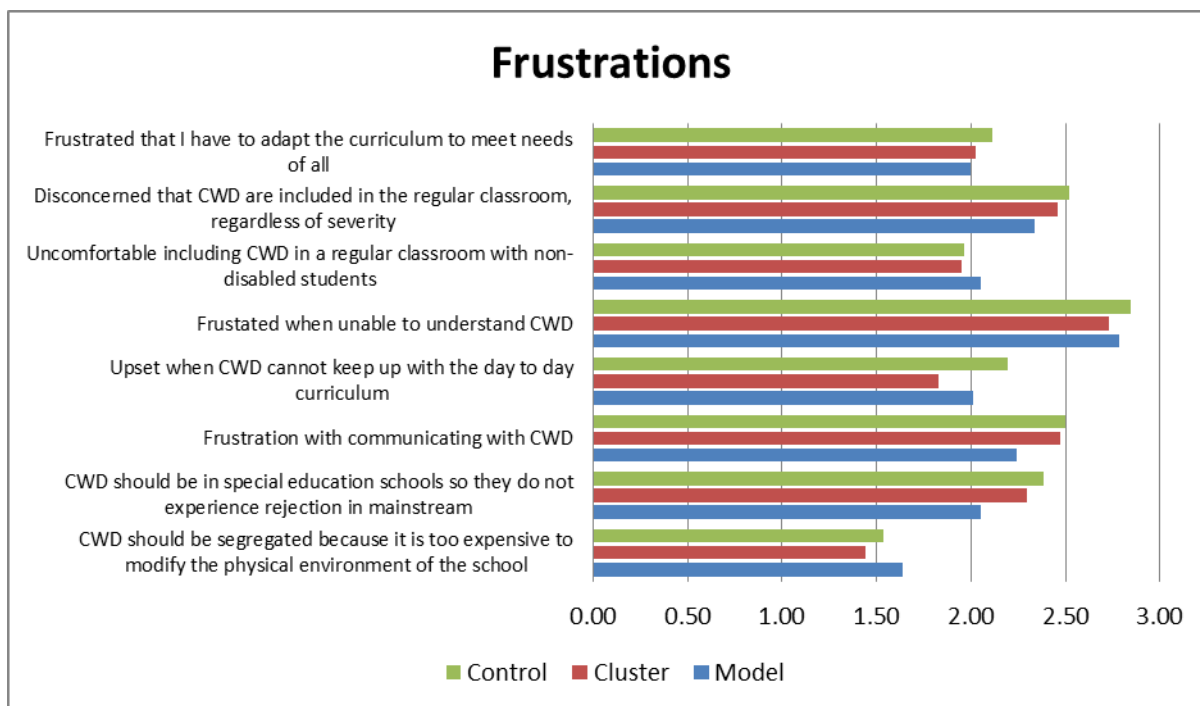
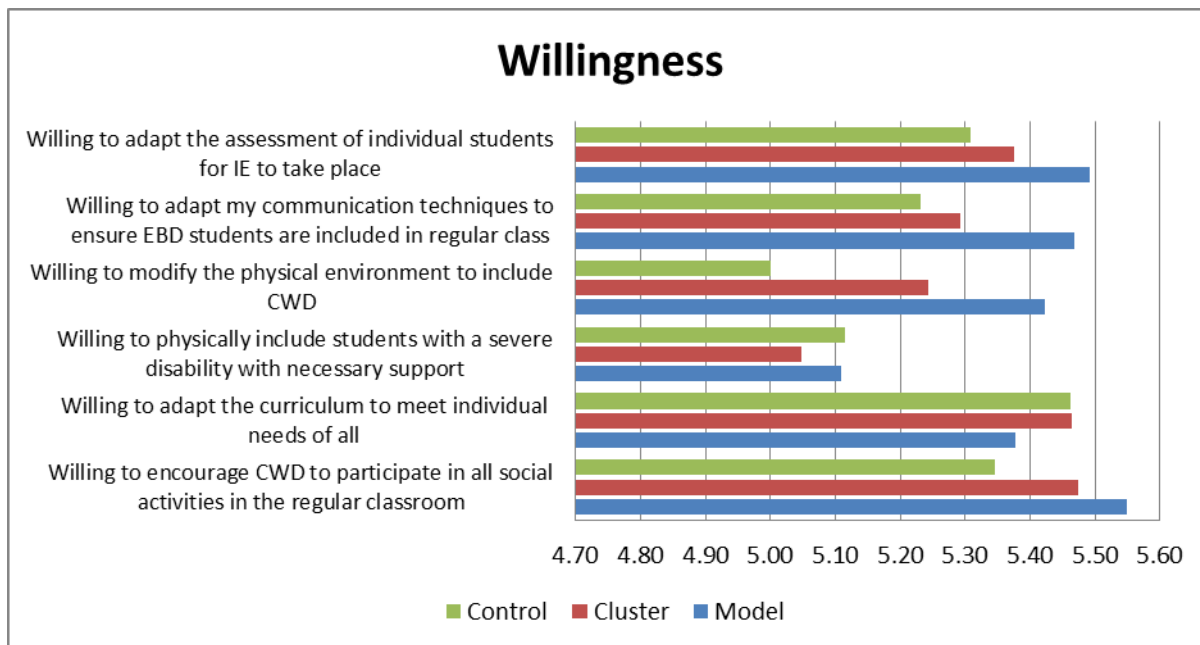


Figure 10 Teachers' attitudes and beliefs around disability/inclusive education, by type of school



**Concerns**

The next question asked teachers whether any of a given set of statements (from a list of 21) would be of concern to them in the context of their school/teaching

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situation and personal experience if a student with disabilities was placed in their class or school. They were given a four point Likert scale to indicate their level of concern - from one (extremely concerned) to four (not concerned at all). The overall results from the four districts are summarised below:

1. 26.4% of teachers were very or extremely concerned that they will not have enough time to plan educational programs for CwD (N=178);
2. 13.7% of teachers were very or extremely concerned that It will be difficult to maintain discipline in class (N=175);
3. 39.1% of teachers were very or extremely concerned that they do not have the knowledge and skills required to teach CwD (N=179);
4. 14.0% of teachers were very or extremely concerned that they will have to do additional paper work (N=178);
5. 32.8% of teachers were very or extremely concerned that CwD will not be accepted by non-disabled students (N=177);
6. 37.4% of teachers were very or extremely concerned that parents of non-disabled children may not like the idea of placing their children in the same classroom as CwD (N=179);
7. 44.1% of teachers were very or extremely concerned that their school will not have enough funds for implementing inclusion successfully (N=179);
8. 55.3% of teachers were very or extremely concerned that there will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.) (N=179);
9. 8.4% of teachers were very or extremely concerned that they will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities (N=178);
10. 7.3% of teachers were very or extremely concerned that their workload will increase (N=179);
11. 13.0% of teachers were very or extremely concerned that other staff members of the school will be stressed (N=177);
12. 43.8% of teachers were very or extremely concerned that their school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers (N=178);
13. 47.5% of teachers were very or extremely concerned that there will be inadequate resources or special teachers available to support inclusion (N=179);

14. 57.0% of teachers were very or extremely concerned that their school will not have adequate special education instructional materials and teaching aids (e.g. Braille) (N=179);
15. 19.3% of teachers were very or extremely concerned that the overall academic standards of the school will suffer (N=176);
16. 16.1% of teachers were very or extremely concerned that their performance as a classroom teacher or school principal will decline (N=174);
17. 20.1% of teachers were very or extremely concerned that the academic achievement of non-disabled students will be affected (N=174);
18. 27.0% of teachers were very or extremely concerned that it will be difficult to give equal attention to all students in an inclusive classroom (N=178);
19. 31.8% of teachers were very or extremely concerned that they will not be able to cope with CwD who do not have adequate self-care skills (e.g. students who are not toilet trained) (N=179);
20. 43.0% of teachers were very or extremely concerned that there will be inadequate administrative support to implement the inclusive program (N=179);
21. 9.6% of teachers were very or extremely concerned that the inclusion of a CwD in their class or school will lead them to have a higher degree of anxiety and stress (N=178).

Overall, the results give a mixed picture on the levels of concern of teachers if a student with a disability was placed in their class. The major concern expressed by teachers was that their school would not have adequate special education instructional materials and teaching aids (e.g. Braille); they also were extremely or very concerned that there would not be enough para-professional staff available to support those students with disabilities who were included in their classroom; and finally respondents were concerned about having adequate knowledge and skills to teach children with disabilities - and this is surprising given that the IE intervention could have addressed this.

The majority of teachers stated they were not concerned at all that their workload would increase, or that they would not receive enough incentives to include students with disabilities in their classroom. They were also not concerned that the inclusion of a CwD in their class or school would lead them to have a higher degree of anxiety and stress.

Disaggregation of data by **type of school** highlighted that 65.4% of teachers in **control** schools were concerned about not having the knowledge to teach children with disabilities, compared to 34.2% in **model** schools. In addition, 69.2% of teachers in **control** schools indicated that not having enough para-professional staff

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available to support those students with disabilities who were included in their classroom was a major concern. 54% of teachers in **control** schools stated that their school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers and it is a major concern for them.

### Daily Practices

The next section asked teachers to respond to a set of statements about their daily experiences of teaching generally; as well as of children with disabilities specifically. Respondents rated their level of agreement on a six-point symmetric Likert scale to a series of nine statements. As previously, here we are using 'firm agreement' for the options "strongly agree" and "agree", and 'firm disagreement' for the options "strongly disagree" and "disagree".

1. 87.2% of teachers firmly agree that they are able to earn the trust and respect of all my colleagues (N=179);
2. 61.5% of teachers firmly agree that they can overcome all the challenges they face in their teaching (N=179);
3. 93.3% of teachers firmly agree that they are capable of getting recognition and respect from my students (N=179);
4. 92.2% of teachers firmly agree that they can make their students obey rules and codes of conduct (N=179);
5. 71% of teachers firmly agree that they are capable of involving even the most hard to reach students in class activities (N=179);
6. 41.9% of teachers firmly agree that they are able to teach CwD effectively, no matter the specific nature of impairment (N=179);
7. 66.9% of teachers firmly agree that they are able to develop lesson plans that do not leave any students with disabilities behind (N=178);
8. 71.5% of teachers firmly agree that they are able to adapt assessment procedures to take account specific needs of CwD (N=179);
9. 92.7% of teachers firmly agree that they are able to build a relationship with parents of CwD to improve their learning at home (N=179).

Most of the teachers' responses to these statements were positive. They were more positive around their ability to build relationships with parents; making their students obey rules and codes of conduct; and being capable of getting recognition and respect from their students. However, they were less confident with teaching children with disabilities effectively whatever the specific nature of the impairment. This may

give an indication that it is the severity of the impairment that is the crucial factor in determining a teacher's response to a child with disabilities.

Nevertheless, it should also be pointed out that overall they were quite optimistic about their abilities to teach a child with disabilities, but aware of the necessity for adaptations.

Data disaggregation by **type of school** highlighted that a higher percentage of agreement in teachers and their perceived teaching self-efficacy in model schools than in control schools.

Disaggregation by **urban and rural areas** highlighted a **small** difference in the way teachers thought about being able to teach children with disabilities effectively, regardless of the specific nature of impairment – with teachers in urban areas agreement with this statement more than teachers in rural settings.

### **Daily experiences of teaching**

The next question asked a general set of statements about the teacher's daily experiences of teaching. Respondents rated their level of agreement on a six-point symmetric Likert scale to a series of nine statements in the figure below. As explained in a previous section, here we are using firm agreement for "strongly agree" and "agree", and firm disagreement for "strongly disagree" and "disagree".

1. 39.7% of teachers firmly agree that their teaching is often limited by the poor infrastructure of the school (N=179);
2. 55.3% of teachers firmly agree that the high number of students per class is a big issue in the school (N=179);
3. 38.6% of teachers firmly agree that the lack of accessible toilets in the school is a problem (N=179);
4. 94.2% of teachers firmly agree that they enjoy working as a teacher (N=177);
5. Similarly 96.7% of teachers firmly agree that they look forward to going to work in school every day (N=179);
6. 56.4% of teachers firmly agree that working as a teacher is extremely rewarding (N=179).

The majority of teachers enjoyed working as a teacher (more teachers in **model** schools than in control schools), and looked forward to going to school every day. However, there was a moderate picture from responses as to whether they found working as a teacher to be extremely rewarding.

There was also a more mixed response to the statements about the extent to which the lack of accessible toilets and large class sizes were affecting daily practices in

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the schools, and their teaching was limited by poor infrastructure in school. Differences were found in the level of agreements to statements related to infrastructure and lack of accessible toilets between teachers in control and model schools.

A higher number of teachers in resource units disagreed with statements on limited infrastructure or accessibility to toilets. They were the most dissatisfied when compared to teachers in special classes and mainstream classes.

### **Motivation for training**

The next section asked survey participants the extent to which they agreed with a set of statements about their motivation to participate in a training course on inclusive education if it was made available in their school. The results are summarised below. As explained in a previous section, here we are using firm agreement, for the options “strongly agree” and “agree”, and firm disagreement, for the options “strongly disagree” and “disagree”.

1. 48.1% of teachers firmly disagree that they will participate because it is the requirement of their school (N=179);
2. 63.7% of teachers firmly disagree that they will participate because their head teacher will assess their work performance (N=179);
3. 67.8% of teachers firmly disagree that they will participate because they would feel uncomfortable if they refused to get involved (N=177);
4. 80.9% of teachers firmly disagree that they will participate because they don't want others to think that they are uninterested in doing it (N=178);
5. 94.4% of teachers firmly agree that they will participate because it involves important things that they should learn (N=179);
6. 97.7% of teachers firmly agree that they will participate because it is helpful to their students (N=177);
7. 43.2% of teachers firmly agree that they will participate because it will increase their opportunity to find a better job in the future (N=178);
8. 95.5% of teachers firmly agree that they will participate because they are interested in inclusive education (N=179).

Teachers were positive in their responses overall. The majority reported being interested in inclusive education; because it is helpful to their students and because it involves important things the teachers should learn.

In terms of motivation of teachers to participate in training on IE, upon disaggregation of the data by **type of school**, no important differences were observed between teachers in model or control schools.

Finally, we asked teachers if there was anything they felt we had not covered in the survey. This elicited a range of responses, most of which had in fact been covered in the questionnaire, but perhaps they wanted to reiterate. Some teachers highlighted the need for sustainability and expansion:

*From what I have experienced and observed inclusive education has not yet touched the hearts of our leaders. They pay lip service and do not show a full gear drive to implement it with all their power and might, I am a bit afraid that if funding for it stops the whole project might slide downwards. A full government, ministry (education), community and school support financially, materially and emotionally is required to sustain inclusiveness Let "WORDS BE TURNED INTO REAL ACTIONS"*

*Inclusive education must be carried out in all schools in Zimbabwe besides forming model schools. Children living with disabilities must attain education at their home schools. This will reduce pressure to parents. Parents are able to make follow ups Inclusive training should be done to all teachers including the ECD teachers*

Another teacher wisely pointed out the need for earlier intervention (it is worth noting here that Zimbabwe has a national Early Childhood Care and Development programme, though it is unclear the extent to which it is inclusive, or supports early identification or assessment); while others talked about pre-service training, for example:

*Early intervention is very important, it would help a lot to help learners with disabilities and their parents to accept the situation and work on their attitudes so that they move from wanting to receive and help themselves more. Parents need to be more supportive when their children with disabilities are now in school*

*Inclusive education should be included in teacher training programmes so that it is not new to any qualified teacher and the ministry. Team on building to visit schools monitoring of physical structure to visit schools monitoring of physical structure renovations so that all schools are accessible and special levy to be introduced to all pupils for procurement of assistive devices*

Several spoke about rewarding teachers:

*Considering the workload and challenges teachers face in implementing their duties, there is need for some incentives and conducive working environment*

*Remuneration is necessary in order to adequate remuneration in order to motivate teachers especially when the load is increased with children with special needs*

*The issue of assisted teachers ought to be addressed hence taking people who are not trained results*

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Interestingly, only one person mentioned accreditation:

*Inclusive education certificates provision from Leonard Cheshire*

And while there was a great deal of positive feedback, for example:

*When we started inclusive education, we were unsure that the pupils would cope with what seemed an unsurmountable challenge of including pupils especially mentally challenged ones. But now three years down the line, the pupils have been assimilation. They are now invisible. They behave like the rest....*

Other teachers did highlight on-going challenges, which ranged from the overall quality of education in Zimbabwe now, through to the need for catch up programmes and adult literacy programmes to facilitate inclusion of all learners:

*There is need for you as a non- governmental organisation to support in the training of teachers in special needs area which you have just mentioned above. It very difficult to implement inclusive education simply because schools lack specialist teachers, lack resources, schools are inaccessible, not friendly etc. More funds must be channelled towards inclusive education. We are new in the area of inclusive education; something must be done to improve the quality of education especially [for] people living with disabilities...*

*We need special syllabi for children who are not in the mainstream. Currently we are using the mainstream syllabi which is not suitable for children in special class and resource units*

*Yes, I think you should have included questions concerning those older people who did not have the opportunity to learn because of various reasons such as problems there will be no IE where they will be living*

*Scholarship to support inclusive education in higher tertiary education*

## Parents Survey

The aim of the parent survey was to elicit parent, guardian, or caregiver opinions on the education of children with disabilities, as well as obtain some basic socioeconomic information about the household. It should be noted that the parents interviewed were all parents of children with disabilities currently in school. Further research is therefore needed to gain a broader understanding of parental and community views about children (including children with disabilities) not currently in school.

The sample of respondents consists of parents, guardians or caregivers (henceforth 'caregivers') of children with disabilities currently enrolled in model, cluster or control schools in the four districts where the LCDZT IE project was implemented. The 2015 questionnaire was administered to 161 caregivers. The district distribution was as follows: 47 respondents in Hurungwe (31.8%), 22 in Kariba (14.86%), 38 in Mhondoro Ngezi (24.3%) and 43 respondents in Sanyati (29.05%). A total of **148** questionnaires were analysed.<sup>15</sup>

### Socio-demographic information

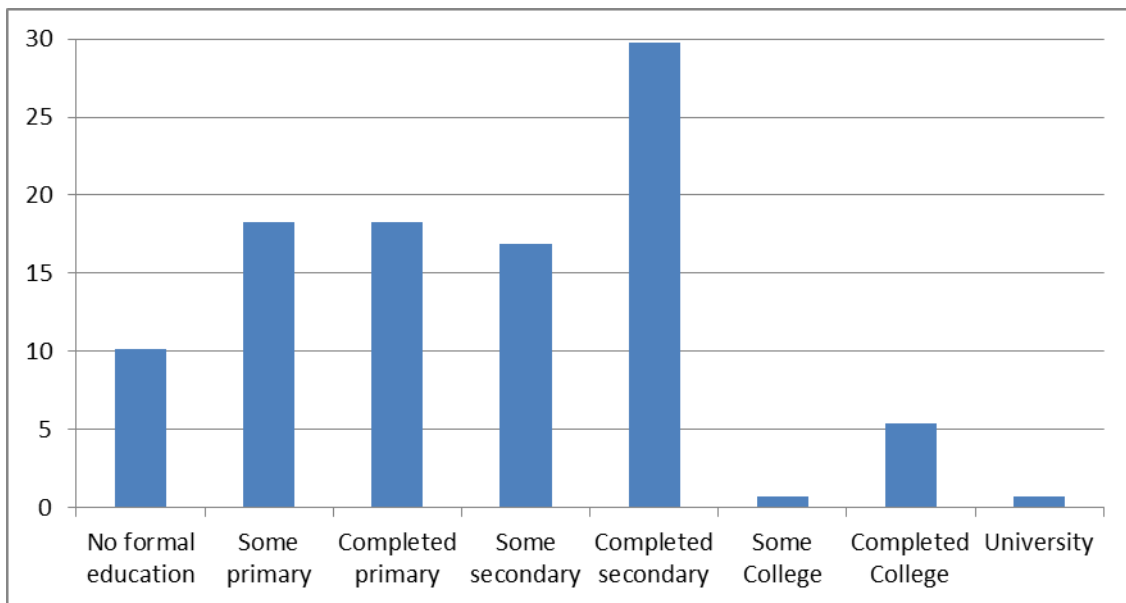
The average age of the respondents (N=147) was 45.5 with a range from 15 to 84 year olds; the majority were females (70.3%). 55.4% were parents of a child with disabilities; while 27.7% were grandparents; 12.16% uncle/aunt; 3.4% brother/sister and 0.7% carer/guardian.

Figure 9 below shows the highest level of education attained by respondents (N=148). The average level of education was 'some secondary' education (the 'O' level standard). 10.1% of the sample did not have any formal education, and only 5.4% had completed college.

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<sup>15</sup> A total of 13 questionnaires were excluded from the analysis: 9 questionnaires were not included because they were not completed accurately, and 4 questionnaires were excluded because the child was not attending school any longer



**Figure 11 Respondents' highest level of education attained**

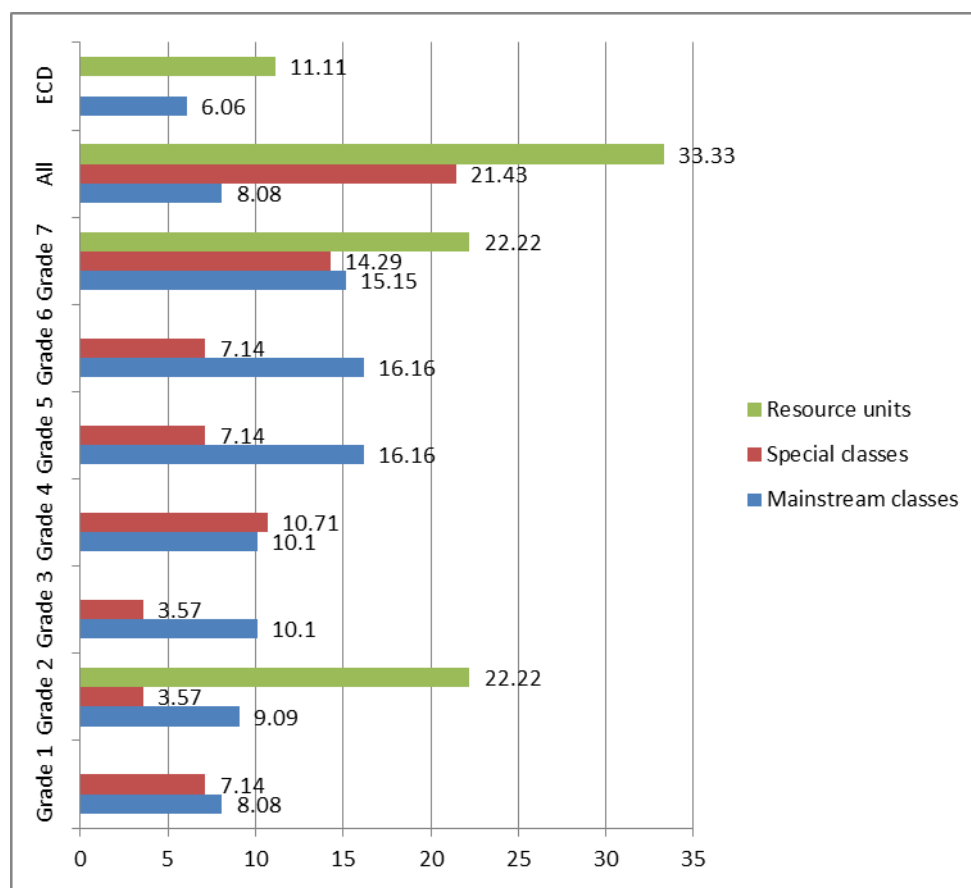
With regard to the number of people living in the household of the respondent, the average size of the household was reportedly 6.6 members (N=148), with a range between two and 14 members. Of the 148 respondents, 79% reported having only one person/child with disabilities; 9.5% of the households had a female or a male adult with disabilities, 61% had a male child with disabilities and 36% had a female child with disabilities. Upon analysis of the data **by district**, the average number of household members with disabilities had a small variation between districts, with the highest number in Hurungwe (1.4) and the lowest in Sanyati (1.2).

### **Respondents' children with disabilities**

The figure below shows the grades attended by children of the respondents (as reported by respondents). There is variability in terms of grade attended by children with disabilities. It is clear that the majority of caregivers (69%, N=99) had children with disabilities in grade 5 and 6 (16.2%) in mainstream classes. 15.1% of the informants reported that their children with disabilities were in grade 7.

It should be noted that 28 respondents (19.4%) in this sample specified that their child attended a special class and 17 parents/caregivers (11.8%) reported that their children were in resource units, as the figure below illustrates. Four did not provide information.

Figure 12 Grade and/or type of provision of children of respondents



39.2% of children with disabilities were girls, with an average age of 11.7 with a range from two to 20 years.

The table below shows the range of disabilities reported by caregivers. The highest prevalence was children with learning disabilities (34.6%), followed by children with physical and motor disabilities (21.3%) and mental challenges (10.3%). Less than 1% of the sample reported having children with an emotional and behavioural disorder.

Table 30 Respondents' children, by type of disability

Type of disability	Frequency	%
Visual impairment	7	5.15
Hearing impairment	14	10.29
Learning disabilities	47	34.56
Mental challenges (including cerebral palsy)	14	10.29
Physical and motor disabilities	29	21.32
Speech and language disorders	9	6.62
Emotional and behaviour	1	0.74
Health related disorders	4	2.94
Multiple disabilities	11	8.09
Total	136	100

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Out of the 92 carers who answered the question about having a disability certificate or proof of disability, 55.4% reported that their children with disabilities had a certificate. 125 respondents indicated the age of onset of disability, with 66 children (53%) born with an impairment, 22 (17.6%) acquiring an impairment before school age; and 35 (28%) at school age.

**Only 14 carers** answered the question related to assistive devices, and wheelchairs were reported as the main assistive device used by their children with disabilities (for those that need them).

### Household socio-economic information

49.7% of the sample reported that the main source of income of their household was farming. 9.5% were vendors, 6.1% reported to work as a public servant, and 35% reported to have other sources of income ('employed').

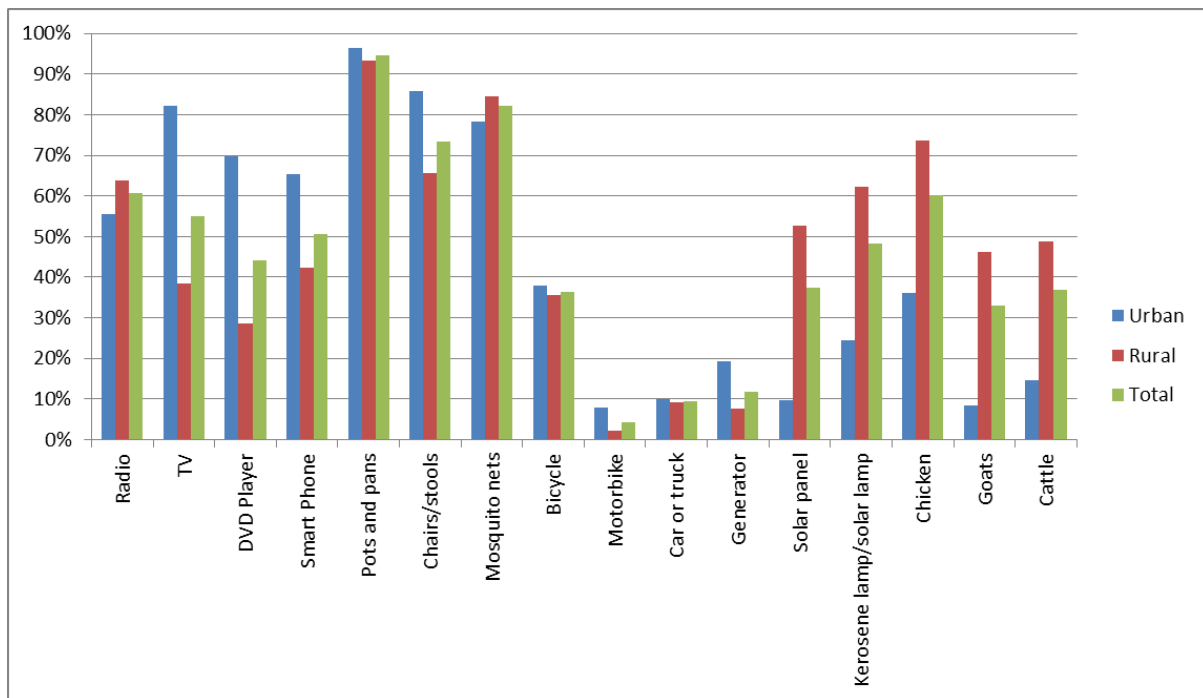
68.9% of respondents (N=148) stated that they owned their house, 22.3% rented it, and 8.8% stated that they resided in other housing solutions (including mainly residing in a mine compound or living in a farm as keeper).

Overall, assets were grouped in five categories:

- 1) Communication/technological goods - such as radio or music player (60.2%), television (54.7%), DVD player (43.9%) and smart phone (50.3%);
- 2) Household items - pots and pans (94.6 %), chairs (72.8%), mosquito nets (78.3%);
- 3) Mode of transportation - bicycle (36.2%), motorbike (4.2%), car or truck (9.4%).
- 4) Sources of energy – Few households owned a generator (10%) whereas the number of solar panels (37.1%) and Kerosene lamps (47.9%) was more frequent;
- 5) Animals - chicken (60%), goats (33%), cattle (36.5%).

The next figure presents the percentage of households that own different types of assets, disaggregated by **urban/rural area**. Significant differences were observed between urban and rural responses.

Figure 13 Household assets, by area



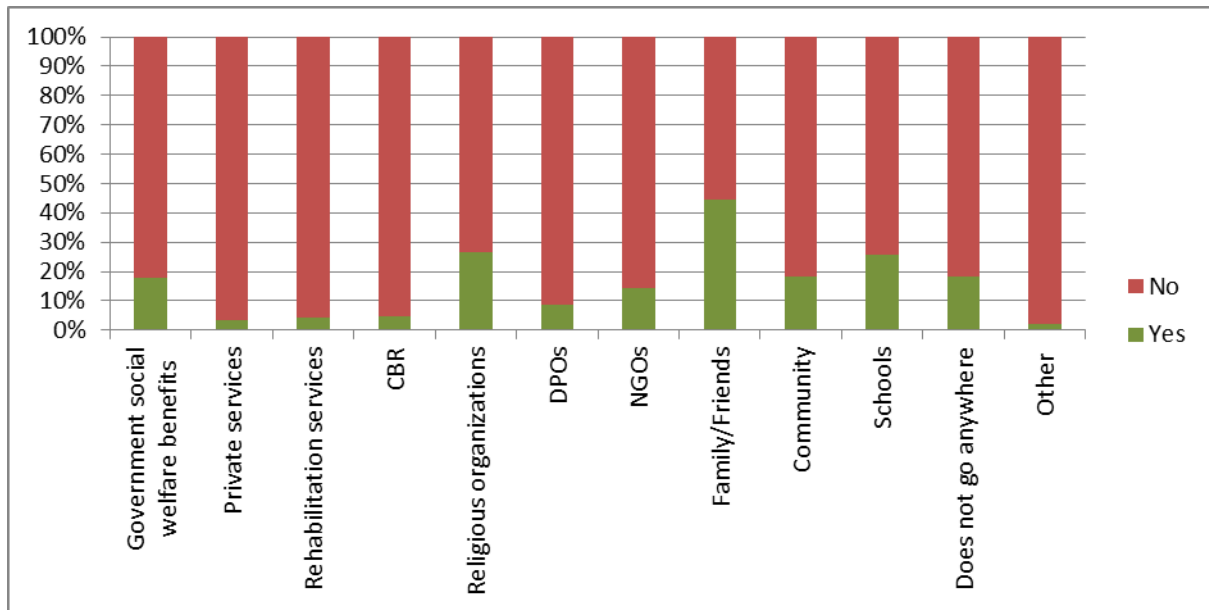
The next question asked whether any member of the household had access to land: 112 (75.7%) of the 148 respondents reported having access to/owning land. The respondents who reported having access to/owning land were asked whether and how many crops they produced. 47.10% reported producing 1 or 2 crops for their own consumption and 31.2% producing 3 to 5 crops.

Regarding the question about how many meals members of the household typically have per day, 46% of the sample reported having typically three meals per day. Of those who lived in **urban** areas, 30 (43.6%) reported having three meals per day. In **rural** areas, 38 respondents (42%) reported having three meals per day and 50 (55%) reported two meals per day.

With regard to social or support services, it would seem from the responses summarised in the figure below that respondents do not rely much on available resources, rather they mostly rely on networks of family and friends as the major sources of support, with 45% of the sample reporting that they would ask their family; 26.3% reported they would ask religious organisations; and 26% would ask schools. Only 17.6% indicated that they would turn to the government for support with social welfare services and benefits.

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Figure 14 Where do you/would you go if you needed social or support services?



When the data were disaggregated by **district**, respondents in Hurugwe and in Sanyati reported in a higher percentage seeking help via religious organisations. In Kariba, only 9.1% of respondents looked for social support within their families. In Mhondoro Ngezi, 19.4% of the sample reported seeking support through services given by NGOs, and 47.2% by schools.

When asked how difficult it is to pay for the costs of children enrolled in primary school, over 90% of the 148 respondents stated that they find it *very or somewhat difficult* to pay for primary education of their children. Respondents were asked what they would do if and when experiencing difficulties in paying for primary education of their children. Of the 147 respondents, 78.2% stated that they would '*ask the school to wait*'; 7.5% stated that they would '*borrow from relatives*'; and 4.1% stated that they would '*borrow from neighbours*'.

### Basic Education Assistance Module (BEAM)

The next section provides results about the Basic Education Assistance Module (BEAM) fund, which was set up in 2001 as part of the Enhanced Social Protection Programme. The BEAM used to cover the costs of core education such as levies, school and examination fees. It was nationwide scheme covering primary and secondary schools including special schools for children with disabilities. The programme was managed through the Ministry of Labour and Social Services (MoLSS) as part of their National Action Plan for Children II and was provided in the form of a lump sum payment directly to schools, conditional upon them allowing

beneficiary children free access to school. According to UNICEF<sup>16</sup> 10% of beneficiaries should be children with disabilities. After the review undertaken in 2012, it was suspended.

In our survey, 144 caregivers (97.3%) reported knowing about the BEAM assistance module; and while 70 out of the 144 (48.6%) had applied for it, only 42 out of 70 (60%) were successful with their application. 42 (out of 70) specified what it was used for, and all confirmed that the money was used to pay for school fees.

Some respondents recognised the importance of such a scheme and acknowledged the consequent lack of support to currently pay for school fees.

Caregivers were also asked whether it was government policy that all children with disabilities have the right to education. According to 95.3% of caregivers (141), there is a government policy according to which all children with disabilities have the right to education but 1.4% (2) stated that there is no such a policy and 3.4% (5) did not know.

### **Attitudes and beliefs**

The next section of the questionnaire asked about attitudes of parents, guardians, etc. towards disability/inclusive education. Respondents specified the degree to which they agreed or disagreed with a set of ten statements on a symmetric agree-disagree Likert scale. The results can be summarised as follows:

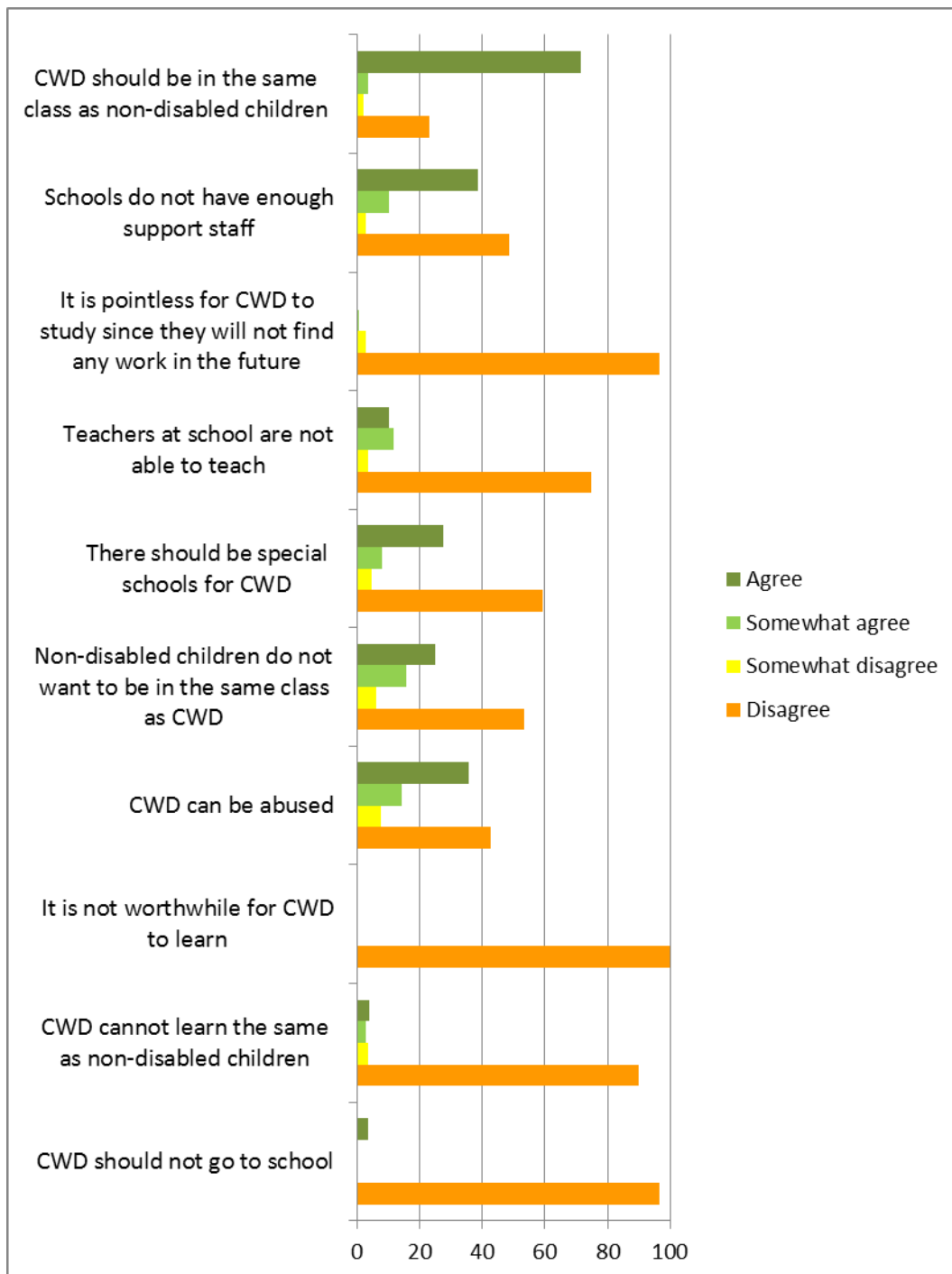
1. 96.6% of caregivers/respondents totally disagreed that children with disabilities should not go to school (N=148);
2. 93.2% of caregivers somewhat or totally disagreed that children with disabilities cannot learn the same as non-disabled children (N=148);
3. 100% of caregivers somewhat or totally disagreed that it is not worthwhile for children with disabilities to learn (N=148);
4. 50% of caregivers somewhat or totally agreed that children with disabilities can be abused (bullied, teased, ill-treated, etc.) at school. However, 53.4% disagreed with the statement that children with disabilities can be abused (N=148);
5. 59.5% of caregivers somewhat or totally disagreed that non-disabled children do not want to be in the same class as children with disabilities. (N=148);
6. 64.2% of caregivers somewhat or totally disagreed that there should be special schools for children with disabilities. (N=148);

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<sup>16</sup> [http://www.unicef.org/evaldatabase/index\\_69966.html](http://www.unicef.org/evaldatabase/index_69966.html)

7. 78.2% of caregivers somewhat or totally disagreed that teachers at school are not able to teach children with disabilities (N=148);
8. 99.3% of caregivers somewhat or totally disagreed that it was pointless for children with disabilities to study since they will not find any work in the future (N=148);
9. 51.3% of caregivers somewhat or totally disagreed that schools do not have enough support staff for children with disabilities (N=148);
10. 74% of caregivers somewhat or totally agree that children with disabilities should be in the same class as non-disabled children. (N=148).

Figure 15 Attitudes toward disability/inclusive education



In summary, all caregivers disagreed with the statement that it is not worthwhile for children with disabilities to learn; almost all believed that children with disabilities should go to school, and that children with disabilities can learn (the same) as non-disabled children. With regard to teaching, there was a positive perception about the skills teachers had to teach children with disabilities, but a mixed picture about the numbers of support staff (such as classroom assistants) that schools have to help teach children with disabilities.

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Disaggregation of the data by **district** revealed that a higher percentage of caregivers in Kariba recognised the lack of support staff in schools (e.g. classroom assistants).

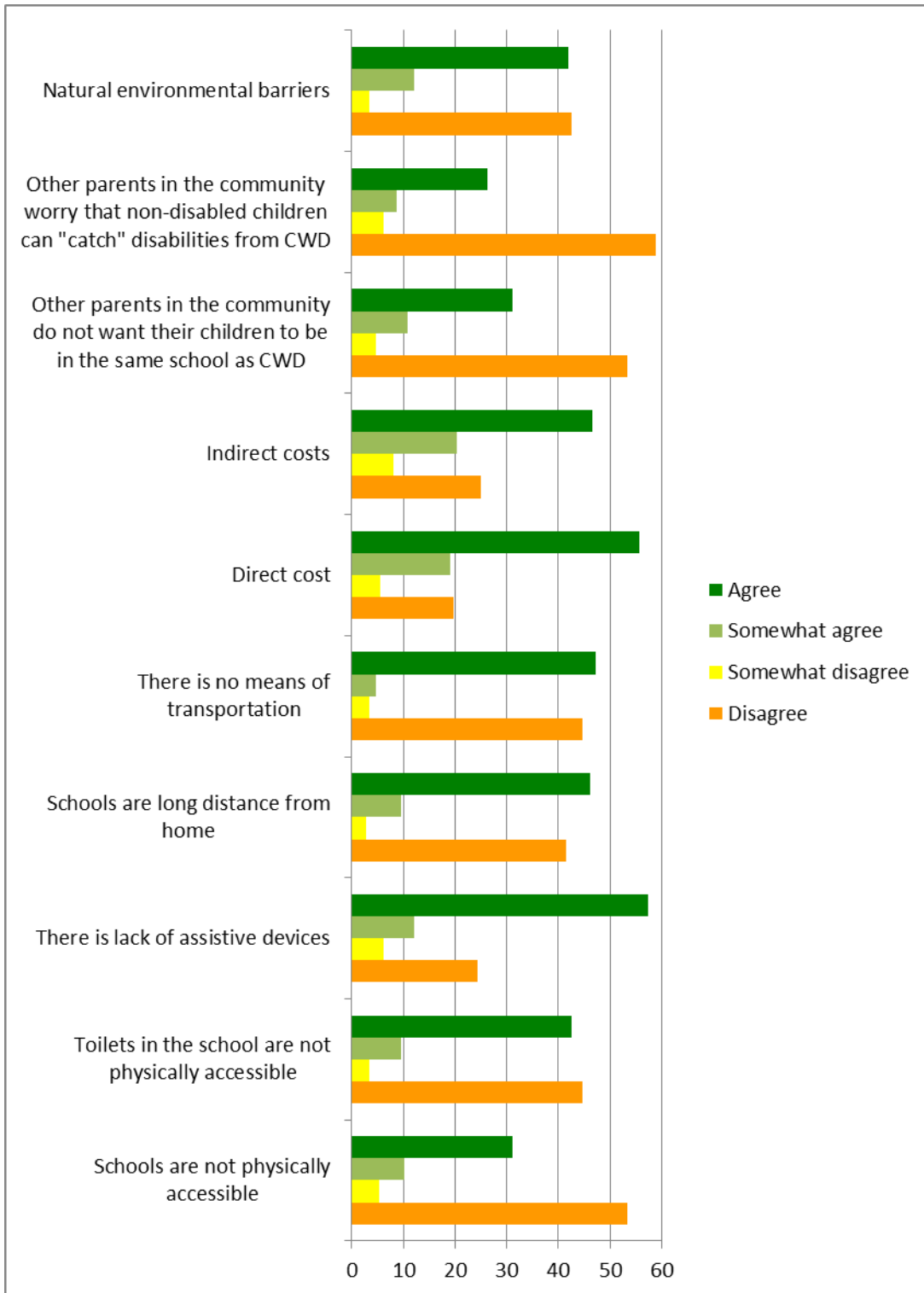
## Barriers

The next set of questions asked the extent to which parents, guardians, caregivers, etc. agreed with a series of 10 statements about potential barriers preventing children with disabilities from going to school. Again, respondents specified their level of agreement or disagreement to a set of statements (below) on a symmetric agree-disagree Likert scale. The results can be summarised as follows:

1. 69.6% of caregivers somewhat or totally agreed that there is a lack of assistive devices (N=148);
2. 78.8% of caregivers somewhat or totally agreed that the direct costs for school are too high (e.g. uniform, books, fees) (N=147);
3. 67% of caregivers somewhat or totally agreed that indirect costs for school are too high (e.g. meals, transportation) (N=148);
4. 52% of caregivers somewhat or totally agreed that there is no means of transportation to school (N=148);
5. 55.7% of caregivers somewhat or totally agreed that schools are a long distance from home (N=147);
6. 52% of caregivers somewhat or totally agreed that toilets in the school are not physically accessible (N=1148);
7. 41.2% of caregivers somewhat or totally agreed that schools are not physically accessible (N=148);
8. 54% of caregivers somewhat or totally agreed that natural environmental barriers (e.g. animals, rivers, floods, etc.) might be a barrier preventing children with disabilities from going to school (N=148);
9. 42% of caregivers somewhat or totally agreed that other caregivers in the community do not want their children to be in the same school as children with disabilities (N=148);
10. 35.1% of caregivers somewhat or totally agreed that other caregivers in the community worry that non-disabled children could 'catch' disabilities from children with disabilities (N=148).

Figure 16 below shows the intensity of the respondents' feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree), and is further broken down by district and rural/urban areas in table 5 in Annex 1.

**Figure 16 Barriers preventing children with disabilities from going to school, according to parents or caregivers**



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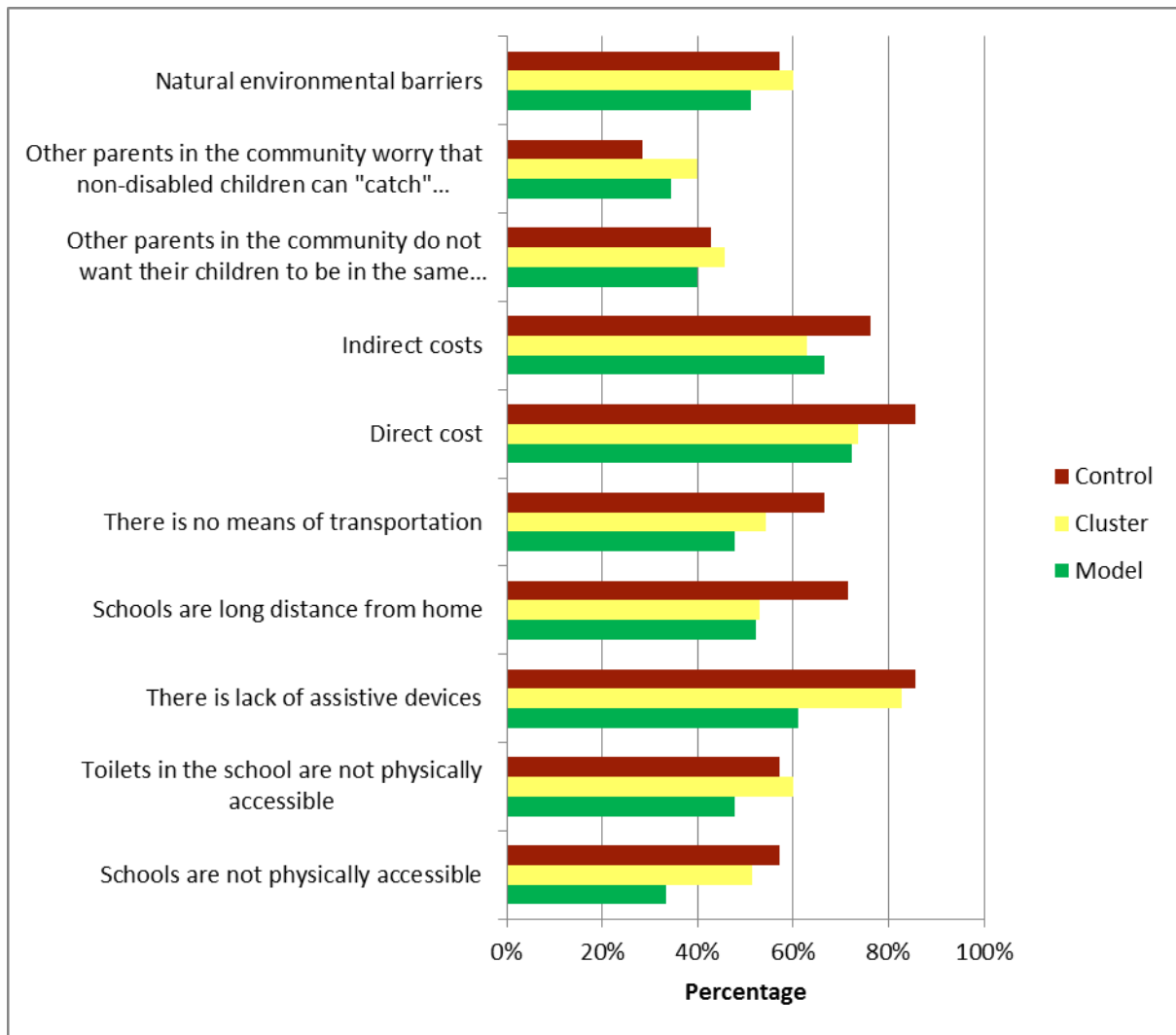
The most significant barrier identified by caregivers related to the direct costs for schooling (e.g. uniform, books, fees), secondly the lack of assistive devices and thirdly the indirect cost of schooling (e.g. meals, transportation).

Around 35% of parents and caregivers agreed that aspects related to accessibility (schools and toilets) were not a barrier for children with disabilities to attend school. On the other hand, around 32% of informants reported that attitudinal barriers (other parents) prevent children with disabilities from attending schools.

There was a mixed picture with regard to the extent to which caregivers think natural environmental barriers (e.g. animals, rivers, floods, etc.) were a barrier preventing children with disabilities from going to school, with a 50/50 divide. This factor was identified as a barrier by a large number of caregivers in Kariba (86% of agreement) and in rural areas (70% of agreement). However these would be a significant barrier for all children, regardless of impairment status.

When the data were disaggregated by **type of school** (Figure 17) caregivers in control schools agreed in a higher percentage than those in model schools that aspects related to the direct and indirect costs of schooling and the lack of assistive devices were barriers to education for children with disabilities. Moreover, aspects related to school accessibility, toilet accessibility and transportation were also identified as major barriers by informants in control schools. It is important to highlight that, contrary to what was expected, parents in control schools agreed in a smaller percentage that attitudinal barriers (other parents in the community) were a barrier preventing children with disabilities from going to school.

**Figure 17 Caregivers' percentage of agreement with statements related to barriers, by type of school**



Important differences were identified when the data were disaggregated by district. The findings reveal that caregivers in Hurungwe reported that long distance from home to school (74%) and lack of transportation (70%) were major barriers. On the other hand, these factors were not the major barriers identified by informants in Mhondoro Ngezi, where transportation was a barrier for only 33% of the sample.

### Daily experience at school

The 147 respondents were asked whether the school was serving their children with disabilities well and 82.3% thought that the school was doing a good job, 14.3% did not think so, and 3.4% had no opinion on this subject.

31.3% agreed that their children faced challenges on a day-to-day basis at school, and 59.2% did not think so. Based on their responses, the following have been identified as challenges for children with disabilities on a day to day basis:

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**Peers** – Most caregivers talked about their children with disabilities being teased and bullied; being isolated; being labelled; being looked down upon by other children at school, affecting school performance and having no friends. One parent said:

*“Other school children shout at her or laugh or they sometimes make bad comments about her. She tends to be disturbed or hurt by those bad comments”*

**Individual characteristics related to their impairment:** Some parents/caregivers mentioned the existence of daily challenges related to their children impairments.

One parent mentioned:

*“The two children I have who are albinos are exposed to high temperature because of the region we live in the temperatures are very high so the sun heat affects their skin, they need lotion (sunscreen)”*

**Teachers** – Some caregivers identified a range of barriers linked to teaching staff and students were not given much attention. One parent commented about the lack of assistance in the classroom:

*“She cannot find an assistant to help her in the classroom activities such as writing, eating and visiting the toilet”*

With regard to social inclusion, when asked the whether their child interacted with other children at school, of the 148 caregivers who answered, 96.6% stated that their child with disabilities interacted with other children at school and 2% said she/he did not interact. Respondents were then asked to provide some examples and the majority stated that their children were included in sports activities, and could play games with other children. A few caregivers reported that their children with disabilities were teased or bullied but that the situation had improved after non-disabled children and teachers increased their awareness about disability, for example:

*He does not participate in any sporting activity. They used to tease Carot but nowadays they no longer tease him after they have been taught or after an awareness [training] about children with disabilities. The teachers were also trained by LCDZT...*

The next question asked caregivers about teachers being knowledgeable and supportive of their children with disabilities. Of 148 respondents, 89.2% recognised that teachers were knowledgeable and supportive of children with disabilities and 8.8% did not think they were. 145 respondents then specified how teachers were knowledgeable and supportive by providing examples. In general, parents/caregivers reported that teachers help to improve their children’s reading and writing skills:

*The teacher is very knowledgeable, Obson can now understand some concepts He can now read and write*

Additionally, teachers and classroom assistants help children with disability to go to the toilet:

*“They assist him to go to the toilet and give him things that he cannot reach on his own...”*

Another factor that was identified was how teachers adjust time or give extra time to the child in order to catch up with others; spending more time with the child; and extra homework. One parent commented that:

*They spend more time with the child helping her on matters related to school on an individual basis....*

The use of adapted teaching methods, e.g. sign language was also noted by caregivers. One parent commented:

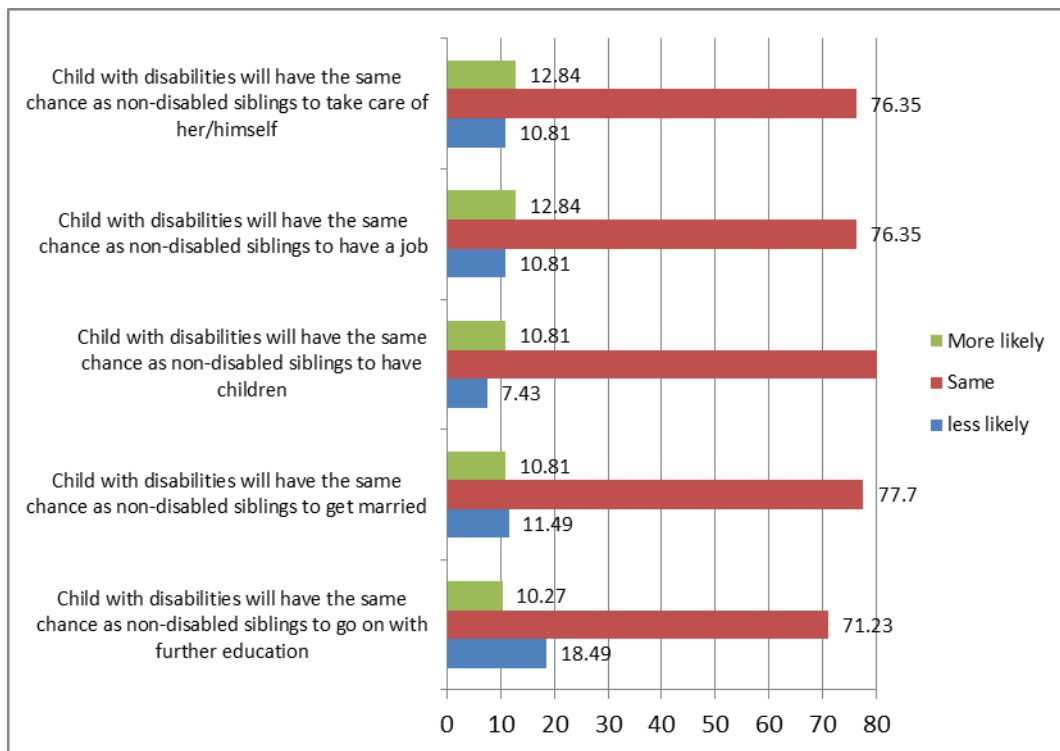
*The teacher teaches my child sign language; also he interprets for him with sign language what his friends would have said in speech....*

### **Parents’ expectations**

Parents/caregivers were then asked about their expectations for their child with disabilities as they grow up in comparison with their non-disabled children (if they had more than one child). Responses were made to a set of five statements on a three-point Likert scale, and can be summarised as follows:

1. 71.2% of respondents reported being confident that their child with disabilities will have the same chance as non-disabled siblings to go on with further education (N=146);
2. 77.7% reported being confident that their child with disabilities will have the same chance as non-disabled siblings to get married; (N=148);
3. 81.8% reported being confident that their child with disabilities will have the same chance as non-disabled siblings to have children; (N=148);
4. 76.3% reported being confident that their child with disabilities will have the same chance as non-disabled siblings to have a job; (N=148);
5. 76.3% of respondents reported being confident that their child with disabilities will have the same chance as non-disabled siblings to take care of her/himself. ; (N=148);

Figure 18 presents the complete information gathered based on respondents' expectations on the likelihood of their children having the same opportunities as their non-disabled siblings.

**Figure 18 Expectations for the future (compared with non-disabled siblings)**

Finally, there was a free text section for caregivers to complete if there was anything else they wished to tell us about. Most caregivers responded that more training for teachers was necessary; but overall, in most cases the positive effect of the programme on the inclusion of children with disabilities in schools was recognised by caregivers, along with the need to continue with the different activities and strategies implemented at the school and community level.

Some caregivers mentioned the importance to have inclusive education in secondary schools and their hope for the project to be implemented in higher levels of education. Some parents mentioned that more assistive devices should be available for their children. Finally, aspects related to extra funding to cover the needs of children with disabilities were also mentioned.

## Conclusion

The survey allowed for parallel analysis of the knowledge, attitudes and practices between these groups, demonstrating convergence as well as gaps. It also has the potential to provide advice and guidance to the programme team to enable them to adapt the interventions according to the specific results and for measuring the changes over the duration of the project.

Overall results tend to show a positive trend in the intervention schools, with teachers and head teachers gaining confidence about their knowledge, attitudes and practices with regard to the inclusion of children with disabilities in their classes. However, there are still systemic challenges to the education system which perpetuate barriers to inclusion, in particular around administration and resources (funds, infrastructure, support teachers, teaching materials and aids). Daily practices were also challenging due to poor infrastructure, high pupil-teacher ratios and poor sanitation arrangements and parents face ongoing challenges about direct and indirect costs of schooling.

Results presented here contribute to the limited literature examining knowledge, attitudes and practices of teachers and families, as well as well as barriers and challenges in lower income countries. The education sector in Zimbabwe has many challenges, and there is still more to do more to ensure the inclusion of children with disabilities in mainstream schools, including targeted assistance.

**Knowledge** – Respondents (head teachers and teachers) reported an increase in the amount of training they received in special education needs/inclusive education, with a subsequent increase in their knowledge. The major provider was reportedly LCDZT. Both head teachers and teachers were satisfied with the training received (4.5 out of 5 on average). Overall, the need for more training in IE was recognised by both groups. When asked about specific training needs, head teachers listed communication and behavioural skills in addition to specific pedagogical skills. Teachers listed multiple disabilities as well. Both head teachers and teachers were highly motivated for further training on inclusive education. Disability needs to become a cross cutting issue throughout any training programme for educational staff.

It is also interesting to note the range of understanding about what inclusive education means. A similar high percentage of both head teachers and teachers reported having heard about inclusive education. A wide range of understanding of IE was reported. The majority of head teachers and teachers showed a good understanding of the requirements and there was an increased clarity and consistency about what constitutes inclusive education (as defined by OECD, 1999). A large number of the teachers used more holistic terms such as interaction,

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acceptance, opportunities, progress, and socialisation in their descriptions of the components of inclusive education. Equally, head teachers mentioned the curriculum (a key component of an inclusive system), the role of parents, and the role of government. This demonstrates some clarification and harmonisation after the intervention and a clearer understanding on the part of some teachers and head teachers of how the components required for a successful inclusive education link to policy, and how educators, parents and communities can influence policymakers to improve quality education for all children after the intervention.

**Attitudes and beliefs** – Typically attitudes and beliefs were positive. Teachers and head teachers generally tend to be positive when reporting their attitudes and beliefs about inclusive education; however a small percentage of teachers (13.5%) think that children with disabilities *should be taught in special schools and should be in special schools so that they do not experience rejection in mainstream schools*; and 13.6% of teachers are *disconcerted by the inclusion of children with disabilities in mainstream classes, regardless of the severity of their disabilities*. These views are shared to a lesser extent among head teachers. Furthermore, 15% of teachers reported *feeling frustrated and upset with how they communicate with children with disabilities* thus highlighting a difficulty in understanding and communicating. These results confirm the need for critically reading the features of IE previously discussed and confirm that further training is needed. With regard to attitudes and beliefs of caregivers, these are mainly positive, with most disagreed with the statement that it is *not worthwhile for children with disabilities to learn*; almost all believed that *children with disabilities should go to school*, and that *children with disabilities can learn (the same) as non-disabled children*. With regard to teaching, there was a positive perception about the skills teachers had to teach children with disabilities, but a mixed picture about the numbers of support staff (such as classroom assistants) that schools have to help teach children with disabilities. Disaggregation of the data by district revealed that a higher percentage of caregivers in Kariba recognised the lack of support staff in schools (e.g. classroom assistants).

**Barriers** – Findings concerning the perceived barriers preventing children with disabilities from going to school revealed that overall head teachers, teachers and caregivers think that the lack of assistive devices is a major barrier. Furthermore, the majority of head teachers stated that assistive devices and teaching aids are rarely available.

Head teachers and teachers think schools are a long distance from home (82.1% and 76.4%). Once they are in school, teachers think that accessibility becomes an issue, particularly toilets in the school not being physically accessible. The majority of head teachers are frequently convinced that the lack of expertise of teachers may represent a barrier to children with disabilities going to school (82.4%). Teachers themselves recognise their lack of expertise and see it as a barrier (59.8%).

A significant number of teachers (71%) think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.), and that parents think that children with disabilities cannot learn. Teachers and head teachers perceive parents' attitudes towards the education of their children with disabilities as a barrier.

Head teachers and teachers tend to recognise less frequently the direct costs (uniform, books, fees) as a barrier for parents (52.9% and 55.3% respectively).

Further analysis of the data revealed that differences exist in teachers' responses between those in control and those in model schools with regard to statements related to accessibility (schools and toilets) and transportation. Also notable were the higher percentages reported from teachers in cluster schools for most of the items. It is likely that this might be the outcome of possible (positive) effects of the IE intervention implemented in model schools in the districts.

On the other hand, parents largely reported that the direct and indirect costs for schooling their children with disabilities are too high and were a barrier. The most significant barrier identified by caregivers related to the direct costs for schooling (e.g. uniform, books, fees), secondly the lack of assistive devices and thirdly the indirect cost of schooling (e.g. meals, transportation).

Around 35% of parents and caregivers agreed that aspects related to accessibility (schools and toilets) were not a barrier for children with disabilities to attend school. On the other hand, around 32% of informants reported that attitudinal barriers (other parents) prevent children with disabilities from attending schools.

There was a mixed picture with regard to the extent to which caregivers think natural environmental barriers (e.g. animals, rivers, floods, etc.) were a barrier preventing children with disabilities from going to school, with a 50/50 divide. This factor was identified as a barrier by a large number of caregivers in Kariba (86% of agreement) and in rural areas (70% of agreement). Kariba borders a national park, and therefore these would be a significant barrier for all children, regardless of impairment status.

When the data were disaggregated by type of school caregivers in control schools agreed in a higher percentage than those in model schools that aspects related to the direct and indirect costs of schooling and the lack of assistive devices were barriers to education for children with disabilities. Moreover, aspects related to school accessibility, toilet accessibility and transportation were also identified as major barriers by informants in control schools. It is important to highlight that, contrary to what was expected, parents in control schools agreed in a smaller percentage that attitudinal barriers (other parents in the community) were a barrier preventing children with disabilities from going to school.

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Important differences were identified when the data were disaggregated by district. The findings reveal that caregivers in Hurungwe reported that long distance from home to school (74%) and lack of transportation (70%) were major barriers. On the other hand, these factors were not the major barriers identified by informants in Mhondoro Ngezi, where transportation was a barrier for only 33% of the sample.

**Concerns** – Overall there is a less positive picture regarding concerns, with head teachers and teachers expressing concerns linked with the inclusion of children with disabilities. In particular, head teachers and teachers identify potential critical issues surrounding administration and resources (funds, infrastructure, specially trained teachers, teaching material and teaching aids). The main area of concern for head teachers was the lack of para-professional staff available to support students (e.g. speech therapist, physiotherapist, etc.). The major concern expressed by teachers was that their school would not have adequate special education instructional materials and teaching aids (e.g. Braille); Head teachers were also concerned about areas that could be seen as outside of their sphere of influence such as their school not having enough funds for implementing inclusion successfully.

Approximately 40% of the head teachers and teachers surveyed were concerned about having adequate knowledge and skills to teach children with disabilities - and this is surprising given that the IE intervention could have addressed this.

The majority of teachers stated they were not concerned at all that their workload would increase, or that they would not receive enough incentives to include students with disabilities in their classroom. They were also not concerned that that the inclusion of a child with disabilities in their class or school would lead them to have a higher degree of anxiety and stress.

It is also interesting to note that upon data disaggregation by type of school head teachers in control schools had higher levels of concern than head teachers in model schools, which again might indicate a positive effect of the LCDZT IE project in model and cluster schools.

Disaggregation of data by type of school highlighted that 65.4% of teachers in control schools were concerned about not having the knowledge to teach children with disabilities, compared to 34.2% in model schools. In addition, 69.2% of teachers in control schools indicated that not having enough para-professional staff available to support those students with disabilities who were included in their classroom was a major concern. 54% of teachers in control schools stated that their school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers and it is a major concern for them.

They were also concerned that children with disabilities would not be accepted by non-disabled students. Again, this may demonstrate the positive effects of the LCDZT IE project on the intervention and cluster schools.

**Daily practices** – The majority of teachers enjoyed working as a teacher (more teachers in model schools than in control schools), and looked forward to going to school every day. However, there was a moderate picture from responses as to whether they found working as a teacher to be extremely rewarding. There was also a more mixed response to the statements about the extent to which the lack of accessible toilets and large class sizes were affecting daily practices in the schools, and their teaching was limited by poor infrastructure in school. Differences were found in the level of agreements to statements related to infrastructure and lack of accessible toilets between teachers in control and model schools.

Head teachers corroborated that there were a number of challenges in their daily experience at school, agreeing that large class sizes; poor infrastructure; and the lack of accessible toilets were significant challenges. With regard to job satisfaction and motivation, there was some divide around responses to the statement about working as a head teacher being rewarding. By way of contrast, almost all agreed that they looked forward to going to work in school each day, and the majority agreed that they enjoyed working as a head teacher.

Data disaggregation by district revealed that a higher percentage of head teachers in Sanyati than in Mhondoro Ngezi agreed that teaching is often limited by the poor infrastructure of the school. In addition, 57% head teachers in Mhondoro Ngezi agreed that the high number of students per class was a big issue in the school – This can be attributable to the fact that the district has the most numerous classes. The lack of accessible toilets was recognised by more head teachers in Sanyati (81.2%) than in Kariba (40%).

**Children with Disabilities** - Head teachers reported on numbers of children with disabilities enrolled in schools, in mainstream classes, in special classes and in resource units. The results indicate a surprisingly high number of students with learning disabilities as well as health related disorders in mainstream classes. While there are a number of issues around this – not least the practice of ‘remedial tutoring’ of children who do not pass end of year exams, it does call into question what classifies as a ‘learning disability’ in Zimbabwe, what the labelling entails and entitles the child to, and what support the children are given, in particular as many head teachers state that they are difficult to teach. Upon disaggregation of the data by type of school, a higher percentage of head teachers in model schools than in control schools reported the presence of pupils with disabilities – sensory and physical impairments; speech and language disorders; health related disorders; and mental challenges. This is attributable to the implementation of the IE project.

Interestingly, most of teachers who teach in mainstream classes reported not having any experience teaching children with multiple disabilities and emotional and behavioural disorders.

It is evident that typically teachers did not have any experience teaching students with disabilities other than children with learning disabilities; particularly inexperience was reported for students with multiple disabilities and students with emotional and behavioural disorders.

More than 70% of teachers in special classes had no experience in teaching students with disabilities other than with learning disabilities. With regard to resource units, these mainly cater to four types of impairments (visual impairment; hearing impairment; mental challenges; and multiple disabilities). Most of teachers in resource units reported mainly teaching students with visually or hearing impairments.

**Difficulty to teach by type of disability** – Head teachers reported that teachers in their schools found it somewhat difficult to teach children with all types of disabilities in mainstream classes except for gifted and talented students. Furthermore, head teachers perceived that the majority of teachers did not have experience teaching children with learning disabilities, or multiple disabilities and that teachers usually found it somewhat difficult to teach children with disabilities.

Teachers tended to be more positive about teaching children with physical disabilities and learning disabilities and are definitely more positive about teaching gifted, talented and creative learners (who are categorised as having SEN in Zimbabwe)

With regard to mainstream teachers themselves, who reported having experience teaching children with disabilities, the majority found it difficult or extremely difficult, except for teaching gifted and talented students. Interestingly, most of teachers who teach in mainstream classes reported not having any experience teaching children with multiple disabilities and emotional and behavioural disorders.

Of those teachers who have experience teaching children with learning disabilities in special classes, more than 60% found it easy or extremely easy.

Most of resource units' teachers reported having experience mainly teaching visually impaired students and hearing impaired students and found it somewhat easy.

A relatively high number of teachers also noted they had 'no experience' of teaching children with certain impairments, the highest reported for teaching students with multiple disabilities (89%), the lowest reported for teaching children with learning disabilities (25%). Again, it is unclear if these children are being correctly identified and assessed, and if not, whether or not the teacher has experience.

## Recommendations

It is worth highlighting here that a further report comparing the two sets of data can be found (here) and also details further recommendations based on changes noted over time. However, based on the results discussed above, a number of preliminary recommendations can be made.

There are a number of points that emerge from this.

With regards to teacher training, pre-service training is likely to be the most effective including cost-effective – to ensure teachers are adequately prepared to teach children with disabilities in mainstream classes. However, teachers need sufficient information and practice with a variety of impairments, in particular with those they currently find challenging, including children with multiple disabilities, and those with speech and language difficulties. Teachers also need more information about where they can identify and access additional support for these children.

Teachers also need more information on, and support with, assessment processes - especially for children with learning difficulties. It is unclear if the current system picks up children who have more significant - and harder to assess – learning difficulties, such as those ranging from Asperger's to autism, or merely those who have failed class-based exams (current procedures in Zimbabwe mean these children get referred and assessed by the School Psychological Service, usually a follow up with the Remedial Tutor who sets them additional work. These children are taught in a separate (remedial) class for a year and then retake the exams).

In addition, any – and all - training of teachers (or other related staff) must make it clear that successful inclusion relies on many components (school, community, family, etc.) which must be combined to ensure meaningful inclusion, and quality learning for children with disabilities. This also includes the need for additional classroom support, such as classroom assistants, though to date these are not a feature of any IE programmes or interventions in Zimbabwe, and there are a number of challenges to be overcome with this role (see report on CAs).

As teachers become more aware of, and exposed to, the needs of children with disabilities, they may also become more aware of the gaps and specific resource and other requirements, many of which are not widely available – this can make teachers more wary of inclusion, as while they are willing to include children with disabilities in their classes, they perceive it may create more work without the necessary support or resources. This needs to be acknowledged and addressed to ensure successful implementation of IE.

In order to improve communication and understanding there needs to be improved linkages, exchange of information and support between teachers and parents/care givers to improve and ensure continuity and provision for the child.

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For those that need it, families of children (and adults) with disabilities would benefit from access to targeted social protection/assistance mechanisms. The cessation of the BEAM may have impacted on access and inclusion in schools for children from poorer families, including children with disabilities. However, there is also a need to deliver more targeted support, as children with disabilities may not always be in the poorest families, and as such may miss out on available support, but still have additional needs to ensure they can access schools (for example, assistive devices, medical care, transport); without which funds for parents may be more reluctant to send them to school.

Finally, our research has highlighted that there is a need for stronger collaboration between and across sectors and ministries (e.g. Health, Transport, etc.) to deliver a fully inclusive education for children with disabilities. There is a need for more research to better understand how these linkages could work, for example to understand more about the assessments, progression and experiences of children with learning difficulties and multiple disabilities.

Education remains key to ensuring improved life chances, and children with disabilities continue to face multiple disadvantages in the education sector in Zimbabwe (GOZ 2015)<sup>17</sup>. In order to ensure their sustained and equitable inclusion, progression and succession through the education system, a range of improvements are still necessary, and we have highlighted some of those identified through our research here in this report.

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<sup>17</sup> NATIONAL ASSESSMENT ON OUT OF SCHOOL CHILDREN IN ZIMBABWE (2015)

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## Annex 1 KAP 2015 - Head Teachers

### Attitudes and beliefs

Table 31 Percentages of agreement to items on attitudes and beliefs, by type of school, 2015

% Agreement			
	Model	Cluster	Control
IE encourages academic progression	97%	93%	100%
Special education schools	3%	7%	13%
Inclusion facilitates socially appropriate behaviour among all students	100%	97%	88%
Any student can learn in the regular curriculum	97%	97%	100%
Students with disability should be segregated	3%	3%	0%
CWD in special education schools	6%	10%	0%
Frustration communication	13%	14%	25%
Upset CWD cannot keep up with the day to day curriculum	0%	3%	0%
Frustrated when unable to understand students	13%	7%	25%
Uncomfortable including students with disabilities	3%	7%	0%
Disconcerted that students with a disability are included in a classroom	10%	17%	0%
Frustrated that I have to adapt the curriculum	3%	7%	0%
Willing to encourage students with disability	94%	100%	100%
Willing to adapts the curriculum	97%	93%	100%
Willing to physically include students with a severe disability	97%	83%	88%
Willing to modify the physical environment to include students with a disability	100%	93%	100%
Willing to adapt my communication techniques to ensure all students with an emotional and behavioural disorder can be successfully included in class	97%	90%	100%
Willing to adapt the assessment of individual students	97%	93%	100%

## Annex 1 KAP 2015 - Teachers

### *Teachers in Mainstream classes - Past Experience*

105 teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in mainstream classes in the past. Respondents specified their level of difficulty on a symmetric 5-point Likert scale - point Likert scale which showed the intensity of the respondents' feelings for a given statement (extremely difficult to extremely easy).

The table below summarises the information received

**Table 32** How easy was it for teachers who currently teach in mainstream classes to teach students with disabilities in the past in their previous teaching experience

	Visual Impairments		Hearing impairments		Learning disabilities		Mental challenges		Physical and motor disabilities		Speech and Language Disorders		Emotional and Behavioural disorders		Health-Related Disorders		Gifted Talented Creative Learners		Multiple disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	6	6.98	10	10.87	14	14.43	11	12.94	4	4.6	6	6.74	5	5.88	3	3.33	2	2.33	5	6.17
<b>Somewhat difficult</b>	23	26.74	14	15.22	30	30.93	11	12.94	18	20.69	16	17.98	9	10.59	13	14.44	4	4.65	6	7.41
<b>Somewhat easy</b>	11	12.79	5	5.43	15	15.46	3	3.53	16	18.39	13	14.61	4	4.71	12	13.33	6	6.98	2	2.47
<b>Extremely easy</b>	5	5.81	2	2.17	4	4.12	1	1.18	3	3.45	3	3.37	1	1.18	10	11.11	18	20.93		
<b>No experience</b>	41	47.67	61	66.3	34	35.05	59	69.41	46	52.87	51	57.3	66	77.65	52	57.78	56	65.12	68	83.95
<b>Valid Total</b>	86	100	92	100	97	100	85	100	87	100	89	100	85	100	90	100	86	100	81	100

### *Teachers in Special classes - Past Experience*

18 teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in special classes in the past. Respondents specified their level of difficulty on a symmetric 5-point Likert scale (symmetric 5-point Likert scale from extremely difficult to extremely easy).

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Table 3 summarises the information about the previous teaching experience gathered on the 18 teachers who currently teach in special classes.

### ***Teachers in Resource Units - Past Experience***

8 teachers who currently teach or have taught at least one student with disabilities were asked to specify the number of students they had by type of disability and how easy it was to teach students with disabilities in resource units in the past were asked to specified the number of students they had per type of disability and how easy it had been to teach them (on a symmetric 5-point Likert scale from extremely difficult to extremely easy).

Table 4 summarises the information about the previous teaching experience received from the 8 teachers who currently teach in resource units

Table 3 How easy was it for teachers who currently teach in special classes to teach students with disabilities in the past in their previous teaching experience

	Visual Impairment		Hearing Impairment		Learning Disabilities		Mental Challenges		Physical and Motor disabilities		Speech and Language disorders		Emotional and Behavioural Disorders		Health Related Disorders		Gifted Talented Creative Learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	3	18.75	6	35.29	1	5.5.6	4	22.22					1	6.25	2	11.11			2	12.5
<b>Somewhat difficult</b>	4	25	5	29.41	7	38.89	2	11.11	2	11.76	3	18.75	2	12.5	3	16.67	2	11.76	3	18.75
<b>Somewhat easy</b>	2	12.5	2	11.76	5	27.78	2	11.11	4	23.53	3	18.75	2	12.5	5	27.78	1	5.88		
<b>Extremely easy</b>	1	6.25			3	16.67	1	5.56	3	17.65	1	6.25	11	68.75	3	16.67	5	29.41		
<b>No experience</b>	6	37.5	4	23.53	2	11.11	9	50	8	47.06	9	56.25			5	27.78	9	52.94	11	68.75
<b>Valid total</b>	16	100	17	100	18	100	18	100	17	100	16	100	16	100	18	100	17	100	11	100

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Table 4 How easy was it for teachers who currently teach in resource units to teach students with disabilities in the past in their previous teaching experience

	Visual Impairments		Hearing Impairments		Learning Disabilities		Mental Challenges		Physical and Motor Disabilities		Speech and Language Disorders		Emotional and Behavioural Disorder		Gifted Talented Creative Learner		Multiple disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Extremely difficult</b>	1	14.29	1	14.29	2	28.57	5	62.5	2	28.57	2	28.57	2	28.57	2	28.57	1	14.29
<b>Somewhat difficult</b>	2	28.57	1	14.29	2	28.57	1	12.5			2	28.57	3	42.86	2	28.57		
<b>Somewhat easy</b>			1	14.29	1	14.29					1	14.29					1	14.29
<b>Extremely easy</b>									1	14.29			1	14.29			1	14.29
<b>No experience</b>	4	57.14	4	57.14	2	28.57	2	25	4	57.14	2	28.57	1	14.29	3	42.86	4	57.14
<b>Valid total</b>	7	100	7	100	7	100	8	100	7	100	7	100	7	100	7	100	7	100

## **Annex 1 KAP 2015 - Parents**

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Table 5 Caregivers' percentage of agreement with statements related to barriers, by type of school, district and area

	Schools are not physically accessible	Toilets in the school are not physically accessible	There is lack of assistive devices	Schools are long distance from home	There is no means of transportation	Direct cost	Indirect costs	Other parents in the community do not want their children to be in the same school as CWD	Other parents in the community worry that non-disabled children can "catch" disabilities from CWD	Natural environmental barriers
<b>Model schools</b>	33.3%	47.8%	61.1%	52.2%	47.8%	72.2%	66.7%	40.0%	34.4%	51.1%
<b>Cluster schools</b>	51.4%	60.0%	82.9%	52.9%	54.3%	73.5%	62.9%	45.7%	40.0%	60.0%
<b>Control schools</b>	57.1%	57.1%	85.7%	71.4%	66.7%	85.7%	76.2%	42.9%	28.6%	57.1%
<b>Hurungwe district</b>	44.7%	51.1%	78.7%	74.5%	70.2%	83.0%	78.7%	55.3%	48.9%	63.8%
<b>Kariba district</b>	50.0%	68.2%	77.3%	59.1%	54.5%	77.3%	72.7%	36.4%	27.3%	86.4%
<b>Mhondoro Ngezi district</b>	36.1%	52.8%	61.1%	42.9%	33.3%	77.1%	63.9%	30.6%	25.0%	36.1%
<b>Sanyati district</b>	37.2%	44.2%	62.8%	44.2%	46.5%	62.8%	53.5%	39.5%	32.6%	41.9%
<b>Urban areas</b>	37.5%	46.4%	58.9%	38.2%	42.9%	65.5%	62.5%	46.4%	33.9%	26.8%
<b>Rural areas</b>	42.9%	54.9%	75.8%	65.9%	57.1%	80.2%	70.3%	39.6%	36.3%	70.3%

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