

International Conference: Evidence in Global Disability and Health

Applicant Details	
Name:	Marcella Deluca
Position:	Senior Research Fellow
Institution:	Leonard Cheshire Disability & Inclusive Development Centre, UCL
Level of study (if applicable) (e.g. MA, PhD):	
E-mail:	marcella.deluca@ucl.ac.uk
Phone number:	+44 203 108 3045
Preferred presentation format:	<input checked="" type="checkbox"/> Oral <input type="checkbox"/> Poster <input type="checkbox"/> Oral or poster

Would you like to be added to the ICED Mailing List Yes

ABSTRACT	
Title:	Assessing the knowledge, attitudes and practices around education of children with disabilities in Mashonaland West Province, Zimbabwe
Abstract text (limited to 300 words, should include background, methods, results and conclusions):	
<p>This paper summarises data gathered on children with disabilities in four districts in Mashonaland West Province (MWP), Zimbabwe. It will present comparative data from a survey on knowledge, attitudes and practices (KAP) of parents or caregivers, teachers and head teachers from before and after a three-year (2013 – 2015) DFID-funded project intervention, led by Leonard Cheshire Disability Zimbabwe Trust to promote the provision of inclusive primary education for (over 2000) children with disabilities in MWP.</p>	

The first part of the paper outlines the comparative information on education for children with disabilities in schools in the four selected districts in MWP. It provides disaggregated data on teachers, type of class they teach (mainstream classes, special classes, resource units) as well as pupil-teacher ratios. Part two examines findings from the KAP survey administered to case and control schools in 2013 and repeated in 2015.

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, particularly around administration and resources (funds, infrastructure, special 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 around direct and indirect costs of schooling.

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

Deadline for abstract submission: November 30, 2015

Please submit your abstract to: disabilitycentre@lshtm.ac.uk

Restricted to one first author abstract per participant.

If you have any questions, please write to:

disabilitycentre@lshtm.ac.uk