Leonard Cheshire Disability

Research Report

Inclusive Primary Education for Children with Disabilities in Zimbabwe (Mashonaland Province)

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Leonard Cheshire Disability

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

Research Report

School-level Information and Survey on Knowledge, Attitudes and Practice on Disability and Inclusive Education

Cover photo: Marcella Deluca/Leonard Cheshire Disability

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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
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

Foreword

This report was prepared by Ms Marcella Deluca, Dr Carlo Tramontano, and Dr Maria Kett, Leonard Cheshire Disability and Inclusive Development Centre, University College London.

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Executive summary

Estimating the number of children with disabilities in a population is difficult, reflecting definitional, programmatic and political factors. In the most recent estimate (2011), the World Health Organization in collaboration with the World Bank states that:

- Over one billion people or 15% of the world's population live with some form of disability, and of these, between 110 and 190 million have significant difficulties in functioning.
- Within this population, the estimated number of children with disabilities between 0 and 18 years old ranges between 93 million and 150 million. Citing the World Health Survey and the Global Burden of Disease, the World Report further estimates that amongst those aged 0-14 years, roughly 5.1% of all children (93 million) live with a moderate or severe disability and 0.7%, or 13 million children, live with a severe disability (WHO 2011).
- According to the UN Development Programme (UNDP) more than 80% of children with disabilities live in developing countries and have little or no access to appropriate services.
- Between 14% and 35% of more than 200,000 children aged 2-9 screened positive for risk of disability in a 20 country study using the Multiple Indicator Cluster Surveys (UNICEF 2009).

This report summarises the baseline information gathered on girls and boys with disabilities in four districts in Mashonaland West Province (MWP), a large province in the north of Zimbabwe, as well as the knowledge, attitudes and practices of their parents or caregivers, teachers and head teachers. This information is based on data collected at the school level and on a survey administered to parents, teachers and head teachers in 30 model schools, 240 cluster schools and nine control schools in the four districts. The research component aims to assess the impact of the programme on head teachers, teachers, children, and their families prior to any activity linked with Leonard Cheshire Disability Zimbabwe Trust's (LCDZT) inclusive education (IE) project. It also allows the possibility for the programme team to adapt the interventions according to the specific results and for measuring the changes over the duration of the project.

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

Part 2 of this report gives an insight into the current state of education for children with disabilities in the four selected districts in MWP. It gives an

overview of the numbers of children in school by age, gender and impairment, as well as exam re-sit and dropout rates.

It also provides an overview of the number of teachers by gender and type of provision they teach (mainstream classes, special classes and resource units) as well as pupil/teacher ratios.

The valid sample comprised 268 schools: 30 model schools, 229 cluster schools[1] and 9 control schools, that is 109 schools in Hurungwe (40.7%), 41 Kariba (15.3%), 54 schools in Mhondoro Ngezi (20.1%), 64 schools in Sanyati (23.9%). The majority of schools in the sample were council schools, followed by government schools and church schools.

Findings based on data provided by the project team revealed that at the beginning of school year 2013, the total enrolment of students in the 268 schools amounted to 134,368 students, with 67,838 males (50.49%) and 66,530 females (49.51%). The average number of students per school reported was 501.37.

The total number of children with disabilities across the 268 schools was 2,559, with 1,494 males (58.4%) and 1,065 females (41.6%). This reflects similar findings (EC/OECD, 2009) and further research is needed to account for the apparent over-representation of males attending schools. They were enrolled in the three types of school as follows: 741 (452 boys and 289 girls with disabilities) in model schools; 1,699 (987 boys and 712 girls with disabilities) in cluster schools; 119 (55 boys and 64 girls with disabilities) in control schools.

The average number of students with disabilities per school was 9.55 with a range from 0 to 48.

The average percentage of children with disabilities over the total student population is **1.96**% with a range from 0 to 12.96%. Previous estimates for MWP were 0.4%, and this was one of the lowest school enrolment rates of children with disabilities in the country (Chakuchichi 2013). This was one of the reasons why MWP was selected for the intervention.

The average percentage of children with disabilities in model schools is 3.2%, in cluster schools is 1.8% and in the control schools is 2.2%.

The data reported on school ‘repeaters’, those who have to re-sit an entire school year, totals 481 children, of which 165 are children with disabilities.

The number of reported ‘drop outs’, those who fall out of school and do not re-attend, overall is 227, of which 53 are children with disabilities.

[1] Schools were dropped from this analysis because of inconsistencies

This means that while children with disabilities make up a quarter of all repeaters and drop-outs, they do not represent a quarter of the school population; hence they are disproportionately represented in these groups.

The total number of teachers in the 268 sampled schools was 3,592 (1,693 males and 1,819 females). It was reported that 684 teach in model schools; 2,760 in cluster schools and 148 in control schools. It was also reported that 67 of them teach in special classes and 13 in resource units.

The overall pupil-teacher ratio (total pupil enrolment per number of teachers) was 37.6 (s.d. 6.6) ranging from 7 to 61.2. In special classes, the pupil-teacher ratio was on average 17.8 (s.d. 2.2) with a range from 11 to 22; in resource units was typically 7.6 (s.d. 3.5) with a range from 3 to 15 children per teacher; and in mainstream classes it was on average 37.8 (s.d. 6.6) with a range from 7[2] to 61.2.

Findings show that the majority of children are reported as having learning difficulties (more than 70%); whilst high, this is in line with previous findings (Mutepfa et al 2007). However, such figures do call for further analysis of how children with disabilities are identified, labelled and consequently resourced in schools. It is also evident that the majority of children with learning disabilities are educated in special classes.

Part 3 of this report set out to examine the 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).

In total, 67 head teachers, 183 teachers and 186 parents/caregivers of children with disabilities were interviewed from the sample of 30 model schools, 240 cluster schools and nine control schools in the four districts and questions covered a range of domains:

Knowledge – Overall, respondents (head teachers and teachers) reported a lack of specific training in special education needs/inclusive education.

It is interesting to note the range of understanding about what inclusive education means. A similar percentage (less than 80%) of both head teachers and teachers reported having heard about inclusive education; however this implies that a significant percentage had not heard of IE at all. Partial and incomplete understanding of IE was reported. While some head teachers and teachers show a good understanding of the requirements, there is an overall lack of clarity and consistency about what constitutes inclusive education

[2] 7 is derived from a single school in a small village in Kariba with 3 classes with a total of 21 students.

(OECD, 1999). This should be more harmonised after the intervention (and will be measureable through the repeat survey).

Attitudes and beliefs – Typically attitudes and beliefs are positive. However, the features of IE should be critically read taking into account that a significant percentage of teachers think that children with disabilities should be taught in special schools, and are disconcerted by the inclusion of children with disabilities in mainstream classes. These views are shared to a lesser extent among head teachers. On the other hand, a great percentage of parents think that children should be taught in special schools but some of them are also of the opinion that they should be taught in the same classes as non-disabled children, so this warrants for further research.

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 or never available. They also stated that there are no resources available for the provision of or access to assistive devices. In addition a very small number of caregivers stated that their children use assistive devices. Notwithstanding this convergence and the general agreement between informants in recognising the significance of the different barriers included in the questionnaire, findings suggest some different paths that call for further in-depth analysis. On one hand, head teachers and teachers largely agree in thinking that parents are worried that their children with disabilities will be abused (bullied, teased, ill-treated, etc.) and that the schools are a long distance from home. On the other hand, parents largely reported that the direct and indirect costs for schooling their children with disabilities are too high. Head teachers and teachers tend to recognise less frequently the direct (uniform, books, fees) costs as a barrier for parents. This is most likely due to the availability of social protection mechanisms such as the basic education assistance module (BEAM), a form of social protection for vulnerable children. Furthermore, findings reveal that teachers and head teachers perceive parents' attitudes towards the education of their children with disabilities as a major barrier; on the other hand, parents think that they children generally should attend schools but are worried about abuse. However, findings are quite mixed and will be investigated in more depth during the next phase of this research.

Head teachers are frequently convinced that the lack of expertise of teachers may represent a barrier to children with disabilities going to school. Teachers themselves recognise their lack of expertise and see it as a barrier. A significant percentage of teachers reported feeling frustrated and upset with how they communicate with children with disabilities. Further training, as

highlighted above, will then be crucial for effectively including children with disabilities in schools.

Concerns – Overall there is a less positive picture, with head teachers and teachers expressing concerns linked with the inclusion of children with disabilities. In particular, head teachers and teachers both confirm the potential critical issues surrounding administration and resources (funds, infrastructure, special teachers, teaching material and teaching aids). The majority of head teachers are concerned that teachers will not have adequate skills and knowledge and half of the teachers surveyed share the same worry. Again, training would improve this picture.

Daily practices – Head teachers, and to a lesser extent teachers, are also concerned about the effects that having a child with disabilities will have on daily classroom activities and about the reaction of non-disabled children and their families to the inclusion of children with disabilities in class. These concerns are reflected also in the significant percentage of caregivers reporting that other parents do not want their children to be in the same school as children with disabilities and/or think disability is contagious.

According to head teachers and teachers, daily practices are generally challenging due to poor infrastructure, high number of students and poor sanitation arrangements. Notwithstanding these challenges, both head teachers and teachers are highly satisfied with their job. However a significant proportion of them do not think that their work is extremely rewarding.

Head teachers reported on numbers of children with disabilities enrolled in schools, in mainstream classes, in special classes and in resource units. It is clear from the data in the report that the information provided was often patchy and should be read independently from the other tools used to gather data on children with disabilities. In addition, it should be noted that head teachers are not always fully informed about disability issues, including how children with disabilities are identified and labelled. Here again findings revealed that the most common type of disability was learning disability with high numbers reported which call for further verification mechanisms.

Difficulty to teach by type of disability – A small sample of respondents, with head teachers giving more positive responses than teachers, usually find it difficult to teach children with disabilities. Teachers tend to be more positive in teaching children with physical disabilities and health-related disorders and are definitely more positive about teaching gifted, talented and creative learners[3]. Interestingly, more than 20% of teachers who teach in mainstream

[3] Gifted, talented and creative learners are included here because they have special education needs, cfr page 20

classes reported not having had any previous experience teaching children with disabilities.

The survey therefore allows for parallel analysis of the knowledge, attitudes and practices between these groups, demonstrating congruencies, as well as gaps. It also allows the possibility for the programme team to adapt the interventions according to the specific results and for measuring the changes over the duration of the project.

Part 4 of the report provides a discussion and conclusions which highlight that:

1. While there is a broad range of understanding about what inclusive education means, there is also a – perhaps unexpected – parity of responses between head teachers and teachers, as well as parents/caregivers. These similarities may reflect local demographics, but it also calls into question the extent to which these groups communicate – despite sharing similar ideals.

2. The survey also indicates high levels of expectations on behalf of parents – perhaps contrary to what head teachers and teachers themselves assumed. However, it should also be noted that the parents/caregivers interviewed here all have children with disabilities already in school. More work has to be done to understand the attitudes and expectations of parents/caregivers of children with disabilities who not in school. It also raises questions of when – and if – these expectations are lowered, and why, as well as questions about why, and when, children with disabilities drop out of school.

3. While head teachers and teachers were overwhelmingly positive about their capacity to teach children with disabilities, and the effectiveness of their teaching overall, they clearly recognise the need for additional training and capacity building – as well as resources – in order for this willingness to be made a reality. They highlighted a number of challenges, including accessibility and resources, which they perceived as being outside of their control.

4. An issue that is clear throughout the survey is how children with disabilities are identified, assessed and labelled. These labels have implications and impacts beyond the classroom – though clearly they matter here enormously – but also in terms of other entitlements including the BEAM, as well as assistive devices and other resources. Labels also impact on teachers' perceptions about how 'difficult' or 'easy' it is to teach children with certain types of impairments, in particular those with learning difficulties.

Finally, the section on next steps describes further research which will support this component of the research with in-depth qualitative work to complement

information gathered in this survey. It will include focus group discussions and key informant interviews, as well as specific pieces of research with a view to examining the (potential) impact of classroom assistants on retention of disabled children; examine the most effective and sustainable community transport solutions; and assess the most effective options to scale up IE programmes in Zimbabwe.

Part I

Background

This study stems from a project implemented in 2009-2012 by Leonard Cheshire Disability International and Leonard Cheshire Disability Zimbabwe Trust 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 the new phase of the Leonard Cheshire Disability Inclusive Education project. The research component aims to assess the impact of the programme on teachers, children, and their families.

Introduction

The aim of the research component of the overall project is to measure the impact of the project by providing an assessment of indicators both before and after the programme implementation.

This report summarises the baseline information gathered on disabled girls and boys as well as the knowledge, attitudes and practices of their parents or caregivers, teachers and head teachers. This information is based on data collected at the school level and on a survey administered to parents, teachers and head teachers.

The research was undertaken in mainstream primary schools in four districts (Kariba, Hurungwe, Mhondoro Ngezi, Sanyati) in one province (Mashonaland West Province) and measured levels of knowledge, attitudes and practices (KAP) of parents (or caregivers), teachers and head teachers prior to any activity linked with LCDZT' s inclusive education (IE) project.

In particular, the team carried out a survey which compares results from a sample drawn from 30 model schools, 240 cluster schools as well as nine control schools in areas where no interventions will take place.[4] The list of

[4] 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 from both cluster and model schools. No intervention is going to take place in control schools.

schools identified and selected for this project was provided by the Ministry of Education. The nine control schools were selected on the basis of proximity the model schools.

The survey will be complemented by focus group discussions and key informant interviews during the course of the project, and prior to the final survey after completion 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.

The research will also examine current policy and service provision to establish barriers to effective implementation. An initial desk based study, including an analysis of current policies and practices regarding disability and education in Zimbabwe was undertaken by Professor David Chakuchichi, Associate Professor of Social Sciences, Zimbabwe Open University and will be made available as a separate report.

Baseline study

Data were gathered from schools on numbers of children with disabilities (CWD) in mainstream schools. In these schools, children with disabilities may be placed in mainstream classrooms, or in resource units or special classes. Resource units mostly cater for children with hearing and visual impairments; while special classes are intended for children with varying degrees of general learning difficulties[5], but whose social adaptation skills can meet most of the demands of the environment.[6]

This information was collected at the school level by the project staff using a spread sheet designed by the research team specifically for this purpose. This detailed information included:

School level

- Name, address, school pin (identification number), district;
- Type of school (e.g. Council; Government; Church, etc.);
- Type of provision (resource unit, special class, mainstream class);

[5] Children with disabilities in Resource Units comprise children with Hearing impairments after being assessed by Audiologists, Children with Visual impairments are assessed by Medical personnel together with SPS/SNE personnel, Children with intellectual challenges and learning disabilities are assessed by Educational psychologists using standardised tests. Standardised tests are used to measure IQ to determine the correct placement.

[6] From David Chakuchichi, Auxilia Badza and Phillipa Mutswanga, Inclusive Education in Selected Districts in Zimbabwe – A Baseline Study 2009.

- Enrolment figures for school year 2013 (disaggregated by disability, gender and age);
- Number of children with disabilities for school year 2013 (disaggregated by disability, gender and age);
- Number of repeaters for school year 2013 (disaggregated by gender and age);
- Number of dropouts for school year 2013 (disaggregated by gender and age);
- Number of dropouts with disabilities for school year 2013 (disaggregated by gender and age);
- Number of teachers, mainstream (disaggregated by gender);
- Number of teachers, special education needs (SEN) (disaggregated by gender);
- Numbers of children with disabilities already enrolled (disaggregated by age, sex and location where possible).

Attitudinal surveys

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 to assess and compare these **before** any project activities actually took place. The survey will be repeated after the activities are completed to allow for comparison and measurement of any changes. The questionnaires were developed by the research centre at LCD based on standardised sets of questions used internationally in research of this kind.[7]

The results of the survey will help establish a baseline from which to measure the effectiveness of the IE intervention, since the same information will be collected on the same samples (head teachers, teachers, and parents) at the end of the project. The survey comprises of:

1) A survey to measure levels of knowledge, attitudes and practices of 69 head teachers in Mashonaland West. The questionnaire was administered to head teachers in the 30 model schools selected for the LCDZT Inclusive Education Programme, as well as to head teachers from 30 cluster schools and to head teachers from nine control schools.

[7] The research was approved by the UCL Ethics Committee prior to its undertaking UCL Ethics approval (ref.1661/002).

The survey teams interviewed head 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. The sample distribution by district of the 69 head teachers is tabled below.

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

	Model Schools	Cluster schools	Control schools	Total
Kariba	5	5	1	11
Mhondoro Ngezi	6	6	2	14
Sanyati	7	7	2	16
Hurungwe	12	12	4	28
Total	30	30	9	**69**

2) A survey to assess levels of knowledge, attitudes and practices of 186 teachers in Mashonaland. The questionnaire was administered to a preselected group of teachers (150) in model and cluster schools, with balanced representation of males/females, age and geographical location, where possible. The teachers who were interviewed were the teachers selected by the Ministry to undergo training on IE at project level. Additionally, 36 teachers from nine control schools were also interviewed.

The survey teams interviewed teachers in schools during school time at a pre-allocated time, and in a separate room from where they were teaching (unless there were no students in the class).

The sample distribution by district of the 186 teachers is tabled below.

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

	Model Schools	Cluster schools	Control schools	Total
Kariba	20	5	4	29
Mhondoro Ngezi	24	6	8	38
Sanyati	28	7	8	43
Hurungwe	48	12	16	76
Total	120	30	36	**186**

3) A survey to assess levels of knowledge, attitudes and practices of 186 parents/caregivers of children with disabilities attending model schools, cluster schools and control schools. The survey asked a range of questions to parents/care givers about their children and their education. The questionnaire was administered to a *convenience sample* of 150 parents/caregivers of children in the project schools (both model and cluster schools) identified in the initial school screening, and where possible, the

sample of respondents was selected to ensure representation of sex, age, and range of impairment groups of children. An additional 36 parents/care givers of children with disabilities attending the nine control schools were also interviewed.

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 in fact interviewed at the schools.

The sample distribution by district of the 186 parents/caregivers is tabled below.

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

	Model Schools	Cluster schools	Control schools	Total
Kariba	20	5	4	29
Mhondoro Ngezi	24	6	8	38
Sanyati	28	7	8	43
Hurungwe	48	12	16	76
Total	120	30	36	**186**

As described above, the same set of survey tools was administered to head teachers, teachers and parents/care givers in nine control schools. Control schools were identified on the basis of distance from the project model and cluster schools and any community level project activities as follows: four in Hurungwe; two in Sanyati; two in Mhondoro Ngezi; and one in Kariba. Based on these figures, adequate data was obtained to test the impact of interventions in the model schools. The total number of administered questionnaires was 441.

Methodology

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 inclusive education (IE). The trained supervisors were then able to train enumerators (selected from the local university) on how to administer the research tools. Training of supervisors took place in Harare during the week of May 6th, 2013. The group of supervisors was composed of four Project Officers and the Project Manager. An additional five people from LCZT were also trained as enumerators in case any of the enumerators/university students dropped out.

Training of enumerators was held in Chinhoyi and took five days during the week of May 13th, 2013 from 12:00 to 20:00. Enumerators were recruited from University of Technology in Chinhoyi to work alongside the members of the project team and the additional staff. Approximately 30 students (16 males, 14 females) were identified to carry out the training as enumerators.

Field work - Administering the survey tools

Fieldwork and interviews were undertaken during the week of May 20th, 2013. Enumerators completed the field work in approximately one week.

During the course of the survey collections, the team faced challenges in Kariba Rural District, in four of the targeted schools (Siakobvu, Negande, Mola and Marembera Primary Schools). Apparently, the enumerators were stopped by the police and not allowed to conduct interviews as they did not have a memorandum of understanding (MoU) between the LDCZT and MoE. This is now in place, but resulted in a delay in data collection in this area.

Process

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

Data collectors had the choice to read out the questions to interviewees and record their answers or hand a copy to the questionnaire to the interviewees for them to complete while data collectors read out the questions. Either way, data collectors had to ensure that sections and scales of answers were clear.

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 must have ensured that, upon collection of the questionnaire, it was filled out correctly and completely.

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

The enumerators also had a form to complete and report it to the supervisor if they encountered any issues or challenges, and supervisors were advised about the appropriate action to take (e.g. report to welfare officers).

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 comparable inappropriate usage in other languages (in this instance, Shona). The parent/caregiver tool was translated into Shona and checked for inappropriate language.

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)[8];
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[9] (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).

[8] However, it is unclear at this stage of the research the extent to which these are assessed and identified.

[9] Gifted, talented and creative learners are included here because they have special education needs

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

After collecting the questionnaires data were entered into the spread sheets by the project team, and were assisted by selected enumerators. Data from the four districts was consolidated into the excel spread sheet devised for this purpose.

In particular, data were captured in Harare by the Project Officers with the assistance of student interns and graduates who also took part in the baseline survey to minimise the chances of inaccurate entries. The Project Officer for Kariba completed the data capturing without assistance from seconded data capturers. It took 5 days (from 27 to 31 May 2013) to complete the data capturing exercise while the information for Kariba from the 4 schools mentioned above was received a week later (from 3 to 4 June 2013).

The process of data capturing took part at the offices in Kambuzuma Harare for reasons of confidentiality and safe keeping of questionnaires.

Subsequently, data were transmitted to the research centre at LCD (June and September). The paper questionnaires were sent to UCL and were delivered to the office on 16 September 2013, as per the requirements of the UCL Ethics approval.

Spread sheet for school baseline

Information was gathered at school level through a form. The project officers put together a school-based information collection form based on information given to them at the inception meeting and subsequently sent to schools to gather baseline information. The IE Project Manager and Project Officers then amended the existing information form to fully reflect LCD/UCL requests regarding information collected from schools.

School based data was requested and provided from 279 schools, i.e. 30 model schools, 240 cluster schools and 9 control schools. Due to incomplete or inconsistent information, 11 cluster schools (one in Sanyati, eights in Hurungwe and two in Mhondoro Ngezi) were discarded from the analysis.[10] The final sample therefore comprised of 268 schools: 30 model (11.2%), 229 cluster (85.4%), and nine control schools (3.4%).

Survey questionnaires

The total number of questionnaires administered was 441. The total number of returned questionnaires was 441. Upon receipt, the following were discarded because they were incomplete, for the following reasons:

[10] Tafadzwa (Sanyati); Chiva, Chikova, Chivakanenyama, Dunga, Kebvunde, Kabidza, MagunjeBarrack, and Nyamufukudzwa, (Hurungwe); Kundai Railway Block 4 Primary, and Tangwena (Mhondoro Ngezi).

A - **Parents questionnaires** - seven were eliminated from the analysis because they were returned without a signed consent form– one each from Kariba, Sanyati, and Mondoro. Four parent questionnaires were eliminated from Kariba because of inconsistencies (e.g. child out of age range, not in school, not disabled).

Total number of valid parents questionnaires used in the analysis is then **179**.

B - **Teachers questionnaires** - two questionnaires from Kariba were eliminated from the analysis because they were returned without the informed consent from participants. Additionally, one questionnaire (Kariba) was eliminated because of inconsistencies.

Total number of valid teachers questionnaires used in the analysis is then **183**.

C - **Head Teachers questionnaires** - two were eliminated from the analysis because they were returned without the informed consent forms from participants (one from Kariba and one from Sanyati).

Total number of valid head teachers questionnaires used in the analysis is then **67**.

Limitations

This was an ambitious survey given the time frame and budget and several challenges were encountered in the field and at data entry stage. 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 use a 'training of trainers' approach, though this may be less effective than training the enumerators directly.

A further challenge was the fact that the MoU between LCDZT and the MoE necessary to undertake the survey was not in place at the commencement of the survey, delaying data collection in some schools.

Another issue with regard to the schools was that the list of selected schools initially given to the research team by the MoE was later changed by the Ministry for a number of reasons, including proximity of schools, or change of circumstances[11] However this was not conveyed to the team in London until the time of analysis.

[11] The change of schools was made by the MoE now Ministry of Primary and Secondary Education (MoPaSE) for the mentioned reasons and also the baseline was done towards elections hence some of the critical officers were on national duty most of the officers who were in office were junior officers. However the changes were done on very few schools, on average one school per district.

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. While there were some challenges in data collection, the results still provide some insights into the activities, issues and opportunities for children with disabilities in MWP, their families and their teachers, not previously available elsewhere.

Part II

Spread sheet

Analysis – school level data

Data were gathered in order to gain a thorough understanding of the current provincial situation in Mashonaland West. This information was collected at the school level by project staff using a spread sheet designed specifically for this purpose.

The following analysis is based on a sample comprised of 268 schools: 30 model schools, 229 cluster schools and 9 control schools.

Data gathered included names, addresses, school pin (identification number) of sample schools as well as the district in which they are based. The district distribution was as follows: 109 schools in Hurungwe (40.7%), 41 Kariba (15.3%), 54 schools in Mhondoro Ngezi (20.1%), 64 schools in Sanyati (23.9%).

The table below then shows the further breakdown of schools by type (model, cluster and control) and district.

Table 4 School distribution, by type of school and district

Type of school		District				Total
		Hurungwe	Kariba	Mhondoro Ngezi	Sanyati	
Model	N	12	5	6	7	30
	%	40.0	16.7	20.0	23.3	100.0
Cluster	N	93	35	46	55	229
	%	40.6	15.3	20.1	24.0	100.0
Control	N	4	1	2	2	9
	%	44.4	11.1	22.2	22.2	100.0
Total	N	109	41	54	64	**268**
	%	40.7	15.3	20.1	23.9	100.0

The majority of schools in the sample were council schools, followed by government schools and church schools as revealed in the table below.[12]

[12] As part of the decentralisation process, responsibility for financing and managing schools has been devolved to local Councils; however, there are still a number of centrally-managed schools (government run schools). Satellite schools are new schools (either Council or Government) that do not have the requisite school registration number and are therefore partnered with a 'caretaker' school until they receive registration.

Table 5 Category of schools, by type of schools

Category of schools	Model		Cluster		Control		Total	
	N	%	N	%	N	%	N	%
Church school	3	10.0	9	3.9	0	0.0	12	4.5
Council school	23	76.7	188	82.1	7	77.8	218	81.3
Government school	4	13.3	28	12.2	2	22.2	34	12.7
Non government school	0	0.0	1	.4	0	0.0	1	.4
Satellite school	0	0.0	2	.9	0	0.0	2	.7
Trust school	0	0.0	1	.4	0	0.0	1	.4
Total	30	100.0	229	100.0	9	100.0	268	100.0

Type of provision (mainstream classes, special classes, resource units)

Out of the 268 schools in the sample, there was an average of 12.6 mainstream classes per school (s.d.=7.6). More than 50% of schools in the sample had between 7 and 14 mainstream classes (with a range from 3 to 54 reported.)

Table 6 Number of mainstream classes by type of schools (average number, s.d., and range)

	Model schools	Cluster schools	Control schools
N	30	229	9
Average number	21.5	11.4	13.6
S.d.	9.1	6.6	3.7
Minimum	8	3	7
Maximum	42	54	21

It was also reported that 59 schools (22.0%) had one special class while seven schools (2.6%) had two special classes. However, 202 schools (75.4%) reported there were no special classes at all.

Finally, 12 schools (4.5%) reported having one resource unit, and one school (0.4%) had two resource units. The majority of schools, 255 (95.1%), reported there were no resource units at all.

The tables below show the distribution of the type of provision by type of school (table 7) and by district (table 8). Table 9 then further disaggregates the information on type of provision according to type of school and district.

Table 7 Type of provision, total and by type of school

Type of Provision	Total		Model schools		Cluster schools		Control schools	
	N	%	N	%	N	N	%	N
Only Mainstream classes	199	74.3	5	16.7	190	5	16.7	190
Mainstream classes and one special class	53	19.8	16	53.3	34	16	53.3	34
Mainstream classes and two special classes	3	1.1	2	6.7	0	2	6.7	0
Mainstream classes and one resource unit	2	.7	1	3.3	0	1	3.3	0
Mainstream classes, one special class, and one resource unit	6	2.2	4	13.3	2	4	13.3	2
Mainstream classes, two special classes and one resource unit	4	1.5	2	6.7	2	2	6.7	2
Mainstream classes, one special class and two resource units	1	.4	0	0.0	1	0	0.0	1
Total	268	100.0						

Table 8 Type of provision, by district

Type of provision		District				Total
		Hurungwe	Kariba	Mhondoro Ngezi	Sanyati	
Only Mainstream classes	N	96	20	36	47	199
	%	48.2	10.1	18.1	23.6	100.0
Mainstream classes and one special class	N	10	19	14	10	53
	%	18.9	35.8	26.4	18.9	100.0
Mainstream classes and two special classes	N	0	0	2	1	3
	%	0.0	0.0	66.7	33.3	100.0
Mainstream classes and one resource unit	N	0	0	1	1	2
	%	0.0	0.0	50.0	50.0	100.0
Mainstream classes, one special class, and one resource unit	N	3	1	1	1	6
	%	50.0	16.7	16.7	16.7	100.0
Mainstream classes, two special classes and one resource unit	N	0	1	0	3	4
	%	0.0	25.0	0.0	75.0	100.0
Mainstream classes, one special class and two resource units	N	0	0	0	1	1
	%	0.0	0.0	0.0	100.0	100.0
Total	N	109	41	54	64	268
	%	40.7	15.3	20.1	23.9	100.0

Table 9 Type of provision, by type of school and district

Type of provision		Model schools					Cluster schools					Control schools				
		District				Total	District				Total	District				Total
		Hurungwe	Kariba	Mhondoro Ngezi	Sanyati		Hurungwe	Kariba	Mhondoro Ngezi	Sanyati		Hurungwe	Kariba	Mhondoro Ngezi	Sanyati	
Only mainstream classes	N	2	0	0	3	5	90	20	36	44	190	4	0	0	0	4
	%	40.0	0.0	0.0	60.0	100.0	47.4	10.5	18.9	23.2	100.0	100.0	0.0	0.0	0.0	100.0
Mainstream classes and one special class	N	7	4	3	2	16	3	14	10	7	34	0	1	1	1	3
	%	43.8	25.0	18.8	12.5	100.0	8.8	41.2	29.4	20.6	100.0	0.0	33.3	33.3	33.3	100.0
Mainstream classes and two special classes	N	0	0	2	0	2	0	0	0	0	0	0	0	0	1	1
	%	0.0	0.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	100.0	100.0
Mainstream classes and one resource unit	N	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1
	%	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0		0.0	0.0	100.0	0.0	100.0
Mainstream classes, one special class, and one resource unit	N	3	0	1	0	4	0	1	0	1	2	0	0	0	0	0
	%	75.0	0.0	25.0	0.0	100.0	0.0	50.0	0.0	50.0	100.0	0.0	0.0	0.0	0.0	
Mainstream classes, two special classes, and one resource unit	N	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
	%	0.0	50.0	0.0	50.0	100.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	
Mainstream classes, two special classes, and one resource unit	N	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0
	%	0.0	0.0	0.0	0.0		0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	
Mainstream classes, one special class, and two resource units	N	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
	%	0.0	0.0	0.0	0.0		0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	
TOTAL	N	12	5	6	7	30	93	35	46	55	229	4	1	2	2	9
	%	40.0	16.7	20.0	23.3	100.0	40.6	15.3	20.1	24.0	100.0	44.4	11.1	22.2	22.2	100.0

Enrolment figures for school year 2013

At the beginning of school year 2013, the **total enrolment** in the 268 schools - according to data provided by the project team – amounted to 134,368 students, with 67,838 males (50.5%); and 66,530 females (49.5%). The average number of students per school was 501.37 (s.d.=311.1) with a range from 21 to 1725. Table 10 shows data by type of school and gender.

Table 10 Total number of students enrolled, by type of school and gender

	Total number of males	Total number of females	Total enrolment
Model schools	13,297	13,503	26,800
Cluster schools	51,954	50,288	102,242
Control schools	2,587	2,739	5,326
TOTAL	67,838	66,530	134,368

The table below further disaggregates this information by type of school by providing the average number of students enrolled, s.d., and range.

Table 11 Number of students enrolled, by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	30	229	9
Average Number	893.3	446.5	591.8
S.d.	406.8	260.4	165.4
Minimum	311	21	367
Maximum	1725	1621	902

The total number of **children with disabilities** across the 268 schools was **2,559**, with 1,494 males (58.4%) and 1,065 females (41.6%). This gender imbalance reflects similar findings (EC/OECD, 2009) and further research is needed to account for the apparent over-representation of males attending schools. Table 12 provides the disaggregation of the sample data by type of school and gender.

Table 12 Number of students with disabilities, by type of school and gender

	Total number of boys with disabilities	Total number of girls with disabilities	Total enrolment students with disabilities
Model schools	452	289	741
Cluster schools	987	712	1,699
Control schools	55	64	119
Total	1,494	1,065	2,559

The average number of students with disabilities per school was 9.5 (s.d.=11.6), with a range from 0 to 48. There were **no** students with disabilities noted in 86 schools (32.1%). The table below further disaggregates this information by type of school, by providing the average number of students enrolled, s.d., and range.

Table 13. Number of children with disabilities by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	30	229	9
Average number	24.7	7.4	13.2
S.d.	9.8	10.1	14.6
Minimum	7	0	0
Maximum	48	47	37

The average percentage of children with disabilities over the total student population is 1.96% with a range from 0 to 12.96%. Previous estimates for MWP were 0.4%, and this was one of the lowest school enrolment rates of children with disabilities in the country (Chakuchichi 2013). This was one of the reasons why MWP was selected for the IE intervention.

The next table shows that the average percentage of children with disabilities in model schools is 3.2%, in cluster schools is 1.8% and in the control schools is 2.2%.

Table 14 Percentage of children with disabilities by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	30	229	9
Average percentage	3.19	1.79	2.22
S.d.	1.60	2.41	2.30
Minimum	.77	0.00	0.00
Maximum	7.60	12.96	6.06

The following table provide more details on the number of students with disabilities in special classes and resource units by type of school.

Table 15 Number of students in special classes and resource units by type of school (average number, s.d., and range)

	Special classes			Resource Units		
	Model	Cluster	Control	Model	Cluster	Control
N	23	39	4	7	5	1
Average number	20.3	19.1	21.5	6.9	8.8	7.0
S.d.	6.8	4.2	11.0	3.2	4.3	0.0

Minimum	12.0	13.0	11.0	3.0	3.0	7.0
Maximum	40.0	37.0	37.0	12.0	15.0	7.0

The data on school 'repeaters' (those who have to resit an entire school year) are also interesting. Table 16 below shows number of repeaters for all of the schools reported for the school year 2013 (disaggregated by type of school), which totalled 481 children, of which 165 were children with disabilities.

The total number of 'drop outs', those who fall out of school and do not re-attend, for school year 2013 (disaggregated by type of school) overall was 227, of which 53 were children with disabilities.

This means that while children with disabilities make up a quarter of all repeaters and drop-outs, they do not represent a quarter of the school population, so they are disproportionately represented in these groups.

Table 16 Total number of repeaters and dropouts, by type of school and gender

	Total number of male repeaters	**Total number of repeater boys with disabilities**	**Total number of female repeaters**	**Total number of repeater girls with disabilities**	**Total number of repeaters**	**Total number of repeaters with disabilities**
Model schools	61	2	43	2	**104**	**4**
Cluster schools	243	102	157	58	**377**	**161**
Control schools	0	0	0	0	**0**	**0**
TOTAL	304	104	200	60	**481**	**165**
	Total number of male dropouts	**Total number of male dropouts with disabilities**	**Total number of female dropouts**	**Total number of female dropouts with disabilities**	**Total number of dropouts**	**Total number of dropouts with disabilities**
Model schools	12	3	14	5	**26**	**8**
Cluster schools	100	23	84	22	**185**	**45**
Control schools	9	0	7	0	**16**	**0**
TOTAL	121	26	105	27	**227**	**53**

Number of teachers

The total number of teachers in the 268 sampled schools amounted to 3,592. Of these, it was reported that 684 teach in model schools; 2,760 in cluster schools and 148 in control schools.

Table 17 below shows numbers of teachers (disaggregated by type of school and gender) in mainstream classes and table 18 shows numbers of teachers in special classes and resource units (disaggregated by type of school and gender). It should be noted that in six schools it was reported there are children with disabilities in special classes, but no corresponding teachers were reported.

Table 17 Number of teachers by gender and type of school

	Total number of male teachers	Total number of female teachers	Total number of teachers in mainstream
Model schools	285	366	651
Cluster schools	1,349	1,370	2,719
Control schools	59	83	142
TOTAL	1,693	1,819	3,512

Table 18 Total number of teachers in special classes and resource units, by type of school and gender

	Total number of male teachers in special classes	Total number of female teachers in special classes	Total number of teachers in special classes
Model schools	8	18	26
Cluster schools	14	22	36
Control schools	0	5	5
TOTAL	22	45	**67**
	Total number of male teachers in resource units	**Total number of female teachers in resource units**	**Total number of teachers in resource units**
Model schools	0	7	7
Cluster schools	4	1	5
Control schools	1	0	1
TOTAL	5	8	**13**

Data revealed that the average number of teachers per school (all types of provision included – mainstream classes, special classes, and resource units) was 13.40 (s.d.=8.58), with a range from 3 to 60.

Table 19 Number of teachers by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	30	229	9

Average number	22.8	12.0	16.4
S.d.	9.3	7.8	3.3
Minimum	9	3	12
Maximum	45	60	21

The ratio pupil (total enrolment)/teacher (mainstream classes, special classes, and resource units) was 37.6 (s.d.=6.5) ranging from 7 to 61.2.

Table 20 Number of students per teacher by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	30	229	9
Average number	38.5	37.5	35.9
S.d.	4.6	6.8	5.6
Minimum	23.7	7.0	25.5
Maximum	46.6	61.2	42.9

It is evident from the data that the pupil/teacher ratio in resource units was typically 7.6 (s.d. 3.5) with a range from 3 to 15 children per teacher. With regard to special classes, the pupil/teacher ratio was on average 17.8 (s.d. 2.2) with a range from 11 to 22.
In each type of school (model, cluster and control schools) one teacher in each resource unit was reported. The table below shows the number of teachers in special classes by type of school.

Table 21 Number of teachers in special classes[13] by type of school (Average number, s.d., and range)

	Model	Cluster	Control
N	23	39	4
Average number	1.1	.9	1.2
Std. Deviation	.5	.4	.5
Minimum	0	0	1
Maximum	2	2	2

Disability breakdowns

The information described above was collected at the school level by project staff using a spread sheet designed specifically for this purpose. However the data that were gathered also included information on students with disabilities broken down by disability, gender and age. This information is described below and it does **not** link in any way with the data provided in the first section above.

Data were provided for 157 schools. 5 schools were eliminated from this analysis due to incomplete or inconsistent information, so the total number of schools for this analysis was 152, distributed as follows as table 25 reveals:

[13] In 6 schools (5 cluster and 1 model) there is a Special Class but not a teacher

35 schools in Hurungwe (23.0%), 21 schools in Kariba (13.8%), 41 schools in Mhondoro-Ngezi (27.0%), and 55 schools in Sanyati (36.2%).

Table 22 Total number of schools, by type of school and by district

Type of schools		District				Total
		Hurungwe	Kariba	Mhondoro-Ngezi	Sanyati	
Model	N	12	5	6	6	29
	%	41.4	17.2	20.7	20.7	100.0
Cluster	N	20	15	33	48	116
	%	17.2	12.9	28.4	41.4	100.0
Control	N	3	1	2	1	7
	%	42.9	14.3	28.6	14.3	100.0
Total	N	35	21	41	55	152
	%	23.0	13.8	27.0	36.2	100.0

In total, 29 model schools (19.1%), 116 cluster schools (76.3%), and seven control schools (4.6%) reported data on students with disabilities disaggregated by disability, gender and age.

The total number of **children with disabilities** reported for this analysis was **2164**, that is 1252 males (57.9%) and 912 females (42.1%). The average age was 10.54 (s.d. 1.98), with a range from 4 to 19 (N=2134).

For 2144 of the children with disabilities the type of provision was indicated as follows: 864 (40.3%) are reported in mainstream classes, 1200 (56.0%) are reported in special classes and 80 (3.7%) are in resource units. The distribution of children with disabilities by type of provision and type of school is summarised in table 23 below.

Table 23 Distribution of children with disabilities, by type of provision and type of school

Type of provision	Type of school					
	Model		Cluster		Control	
	N	%	N	%	N	%
Mainstream	178	27.3	672	47.3	14	20.0
Resource Unit	47	7.2	26	1.8	7	10.0
Special Class	428	65.5	723	50.9	49	70.0
Total	653	100.0	1421	100.0	70	100.0

The type of disability was specified for 2,130 children as shown in the following table.

Table 24 Number of children by type of disability and type of school

Type of Disability	Total		Model		Cluster		Control	
	N	%	N	%	N	%	N	%
Visual impairment	107	5.0	42	6.5	61	4.3	4	5.7
Hearing Impairment	97	4.6	25	3.9	63	4.5	9	12.9
Learning Disabilities	1500	70.4	473	73.2	978	69.2	49	70.0
Mental Challenges	142	6.7	51	7.9	89	6.3	2	2.9
Physical and Motor Disabilities	104	4.9	26	4.0	75	5.3	3	4.3
Speech and language disorders	69	3.2	16	2.5	50	3.5	3	4.3
Emotional and Behavioural Disorders	27	1.3	1	.2	26	1.8	0	0.0
Health related disorders	58	2.7	9	1.4	49	3.5	0	0.0
Gifted/talented/creative learners	11	.5	0	0.0	11	.8	0	0.0
Multiple Disabilities	10	.5	1	.2	9	.6	0	0.0
Other	5	.2	2	.3	3	.2	0	0.0
Total	2130	100.0	646	100.0	1414	100.0	70	100.0

It is evident that the majority of children here are reported as having learning disabilities (more than 70%) in line with previous findings (Mutepfa et al 2007). This calls for an analysis of how children are labelled, ascertained - and resourced - in schools. Table 26 below shows that the majority of children with learning disabilities are educated in special classes. Table 24 above highlights the number of children by type of disability and by type of school. Again, around 70% of children are reported as having learning difficulties.

Table 25 Number of children, by disability and type of provision (mainstream classes)

Type of disability	Mainstream	
	N	%
Visual impairment	87	10.2
Hearing Impairment	66	7.7
Learning Disabilities	308	36.0
Mental Challenges	120	14.0
Physical and Motor Disabilities	98	11.4
Speech and language disorders	67	7.8
Emotional and Behavioural Disorders	27	3.2
Health related disorders	57	6.7
Gifted/talented/creative learners	11	1.3
Multiple Disabilities	10	1.2
Other	5	.6
Total	856	100.0

Table 26 Number of children, by disability and type of provision (special classes)

Type of disability	Special Class	
	N	%
Hearing Impairment	1	.1
Learning Disabilities	1192	99.8
Physical and Motor Disabilities	1	.1
Total	1194	100.0

Table 27 Number of children, by disability and type of provision (resource units)

Type of disability	Resource Unit	
	N	%
Visual impairment	20	25.0
Hearing Impairment	30	37.5
Mental Challenges	22	27.5
Physical and Motor Disabilities	5	6.3
Speech and language disorders	2	2.5
Health related disorders	1	1.3
Total	80	100.0

Part III

To complement the school level data, and to enable comparison of results to support effective programme implementation, a survey of head teachers, teachers and parents was undertaken prior to the start of the LCDZT IE project. It should be noted that the parents interviewed were all parents of children with disabilities currently **in** school. Further work is needed to gain a broader understanding of community views about children **not** currently in school.

The results of the three surveys are presented sequentially below, starting with the head teachers. The results of the survey are presented first, followed by a discussion.

It should be noted that even though some of these results might seem similar to those highlighted in the previous part of the report, they nonetheless refer to a different source of data and therefore comparisons are not advisable.

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 include them in school. The survey was administered to a preselected group of 69 head teachers in model, cluster schools, and control schools. 67 questionnaires were analysed.[14]

The district distribution is as follows: 28 respondents in Hurungwe (41.8%), 10 in Kariba (14.9%), 14 in Mhondoro Ngezi (20.9%) and 15 respondents in Sanyati (22.4%).

The sample included 51 male head teachers (76.1%). The average age was 47.6 (s.d.=7.1) with an age range from 33 to 63 years of age. 58 respondents (86.6%) reported being married.

Out of the 67 respondents, 67.1 % of head teachers had some university education, with 11.9% having partially completed, and 55.2% completing university. A further 28.4% had completed college; 1.5% had some college education; and 3.0% had completed secondary education.

[14] For exclusion accounts please see page 22

Of the 45 respondents who reported they had attended university (in part or completed), only 11 specified the faculty attended. Of these, nine (81.8%) had a degree in education; one in psychology and one in arts.

With regard to the extent to which their further education had included any contents related to disability, of the 66 head teachers who responded to this question, only 19 (28.8%) specified that their further education included contents related to disability.

Out of the total number of 67 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 (28.4%) had attended one course; two head teachers (3%) had attended two courses; and one head teacher (1.5%) had attended three courses. 45 head teachers (67.2%) either reported they had not had any pre-service training, or did not provide the information.

With regard to in-service training, out of the total number of 67, 17 head teachers (25.4%) reported attending one course, 22 head teachers (32.8%) two courses, 11 head teachers (16.4%) three courses, 1 head teacher (1.5%) 4 courses and 1 head teacher (1.5%) attended 5 courses. 15 head teachers (22.4%) reported not undergoing in-service training or did not provide any information.

With regard to training in special education needs, out of the total number of 67, 17 head teachers (25.4%) reported participating in one course; five (7.5%) had attended two courses; and one head teacher (1.5%) reported three courses. However, 44 head teachers (65.7%) reported having no course based training in special education needs, or did not provide any information.

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

- Health (including HIV/AIDS, nursing, first aid, physiotherapy);
- Disabilities (including children with special needs, children with disabilities in mainstream);
- Professional skills (including life skills, peer education, child rights);
- Technical and managerial skills (including IT administration).

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).

We asked all head teachers whether they attended any training courses on special needs education. Of those who responded, the main topics of the Special Needs training were specific types of disabilities/impairments; Special Needs Education and sensitisation of communities. No further information was given.

For both pre-service and in-service, the main **Institutions and/or organisations** that provided the training were:

- Governmental institutions (e.g.: Ministry of Education; Ministry of Health National AIDS Council);
- International organizations (e.g. UNICEF, Red Cross);
- NGOs (e.g. Save the Children, World Vision);
- National colleges of higher education (in service) Sport organisation (e.g. Volleyball association).

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

- Governmental institutions (e.g.: Ministry of Education, National AIDS Council);
- National colleges of higher education Universities (e.g. Zimbabwe Open University);
- International organizations (e.g. UNICEF, Red Cross);
- NGOs (e.g. Worldvision).

Generally the majority of respondents reported that both pre and in-service training courses typically lasted one week or less. In just over half of the respondents who had undergone pre-service training, the course lasted less than one year. Very few (less than 5%) said they had undergone longer term courses.

With regard to special needs training more than 50% of head teachers reported that they done short-term courses, and almost a third had done medium term training (less than one year) course.

Of the 54 head teaches who responded about the duration of their professional experience (teaching) reported that on average they had 22.4 years of professional experience (s.d.=8.5). The longest duration of service was 40 years, the shortest 3 years.

The average length of service was 8.1 years (s.d.=8.1), with a range between 2 months and 33 years. Of these 66 head teachers, they reported working in their current school an average of 3 years (s.d.=2.7), with a minimum of one month and a maximum of 11 years.

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.[15]

Type of provision – Mainstream classes

Number of classes by grade

65 head teachers reported the number of mainstream classes in their school according to grade as described in the table below.

Table 28 Number of mainstream classes by grade based on number of schools

Number of classes	G1		G2		G3		G4		G5		G6		G7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	12	19.0	10	15.4	9	14.1	9	14.1	11	17.2	15	23.4	13	20.0
2	24	38.1	29	44.6	28	43.8	29	45.3	29	45.3	27	42.2	29	44.6
3	13	20.6	13	20.0	13	20.3	13	20.3	13	20.3	10	15.6	13	20.0
4	8	12.7	7	10.8	8	12.5	8	12.5	8	12.5	8	12.5	4	6.2
5	6	9.5	4	6.2	5	7.8	4	6.3	2	3.1	3	4.7	4	6.2
6			2	3.1	1	1.6	1	1.6	1	1.6	1	1.6	2	3.1
Total	63	100.0	65	100.0	64	100.0	64	100.0	64	100.0	64	100.0	65	100.0

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 64 respondents, the average total number of students in mainstream classes was 735.7 (s.d.=378.4) per school, ranging from 68 to 1651.

[15] In mainstream classes information was disaggregated by grade as well.

It has to be noted that these results were generated using two different questions and therefore prone to inconsistencies.

Table 29 Average number of students in mainstream classes, by grade

	G1	G2	G3	G4	G5	G6	G7
Average number	107.6	111.5	111.4	108.9	103.4	98.6	94.5
S.d.	60.6	63.8	62.3	55.8	52.2	54.4	53.4
Minimum	0	11	0	0	0	0	7
Maximum	263	319	276	245	230	235	246

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[16].

In mainstream classes 56 head teachers reported the average number, standard deviation and range of students with disabilities in mainstream classes, by grade as follows:

Table 30 Number of students with disabilities in mainstream classes, by grade

	G1	G2	G3	G4	G5	G6	G7
Mean	5.4	5.4	6.4	5.4	5.6	6.6	5.4
S.d.	9.8	9.9	13.2	10.6	12.0	14.4	11.0
Minimum	0	0	0	0	0	0	0
Maximum	47	47	72	53	72	63	67

According to the information above provided by respondents to question 17_3, the average total number of students with disabilities in mainstream classes was 40.3 in a given school (s.d.=70.3) ranging from one to 320. The ratio children with disabilities/total number of students was on average 5.5% (s.d.=.08), ranging from .0 to 35.7%. This highlights variability of the data which could be generated by inadequacy of respondents concerning disability issues and data reporting.[17]

[16] Out of the 67 respondents, 53 (79.1%) provided the number of students with disabilities in their school by grade and disability; seven (10.4%) reported the breakdown by grade but not by disability; three (4.5%) reported the breakdown by disability but not by grade; and finally four (6.0%) did not provide any information about grades nor numbers of students with disabilities.

[17] Out of the 60 respondents who provided the breakdown of students with disabilities in mainstream classes by disability, the following were identified: 36 (60.0%) indicated the presence of students with visual impairments; 30 (50.0%) indicated the presence of students with hearing impairments; 47 (78.3%) indicated the presence of students with learning disabilities; 33 (55.0%) indicated the presence of students with mental challenges; 39 (65.0%) indicated the presence of students with physical and motor disabilities; 31 (51.7%) indicated the presence of students with speech and language disorders;

Head teachers were then asked to specify the how easy they thought it is for teachers of mainstream classes in their school to teach students with disabilities, by type of disability. The information gathered is summarised in Table 31.

According to the information above provided by respondents to question 18, in terms of total numbers of students with disabilities in school, the picture depicted here is slightly different, with an average number of 41.3 (s.d=53.89) in any given school, ranging from 1 to 237 of students with disabilities in mainstream classes.

When considering the 53 respondents who provided the breakdown both by grade and disability, information gathered is consistent only in 26 cases (49.1%), with major discrepancies (greater than 10) in 16 cases (30.2%).

The results in table 31 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. Further information is also required about the types of health challenges encountered - many of which can also have disabling consequences.

22 (36.7%) indicated the presence of students with emotional and behavioural disorders; 31 (51.7%) indicated the presence of students with health related disorders; 17 (28.3%) indicated the presence of gifted/talented/creative students; 18 (30.0%) indicated the presence of students with multiple disabilities; 1 (1.7%) indicated the presence of students with other disabilities (1 student with albinism).

Table 31 Number of students with disabilities, by disability and perceived levels of difficulty to teach them (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	
Number of respondent	36		30		47		33		39		29		21		29		15		16	
Average number of students per school	3.8		4.3		32.0		3.0		2.3		2.9		3.9		7.8		5.9		2.6	
S.d.	3.8		3.9		44.5		2.5		1.8		2.8		4.4		9.3		4.9		2.7	
Minimum	1		1		1		1		1		1		1		1		1		1	
Maximum	18		17		**199**		9		10		15		18		**40**		15		12	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Extremely difficult	10	28.6	14	48.3	14	30.4	20	62.5	7	18.4	10	33.3	7	31.8	3	10.0	1	5.9	9	56.3
Somewhat difficult	18	51.4	10	34.5	16	34.8	6	18.8	12	31.6	8	26.7	10	45.5	11	36.7	1	5.9	2	12.5
Somewhat easy	4	11.4	3	10.3	12	26.1	0	0.0	8	21.1	7	23.3	2	9.1	9	30.0	8	47.1	0	0.0
Extremely easy	0	0.0	0	0.0	3	6.5	1	3.1	8	21.1	2	6.7	1	4.5	6	20.0	4	23.5	1	6.3
No experience	3	8.6	2	6.9	1	2.2	5	15.6	3	7.9	3	10.0	2	9.1	1	3.3	3	17.6	4	25.0
Valid Total	35	100.0	29	100.0	46	100.0	32	100.0	38	100.0	30	100.0	22	100.0	30	100.0	17	100.0	16	100.0

Type of provision – Special classes

Number of classes

42 respondents (N=62) reported that there are Special Classes in their school; of these, 41 specified the number of special classes, 36 head teachers, (87.6%) indicated that there was one class while 5 head teachers (12.2%) 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 had implications for the teacher's ability to include all the children in the class, and how the lessons are set.

Number of students

39 respondents reported the numbers of students in special classes in question 21_3, with the average number of students being 18.9 (s.d.=7.6), ranging from 1 to 39 per class.

Numbers by disability breakdowns

Respondents were then asked to specify the number of students in question 22 and all 42 provided a breakdown of students within special classes disaggregated by types of disability. On the basis of this information, the average number of students was 19.3 (s.d.=7.7), ranging from 1 to 39. As stated in the previous section, it should be noted that these results were generated using two different questions and therefore prone to inconsistencies.

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 32, showing clearly that special classes mainly cater for children with learning disabilities, though almost half the head teachers still considered these student difficult to teach. However, it should be noted that one head-teacher listed 20 'slow learners' under the "other" option in their survey response – indicating that others may also have done this, making the responses inconsistent. It also highlights the issue of how these children are identified and assessed, and what resources are available to them.

Table 32 Number of students with disabilities, by disability and perceived levels of difficulty to teach them (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	
Number of respondents	6		9		40		9		5		4		5		4		3	
Average number of students	2.8		2.1		17.2		3.9		1.4		1.7		1.6		1.7		1.3	
S.d.	1.5		.9		7.0		6.8		.9		.9		.9		.9		.6	
Minimum	1		1		5		1		1		1		1		1		1	
Maximum	5		4		**38**		22		3		3		3		3		2	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Extremely difficult	2	33.3	3	33.3	5	13.5	6	66.7	1	25.0	1	25.0	1	25.0	1	25.0	2	66.7
Somewhat difficult	2	33.3	2	22.2	13	35.1	3	33.3	1	25.0	2	50.0	3	75.0	1	25.0	0	0.0
Somewhat easy	0	0.0	2	22.2	12	32.4	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0	1	33.3
Extremely easy	1	16.7	0	0.0	5	13.5	0	0.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0
No experience	1	16.7	2	22.2	2	5.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Valid total	6	100.0	9	100.0	37	100.0	9	100.0	4	100.0	4	100.0	4	100.0	4	100.0	3	100.0

Type of provision – Resource units

Of the 12 respondents (N=58) who reported that there are Resource Units in their schools, 11 (91.7%) stated there was only one Resource Unit, while the remaining one head teacher responded that there were two (8.3%) resource units in their school. The average number of students was 8.2 (s.d.=2.8) per unit,[18] ranging from 4 to 14. Again, 11 respondents provided the breakdown of students[19] by type of disabilities and according to this information the average number of students was 7.0 (s.d.=3.0) ranging from 1 to 12 (with only one case with inconsistent information). However, as before, it should be noted that these results were generated using two different questions in the same questionnaire and are therefore prone to inconsistencies.

Respondents were further requested to rate, on the basis of their experience, how easy they thought it was for teachers in their schools to teach students with disabilities by type of disability. This information is summarised in Table 33.

Table 33 Number of students with disabilities, by disability and perceived levels of difficulty to teach them (Head teachers, resource units)

	Visual impairment		Hearing impairment		Learning disabilities		Mental challenges		Physical and motor disabilities		Speech and Language disorders		Multiple disabilities	
Valid	2		5		3		3		2		2		4	
Mean	10.0		4.20		3.7		2.0		5.5		1.0		1.5	
Std. Deviation	0.0		2.9		2.5		1.7		6.4		0.0		1.0	
Minimum	10		1		1		1		1		1		1	
Maximum	10		7		6		4		10		1		3	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Extremely difficult	0	0.0	2	33.3	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0
Somewhat difficult	0	0.0	0	0.0	2	66.7	3	100.0	1	50.0	0	0.0	2	50.0
Somewhat easy	1	50.0	2	33.3	1	33.3	0	0.0	1	50.0	2	100.0	0	0.0
Extremely easy	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No experience	1	50.0	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	2	100.0	6	100.0	3	100.0	3	100.0	2	100.0	2	100.0	4	100.0

The information gathered indicated that resource units do cater for children with sensory impairments; however, there are other impairment groups represented too. This does rather call into questions what the difference is between resource units

[18] Respondents replied to question 24_3
[19] Respondents replied to question 25

and special classes. Moreover, the head teachers perceived that the majority of teachers find it more difficult to teach children with learning disabilities; children with 'mental challenges'; multiple disabilities, physical disabilities (although this was more mixed) (even in a resource unit setting) rather than children with sensory impairments.

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:

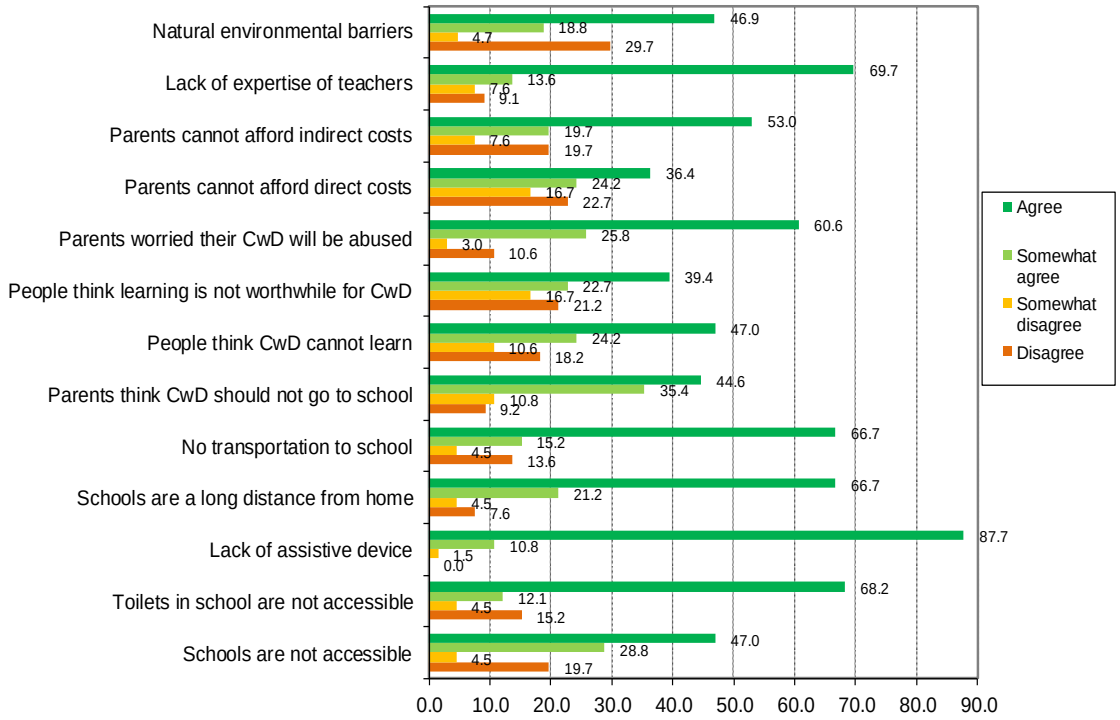
1. 75.8% of head teachers somewhat or totally agree that schools are not physically accessible (N=66);
2. 80.3% of head teachers somewhat or totally agree that toilets in the school are not physically accessible (N=66);
3. 98.5% of head teachers somewhat or totally agree that there is a lack of assistive devices (N=65);
4. 87.9% of head teachers somewhat or totally agree that schools are a long distance from home (N=66);
5. 81.9% of head teachers somewhat or totally agree that there is no means of transportation to school (N=66);
6. 80.0% of head teachers think that parents think children with disabilities should not go to school (N=65);
7. 71.2% of head teachers think that people generally think children with disabilities can't learn (N=66);
8. 62.1% of head teachers think that people generally think it is not worthwhile for children with disabilities to learn. 37.9% disagree (N=66);
9. 86.4% of head teachers think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.) (N=66);
10. 60.6% of head teachers somewhat or totally agree that parents cannot afford direct costs for the school (e.g. uniform, books, fees) (N=66);
11. 72.7% of head teachers somewhat or totally agree that parents cannot afford indirect costs for the school (e.g. meals, transportation) (N=66);

12. 83.3% of head teachers think that lack of expertise of teachers is a barrier preventing children with disabilities from going to school (N=66);

13. 65.7% 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=64).

Figure 1 below summarises the intensity of the respondents' feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree).

Figure 1 Barriers preventing children with disabilities from going to school, according to head teachers



A high number of head teachers state that they believe parents think children with disabilities should not go to school; yet they also cite assistive devices, distance, lack of transport, teacher expertise and the fact parents are worried about potential abuse as significant barriers. This warrants further investigation - do they think the parents do not think their children should go to school because of these factors, or because of other factors related to the child's disability? What factors would encourage parents to bring their children to school, and which other local actors would be beneficial in encouraging parents to bring their children to school?

Features of Inclusive Education

Head teachers were asked whether they had ever heard of inclusive education. 65 head teachers responded to this question, with 50 (76.9%) affirming that they had heard of IE. Those that had were then asked what they considered were the most

relevant characteristics of inclusive education. Their responses covered a broad range, but several identified it was holistic and adaptive, for example:

"*Inclusive education is the education which is holistic and gender sensitive. It enrols every child despite his or her physical, emotional, hearing, visual impairment and also the school structure are built to cater for children with disabilities and also it caters for the abilities of all children at the school"*

"…creating a conducive learning environment for children with disabilities; providing manpower development trainings; providing material resources where possible"

"Every child should be afforded education regardless of whether they are disabled or not .Children with disabilities must be included in the normal schools and should feel accepted"

Others mentioned mainstreaming and adaptations:

"including the advantaged and disadvantaged in the same class, [and the] environment accommodates the child with disability"

"Children with learning disabilities learning together with those without, involvement of all stakeholders and provision of friendly facilities, e.g accessible toilets."

Others focused on attitudes:

"Acceptability; positive towards children with disabilities".

Others focused on the cost:

"Cheaper for parents. Elimination of stigma, can have role models. No separation from parents. Can adapt to his or her real environment not being artificial to him or her"

"Education is affordable, discrimination is limited"

"..Is cheaper, promotes social interaction among pupils"

Other head teachers talked about the impact on families:

"It eliminates stigmatisation, is affordable and family unit is enhanced…"

"It enhanced family integration since the child is not separated from his parents"

"It's cheap, it's friendly, promotes family attachment and care.."

One head teacher seemed to describe the LCDZT IE project process:

"Donor agencies to provide facilities in schools suitable for Inclusive Education. Train personnel to teach children with disabilities. Carry out survey in local communities to identify children with disabilities so that they are sent to school"

Few mentioned the whole education system, though one stated that IE meant

"We aim at considering all pupils regardless of their disabilities in our education system…"

Some of the comments indicated the head teachers still have some way to go before they have fully engaged with a rights based approach, using terms such as '*normal'* schools', and '*despite their disabilities*.':

"equal and same treatment of all children despite disability"

"every child despite the fact that he/she is disabled (has a disability) must get relevant education. Therefore the Ministry should provide facilities necessary for the success of inclusive education"

"Pupils are just the same despite their different disabilities. They should learn and share together. Pupils with disabilities should not be isolated"

These were further examined through the next set of questions, and as one of the stated aims of the programme is to positively change attitudes, it will be interesting to see if – and how - these change during the lifetime of the project.

Attitudes and Beliefs

The next question asked head teachers about their beliefs and experiences around education taking into account their teaching experience. The 65 respondents rated their level of agreement to a series of 18 statements on a six-point symmetric agree-disagree Likert scale, as illustrated in figure 2 below.

1. 95.4% of head teachers firmly agree that inclusion encourages academic progression of all students (N=65);
2. 66.2% of head teachers firmly disagree that CwD should be taught in special schools (N=65);
3. 89.3% of head teachers firmly agree that inclusion facilitates socially appropriate behaviour in all students (N=65);
4. 93.9% of head teachers firmly disagree that any student can learn curriculum if adapted to individual needs (N=65);
5. 93.8% of head teachers firmly disagree that CwD should be segregated as it is too expensive to adapt school environment (N=65);
6. 78.5% of head teachers firmly disagree that CwD should be in special schools so that they do not experience rejection in mainstream schools (N=65);
7. 78.5% of head teachers firmly disagree that they get frustrated when they have difficulty communicating with CwD (N=65);

8. 84.4% of head teachers firmly disagree that they get upset when CwD cannot keep up with the day-to-day curriculum in their classroom (N=64);

9. 60.0% of head teachers firmly disagree that they get frustrated when they are unable to understand CwD (N=65);

10. 78.5% of head teachers firmly disagree that they are uncomfortable including CwD in a regular classroom with other non-disabled students (N=65);

11. 64.6% 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=65);

12. 72.3% 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=65);

13. 95.3% of head teachers firmly agree that they are willing to encourage CwD to participate in all social activities in the regular classroom (N=64);

14. 95.3% 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=65);

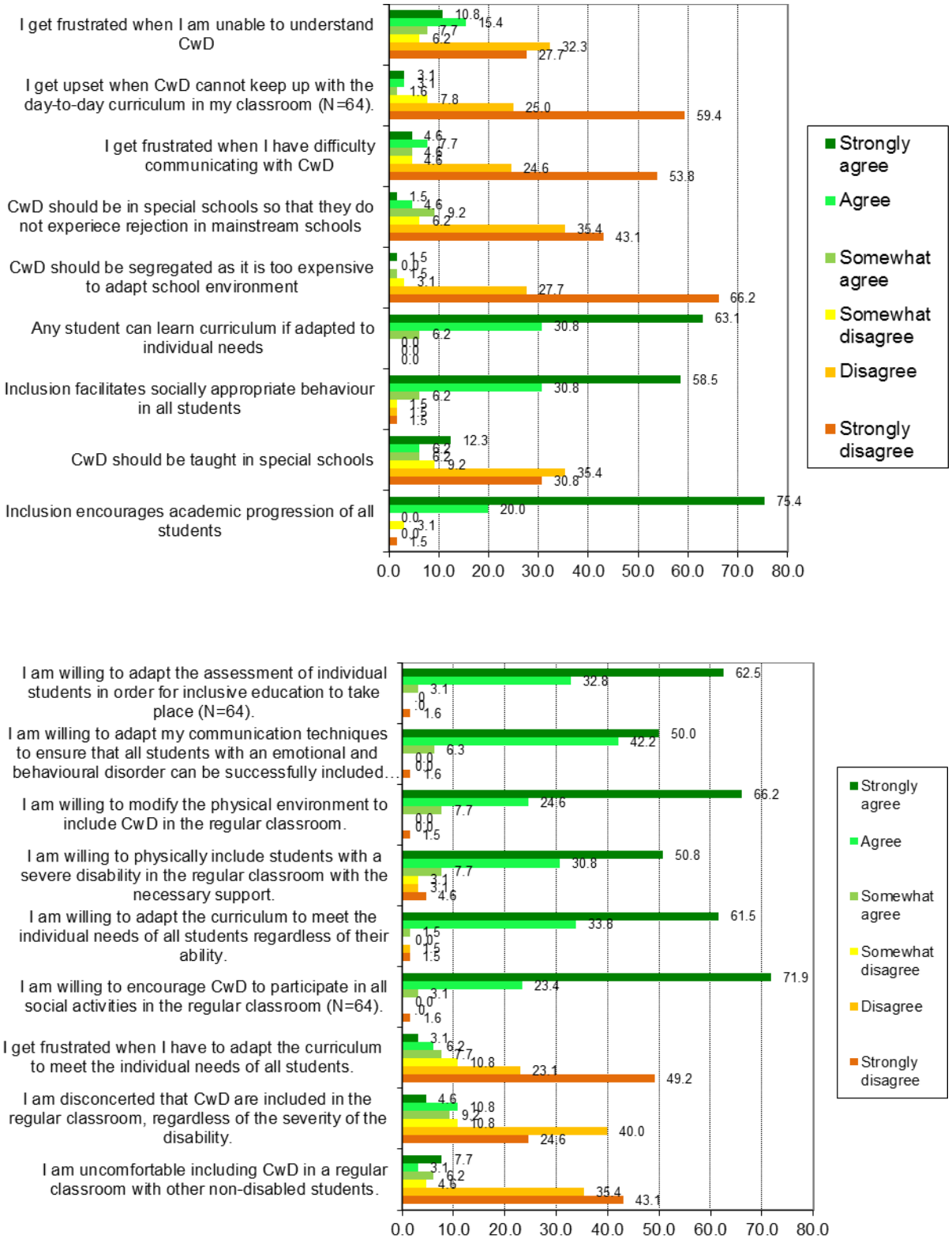
15. 81.6% of the head teachers firmly agree that they are willing to physically include students with a severe disability in the regular classroom with the necessary support (N=65);

16. 90.8% of head teachers firmly agree I am willing to modify the physical environment to include CwD in the regular classroom (N=65);

17. 92.2% 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=64);

18. 95.3% of head teachers firmly agree they are willing to adapt the assessment of individual students in order for inclusive education to take place (N=64).

Figure 2 Attitudes and beliefs towards disability / inclusive education



As is clear from the above, overall, the head teachers responded positively to issues around teaching children with disabilities, particularly around concerns about them falling behind. There was slightly more ambiguity around responses to questions about their level of frustration with communication, which elicited a more mixed

response. There was also more mixed response to the statement 'children with disabilities should be taught in special schools', though overall more than two thirds disagreed with the statement.

With regards to adaptations and assessments, the majority of the head teachers were in agreement that they would do this, and disagreed that they would feel frustrated or disconcerted about the inclusion of children with disabilities in their classrooms.

These results highlight that there is a willingness on behalf of teachers to include children with disabilities in their classes, but this requires adequate training and resources to be undertaken.

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 class or school. The 66 respondents indicated their level of concern by using the scale from 1 (extremely concerned) to 4 (not concerned at all). The responses are detailed in figure 3 below.

1. 62.2% of head teachers were a little or not at all concerned that they will not have enough time to plan educational programs for CwD (N=66);

2. 74.3% of head teachers were a little or not at concerned that it will be difficult to maintain discipline in class (N=66);

3. 63.6% of head teachers were very or really concerned that they do not have the knowledge and skills required to teach CwD (N=66);

4. 68.2% of head teachers were a little or not at all concerned that they will have to do additional paper work (N=66);

5. 59.6% of head teachers were a little or not at all concerned that CwD will not be accepted by non-disabled students (N=62);

6. 57.6% of head teachers were a little or not at all concerned that parents of non-disabled children may not like the idea of placing their children in the same classroom as CwD (N=66);

7. 63.6% of head teachers were very or extremely concerned that their school will not have enough funds for implementing inclusion successfully (N=66);

8. 63.6% of head 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=66);

9. 83.3% of head teachers were a little or not at all concerned that they will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities (N=66);

10. 86.4% of head teachers were a little or not at all concerned that their workload will increase (N=66);

11. 80.0% of head teachers were a little or not at all concerned that other staff members of the school will be stressed (N=60);

12. 63.1% of head 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=65);

13. 65.1% of head teachers were very or extremely concerned that there will be inadequate resources or special teachers available to support inclusion (N=66);

14. 68.2% of head teachers were very or extremely concerned that their school will not have adequate special education instructional materials and teaching aids (e.g. Braille) (N=66);

15. 77.3% of head teachers were a little or not at all concerned that the overall academic standards of the school will suffer (N=66);

16. 84.8% of head teachers were a little or not at all concerned that their performance as a classroom teacher or school principal will decline (N=66);

17. 76.2% of head teachers were a little or not at all concerned that the academic achievement of non-disabled students will be affected (N=63);

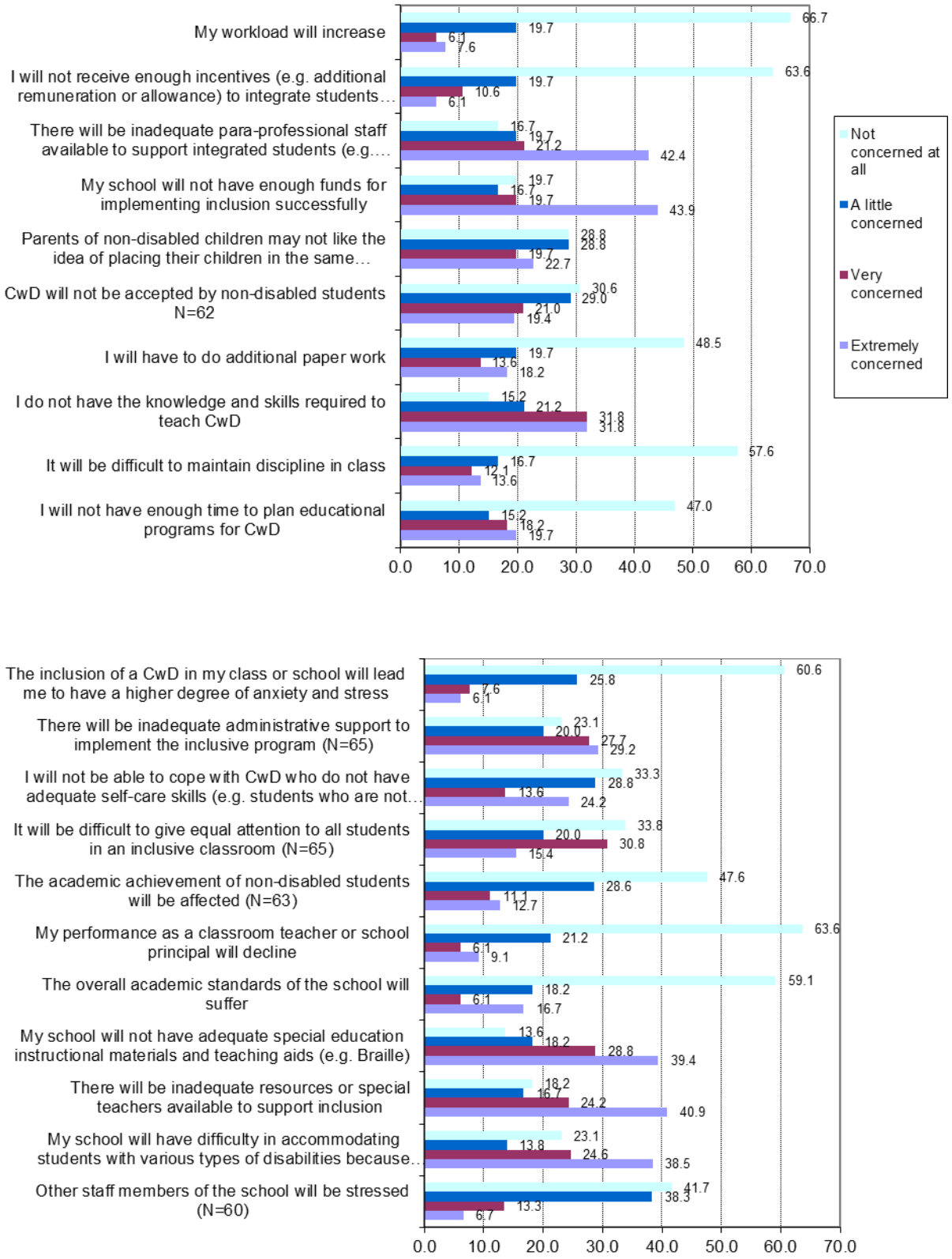
18. 53.8% of head teachers were a little or not at all concerned that it will be difficult to give equal attention to all students in an inclusive classroom (N=65);

19. 62.1% of head teachers were a little or not at all concerned that I 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=66);

20. 56.9% of head teachers were very or extremely concerned that there will be inadequate administrative support to implement the inclusive program (N=65);

21. 86.4% of head teachers were a little or not at all 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=66).

Figure 3 Levels of concern of head teachers if a student with a disability was placed in their class or school



The results indicated that two thirds of the head teachers who responded were concerned that they do not have the knowledge and skills required to teach students with disabilities. However, more than two thirds of them were not concerned about

their capacity to cope with students with disabilities who do not have adequate self-care skills. The results indicate that head teachers were extremely concerned about areas that could be seen as outside of their sphere of influence, such as a lack of para-professional staff available to support integrated students; not having enough funds for implementing inclusion successfully; not having adequate materials and teaching aids for special education; lacking adequate resources or special teachers available to support inclusion; and having difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure.

However, the responses to the statement about adequate administrative support to implement the inclusive program were more mixed.

There was also a more mixed picture across other areas, with slightly more than half of respondents believing that parents of non-disabled children may not like the idea of placing their children in the same classroom as students with disabilities. Two thirds disagreed that students with disabilities will not be accepted by non-disabled students; a third of each were both very concerned or not concerned at all that it would be difficult to give equal attention to all students in an inclusive classroom.

Daily Practices

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 figure 4 below reveals.

Here we are using reference to firm agreement, considering both the options “strongly agree” and “agree”, and firm disagreement, considering both the options “strongly disagree” and “disagree”.

1. 74.2% of head teachers firmly agree that teaching is often limited by the poor infrastructure of the school (N=66);

2. 75.8% of head teachers firmly agree that the high number of students per class is a big issue in the school (N=66);

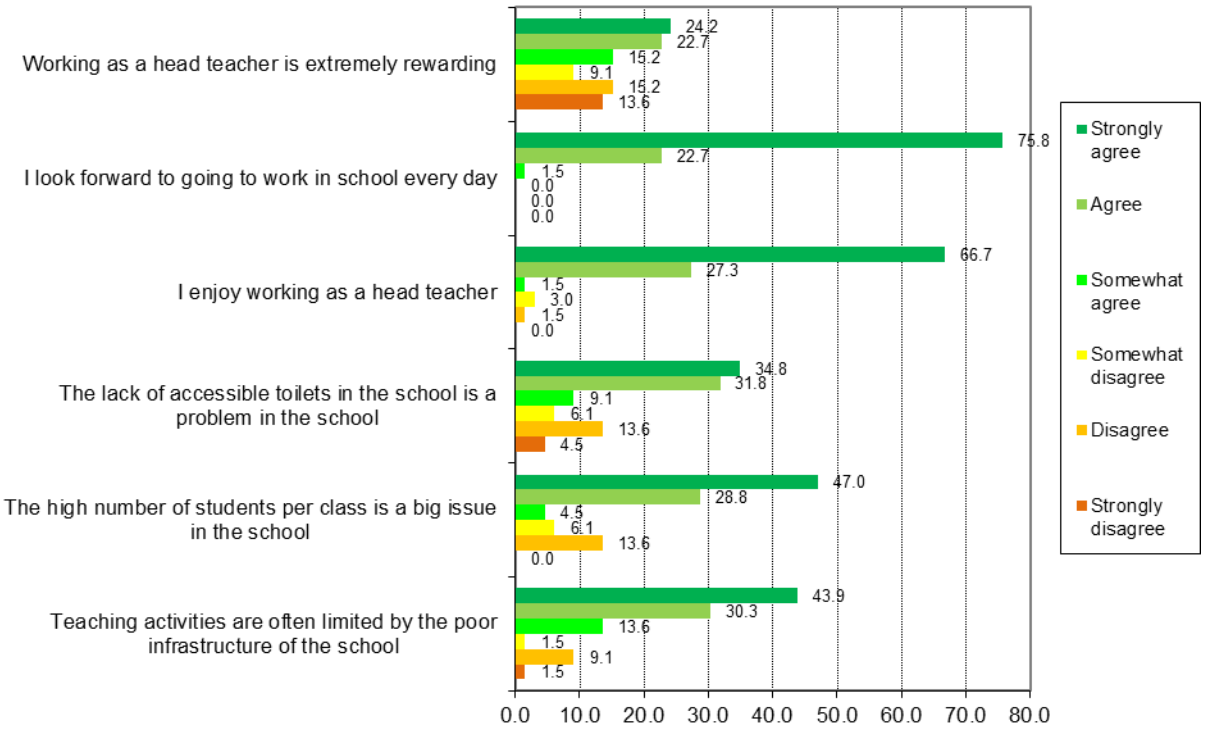
3. 66.7% of head teachers firmly agree that the lack of accessible toilets in the school is a problem (N=66);

4. 93.9% of head teachers firmly agree that they enjoy working as a head teacher (N=66);

5. Similarly 98.5% of head teachers firmly agree that they look forward to going to work in school every day (N=66);

6. 47.0% of teachers firmly agree that working as a teacher is extremely rewarding (N=66);

Figure 4 Daily Practices



As is clear, there was some ambiguity around responses to the statement about working as a teacher being rewarding, though more than half agreed with the statement. By way of contract, more than 80% agreed or strongly agreed that they looked forward to going to work in school each day, and the majority (more than 95%) agreed that they enjoyed working as a head teacher. However, they also corroborated that there were a number of challenges, with more than two thirds agreeing that a lack of accessible toilets; poor infrastructure and large class sizes were significant challenges.

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. 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. Out of 45 respondents, over half (50%) declared that there were no extra funds allocated for IE or students with disabilities. Several mentioned the already existing financial challenges the schools faced. Of those that did respond, one or two mentioned the basic education

assistance module (BEAM)[20]; several mentioned the role of parents in providing extra funding, while one mentioned the role of donors; some talked about incentives – including one head teacher who said that teachers got an extra 10% "*from all the money received at the school*". Some talked about income generating projects, such as a tuck shop and poultry rearing; though it is unclear these were just to raise funds for IE. Others talked about what the financial resources are used for (such as buying learning materials, upgrading infrastructure).

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 55 respondents to this theme, with most head teachers including some kind of preparation within this. The main reason given for not doing it was usually financial. Time allowances ranged from time off to attend training and workshops (though it was not always clear if these were solely for IE). Several head teacher held staff development sessions once a month (again, it was not always clear if these were solely for IE). One respondent said that they felt time should be allocated, but did not indicated if they had planned to do this themselves. One head teacher specifically mentioned that staff could attend sessions organised by the "District Remedial Tutor[21]," and at least one mentioned it was the responsibility of the ministry to allocate and select teachers for training, not the schools.

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, 46 head teachers responded to this theme, with most saying they had not got the financial resources to employ extra staff. However, several mentioned that they had hired early child development (ECD) teachers. Several also mentioned hiring "health staff" to assist with training, and a few mentioned that they had requested a special needs teacher.

D. Establishing support services for teachers – This theme was exploring issues such as support centres with resource teachers who could act as consultants and/or teacher trainers, for example. There were 48 responses to this theme, with some confusion of the categorisation (for example, under this, head teachers included things like study leave and incentives, which perhaps fitted better under 'time' preparations). Most stated they did not have the resources to do this. However, a few responded with this work was done by the "district remedial tutor" – a role that will be explored in more detail later in the course of the research. One mentioned that the teachers at the school worked closely with school psychological services, while another mentioned liaison with committees, including the *"health committee and child friendly committee that look into the affairs of all children regardless of disability."* A few mentioned assistive devices or 'gadgets'.

[20] The government welfare fund – discussed in more detail on p108.
[21] The District Remedial Officer is an Education Officer in charge of special needs education (or CWDs) at district level.

E. Parental outreach or other forms of awareness raising for parents – this theme was exploring preparations around parents and caregivers, for example, meetings, materials, establishing support and communication networks, etc. There were 54 respondents to this theme, with a mixed range of responses. Overall there was a willingness to connect to parents. Most head teachers said they were planning meetings for parents, though most did not give more details – such as where, how many, who would be included etc. One or two mentioned drama and a few identified that parents of children with disabilities would be good advocates for inclusion. One spoke about: *"outreach campaigns to educate parents towards inclusive education*", and another was preparing to inform parents about the resource unit. One head teacher stated that they "…*have cascaded the programme for children with disabilities to the community through meetings and assemblies"* and another said *"we hold general meetings with parents and inform them, we visit homes of the disabled children and the BEAM committee is assigned to search for disabled and disadvantaged children".*

F. Adjustments to the curriculum – this theme aimed to explore planned adjustments such as tests. 51 head teachers responded to this. Overall, few seemed to have made any concrete plans to make any adjustments – some stated that this was not within their control, so could be used to gauge the extent to which head teachers feel they have responsibility to do this, given that flexibility is seen as a key component of IE (OECD 1999). Some head teachers seemed unclear which curriculum was being discussed – the children's or the teacher training curriculum. One head teacher noted that 'remedial lessons' were available for 'slow learners', while others talked about their aspirations, rather than concrete plans – with statements such as "*I have the idea to have a school curriculum which caters for all children with different abilities"; "I strongly proposed that the school should have a school based syllabus",* and *"if inclusive education comes in then we will adjust the curriculum."* One head teacher noted that *"pupils in special class learn at their own pace using IEP",* and one gave a very concrete example that they had *"…reduced the loads for children in special class e.g. have 4 lessons out of 10 and introducing practical subjects"*

G. Screening and early identification of children with disabilities – This theme was exploring how children with disabilities were identified, and what plans were already in place or planned, including for example, by educational psychologists. 58 head teachers responded to this theme, with the majority stating that this was already done, but most did not elaborate how, or what was planned for the future. Some stated that it was already "*Being done at pre-school level and teachers are staff developed to help identify such children".* Several listed the class teachers (and several specifically stated this took place in grades 3 and 4). Others listed:

- District representatives
- Provincial school (educational) psychologists

- Remedial tutors
- Class teachers
- SNE teachers

However, a significant number said that no screening is being done, or at least, is not done without a specific request to assess a child.

H. Provision of/access to Assistive devices – this theme aimed to explore the kinds of provisions being made for children with disabilities who need them (for example, type, who provides them, repairs them, etc.). 44 head teachers responded to this theme. A significant number said there were no plans and no resources for assistive devices, with only a few stating NGOs as providers.

I. Adjustments/adaptations to the built environment – again, this theme aimed to explore current or planned environmental adaptations, such as ramps, accessible toilets, etc. There were 47 respondents to this, with the majority saying they had not made any plans, usually because of financial constraints. A few stated they had made plans for ramps and accessible toilets, and one stated they had developed plans for a "*resource room*", but it is unclear what this entailed.

J. Information technology – this probed around the use of ICT such as adapted software, programmes, computers etc. There were 45 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, one head teacher responded that they were "*planning to electrify the school and buy IT devices".* Another head teacher simply stated *"we have two teachers who are computer literate.*

The final two themes were designed to gather any innovative examples that may not have been identified above. With regards to 'Innovative Strategies', a total of 46 head teachers responded, and for the 'anything else', 13 head teachers responded, but most of their answers have been covered above. One stated that the school had made "*school booklets for children to learn at home",* though it is unclear what these contained. Some mentioned sports (including plans for a wheelchair basketball court), while others mentioned distance – with one head teacher saying they needed to build dormitories to allow boarders, while another suggested they needed transportation to allow the children to get to and from school.

Teacher training

The next set of questions focused on teacher training needs, with the first few designed to garner the extent of the head teachers understanding about current requirements. It is interesting to note that of the 66 head teachers who responded to the question about whether in-service training was a requirement, 66 (100%) said it was. Of these, 11 head teachers (16.9%) said it was required by law; 29 (44.6%)

said it was required by the school; and 23 head teachers (35.4%) said it was required by teachers themselves. Two head teachers (3.1%) stated "*other*".

With regard to the question on how many mainstream teachers were trained annually, 34 head teachers who responded, and gave an average of 5.4 teachers, with a range from 0 to 32 (s.d=7.7).

When asked about the number of teachers who had undergone training in inclusive education in the past year, of the 32 respondents, 19 stated none; eight stated that one teacher had undergone training on IE in the past; three head teachers stated two teachers and one head teacher reported three and another reported four teachers had undergone training on IE in the past.

When asked about the number of special education needs teachers (in both special classes and resource units) trained annually in their school, of the 36 respondents, 17 head teachers stated none; 12 stated that one special education needs teacher is trained annually; five stated that two teachers are trained annually; and one head teacher reported three and another stated five.

According to respondents, there was no typical place for training to take place, with six head teachers (21.4%) saying it was undertaken in school; five (17.9%) saying university; and another six (21.4%) saying special colleges. However, 11 head teachers (39.3%) stated *other*, with the following places being the most frequently cited:

- District Staff development workshops
- Ministry of Education
- NGOs

Out of 26 respondents, 21 head teachers (80.8%) reported that training was undertaken during school time. Of the 25 head teachers who responded, more than 60% said these were short courses of one week or less.

When asked if there was any evaluation after the training, respondents were equally split between yes or no. A few commented that the "*District remedial tutor evaluates...".* There were also some contradictions about who should be responsible for this, as if they have passed the test, then that is enough. Several head teachers commenting that "*no one is qualified [to do this]*". However, several other head teachers stated that *"Visits are made to assess how they are performing" and "We write narrative reports to the district termly".*

Content

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), tolerance, and empathy; as well as some practical [impairment-specific] caring skills. One head teacher noted the most important skills were "*Being trained on behavioural skills and good attitudes towards children with disabilities and all legal provisions on disability".* Several identified specific pedagogical skills, for example: *"teaching methodologies which cater for individual needs";* and *"lesson execution, planning, guidance and counselling, information technology, attitude change".*

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 one head teacher going so far as to say "*if there is support then teachers will be able to work better, if there is no support then teachers will not be able to work."*

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 65 respondents, the majority - 52 (80.0%), said no.

Of the 13 (20.0%) who said yes, the majority stated that the Ministry of Education or Parents (levies and fees) were the major providers, with Local Authorities NGOs, Multilateral organisations such as UNICEF, UNDP etc. recurring less frequently in the answers.

Head teachers were then asked to give an estimation of the amount they received per donor. Only 11 head teachers responded, with very variable answers ranging from what the BEAM covered (around US$2500 per term) to fluctuating amounts provided by parents (anything up to US$7000 in one case), the MoE or multilateral organisations. However, total figures provided ranged from US$2411 up to US$40770.

Of the 17 head teachers who responded to the question about resources made available to support the implementation of inclusive education in their school, the majority, 13 head teachers (76.5%), said no. Of those who said yes (four), the amount ranged from US$100 up to US$2000 (BEAM).

Head teachers were then asked to list their main annual expenditure (for example, amount for SEN, teaching aids etc.), with eight who specified an amount ranging between US$50 through to US$44 246.

When asked about teacher/student ratio in **mainstream** classrooms in their schools, of the 65 head teachers who responded, it was *too low* for five head teachers (7.7%);

adequate for 30 (46.2%); and (perhaps surprisingly) *more than adequate* for 30 head teachers (46.2%).

However, of the 48 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 (4.2%); *adequate* according to 41 head teachers (85.4%); and *more than adequate* for five head teachers (10.4%).

Head teachers were then asked how often additional teachers, assistants or other personnel were made available in their school. Of the 65 who responded, 47 (72.3%) stated that they '*never or rarely were available'*; eight (12.3%) stated *'occasionally';* nine (13.8%) stated '*regularly, but not all the time'*; However, one (1.5%) head teacher stated that additional staff were made available *all the time.*

Linked to questions around resources – key components of IE – 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 65 head teachers, the majority, 60 (92.3%), declared that they were '*never or rarely'* available*;* two (3.1%), declared they were *occasionally* available; three (4.6%) stated they were available '*regularly but not all the time'.* No one stated that additional materials or devices were made available *all the time*.

Of those who stated these materials or devices were available (only seven head teachers responded), the main providers were given as 'the government' (three); NGOs or other organisations (three); and parents (one). No one mentioned 'the community'.

Head teachers were then asked if there been any modifications or adaptations to the classroom/environment to accommodate children with disabilities in their school. Of the eight who replied, the main adaptations were ramps and toilets.

Finally, of the 58 head teachers who responded to the question whether money was set aside for special educational needs within the regular school budget allocation, 54 (93.1%) stated it was not.

Motivation for training

The next section asked participants about their motivation for them 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 in Figure 5. As explained in a previous section, here we are using firm agreement, when considering both the options "strongly agree" and "agree", and firm disagreement, when considering both the options "strongly disagree" and "disagree".

1. 80.0% of head teachers firmly agree that they will participate because it is the requirement of their school (N=60);

2. 96.7% of head teachers firmly agree that participation will enhance their work performance (N=60);

3. 64.4% of head teachers firmly disagree that they will participate because they would feel uncomfortable if they refused to get involved (N=59);

4. 75.0% 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=60);

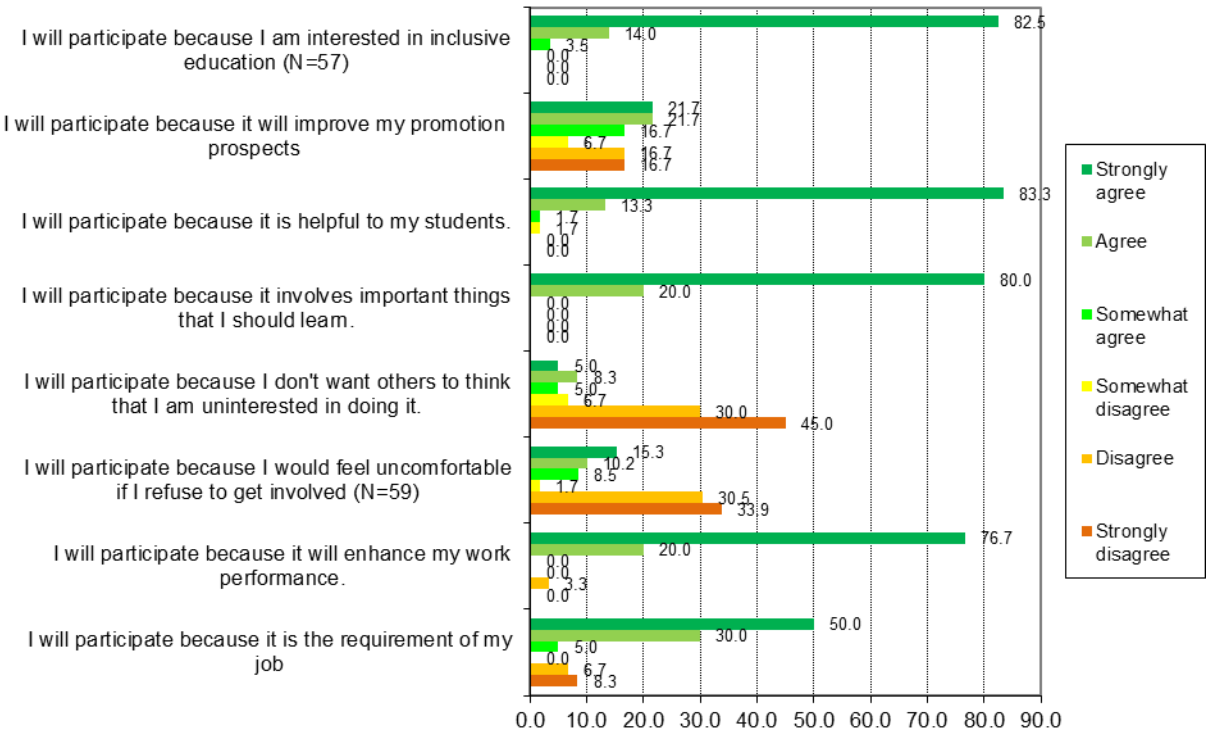
5. 100.0% of head teachers firmly agree that they will participate because it involves important things that they should learn (N=60);

6. 96.7% of head teachers firmly agree that they will participate because it is helpful to their students (N=60);

7. 43.3% of head teachers firmly agree that they will participate because it will improve their promotion prospects (N=60);

8. 96.5% of head teachers firmly agree that they will participate because they are interested in inclusive education (N=57).

Figure 5 Motivation of head teachers to participate in training on IE



Overall, the head teachers responses were positive and enthusiastic about undertaking training, with mixed responses only to the statement about promotion

prospects. More than two thirds agreed they would participate because they would feel uncomfortable if they refused to get involved. Interestingly, more than 80% agreed that would participate because it is a requirement of their job; thus taking away some of the element of volition, and (voluntary) attitudinal change that may be aspired to as part of the programme,

It is also important to note that relatively few head teachers had undergone formal training on disability, either pre- or in-service. However, some of them had undertaken other types of training, which could be an opportunity to advocate for disability to be mainstreamed as a cross cutting issue?

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, but one head teacher summed up their feelings: "*inclusive education is very new and people need education in this area and need knowledge to appreciate its value"*

Teacher Survey

The aim of this survey was to assess levels of knowledge, attitudes and practices (KAP) of teachers in MWP on the education of children with disabilities. The survey was administered to a preselected group of 186 teachers in model, cluster schools, 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. The teachers will be re-interviewed at the end of the project to measure what – if any – changes to their KAP had occurred; and if so, what could be attributed to the intervention (e.g. IE training as part of the LCDZT project).

183 questionnaires were analysed, with the following distribution by district: 76 respondents from Hurungwe (41.5%), 26 from Kariba (14.2%), 38 from Mhondoro Ngezi (20.8%) and 43 respondents from Sanyati (23.5%).

The average age of the 179 respondents was 40.6 (s.d.=7.2) with a range from 24 to 64 year old; the majority are females (59%) (N=183). 74.9% (N=182) reported being married.

With regard to the highest level of education attained, of the 183 respondents, 63.9% of teachers reported completing teacher training college; 3.3% having some college education; 9.8% reported having some university education; and 13.7% reported completing university. Finally, 8.2% completed secondary education and 1.1% stated 'other'.

Further analysis revealed that it was more likely that teachers just had 'some college' and/or 'complete secondary' (lowest levels of education) in the Kariba district.

Of the 43 respondents (23.4%) who reported having some or completed university 31 specified the faculty attended, with 45.2% specifying the education faculty and 19.4% specifying special education.

With regard to the question on further education and inclusion of contents related to disability, 60.5% (N=172) reported that their further education included at least some content related to disability.

Out of the total number of 183, 26 teachers (14.2%) attended one pre-service training course which was intended as the education and training provided to student teachers before they had undertaken any teaching (e.g. workshops, additional courses, etc.). Furthermore, five teachers (2.7%) attended two courses and three teachers (1.6%) three courses. Finally, 149 teachers (81.4%) reported not undergoing any pre-service training or did not provide any information.

Out of the total number of 183, 51 teachers (27.9%) had attended one in-service training course, 25 teachers (13.7%) two courses; seven teachers (3.8%) three

courses; three teachers (1.6%) four courses; and three teachers (1.6%) five courses. Finally, 94 teachers (51.4%) reported not undergoing in-service training or did not provide any information.

Out of the total number of 183, 46 teachers (25.1%) attended one training course in special education needs; 13 teachers (7.1%) two courses; one teacher (0.5%) reported three courses; two teachers (1.1%) four courses; and three teachers (1.6%) reported five courses. Finally, 118 teachers (64.5%) reported no training or did not provide any information.

The main topics of training included:

Pre-service:

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

In-service:

- Health (including HIV/AIDS, first aid, Malaria);
- Disabilities (including Sign Language, speech therapy, special needs education, courses on specific disabilities such as hearing impairment, visual impairment, mental retardation *(sic)*);
- Professional skills (including life skills, peer education, counselling, Child Protection);
- Technical and managerial skills (including IT, Finance administration);
- Physical Education (including soccer coaching, volleyball coaching);
- Other (including voter education, traditional dance, percussions);

Special Needs:

- Mainly, training courses focused on specific types of disabilities;

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

Pre-service:

- Governmental institutions (including Ministry of Education, Ministry of Health, National AIDS Council);
- International organisations (including UNICEF, Red Cross);
- NGOs (including Save the Children);
- National Colleges (including CMC, Morgan Zintec).

In-service:

- Governmental institutions (including Ministry of Education, Ministry of Health, National AIDS Council, District, Province);
- International organisations (including UNICEF, Red Cross);
- NGOs (including World Vision, Goal);
- Universities (including University of Zimbabwe, Zimbabwe Open University);
- National Colleges (including Mkoba, Morgan Zintec);
- Sport organisations (including Zvimba District Sport).

Special Needs:

- National colleges (including Mkoba, Morgan Zintec, United college of education);
- Universities (including Zimbabwe Open University);
- Governmental institutions (including Ministry of Education, Ministry of Health, National AIDS Council, District, Province).

The majority of respondents reported that courses lasted typically a week, or one – three days. There was however great variability as indicated below.

With regard to pre-service training, almost 50% of teachers reported attending short courses (one week or less). The remaining teachers in the sample equally reported attending medium term (less than one year) courses and long term courses (one year or more).

With regard to in-service training, approximately 75% of teachers reported attending mainly short courses (one week or less). Only a few respondents (about 8%) listed longer courses.

With regard to special needs training, mainly long term courses were reported (one year or more), though short term courses were also frequently listed.

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 (satisfied or completely satisfied), however a considerable proportion of teachers reported a neutral evaluation.

The 183 respondents reported on average 13.0% years of professional experience (s.d.=7.7). The highest level of service was 34 years, the lowest 4 months.

Teachers reported having been teaching in the current school on average 7.5 years (s.d.=6.7), with a range between a minimum 2 months and a maximum of 32 years.

Regarding the type of provision they currently taught, out of 183 teachers, the majority, 132 teachers (72.1%) teach a mainstream class exclusively; 38 (20.8%)

teach a special class; 12 (6.6%) teach in resource units and one teacher (0.5%) teaches both in mainstream and in special class.

The 133 teachers who teach in mainstream classes (132 plus one) teach in various grades as the table below shows. Only two teachers stated that they teach in multiple grades (grades 3/4 – 4/5).

Table 34 Number of teachers in mainstream classes, by grade

Grade	1	2	3	4	5	6	7	3 and 4	4 and 5	Valid Total
N	14	24	20	14	12	24	23	1	1	**133**
%	10.5	18	15	10.5	9	18	17.3	0.8	0.8	**100**

The average was 43.0 pupils per mainstream class (s.d.= 6.6). The range however was 28 to 71 pupils per class.

Of the 133 teachers who responded to the question of whether they were given the option to teach classes which include or not children with disabilities, 109 teachers (82%) reported not being asked; 19 teachers stated (14.3%) that they were given the option to teach classes which include children with disabilities; and five teachers 3.8% were given the option to teach classes which do not include children with disabilities.

Of the 24 teachers who were given the option, 22 responded to next question and 17 stated that where they teach now corresponds to their first choice.

133 teachers reported having had experience of teaching in the past in any of the following types of provision:

- 124 teachers (93.2%) stated having taught mainstream classes. With regard to duration, on average it was 12.9 years (s.d=9.0) ranging from a minimum three months to a maximum of 37 years;
- Six teachers (4.5%) stated having taught special classes. With regard to duration, the range was from four months to four years;
- One teacher (0.8%) stated having taught in resource units. The duration reported was six months;
- Six teachers (4.5%) stated having taught other types of provision and four specified it (clinical remediation, in-class remediation, remedial teaching). With regard to duration, the range was from one to 10 years.

Experience with disabilities

Out of 133 teachers who teach in mainstream classes, 73 teachers (54.9%) currently have at least one student with disabilities in the classroom. 58 teachers (out of 73,

79.5%) have also had past experience of teaching students with disabilities. Of the 60 teachers who currently do not have students with disabilities in the classroom, 30 (50.0%) had never had a student with disabilities in their previous teaching experience, but 30 have had a student with disabilities in the classroom.

Out of 39 teachers who currently teach in special classes, 31 (79.5%) reported that they had taught children with disabilities in the past as well.

Out of 12 teachers who currently teach in resource units, 11 (91.7%) reported teaching children with disabilities also in the past.

Teachers in Mainstream classes - Present Experience

The 73 teachers who teach in mainstream classes and who reported currently having at least one student with disabilities in the classroom were asked to specified 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).

27 teachers (37.0%) reported having students with visual impairments in the classroom – with 22 teachers (81.5%) reporting they teach one student and five teachers (18.5%) reporting they teach two students with visual impairments. The majority of teachers found it extremely (22.2%) or somewhat difficult (51.9%) to teach them.

13 teachers (17.8%) reported having students with **hearing impairments** in the classroom and 12 were able to specify how many – with 11 teachers (91.7%) reporting that they teach one student and two teachers (8.3%) reporting that they teach two students with hearing impairments in class. The majority of teachers found it either extremely difficult (50%) or somewhat difficult (16.7%) to teach them.

48 teachers (65.8%) reported having students with **learning disabilities** in the classroom. There is a great variation in the numbers of these students reported by a total of 47 teachers, with a range from one to 40 students with learning disabilities in class. The great majority of respondents specified that it is either extremely difficult (34%) or somewhat difficult (57.4%).

12 teachers (16.4%) reported having students with **mental challenges** in the classroom - with seven teachers (58.3%) reporting that they teach one student, three teachers (27.3%) reporting two students and one teacher (9.1%) reporting five students with mental challenges in the same class. The great majority of respondents specified that it is either extremely difficult (45.5%) or somewhat difficult (27.3%) to teach them. It is noteworthy that 27.3% of the teacher sample reported having no experience with teaching students with mental challenges.

18 teachers (24.7%) reported currently having students with **physical and motor disabilities** in the classroom - 17 teachers then specified having one student with

physical and motor disabilities in class. The great majority of respondents specified that it is extremely (17.6%) or somewhat difficult (41.2%) to teach them.

13 teachers (17.8%) reported currently having students with **speech and language disorders** in the classroom – with 11 teachers (84.6%) reporting that they teach one student and two teachers (15.4%) reporting two students with speech and language disorders in the same class. With regard to the level of difficulty they experienced teaching students with speech and language disorders, eight respondents found it either extremely difficult (four) or somewhat difficult (four) to teach them. On the other hand, five found it either somewhat or extremely easy.

Nine teachers (12.3%) reported currently having students with **emotional and behavioural disorders** in the classroom. There is variation in the numbers of students with emotional and behavioural disorders reported in class by the teachers sampled with a range with between one to four students with emotional and behavioural disorders in class - with five teachers (42.9%) reporting that they teach one student; two teachers (22.2%) reporting two students; one teacher (11.1%) reporting three students; and one teacher (11.1%) reporting four students with emotional and behavioural disorders in the classroom.

20 teachers (27.4%) reported currently having students with **health-related disorders** in the classroom – with 16 teachers (80.0%) reporting that they teach one student and four teachers (20.0%) reporting that they teach two students with health-related disorders in class. The great majority of respondents specified that it is extremely (15.0%) or somewhat difficult (40.0%) to teach them.

14 teachers (19.2%) reported currently having **gifted/talented/creative learners** in the classroom - with 10 teachers (71.4%) reporting that they teach one student; one teacher (7.1%) reporting two students; two teachers (14.3%) reporting three students and one teacher (7.1%) reporting five students in the classroom. The great majority of teachers specified that it is extremely easy (64.3%) and somewhat easy (21.4%) to teach them.

Four teachers (5.5%) reported having one student with **multiple disabilities** in their mainstream class. Three teachers (75.0%) reported that it is extremely difficult to teach students with multiple disabilities. However, the other teacher in the sample thinks that it is somewhat easy.

Table 35 in the next page summarises the information from 73 teachers who teach in mainstream classes who reported currently having at least one student with disabilities in the classroom.

Teachers in Mainstream classes - Past Experience

The 88 teachers (out of 133) who currently teach in **mainstream classes** and who reported having taught at least one student with disabilities in their **previous**

teaching experience were asked to specify the number of students they had by type of disability and how easy it had been 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).

45 teachers (51.1%) had taught students with **visual impairments**. The majority of teachers had found it extremely (27.3%) or somewhat difficult (56.8%) to teach them.

29 teachers (33.0%) had taught students with **hearing impairment**. The majority of teachers - in their previous experience - had found it extremely (31.0%) or somewhat difficult (55.2%) to teach them.

56 teachers (63.6%) had taught students with **learning disabilities**. The majority of teachers had found it extremely (33.3%) or somewhat difficult (55.6%) to teach them.

23 teachers (26.1%) had taught students with **mental challenges**. The majority of teachers had found it extremely difficult (47.8%) or somewhat difficult (34.8%) to teach them.

34 teachers (38.6%) had taught students with **physical and motor disabilities**. The majority of teachers had found it extremely (24.2%) or somewhat difficult (30.3%) to teach them.

38 teachers (43.2%) had taught students with **speech and language disorders**. The majority of teachers had found it extremely (30.6%) or somewhat difficult (33.3%) to teach them.

23 teachers (26.1%) had taught students with **emotional and behavioural disorders**. The majority of teachers had found it extremely (21.7%) or somewhat difficult (47.3%) to teach them.

42 teachers (47.7%) had taught students with **health-related disorders**. The majority of teachers had found it extremely (15.0%) or somewhat difficult (47.5%) to teach them.

29 teachers (33.0%) had taught **gifted/talented/creative learners**. The majority of teachers had found it somewhat (24.1%) or extremely easy to teach gifted/talented/creative learners (51.7%).

Table 35 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	%
Extremely difficult	6	22.2	6	50	16	34	5	45.5	3	17.6	4	30.8	2	22.2	3	15.0	0	0.0	3	75.0
Somewhat difficult	14	51.9	2	16.7	27	57.4	3	27.3	7	41.2	4	30.8	7	77.8	8	40.0	2	14.3	0	0.0
Somewhat easy	6	22.2	2	16.7	1	2.1	0	0.0	4	23.5	3	23.1	0	0.0	5	25.0	3	21.4	1	25.0
Extremely easy	1	3.7	1	8.3	0	0.0	0	0.0	2	11.8	2	15.4	0	0.0	1	5.0	9	64.3	0	0.0
No experience	0	0.0	1	8.3	3	6.4	3	27.3	1	5.9	0	0.0	0	0.0	3	15.0	0	0.0	0	0.0
Valid Total	27	100	12	100	47	100	11	100	17	100	13	100	9	100	20	100	14	100	4	100

11 teachers (12.5%) had taught students with **multiple disabilities**. The majority of teachers had found it extremely difficult to teach them (50.0%).

Table 36 summarises the information received from 88 teachers (out of 133) who currently teach in mainstream classes about their previous experience teaching students who had been identified as having disabilities.

Teachers in Special classes - Present Experience

The 39 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).

Five teachers (12.8%) reported teaching students with **visual impairments** in the classroom - with two teachers (40%) reporting that they teach one student; and three teachers (60%) reporting two students with visual impairments in their special class. Four teachers found it somewhat difficult to teach students with visual impairments (80%), while the other one found it extremely difficult.

10 teachers (25.6%) reported teaching students with **hearing impairments** in the classroom. There is variation in the numbers of students with hearing impairments reported in special classes by the teacher sample with a range from one to 19 students with hearing impairments. Four teachers (40.0%) reported teaching one student; three teachers (30.0%) reported that they teach two students; two teachers (20.0%) reported three students; and one teacher (10.0%) reported 19 students with hearing impairments in the special class. With regard to the level of difficulty they experienced teaching students with hearing impairments, the majority of teachers found it either extremely (66.7%) or somewhat difficult (22.2%). A teacher also stated he had no experience teaching children with hearing impairments.

36 teachers (92.3%) reported teaching students with **learning disabilities** in the classroom. There is great variation in the numbers of students with learning disabilities reported in special classes, with an average number of 15 pupils per class (s.d.=5.4), ranging from one to 29 students The majority of teachers found it either somewhat difficult (37.1%) or somewhat easy (37.1%) to teach them.

12 teachers (30.8%) reported teaching students with **mental challenges** – with five teachers (41.7%) reporting that they teach one student; four teachers (33.3%) reporting two students; and four teachers (25%) reporting three students with mental challenges. Teachers generally found it extremely (50%) or somewhat difficult (25%) to teach them.

Six teachers (15.4%) reported teaching students with **physical and motor disabilities** – with three teachers (50.0%) reporting that they teach one student; two teachers (33.3%) reporting two students; and one teacher (16.7%) reporting five students with physical and motor disabilities. Four respondents specified that it is

Table 36 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	%
Extremely difficult	12	27.3	9	31.0	18	33.3	11	47.8	8	24.2	11	30.6	5	21.7	6	15	1	3.4	5	50.0
Somewhat difficult	25	56.8	16	55.2	30	55.6	8	34.8	10	30.3	12	33.3	11	47.8	19	47.5	1	3.4	3	30.0
Somewhat easy	3	6.8	3	10.3	3	5.6	0	0.0	5	15.2	9	25.0	5	21.7	10	25.0	7	24.1	0	0.0
Extremely easy	0	0.0	0	0.0	1	1.9	0	0.0	6	18.2	0	0.0	0	0.0	0	0.0	15	51.7	0	0.0
No experience	4	9.1	1	3.4	2	3.7	4	17.4	4	12.1	4	11.1	2	8.7	5	12.5	5	17.2	2	20.0
Valid Total	44	100	29	100	54	100	23	100	33	100	36	100	23	100	40	100	29	100	10	100

somewhat difficult (66.7%) to teach them, while the other two (33.3%) reported that is somewhat easy.

Five teachers (12.8%) reported teaching students with **speech and language disorders** - with three teachers (60.0%) reporting that they teach one student, one teacher (20%) reporting three students and one teacher (20%) reporting four students with speech and language disorders. Three respondents specified that it is extremely difficult (60.0%) to teach them; while the other two stated that it is somewhat difficult (40.0%).

Five teachers (12.8%) reported teaching students with **emotional and behavioural disorders** - with two teachers (40.0%) reporting that they teach one student, one teacher (20%) reported having two students; one teacher reporting three students (20%); and one teacher reporting nine students (20%). When asked how easy it is to teach students with emotional and behavioural disorders in the class they are currently teaching, the two respondents specified that it is extremely difficult (40.0%), one stated it is somewhat difficult (20.0%) However, the two other teachers (40%) reported that it is somewhat easy.

Four teachers (10.3%) reported teaching students with **health related disorders** in the classroom - with two teachers (50.0%) reporting that they teach two students, one teacher (25.0%) reporting one student and one teacher (25%) reporting three students with health related disorders. Three respondents specified that it is somewhat difficult (75.0%) to teach them, while the other one (25.0%) reported that it is somewhat easy.

Four teachers (10.3%) have **gifted/talented/creative learners** in the classroom – with three teachers (75%) reporting that they teach one student, one teacher (33.3%) reporting having two students. Three respondents specified that it is extremely easy (75.0%) to teach them while the other one reported that he/she has no experience.

Four teachers (10.3%) reported teaching students with **multiple disabilities** in the classroom - with three teachers (75%) reporting that they teach one student, and one teacher (25%) reporting three students with multiple disabilities. There was no agreement about the ease of teaching in the responses of these three teachers, ranging from extremely difficult to somewhat easy.

Table 37 summarises the information from the 39 teachers who currently teach in special classes.

Table 37 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	%
Extremely difficult	1	20.0	2	22.2	6	17.1	6	50.0	4	66.7	3	60.0	2	40.0	0	0.0	0	0.0	1	33.3
Somewhat difficult	4	80.0	6	66.7	13	37.1	3	25.0	0	0.0	2	40.0	1	20.0	3	75.0	0	0.0	1	33.3
Somewhat easy	0	0.0	0	0.0	13	37.1	3	25.0	2	33.3	0	0.0	2	40.0	1	25.0	0	0.0	1	33.3
Extremely easy	0	0.0	0	0.0	3	8.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	75.0	0	0.0
No experience	0	0.0	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0
Valid total	5	100	9	100	35	100	12	100	6	100	5	100	5	100	4	100	4	100	3	100

Teachers in Special classes - Past Experience

The 31 teachers who currently teach in **special classes**, and who reported that they had taught students who had been identified as having disabilities in their **previous teaching experience** were asked to specified the number of students they had by 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).

10 teachers (32.3%) had taught students with **visual impairments**. Four teachers (44.4%) had found it somewhat or extremely difficult to teach them. However four other teachers (44.4%) reported they had had no previous experience teaching students with visual impairments.

15 teachers (48.5%) had taught students with **hearing impairments**. The majority of teachers had found it extremely (15.4%) or somewhat difficult (53.8%) to teach them. However four teachers (30.8%) reported they had had no previous experience teaching students with hearing impairments.

27 teachers (87.1%) had taught students with **learning disabilities**. The majority of teachers had found it either extremely (16.7%) or somewhat (58.3%) difficult to teach them. However it is worth noting that 20.8% of teachers, when asked about their previous teaching experience, reported that it had been somewhat easy to teach students with learning disabilities.

14 teachers (45.2%) had taught students with **mental challenges**. Over 60% of teachers had found it either extremely (38.5%) or somewhat (23.1%) difficult to teach them. However four teachers (30.8%) reported they had had no previous experience teaching students with mental challenges.

Nine teachers (29%) had taught students with **physical and motor disabilities**. Six of them rated their previous teaching experience with this group of students, and had found it equally either somewhat easy or somewhat difficult.

13 teachers (41.9%) had taught students with **speech and language disorders**. The majority of teachers had found teaching them extremely (18.2%) or somewhat difficult (54.5%).

Eight teachers (25.8%) had taught students with **emotional and behavioural disorders**. Rating their previous teaching experience, four out of six of found it either somewhat or extremely difficult. One had found it somewhat easy and one teacher reported he/she had had no previous experience teaching students with emotional and behavioural disorders.

11 teachers (35.5%) had taught students with **health-related disorders**. Six teachers (66.7%) had found it somewhat difficult; and one reported it had been extremely difficult. Another respondent reported he/she had had no previous experience teaching students with health-related disorders.

Five teachers (16.1%) had taught **gifted/talented/creative learners**. All teachers in the special classes sample had found it extremely or somewhat easy to teach them.

Three teachers (9.7%) had taught students with **multiple disabilities**. All of them had found it extremely difficult to teach students with multiple disabilities.

Table 38 summarises the information about the previous teaching experience gathered on the 31 teachers who currently teach in special classes.

Teachers in Resource Units - Present Experience

The 12 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).

Five teachers (41.7%) reported teaching students with **visual impairments** – with two teachers (40%) reporting they teach one student, two teachers (40%) reporting 10 students and one teacher (20%) reporting eight students with visual impairments. Two teachers found it somewhat difficult (40%); and one teacher found it extremely difficult. On the other hand, the remaining two teachers rated their teaching experience as somewhat easy.

Five teachers (41.7%) reported teaching students with **hearing impairments** - with one teacher (20%) reporting they teach one student; one teacher (20%) reporting two students; one teacher (20%) reporting five students; and one teacher (20%) reporting six students with hearing impairments. With regard to the level of difficulty they experienced teaching students with hearing impairments, one teacher found it extremely difficult, two teachers somewhat difficult (40%), one teacher somewhat easy and finally one found it extremely easy.

Two teachers (16.7%) reported teaching students with **learning disabilities** - with one teacher (50%) reporting teaching three students and one teacher (50%) reporting five students with learning disabilities. One teacher found it extremely difficult to teach them while the other stated it is somewhat difficult (50%).

Six teachers (50%) reported teaching students with **mental challenges** - with two teachers (33.3%) reporting that they teach one student, two teachers (33.3%) reporting two students and two teachers (33.3%) reporting four students with mental challenges. Three teachers found it somewhat difficult (60%) to teach them and one found it extremely difficult, one teacher stated that he had no experience teaching students with mental challenges.

Table 38 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	%
Extremely difficult	2	22.2	2	15.4	4	16.7	5	38.5	0	0.0	2	18.2	2	33.3	1	11.1	0	0.0	1	100
Somewhat difficult	2	22.2	7	53.8	14	58.3	3	23.1	2	33.3	6	54.5	2	33.3	6	66.7	0	0.0	0	0.0
Somewhat easy	1	11.1	0	0.0	5	20.8	1	7.7	2	33.3	2	18.2	1	16.7	1	11.1	2	40	0	0.0
Extremely easy	0	0.0	0	0.0	1	4.2	0	0.0	2	33.3	0	0.0	0	0.0	0	0.0	3	60	0	0.0
No experience	4	44.4	4	30.8	0	0.0	4	30.8	0	0.0	1	9.1	1	16.7	1	11.1	0	0.0	0	0.0
Valid total	9	100	13	100	24	100	13	100	6	100	11	100	6	100	9	100	5	100	1	100

One teacher (8.3%) reported teaching a child with **physical disabilities** in a resource unit and he/she rated his/her teaching experience as somewhat difficult.

Six teachers (50%) reported teaching children with **speech and language disorders** – with two teachers (33.3%) reporting that they teach one student with speech and language disorders; two teachers (33.3%) reporting two students with speech and language disorders in the unit; one teacher (16.7%) reporting three speech and language disorders students; and one teacher (16.7%) reporting seven students. With regard to the level of difficulty they experienced teaching this group of students, the great majority of teachers found it somewhat difficult (80%)

One teacher (8.3%) reported currently teaching seven children with **emotional and behavioural disorders** and found the experience somewhat difficult.

Two teachers (16.7%) stated that they currently teach children with **health related disorders** in resource unit. They both reported having one student each in the unit and rated their teaching experience somewhat difficult.

Five resource unit teachers (41.7%) reported teaching students with **multiple disabilities** - with three teachers (60%) reporting that they teach one student; one teacher (20%) reporting three students; and one teacher reporting five students with multiple disabilities. Two teachers rated their teaching experience with students with multiple disabilities as extremely difficult; one as somewhat difficult and two teachers rated it as somewhat easy.

Table 39 summarises the information gathered on the 12 teachers who currently teach in resource units.

Teachers in Resource Units - Past Experience

The 11 teachers who currently teach in **resource units**, who reported that in their **previous teaching experience** they had taught children with disabilities 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).

Three teachers (27.3%) had taught children with **visual impairments**. Of the two teachers who rated their previous experience, one had found it extremely difficult to teach them, while the other had found it extremely easy.

Five teachers (45.5%) had taught children with **hearing impairments**. Of the four teachers who rated their previous experience, two had found it extremely difficult to teach them, while the other two had found it either somewhat or extremely easy.

Seven teachers (63.6%) had taught children with **learning disabilities**. Four teachers had found it somewhat or extremely difficult to teach them, while the other three had found it somewhat easy.

Table 39 How easy is it to teach students with disabilities in the class teachers 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	%
Extremely difficult	1	20.0	1	20.0	1	50.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0
Somewhat difficult	2	40.0	2	40.0	1	50.0	3	60.0	1	100.0	4	80.0	1	100.0	2	100.0	1	20.0
Somewhat easy	2	40.0	1	20.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	2	40.0
Extremely easy	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No experience	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Valid total	5	100	5	100	2	100	5	100	1	100.0	5	100	1	100.0	2	100.0	5	100

Four teachers (36.4%) had taught children with **mental challenges**. Three teachers had found it extremely or somewhat difficult to teach them, while the other had found it somewhat easy to teach students with mental challenges.

Three teachers (27.3%) had taught children with **physical and motor disabilities**. Two teachers had found it extremely or somewhat difficult to teach them, while the other had found it somewhat easy.

Four teachers (36.4%) had taught children with **speech and language disorders**. Three teachers had found it extremely or somewhat difficult to teach them, while the other one had found it somewhat easy.

Three teachers (27.3%) had taught children with **emotional and behavioural disorders**. All the three teachers had found it extremely or somewhat difficult to teach them.

Two teachers (18.2%) had taught **gifted/talented/creative learners**. Both teachers had found it either extremely or somewhat easy to teach them.

Two teachers (18.2%) had taught children with **multiple disabilities**. One teacher had found it extremely difficult to teach them, while the other had found it somewhat easy.

Table 40 summarises the information about the previous teaching experience received from the 11 teachers who currently teach in resource units.

Further data analysis highlighted that on average and taken together, teachers in special classes and resource units experienced fewer difficulties in teaching students with learning disabilities both currently and in the past than teachers in mainstream classes.

Tables 41 and 42 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.

It is evident from the data analysis that mainstream teachers report a variety of experiences of teaching children with a range of impairments. Some teachers report having between 10-25 students with learning disabilities per class, or that it is ‘extremely difficult’ to teach students with emotional and behavioural disorders. 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. Again, it is unclear if these children are being correctly identified and assessed, and if not, whether or not the

Table 40 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	%
Extremely difficult	1	50	2	50	1	14.3	2	50	1	33.3	2	50	2	66.7	0	0.0	1	50
Somewhat difficult	0	0.0	0	0.0	3	42.9	1	25	1	33.3	1	25	1	33.3	0	0.0	0	0.0
Somewhat easy	0	0.0	1	25	3	42.9	1	25	1	33.3	1	25	0	0.0	1	50	1	50
Extremely easy	1	50	1	25	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50	0	0.0
No experience	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Valid total	2	100	4	100	7	100	4	100	3	100	4	100	3	100	2	100	2	100

Table 41 Perceived levels of difficulty to currently teach students with disabilities – 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 Learner		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Extremely difficult	7	18.9	9	34.6	23	27.1	12	42.9	3	12.5	7	30.4	4	26.7	3	11.5	0	0.0	6	50
Somewhat difficult	20	54.1	10	38.5	42	49.4	9	32.1	12	50	10	43.5	9	60	13	50	2	10.5	2	16.7
Somewhat easy	9	24.3	3	11.5	14	16.5	3	10.7	6	25	4	17.4	2	13.3	6	23.1	3	15.8	4	33.3
Extremely easy	1	2.7	2	7.7	3	3.5	0	0.0	2	8.3	2	8.7	0	0.0	1	3.8	12	63.2	0	0.0
No experience	0	0.0	2	7.7	3	3.5	4	14.3	1	4.2	0	0.0	0	0.0	3	11.5	2	10.5	0	0.0
Valid total	37	100	26	100	85	100	28	100	24	100	23	100	15	100	26	100	19	100	12	100

Table 42 Perceived levels of difficulty to teach students with disabilities in previous teaching experience – 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	%
Extremely difficult	14	25.9	13	28.3	23	27.4	18	45.0	9	22	15	30	9	28.1	7	14.3	1	2.7	7	53.8
Somewhat difficult	27	50	23	50	46	54.8	12	30.0	13	31.7	18	36	14	43.8	25	51	1	2.7	3	23.1
Somewhat easy	4	7.4	4	8.7	11	13.1	2	5.0	8	19.5	12	24	6	18.8	11	22.4	10	27	1	7.7
Extremely easy	1	1.9	1	2.2	2	2.4	0	0.0	7	17.1	0	0.0	0	0.0	0	0.0	19	51.4	0	0.0
No experience	8	14.8	5	10.9	2	2.4	8	20.0	4	9.8	5	10	3	9.4	6	12.2	6	16.2	2	15.4
Valid Total	54	100	46	100	84	100	40	100	41	100	50	100	32	100	49	100	37	100	13	100

teacher has experience. Either way, this requires both further research and programmatic support.

There are also similarities between current and past teaching experience, as well as between special classes, resource centres and mainstream classrooms. This has implications for training and support needs, but also for future cost analysis, including which approach is more cost effective.

Teacher training

Teachers were asked to rate the extent to which they thought their previous training helped them deal with students with disabilities. Data is disaggregated by disability 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 Table 43.

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 30% of teachers reported having no previous training.

Closer analysis of the data disaggregated by type of provision revealed that teachers in special classes and resource units found that training helped them to deal with students with learning disabilities more than teachers in mainstream classes. However, there is scope for further training for all teachers.

Table 43 Utility of teacher training by disability (all types of provision)

	Visual Impairments		Hearing Impairments		Learning Disabilities		Mental Challenges		Physical And Motor Disabilities	
	N	%	N	%	N	%	N	%	N	%
Not at all	2	2.9	4	7.1	1	1	4	8.2	3	6.1
Very few	6	8.8	4	7.1	1	1	3	6.1	5	10.2
A little bit	19	27.9	14	25	24	23.3	18	36.7	10	20.4
A lot	21	30.9	20	35.7	52	50.5	11	22.4	16	32.7
No training	20	29.4	14	25	25	24.3	13	26.5	15	30.6
Valid Total	68	100	56	100	103	100	49	100	49	100
	Speech And Language Disorders		Emotional And Behavioural Disorders		Health Related Disorders		Gifted Talented Creative Learners		Multiple Disabilities	
	N	%	N	%	N	%	N	%	N	%
Not at all	2	3.4	2	6.1	4	6.9	0	0.0	2	8.7
Very few	3	5.1	1	3	3	5.2	0	0.0	1	4.3
A little bit	12	20.3	10	30.3	16	27.6	3	7.7	6	26.1
A lot	25	42.4	13	39.4	19	32.8	24	61.5	7	30.4
No training	17	28.8	7	21.2	16	27.6	12	30.8	7	30.4
Valid Total	59	100	33	100	58	100	39	100	23	100

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 181 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 can be summarised as follows:

1. 76.1% of teachers (N=180) somewhat or totally agree that schools are not physically accessible;

2. 80.6% of teachers (N=180) somewhat or totally agree that toilets in the school are not physically accessible;

3. 93.3% of teachers (N=179) somewhat or totally agree that there is a lack of assistive devices;

4. 86.2% of teachers (N=180) somewhat or totally agree that schools are a long distance from home;

5. 80.7% of teachers (N=181) somewhat or totally agree that there is no means of transportation to school;

6. 73.5% of teachers (N=181) think that parents think children with disabilities should not go to school;

7. 69.8% of teachers think that parents generally think children with disabilities cannot learn (N=179);

8. 73.8% of teachers (N=179) think that parents generally think it is not worthwhile for children with disabilities to learn;

9. 87.2% of teachers (N=180) think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.);

10. 61.1% of teachers (N=180) somewhat or totally agree that the direct costs for school are too high for parents (e.g. uniform, books, fees);

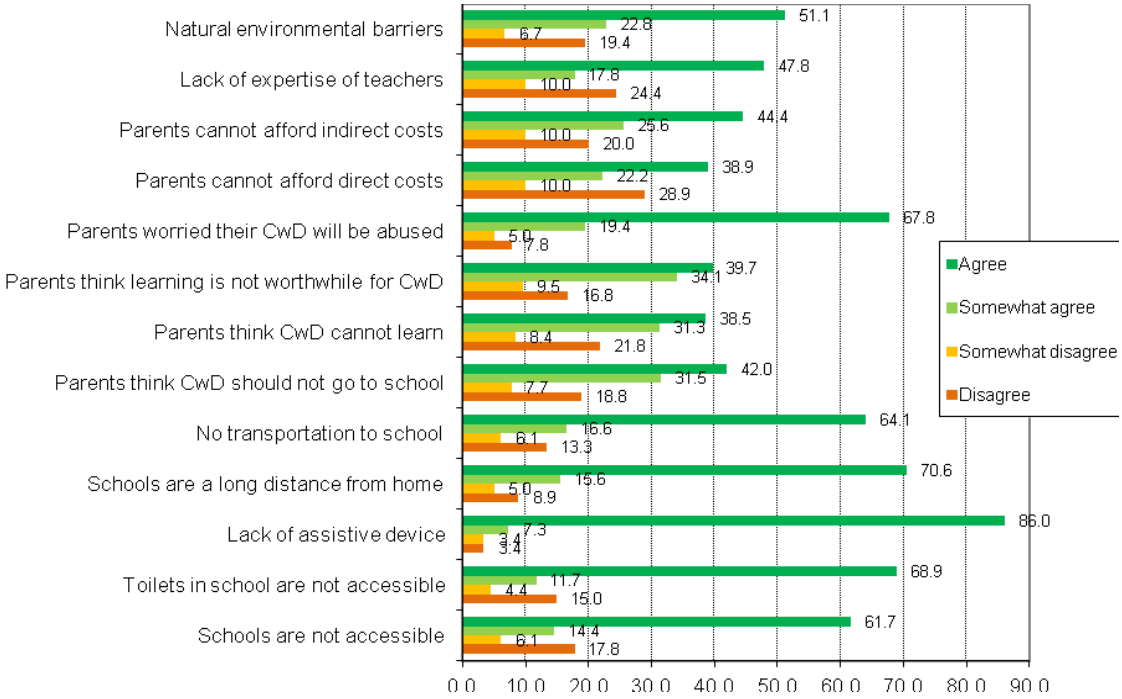
11. 70.0% of teachers (N=180) somewhat or totally agree that indirect costs for school are too high for parents (e.g. meals, transportation);

12. 65.6% of teachers (N=180) somewhat or totally agree that teachers lack expertise;

13. 73.9% of teachers (N=180) think that natural environmental barriers (e.g. animals, rivers, floods, etc.) might be a barrier preventing children with disabilities from going to school.

Figure 6 below summarises the intensity of the respondents' feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree), and is further broken down by district in Table 1 in Annex 1.

Figure 6 Barriers preventing children with disabilities from going to school, according to teachers



A major barrier for children with disabilities identified by teachers is the distance to school, and the lack of transportation to and from school, according to the majority of teachers. Other significant barriers preventing children with disabilities from going to school include the lack of assistive devices. If children with disabilities do make it to school, accessibility becomes an issue, along with access to the toilet.

A significant number of teachers think that parents think that children with disabilities should not go to school – however, they also think that parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.), so it is unclear if it is this which makes them reluctant to send them to school, or a range of other factors. Notably, almost half the teachers thought that the lack of teacher expertise was a barrier.

Features of Inclusive Education

Teachers were first asked whether they had ever heard of inclusive education. 179 were the respondents to this question, with 73.7% affirming that they had heard of IE. They were then asked what they consider are the most relevant characteristics of inclusive education and what they considered the key elements of inclusive education were.

A few teachers provided some general statements on how they understood IE, such as:

"Inclusive education is including children with disabilities in schools with children without disabilities";

"Pupils with disabilities are being combined with those without disabilities to learn together at the same school environment";

"Inclusive Education means including pupils with disability in the mainstream. They should be included in the syllabus, sports and all other activities the normal child have"

"Inclusive education means including pupils with various disabilities in the mainstream classes provided the facilities needed by them are provided within the school"

"They are provided with education that suits their disabilities and provided with assistive devices"

Some teachers spoke about specific impairment groups (hearing impairments, learning difficulties) However, the majority of respondents mentioned the notion of accessibility, for example, IE meant:

"Schools should be accessible and the facilities at the schools should cater for individual differences and disabilities. Parents need to be educated on the importance of inclusive education and donors to help schools with assistive devices teachers to have workshops";

"Buildings to accommodate all learners whether they have disabilities or not";

"Schools must have ramps to cater for children with wheel chairs and toilets with ramps. Also should have accessibility to transport for disabled children";

Some spoke about other types of adaptations, for example: *'Conducive learning environment, assistive devices, teacher experienced to teach such children".*

Other teachers talked about broader acceptance and socialisation, for example, that

"pupils should grow to accept each other";

"children are able to interact with others";

"It fosters socialization between the disabled students (children with disabilities) and those who are able (do not have disabilities), It banishes the stigma attached to being disabled (having a disability)";

''It helps children to integrate and socialize";

"Enables the children with disabilities to value themselves. Promotes positive social interaction between the advantaged and the disadvantaged. Pupils are to compare on an equal footing".

A few teachers mentioned that a key feature of inclusive education is having trained personnel, and that teaching staff are able to teach all groups of children at the school, with all school activities benefiting all children at school. Some spoke about the wider implications, for example on families, communities and different impairment groups:

"it encourages family unity. It encourages social interaction with peers makes life easier for parents";

"Caters for children with disabilities in education, It encourages people's mentality on discriminating children with disabilities. It helps children with disabilities to feel loved, accepted and wanted in society. It helps children with disabilities mix with age groups";

"Encourages family unity";

"it encourages working together and also give each help when necessary".

A few teachers mentioned the cost, in particular in relation to the cost of sending child with disabilities to a special school:

"Avoid stigmatisation, labelling. It's cheap rather than travelling to special schools";

"it [IE] enable all pupils to have the same education. It also caters for the poor";

"it is cheap, it promotes socialisation avoiding segregation, it improves the school environment, it promote independence and fulfils the spirit of self-actualisation and it promotes acceptance"

One teacher noted that 'enrolment increases' with IE.

Not all agreed that mainstreaming was successful, in particular in terms of adaptations of resources:

"The infrastructure for the disability is not there. Toilets also are for the mainstreams only"

"we need classrooms, equipment and furniture to cater for the pupils"

While overall it seems from the comments that teachers do have an understanding of some of the core components of IE, it is less clear whether or not they have an understanding of *all* the components required – or in fact their role in IE. The majority highlight the fact all children are in class together, and may need additional resources. Some did highlight the challenges – including lack of resources. Some highlighted the role of the parents but none talked about additional support in the classroom, which was the next section.

Classroom Assistants

The next question teachers were asked was whether a classroom assistant would help them in teaching a child with disabilities. Of the 158 teachers who responded to this question, 72.8% 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 very much as providing a stop gap for them – such 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:

"[The] nature of the class is usually mixed grades so when you attend to one grade other need attention so the classroom assistant would help these. In the absence of the teacher, [the] classroom assistant, through their experience, [could] carry on with the work".

One even went as far as saying that the assistant could:

"*Assist those slow in achieving whilst I proceed with the gifted ones*".

A few teachers noted that they would be able to provide specific individual attention to the child:

"By attending to an individual, learning progress less time [taken] since each disability requires special individual attention and learning activities"

"by attending to children since most classes are too large and by assisting in carrying out some activities with the pupils"

"the classroom assistant may help by giving CWDs activities that suit their nature of disability while other children who do not have disabilities are taken by the mentor e.g. children without difficulties may be taken for soccer march while those with disabilities may be taken for wheelchair game like basketball".

Others saw them as having very specific extra skills, including demonstrating their expertise, identifying disabilities, providing assistive and repairing assistive devices, giving extra lessons, providing teaching methods and

"setting up and providing needed media relevant for these learning (i.e. pupils with disabilities)";

"(helping to) approach different disabilities in teaching different concepts";

"advising those disabilities on how to successfully cope up with life skills and necessities";

"take correct measures to the pupil".

A few respondents mentioned more specific support, such as with lessons; writing on the blackboard; as well as supporting more specialist tasks such as communication (especially sign language; Braille); speech difficulties, specifically stating the need for a speech and language therapist; and mental health (psychiatrists).

While some felt the teaching assistant would (or at least should) be more knowledgeable than them, as

"(they are) empowered with all the information which one useful in helping the child. It will be very easy when the assistant is available as this may become easier since the assistant will be after that individual."

Others however thought the opposite:

"he or she will not know much on how to deal with children with disabilities".

A few teachers mentioned specifically about he maintaining discipline, for example:

"(they) can help in maintain discipline especially to children with mental disorders".

Another identified that a child might not be used to the teaching assistant, so would be more "difficult" to teach.

Others were also not keen on having a classroom assistant, and rather than talk about what the assistant might do, spoke instead about their own practices:

"I will go for individual teaching or group pupils according to their capabilities";

"I would like an assistant only in severely cases of disabilities";

"I would prefer the child with disabilities to help me in assisting him/her so that in so doing he/she would help him/herself be self-reliant and be independent and gain confidence in oneself";

"if ever he/she is provided it would be of great help, but if not there that cannot stop a child to learn";

"it's not necessary as teachers have been taught how to cope with these children at college";

"The students are few, I can handle them but I need a resource unit".

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 the education function. Some however saw the assistants as the opposite- experts who would be able to provide advice and guidance on a range of issues. Others again thought that they had no need for any assistant. It is interesting to note that almost all the respondents couched the assistance in terms of what they could do for the teacher, not the child

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: however, this is speculative, and further research is planned in the next phase of the project to explore classroom assistants in more detail.

Attitudes and Beliefs

Teachers were then asked a set of questions around attitudes and practices around education children with disabilities and education, 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 in the table below. As explained in a previous section, here we are using firm agreement, when considering both the options "strongly agree" and "agree", and firm disagreement, when considering both the options "strongly disagree" and "disagree".

1. 80.1% of teachers (N=181) firmly agree that inclusion encourages academic progression of all students;

2. While 45.6% of teachers firmly disagree that CwD should be taught in special schools, a relevant 34.6% firmly agree (N=182);

3. 83.5% of teachers firmly agree that inclusion facilitates socially appropriate behaviour in all students (N=182);

4. 86.3% of teachers firmly agree that any student can learn curriculum if adapted to individual needs (N=182);

5. 80.7% of teachers firmly disagree that CwD should be segregated as it is too expensive to adapt school environment (N=181);

6. While 59.5% of teachers firmly disagree that CwD should be in special schools so that they do not experience rejection in mainstream schools, 21.9% firmly agree (N=183);

7. 66.7% of teachers firmly disagree that they get frustrated when they have difficulty communicating with CwD, however, 15.0% firmly agree (N=180);

8. Similarly, 74.2% of teachers firmly disagree that they get upset when CwD cannot keep up with the day-to-day curriculum in their classroom, but 11.0% firmly agree (N=182);

9. And again, 59.1% of teachers firmly disagree that they get frustrated when they are unable to understand CwD, but 19.3% firmly agree (N=181);

10. 70.9% of teachers firmly disagree that they are uncomfortable including CwD in a regular classroom with other non-disabled students, even though 17.5% firmly agree (N=182);

11. While 49.8% of teachers firmly disagree that they are disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability, 28.2% of them firmly agree (N=177);

12. 76.5% 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, but 11.0 firmly agree (N=183);

13. 91.7% of teachers firmly agree that they are willing to encourage CwD to participate in all social activities in the regular classroom (N=181);

14. 89.6% 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=182);

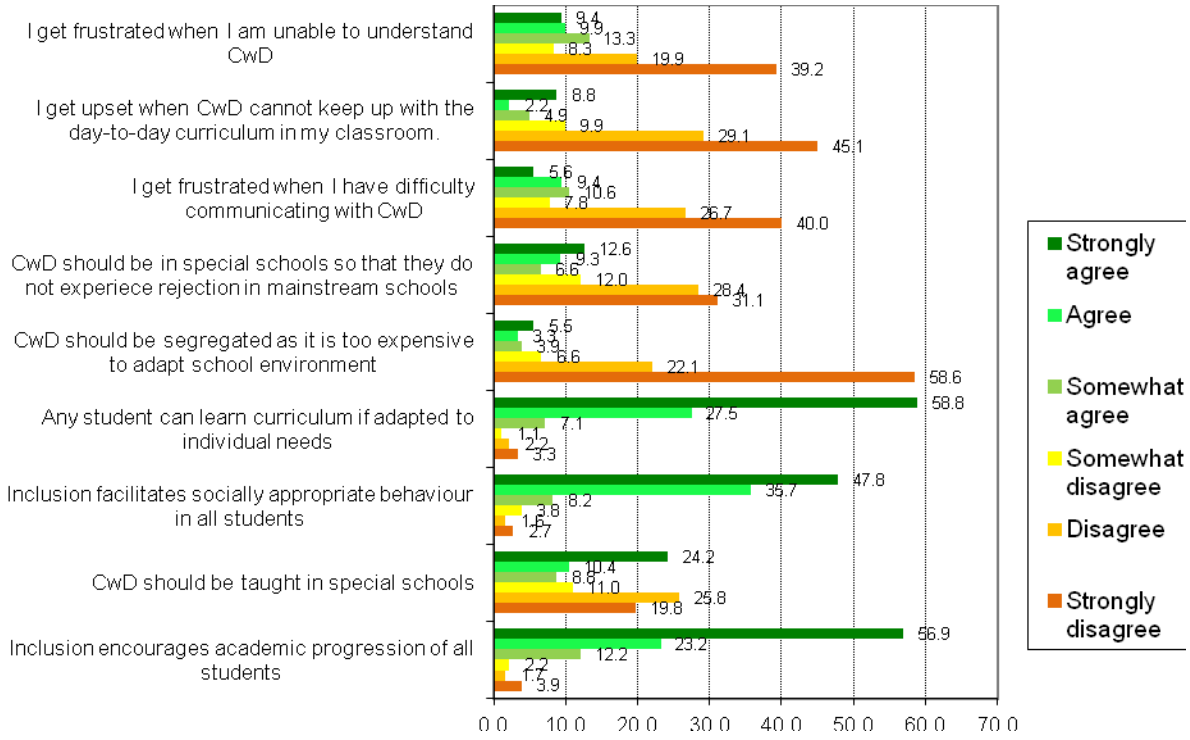
15. 85.5% of teachers firmly agree that they are willing to physically include students with a severe disability in the regular classroom with the necessary support (N=181);

16. 87.4% of teachers firmly agree that they are willing to modify the physical environment to include CwD in the regular classroom (N=183);

17. 86.9% 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=183);

18. 92.9% of teachers firmly agree that they are willing to adapt the assessment of individual students in order for inclusive education to take place (N=182);

Figure 7 Teachers' attitudes and beliefs around disability/inclusive education



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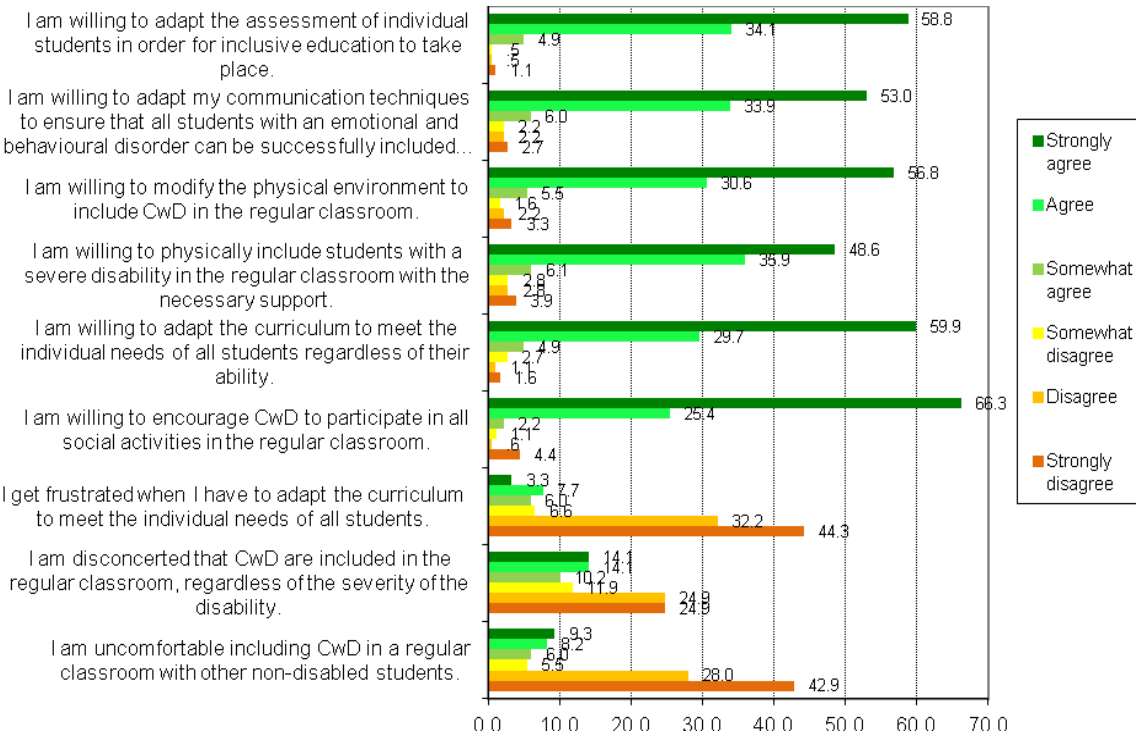


From the above chart, it is clear that overall teachers demonstrate a very positive attitude towards children with disabilities; however, there is a split around the issue of special schools (which was asked twice, and both times elicited an almost equal spilt between those who strongly agreed and those who strongly disagreed). There was also some ambiguity around responses to the statement: 'I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability'. While around a quarter of teachers tended to agree/strongly agree, this still means that three quarters either only slightly agreed or disagreed with this statement. Again, this should be probed in more detail, through focus group or other follow up interviews, as this may be due to the use of the work 'severity', and how the statement was interpreted by teachers.

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 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. 55.5% of teachers were little or not at all concerned that they will not have enough time to plan educational programs for CwD (N=182);

2. 66.5% of teachers were little or not at all concerned that It will be difficult to maintain discipline in class (N=182);

3. 51.9% of teachers were very or extremely concerned that they do not have the knowledge and skills required to teach CwD (N=179);

4. 67.2% of teachers were little or not at all concerned that they will have to do additional paper work (N=183);

5. 52.5% of teachers were very or extremely concerned that CwD will not be accepted by non-disabled students (N=179);

6. 54.6% 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=183);

7. 63.8% of teachers were very or extremely concerned that their school will not have enough funds for implementing inclusion successfully (N=182);

8. 72.5% 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=182);

9. 75.3% of teachers were little or not at all concerned that they will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities (N=182);

10. 81.3% of teachers were little or not at all concerned that their workload will increase (N=182);

11. 81.7% of teachers were little or not at all concerned that other staff members of the school will be stressed (N=175);

12. 65.6% 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=183);

13. 64.6% of teachers were very or extremely concerned that there will be inadequate resources or special teachers available to support inclusion (N=181);

14. 74.8% 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=183);

15. 71.0% of teachers were little or not at all concerned that the overall academic standards of the school will suffer (N=183);

16. 77.5% of teachers were little or not at all concerned that their performance as a classroom teacher or school principal will decline (N=178);

17. 70.6% of teachers were little or not at all concerned that the academic achievement of non-disabled students will be affected (N=180);

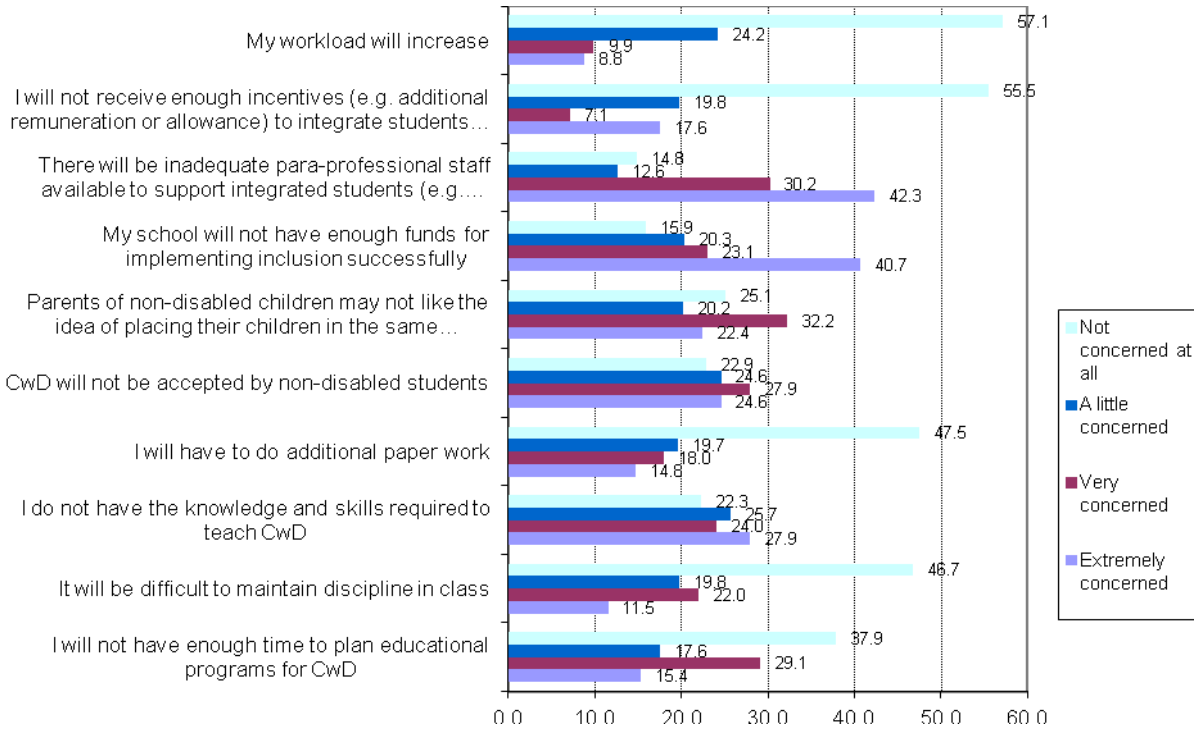
18. 53.0% of teachers were little or not at all concerned that it will be difficult to give equal attention to all students in an inclusive classroom (N=183);

19. 55.2% of teachers were little or not at all 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=183);

20. 59.0% of teachers were very or extremely concerned that there will be inadequate administrative support to implement the inclusive program (N=183);

21. 88.0% of teachers were little or not at all 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=183).

Figure 8 Levels of concern of teachers if a student with a disability was placed in their class



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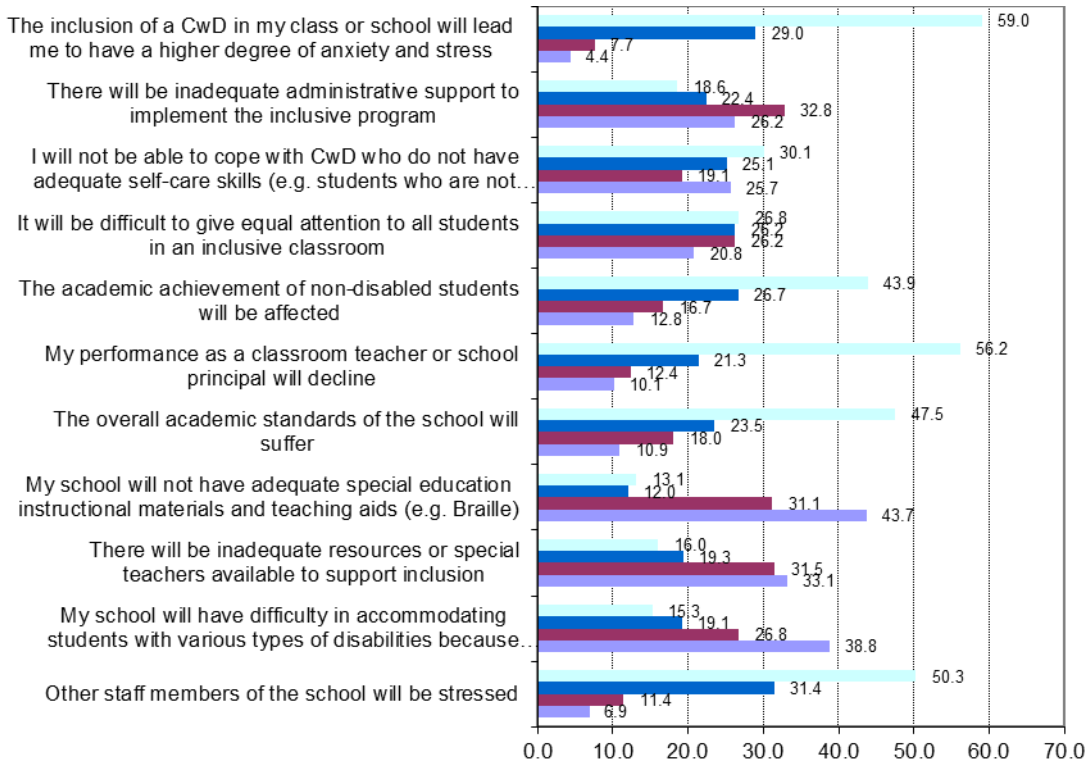


Overall, the results give a rather mixed picture. The majority of teachers stated they were not concerned at all that their workload would increase, or that they would not receive enough incentives to integrate students with disabilities. However, despite

not being worried about their workload increasing, they were extremely or very concerned that there would not be enough para-professional staff[22] available to support integrated students; or that the school would not have enough funds to implement inclusion successfully. They were also extremely or very concerned that their school will not have adequate special education instructional materials and teaching aids (e.g. Braille); and that their school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure (for example, architectural barriers). They were also concerned about whether there would be adequate resources or special teachers available to support inclusion.

Other areas presented a more mixed picture, in particular when asked if they thought parents of non-disabled children may not like the idea of placing their children in the same classroom as students with disabilities, teachers were split about this, with slightly more being 'very concerned' about it. With regards to students with disabilities not being accepted by non-disabled students; having enough knowledge and skills to teach students with disabilities, and level of administrative support to implement the inclusive programmes; and giving equal attention to all students in an inclusive classroom, teachers were pretty evenly divided amongst all four possible responses. They were also evenly divided about being able to cope with disabled students who do not have adequate self-care skills, yet this was an area of concern teachers highlighted when discussing classroom assistants.

With regard to the statement about having enough time to plan educational programs for students with disabilities, teachers were split between being 'not concerned at all' and 'very concerned'; though this may reflect overall feelings about class preparation times.

Respondents were also split regarding concerns having knowledge and skills to teach children with disabilities, but again this gives scope for the IE intervention to address this.

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' when considering both the options "strongly agree" and "agree", and 'firm disagreement' when considering both the options "strongly disagree" and "disagree".

1. 83.5% of teachers firmly agree that they are able to earn the trust and respect of all my colleagues (N=182);

[22] Such as speech therapists, physiotherapists, and occupational therapists.

2. 55.5% of teachers firmly agree that they can overcome all the challenges they face in their teaching (N=182);

3. 91.2% of teachers firmly agree that they are capable of getting recognition and respect from my students (N=181);

4. 89.5% of teachers firmly agree that they can make their students obey rules and codes of conduct (N=181);

5. 75.7% of teachers firmly agree that they are capable of involving even the most hard to reach students in class activities (N=181);

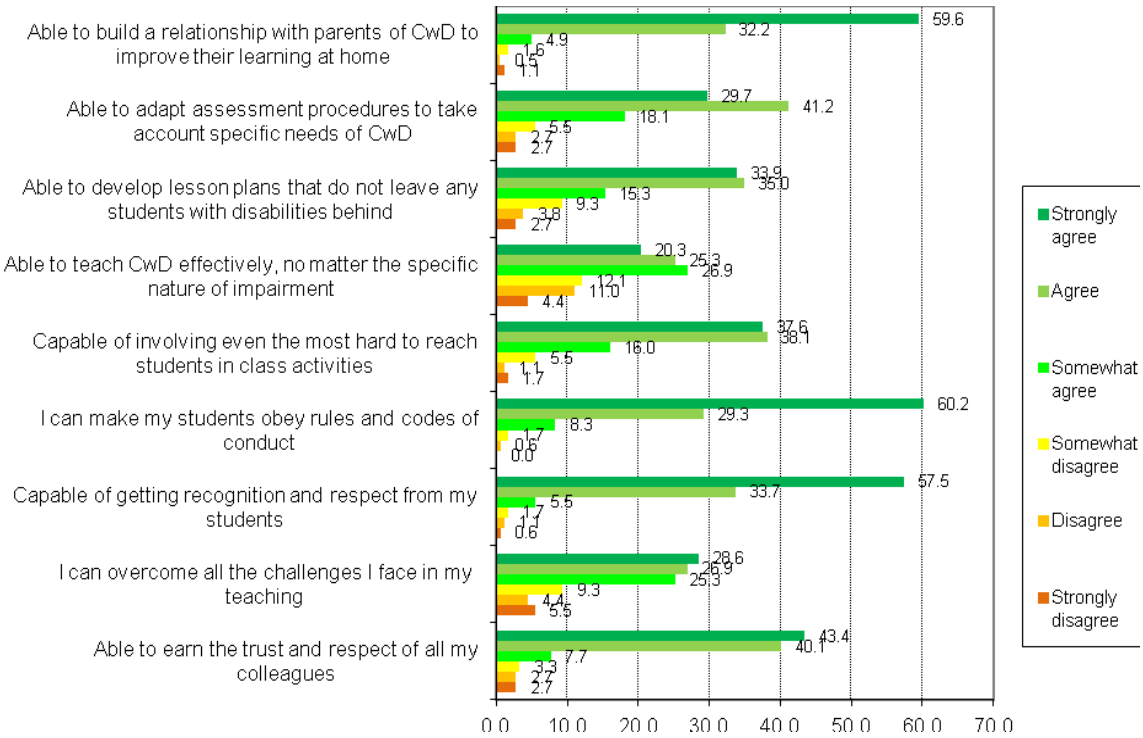
6. 45.6% of teachers firmly agree that they are able to teach CwD effectively, no matter the specific nature of impairment (N=182);

7. 68.9% of teachers firmly agree that they are able to develop lesson plans that do not leave any students with disabilities behind (N=183);

8. 70.9% of teachers firmly agree that they are able to adapt assessment procedures to take account specific needs of CwD (N=182);

9. 91.8% of teachers firmly agree that they are able to build a relationship with parents of CwD to improve their learning at home (N=183).

Figure 9 Perceived teaching self-efficacy



Most of the teachers' responses to these statements were positive and optimistic, especially around their ability to build relationships with parents, and adapting

assessment procedures. They were slightly less confident about developing lesson plans to suit students of all abilities; teaching children with disabilities effectively whatever the specific nature of the impairment; and including even the hardest to reach. 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 largely optimistic about their abilities to teach a child with disabilities.

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, when considering both the options "strongly agree" and "agree", and firm disagreement, when considering both the options "strongly disagree" and "disagree".

1. 59.6% of teachers firmly agree that their teaching is often limited by the poor infrastructure of the school (N=183);

2. 67.6% of teachers firmly agree that the high number of students per class is a big issue in the school (N=182);

3. 50.0% of teachers firmly agree that the lack of accessible toilets in the school is a problem (N=182);

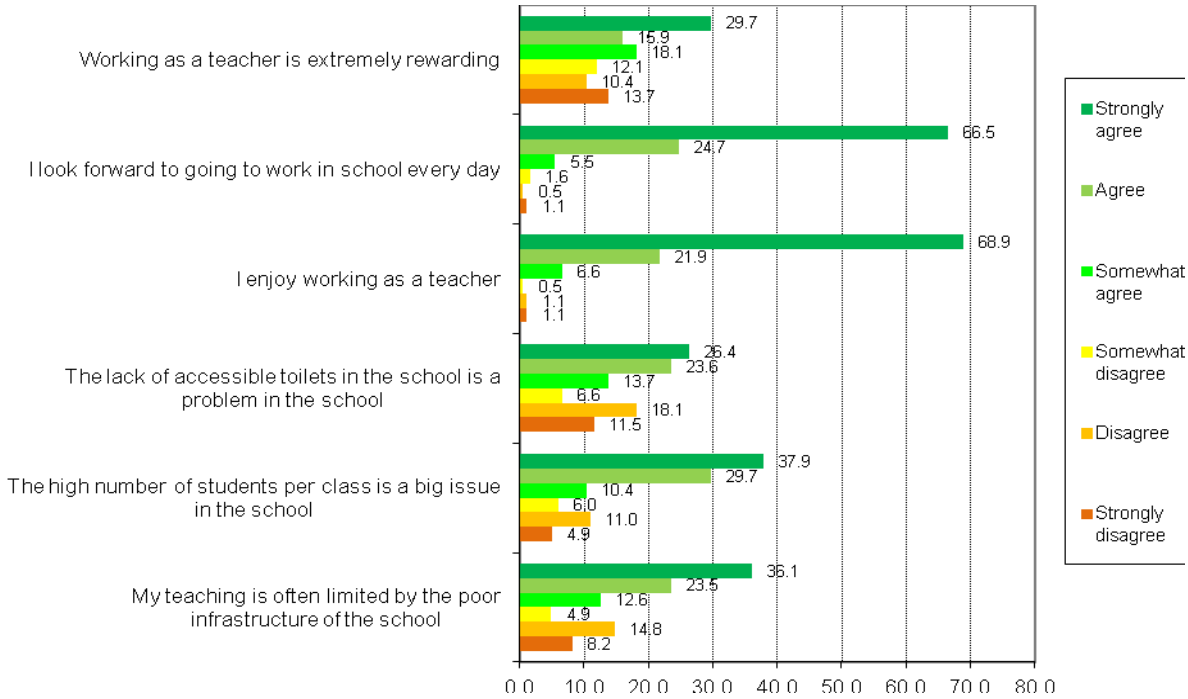
4. 90.8% of teachers firmly agree that they enjoy working as a teacher (N=183);

5. Similarly 91.2% of teachers firmly agree that they look forward to going to work in school every day (N=182);

6. 45.6% of teachers firmly agree that working as a teacher is extremely rewarding (N=182).

The majority of teachers enjoyed working as a teacher, and looked forward to going to work in school every day. However, there was a slightly more moderate picture from responses to whether they found working as a teacher to be extremely rewarding, with almost a third of them strongly agreeing, but almost a quarter either disagreeing or strongly disagreeing. 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 a problem in the schools, though the majority of respondents agreed it was a problem to some extent. Finally, the vast majority agreed that their teaching was limited by poor infrastructure in school.

Figure 10 Daily Practices



Motivation for training

The next section asked participants (N=60) in the survey 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 in the figure below. As explained in a previous section, here we are using firm agreement, when considering both the options “strongly agree” and “agree”, and firm disagreement, when considering both the options “strongly disagree” and “disagree”.

1. 45.6% of teachers firmly agree that they will participate because it is the requirement of their school (N=182). However 39.5% of them firmly disagree;

2. 49.7% of teachers firmly disagree that they will participate because their head teacher will assess their work performance (N=183);

3. 63.8% of teachers firmly disagree that they will participate because they would feel uncomfortable if they refused to get involved (N=182);

4. 83.9% of teachers firmly disagree that they will participate because they don’t want others to think that they are uninterested in doing it (N=180);

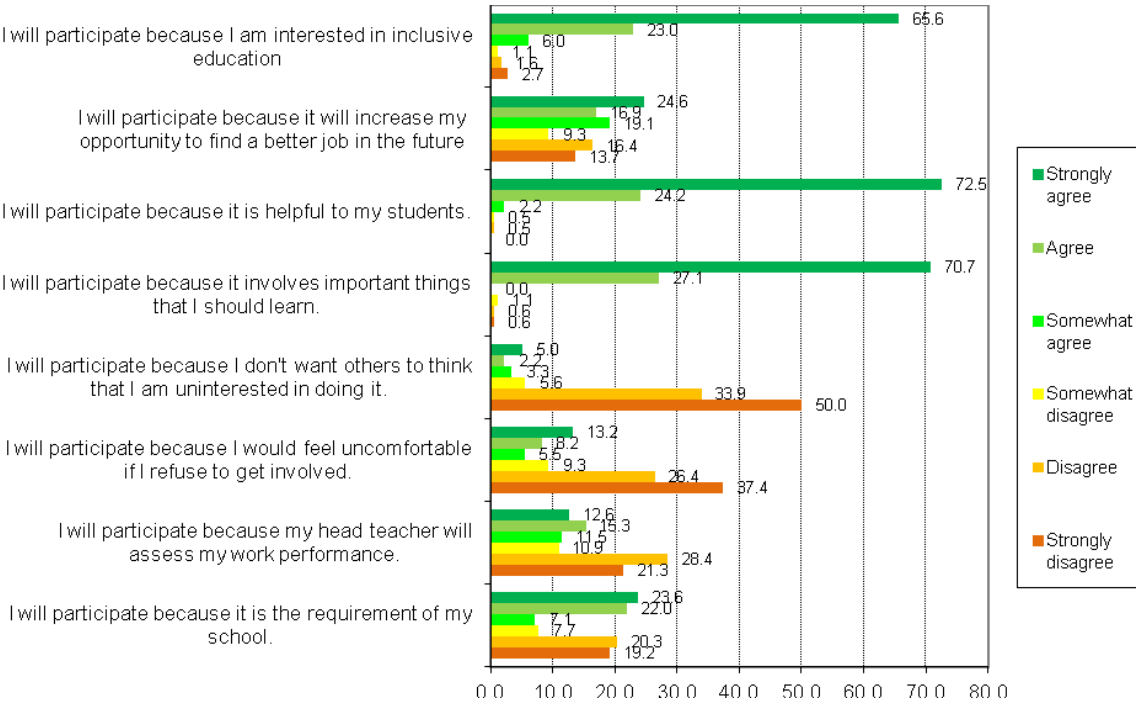
5. 97.8% of teachers firmly agree that they will participate because it involves important things that they should learn (N=181);

6. 96.7% of teachers firmly agree that they will participate because it is helpful to their students (N=182);

7. 41.5% of teachers firmly agree that they will participate because it will increase their opportunity to find a better job in the future (N=183);

8. 88.6% of teachers firmly agree that they will participate because they are interested in inclusive education (N=183).

Figure 11 Motivation of teachers to participate in training on IE



Again, teachers were very optimistic and positive in their responses overall. The majority (more than two thirds) strongly agreed that they would participate because it is helpful to their students and because it involves important things the teachers should learn. Just under a third strongly agreed that they would participate because they were interested in inclusive education. Half those who answered disagreed with the statement that they would participate because they didn't want others to think they were uninterested in doing the training, and over a third disagreed that they would only participate because they would feel uncomfortable if they refused (though over half agreed or strongly agreed with this statement). There was a more mixed pattern of responses to the statement about participation as a means of improving their job opportunities, and around a third disagreed or strongly disagreed that they would only participate because their head teacher would assess their work performance. Finally, there was a fairly equal distribution of positive and negative responses to the statement that they would only participate as it was a requirement of the school. This seems to indicate that they are unsure of what they should answer here.

Taken together, these responses suggest an overall ambiguity on behalf of the teachers – on the one hand, teachers indicate that they are willing to teach children

with disabilities, but that they are worried that they lack skills, resources and adequate training to do so. There is also an ambiguity in how they perceive parents of children with disabilities – as both supportive and potentially difficult.

Finally, we asked teachers if there was anything they felt we had not covered in the survey. This elicited a range of responses, many of which had in fact been covered in the questionnaire, but perhaps they wanted to reiterate (and in a less positive manner), for example about lack of resources and class sizes. Others highlighted challenges with assessment, as well as the pupil: teacher ratio and large class sizes. One teacher notes that

"…the severity of disabilities is not clearly stipulated as it matters a lot in assessing whether the degree the disability/ies in children can be manageable"[23]

A few teachers mentioned the importance of Inclusive Education to "bridge the gap" between children with disabilities and non-disabled children by reducing stigma and isolation.

Some also spoke about the need for teachers to be trained to teach children with a range of diversities, including disabilities. One thought that is was

"…better to sponsor teachers who are interested to go to colleges for Special Education who really are eager to teach children with disabilities".

Several teachers mentioned the need for incentives or some other kind of remuneration, for both inclusive and special needs education teachers. A few teachers mentioned that funds for pupils with special needs were not being utilised to cater for the needs of the pupils.

Several teachers highlighted the role of the parents, and the need for them to take greater responsibility for their children, while others reiterated the need for more government support.

One or two respondents mentioned the importance of a supportive head teacher; and finally, one teacher questioned the extent that the Zimbabwe Education Policy was inclusive, as they pointed out that most schools did not seem to be built, structured or prepared for inclusive education.

[23] Though it is unclear where the teacher meant it is/was stipulated.

Parents Survey

The aim of the parent questionnaire 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.

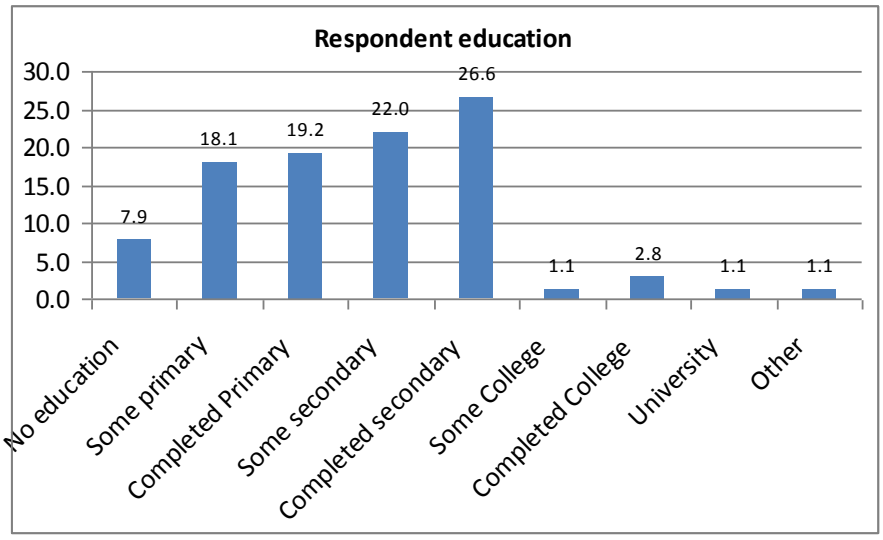
The sample of respondents consists of parents, guardians or caregivers (henceforth 'caregivers') of children with disabilities currently enrolled in model or cluster schools where the LCDZT IE project is to be implemented (excluding control schools). A survey was administered to 186 caregivers of children with disabilities attending model schools, cluster schools and control schools. 179 questionnaires were analysed.[24] The district distribution was as follows: 76 respondents in Hurungwe (42.5%), 24 in Kariba (13.4%), 37 in Mhondoro Ngezi (20.7%) and 42 respondents in Sanyati (23.5%).

Socio demographic information

The average age of the respondents (N=178) was 41.7 (s.d.=13.4) with a range from 18 to 84 year olds; the majority are females (68.7%). 65.9% of the complete sample (N=179) were parents of a child with disabilities; while 19.0% were grandparents; 7.8% Uncle/Aunt; 4.5% Brother/Sister; 2.2% other relations (e.g. cousin); and 0.6% Carer/guardian.

Figure 12 below shows the highest level of education attained by respondents (N=177). More than 48% of the sample completed secondary school (to 'O' level standard), or at least attended some secondary school. However, 7.8% had no formal education.

Figure 12 Respondents' highest level of education attained



[24] Please refer to page 21 for exclusion accounts

The next question asked about the number of people living in the household of the respondent/child with disability (N=178) and data shows that on average households were composed of 5.9 members (s.d.=2.1), with a range of between two and 16 members. The great majority of the 179 respondents reported having only one person/child with disabilities (76.0%) in the household, though 18.4% reported two members with disabilities; 5.0% reported having three members, and 0.6% four members with disabilities. Table 48 presents the breakdown for members with disabilities by age and sex.

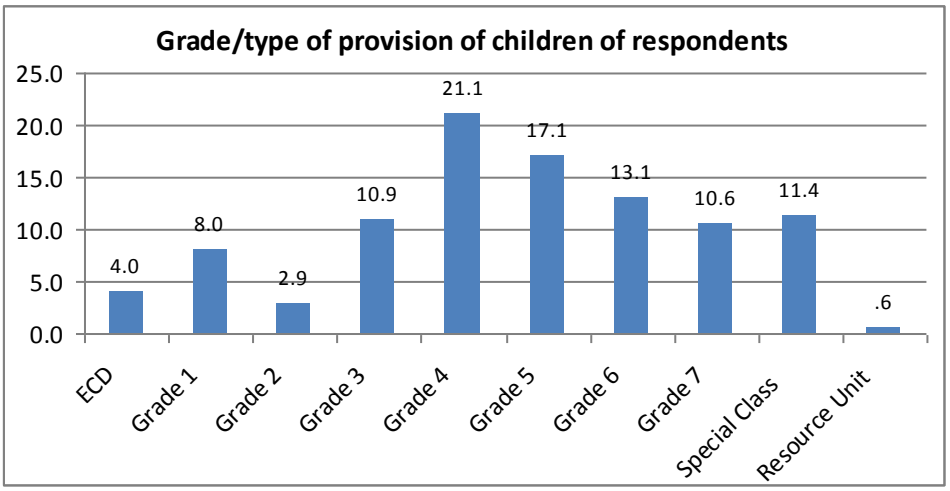
Table 44 Household members with disabilities, by age and gender

	Male adult	Female adult	Male child	Female child	N	%
1 member				1	51	28.5
			1		85	47.5
Sub-total					136	76
2 members			2		2	1.1
			1	1	5	2.8
			2		4	2.2
		1		1	6	3.4
		1	1		5	2.8
	1			1	5	2.8
	1		1		6	3.4
Sub-total					33	18.4
3 members				3	1	0.6
		1	1	1	3	1.7
	1		2		1	0.6
	1	1		1	1	0.6
	1	1	1		2	1.1
	2			1	1	0.6
Sub-total					9	5
4 members	2	1	1		1	0.6
Sub-total					1	0.6
TOTAL					179	100

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 captured had children with disabilities in grade 4 in mainstream education. It should be noted that 20 respondents (11.2%) in this sample specified that their child attended a special class and one respondent specified that their child was in a resource unit (0.6%).

Figure 13 Grade and/or type of provision of children of respondents



However, 175 respondents[25] provided information on the type of provision of child's education, with 75 (42.9%) stating that their child attended mainstream classes; 86 (49.1%) had children in a special class, and 11 (6.3%) in a resource Unit. 1.7% did not know the type of provision.

The average age of the children was 10.9 (s.d.=2.2) with a range from five to 18 years; and 41.3% were girls. The table below shows the range of disabilities for the 176 children whose caregivers responded to the questionnaire. The majority of children (40.9%) had learning disabilities - see Table 45 below. The relatively high percentage of children with multiple disabilities is also worth noting. The combination of two or more impairments were reported as follows: cerebral palsy and hearing impairment; hearing impairment and health related disorders; hearing impairment, and speech and language disorders; learning disabilities, health related disorders, and speech and language disorders; learning disabilities and hearing impairment; learning and physical and motor disabilities; mental challenges and physical and motor disabilities; mental challenges and swollen abdomen; speech and language disorders and physical and motor disabilities; visual impairment and speech and language disorders.

Out of the 160 carers who answered the question about having a disability certificate or proof of disability, less than half of caregivers, 61 (38.1%), reported that their children with disabilities had either one or the other.

162 respondents indicated the age of onset age of disability (and if the impairment was congenital or acquired), with 62 children (38.3%) born with an impairment at birth, 49 (30.2%) acquiring an impairment before school age; and 51 (31.5%) at school age.

[25] Valid N, missing excluded

Table 45 Respondents' children, by type of disability

Type of disability	Frequency	%
Visual impairment	11	6.3
Hearing impairment	9	5.1
Learning disabilities	72	40.9
Mental challenges (including cerebral palsy)	13	7.4
Physical and motor disabilities	29	16.5
Speech and language disorders	9	5.1
Health related disorders	6	3.4
Gifted and talented	2	1.1
Multiple disabilities	22	12.5
Other (Albinism)	3	1.7
Total	176	100

137 respondents also stated whether their children with disabilities use an assistive device. It is striking to note that only 11 (8%) said yes, and were able to list what type of assistive devices they used (five stated wheelchair, three stated glasses and one each stated crutches, walker and one used both wheelchair and crutches).

Household socio-economic information

Over 52.3% of respondents in the sample reported that the main source of income of their household was farming. An additional 4.2% combine farming with another source of income (e.g. farming and building; farming and civil servant; farming and gardening, farming and knitting, farming and market gardening, farming and part time driver, farming and teaching). 10.9% were vendors and 4.6% got their main livelihood through mining. The remainder 28% reported a variety of other sources of income, in particular 'employed' and drivers.

61.8% of respondents (N=178) stated that they own their house, 24.2% rent it, and 14.0% stated that they reside in other housing solutions (including mainly residing in a mine compound or living in a farm as keeper).

The next question asked about household assets in order to gauge socioeconomic status. The findings are summarised in Figure 14. Overall, assets have been grouped in 5 categories:

1) Communication/technological goods - such as radio or music player (49.2%), television (48.0%), and DVD (47.5%). It is significant that 20.1% reported having a smart phone (apparently most households have access to a mobile phone, so the team recommended differentiating the type of mobile device);

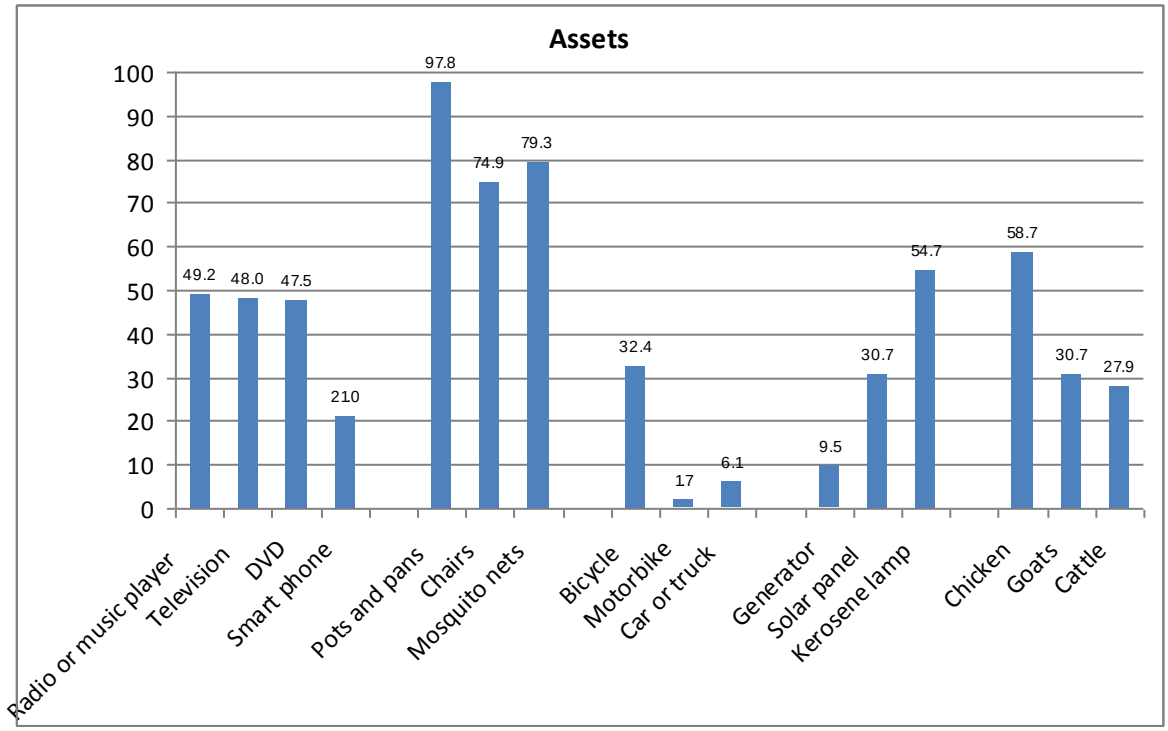
2) Household items - pots and pans (97.8 %), chairs (74.9%), mosquito nets (79.3%);

3) Mode of transportation - bicycle (32.4%), motorbike (1.7%), car or truck (6.1%). It is evident that owing a car is rare;

4) Sources of energy – Few households owned a generator (9.5%) whereas the number of Solar panels (30.7%) and Kerosene lamps (54.7%) was more frequent;

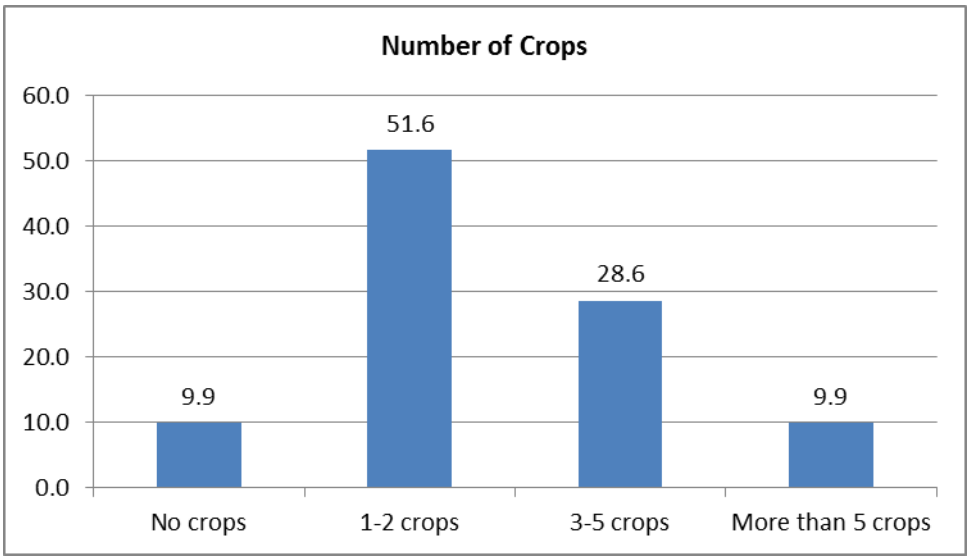
5) Animals - chicken (58.7%), goats (30.7%), cattle (27.9%).

Figure 14 Household assets



The next question asked whether any member of the household had access to land: 92 (51.4%) out of 179 respondents reported having access to land and 87 (48.6%) do not have access to land. The 92 respondents who reported having access to land were asked whether and how many crops they produced. Figure 15 summarises the distribution of the number of crops that the 91 respondents (or any other member of the household) produce for their own consumption. Overall, 51.1% reported producing either one or two crops.

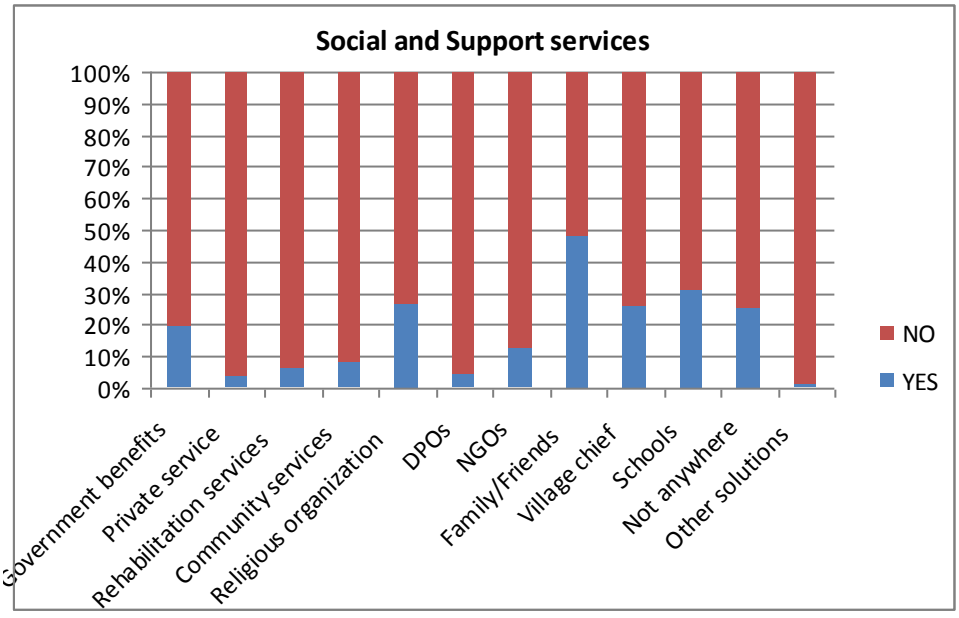
Figure 15 Number of crops produced by households



Regarding the question about how many meals members of the household typically have per day; 49.7% reported having three meals per day and 49.2% two meals a day.

With regard to social or support services, it would seem from the responses summarised in Figure 16 that respondents do not rely on available resources, and instead rely mostly on network of family and friends.

Figure 16 Where do you-would you go if you needed Social or Support services?



On further analysis of the question about where respondents would go if they needed support, in Kariba, religious organisations were the least likely option and

NGOs the most likely option. In Hurungwe, village chief and Schools are the most likely options, but were the least likely in Mhondoro Ngezi.

When asked how difficult it is to pay for the costs of children enrolled in primary school, over 87.0% of the 178 respondents stated 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 175 respondents, 69.1% stated that they would '*ask the school to wait'*; 7.4% stated that they would *'borrow from relatives'*; 5.1% stated that they would '*borrow from neighbours';* 1.7% stated that they would borrow both from neighbours and relatives; while 16.6% listed other options (including selling cattle, livestock, crops or even properties. Others said they would "work for the school to pay the fees").

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. One of the major objectives of the BEAM programme is to prevent households from resorting to coping mechanisms - such as withdrawing children from school - in response to worsening household poverty. As such, it specifically targets children who have never been to school, have dropped out of school for economic reasons or are at risk of doing so – for example, orphans and vulnerable children (Smith et al 2012: 8).

The BEAM covers the costs of core education such as levies, school and examination fees. It is a nationwide scheme covering primary and secondary schools including special schools for children with disabilities. The programme is managed through the Ministry of Labour and Social Services (MoLSS) as part of their National Action Plan for Children II and is provided in the form of a lump sum payment directly to schools, conditional upon them allowing beneficiary children free access to school.

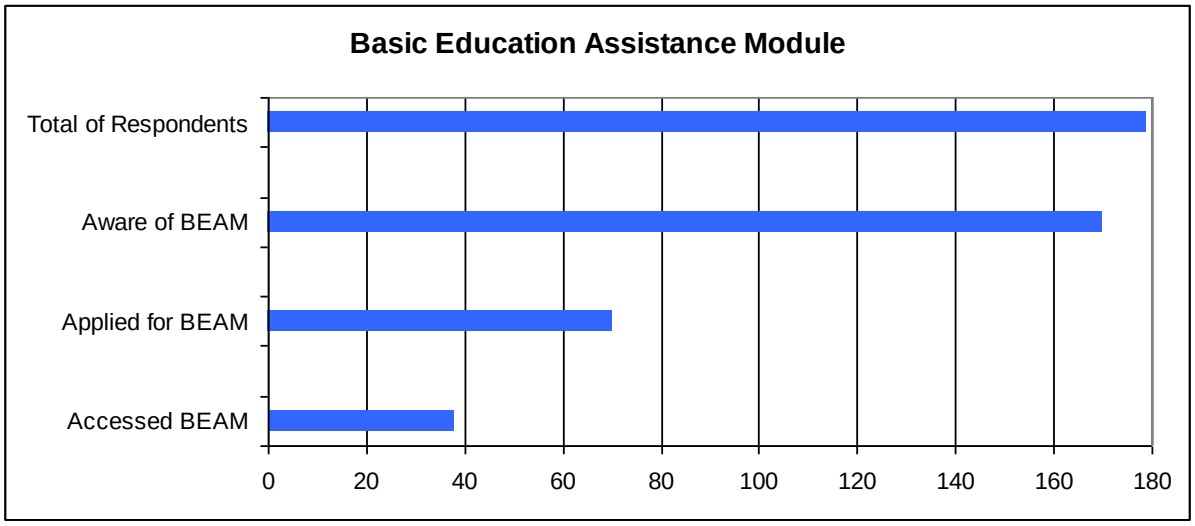
From the review undertaken in 2012 (Smith et al 2012), it is clear that the BEAM is still largely necessary and relevant, and is having a positive impact on the lives of Zimbabwean children in enabling schooling for the vulnerable, offsetting costs incurred by parents and getting funds directly to schools to improve the quality of education provided. However, there are also a number of challenges, not least speed of dispersal and auditing, and the reviewers noted the criteria need revising to align with other poverty indicators in the country. The report also noted a range of other factors – including transport and early marriage - that are outside of the mandate of the BEAM, but impact on access to education. BEAM is also dispersed uniformly, and does not take into account national inequalities (e.g. urban/rural) and relative vulnerability. While overall it was agreed that the selection criteria is satisfactory, in some schools, it was mis-applied; however, the authors note that this was overall unintentional. Interestingly, the reviewers note that more consideration should be

given to teachers and children to identify potential beneficiaries. A crucial factor to note is that the review also picked up that children with disabilities are significantly less likely to be beneficiaries of the BEAM (Smith et al 2012: 49). This fact is borne out by the results of our survey. In fact, the reviewers suggest children with disabilities may be better served by a different funding mechanism, especially if they do not fit the current poverty-based criteria (Smith et al 2012: 52). Another point picked up by the review is that only around half of all applicants to the BEAM were successful (Smith et al 2012: 49) – again, our results corroborate this.

In our survey, 170 caregivers (95%) reported knowing about the BEAM assistance module; and while 70 out of the 170 (41.2%) had applied for it, only 38 out of 70 (54.3%) were successful with their application (Figure 17). 38 (out of 70) specified what it was used for, and all 38 confirmed that the money was used to pay for school fees.

It is unclear from this why caregivers did not apply for the BEAM – whether it is because of eligibility criteria, or other such factors. This is something that we will follow up in the focus group discussions.

Figure 17 Knowledge of and Access to Basic Education Assistance Module (BEAM)



Caregivers were also asked whether it was government policy that all children with disabilities have the right to education. According to 92.7% of caregivers, there is a government policy according to which all children with disabilities have the right to education but 1.7% stated that there is no such a policy and 5.6% 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. 93.3% of caregivers/respondents somewhat or totally disagree that children with disabilities should not go to school (N=179);

2. 84.9% of caregivers somewhat or totally disagree that children with disabilities cannot learn the same as non- disabled children. However, 15.1% do believe that children with disabilities cannot learn as well non- disabled children (N=179);

3. 96.1% of caregivers somewhat or totally disagree that it is not worthwhile for children with disabilities to learn (N=179);

4. 96.1% of caregivers somewhat or totally agree that it is pointless for children with disabilities to study since they will not find any work in the future (N=179);

5. 62.6% of caregivers somewhat or totally agree that children with disabilities can be abused (bullied, teased, ill-treated, etc.) at school. However, 37.4% disagree with the statement that children with disabilities can be abused (N=178);

6. 55.1% of caregivers somewhat or totally agree that non-disabled children do not want to be in the same class as children with disabilities. 44.9% disagree with this statement (N=178);

7. 68.2% of caregivers somewhat or totally disagree that teachers at school are not able to teach children with disabilities (N=179);

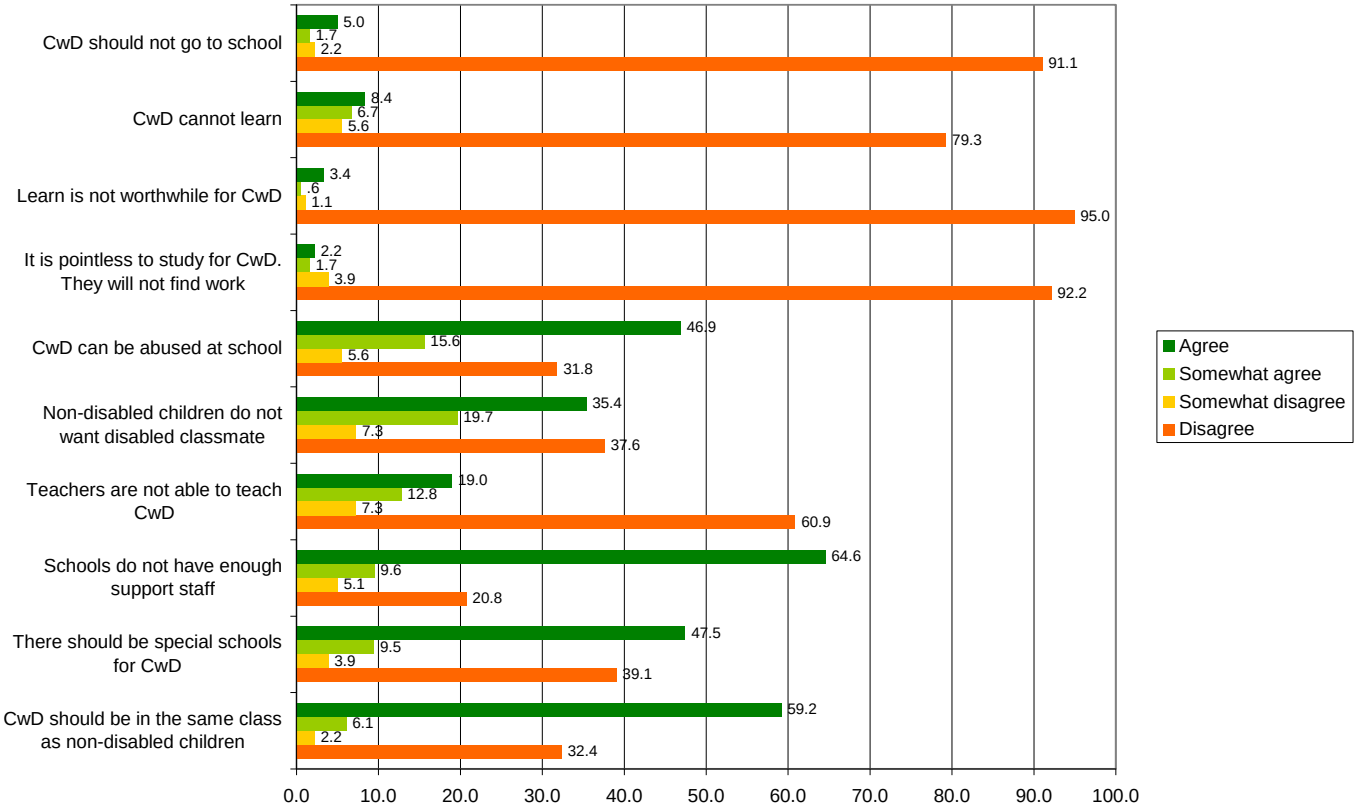
8. 74.2% of caregivers somewhat or totally agree that schools do not have enough support staff (e. g. classroom assistants) to help teach children with disabilities (N=178);

9. 57% of caregivers somewhat or totally agree that there should be special schools for children with disabilities. 43% disagree with this statement (N=178);

10. 65.4% of caregivers somewhat or totally agree that children with disabilities should be in the same class as non-disabled children. However 34.6% somewhat or totally disagree with this statement (N=179).

Figure 18 below shows the intensity of the respondents' feelings for a given statement (agree, somewhat agree, somewhat disagree, disagree).

Figure 18 Attitudes toward disability/inclusive education



The majority of caregivers disagree with the statement that children with disabilities should not go to school; or cannot learn the same as non- disabled children. Similarly, the majority of caregivers somewhat or totally disagree that it is not worthwhile for children with disabilities to learn; or that it is pointless for children with disabilities to study since they will not find any work in the future.

With regards to issues of bullying, the picture was a little more mixed, with two thirds agreeing that children with disabilities are likely to be abused (bullied, teased, ill-treated, etc.) at school. However, this means that a third disagreed with the statement that children with disabilities can be abused.

A great percentage of parents agreed that there should be special schools for children with disabilities and this is probably a result of the old practice of enrolling children with disabilities in special schools only.

A split picture emerged for responses to the statement that non-disabled children do not want to be in the same class as children with disabilities, with just over half of the caregivers agreeing with the statement, and just under half disagreeing. However, over two thirds of caregivers themselves somewhat or totally agree that children with disabilities should be in the same class as non-disabled children. This does mean that around a third do not agree with this statement.

With regards to the teaching, the picture is more positive, with more than two thirds of caregivers agreeing that teachers at school are able to teach children with disabilities. Conversely, almost three quarters agreed that schools do not have enough support staff (e. g. classroom assistants) to help teach children with disabilities. This seems to indicate some faith in the teachers, but less in the system, or indeed its capacity or resources.

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. 89.4% of caregivers somewhat or totally agree that there is a lack of assistive devices (N=179);

2. 83.3% of caregivers somewhat or totally agree that the direct costs for school are too high (e.g. uniform, books, fees) (N=179);

3. 76.0% of caregivers somewhat or totally agree that indirect costs for school are too high (e.g. meals, transportation) (N=179);

4. 70.2% of caregivers somewhat or totally agree that there is no means of transportation to school (N=178);

5. 67.0% of caregivers somewhat or totally agree that schools are a long distance from home (N=179);

6. 64.1% of caregivers somewhat or totally agree that toilets in the school are not physically accessible (N=178);

7. 60.3% of caregivers somewhat or totally agree that schools are not physically accessible (N=179);

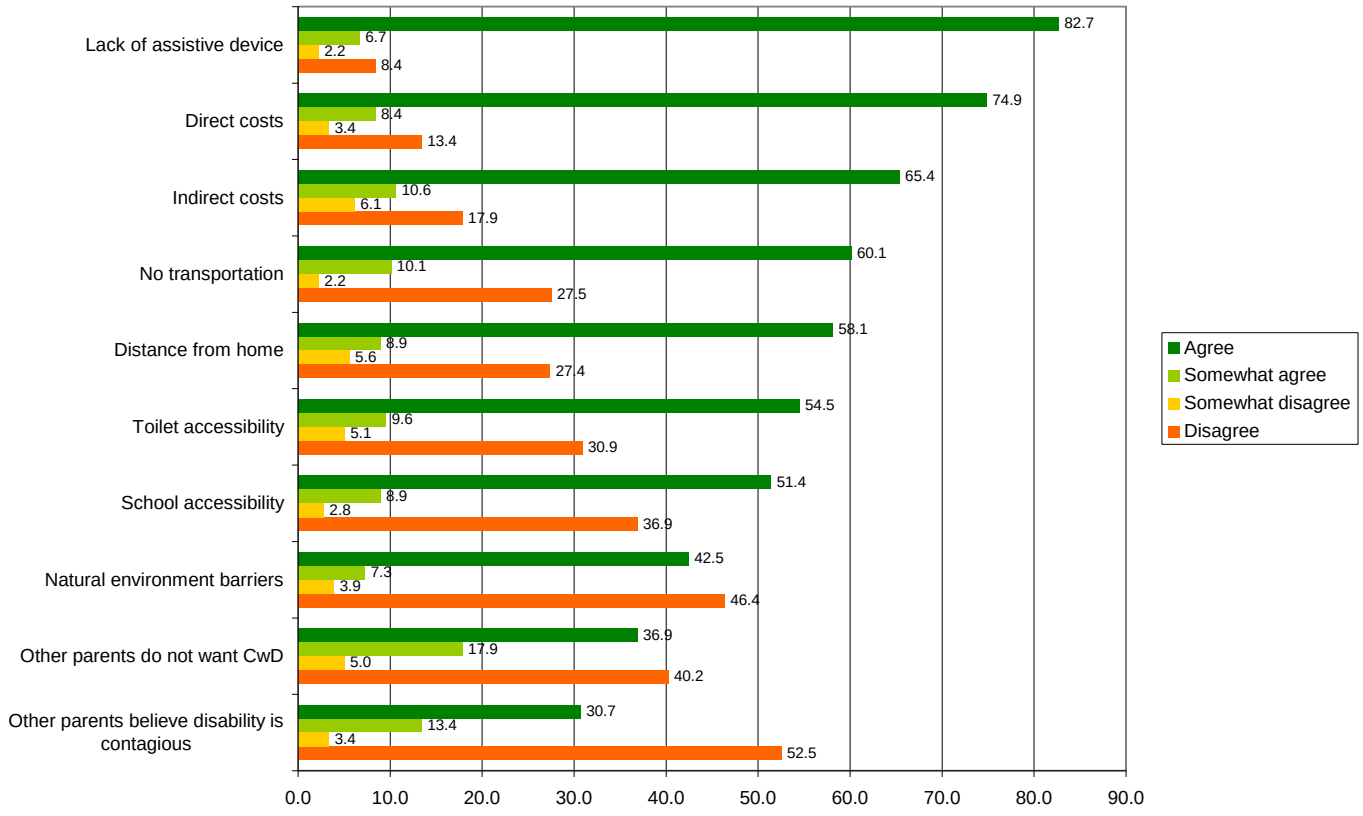
8. There is an almost equal divide in the percentages of caregivers (50.2% disagree and 49.8% agree) who think that natural environmental barriers (e.g. animals, rivers, floods, etc.) might be a barrier preventing children with disabilities from going to school (N=179);

9. 54.8% of caregivers somewhat or totally agree that other caregivers in the community do not want their children to be in the same school as children with disabilities. It is worth noting that 45.2% think that other caregivers in the community **do** want their children to be in the same school as children with disabilities (N=179);

10. On the other hand, 55.9% of caregivers somewhat or totally disagree that other caregivers in the community worry that non-disabled children could 'catch' disabilities from children with disabilities (N=179).

Figure 19 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 in table 5 in Annex 1.

Figure 19 Barriers preventing children with disabilities from going to school, according to parents or caregivers



With regard to environmental barriers, the majority of caregivers agree there is a lack of assistive devices; and almost two thirds agree that schools – and toilets - are not physically accessible.

Other significant barriers include the direct (e.g. uniform, books, fees) and indirect costs (e.g. meals, transportation). Again, over two thirds of caregivers agree that schools are a long distance from home; and that there is no means of transportation to the schools.

A slightly more mixed picture is seen with regards to inclusion, with just over half of the caregivers agreeing that *other* caregivers in the community do not want their children to be in the same school as children with disabilities. However over half the

caregivers disagree that *other* caregivers in the community worry that non-disabled children could 'catch' disabilities from children with disabilities.

There was a mixed picture with regard to the extent to which caregivers think natural environmental barriers (e.g. animals, rivers, floods, etc.) are be a barrier preventing children with disabilities from going to school, with almost half agreeing they are, and half not. However these would be a significant barrier for all children.

Finally, on further analysis of data at the district level (Annex 1, Table 5), it is clear that caregivers find the distances from school to home and the lack of transportation to and from school problematic, which will be further explored in the next phase of the research.

Daily experience at school

The 179 respondents were then asked whether the school was serving their children with disabilities well and 69.8% thought that the school was doing a good job, 20.1% did not think so, and 10.1% had no opinion on this subject.

40.2% of 179 respondents agreed that their children faced challenges on a day-to-day basis at school, an equal percentage (40.2%) did not think so, and 19.6% did not know. Based on their responses, the following have been identified as challenges:

Costs – Some caregivers gave a range of examples, including children not having food for lunch or books to use in the class.

Mobility/access barriers – Some caregivers talked about transport to and from school; lack of assistance, for example to take a child to the toilet; shortages of books; too many students and not enough classrooms were amongst the access barriers highlighted.

Peers – Some 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:

"Rosemary has hearing impairment so it is difficult for her to communicate with her mates as well as she cannot hear tasks when given out by teachers. Thus she is left behind in a lot of things and this frustrates her to an extent that she cries"

Teachers – Some caregivers identified a range of barriers linked to teaching staff and quality of teaching, including that in special classes, students were not given much attention, and were often left alone. Several caregivers said their child could not read or follow what was being written on the backboard or hear the teacher. One parent said of her daughter:

"…she cannot hear [but] the teacher has no time to explain or make her understand…"

With regard to social inclusion, when asked the whether their child interacts with other children at school, of the 177 caregivers who answered, 92.1% stated that their child with disabilities interacts with other children at school, 1.7% said she/he does not interact, and 6.2% did not know. Respondents were 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 (e.g. *He does athletics and plays soccer but they laugh at him because of the special class he goes to* or *He is involved in social interactions but he is labelled and teased*).

The next question asked about teachers being knowledgeable and supportive of their children with disabilities. Of 176 respondents, 74.4% recognised that teachers were knowledgeable and supportive of children with disabilities, 11.9% did not think so and 13.6% did not have an opinion. 131 respondents then specified how teachers were knowledgeable and supportive by providing examples. The following areas were identified:

- Adjusting time or giving extra time to the child so they can catch up with others; spending more time with the child; and extra homework.
- Positioning of child in the class - e.g. sitting them in the front so they can see or hear more clearly.
- Giving the child more manageable tasks.
- Encourage students to play together at school and participate in sports.
- Counselling/sensitisation on the disability and encouraging independence and promote life skills.
- Communicate regularly with parents to support child and parents. One parent noted of their positive experience:

"Communicate with the parent to help the child team effectively and what the child need on day to day learning - they brief me on his progress at school and in class - They inform the parents for any emergencies that happen at school. There is notification. They involve parents in meetings to discuss the children's progress."

- Use adapted teaching methods, e.g. sign language. As another caregiver noted:

"It started when they brought him to the special class that's where teachers worked very hard for my child - Since being put in a special class she has improved thus showing that the teacher is doing a very good job - they teach her the content that she understands better - they teach her using sign language and now she is able to write"

- Provide books and other resources (e.g. food, clothing) for the child. Some of these items are not included in the BEAM. One caregiver said of their child's teachers:

"They provide clothing and some necessities for the child - They provide some food stuffs for the child - they take her to the hospital which is nearby- they give him food, assist him to go the toilet"

- Carry out screening and early identification of the disability.

Parents' expectations

Parents/caregivers (N=177) 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. 65.5% of respondents reported being confident that they child with disabilities will have the same chance as non-disabled siblings to go on with further education;

2. 69.5% reported being confident that they child with disabilities will have the same chance as non-disabled siblings to get married;

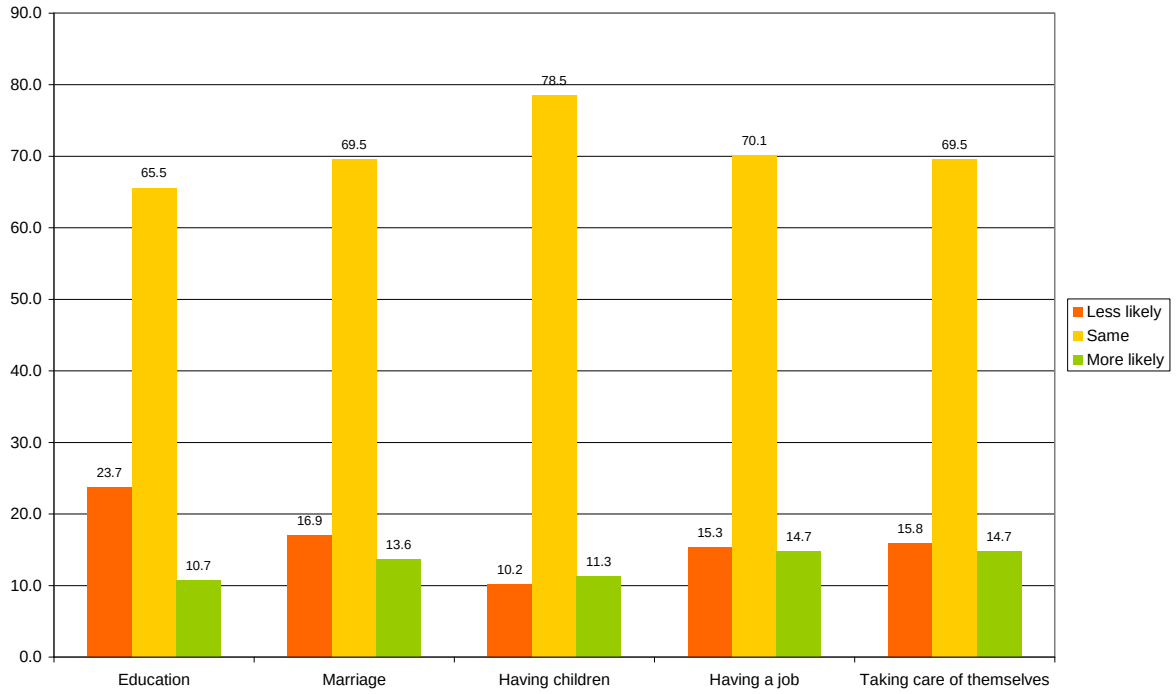
3. 78.5% reported being confident that they child with disabilities will have the same chance as non-disabled siblings to have children;

4. 70.1% reported being confident that they child with disabilities will have the same chance as non-disabled siblings to have a job;

5. 69.5% of respondents reported being confident that they child with disabilities will have the same chance as non-disabled siblings to take care of her/himself.

Figure 20 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 20 Expectations for the future (compared with non-disabled siblings)



At the end, we asked caregivers if there was anything else they wished to tell us about. Most caregivers who responded to this question asked for support, or spoke about difficulties, e.g. in money or access (such as to healthcare, assistive devices); several mentioned the need for safe transport to/from school, as well as toilets. Another mentioned that the teacher should have assistants to help them. Some respondents mentioned assessment for children in mainstream schools; others spoke about the need to have specific classes for children with disabilities. A few caregivers mentioned HIV status as an issue.

Other caregivers wanted to encourage teachers to communicate with them more on how best they can assist a child with disability; they also spoke about the need for teachers that are trained to teach children with disabilities.

Another asked for more advice and assistance to ensure effective communication between them and their child. While another spoke about the need to teach caregivers how to motivate their children with disabilities.

Several respondents talked about accessing the BEAM programme, including the transition to secondary school; though some may not have understood the criteria – a fact borne out by the independent review for the MoLSS in 2012.

Only one parent mentioned that the government should have a clear policy on people with disabilities.

One parent discussed the need for children to be trained in skills in fields such as knitting, sewing and cooking. No one mentioned rehabilitation or community-based rehabilitation.

Overall, high levels of optimism were reported about children with disabilities having the same chances as their non-disabled siblings. The question is then at what point do parents' expectations change and for what reasons?

Part IV

Discussion and Conclusion

The main aim of the research component of the project "Promoting the provision of inclusive primary education for children with disabilities in Mashonaland West Province, Zimbabwe" was to provide a picture of the current state of education for children with disabilities in MWP by gathering information at the school level and by administering questionnaires to different informants (head teachers, teachers and caregivers of children with disabilities). In particular, data were collected at the school level by project staff using a spread sheet designed specifically for this purpose, in order to collect information on numbers of children with disabilities already enrolled in schools in different types of provision. In the Zimbabwean educational system children with disabilities may be placed in mainstream classrooms, or in resource units or special classes. Resource units mostly cater for children with hearing and visual impairments; while special classes are intended for children with varying degrees of general learning difficulties.

According to data gathered in the spread sheet, the total number of **children with disabilities** across the 268 schools was **2,559**, with 1,494 males (58.38%) and 1,065 females (41.62%). This gender imbalance reflects similar findings (EC/OECD, 2009) and further research is needed to account for the apparent over-representation of males attending schools. Does this reflect here gender differences in disability incidence, a greater difficulty in accessing education for disabled girls, or both?

The average percentage of children with disabilities over the total student population is **1.96%** (s.d. 2.36%) with a range from 0 to 12.96%. Previous estimates for MWP were 0.4%, and this was one of the lowest school enrolment rates of children with disabilities in the country (Chakuchichi 2013). This was one of the reasons why MWP was selected for the intervention.

Findings show that the majority of children with disabilities are reported as having learning difficulties (more than 70%) and this is in line with previous findings (Mutepfa et al 2007). This however calls for an analysis of how children are ascertained, labelled and consequently resourced in schools. It also has clear implications for the LCDTZ IE programme interventions.

The report has also examined knowledge, attitudes and practices of head teachers, teachers, and caregivers of children with disabilities from the same schools, villages and districts. The survey therefore allows for parallel analysis of these groups, suggesting congruencies, as well as gaps. These findings will inform the next stages

of the research (qualitative component including focus group discussions and key-informants interviews) aimed at fostering a better understanding of the educational context in MWP. It also allows the possibility for the programme team to adapt the interventions according to the specific results and for measuring the changes over the duration of the project.

The majority of the head teachers interviewed were male, and over the age of 40 years; while the majority of the teachers were female, again around 40 years old, as were the caregivers. It should be noted that as is characteristic of the teaching profession in Zimbabwe, it is the males who are in the senior leadership positions. It also raises questions about the composition and nature of local school governance structures, which were rarely mentioned in the survey (and were actually beyond the main aim of the research), but are an important element of any inclusive education programme. Another area that warrants further exploration is the issue of role models (male and female), including members of local disabled peoples organisations.

In terms of training, both head teachers and teachers have not undergone much pre-service training. With regard to in-service, head teachers tend to report undergoing general training more frequently than teachers, whereas more specific training on special education needs was lacking both for head teachers and teachers (more than 60% were not trained in SEN). Project staff reported that schools must provide staff development sessions at school, cluster, district, provincial or national levels. Overall the need for more training in SEN emerges as a relevant issue among both groups. When asked about specific training needs, head teachers listed communication and behavioural skills in addition to specific pedagogical skills. 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.

Head teachers reported on numbers of children with disabilities enrolled in schools, in mainstream classes, in special classes and in resource units. It is clear from the data in the report that the information provided was often patchy and in any case should be read independently from the other tools used to gather data on children with disabilities. In addition, it should be noted that head teachers are not always fully informed about disability issues including how children with disabilities are identified and labelled, and consequently resourced. As noted above, the findings revealed that the most common type of disability was learning disability (more than 70%), which requires further exploration.

By comparing tools, it is evident that the information collected at the school level by project officers does not reflect the information provided by head teachers and teachers in terms of disability breakdowns by type of provision. Based on what they reported, there is more variability in the data based on types of disability in special

classes and resource units and this again calls for verification mechanisms on how children with disability are assessed and labelled.

In addition, head teachers reported on screening and early identification of children with disabilities but the majority did not elaborate on how or what was planned for the future. However, a significant number said that no screening was being carried out or at least it was not done without a specific request to assess a child.

Overall, there was an issue for all participants, but especially for teachers, around how children with disabilities are identified, assessed and labelled. This also impacts on teachers perceptions about how 'difficult' or 'easy' it is to teach children with certain types of impairments. For example, relatively high rates of children with learning difficulties are reported, but it is less clear how these are assessed, or indeed what specific interventions are being given. In addition, more than 20% of teachers who teach in mainstream classes reported not having had any previous experience teaching children with disabilities. Again, this should be a particular point of intervention for the programme, and also followed up on during the course of the research. This also raises the issue of needing to improve links between early childhood programmes (such as Early Childhood Care and Development) and children with disabilities.

There was a remarkably similar set of responses about experience and ease of teaching a range of impairment groups across the head teachers and teachers, including, somewhat unexpectedly, those teaching in resource units and special classes.

It is also interesting – and again not surprising – to note the range of understanding about what inclusive education means. A similar percentage (less than 80%) of both head teachers and teachers reported having heard about inclusive education; however this implies that a significant percentage had not heard of IE at all. Partial and incomplete understanding of IE was reported. While some head teachers and teachers show a good understanding of the requirements, there is an overall lack of clarity and consistency about what constitutes inclusive education (OECD, 1999). This should be more harmonised after the intervention (and will be measureable through the repeat survey). Linked to the point above, there should also be a clearer understanding 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.

Another feature of inclusive education that is partial among participants is the notion of classroom assistants, both as carers (who support basic activities of daily living) or as experts. Again, this is an area that has been identified for further research in the next phase of the project.

However, there were a number of other challenges raised, in particular by the head teachers. Many of these seem to be outside of the head teachers' control and due to a lack of funds, such as environmental and curriculum adaptations, additional teachers and other resources. But again, this can be a point of intervention for the programme, to enable head teachers and teachers to be able to lobby local ministry officials, provincial councils and other key stakeholders to request the additional resources they require to support inclusion.

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 never or rarely available. They also stated that there are no resources available for the provision of/ access to assistive devices. In addition a very small number of caregivers stated that their children use assistive devices. Notwithstanding this convergence and the general agreement between the informants in recognising the relevance of the different barriers included in the questionnaire, findings suggest some different paths that call for further in-depth analysis. On one hand, head teachers and teachers largely agree in thinking that parents/caregivers are worried that their children with disabilities will be abused (bullied, teased, ill-treated, etc.) and that the schools are a long distance from home. On the other hand, parents/caregivers largely reported that the direct and indirect costs for schooling their children with disabilities are too high. Head teachers and teachers tend to recognise less frequently the direct (uniform, books, fees) costs as a barrier for parents. This is most likely due to the availability of social protection mechanisms such as BEAM (discussed in the previous chapter). Furthermore, even though findings reveal that teachers and head teachers perceive parents'/caregivers' attitudes towards the education of their children with disabilities as a major barrier; on the other hand, parents/caregivers think that they children generally should attend schools but are worried about abuse, bullying and ill-treatment. However, findings are quite mixed and will be investigated more in depth during the next phase of this research.

Caregivers were also slightly more optimistic about conditions in schools. While both teachers and caregivers agree about the need for support staff, teachers saw their role as assisting with children with disabilities, in particular with activities of daily living. As yet it is not clear what caregivers think their role should be – or if indeed this is a role parents/caregivers themselves would be willing and able to undertake. This will be explored in more detail in later qualitative components of the research.

It should also be noted that the caregivers in this sample all have children with disabilities already attending school, which is perhaps why they are more positive and optimistic about education; while the head teachers and teachers were largely making reference to the broader parent/caregiver population. Therefore the future

qualitative component will investigate what parents of children with disabilities not yet in school think about education.

Head teachers are frequently convinced that the lack of expertise of teachers may represent a barrier to children with disabilities going to school. Teachers themselves recognise their lack of expertise and see it as a barrier. Further training, as highlighted above, will then be crucial for effectively including children with disabilities in schools.

Even though teachers and head teachers generally tend to be positive when reporting their attitudes and beliefs about inclusive education, a significant percentage of teachers think that children with disabilities should be taught in special schools and 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, a significant percentage 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. On the other hand, a great percentage of parents think that children should be taught in special schools and equally that they should be taught in the same classes as non-disabled children, so this also warrants further research as to why there is this split.

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 agree in highlighting the potential criticality of administrative and resource issues (funds, infrastructure, special teachers, teaching material and teaching aids). The majority of head teachers are concerned that teachers will not have adequate skills and knowledge and half of the teachers share the same worry. Again training would improve this picture.

Teachers, and to a lesser extent head teachers, are also concerned about the effects that having a child with disabilities will have on daily classroom activities and about the reaction of non-disabled children and their families to the inclusion of CWD in class. These concerned are reflected also in the significant percentage of caregivers reporting that other parents do not want their children to be in the same school as children with disabilities and/or think disability is contagious.

According to head teachers and teachers, daily practices are generally challenging due to poor infrastructure, large numbers of students and lack of accessible sanitation facilities. Despite these challenges, both head teachers and teachers are highly satisfied with their job. However a significant proportion of them do not think that their work is extremely rewarding.

Despite this and the gap in their skills and training, head teachers and teachers were overwhelmingly positive about their capacity to teach children with disabilities, and the effectiveness of their teaching overall, but clearly recognise the need for additional training and capacity building – as well as resources – in order for this willingness to be made a reality. This also offers a point of comparison by which to measure the effectiveness of programme intervention – the extent to which the desire for training and capacity building is actualised.

A large majority of parents believe that teachers are knowledgeable and supportive. However, some parents pointed out that their CWD are left alone and/or are unattended in class. Parents highlight the challenges in the daily experiences of their children with disabilities and this is mainly linked to costs and mobility/accessibility.

Parents' view of peer to peer relationship is mixed and there is need for more in depth analysis.

This brings us to the issue of cost. Several teachers and head teachers spoke about inclusive education as being 'cheaper'; however, as yet there is no clear evidence that it would be a cheaper option in Zimbabwe, nor is there demonstrable evidence that enough resources are being allocated to IE. All three categories of respondents mentioned the BEAM (and also the BEAM committee); however, while a high number of caregivers had heard about it, only half of these had actually applied for it, and only half again of those applicants were successful. It is unclear from the survey why caregivers did not apply for the BEAM in larger numbers – whether because of eligibility criteria, or other such factors. It may also be linked to the question of how children with disabilities are identified and assessed – both at school level and at home, and as is borne out by the recent review, how eligibility is determined (Smith et al 2012). It is also unclear from the head teacher responses whether they are all aware of and able to follow and manage the process of applying for and receiving BEAM funding, something which will be followed up in the next phase of our research.

The ward level committee, which determines local BEAM eligibility based on poverty-linked criteria, is comprised of elected community members and head teachers from schools and should have at least one member who is actively involved in disability issues. It should also be noted that 10% of all recipients of BEAM should be children with disabilities. However, Smith et al (2012) noted that children with disabilities are under-represented among BEAM fund recipients, and they speculate one of the reasons for this is the poverty-based criteria, rather than more specific options, such as disability. They also note there is no other social protection mechanism for children with disabilities.

It is also important to note that a relatively low number of children with disabilities (based on parents responses) who actually had either a disability certificate or other formal 'proof' of disability). This is something that we will follow up in the focus group

discussions planned for the next phase of the research, and again, may also be a point of intervention for the programme team.

Overall, parents/caregivers had high expectations for their children with disabilities when compared to non-disabled children, and were optimistic that they would have the same chances as their non-disabled siblings. While this optimism was tempered by concerns such as bullying and lack of resources, it also raises questions if, and when, such expectations might change?

Finally, several topics were mentioned that require follow up in the next phase of the research. The first is the function of the 'district remedial tutor' and how they could be linked into the IE programme (if not already connected). The second is the issue of transport and what – if any community solutions can be found. There is also the issue of the role of classroom assistants. Another issue that warrants close examination – in both the research and programme – is access and eligibility of children with disabilities to the BEAM. It should also be noted that the number of children with disabilities identified is higher than expected; however, this number is likely to reduce over the duration of the project as the number of children with disabilities not in school should decrease if the IE project intervention activities are successful.

Next steps and further research

As noted above, this component of the research will be supported by in-depth qualitative work to complement information gathered in this survey. The following research activities are planned:

A study examining the (potential) impact of classroom assistants on retention of disabled children; this will be based on the results of this initial survey, as well as interviews with education officials, head teachers, teachers, parents/caregivers and potential and current classroom assistants to assess the potential impact of classroom assistants on retention of disabled children.

An exploration of the most effective and sustainable community transport solutions will also be undertaken, based on feedback from the previous IE project (2008) and the results of this survey, KIIs and FGDs. Again, it will involve semi-structured interview tools to explore options for effective and sustainable community transport solutions, and include interviews/focus groups with children with disabilities and their parents, as well as other community members and key stakeholders working on transport issues.

Finally, the results will be collated and drafted into an overall report outlining the most effective options to scale up IE programmes in Zimbabwe. This will enable a better understanding of the factors which contribute to improved and increased participation of children with disabilities (enrolment, retention and accessibility) in

primary education as a result of the LCD programme; the attitudes of families and communities towards the education of children with disabilities; learning 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; and sharing best practice and lesson learning with project partners, DPOs, NGOs, INGOs, donors and government to improve awareness, capacity and deliver improved services.

These results will be shared at two provincial level conferences during the course of the project, and one national level conference for government officials, parents, the wider community and other key stakeholders in the final year to share the outputs of the research with a wide range of stakeholders.

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Annex 1 – Data by district

Table 1 Barriers preventing children with disabilities from going to school, by district – according to teachers

	Hurungwe				Kariba			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
Schools are not accessible	18.9	8.1	13.5	59.5	23.1	11.5	65.4	58.3
Toilets in school are not accessible	16.2	4.1	13.5	66.2	23.1	7.7	11.5	57.7
Lack of assistive device	2.7	2.7	6.8	87.7	3.8	0.0	15.4	80.8
Schools are a long distance from home	8.1	4.1	21.6	66.2	3.8	3.8	7.7	84.6
No transportation to school	20.3	4.1	28.4	47.3	3.8	11.5	11.5	73.1
Parents think CwD should not go to school	16.2	6.8	35.1	41.9	23.1	7.7	23.1	46.2
Parents think Cwd cannot learn	13.5	12.2	37.8	36.5	30.8	7.7	15.4	46.2
Parents think learning is not worthwhile for CwD	12.2	12.2	40.5	35.1	19.2	7.7	30.8	42.3
Parents worried their CwD will be abused	4.1	5.4	20.3	70.3	15.4	0.0	15.4	69.2
Parents cannot afford direct costs	34.2	6.8	26.0	32.9	30.8	19.2	11.5	38.5
Parents cannot afford indirect costs	21.6	13.5	24.3	40.5	26.9	0.0	30.8	42.3
Lack of expertise of teachers	25.7	8.1	16.2	50.0	15.4	15.4	23.1	46.2
Natural environmental barriers	13.5	4.1	32.4	50.0	15.4	0.0	19.2	65.4
	Mhondoro Ngezi				Sanyati			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
Schools are not accessible	18.9	5.4	13.5	62.2	11.6	7.0	18.6	62.8
Toilets in school are not accessible	13.5	5.4	8.1	73.0	9.3	2.3	11.6	76.7
Lack of assistive device	5.4	10.8	8.1	75.7	2.3	0.0	2.3	95.3
Schools are a long distance from home	16.2	8.1	8.1	67.6	7.0	4.7	16.3	72.1
No transportation to school	15.8	5.3	7.9	71.1	4.7	7.0	7.0	81.4
Parents think CwD should not go to school	18.4	7.9	26.3	47.4	4.7	7.0	7.0	81.4
Parents think Cwd cannot learn	21.6	2.7	29.7	45.9	31.0	7.1	31.0	31.0
Parents think learning is not worthwhile for CwD	21.6	5.4	18.9	54.1	19.0	9.5	38.1	33.3
Parents worried their CwD will be abused	5.3	10.5	13.2	71.1	11.9	2.4	26.2	59.5
Parents cannot afford direct costs	26.3	10.5	26.3	36.8	20.9	9.3	18.6	51.2
Parents cannot afford indirect costs	21.1	13.2	23.7	42.1	11.9	7.1	26.2	54.8
Lack of expertise of teachers	23.7	13.2	18.4	44.7	28.6	7.1	16.7	47.6

Natural environmental barriers	28.9	5.3	10.5	55.3	23.8	16.7	19.0	40.5

Table 2 Attitudes and beliefs of teachers around disability/inclusion, by district

	Hurungwe						Kariba					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Inclusion encourages academic progression of all students	6.6	0.0	0.0	13.2	23.7	56.6	4.0	8.0	12.0	12.0	20.0	44.0
CwD should be taught in special schools	25.0	25.0	13.2	6.6	14.5	15.8	19.2	26.9	3.8	3.8	19.2	26.9
Inclusion facilitates socially appropriate behaviour in all students	5.3	1.3	5.3	7.9	35.5	44.7	8.0	0.0	0.0	8.0	28.0	56.0
Any student can learn curriculum if adapted to individual needs	5.3	1.3	2.6	6.6	27.6	56.6	4.0	0.0	0.0	4.0	28.0	64.0
CwD should be segregated as it is too expensive to adapt school environment	62.2	24.3	4.1	1.4	4.1	4.1	50.0	34.6	0.0	3.8	7.7	3.8
CwD should be in special schools so that they do not experience rejection in mainstream schools	23.7	36.8	11.8	11.8	10.5	5.3	30.8	23.1	15.4	3.8	7.7	19.2
I get frustrated when I have difficulty communicating with CwD	44.0	28.0	8.0	9.3	9.3	1.3	36.0	44.0	4.0	4.0	4.0	8.0
I get upset when CwD cannot keep up with the day-to-day curriculum in my classroom.	50.7	24.0	14.7	4.0	2.7	4.0	42.3	26.9	15.4	3.8	0.0	11.5
I get frustrated when I am unable to understand CwD	43.4	17.1	9.2	17.1	7.9	5.3	38.5	26.9	11.5	7.7	3.8	11.5
I am uncomfortable including CwD in a regular classroom with other non-disabled students.	40.0	33.3	5.3	4.0	9.3	8.0	46.2	11.5	15.4	0.0	15.4	11.5
I am disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability.	21.9	23.3	12.3	12.3	16.4	13.7	24.0	16.0	12.0	16.0	20.0	12.0
I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	42.1	32.9	7.9	2.6	10.5	3.9	42.3	26.9	7.7	15.4	3.8	3.8
I am willing to encourage CwD to participate in all social activities in the regular classroom.	6.8	1.4	0.0	4.1	25.7	62.2	3.8	3.8	3.8	0.0	11.5	76.9
I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	1.3	2.6	0.0	6.6	27.6	61.8	7.7	0.0	0.0	3.8	19.2	69.2
I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	1.3	2.7	2.7	8.0	34.7	50.7	3.8	3.8	7.7	0.0	34.6	50.0
I am willing to modify the physical environment to include CwD in the regular classroom.	2.6	2.6	3.9	5.3	31.6	53.9	0.0	3.8	0.0	0.0	34.6	61.5
I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in class.	1.3	1.3	2.6	9.2	31.6	53.9	0.0	7.7	3.8	0.0	34.6	53.8
I am willing to adapt the assessment of individual students in order for inclusive education to take place.	1.3	0.0	0.0	6.6	31.6	60.5	0.0	0.0	4.0	0.0	36.0	60.0

(continued)

	Mhondoro Ngezi						Sanyati					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Inclusion encourages academic progression of all students	0.0	2.6	0.0	10.5	21.1	65.8	2.4	0.0	2.4	11.9	26.2	57.1
CwD should be taught in special schools	15.8	34.2	10.5	7.9	0.0	31.6	14.3	19.0	11.9	16.7	7.1	31.0
Inclusion facilitates socially appropriate behaviour in all students	0.0	0.0	7.9	7.9	44.7	39.5	2.3	0.0	0.0	9.3	32.6	55.8
Any student can learn curriculum if adapted to individual needs	0.0	2.6	0.0	5.3	28.9	63.2	2.3	4.7	0.0	11.6	25.6	55.8
CwD should be segregated as it is too expensive to adapt school environment	60.5	18.4	10.5	0.0	5.3	5.3	55.8	14.0	9.3	9.3	2.3	9.3
CwD should be in special schools so that they do not experiece rejection in mainstream schools	39.5	23.7	2.6	2.6	7.9	23.7	37.2	20.9	18.6	2.3	9.3	11.6
I get frustrated when I have difficulty communicating with CwD	39.5	21.1	5.3	13.2	18.4	2.6	35.7	19.0	11.9	14.3	4.8	14.3
I get upset when CwD cannot keep up with the day-to-day curriculum in my classroom.	36.8	39.5	7.9	5.3	5.3	5.3	44.2	30.2	0.0	7.0	0.0	18.6
I get frustrated when I am unable to understand CwD	31.6	26.3	5.3	5.3	18.4	13.2	39.0	14.6	7.3	17.1	9.8	12.2
I am uncomfortable including CwD in a regular classroom with other non-disabled students.	39.5	36.8	2.6	5.3	7.9	7.9	48.8	20.9	11.6	4.7	2.3	11.6
I am disconcerted that CwD are included in the regular classroom, regardless of the severity of the disability.	25.0	33.3	11.1	2.8	13.9	13.9	30.2	25.6	11.6	9.3	7.0	16.3
I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	47.4	36.8	2.6	2.6	10.5	0.0	46.5	30.2	7.0	9.3	2.3	4.7
I am willing to encourage CwD to participate in all social activities in the regular classroom.	2.6	0.0	0.0	0.0	23.7	73.7	2.3	0.0	2.3	0.0	34.9	60.5
I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	2.7	0.0	0.0	2.7	40.5	54.1	2.3	0.0	7.0	4.7	30.2	55.8
I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	2.7	0.0	0.0	5.4	43.2	48.6	9.3	0.0	2.3	11.6	32.6	44.2
I am willing to modify the physical environment to include CwD in the regular classroom.	2.6	0.0	0.0	5.3	31.6	60.5	7.0	2.3	0.0	9.3	25.6	55.8
I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in class.	2.6	2.6	0.0	0.0	42.1	52.6	7.0	0.0	2.3	9.3	30.2	51.2
I am willing to adapt the assessment of individual students in order for inclusive education to take place.	2.6	0.0	0.0	0.0	39.5	57.9	2.3	0.0	0.0	9.3	32.6	55.8

Table 3 Concerns – according to teachers, by district

	Hurungwe				Kariba			
	Extremely concerned	Very concerned	A little concerned	Not concerned at all	Extremely concerned	Very concerned	A little concerned	Not concerned at all
I will not have enough time to plan educational programs for CwD	10.5	30.3	11.8	47.4	24.0	32.0	12.0	32.0
It will be difficult to maintain discipline in class	4.0	26.7	22.7	46.7	26.9	15.4	19.2	38.5
I do not have the knowledge and skills required to teach CwD	24.7	31.5	27.4	16.4	46.2	15.4	15.4	23.1
I will have to do additional paper work	13.2	22.4	17.1	47.4	19.2	15.4	26.9	38.5
CwD will not be accepted by non-disabled students	28.4	35.1	21.6	14.9	19.2	19.2	30.8	30.8
Parents of non-disabled children may not like the idea of placing their children in the same classroom as CwD	19.7	38.2	19.7	22.4	30.8	23.1	19.2	26.9
My school will not have enough funds for implementing inclusion successfully	35.5	27.6	25.0	11.8	44.0	32.0	12.0	12.0
There will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.)	46.1	32.9	9.2	11.8	44.0	28.0	4.0	24.0
I will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities	6.7	5.3	21.3	66.7	23.1	15.4	19.2	42.3
My workload will increase	1.3	14.5	22.4	61.8	11.5	3.8	30.8	53.8
Other staff members of the school will be stressed	4.2	9.7	31.9	54.2	15.4	7.7	50.0	26.9
My school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers	30.3	38.2	21.1	10.5	53.8	23.1	11.5	11.5
There will be inadequate resources or special teachers available to support inclusion	33.3	34.7	20.0	12.0	46.2	26.9	19.2	7.7
My school will not have adequate special education instructional materials and teaching aids (e.g. Braille)	40.8	36.8	10.5	11.8	57.7	30.8	7.7	3.8
The overall academic standards of the school will suffer	6.6	23.7	21.1	48.7	11.5	34.6	15.4	38.5
My performance as a classroom teacher or school principal will decline	8.2	13.7	23.3	54.8	15.4	7.7	30.8	46.2
The academic achievement of non-disabled students will be affected	8.1	13.5	36.5	41.9	19.2	19.2	15.4	46.2
It will be difficult to give equal attention to all students in an inclusive classroom	13.2	21.1	27.6	38.2	34.6	23.1	23.1	19.2
I will not be able to cope with CwD who do not have adequate self-care skills (e.g. students who are not toilet trained)	18.4	19.7	30.3	31.6	42.3	19.2	11.5	26.9
There will be inadequate administrative support to implement the inclusive program	18.4	40.8	30.3	10.5	38.5	34.6	11.5	15.4
The inclusion of a CwD in my class or school will lead me to have a higher degree of anxiety and stress	2.6	5.3	31.6	60.5	7.7	19.2	15.4	57.7

(continued)

	Mhondoro Ngezi				Sanyati			
	Extremely concerned	Very concerned	A little concerned	Not concerned at all	Extremely concerned	Very concerned	A little concerned	Not concerned at all
I will not have enough time to plan educational programs for CwD	21.1	26.3	23.7	28.9	20.9	11.6	20.9	46.5
It will be difficult to maintain discipline in class	5.3	28.9	13.2	52.6	20.9	11.6	20.9	46.5
I do not have the knowledge and skills required to teach CwD	26.3	23.7	26.3	23.7	23.8	16.7	28.6	31.0
I will have to do additional paper work	15.8	18.4	18.4	47.4	14.0	11.6	20.9	53.5
CwD will not be accepted by non-disabled students	29.7	24.3	24.3	21.6	16.7	23.8	26.2	33.3
Parents of non-disabled children may not like the idea of placing their children in the same classroom as CwD	26.3	31.6	15.8	26.3	18.6	27.9	25.6	27.9
My school will not have enough funds for implementing inclusion successfully	50.0	18.4	15.8	15.8	39.5	14.0	20.9	25.6
There will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.)	42.1	31.6	18.4	7.9	34.9	25.6	18.6	20.9
I will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities	26.3	5.3	21.1	47.4	25.6	7.0	16.3	51.2
My workload will increase	16.2	5.4	29.7	48.6	14.0	9.3	18.6	58.1
Other staff members of the school will be stressed	8.6	17.1	17.1	57.1	4.8	11.9	31.0	52.4
My school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers	52.6	23.7	10.5	13.2	32.6	11.6	27.9	27.9
There will be inadequate resources or special teachers available to support inclusion	32.4	32.4	18.9	16.2	25.6	27.9	18.6	27.9
My school will not have adequate special education instructional materials and teaching aids (e.g. Braille)	55.3	21.1	13.2	10.5	30.2	30.2	16.3	23.3
The overall academic standards of the school will suffer	15.8	10.5	23.7	50.0	14.0	4.7	32.6	48.8
My performance as a classroom teacher or school principal will decline	8.1	13.5	8.1	70.3	11.9	11.9	23.8	52.4
The academic achievement of non-disabled students will be affected	16.2	16.2	18.9	48.6	14.0	20.9	23.3	41.9
It will be difficult to give equal attention to all students in an inclusive classroom	26.3	31.6	21.1	21.1	20.9	32.6	30.2	16.3
I will not be able to cope with CwD who do not have adequate self-care skills (e.g. students who are not toilet trained)	34.2	21.1	28.9	15.8	20.9	16.3	20.9	41.9
There will be inadequate administrative support to implement the inclusive program	36.8	23.7	15.8	23.7	23.3	25.6	20.9	30.2
The inclusion of a CwD in my class or school will lead me to have a higher degree of anxiety and stress	0.0	10.5	31.6	57.9	9.3	2.3	30.2	58.1

Table 4 Attitudes of parents toward disability/inclusive education, by district

	Hurungwe				Kariba			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
CwD should not go to school	93.4	3.9	2.6	0.0	87.5	4.2	4.2	4.2
CwD cannot learn as non-disabled children	78.9	5.3	7.9	7.9	70.8	8.3	16.7	4.2
Learning is not worthwhile for CwD	97.4	2.6	0.0	0.0	91.7	0.0	4.2	4.2
CwD can be abused	30.3	5.3	17.1	47.4	41.7	4.2	12.5	41.7
Non-disabled children do not want disabled classmates	35.5	5.3	26.3	32.9	54.2	12.5	20.8	12.5
There should be special schools for CwD	35.5	3.9	13.2	47.4	41.7	8.3	8.3	41.7
Teachers are not able to teach CwD	63.2	7.9	13.2	15.8	54.2	4.2	20.8	20.8
For CwD it is pointless to study as they will not find work	89.5	5.3	2.6	2.6	100.0	0.0	0.0	0.0
Schools do not have enough support staff	15.8	3.9	9.2	71.1	26.1	4.3	8.7	60.9
CwD should be in the same class as non-disabled children	36.8	2.6	6.6	53.9	25.0	0.0	8.3	66.7
	Mhondoro Ngezi				Sanyati			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
CwD should not go to school	81.1	0.0	0.0	18.9	97.6	0.0	0.0	2.4
CwD cannot learn as non-disabled children	70.3	2.7	5.4	21.6	92.9	7.1	0.0	0.0
Learning is not worthwhile for CwD	86.5	13.5	0.0	0.0	100.0	0.0	0.0	0.0
CwD can be abused	21.6	5.4	5.4	67.6	38.1	7.1	23.8	31.0
Non-disabled children do not want disabled classmates	16.7	8.3	16.7	58.3	50.0	7.1	9.5	33.3
There should be special schools for CwD	37.8	2.7	8.1	51.4	45.2	2.4	4.8	47.6
Teachers are not able to teach CwD	45.9	5.4	10.8	37.8	73.8	9.5	9.5	7.1
For CwD it is pointless to study as they will not find work	89.2	5.4	0.0	5.4	95.2	2.4	2.4	0.0
Schools do not have enough support staff	5.4	2.7	10.8	81.1	40.5	9.5	9.5	40.5
CwD should be in the same class as non-disabled children	35.1	2.7	2.7	59.5	26.2	2.4	7.1	64.3

Table 5 Barriers preventing children with disabilities from going to school, by district – according to parents

	Hurungwe				Kariba			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
School accessibility	38.2	5.3	7.9	48.7	33.3	0.0	8.3	58.3
Toilet accessibility	35.5	3.9	10.5	50.0	20.8	0.0	8.3	70.8
Lack of assistive device	9.2	1.3	6.6	82.9	4.2	0.0	8.3	87.5
Distance from home	22.4	2.6	9.2	65.8	25.0	4.2	16.7	54.2
No transportation	19.7	2.6	11.8	65.8	25.0	4.2	12.5	58.3
Direct costs	11.8	3.9	11.8	72.4	12.5	4.2	8.3	75.0
Indirect costs	13.2	5.3	13.2	68.4	12.5	8.3	16.7	62.5
Other parents do not want CwD in same school	38.2	5.3	26.3	30.3	50.0	4.2	20.8	25.0
Other parents believe disability is contagious	53.9	2.6	14.5	28.9	66.7	4.2	16.7	12.5
Natural environment barriers	38.2	3.9	9.2	48.7	20.8	0.0	12.5	66.7
	Mhondoro Ngezi				Sanyati			
	Disagree	Somewhat disagree	Somewhat agree	Agree	Disagree	Somewhat disagree	Somewhat agree	Agree
School accessibility	37.8	2.7	2.7	56.8	35.7	0.0	16.7	47.6
Toilet accessibility	33.3	5.6	2.8	58.3	26.2	9.5	14.3	50.0
Lack of assistive device	10.8	2.7	5.4	81.1	9.5	2.4	7.1	81.0
Distance from home	32.4	5.4	2.7	59.5	33.3	11.9	9.5	45.2
No transportation	36.1	5.6	58.3	100.0	35.7	2.4	9.5	52.4
Direct costs	18.9	2.7	5.4	73.0	11.9	2.4	4.8	81.0
Indirect costs	29.7	8.1	0.0	62.2	19.0	11.9	4.8	64.3
Other parents do not want CwD in same school	29.7	8.1	5.4	56.8	47.6	2.4	11.9	38.1
Other parents believe disability is contagious	40.5	2.7	5.4	51.4	52.4	4.8	16.7	26.2
Natural environment barriers	56.8	8.1	5.4	29.7	66.7	2.4	2.4	28.6

Annex 2 - Tools

COVER PAGE

Thank you for your willingness to participate in this research study.
If you are unsure about how to answer a question or if it is hard to pick an answer, please choose the one that seems nearest or most appropriate to your thinking. This can often be the first thing that comes to your mind. There are no right or wrong answers, just answers that are true for you. In some cases, we will ask you to choose your answer from a range of options; in other cases, we will ask you to briefly tell us about your experience. Finally, some questions will ask you to rate your experience on a scale.
Since we really value your opinion, we would like to ask you to answer all questions, however if you feel uncomfortable in giving us some details, please let us know and we will skip those specific issues.

QUESTIONNAIRE NUMBER_____

ENUMERATOR'S NAME_____

Date_____

Data entry person:_____

Teacher Knowledge, Attitudes and Practice Survey

PERSONAL INFORMATION

Q1. School Name:_____

Q2. Province: _____

Q3. District: _____

Q3_1. Cluster: _____

Q3_2. City/Town/Village: _____

Q4. First Name: _____ Surname:_____

Q5. Gender □ Male (1) □ Female (2) **Q6. Age** _____

Q7. Marital Status:

□ (1) Single □ (4) Living together
□ (2) Married □ (5) Separated/Divorced
□ (3) Widowed □ (6) Other (specify_____)

Q8. FURTHER EDUCATION (Please specify HIGHEST level of education attained)

□ (1) Completed secondary
□ (2) Some College
□ (3) Completed College
□ (4) Some university (Faculty_____)
□ (5) University (Faculty_____)
□ (6) Other (specify_____)

Q9. Did your further education include any contents related to disability? □ Yes(1) □ No(2)

In the next section, please list all pre- and in-service training undertaken. For each of the following questions, please specify:

a) The main topic of the training
b) The Institution/organization that provided the training
c) If the training included any content related to disability issues
d) Duration of the training course (specify time frame, e.g. weeks, months)
e) Your evaluation of the training received, using the following scale: 1=completely unsatisfied; 2= unsatisfied; 3=neutral; 4=satisfied; 5=completely satisfied

Q10. PRE-SERVICE TRAINING (outside Formal Education)

(a) Training topic	(b) Provider	(c) Disability-related contents	(d) Duration	(e) Evaluation
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		

		□ Yes (1) □ No (2)		

Q11. IN-SERVICE TRAINING (outside Formal Education)

(a) Training topic	(b) Provider	(c)Disability-related contents	(d) Duration	(e) Evaluation
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		

For the following question, please specify:

a) The main topic of the training
b) The Institution/organization that provided the training
c) Duration of the training course (specify time frame, e.g. weeks, months)
d) Your evaluation of the training received, using the following scale: 1=completely unsatisfied; 2= unsatisfied; 3=neutral; 4=satisfied; 5=completely satisfied

Q12. SPECIAL NEEDS EDUCATION

(a) Training topic	(b) Provider	(d) Duration	(e) Evaluation

TEACHING EXPERIENCE

Q13. How long have you been teaching (in YEARS)? _____

Q14. How long have you been teaching IN THIS SCHOOL (in YEARS)? _____

Q15. Type of provision you currently teach:

□ (1) **Mainstream class** Go to question Q16	□ (2) **Special Class** Go to question Q23	□ (3) **Resource unit** Go to question Q29

Mainstream class

Q16. Grade _____ **Q17. Class** _____ **Q18. Number of students** _____

Q19. Please select below which answer reflects whether you were given the option to teach classes which…

□ (1) Include children with disabilities □ (2) Do not include children with disabilities □ (3) I was not asked

If 1 or 2, go to question Q20 – If 3, go to Q21.

Q20. Was this your first choice? □ Yes (1) □ No (2)

Q21. Did you have any other experience in the past teaching in any of the following:	Type of provisions	Number of years
	□ Special classes (1)	_____
	□ Resource Units (2)	_____
	□ Mainstream classes (3)	_____
	□ Other (4): Specify_____	_____

Q22. Are there students who have been identified as having disabilities in the class(es) you are currently teaching? □ Yes(1) □ No(2)

If YES, go to question Q35 – If NO, go to Q37.

Special Class

Q23. Grade _____ **Q24. Class** _____ **Q25. Number of students** _____

Q26.Did you choose to teach children in special classes? □ Yes (1) □ No (2)

If YES go to question Q27 - if no go to question Q28

Q27.Was this your first choice? □ Yes (1) □ No (2)

Q28. Did you have any other experience in the past teaching in any of the following:	Type of provisions	Number of years
	□ Special classes (1)	_____
	□ Resource Units (2)	_____
	□ Mainstream classes (3)	_____
	□ Other (4): Specify_____	_____

Now go to question Q35.

Resource unit

Q29. Grade _____ **Q30. Class** _____ **Q31. Number of students** _____

Q32. Did you choose to teach children in resource units? □ Yes (1) □ No (2)

If YES go to question Q33 - if no go to question Q34

Q33.Was this your first choice? □ Yes (1) □ No (2)

Q34. Did you have any other experience in the past teaching in any of the following:	Type of provisions	Number of years
	□ Special classes (1)	_____
	□ Resource Units (2)	_____
	□ Mainstream classes (3)	_____
	□ Other (4): Specify_____	_____

Now go to question Q35

EXPERIENCE WITH DISABILITIES

Q35. Please specify the number of students who have been identified as having disabilities in the class you are currently teaching, per type of disability:

Type of disability	Presence	Number
1. Visual impairment	□ Yes (1) □ No (2)	
2. Hearing impairment	□ Yes (1) □ No (2)	

3. Learning disabilities	□ Yes (1) □ No (2)	
Type of disability	**Presence**	**Number**
4. Mental challenges	□ Yes (1) □ No (2)	
5. Physical and motor disabilities	□ Yes (1) □ No (2)	
6. Speech and language disorders	□ Yes (1) □ No (2)	
7. Emotional and behavioural disorders	□ Yes (1) □ No (2)	
8. Health-related disorders	□ Yes (1) □ No (2)	
9. Gifted/talented/creative learners	□ Yes (1) □ No (2)	
10. Multiple disabilities	□ Yes (1) □ No (2)	
11. Other (specify:_____)	□ Yes (1) □ No (2)	

Q36. How easy IS it to teach students with disabilities in the class you are currently teaching, per type of disability?

Type of disability	Extremely difficult	Somewhat difficult	Somewhat easy	Extremely easy	No experience
1. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
2. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
3. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
4. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
5. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
6. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
7. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
8. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
9. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
10. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
11. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

Now go to Q38.

Q37. Did you teach students who have been identified as having disabilities in your previous teaching experience? □ Yes(1) □ No(2)

If YES go to Q39, if NO, go to Q42

Q38. Did you teach students who have been identified as having disabilities in your previous teaching experience? □ Yes(1) □ No(2)

If YES go to Q39, if NO, go to Q41

Q39 Please specify the number of these students per type of disability

Type of disability	Presence	Number
1. Visual impairment	□ Yes (1) □ No (2)	
2. Hearing impairment	□ Yes (1) □ No (2)	
3. Learning disabilities	□ Yes (1) □ No (2)	
4. Mental challenges	□ Yes (1) □ No (2)	
5. Physical and motor disabilities	□ Yes (1) □ No (2)	
6. Speech and language disorders	□ Yes (1) □ No (2)	
7. Emotional and behavioural disorders	□ Yes (1) □ No (2)	

8. Health-related disorders	□ Yes (1) □ No (2)	
Type of disability	**Presence**	**Number**
9. Gifted/talented/creative learners	□ Yes (1) □ No (2)	
10. Multiple disabilities	□ Yes (1) □ No (2)	
11. Other (specify:_____)	□ Yes (1) □ No (2)	

Q40. How easy WAS it to teach students with disabilities in the mainstream class, per type of disability?

Type of disability	Extremely difficult	Somewhat difficult	Somewhat easy	Extremely easy	No experience
1. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
2. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
3. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
4. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
5. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
6. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
7. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
8. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
9. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
10. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
11. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

Q41. To what extent do you think your previous training helped you to deal with students with disabilities?

Type of disability	Not at all	Very few	A little bit	A lot	No training
1. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
2. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
3. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
4. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
5. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
6. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
7. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
8. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
9. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
10. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
11. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

Q42. Could you please indicate to what extent do each of the following represent barriers that prevent children with disabilities from going to school, using the scale from 1 (Disagree) to 4 (Agree)	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**
1. Schools are not physically accessible	□ (1)	□ (2)	□ (3)	□ (4)
2. Toilets in the school are not physically accessible	□ (1)	□ (2)	□ (3)	□ (4)

3. The lack of assistive devices	□ (1)	□ (2)	□ (3)	□ (4)
4. Schools are a long distance from home	□ (1)	□ (2)	□ (3)	□ (4)

	Disagree	Somewhat disagree	Somewhat agree	Agree
5. There is no means of transportation to the school	□ (1)	□ (2)	□ (3)	□ (4)
6. Parents think children with disabilities should not go to school	□ (1)	□ (2)	□ (3)	□ (4)
7. Parents generally think children with disabilities can't learn	□ (1)	□ (2)	□ (3)	□ (4)
8. Parents generally think it is not worthwhile for children with disabilities to learn	□ (1)	□ (2)	□ (3)	□ (4)
9. Parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.)	□ (1)	□ (2)	□ (3)	□ (4)
10. Parents cannot afford direct costs for the school (e.g. uniform, books, fees)	□ (1)	□ (2)	□ (3)	□ (4)
11. Parents cannot afford indirect costs for the school (e.g. meals, transportation)	□ (1)	□ (2)	□ (3)	□ (4)
12. Lack of expertise of teachers	□ (1)	□ (2)	□ (3)	□ (4)
13. Natural environmental barriers (e.g. animals, rivers, floods, etc.)	□ (1)	□ (2)	□ (3)	□ (4)
14. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)

Q43.	**Have you ever heard of inclusive education?**	□ Yes(1)	□ No(2)
	If Yes go to Q44. If No go to Q45		
Q44.	**In your opinion what are the most relevant characteristics of inclusive education? (Can you identify any key elements of inclusive education)**		
Q45.	**Would a classroom assistant help you in teaching a child with disabilities?**	□ Yes(1)	□ No(2)
	Please explain how by providing examples		

Q46. Taking into account your teaching experience, we would like to ask you some questions around education. There are not right or wrong answers: we are just interested in your opinion. Please respond to all the following statements using the scale from 1 (if you strongly disagree with the sentence) to 6 (if you strongly agree with the sentence)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
1. I believe that an inclusive school is one that encourages academic progression of all students regardless of their ability.	1	2	3	4	5	6
2. I believe that students with a disability should be taught in special education schools.	1	2	3	4	5	6
3. I believe that inclusion facilitates socially appropriate behaviour amongst all students.	1	2	3	4	5	6
4. I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	1	2	3	4	5	6
5. I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	1	2	3	4	5	6
6. I believe that students with a disability should be in special education schools so that they do not experience rejection in mainstream school.	1	2	3	4	5	6
7. I get frustrated when I have difficulty communicating with students with a disability.	1	2	3	4	5	6
8. I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	1	2	3	4	5	6
9. I get frustrated when I am unable to understand students with a disability.	1	2	3	4	5	6
10. I am uncomfortable including students with a disability in a regular classroom with other non-disabled students.	1	2	3	4	5	6
11. I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability.	1	2	3	4	5	6
12. I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	1	2	3	4	5	6
13. I am willing to encourage students with a disability to participate in all social activities in the regular classroom.	1	2	3	4	5	6
14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	1	2	3	4	5	6
15. I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	1	2	3	4	5	6
16. I am willing to modify the physical environment to include students with a disability in the regular classroom.	1	2	3	4	5	6
17. I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	1	2	3	4	5	6
18. I am willing to adapt the assessment of individual students in order for inclusive education to take place.	1	2	3	4	5	6

Q47. In the context of your school/teaching situation and your personal experience as a teacher, please indicate whether any of the following items listed below would be of concern to you if a student with a disability is placed in your class or school? Please indicate your level of concern by using the scale from 1 (if you are extremely concerned) to 4 (if you are not concerned at all).	**Extremely concerned**	**Very concerned**	**A little concerned**	**Not concerned at all**
1. I will not have enough time to plan educational programs for students with disabilities	1	2	3	4
2. It will be difficult to maintain discipline in class	1	2	3	4
3. I do not have the knowledge and skills required to teach students with disabilities	1	2	3	4
4. I will have to do additional paper work	1	2	3	4
5. Students with disabilities will not be accepted by non-disabled students	1	2	3	4
6. Parents of non-disabled children may not like the idea of placing their children in the same classroom as students with disabilities	1	2	3	4
7. My school will not have enough funds for implementing inclusion successfully	1	2	3	4
8. There will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.)	1	2	3	4
9. I will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities	1	2	3	4
10. My workload will increase	1	2	3	4
11. Other staff members of the school will be stressed	1	2	3	4
12. My school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers	1	2	3	4
13. There will be inadequate resources or special teachers available to support inclusion	1	2	3	4
14. My school will not have adequate special education instructional materials and teaching aids (e.g. Braille)	1	2	3	4
15. The overall academic standards of the school will suffer	1	2	3	4
16. My performance as a classroom teacher or school principal will decline	1	2	3	4
17. The academic achievement of non-disabled students will be affected	1	2	3	4
18. It will be difficult to give equal attention to all students in an inclusive classroom	1	2	3	4
19. I will not be able to cope with disabled students who do not have adequate self-care skills (e.g. students who are not toilet trained)	1	2	3	4
20. There will be inadequate administrative support to implement the inclusive program	1	2	3	4
21. The inclusion of a student with disability in my class or school will lead me to have a higher degree of anxiety and stress	1	2	3	4

Q48. Thinking about your daily experience as a teacher, could you please indicate to what extent you agree with the following sentences, using the scale from 1 (if you strongly disagree) to 6 (if you strongly agree)?	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
1. I am able to earn the trust and respect of all my colleagues	1	2	3	4	5	6
2. I can overcome all the challenges I face in my teaching	1	2	3	4	5	6
3. As a teacher, I am capable of getting recognition and respect from my students	1	2	3	4	5	6
4. I can make my students obey rules and codes of conduct	1	2	3	4	5	6
5. I am capable of involving even the most hard to reach students in class activities	1	2	3	4	5	6
6. I am able to teach students with disabilities effectively, no matter the specific nature of impairment	1	2	3	4	5	6
7. As a teacher I am able to develop lesson plans that do not leave any students with disabilities behind	1	2	3	4	5	6
8. I am able to adapt assessment procedures to take account specific needs of students with disabilities	1	2	3	4	5	6
9. I am able to build a relationship with parents of children with disabilities to improve their learning at home	1	2	3	4	5	6

Q49. We would like to ask you a few more questions about your daily experiences teaching. Again, there are no right or wrong answers; we are just interested in your opinions. could you please indicate to what extent you agree with the following sentences, using the scale from 1 (if you strongly disagree) to 6 (if you strongly agree)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
1. My teaching is often limited by the poor infrastructure of the school	1	2	3	4	5	6
2. The high number of students per class is a big issue in the school	1	2	3	4	5	6
3. The lack of accessible toilets in the school is a problem in the school	1	2	3	4	5	6
4. I enjoy working as a teacher	1	2	3	4	5	6
5. I look forward to going to work in school every day	1	2	3	4	5	6
6. Working as a teacher is extremely rewarding	1	2	3	4	5	6

Q50. Finally, if your school organised training on inclusive education, to what extent would the following most closely reflect your reasons to participate in it? Please answer all the points using the scale from 1 (if you strongly disagree) to 6 (if you strongly agree)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
1. I will participate because it is the requirement of my school.	1	2	3	4	5	6
2. I will participate because my head teacher will assess my work performance.	1	2	3	4	5	6
3. I will participate because I would feel uncomfortable if I refuse to get involved.	1	2	3	4	5	6
4. I will participate because I don't want others to think that I am uninterested in doing it.	1	2	3	4	5	6
5. I will participate because it involves important things that I should learn.	1	2	3	4	5	6
6. I will participate because it is helpful to my students.	1	2	3	4	5	6
7. I will participate because it will increase my opportunity to find a better job in the future	1	2	3	4	5	6
8. I will participate because I am interested in inclusive education	1	2	3	4	5	6

Q51. Is there anything that we have not covered in the questionnaire that you would like to tell us?

Thank you for your participation!

COVER PAGE

Thank you for your willingness to participate in this research study.
If you are unsure about how to answer a question or if it is hard to pick an answer, please choose the one that seems nearest or most appropriate to your thinking. This can often be the first thing that comes to your mind. There are no right or wrong answers, just answers that are true for you. In some cases, we will ask you to choose your answer from a range of options; in other cases, we will ask you to briefly tell us about your experience. Finally, some questions will ask you to rate your experience on a scale.
Since we really value your opinion, we would like to ask you to answer all questions, however if you feel uncomfortable in giving us some details, please let us know and we will skip those specific issues.

QUESTIONNAIRE NUMBER_____

ENUMERATOR'S NAME_____

Date_____

Data entry person:_____

Head Teacher Knowledge, Attitudes and Practice Survey

PERSONAL INFORMATION

Q1. School Name:_____

Q2. Province: _____

Q3. District_____

Q3_1. Cluster: _____

Q3_2. City/Town/Village: _____

Q4. First Name: _____ **Surname:**_____

Q5. Gender □ Male (1) □ Female (2) **Q6. Age** _____

Q7. Marital Status:

Single	□ (1)	Living together	□ (4)
Married	□ (2)	Separated/Divorced	□ (5)
Widow(ed)	□ (3)	Other (specify_____)	□ (6)

Q8. FURTHER EDUCATION (Specify HIGHEST level reached)

Completed secondary	□ (1)
Some College	□ (2)
Completed College	□ (3)
Some university (Faculty_____)	□ (4)
University (Faculty_____)	□ (5)
Other (specify_____)	□ (6)

Q9. Did your further education include any contents related to disability? □ Yes(1) □ No(2)

Please list all pre- and in-service training undertaken. For each of the following questions, please specify:

f) Which was the main topic of the training?
g) Which Institution/organization provided the training?
h) If the training included any content related to disability issues?
i) Duration of the training course (specify time frame, e.g. weeks, months)
j) Your evaluation of the training received, using the following scale 1=completely unsatisfied; 2= unsatisfied; 3=neutral; 4=satisfied; 5=completely satisfied

Q10. PRE-SERVICE TRAINING (outside Formal Education)

(a) Training topic	(b) Provider	(c) Disability-related contents	(d) Duration	(e) Evaluation
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		

Q11. IN-SERVICE TRAINING (outside Formal Education)

(a) Training topic	(b) Provider	(c)Disability-related contents	(d) Duration	(e) Evaluation
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		
		□ Yes (1) □ No (2)		

Please list all pre- and in-service training undertaken. For each of the following questions, please specify:

a) Which was the main topic of the training?
b) Which Institution/organization provided the training?
d) Duration of the training course (specify time frame, e.g. weeks, months)
e) Your evaluation of the training received, using the following scale 1=completely unsatisfied; 2= unsatisfied; 3=neutral; 4=satisfied; 5=completely satisfied

Q12. SPECIAL NEEDS EDUCATION

(a) Training topic	(b) Provider	(d) Duration	(e) Evaluation

TEACHING EXPERIENCE

Q13. How long have you been teaching (in YEARS)? _____

Q14. How long have you been a head teacher? _____

Q15. How long have you been head teacher IN THIS SCHOOL (in YEARS)? _____

Type of provision in the school:

Q16. Mainstream classes □ Yes (1) □ No (2)

Q17. Mainstream classes	□ G1	□ G2	□ G3	□ G4	□ G5	□ G6	□ G7
Q17_1. Number of Classes							
Q17_2. Total Number of students							
Q17_3. Number of students who have been identified as having disabilities							

Q18. If there are students with disabilities in mainstream classes, please specify

Type of disability	Presence	Number
1. Visual impairment	□ Yes (1) □ No (2)	
2. Hearing impairment	□ Yes (1) □ No (2)	
3. Learning disabilities	□ Yes (1) □ No (2)	
4. Mental challenges	□ Yes (1) □ No (2)	

5. Physical and motor disabilities	□ Yes (1) □ No (2)	

Type of disability	Presence	Number
6. Speech and language disorders	□ Yes (1) □ No (2)	
7. Emotional and behavioural disorders	□ Yes (1) □ No (2)	
8. Health-related disorders	□ Yes (1) □ No (2)	
9. Gifted/talented/creative learners	□ Yes (1) □ No (2)	
10. Multiple disabilities	□ Yes (1) □ No (2)	
11. Other (specify:_____)	□ Yes (1) □ No (2)	

Q19. Based on your experience how easy IS it for teachers in your schools to teach students with disabilities in mainstream classes?

Type of disability	Extremely difficult	Somewhat difficult	Somewhat easy	Extremely easy	No experience
12. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
13. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
14. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
15. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
16. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
17. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
18. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
19. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
20. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
21. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
22. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

<u>Type of provision in the school continued</u>: **Q20. Special classes** □ Yes (1) □ No (2)

Q21_1 Grades	**Q21_2**. Number of Special Classes	**Q21_3.** Number of students with disabilities
□ (1) All grades □ (2) Other options Specify_____	_____	_____

Q22. Please specify the number of students with disabilities in the special classes, per type of disability:

Type of disability	Presence	Number
1. Visual impairment	□ Yes (1) □ No (2)	
2. Hearing impairment	□ Yes (1) □ No (2)	
3. Learning disabilities	□ Yes (1) □ No (2)	
4. Mental challenges	□ Yes (1) □ No (2)	
5. Physical and motor disabilities	□ Yes (1) □ No (2)	
6. Speech and language disorders	□ Yes (1) □ No (2)	
7. Emotional and behavioural disorders	□ Yes (1) □ No (2)	
8. Health-related disorders	□ Yes (1) □ No (2)	
9. Gifted/talented/creative learners	□ Yes (1) □ No (2)	
10. Multiple disabilities	□ Yes (1) □ No (2)	

11. Other (specify:_____)	□ Yes (1) □ No (2)	

Q23. Based on your experience how easy IS it for teachers in your schools to teach students with disabilities in special classes, per type of disability?

Type of disability	Extremely difficult	Somewhat difficult	Somewhat easy	Extremely easy	No experience
1. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
2. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
3. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
4. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
5. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
6. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
7. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
8. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
9. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
10. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
11. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

Type of provision in the school, continued:

Q24. Resource Units □ Yes (1) □ No (2)

Q24_1 Grades	**Q24_2**. Number of Resource Units	**Q24_3.** Number of students with disabilities
□ All grades □ Other options Specify_____	_____	_____

Q25. Please specify the number of students with disabilities in resource units, per type of disability:

Type of disability	Presence	Number
1. Visual impairment	□ Yes (1) □ No (2)	
2. Hearing impairment	□ Yes (1) □ No (2)	
3. Learning disabilities	□ Yes (1) □ No (2)	
4. Mental challenges	□ Yes (1) □ No (2)	
5. Physical and motor disabilities	□ Yes (1) □ No (2)	
6. Speech and language disorders	□ Yes (1) □ No (2)	
7. Emotional and behavioural disorders	□ Yes (1) □ No (2)	
8. Health-related disorders	□ Yes (1) □ No (2)	
9. Gifted/talented/creative learners	□ Yes (1) □ No (2)	
10. Multiple disabilities	□ Yes (1) □ No (2)	
11. Other (specify:_____)	□ Yes (1) □ No (2)	

Q26. Based on your experience how easy IS it for teachers in your schools to teach students with disabilities in resource units, per type of disability?

Type of disability	Extremely difficult	Somewhat difficult	Somewhat easy	Extremely easy	No experience
1. Visual impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
2. Hearing impairment	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
3. Learning disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
4. Mental challenges	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
5. Physical and motor disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
6. Speech and language disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
7. Emotional and behavioural disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
8. Health-related disorders	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
9. Gifted/talented/creative learners	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
10. Multiple disabilities	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)
11. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)	□ (5)

Q27. Could you please indicate to what extent you think each of the following represent barriers that prevent children with disabilities from going to school, using the scale from 1 (Disagree) to 4 (Agree)	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**
15. Schools are not physically accessible	□ (1)	□ (2)	□ (3)	□ (4)
16. Toilets in the school are not physically accessible	□ (1)	□ (2)	□ (3)	□ (4)
17. The lack of assistive devices	□ (1)	□ (2)	□ (3)	□ (4)
18. Schools are a long distance from home	□ (1)	□ (2)	□ (3)	□ (4)
19. There is no means of transportation to the school	□ (1)	□ (2)	□ (3)	□ (4)
20. Parents think children with disabilities should not go to school	□ (1)	□ (2)	□ (3)	□ (4)
21. People generally think children with disabilities can't learn	□ (1)	□ (2)	□ (3)	□ (4)
22. People generally think it is not worthwhile for children with disabilities to learn	□ (1)	□ (2)	□ (3)	□ (4)
23. Parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.)	□ (1)	□ (2)	□ (3)	□ (4)
24. Parents cannot afford direct costs for the school (e.g. uniform, books, fees)	□ (1)	□ (2)	□ (3)	□ (4)
25. Parents cannot afford indirect costs for the school (e.g. meals, transportation)	□ (1)	□ (2)	□ (3)	□ (4)
26. Lack of expertise of teachers	□ (1)	□ (2)	□ (3)	□ (4)
27. Natural environmental barriers (e.g. animals, rivers, floods, etc.)	□ (1)	□ (2)	□ (3)	□ (4)
28. Other (specify:_____)	□ (1)	□ (2)	□ (3)	□ (4)

Q28.	**Have you ever heard of inclusive education?**	□ Yes(1)	□ No(2)
	If Yes go to Q29. If No go to Q30		

Q29.	In your opinion what are the most relevant characteristics of inclusive education? (Can you identify any key elements of inclusive education)

Q30. Taking into account your experience, we would like to ask you some questions around education. There are not right or wrong answers: we are just interested in your opinion. Please respond to all the following statements using the scale from 1 (if you strongly disagree with the sentence) to 6 (if you strongly agree with the sentence)	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
19.I believe that an inclusive school is one that encourages academic progression of all students regardless of their ability.	1	2	3	4	5	6
20.I believe that students with a disability should be taught in special education schools.	1	2	3	4	5	6
21.I believe that inclusion facilitates socially appropriate behaviour amongst all students.	1	2	3	4	5	6
22.I believe that any student can learn the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	1	2	3	4	5	6
23.I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	1	2	3	4	5	6
24.I believe that students with a disability should be in special education schools so that they do not experience rejection in mainstream school.	1	2	3	4	5	6
25.I get frustrated when I have difficulty communicating with students with a disability.	1	2	3	4	5	6
26.I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	1	2	3	4	5	6
27.I get frustrated when I am unable to understand students with a disability.	1	2	3	4	5	6
28.I am uncomfortable including students with a disability in a regular classroom with other non-disabled students.	1	2	3	4	5	6
29.I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability.	1	2	3	4	5	6
30.I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	1	2	3	4	5	6
31.I am willing to encourage students with a disability to participate in all social activities in the regular classroom.	1	2	3	4	5	6
32.I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	1	2	3	4	5	6
33.I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	1	2	3	4	5	6

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
34.I am willing to modify the physical environment to include students with a disability in the regular classroom.	1	2	3	4	5	6
35.I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	1	2	3	4	5	6
36.I am willing to adapt the assessment of individual students in order for inclusive education to take place.	1	2	3	4	5	6

Q31. Please indicate whether any of the following items listed below would be of concern to you if a student with a disability is placed in your school? Please indicate your level of concern by using the scale from 1 (if you are extremely concerned) to 4 (if you are not concerned at all).	Extremely concerned	Very concerned	A little concerned	Not concerned at all
1. I will not have enough time to plan educational programs for students with disabilities	1	2	3	4
2. It will be difficult to maintain discipline in class	1	2	3	4
3. I do not have the knowledge and skills required to teach students with disabilities	1	2	3	4
4. I will have to do additional paper work	1	2	3	4
5. Students with disabilities will not be accepted by non-disabled students	1	2	3	4
6. Parents of non-disabled children may not like the idea of placing their children in the same classroom as students with disabilities	1	2	3	4
7. My school will not have enough funds for implementing inclusion successfully	1	2	3	4
8. There will be inadequate para-professional staff available to support integrated students (e.g. speech therapist, physiotherapist, occupational therapist, etc.)	1	2	3	4
9. I will not receive enough incentives (e.g. additional remuneration or allowance) to integrate students with disabilities	1	2	3	4
10.My workload will increase	1	2	3	4
11.Other staff members of the school will be stressed	1	2	3	4
12.My school will have difficulty in accommodating students with various types of disabilities because of inappropriate infrastructure, e.g. architectural barriers	1	2	3	4
13.There will be inadequate resources or special teachers available to support inclusion	1	2	3	4
14.My school will not have adequate materials and teaching aids (e.g. Braille) for special education	1	2	3	4
15.The overall academic standards of the school will suffer	1	2	3	4
16.My performance as a classroom teacher or school principal will decline	1	2	3	4
17.The academic achievement of non-disabled students will be affected	1	2	3	4
18.It will be difficult to give equal attention to all students in an inclusive classroom	1	2	3	4
19.I will not be able to cope with students with disabilities who do not have adequate self-care skills (e.g. students who are not toilet trained)	1	2	3	4
20.There will be inadequate administrative support to implement the inclusive program	1	2	3	4

21. The inclusion of students with disabilities in my class or school will lead me to have a higher degree of anxiety and stress	1	2	3	4

Q32. We would like to ask you a few more questions about your daily experiences. Again, there are no right or wrong answers; we are just interested in your opinions. could you please indicate to what extent you agree with the following sentences, using the scale from 1 (if you strongly disagree) to 6 (if you strongly agree)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
7. Teaching activities are often limited by the poor infrastructure of the school	1	2	3	4	5	6
8. The high number of students per class is a big issue in the school	1	2	3	4	5	6
9. The lack of accessible toilets in the school is a significant problem in the school	1	2	3	4	5	6
10. I enjoy working as a head teacher	1	2	3	4	5	6
11. I look forward to going to work in school every day	1	2	3	4	5	6
12. Working as a head teacher is extremely rewarding	1	2	3	4	5	6

Practices

Q33. General

Given the recent moves towards inclusive education, what planning has your school undertaken in the field of teacher preparation in terms of:

A. Financial resources. Please elaborate:

B. Time set aside for teacher development. Please elaborate:

C. Hiring new staff (not just teachers, but any additional staff) Please elaborate:

D. Establishing support services for teachers. Please elaborate:

E. Parental outreach or other forms of awareness raising for parents. Please elaborate:

F. Adjustments to the curriculum. Please elaborate:

G. Screening and early identification of children with disabilities. Please elaborate:

H. Provision of/access to Assistive devices. Please elaborate:

I. Adjustments/adaptations to the built environment. Please elaborate:

J. Information technology. Please elaborate:

K. Other Innovative strategies. Please elaborate:

L. Anything else? Please elaborate:

Teacher training

Q34. Is in-service training required of teachers? □ Yes(1) □ No(2)
If YES go to Q35, if NO Q36.

Q35. Is it required: □ By law(1) □ By the school (2) □ By teachers (3) □ Other (4) (specify) _____

Q36. How many mainstream teachers are trained annually? _____

Q37. How many teachers have undergone training in Inclusive Education in the past year?
_____

Q38. How many special education needs teachers (special classes, resource units) are trained annually?_____

Q39. Where was training undertaken?

□ In school (1) □ University (2) □ Special colleges (3) □ Other (4) (specify) _____

Q40. When was the training undertaken? □ During school time (1) □ Outside school time (2)

Q41. What was the length of training (e.g. number of days)? _____

Q42. Is there any evaluation for the trainee after the training?	□ Yes(1)	□ No(2)
Please elaborate:		

Content

Q43. In your opinion, what are viewed as the most important skills to be learned to meet the diverse needs of children with disabilities in the classroom?

Q44. In your opinion, how is teacher capacity influenced by outside groups such as advocacy groups, parents, etc.?

Q45. Are funds available to this school to meet the education needs of students? □ Yes(1) □ No(2)

If YES go to question Q46, if No go to question Q51

Q46. If yes, who provided these funds? (tick as many as apply)

□ Ministry (1) □ Local Authorities (2) □ NGOs (3) □ Multilateral organisations such as UNICEF, UNDP etc (4) □ Other (5) (specify) _____

Q47. Can you give us an estimation of the amount in US $ (per donor)? _____

_____

_____

Q48. Are there resources made available to support the implementation of inclusive education? □ Yes(1) □ No(2)

If YES go to question Q49, if NO go to question Q50.

Q49. If yes, how much? _____

Q50. Please list main annual expenditure (e.g. amount for SEN, amount for teaching aids etc)

Q51. In your school, is the teacher/student ratio in mainstream classrooms:

□ Too low (1) □ Adequate (2) □ More than adequate (3)

Q52. In your school, is the teacher/student ratio in special classes or resource units:

□ Too low (1) □ Adequate (2) □ More than adequate (3)

Q53. In your school, how often are additional teachers, assistants or other personnel made available?

□ Never or rarely (1) □ Occasionally (2) □ Regularly but not all the time (3) □ All the time (4)

Q54. In your school, are specialised teaching materials, or assistive devices, (e.g. hearing aids, Braille, etc.) available to children with disabilities?

□ Never or rarely (1) □ Occasionally (2) □ Regularly but not all the time (3) □ All the time (4)

Q55. If they are available, who provides these for children with disabilities?

□ The government (1) □ The parents (2) □ The community (3) □ NGOs or other organization (4)

Specify _____

Q56. In your school, have there been any modifications or adaptations to the classroom/environment to accommodate children with disabilities?	□ Yes(1)	□ No(2)

If YES go to Q56_s, if NO go to Q57

Q56_s If yes, please elaborate

Q57. Is money set aside for special educational needs within the regular budget allocation? □ Yes(1) □ No(2)

Q58. If a training course on inclusive education was made available, to what extent do you agree with each of the following reasons for you and/or other teachers to participate in it? Please use the scale from 1 (if you strongly disagree) to 6 (if you strongly agree)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**
1. I will participate because it is the requirement of my job.	1	2	3	4	5	6
2. I will participate because it will enhance my work performance.	1	2	3	4	5	6
3. I will participate because I would feel uncomfortable if I refuse to get involved.	1	2	3	4	5	6
4. I will participate because I don't want others to think that I am uninterested of doing it.	1	2	3	4	5	6
5. I will participate because it involves important things that I should learn.	1	2	3	4	5	6
6. I will participate because it is helpful to my students.	1	2	3	4	5	6
7. I will participate because it will improve my promotion prospects	1	2	3	4	5	6

8. I will participate because I am interested in inclusive education						

Q59. Finally, is there anything that we have not covered in this questionnaire that you would like to tell us?

Thank you for completing this questionnaire

COVER PAGE

Thank you for your willingness to participate in this research study.
If you are unsure about how to answer a question or if it is hard to pick an answer, please choose the one that seems nearest or most appropriate to your thinking. This can often be the first thing that comes to your mind. There are no right or wrong answers, just answers that are true for you. In some cases, we will ask you to choose your answer from a range of options; in other cases, we will ask you to briefly tell us about your experience. Finally, some questions will ask you to rate your experience on a scale.
Since we really value your opinion, we would like to ask you to answer all questions, however if you feel uncomfortable in giving us some details, please let us know and we will skip those specific issues.

QUESTIONNAIRE NUMBER_____

ENUMERATOR'S NAME_____

Date_____

Data entry person:

MIBVUNZO YEVABEREKI

(PARENTS QUESTIONNAIRE)

Q1. Dunhu Guru (Province):_____

Q2. Dunhu (District):_____

Q2_1. Cluster: _____

Q2_2. City/Town/Village: _____

Q3. Zita Remwana (First name of child):_____

Q4. Zita Remhuri (Child Surname):_____

Q5. Zita ReChikoro Chaanodzidza (Name of School attended):_____

Q6. Rugwaro (Grade):_____

Q7. Type of provision of child's education:

□ (1) Kirasi Inodzidzwa Nevana Vose Mainstream Class	□ (2) Kirasi Yevana Vanedambudziko Rekubata zvidzidzo Special Class	□ (3) Kirasi yevana vane hurema Resource Unit	□ (4) (Handizivi) Don't know

RUZIVO PAMUSORO PEMUNHU ARIKUPINDURA MIBVUNZO (RESPONDENT'S PERSONAL INFORMATION)

Q8. Zita Rekutanga (First Name): _____

Q9. Zita remhuri (Surname): _____

Q10. Munhuyi (Gender) □ (1) Murume (Male) □ (2) Mukadzi (Female)

Q11. Makore/ Zera (Age) _____

Q12. Relation to the child

□ (1) Mubereki (Parent)
□ (2) Sekuru/Ambuya (Grandparent)
□ (3) Babamukuru/Babamudiki-tete/Maiguru/Mainini (Uncle/Aunt)
□ (4) Muchengeti (Carer/guardian)
□ (5) Hanzvadzi Komana Kana Sikana (Brother/Sister)
□ (6) Zvimwewo (Other) Tsanangura/jekesai (Specify)_____
_____

Q13. Dzidzo huru yakasvikwa nemupinduri (Highest education level attained of respondent)

□ (1)	Handina kuenda kuchikoro (No formal education)
□ (2)	Ndakaenda asi handina kupedza zvidzidzo zvePrimary (Some primary)
□ (3)	Ndakapedza zvidzidzo zvePrimary (Completed primary)
□ (4)	Handina kupedza zvidzidzo zve secondary (Some secondary)
□ (5)	Ndakapedza zvidzidzo zvesecondary (Completed secondary)
□ (6)	Handina kupedza zvidzidzo zvekorichi (Some College)
□ (7)	Ndakapedza zvidzidzo Zvekukorichi (Completed College)
□ (8)	Handinakupedza zvidzidzo zvegwaro rekuvasiti (Some university) Bazi Redzidzo (Faculty) _____)
□ (9)	Dzidzoyepamusoro (University) Bazi Redzidzo (Faculty) _____)
□ (10)	Zvimwewo (Other) Tsanangura/jekesai (specify)_____)

Q14. Vanhu vangani vamunogara navo mumba menyu? (How many people live in your household)_____

(*Nyora uwandu/Record the number*)

Q15. Munokwanisa kuvadoma nemazita here, motipa ruzivo pamusoro pavo muchishandisa zvinotevera?

(Could you please list them and give some information about them below)

Q15_A VANHU VARI MUMHURI VAKADARIKA GWARO REPRIMARY (Members above primary school age)

Chibodzwa chemunhu wemumhuri (HH Member No.)	Zita (Name)	Makore (Age in years)	Munhuyi-murume/mukadzi Sex (M/F)	Mamiriro ewanano (Marital status)	Ukam nemwana (Relation to the child)	Gwaro repamusoro refundo rakasvikwa (Highest Grade of Education)	Mhando yeurema (Type of disability, if any)	Umbowo weurema (Disability certificate, or proof, if applicable)	Zvishandiswa zvinobatsira paurema (Assistive Device)
1 Mupinduri (RESPONDENT)									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Q15_B VANHU VARI MUMHURI VANEZERA REKUPRIMARY ZVICHIDZIKA (Members of primary school age and below)

Chibodza chemunhu wemumhuri (HH Member No.)	Zita (Name)	Makore (Age in years)	Munhuyi-murume/mukadzi Sex (M/F)	*Ukam* nemwana (Relation to the child)	Mhando yeurema (Type of disability, if any)	Umbowo weurema (Disability certificate, or proof, if applicable)	Pazvakatangira (Age onset)	Zvishandiswa zvinobatsira paurema (Assistive Device)
11 Vana vanaurema child with disabilities								
12								
13								
14								
15								
16								

Q16. Mumhuri mune _____ vanhu vangani vaneurema (Zadzisa uchipa uwandu hwevanhu varimumhuri vaneurema uchishandisa makore uye kuve munhukadzi kana murume)

Please confirm that in the household there are _____ people with disabilities (fill in the total number of disabled family members by age and sex):

		Chibodzwa (Number)
Vakadarika zera rekuprimary (Above primary school age)	**A) Varume (Male)**	
	B) Vakadzi (Female)	
Vari muzera rekuprimary (In primary school age)	**C) Varume (Male)**	
	D) Vakadzi (Female)	

Q17. Raramo yemhuri yenyu inobva pai? (What is the main source of income of your household?)

_____

Q18. Mune musha wenyu here kana kuti munogara wemumwe muchibhadhara? (Do you rent or own the house?)		
☐ (1) Mubhadharo/muripo wemba (Rent)	☐ (2) Penyu/pako (Own)	☐ (3) Pamwewo (Other) Tsanangudza (specify) _____

Q19. Mumhuri menyu pane ane zvinotevera here, nyorai zvamuinazvo zvose asi kana pasina isai denderedzwa? (Does any member of the household own any of the following. Itemize as many as apply and if no, please fill in 0)

		Quantity
☐ (1)	Dzangaradzimu (Radio, music player)	
☐ (2)	Chivhitivhiti (Television)	
☐ (3)	DVD player	
☐ (4)	Nharembozha yemando yepamusoro (Smart phone)	
☐ (5)	Mapoto nepani (Pots and pans)	
☐ (6)	Zvigaro/zvituru (Chair(s)/stools)	
☐ (7)	Mosquito nets	
☐ (8)	Bhizautare (Bicycle)	

		Quantity
☐ (9)	Mudhudhudhu (Motorbike)	
☐ (10)	Motokari/ngoro yemoto (Car or truck)	
☐ (11)	Gwenya remagetsi (Generator)	
☐ (12)	Solar panel	
☐ (13)	Rambi reparafini kana rezuva (Kerosene lamp/solar lamp)	
☐ (14)	Huku (Chicken)	
☐ (15)	Mbudzi (Goats)	
☐ (16)	Nómbe (Cattle)	

Q20. Pane umwe here wemumhuri yenyu anemukana wokuwana munda (Does any member of the household have access to land)**?** ☐ Hongu (1) Yes ☐ Kwete (2) No

Q21. Pane mumwe wemhuri yenyu here vanorima zvirimwa zvavanodya (Does any member of the household produce any crops for their own consumption)**?**			
☐ (1) Kwete No	☐ (2) *Zvirimwa zviviri* 1 or 2 crops	☐ (3) *zvirimwa zvitatu kana zvishanu* 3-5 crops	☐ (4) *zvirimwa zvinodarika zvishanu* More than 5 different crops

Q22. Vanhu vemumhuri yenyu vanodya kangani pazuva (How many meals do the members of the household typically have per day)**?**			
☐ (1) 1	☐ (2) 2	☐ (3) 3	☐ (4) Hapana (None)
☐ (5) Pamwewo, Tsanangudza (Other, specify)			

Q23. munoenda kupi kana muchida rubatsiro kana rutsigiro muupenyu hwenyu/mhinduro dzakawanda dzinobvumidzwa? (Where do you / would you go if you need social services or support) *(multiple options possible)*	
□ (1)	Hurumende, Hurufeya (Government social welfare and benefits, e.g. assisted medical treatment orders, tax exemptions, medical waiver)
□ (2)	Vakazvimirira (Private services)
□ (3)	Rubatsiro rwekudzoreredza (Rehabilitation services)
□ (4)	Rubatsiro rwemunharaunda (Community based rehabilitation/community based services)
□ (5)	Mapato ezvitendero, kereke, mosque (Religious organization)
□ (6)	Masangano evanhu vaneurema (Disabled people's organization)
□ (7)	Rubatsiro rwemapoka akazvimirira kubva kuhurumende (Services by an NGO)
□ (8)	Ham kana shamwari (Family/Friends)
□ (9)	Nharaunda, vavakidzani, ishe wedunhu (Community, e.g. Neighbourhood , Village Chief)
□ (10)	Zvikoro (Schools)
□ (11)	Handina kwandinoenda (I would not go anywhere)
□ (12)	Zvimwewo, tsanangura (Other, specify)

Q24. *Munofungidzira kuti mumhuri yenyu munoshandisa zvakadini panezvinotevera* (**Approximately how much does your household typically spend on the following**)

(Zadzisai mikana inoenderana nehumbowo yezvapiwa nemupinduri - Please complete the column that fits best with the information the respondent is able to give)

	Pazuva (US $) (Per day)	**Pasvondo (US $) (Per week)**	**Pamwedzi (US $) (Per month)**	**Pagore (US $) (Per year)**
A) Zvekudya (Food)				
B) Mvura (Water)				
C) zvekurapwa/neutano (Medical expenses, health care)				
D) Nhumbi, shangu, uchibisa zvinodiwa kuchikoro. (Clothing, shoes, excluding those required for school)				
E) Mubhadharo wemba (Rent)				
F) Moto wekubikisa nekuonesa (Cooking & lighting fuel)				
G) Mhemberero nemafaro (Celebration and Social event)				
H) Mubhadharo wezvekufambisa (Transport cost)				
I) Zvidzidzo zvinosanganisira zvikoro/makorichi, univhesiti, uye mbatya dzechikoro kana mayunifomu (Education - school/college/university costs,				

including uniform)				

Q25. Tinoda kukubvunzai pamusoro pedzidzo yemwana wenyu ari muzvidzidzo zvekuprimary. Tiziviseiwo mari yamunoshandisa pakubhadhara muripo wechikoro pakotoro yega yega nezvimwewo zvinoshandiswa padzidzo, semuenzaniso mabhuku, zvipfeko zvechikoro, nezvekunyoresa. We would like to ask you for some more information about your children's primary education. Can you please indicate your expenditure per child in terms of school fees and other education costs (e.g. books, uniform, stationery, etc)?
Tinokumbirawo munyore zvakaenderana nemanyorero amaita pamubvunzo 15 B vanhu vari mumhuri vachiri pazera rekuprimary zvichidzika. (Please list IN THE SAME ORDER used in question 15_B members of the household who are of primary school age or below)

Chibodzwa Chemunhu wemumhuri Vari Pazera rekuprimary zvichidzika **HH Member No.** In primary school age and below	**Zita (Name)**	**Achiri KuChikoro here? (Currently at school)**	**Gwaro Raari Mugore rino rechikoro. Grade (current school year)**	**Mhando Yedzidzo (Type of provision)**	**Kana mwana asiri Kuchikoro tsanangurai kuti nemhaka yei? (If child is not in school, explain why)**	**Mubhadharo wemari yechikoro MumaUS$ (School fees cost in US$)**	**Mari yedzidzo mumaUS$ (Education costs in US$)**
11 Vana vaneurema Child with Disabilities		Y-N					
12		Y-N					
13		Y-N					
14		Y-N					
15		Y-N					
16		Y-N					

Q26. Zvakaoma zvakadii kubhadharira vana venyu vekuprimary? (How difficult is it to pay for the costs of your children who are enrolled in primary school?)

☐ (1) Hazvina kuoma (No difficulties)	☐ (2) Zvinoti omei (Somewhat difficult)	☐ (3) Zvakaomesa (Very Difficult)

Q27. Munoita sei kana masangana nematambudziko ekubhadharira vana venyu mari yechikoro varikudzidza kuprimary? (What do you do if and when you experience difficulties in paying for the education of your children who are attending primary school?)

☐ (1) Kukwereta kuhama (Borrow from relatives)	☐ Kukwereta kuvavakidzani (2) (Borrow from neighbours)	☐ Kukumbira chikoro kuti chimirire (3) (Ask the school to wait)	☐ Zvimwewo tsanangurai (4) (Other specify)_____

Q28. Makambonzwawo here nezveBEAM? **(Have you ever heard about the Basic Education Assistance Module (BEAM)?)** ☐ (Hongu) (1) Yes ☐ (Kwete) (2) No

Kana mati hongu endai pamubvunzo 29, Kana mati Kwete pfuurirai kumubvunzo 32

If YES go to question Q29, NO go to question 32

Q29. Makambozvinyorera kana kufambirawo here? **(Have you ever applied for it?)** ☐ (Hongu) (1) Yes ☐ (Kwete) (2) No

Kana mati hongu endai pamubvunzo 30, Kana mati Kwete pfuurirai kumubvunzo 32

If YES go to question Q30, NO go to question 32

Q30. Makabudirira here? (Were you successful?) ☐ (Hongu) (1) Yes ☐ (Kwete) (2) No

Kana mati hongu endai pamubvunzo 31, kana mati kwete endai kumubvunzo 32)

If YES go to question 31, if NO go to question 32

Q31. Kana mati hongu tapota tsanangurai kuti irikushandiswa kana kuti yakashandiswa chii? **(If yes, please specify what it is used for /what it was used for:)**

Q32. Unobvumirana zvakadii nezvakanyorwa mumitsara ir pazasi? Uchishandisa chikero kubva pana 1 (Handibvumirane nazvo) kusvika ku4 (Ndinobvumirana nazvo). **To what extent do you agree with the following sentences? Use the scale from 1 (Disagree) to 4 (Agree).**	**Handibvumirane nazvo** **(Disagree)**	**Handibvumirane nazvo zvishoma** **(Somewhat disagree)**	**Ndinobvumirana nazvo zvishoma** **(Somewhat agree)**	**Ndinobvumirana nazvo** **(Agree)**
1. Vana vane hurema havafanire kuenda kuchikoro (Children with disabilities should not go to school)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. Vana vane hurema havakwanise kudzidza sezvinoita vana vasina hurema (Children with disabilities cannot learn the same as non- disabled children)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
3. Hazvina kukosha kuti vana vane hurema vadzidze (It is not worthwhile for children with disabilities to learn)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
4. Vana vanehurema vanoshungurudzwa.(kurohwa, kusekwa, kusabatwa zvakanaka nezvimwewo) pachikoro (Children with disabilities can be abused (bullied, teased, ill-treated, etc.) at school)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
5. Vana vasina hurema havadi kudzidza mukirasi nevana vane hurema (Non-disabled children do not want to be in the same class as children with disabilities)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
6. Panofanira kuve nezvikoro zvakagadzirirwa vana vanehurema (There should be special schools for children with disabilities)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
7. Vadzidzisi vezvikoro havagoni kudzidzisa vana vane hurema (Teachers at school are not able to teach children with disabilities)	☐ (1)	☐ (2)	☐ (3)	☐ (4)
8. Hazvina maturo kuti vana vanehurema vadzidze sezvo vasingakwanise kuzowana mabasa muneramangwana ravo (It is pointless for children with disabilities to study since they will not find any work in the future)	☐ (1)	☐ (2)	☐ (3)	☐ (4)

	Handibvumirane nazvo (Disagree)	**Handibvumirane nazvo zvishoma** (Somewhat disagree)	**Ndinobvumirana nazvo zvishoma** (Somewhat agree)	**Ndinobvumirana nazvo** (Agree)
9. Zvikoro hazvina rubatsiro rwakakwana (semuenzaniso vabatsiri vemumakirasi) vevana vanehurema (Schools do not have enough support staff (e. g classroom assistants.) for children with disabilities)	□ (1)	□ (2)	□ (3)	□ (4)
10. Vana vanehurema vanofanira kunge vari mukirasi imwe chete nevana vasina hurema (Children with disabilities should be in the same class as non-disabled children)	□ (1)	□ (2)	□ (3)	□ (4)
Q33. Unobvumirana zvakadii kuti zvinotevera zvingava zvipingaidzo zvinodzivisa kuti vana vane hurema vasaende kuchikoro? Uchishandisa chikero kubva pana1 (Handibvumirane nazvo) kusvika pana4 (Ndinobvumirana nazvo). **To what extent do you agree that each of the following might be a barrier preventing children with disabilities from going to school? Use the scale from 1 (Disagree) to 4 (Agree)**	**Handibvumirane nazvo** (Disagree)	**Handibvumirane nazvo zvishoma** (Somewhat disagree)	**Ndinobvumirana nazvo zvishoma** (Somewhat agree)	**Ndinobvumirana nazvo** (Agree)
1. Zvikoro hazvina kugadzirwa kuti zvishandisike nyore (Schools are not physically accessible)	□ (1)	□ (2)	□ (3)	□ (4)
2. Zvimbuzi zviri muzvikoro hazvina kugadzirwa kuti zvishandisike nyore (Toilets in the school are not physically accessible)	□ (1)	□ (2)	□ (3)	□ (4)
3. Pane kushaikwa kwezvinobatsira (There is a lack of assistive devices)	□ (1)	□ (2)	□ (3)	□ (4)
4. Zvikoro zviri kure nemisha (Schools are far a long distance from home)	□ (1)	□ (2)	□ (3)	□ (4)
5. Hapana chokufambisa kuenda kuchikoro (There is no means of transportation to school)	□ (1)	□ (2)	□ (3)	□ (4)
6. zvinodiwa kuchikoro zvinodhura (zvakaita semayunifomu mabhuku, nemari yechikoro) (Direct costs for school are too high (e.g. uniform, books, fees))	□ (1)	□ (2)	□ (3)	□ (4)
7. Zvimwewo zvinodiwa kuchikoro zvinodhura (Zvakaita sezvokudya, nezvekufambisa) (Indirect costs for school are too high (e.g. meals, transportation))	□ (1)	□ (2)	□ (3)	□ (4)
8. Vamwe vabereki vemunharaunda havadi kuti vana vave pachikoro chimwechete nevana vanehurema (Other parents in the community do not want their children to be in the same school as children with disabilities).	□ (1)	□ (2)	□ (3)	□ (4)
9. Vamwe vabereki vemunharaunda vanotyira kuti vana vavo vasina hurema vangabatira hurema kubva kune vana vane hurema (Other parents in the community worry that non-disabled children could 'catch' disabilities from children with disabilities)	□ (1)	□ (2)	□ (3)	□ (4)
10. Zvimhingamupinyi zvemunharaunda [semuenzaniso Mhuka, nzizi, mafashamu emvura nezvimwewo (Natural environmental barriers (e.g. animals, rivers, floods, etc.)	□ (1)	□ (2)	□ (3)	□ (4)

11.Zvimwewo, tsanangura (Other, specify) _____	□ (1)	□ (2)	□ (3)	□ (4)

Q34. Murawu here wehurumende kuti vana vese vane hurema vane kodzero yekudzidza? (Is it the government policy that all children with disabilities have the right to education?)

□ (1)Hongu Yes □ (2) Kwete) No □ (3) Handizivi Don't know

Q35. Chikoro chiri kubatsira vana venyu vane urema zvakanaka here? (Is the school serving your children with disabilities well?)

□ (1)Hongu Yes □ (2) Kwete) No □ (3) Handizivi Don't know

Q36. Mwana wenyu anombosangana nematambudziko zuva nezuva apo anenge ari pachikoro? (Does your child face any challenges on a day-to-day basis at school?)

□ (1)Hongu Yes □ (2) Kwete) No □ (3) Handizivi Don't know

Kana mati hongu endai pamubvunzo 37, kana mati kwete kana handizivi endai pamubvunzo 38

If YES go to question Q37, if NO or DON'T KNOW go to question Q38

Q37. Ndapota tsanangurai (Please specify):

Q38. Mwana wenyu ane urema anotamba nevamwe here kuchikoro? (Does your child with disabilities interact with other children at school?)

□ (1)Hongu Yes □ (2) Kwete) No □ (3) Handizivi Don't know

Kana mati hongu kana kwete endai pamubvunzo 39, kana mati handizivi endai pamubvunzo 40

If YES or NO go to question Q39, if DON'T KNOW go to question Q40

Q39. Pakati pazvo zvose ndiudzei zvimwe (semuenzaniso anoitawo here mitambo, kana kusekwa kana kushungurudzwa nezvimwewo). (In either case, please tell me more - e.g. are they included in sports/games, or teased or bullied etc)

Q40. Vadzidzisi vane ruzivo uye vanobatsira mwana wenyu ane urema here? (Are the teachers knowledgeable and supportive of your child with disability?)

□ (1)Hongu Yes □ (2) Kwete) No □ (3) Handizivi Don't know

Kana mati hongu kana kwete endai pamubvunzo 41, kana mati handizivi endai pamubvunzo 42

If YES or NO go to question Q41, if DON'T KNOW go to question Q42

Q41. Pakati pazvo ndapota tsanangurai (In either case, please elaborate):

Q42. Zvii zvamunotarisira kuti mwana wenyu ane urema anogona kuzoita muchienzanisa nevana venyu vasina urema? Kana mune vanopfuura mwana mumwe chete. (What do you expect your child with disabilities will grow up to do in comparison to your non-disabled children? - if you have more than one child)	**Hazvinyanyi kufanana** **Less likely**	**Zvakafanana** **Same**	**Zvakada kufanana** **More likely**
1. Achaenderera mberi nedzidzo (Will go on with further education)	□ (1)	□ (2)	□ (3)
2. Acharoorwa kana kuroora (Will get married)	□ (1)	□ (2)	□ (3)
3. Achave nevana (Will have children)	□ (1)	□ (2)	□ (3)
4. Achave nebasa (Will have a job)	□ (1)	□ (2)	□ (3)
5. Achazviriritira (Will take care of her/himself)	□ (1)	□ (2)	□ (3)

Q43. Pane zvimwewo here zvatasiya mumibvunzo yose yatabvunza zvamungada kutiudza?
Is there anything that we have not covered in the questionnaire that you would like to tell us?

Ndatenda

Thank you