

**SOCIO-CULTURAL FACTORS LEADING TO THE MARGINALISATION OF
CHILDREN LIVING WITH DISABILITIES IN ACCESSING EDUCATION IN
ZIMBABWE: THE CASE STUDY OF MUTARE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
THE OPEN UNIVERSITY OF TANZANIA**

2020

CERTIFICATION

The undersigned certify that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***“Socio-Cultural Factors Leading to the Marginalisation of Children Living With Disabilities in Accessing Education in Zimbabwe: The Case Study of Mutare District:”*** in partial fulfilment of the requirements for the degree of Master of Social Work Department of Sociology and Social Work of the Open University of Tanzania.

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DECLARATION

I, **Moses Zinahwa**, do hereby declare that this dissertation titled: “*An investigation of Socio – cultural factors leading to the marginalization of children living with disabilities in accessing education in Zimbabwe: the case of Mutare district,*” is my own original work. Additionally, it has not been written for me by any other person nor presented to any other institution or university for the award of a Degree or Diploma.” is my own original work and that it has not been submitted for a similar degree in any other university.



.....
Signature

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Date

DEDICATION

I dedicate this research to all children with disabilities who have borne the brunt of being marginalized, excluded and side lined in most aspects of their lives. To them I say a new dawn is beckoning!

ACKNOWLEDGEMENT

My deepest gratitude goes to God Almighty for this opportunity and strength in life that He has given me to carry out this research. I would like to acknowledge and express my gratitude to Professor M. Kitula for her patience and professional guidance in the supervision throughout the course of this research. My sincere thanks also go to the staff of the Open University of Tanzania for the different parts that they performed in making this achievement a reality. My acknowledgements and gratitude also go to the Ministry of Primary and Secondary Education, (Zimbabwe), Schools Psychological Services, Department of Social Welfare and heads of sampled schools for their support and cooperation in allowing me to carry out my research in institutes in their jurisdiction. I would also like to acknowledge the different respondents and interviewees for completing the questionnaires and answering the questions which helped to make the research a success.

Lastly I also acknowledge my family for all the love for the love and support during this research work. Last, but not least my thanks go to Tracy Chikwizo, a colleague and fellow student at the Open University of Tanzania, with whom we have traversed the turbulent waters of study.

ABSTRACT

This study investigated the Socio-Cultural factors leading to the marginalization of Children Living with Disabilities in accessing education in Mutare District, Zimbabwe. The study was qualitative in nature and applied purposive Sampling. Data was collected with a Sample of 108 respondents from diverse backgrounds using FGDs, Interviews and Questionnaires. Findings from this research were that children with disabilities were failing to access education due to problems mainly related to lack of assistive technology, attitudinal, environmental and policy challenges. In addition, the few children who are lucky to go to school are mainly in Special Schools shut away from the other learners. However, at least 5% of sampled schools have Special classes and Resource Units within the main school, 85% of schools were not accessible to physically challenged learners while students with disabilities were overtly and covertly denied fulltime school enrolment in main stream schools. Recommendations made by this research were that: (1) Government is to pilot inclusive education on an incremental basis starting by renovating existing schools as well as make and implement meaningful policies. (2) Parents of children with disabilities to form Support Groups and website for solidarity. (3) The donor community and corporate world to facilitate in mainstreaming disability as well as avail financial resources to help both renovate schools to universal design and buy the much needed assistive devices for learners with disabilities.

Keywords: Access to education, Barriers, Child/children, Disability, Impairment, Inclusive Education, Marginalisation and Model

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LIST OF ABBREVIATIONS

CRC	Convention of the Rights of Children
CWDs	Children with disabilities DEO
DEO	District Education Officer
EFA	Education for All
FGDs	Focus Group Discussions
IE	Inclusive education KI
KI	Key Informant
KIIs	Key Informant Interviews
PWDs	Persons with disabilities
SWDs	Students with Disabilities
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children's Education Fund
WHO	World Health Organisation

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Background

The right to education is universal and does not allow for any form of exclusion or discrimination. The United Nations Educational Scientific and Cultural Organization, UNESCO, (1994) recognizes education as one of the basic human rights. Unfortunately, the right to education is one of such basic human rights that children living with disabilities are being denied in many countries of the world today.

A Global Poverty Report, (2016) points out that “Despite the fact that education is a universal human right, being denied access to school is common for the world’s 93 million children with disabilities.” This is against the back drop of one billion people worldwide being disabled and 77 million children being out of school ,25 million of these being excluded due to disability, Convention of the Rights of the Child, (2011), UNESCO Report, (2006). The Global Educational Campaign (GEC: 2012) refers to the disabled as, “the largest marginalized group in any country.” Millennium Development Goal, (MDG: 2010) concurs with the foregone and adds that disability related exclusion is even higher than gender related exclusion, emphasizing that disability in most countries is a significant factor in exclusion from education than is gender. Both Ravassard, (2014) and Kwenda, (2010) share the opinion that this educational discrimination is a universal problem and occurs in all sectors of society and across all economic, political, religious and cultural divides, be it in developed or developing countries. This denial is against many conventions and obligations having

been signed, agreed upon and put in place to respect, protect and fulfil these rights for all citizens equitably by virtue of them being human beings.

This thought is shared by UNICEF, (2011) which observed that the children with disabilities arguably form the largest group of readily identifiable children who have been and continue to be persistently excluded from education.” These statistics underscore the magnitude of the problem of marginalization of children with disabilities and lead to the wonder as to why children with disabilities face this heinous marginalization in spite of the existence of legislation aimed at curbing it. A research into the social and cultural factors which lead to the marginalization of children living with disabilities in accessing education has thus been felt necessary.

Shawn, (2009), has found out that children with different impairments face more persecution, rejection and segregation as compared to non – disabled ones. They experience inequalities in their daily lives and this is exacerbated by limited chances of accessing a quality education in an environment which is conducive alongside their age mates. This is attributed to the failure to honour the Dakar Framework since action to provide education for people with disabilities is still lacking. Children with disabilities have remained invisible to achieving universal primary education, are marginalized from schools and within the school system (Skidmore, 2004, Peters, 2009). Faced with this reality, Global Education Campaign, GEC, (2012) was prompted to remark that the present level of exclusion of disabled children from education is a deep violation of their rights, which are affirmed in a number of treaties. Going further, GEC says, “The world has to act now to halt the severe marginalization of disabled children from education.” In the same vein, NASCOH,

(2010), cautions that, failure to take proactive measures, the marginalization of children with disabilities will continue unabated.” In an effort to delve into the problem and possibly advance workable solutions, a research has to be undertaken to establish the socio cultural factors which lead to the marginalization of Children Living with Disabilities (CLWDs) in accessing education.

Many authors like Riddle et al, (2005) and Chataika, (2010) concur that mainstream education is still beyond the reach of many disabled people and that marginalization remains profound. This is mainly attributed to the failure of current strategies and programmes which appear to have been largely insufficient or inappropriate with regard to needs of children and youth who are vulnerable to marginalization and exclusion. “Marginalization has remained a peripheral concern, laments Education for All, EFA: (2010). Kwenda in Africa Renewal, (2015) is convinced that failure by MDGs and Education for All, (EFA) to provide basic education to all children by the year 2015 helps to show that the failure to fully arrest marginalization associated with disability remains a puzzle in many countries the world over. Progress in eradicating marginalization is only characterized as being, “patchy” and disabled people are less likely to complete primary education than their non-disabled counterparts.

Nkoma, (2012) attributes this marginalization to policy gaps and negative attitudes against Children with Disabilities, (CWD) by parents, teachers and the community. On the other hand, Sight Savers, (2009) points out the main factors leading to marginalization as, “lack of political will to implement policies where they exist, and to set up legal backing where they do not exist.” The report also blames lack of

human resources like specially trained teachers for special needs education as exacerbating this problem. Filmer, (2005) contends that, despite overall increases in school participation over the past decade, some groups of children continue to be left behind and chief among these are children with disabilities. The above citations make it clear that despite some measures having been put in place ostensibly to help children with disabilities, very little has to date been achieved.

In Africa international accords like the African Charter and various instruments have been signed to guarantee the rights of education to disabled children, but still a significant number of them are still out of school. This is authenticated by a World Vision Report (2007) which exclaims that disability is a major exclusionary factor of schooling in Africa which has 60-80 million people with disabilities. A large-scale study by Africa Inclusion International (2009) and Mike (2008) reported a high degree of exclusion from any form of education for children with disabilities in Africa with the main reason being disability. The studies concluded that the vast majority of Africans with disabilities are excluded from schools and opportunities to work.

There is a high degree of exclusion from any form of education for children with disabilities in Africa with percentages ranging from 80% to 90%, Sagahutu, (2009, World Vision, (2007) and Inclusion International, (2009). Though contentious, the total number of children with disabilities in Zimbabwe who are failing to access education is pegged at 52% to 67%, of the over 600 000 children with disabilities, NASCOH (2011) and Africa Renewal (2016) Cheshire, 2006, Manyatera in a Progressio Report (2013), WHO (2011) and (Mtetwa, 2011). To sum it up, UN (2006) categorically says that the world's knowledge of the general status of children

living with disabilities and their educational opportunities is shamefully scant, is often speculative or out dated and national data is too inconsistent to yield global figures.” It is a strong conviction therefore for UN, (2006) that paucity and unreliability of data on disability is spiral starting from national up to international levels. It is foregone then that, if a government cannot accurately account for the number of people with disabilities, it does not know the number nor the magnitude of the problem, and hence cannot adequately address the problem effectively. This is important to tackle, because a lack of data can often be the beginning of ‘policy invisibility’, which can lead to severe exclusion. It makes it difficult to understand what policy responses are required: if you don’t fully know what the problem is, then it is hard to plan what to do about it. Lack of accurate data for people especially children with disabilities therefore constitutes a major stumbling block to the realization of their educational rights and require a research of this nature.

A study by UNICEF, (2001) concluded that children with disabilities in Zimbabwe live under very especially difficult circumstances. This is evidenced by limited access to facilities and their fundamental rights such as education and health are often compromised. The report laments that Zimbabwe still has a long way to go with regard to full and effective realisation of the rights of Persons with Disabilities (PWDs) who have endured marginalisation for a long time. Chataika et al, (2012) commended that the current level of exclusion of disabled children from education is a deep violation of their rights.

Similarly, Africa Renewal (2010) says that disabled people in Zimbabwe have always been socially disadvantaged and even now many are not accepted into society but are

kept hidden by their families. This finding points to the fact that children with disabilities are kept from public scrutiny and cannot be allowed to come to school. Zimbabwean disability legislation which has the chances to benefit people with disabilities is largely seen as guiding visions. They lack implementation guidelines and structures and thus remain mere unenforceable tools. The law currently does not address the right to education for CWDs in Zimbabwe. Kwenda in *African Renewal*, (2010) insists that despite the existence of an international convention, the proclamation of an annual International Day of Persons with Disabilities and other programs, people with disabilities remain marginalised.

The Children's Act, the Disable People's Act, the Constitution of Zimbabwe and the said Education Act (1987) have all appeared unable to guarantee the educational rights of children living with disabilities in their quest to access education. Mutepefa *op cit*, express regret that disability related discrimination remains all too prevalent in spite of the fact that discriminatory practices are illegal in Zimbabwe. Jonsson, (2001) has found out that education makes a difference in everyone's life, but it makes a much greater relative difference in the lives of children with disabilities. NASCOH, (2010), emphasizes that, failure to take proactive measures, "the marginalization of children with disabilities will continue unabated," while Charlesworth, (2000) adds that, it is therefore unethical to do nothing about social marginalization since it is a major human problem, undermining the essence of humanity." This then necessitated a study into socio-cultural factors which contribute to the marginalization of CLWDs in accessing education. This has helped in streamlining the factors and made proposals which may be used to alleviate the menace of marginalization.

1.2 Statement of the Problem

This study aimed to find out the social cultural factors which lead to the marginalisation of children living with disabilities in accessing education in Zimbabwe. A Global Poverty Report, (2016) points out that “Despite the fact that education is a universal human right, being denied access to school is common for the world’s 93 million children with disabilities.” This is echoed by UNICEF, (2011) which observed that the children with disabilities arguably form the largest group of readily identifiable children who have been and continue to be persistently excluded from education.” Inequality and exclusion from education for the disabled have been shown to exacerbate poverty, reduce them to beggars and be expensive to government welfare in the long run.

To better understand how poverty is perpetuated in communities where children with disabilities are denied access to education research is needed on the social and cultural factors which lead to the marginalisation of children living with disabilities in accessing education. I decided to carry out a case study of Mutare District of Zimbabwe where marginalisation of some children with disabilities in accessing education is an established part of life at 52% as reported elsewhere in this study by African Renewal, (2016). This is echoed by UNICEF, (2011) which concluded that children with disabilities in Zimbabwe live under very especially difficult circumstances, they have limited access to facilities and their fundamental rights such as education and health are often compromised. Acts, laws, and policies which criminalise marginalisation due to disability have been enacted, but marginalisation remains. Peresuh and Barcham, (1998) Kabzemsetet al. (2002) maintain that it is

quite regrettable that discrimination in the lines of disability remains all too prevalent in spite of the fact that discriminatory practices are illegal.

The puzzle which spurred this study is that globally, up to 93 million children are excluded from school due to disability and Zimbabwe excludes 52% of its primary school aged learners due to disability. Many children with disabilities still fail to access education with those in school being mainly confined to institutions. Discrimination in education has been criminalised and accords, treaties, conventions and legislation have been signed to guarantee the right to education for children with disabilities, BUT the problem persists! I have now gone on to find out the factors which lead to the marginalisation of children living with disabilities in accessing education despite the existence of measures having been put in place to curb this menace.

1.3 Research Questions

In order to achieve the research objectives, the following research questions were answered.

- (i) Which social and cultural constraints hinder meaningful educational access and participation for children with disabilities?
- (ii) What are the policy issues in relation to the students with disabilities and conditions in primary education in Zimbabwe?
- (iii) What strategies can be used to address issues of socio cultural factors contributing to the marginalisation of learners with disabilities in accessing education in Zimbabwe?

1.4 Objectives of the Study

The purpose of this study was to assess the socio-cultural factors which lead to the marginalization of CLWDs in accessing education in primary schools in Mutare District of Zimbabwe.

1.5 Specific Objectives

Specifically, this study sought to:

- (i) Identify social and cultural factors that contribute to the marginalisation of Children Living with Disabilities in Mutare District of Zimbabwe
- (ii) Analyse different policy issues in Zimbabwe and their effects on supporting the accessibility to education for learners with disabilities.
- (iii) Explore and suggest different techniques and strategies which can be used to mitigate the effects of marginalisation of learners with disabilities in accessing education.

1.6 Significance of the Study

As a tool for lobbying, this research endeavoured to add on to the voices on disability issues in Zimbabwe as currently, there is what is termed as, “the scarcity of African voices in disability research,” Chataika, (2010). This research has managed to generate and propose useful recommendations for overcoming the marginalisation of learners with disability in their quest to access education on equal basis with their counter parts. The research did this by providing in depth data regarding marginalization of children with disabilities in their quest to access education. Such an act managed to avail necessary evidence which was expected to persuade the

government to formulate, fund and implement educational policies which are favourable to all.

Eradication of marginalization goes a long way to correct historical imbalances in accessing education for CLWDs who cannot stand for themselves and help usher in inclusive education as well as breaking the poverty – disability cycle. This is articulated by DFID, (2000: 8) whose research concluded that, on their part, children with disabilities are doubly marginalised, firstly as children and secondly as people with disabilities. The aim of the research was therefore to examine socio-cultural factors that lead to the marginalization of children living with disabilities in accessing education in Zimbabwe. Ultimately, these were aimed at bringing this form of injustice to the attention of responsible authorities and thus lobby and advocate for the removal of marginalisation in favour of inclusivity and, “Universal Design” in education.

1.7 Definition of Terms

1.7.1 Access

According to Roosevelt, (2001), access is the right to enter, be it a door, anything providing a means of access to escape from threats, as is education is the door to success. In education, the term access typically refers to the ways in which educational institutions and policies ensure that students have equal and equitable opportunities to take full advantage of their education.

1.7.2 A Child

A child is defined as any human being below 18 years of age, World Health Organisation, (WHO:1982).

1.7.3 Disability

The term disability is used to describe the condition whereby physical and/or social barriers prevent a person with impairment from taking part in the normal life of the community on an equal footing with others, Innocenti Digest Number 13:(2007). On the other hand, International Classification of Functions, (ICF: 2001) defines disability as, “The outcome of the interaction between impairments and negative environmental impacts.”

1.7.4 Inclusive Education

Inclusive Education is about confronting all forms of discrimination... as part of a concern to develop an inclusive society based on social justice, equity and democratic participation. Barton (1997:233).

1.7.5 Marginalisation

Marginalisation is defined as, “a process by which a group or individual is denied access to important positions and symbols of economic, religious, or political power within any society. (Marshall, 1998).

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

The Conflict Theory was used to examine the factors which contribute to the marginalisation of children with disabilities in accessing education in Mutare District in Zimbabwe. Teater (2010) and Payne, (1997) concur that a theory helps to predict in a provable way why a thing has happened or may happen. This study will utilise the Conflict Theory given below to explain the marginalisation of learners with disabilities to access education. The Figure 2.1 shows a model of the Conflict Theory.

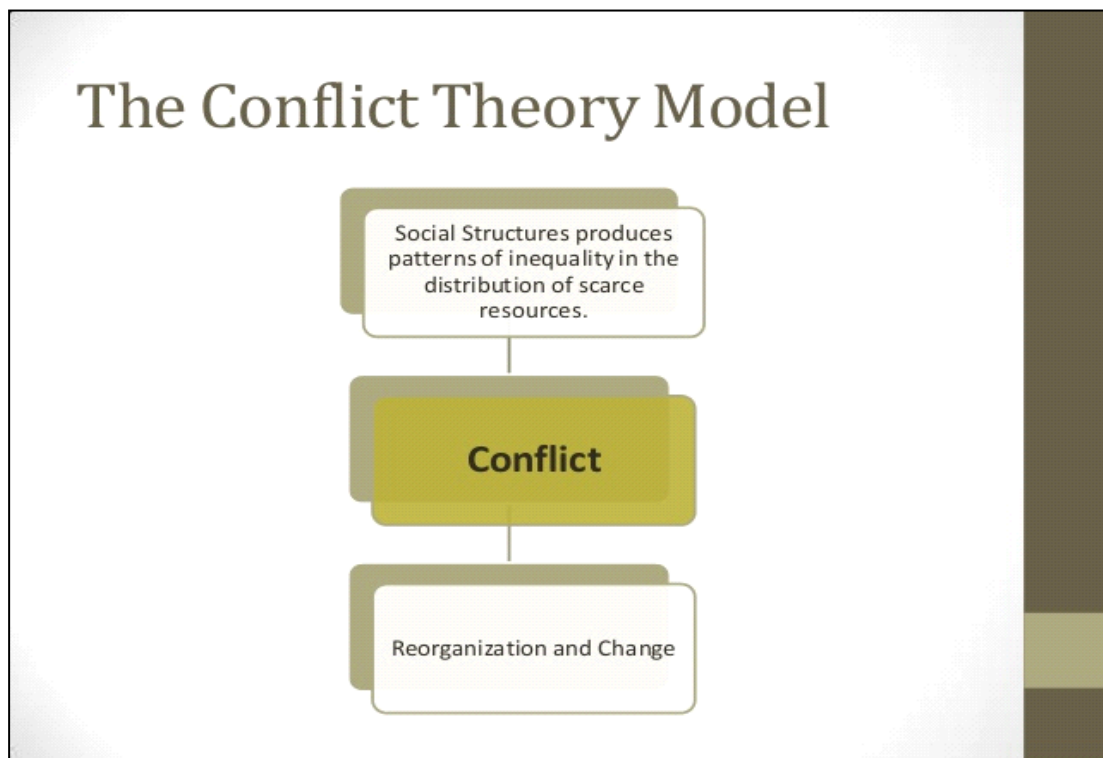


Figure 2.1: The Conflict Theory Model

Source: [http: image.slidesharecdn.com](http://image.slidesharecdn.com)

The Conflict Theory is mainly based on the ideas of Karl Marx and Weber and other later theorists like DuBois, Mills and Wells. In essence, this theory focuses on the consequences of social inequality in all spheres of social life including in education. Marx and Weber agree on a number of aspects on this theory and also differ on some.

Social inequality and social exclusion are aspects of marginalization and involve the lack of or denial of resources, rights, goods and services, and the inability to participate in the, “normal” relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas, Levitas et al (2007). Basically the Conflict Theory views society as composing of two antagonistic groups of people which are the haves and have-nots. Between these groups there is inherent inequality and those who have resources want to continue controlling them while those who own nothing want to take control and balance up things. The Conflict Theory espouses that there are two main ways to measure social inequality and these are Inequality of conditions and Inequality of opportunities.

In the Conflict Theory Marx’s assumption was that every society is a system of relationships and social arrangements that are shaped by economic factors, Payne (1997). On the other hand, Weber noted that different groups were affected differently based on education, race, and gender, and that people’s reactions to inequality were moderated by class differences and rates of social mobility, as well as by perceptions about the legitimacy of those in power, (Hamon, 2016).

Education is seen as maintaining social inequality and preserving the power of those who dominate society as evidenced by unequal accessibility between children with

disabilities and those without. This leads to a lack of access to services for people with disabilities such as a lack of access to a good quality education. A lack of access to quality education has a ripple effect in that it limits employment opportunities making it impossible to escape poverty. Coakley (2004) argues that social class shapes social structure relationships and in addition determines who is privileged and who is exploited in class relations. They form some of the attitudes which can stigmatize persons with disabilities, impose artificial limitations upon them, deny them equal opportunities for development and living, and inequitably demote them to second-class citizens to be pitied, Wright (1960).

The Conflict Theory is handy in this study mainly because it helps to raise consciousness on inequality in society and encourages change to all unpleasant situations like marginalisation of CLWDs. The Conflict Theory concludes by advocating for action to end the inequality inherent in society. This can be done through protest groups, and social movements which can be useful in bringing about social reform. In this study the relationships apply to that existing between people living with disabilities and those living without. Society is accused of being the main culprit in placing obstacles which hinder the lives and full participation of People Living with Disabilities, (PLWD). Inequality in economic, social and educational rights resource is the source of conflict and breeds conflict. This is in line with the observation made by Burton and Kagan (2003) that the marginalized have relatively little control over their lives and the resources available to them. Through advocacy and lobbying and other means, the oppressed are empowered to fight or claim for their rights.

Education is regarded as perpetuating the unequal distribution of power and economic resources in societies and the Conflict Theory concludes that radical changes are needed in education and society if fairness and justice are to prevail. This is echoed by NASCOH (2009) which states that Radical systemic changes are required in education systems if the world's most vulnerable and disadvantaged children are to realise their right to gain access to their local school. If there is no radical paradigm shift in people's attitudes, policies, financing methods and infrastructural changes then the rights of CLWDs will not be changed in any way for the better.

Conflict theorists argue that the democratic mission of education has failed as it perpetuates inequalities rather than overcoming them like running dual education systems one for those deemed to disabled and one for the so called able bodied. In this way education is seen as serving the interests of dominant classes or groups like the non-disabled at the expense of other groups seen as voiceless and powerless like the disabled. The Conflict Theory is in line with the Social Model of Disability which upholds that the so called able bodied people create conditions good for themselves only and not for those with disabilities.

The Conflict Theory was viewed as relevant to this study as it views education as "Perpetuating inequality in society." This is mainly attributed to the use in education of what has come to be known as, "tracking." This is a situation whereby learners are so arranged to proceed in education according to their different abilities. The writing of standardised examination is also fingered by the Conflict Theory as perpetuating inequality in that education fails to adapt examinations to facilitate understanding by those less gifted. Funding and differences in facilities also perpetuates inequality in

education. Indeed as seen elsewhere in this research, most schools either do not have the needed resources to renovate schools to universal design or they deliberately act in a selective manner. The Conflict Theory is regarded as suiting this research in that after all is said and done; there is a call for, “change.” Ballantine et al., emphasise that, “For education to serve its many functions, various kinds of reforms are needed to make our schools and the process of education as effective as possible.” Changes which are needed can be infrastructural, policy and resourcing. This is in line with issues raised elsewhere in this research that there is need for change in the form of Inclusive Education.

The Conflict Theory says that society is divided into two camps, having on one side the able bodied and those with disabilities. As such, in the education system, the teachers practise what has come to be known as social placement. Due to this classification, the education system is aligned to the two classifications and resource allocation is skewed against the less talented. The Conflict Theory thus castigates this separation system basing on the argument that how we teach and nurture learners’ inadvertently prepares them for differentiated future roles in adult and work related spheres, (Ballantine and Hammack, 2012). Basing on this categorisation, students are either tracked up or tracked down, a system which Ansalone, (2010) says, “Conflict theorists thus say that tracking perpetuates social inequality ...” (Ansalone, 2010).

Further, Conflict Theorists say that tracking also helps perpetuate social inequality by locking students into faster and slower tracks. They also condemn standardized tests for being culturally biased and thus also help perpetuate social inequality due to the language they use, (Grodsky et al., 2008). Conflict theorists see the education system

as a means by which those in power stay in power. Instruction and tests cater to the dominant culture and leave others struggling to identify with values and competencies outside their social class. For example, there has been a great deal of discussion over what standardized tests such as the SAT truly measure.

Conflict theorists feel that tracking leads to self-fulfilling prophecies in which students live up (or down) to teacher and societal expectations (Education Week 2004). The type of education and treatment students get, help to shape positions learners will assume in adult and job lives in their future. Those receiving lower and less resourced education will get equally lower marks and prepare for lower menial jobs in future. To conflict theorists, schools play the role of training working-class students to accept and retain their position as lower members of society. They argue that this role is fulfilled through the disparity of resources available to students in richer and poorer neighbourhoods as well as through testing (Lauen and Tyson 2008).

Critical resources such as Braille Embossers, Sign Language equipment/alphabet, text books and other materials are lacking in most special schools. As a result, learners with disabilities attending these schools will not learn as much as they would if they were attending the same mainstream schools with other siblings. Their lack of learning helps ensure they remain trapped in poverty and its related problems. By educating students separately and in differently resourced schools, children learn a set of values and beliefs that support the status quo, including the existing social hierarchy (Booher-Jennings, 2008).

The concept of marginalisation permeates the current literature but is rarely defined (Messiou, 2012). This has led to a proliferation of different definitions of the word by

different people. On his part, (Marshall, 1998) has defined marginalisation as, “A process by which a group or individual is denied access to important positions and symbols of economic, religious, or political power within any society.” Marshall goes on to explain that through marginalisation, certain individuals are systematically blocked from or (denied access to) various rights, opportunities and resources that are normally available to other members of a different group, and which are fundamental to social integration within that particular group for example, housing, healthcare, education and many others. Marginalisation is portrayed as having no limits and in the words of Marshall, op cit, “knows no boundary, race or creed.” It is a stark reality which exists anywhere on the globe and at each and every era of human existence.

This means anyone anywhere at one time or another can be marginalised for one reason or another for example on the grounds of religion or gender. It is important to note that marginalisation is not a one off event, but a process in which certain rights and entitlements are denied to a section of the population. In line with this study, learners with disabilities are denied one of life’s basics, education, due to disability! In the views of (Messiou, 2012)... social exclusion and marginalisation appear to be interchangeable and this stance shall be adopted in this research. This is in line with observations by (Razer et al., 2013) who uphold that Social Exclusion is a state in which individuals or groups ‘lack effective participation in key activities or benefits of the society in which they live. The same authors concluded that, “Thus, to be socially excluded is to be marginalised from that society.”

On the other hand, (Daniel, Fletcher, Linder, 2002) characterise marginalisation as an act of being outside of ‘mainstream society’, being on the periphery of everything

including power, social welfare, resources and more so, rights. The marginalised in many societies include those with disabilities, migrants, drug addicts, and sex workers to mention but a few. These are usually characterised by more or less the same factors which include social isolation, stigmatization and a lack of socialisation.

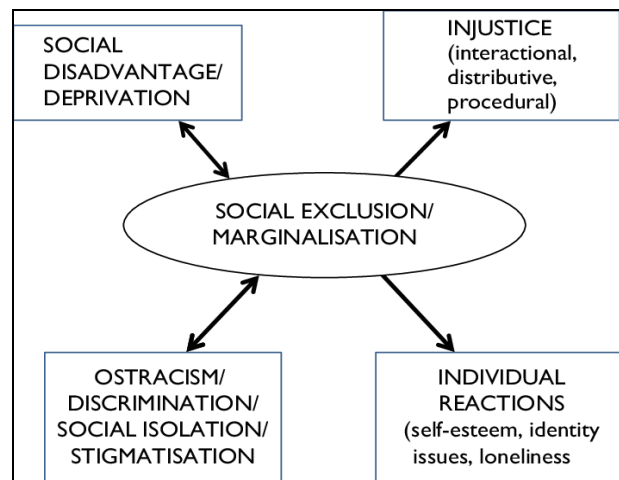


Figure 2.2: Social Model of Disability

Source: Website

Social model of disability

There are several other models and theories of disability used to describe disability and chief among them are the the social model of disability, the Medical Model of Disability and the Human Rights Model. The Social Model of Disability is the desirable between the two mainly because it was fashioned by disabled people themselves and it encourages the use of positive language when referring to the disabled. It construes disability not as an individual defect but as the product of social injustice, one that requires not the cure or elimination of the defective person but significant changes in the social and built environment, (Siebers 2008, p. 4). In addition, it makes a clear distinction between impairment, whether physical, mental or

sensory and disability. These are viewed as the experience of social oppression. On the contrary, the medical model views disability and impairment as a problem located in an individual and thus requires a therapeutic solution to, “fix “it. The human rights model sees the issues of denial of opportunities and access to resources as being a human Rights violation. It espouses to accord fundamental human rights to persons with disabilities.

2.2 Empirical Literature

Strauss and Corbin (2014) point out that, it is important to use the literature during the writing of your study for the existing literature becomes relevant for grounding your argumentation. On the other hand, Hofstee (2006:91) recommended that a good literature review is comprehensive, critical and contextualises one’s own research from a wide range of other researches that had been done before. In this study therefore, the author consulted research done by others several other researchers on related topics or concepts.

In my research, I have referred to a number of works from other researchers who have already carried out their researches and have come up with conclusions. Hanafin et al. (2007) carried out a study in Europe to find out accessibility for physically challenged children and concluded that access issues were not adequately addressed for students with disabilities due to environmental, access, legal, institutional and attitudinal barriers. SAFOD, FFO and SINTEF, (2006) did a research on, “The Living Conditions among People with Disabilities in Southern Africa and they used the method of a joint survey. Their key findings were that there is, “denial of people with disabilities equal opportunities to participate and contribute to their society. Secondly,

very few disabled people go beyond primary level of education segregated into institutional homes where they learnt together with other people with disabilities. The conclusion of this research was that inclusion of People with Disabilities was still a long way to be achieved.

Sagahutu et al (2009) did a research in Rwanda entitled: Physical Environmental Barriers to School Attendance among Children with Disabilities in two Community Based Rehabilitation Centres in Rwanda. A quantitative, cross-sectional, descriptive study was conducted to identify barriers to school attendance in two CBR centres. Their major findings were that long distances to walk to school and the in accessible physical school environments act as barriers for CLWDs in accessing education. Chifamba et al (2013) M researched on Marginalisation of Exceptional Children in the Provision of Career Guidance and Counselling Services in Schools in Masvingo District, Zimbabwe using a qualitative exploratory survey Research design. Their three main findings were that service providers have generally low expectations on the career development of exceptional children. Low career transition planning and assistance for children with disabilities and a lack of specialist's human resources dedicated to providing career counselling.

Mandipa, (2007) researched on: A Critical Analysis of the Legal and Institutional Frameworks for the Realisation of the Rights of Persons with Disabilities in Zimbabwe. He used – a Participatory Paradigm framework and the main findings was that: Out-dated laws predating the Convention for the Rights of People with Disabilities (CRPD) were used to address disability issues, people with disabilities' rights are taken as charity issues? The existing institutions have failed to address

marginalisation. Cheshire et al (2007) carried out a DFID Scoping Study entitled: Disability and Inclusive Issues in Zimbabwe. The research's main findings were that: Non-completion of primary education by children with disabilities as compared to those without disabilities. There exist attitudinal, environmental and institutional barriers for disabled learners. There is inadequate supply of assistive devices to meet the potential demand and existing ones were far too expensive for the large majority of Zimbabweans.

Chiparaushe, Mapako and Makarau also carried out a qualitative study in Zimbabwe whose aim was to investigate challenges, opportunities and threats faced by students with disabilities in the post-independent era in Zimbabwe. The study had 10 findings which include: Inaccessibility by wheel chairs of buildings at most universities and teachers' colleges including Vice Chancellors' and Registrars' offices, shortage of equipment and materials like Braille machines, lack of formal training for most lecturers for learners with disabilities and very little if any donations for disabled learners is at its lowest ebb.

The researches mentioned above dwelt on different aspects of disability like accessibility problems, rights of people with disabilities, Inclusive Education, Guidance and Counselling and marginalisation of disabled university students. SAFOD, (2006), Mandipa, (2007), Hanafin, et al. (2007), and Chataika, (2010). None of them researched on socio cultural factors which lead to the marginalisation of children living with disabilities in accessing education. This research has thus filled in this gap, capitalising on a Case Study using a Mixed Research Paradigm in Mutare District of Zimbabwe. It should therefore be borne in mind that marginalisation is a

global problem that impacts negatively upon societies across the world. The OECD report ‘Equity, Excellence and Inclusiveness in Education’ states, “Effectively, it means one does not belong neither is he or she a valued member of a community who cannot consequently contribute to it nor is able to access the range of services and/or opportunities open to others, (Frisen et al., 2012; Razer et al., 2013).

Marginalisation arises from the actions of others whether deliberate (Bottrell, 2007). It also means to negate the responsibility that we hold towards others which is part of our shared humanity. By offering a balanced and equitable education, schools are best positioned to end marginalisation, but they are not fulfilling this mandate. (Razer et al., 2013) enumerated ways in which schools perpetuate marginalisation. These include offering an inappropriate curriculum which fails to take account of individual pupil needs. The others are failure to have in place proper infrastructure like ramps and adapted buildings as well as setting unrealistic standards which creates winners and losers. As a result, learners become marginalised in that they are unable to access a quality curriculum and that they feel alienated.

Actual lived problems experienced in Zimbabwe by CWDs

Research has further delved into the actual lived conditions of those living with disabilities and established the following findings. Educational access and equity remain quite elusive for learners with different types of disabilities in all parts of the country. This scenario is not peculiar to Zimbabwe only as literature makes it abundantly clear that the PWDs are normally referred to as the largest minority in any country and they are starved of services and mostly ignored by society, live in isolation, segregation, poverty, charity and even pity. Their problems can best be put

in three categories which are attitudinal, infrastructural/environmental and policy platforms.

Environmental

Many schools are not purpose built, Chataika, (2010) states that, “For the disabled... the issue of the infrastructure limits enrolment of these students. The architectural inaccessibility of school buildings including stairs, narrow corridors, inaccessible desks and equipment, inaccessible bathrooms is often a major barrier for disabled girls and boys (Eleni, 2016: 21) Physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities. The definition of disability in the CRPD makes it clear that disability is caused primarily by external factors that fail to respond favourably to impairment and not so much the impairment itself. In other words, inherent in this definition is the acknowledgement that the focus of the law and other policy measures should be on addressing the barriers that hinder PWDs from participating fully in society on an equal footing with others.

One area in which PWDs face a most formidable barrier is in physically accessing places and forums, for example, a in a wheelchair may fail to access a school as it is situated in an area where a wheelchair cannot reach physically. The effect is that the PWD’s right to education has been denied. Learners who fail to access other services in this manner are equally being denied the right to these very facilities and services.

Similarly, a deaf person may fail to access education if the school does not offer a sign language option for teaching or if there is no sign language interpreter is available. Equally so, a blind person may also fail to access services if braille services are not available to enable the blind person read and write or answer examination questions. Currently, laws and policies do not place obligations on proprietors of public buildings, transport operators and school authorities to adapt their services to suit persons with disabilities.

Attitudinal

Rao (2004) states that, ‘attitudinal barriers’ are recognized widely as an impediment to success of people with disabilities. Due to discrimination they do not go to public places and not free to get those rights which a non-disabled person gets. The attitudes of teachers, school administrators, other children, and even family members affect the inclusion of children with disabilities in mainstream schools (WB and WHO, 2011: 9). Social exclusion means lack of belongingness, acceptance and recognition. People who are socially excluded are more vulnerable to economic and social problems, and hence they tend to have difficult life , Alison (2010).

Policy

Zimbabwe may have inappropriate policies for instance, the Disable People’s Act, (1992: chapter 17:05), This act is inappropriate in that it sees and fronts “disabled People” first which in itself is a negative attitude. This becomes clear when you compare it to ADA, which means Americans with Disabilities Act. In this one you see an American first and then the disability. This is further clarified by Innocenti Digest, (2012) which cautions that, “Language is powerful and the choice of words used can

either perpetuate social exclusion or promote positive values.” The emphasis then is to express the individuality of the person first for example, “child with disability...” A comparison can also be made with the CRPD which stands for the Convention on the Rights of Persons with Disabilities, what comes first is the, “people then the disability” The same CRPD entered into force in 2008 and had 145 and it was only in 2012 when Zimbabwe ratified it. Such a move shows lack of seriousness on the part of the Zimbabwean government on issues related to disability. Issues to do with disabilities placed under Ministry of Social Services this brings segregation and misrepresentation. In Zimbabwe currently, there are several laws that deal with disability issues either directly or indirectly. All these laws however predate the current Constitution and ratification of the CRPD.

Child Protection Act, (Education Act, (1987), Education Policy No 36, CRPD, United Nations Standard Rules on the Equalisation of Opportunities for persons with disabilities, on There is no Disability Policy in Zimbabwe. The principal policy for people with disabilities in Zimbabwe is the Disabled People’s Act, (DPA) of (1992). This policy has the mandate to establish a National Disability Board, a Disability Advisor to the president and to issue and serve adjustment orders to ensure access by all persons with disabilities (PWDs) to mainstream public services at the owner’s expense.

Unfortunately, these powers of the NDB may not be exercised against the state for premises it owns such as state-owned clinics, schools, hospitals and other public places. Unlike the CRPDs, the DPA does not have a clause like Article 9 of the CRPD, which provides for the identification and the elimination of obstacles and

barriers to accessibility of all buildings or facilities open to the public. The NDB does not also involve people with disabilities unlike article 29 of the CRPDs which offers participation to PWDs. The very DPA predates the Constitution, (2013) and the ratification of the CRPDs. In addition it uses out-dated, demeaning and derogatory terminologies such as, “Disabled persons”, instead of, “persons with disabilities.” The foregone goes a long way to illustrate that the NDB falls short of addressing issues of disability in Zimbabwe. The definition of disability in the CRPD makes it clear that disability is caused primarily by external factors that fail to respond favourably to an impairment and not so much the impairment itself.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study sought to find out socio - cultural factors which lead to the marginalization of children with disabilities in accessing education in Mutare District. The study utilized a Case Study paradigm which adopted a qualitative approach. Highlights of the target area, target population, sampling method, research methods and data analysis techniques that were utilized were given. The ethics that guided this study were also explained. The chapter discussed the study design, area, and the population, sampling procedures and data collection methods and tools. The chapter closes with a discussion of Issues of Ethical considerations and a conclusion.

3.2 Study Area

The research was carried out in 15 of the 115 primary schools of Mutare District of Zimbabwe which is the provincial capital of Manicaland Province. The district has a population of 368 747 and 82% of these are in school at primary or secondary levels. Mutare District hosts provincial education offices, a fully-fledged Special School for children with disabilities as well as offices for Schools Psychological Services and Social Welfare. Participants for the study were therefore easily contacted from their offices and schools within the district.

According to Creswell, (2009:5), a research design refers to, “The plan or proposal to conduct research which involves the intersection of philosophy, strategies of inquiry and specific methods.” Maree 2007 adds that there are three types of research designs namely Quantitative, Qualitative and Mixed Methods.

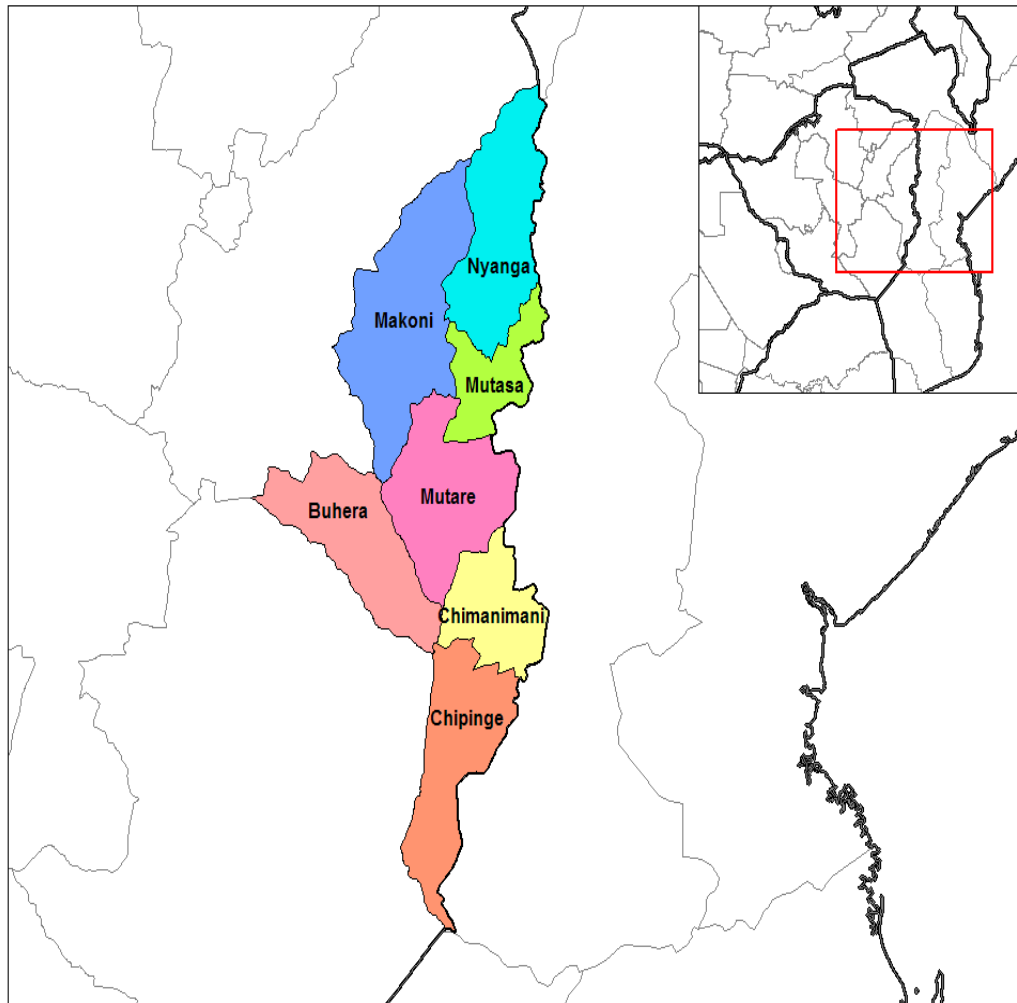


Figure 3.1: Map of Manicaland, showing the Entire 7 Districts

3.3 Research Design

Kothari, (2003) opines that a research design is the conceptual structure of the research which constitutes the blueprint for the collection, measurement, and analysis of data. A case study as recommended by Schram, (2006) and Yin, (1994) has been used in this study using Focus Group Discussions, Interview Guides and questionnaires. This study also used purposive sampling which, DeVos et al, (2004), strongly recommends saying that Purposive Sampling is used in case studies “almost without exception.”

3.3.1 Research Philosophy

(Moksha, 2013:36) assert that, “A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology as opposed to doxology encompasses the various philosophies of research approach. The Western tradition has identified two major research philosophies which are, positivist (sometimes called scientific) and interpretive (also known as antipositivist)” (Moksha, 2013:36). The latter has been chosen for this study as it is consistent with qualitative research.

3.3.2 Interpretive Philosophy

Creswell (2013:4) posits that “Qualitative research is an approach based on exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. “Qualitative research explores beyond the research lab into the real world and asks questions to understand, describe and explain social phenomena by:

- (i) investigating and analyzing the experiences of individuals or groups
- (ii) analyzing interactions and networks
- (iii) analyzing documents or other evidence of experiences and interactions” (Flick, 2007)

Case study design was chosen since it allowed the researcher to go into the field to collect data from respondents in their naturalistic settings like homes, schools and offices. (Glaser and Strauss, 1967) as cited by (Singh, 2007:56) maintain that qualitative research method focuses on the importance of observation, the need to reveal the hidden areas and the value of subjective human interpretation in the evaluation process as propounded in ‘grounded theory.’ For these advantages, it has

been adopted for use in this research. In addition, qualitative research is a type of social science research that collects and works mostly with non-numerical data. It seeks to interpret meaning from the data that helps us understand social life through the study of targeted populations or places, Ashley and Crossman, (2019). There are numerous advantages for using this paradigm and these include the fact that it allows face to face meeting of researcher and participants.

In addition, it allows researcher to ask, clarify, rephrase and refine questions. The researcher can watch the respondents answering questions and see gestures, emphasises, pauses, emotions and cues which a quantitative researcher will not be able to see. In support of the foregone, Creswell, (2014) remarks that, “Qualitative research concerns itself with the study of people in their natural environment as they go about their daily lives.”

Qualitative research method focuses on the importance of observation, the need to reveal the hidden areas and the value of subjective human interpretation in the evaluation process as propounded in ‘grounded theory’ (Glaser and Strauss, 1967) as cited by (Singh, 2007:56). Qualitative research allows the researcher to investigate the meanings people attribute to their behaviour, actions and interactions with others. Qualitative researchers use their own eyes, ears and intelligence to collect in-depth perceptions and descriptions of targeted populations, places and events. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations. Because of a myriad of advantages and the relevance of this paradigm to research, the researcher concluded that this approach will be well suited to realize the goal of the study.

3.3.3 Sampling Methods

A sample is a portion of the population and the process used to select it is called sampling, Muchengetwa and Chakuchichi, (2010). Lund Research, (2012) recommends the use of more than one sampling method saying that during qualitative or mixed method research design, more than one type of purposive sampling technique may be used. This research therefore, utilised at least four types of Purposive Sampling as expatiated below.

3.4 Purposive Sampling

This study adopted and used Non-Probability Purposive Sampling which is defined by Maxwell (1997), as a type of sampling in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices.” Patton, (1990), William et al, (2006) and Bryan, (2012) all concur that Purposive Sampling produces information rich cases for in-depth study, targets knowledgeable and experienced respondents and it is done with, “a purpose in mind,” leaving nothing to chance. At least eight, (8) types of Purposive Sampling Methods have been identified and four of these namely, Total Population Sampling, Homogenous Sampling, Expert Sampling and Snowballing have been used in this research as each of these has different goals.

The selected methods pre-determine specific groups of respondents because of their shared experiences and, “expertise” in a given area and these are subsequently examined in detail. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the, “judgment” of the researcher. Only respondents who bear attributes being investigated are targeted for sampling. In this

study therefore, only entities and persons who have knowledge, experience and exposure to the education, life or welfare of children with and without disabilities have been targeted, “purposefully. “Morse, (1994), Patton, (2002) and Kothari, (2008) aver that purposive sampling is concerned with small samples of about 10% to 30 % of any population to be studied. See Table 1 below where sampled respondents are shown.

3.5 Homogeneous Sampling

Homogeneous Sampling, (HS) was used in this study to sample some 13 children with disabilities who are enrolled in some institutions designed or reserved for them. This is in line with recommendations made by Ludy Study, that, “The idea behind Homogenous Sampling is to focus on this, “precise” similarity and how it relates to the topic being researched. In this study, the topic being studied concerns children with disability and their education or lack of it and the research questions and objectives specifically targets them.

3.6 Expert Sampling

Expert Sampling is used when the researcher wants to, “glean knowledge from individuals who have particular expertise.” Three people who work as Remedial Tutors and 5 who work as Education Psychologists under SPS were identified as having this, “expertise” by virtue of their knowledge, skills, experience and exposure to issues regarding disability and education for learners with disabilities. In addition, their number is small and William, (2006) remarked that, excluding such a small population, from the sample, it would appear as if, “a significant piece of the puzzle was missing.

3.7 Total Population Sampling

This Sampling Method is used when the number of respondents is small and the researcher aims to include all of them in the sample. There is only one District Education Officer/District Schools Inspector, one Principal Education Psychologist and one (1) District Social Work Director. All the above mentioned numbers are small and all of them were taken as respondents for this research using Total Population Sampling and in accordance with their respective areas of speciality and knowledge. Parents of Children with Disabilities were sampled using the Snow Ball Method.

Snowball sampling

The researcher selects a sample using a network. An individual is selected initially who will identify others to participate in the study. The process of adding respondents will continue until the sample size is reached or until saturation point". This method will be useful for identifying parents of learners with disabilities who attend at schools for learners with disabilities in Mutare city. Snow balling will be applied since these parents know each other since they bring learners to same schools and they often attend parents' meetings together.

Random Sampling

School teachers for this study will be selected using random sampling because the study is not targeting specific grade levels at primary school level.

The sample of respondents was drawn from seven different sections in Mutare District. The number of participants varied amongst the organizations - highest being 60 teachers forming a 55.6%. A further 21, (23.1%) comprised of parents, while the least was 1 DEO, (0.9%).

Table 3.1: Showing Sampled Respondents

Gender of Respondents	Females	%	Males	%	Total	Overall %
Teachers	34	56.7%	26	43.3%	60	55.6%
Parents	14	60.9%	9	39.1%	23	21.3%
Deos	0	0%	1	100%	1	0.9%
Psychologists	2	40%	3	60%	5	4.6%
Social Welf	1	33.3	2	66.7	3	2.8%
R/Tutors	1	33.3	2	66.7%	3	2.8%
Children	8	61.5	5	38.5%	13	12.0%
	60	55.6%	48	44.4%	108	100%

Respondent profile

I started my data collection exercise by first seeking permission to start data collection from the Open University of Tanzania Faculty of Arts and Social Sciences. Subsequently, I sought for permission to go into the field to collect the data from the Ministry of Education through their District Education Officer (D.E.O) Mutare. Other detailed introductory letters were also delivered to targeted participants well in advance. Pretesting of the various research tools and methods was carried out in neighbouring Mutasa District. Pre- testing primarily aimed at reducing or pre-empting non sampling errors such as mistakes, questionnaire design flaws, and data processing and analysis errors Wyse, (2011).

3.7.1 Primary and Secondary Data Sources

This research sought to find out about factors which contribute to the marginalisation of children with disabilities in accessing education in Mutare District. Multiple methods of data collection from primary and secondary sources were used chief of these being Fieldwork. Primary data, which Creswell, (2009), terms, “fresh and original data collected from the field by the researcher or agencies themselves for their

thesis or any other specific purposes through interviews or questionnaires” was collected using semi-structured key participants’ interviews, Focus Group Discussion Guides and Key Informant Interview Guides.

This data was collected from teachers, parents, and education officials who are involved in education of children with disabilities. Primary data has distinctive advantages of being collected from primary sources, for the first time and is collected specifically for the present purpose or problem. Despite its numerous advantages, one of the disadvantages of using this method is that it is regarded as being expensive since researchers need resources to go into the field to collect such data. The researcher circumvented this hurdle by carefully planning the field tour in a cost effective manner.

To triangulate primary data, secondary data was also collected in this research mainly through document analysis. I collected such secondary data from sources like Official records, previously conducted studies by others, published and unpublished books, publications, journal articles, reports, Census Data, policy documents as well as the internet. I embraced the use of secondary data since Bryman, (1988) suggests that this is data that already exists and there are no hassles of going into the field to collect it making it less expensive and time saving to obtain. I used secondary data to base the background to my study and to put my present research into context, basing on views previous researchers have found out on the marginalization of CLWDs in accessing education. I also utilized it to augment primary data as well as providing a rich source of literature review and the theoretical frame work to my own study.

Triangulating has the distinctive benefits of allowing for cross checking, comparing and complementing information obtained from either of the sources and to validate collected data, Patton, (1990) and Yin, (1994). The table below shows the groups of participants reached for data collection. The table below shows the population reached disaggregated by location and by function. They are used as the research sample because they are deemed to be involved in the issues and education of both children with disabilities and those without in one way or another. The 3.2 shows respondents by location.

Table 3.2: Groups of Respondents Reached by Location

Different Groups Reached	Schools	SPS Offices	Dist. S/W Offices	Different Homes	Dist. Edn Offices
Parents of children living with disabilities				✓	
In – School Children with Disabilities	✓				
District Education Officer (DEO/DSI)					✓
District Social Welfare Officers			✓		
Remedial Tutors		✓			
Teachers	✓				
Out of school children with disabilities				✓	

3.7.2 Validity and Reliability

Questionnaires and guides for interviews and Focus Group Discussions (FGDs) used in data collection for this study and indeed the whole research process needed to pass the Validity- Reliability test. Miley et al, (1994) and Brink, (2016) opine that validity is concerned with accuracy and truthfulness of scientific measure by demonstrating what actually exists.

In addition, Kvale (1996) refers reliability to the replicability of results, which is ensured through appropriate methodological procedures to obtain consistency in data interpretation. On the other hand, reliability is when an instrument produces similar results and it is consistent over time with repeated application. To ensure compliance of the instruments with validity and reliability, I gave my data collection instruments to my project supervisor for editing and evaluating the grammar, language, clarity, ambiguity and order of aspects.

The tools and methods to be used in the research were subjected to a test-retest process which is one way of ensuring that any instrument is stable, reliable and valid over time, Kimberlin et al (2008). Triangulation was employed to ensure reliability of findings by asking for the same information on the same respondents using questionnaires, focus group discussions and one on one interview. To ensure compliance with validity and reliability of methods and tools, a pilot study was conducted in neighbouring Mutasa District. The aim of this exercise was to pre-assess methodology, testing the data gathering instruments, assessing logistics, approaches, needs, establishing trends and to adjust any of these accordingly should need dictate so. After these pre-emptive correctional measures were taken, issues raised were noted and corrections made then the instruments were thus deemed ready for use in the actual field of data collection, which happens to be Mutare District.

3.7.3 Data Collection Tools

There are various data-collection tools available for both quantitative and qualitative research. This study contains a discussion on the various data collection tools for the two research paradigms types. In order to gather qualitative and quantitative data for

this study, the researcher used a number of Data Collection tools. Specifically, the tools used for the purpose of this research are: Self-Administered Questionnaire Guides, FGD Guide Questions, Interview Schedule Guides and voice Recorders and the use of these shall later be elaborated below.

3.7.4 Data Collection Methods

To ensure validity and reliability of the findings, the study used multiple data collection methods. The use of different data collection methods is important because when there is a weakness in one method it will be covered by the strength of the other method Morehouse, (1999). This research was undertaken using different data collection methods which included Focus Group Discussions (FDGs), questionnaires, document review or analysis and key informant interviews (KII).

The data collection tools were designed to suit each group of partners' activities or function in the education, welfare and upbringing of children with disabilities. The information was obtained from Parents of children with Disabilities, In-School Children with Disabilities, out of School Children with Disabilities, District Education Officers, Remedial Tutors and Education Psychologists.

The study adopted a consultative and participatory approach which involved field visits to different mainstream schools, Special Schools, different education offices and meetings with different participants in Mutare District in Zimbabwe to collect first-hand information. The table and paragraphs given below will respectively summarize and discuss the data collection methods in detail.

Table 3.3: Data Collection Methods and Tools

Type of Method	Type of Tools Used	Target Group for Each
Questionnaires	Questionnaire Guide	Parents, Remedial Tutors and Trs.
Interview	Interview Guide	School children, Parents, Teachers
F G D	Focus Group Discussion Guide	DEOs, District Social Work Officers, Remedial Tutors and Education Psychologists.
Desk Review	Relevant Literature, Circulars, Policy Documents, Statutory Instruments, Acts and the Constitution of Zimbabwe.	No target population
KII	Key informant interview guide	District Education Officers, District Social Work Officers, Remedial Tutors and Education Psychologists.

3.8 Focus Group Discussions (FGDs)

One of the methods used to collect qualitative data was Focus Group Discussions, (FGDs). FGDs involve interviews with a small group of people and usually involve 6 to 12 people. Kingly, (1990) has defined the Focus Group Discussion (FGDs) as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non – threatening environment. I used FGDs in this study since they allow clarification to be made when respondents are probed. Multiple responses can also be obtained when using this method. This is supported by Maxwell, (1996) who maintains that FGDs make explicit use of interaction to produce data and insights that would be less accessible without the interaction.

In this research, the researcher adopted the role of a facilitator and used structured open ended questions to be able to guide the discussion and to address different aspects of the research questions. FGD Interview Guides were used as the tool for data collection in this research. The groups for FGDs comprised of 9 FGDs with teachers in 9 schools, one with 5 members from Schools Psychological services, and another

with 23 parents the last one with some 13 CLWDs in schools and at their homes. Using FGDs therefore helped to validate and triangulate quantitative responses obtained from questionnaires. FGDs are also a means of better understanding how people feel and think about an issue, product or service as they explore thoughts, behaviour and feelings of participants. They further determine the individual's perceptions, opinions, facts and forecasts and their reactions to initial findings and potential solutions.

Key Informants Interviews

Key Informant Interviews, (KIIs) were another method applied to solicit for information in this research. Carter and Beaulieu (1992) define key informant interviews as those interviews conducted by the researcher with the people who have personal knowledge or experience with a particular problem or have professional training in that area or field.

On the other hand, Nerdy, (2011) prefers to call KII as, "Qualitative in-depth interviews with people who know what is going on in the community." Due to their varied experience, training and knowledge in education for disabled children, District Remedial Tutors (DRTs), Education Psychologists from Schools Psychological Services, (SPS), and District Schools Inspector (DSI) were purposively sampled as Key Informants. These experts provided insights into factors contributing to marginalization of children with disabilities in accessing education. KIIs were adopted in this research as they yield high response rate, being cost effective, flexible, and simple to conduct. They also provided readily understandable information and compelling quotations which will be handy for subsequent reports and data analysis.

KII allowed for high possibility in-depth probing and also allowed one on one interaction. These yielded detailed, qualitative information about impressions, experiences and opinions and they were conducted in person by the researcher. New unanticipated issues and ideas can emerge. Kumar (1989) recommend Key Informants Interviews for being suitable for discussing sensitive topics, get respondents' candid discussion of the topic, or to get the depth of information you need. A total of 8 Key Informants, 5 from SPS and 3 from Department of Social Welfare were interviewed.

These Interviews enabled the research Team the opportunity to have an in-depth discussion with the key stake holders face to face as the team was able to probe for answers and also managed to use follow up questions and could read facial expressions of respondents. An interview guide was used to elicit data from the Key Informants. The tool helped to assess the extent to which current policies in education have/have not managed to eradicate marginalization of children with disabilities in accessing education.

Document Review

A thorough document review was undertaken as part of the research process with the researcher spending considerable time assessing the current policies, programmes, approaches and Acts established to help offer education for the disabled. The main sources of document review were the current 2013 National Constitution of Zimbabwe, 1987 Education Act, the Disabled People's Act and existing Literature and researches done by others. Document review results complemented the primary data collected.

Self-Administered Questionnaire

More data was collected using the Questionnaire using the Questionnaire Guide as a Tool for data collection. Primary data was collected from the target population using questionnaires consisting of closed-ended (fixed alternative) questions, White, (2005). On the other hand, Muchengeta et al, (2010) allude that using questionnaires allows participants to enjoy anonymity and confidentiality leading them to answer questions truthfully since they usually answer questionnaires in the absence of the researcher.

The questionnaires were delivered and collected by the research team itself and this assured us a 100% rate of being returned. Questionnaires were used as they made it easier for the researcher to code and classify responses for both qualitative and quantitative data thus they are ideal for a mixed research like this one. Additionally, questionnaires were preferred as they are inexpensive to use, they cover a large Geographical area, and have the distinctive advantage of being used to collect both Qualitative and Quantitative data.

They also do not give verbal or visual clues which could influence a participant to answer in a certain way and this reduces interview bias. Open ended questions in the questionnaire were designed to elicit rich qualitative data.

Likert Item Questionnaires

In this research, Likert item of Self-administered questionnaires (Fig 3) were administered to Key Informants and parents of children living with disabilities. The Questionnaires and Likert Scales used closed questions which helped to facilitate

answering of questions, classifying responses, clarify and confirming specific information. They proved to be more precise as they confined the respondents to finite or more manageable set of responses. They can both be quickly and easily answered and coded than open ended questions. The main shortfall of questionnaires is that they restrict respondents to certain answers and they do not allow any further elaboration on an issue. The Questionnaire Guide used in this study is given in appendix 3 below.

3.9 Data Analysis

McMullen, (2011) and Yin, (2003) agree that data analysis involves examining, categorizing, tabulating or otherwise combining the evidence to address the initial propositions of a study. On the other hand, Polit and Beck, (2006) argue that, “The purposes of Data Analysis is to organize and elicits meaning from the data collected and draw realistic conclusions.” All in all, the essence of data analysis is to reduce the volume of collected data, bring structure and order to it, highlight useful information, facilitate interpretation and finally to deriving meaning from the data and hence make conclusions, decisions and recommendations basing on the data.

This research adopted a mixed research approach, where both Qualitative and Quantitative Data were analysed concurrently using both quantitative and qualitative methods. This is supported by Sarantakos, (2005) who avers that, “quantitative method can go together with qualitative research.” Berg, (2001) claims that by combining the quantification with a qualitative approach, the magnitude of the individual phenomena studied appears more clearly. Qualitative Data Analysis can be represented diagrammatically as illustrated in the Figure 3.3.

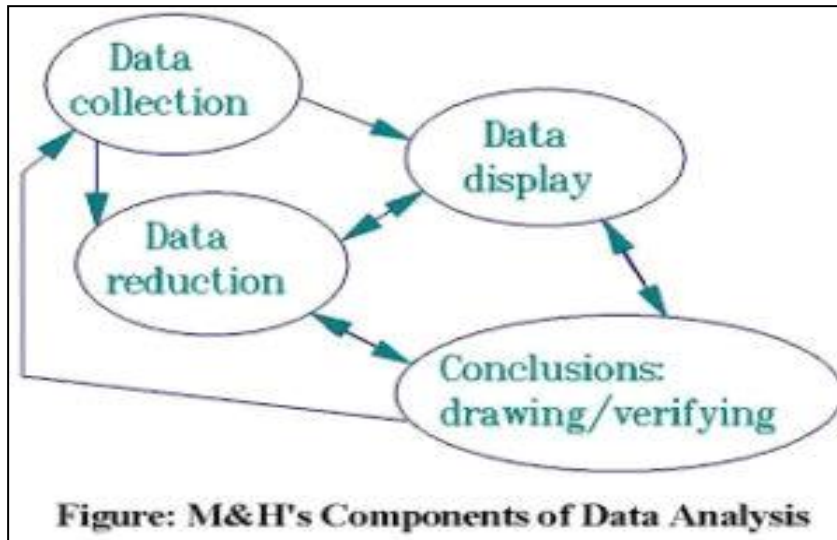


Figure 3.2: The process of Data Analysis

3.9.1 Qualitative Data Analysis Techniques

Qualitative data is non-numerical, covering images, videos, direct quotes, audio tapes, texts and people's written or spoken words from FGDs, documents, KIIs and interviews. On the other hand, Tesco, (1990) declares that Qualitative data analysis is concerned with analysis of codes, themes, and patterns in the data. In the same vein, Gay et.al (2011:468) emphasises that, "Without data that are classified and grouped, the researcher has no reasonable way to analyse qualitative studies." Analysis results in the generation of empirical assertions, largely derived through induction in order to establish an evidentiary warrant for these assertions, Erickson, (1986:146). Qualitative data analysis is a search for general statements about relationships among categories of data; it builds grounded theory Strauss and Corbin, (1997). The following techniques were used to analyse data in this research as indicated below.

Thematic Analysis

Content Analysis or Thematic Analysis is mainly concerned with the search for themes, patterns or concepts in any given set of data. It is a method for identifying,

analysing and reporting patterns or themes within data. This technique was used to analyse data derived from interviews and FGDs held with various respondents during data collection. Specifically, data derived from the different FGDs held was put together and then coded and then used to make graphs from the inherent themes. The data and patterned responses thus obtained were therefore reported in different, “figures, diagrams and tables to show what various people think about the issue of marginalization. It will be from these tables that descriptive statistics will be used to analyse relationship and preference. This is in line with advice from Bernard (2006) who briefly states that analysis “is the search for patterns in data and for ideas that help explain why those patterns are there in the first place”.

Using Conversation analysis for FGDs

Conversational Analysis was also used to determine the presence or occurrence of certain explicit or implicit words or concepts within verbal, visual, and written data in order to describe and quantify specific phenomena as revealed by FGDs, narrative responses and interviews. All this involved a detailed examination of the data including exactly which words was used, the order in which they were used, as well as where speakers placed emphasis.

Newby (2010) posits that, “Responses to open-ended questions can be analysed by identifying the frequency of certain words, from which certain themes can be identified for classification.” Analysis was done by dividing the material into content analytical units through classification of text and systematic coding. These codes will then be useful in telling a story. ” Bernard, (2006) emphasises that, “Coding is thus a

method that enables the researcher to organize and group similarly coded data into categories or “families” because they share some characteristic.”

Framework Analysis

One of the methods used to analyse data in this research is referred to as Framework Analysis, Pope Et.al, (2000). Framework Analysis focuses on predetermined aims, objectives and interests as shown in this research’s three Objectives and the Research Questions as given in chapter one. The Data was structured and grouped into themes manually as illustrated again in figures 1 to 5 below. This involved familiarization with the data in its entirety, making notes of important related aspects into key themes and topics, summarising these and then analysing information to key themes and topics. These were then coded in a way that would then shed light on my predetermined research questions. This is shown on the questionnaire where some questions directly refer to objective 1, while others pertain to objectives 2 and 3 respectively. Both McMullen, (2011) and Yin, (2003) agree that data analysis involves examining, categorizing, tabulating or otherwise combining the evidence to address the initial propositions of a study.

Content Analysis

Quantitative and Qualitative Data were analysed using a number of methods. This study being, a “Mixed” type of Research analysed some of its data using Content Analysis. Content analysis is a method for summarizing any form of content by counting various aspects of the content, thus quantifying qualitative data. Laws et al (2003 reminds that, “very often you do need qualitative information, but you also need some sense of the scale of things, some element of quantification.” Raw data in

various forms such as direct quotes, interview records, and audio tapes from participants as derived from FGDs, KIIs were processed. Creswell, (2012) asserts that Content analysis can be used when qualitative data has been collected through Focus Groups, Observation and interviews. These were then categorized and sorted into themes or patterns and coded as a basis for organizing and reporting the study findings. Data processed in this manner resulted in numbers and percentages as illustrated in figures and tables below. Content Analysis has the distinctive advantage of removing much of the subjectivity from summaries and also to simplify the detection of trends.

Univariate, Bivariate and Category Variation Data Analysis

In this research, preliminary and Bio Data gathered mainly through questionnaires from all respondents were analysed using Univariate Analysis, which refers to the quantitative data exploration done at the beginning of any analysis. Koshy, (2010) pointed out that, data collected from the interviews are qualitative in nature while data collected from questionnaires can be both qualitative and quantitative in nature. Univariate analysis is applied to data that has one variable and is not necessarily concerned with causes and relationships. Examples of such data included that from Questionnaires which pertained to their Gender, Educational Qualifications, marital status and working experiences. The data was displayed using frequency distribution tables, bar charts, histograms and pie charts and the main purpose of this analysis was to quantify the data, then describe it in order to find patterns that exist within it.

On the other hand, Bivariate and Category Analysis were used to analyse closed ended questions, numerical and archival data as well as other dichotomised questions from

the questionnaires. This helped to gather and quantify various numerical data about variables and factors which contribute to marginalization of children with disabilities in accessing education. Under this method, units of variables were grouped into distinctive categories and then summarised to determine how many times each category occurs. This yielded frequency tables which were then given as percentages with some being illustrated as graphs.

One author actually remarked that a graph gives an immediate, ‘picture’ of the data. More was also derived from Likert Items Questionnaires which were composed of pre-coded close ended questions which were answered by different groups of respondents. Questionnaires were analysed by categorizing the data into themes and categories and then calculating the mean, mode or percentages. Laws et al (2003) further explains that, “a quantitative approach mainly looks at how many people share a particular characteristic and view. “This can then be expressed as percentages or other calculated mathematical formulae. Data that is purely qualitative can as well be quantified by converting it to figures and numerical quantities.

Descriptive Analysis allows researchers to summarise data such that numbers are then given as a frequency and then presented in ‘Frequency Tables’ which are also converted into percentages or graphs to indicate the opinions or responses of respondents on any given question as illustrated in subsequent figures and tables below. This was used for describing patterns, connections and relationships inherent in the data and in line with the initial research question. In order to quantify the data and structure it for analysis and interpretation, it was categorized and labelled after which patterns merged. The resultant patterns were then tabulated to show graphs,

figures, pie charts, bar charts, percentages and frequencies. This process helped to turn quantitative data into useful information to help with inference, interpretation and decision- making or reaching a conclusion or position.

3.9.2 Ethical Considerations

McLeod, (2008) and Babbie, (2007) suggest that, ethical guidelines seek to work towards protecting the individuals, communities and environments involved in the studies against any form of harm, manipulation or malpractice. This is supported by Strydom, (2011) who avers that, “Research should never be done at the expense of human beings.” This is due to the nature of Social Science of which Punch (2001:75) says, “All social science research involves consent, access and associated ethical issues since it is based on data from people.” The researcher tried to respect the humane and sensitive treatment of participants in a number of ways which included guaranteeing that the research and their involvement in it would not result in emotional or physical harm to them. Laws, et al, (2003) emphasises that Research needs the freely given informed consent of the respondents to be ethical.

It is with this emphasis in mind that the researcher made use of the checklist proposed by Patton, (2002) in adhering to expected ethical consideration. These include the need to seek informed consent of the respondents, outline aims of the research, giving clear guidance, stating the duration of the interviews as well as anticipating and minimising risks to at least zero per cent. Participants were as well assured of both confidentiality of the information they will provide and anonymity of their identities. Prior to the interviews, the researcher also informed the respondents of their rights for voluntary participation and to withdraw from the study when and where they deemed

fit. Adherence to the agreed time for the interviews was also respected so as not to cause physical discomfort by the time taken when participants sit to answer the questions nor interference with the respondents' normal routines. To protect privacy, information from participants was kept anonymous, while neither names nor identities of participants were to be divulged but pseudonyms were used instead.

All this was done in line with data protection rules advanced by the Zimbabwean Act, (2016) Chapter 10:247 as well as by Wyse, (2011) and Payne, (2014). Participants were guaranteed to exercise their right to choose to participate in the study or not by the researcher explaining voluntary participation. The researcher also emphasised to the participants that they were free to exit participation if during the interviews they so felt.

Limitations

Key Informants were pre-occupied with Bio Metric Voter Registration, (BVR) and as a result, several trips were made so as to find them in their offices. The limitation was largely overcome because finally, all scheduled interviews were undertaken, albeit outside the pre-determined periods of time. There were also challenges of inaccessible roads, need for sign language interpretation as well as long distances to some schools. What is good is that ultimately the intended informants were reached out after several unsuccessful attempts.

3.10 Conclusion

The study employed a qualitative research approach to collect and analyse data. All three pre-determined questions were tackled using the qualitative approach.

Questionnaires, Document analysis, Focus Group Discussions and In-depth interviews were used to collect numerical and qualitative data. These were turned into different presentation methods and then analyses made.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter provides the presentation and discussion of findings from responses elicited from a total of 108 purposefully sampled respondents. The principal methods used to collect data were Self-Administered Questionnaires with 60 teachers, Focus Group Discussions (FGDs) with 23 Guardians and 16 Children with Disabilities, In-Depth Interviews (IDIs) with 9 Key Informants and documentary analysis. It included independent observations of primary data, examining of qualitative evidence, and reconciling these with the literature reviewed based on the socio-cultural factors that lead to the marginalisation of children with disabilities in accessing education in Mutare District.

Results in this analysis are presented in the form of both content and thematic explanations and discussions, aided by charts, graphs and tables for the clarity and emphasis on what emerged from the survey. Findings from other scholars who conducted similar studies elsewhere are brought in to buttress the findings of this study.

4.2 Descriptive Analysis of the Respondents

Table 4.1: Response Rate

Targeted Sample	Responses	Response rate
108	108	100%

4.2.1 Respondents Characteristics

Preliminarily, Biographical Data of the participants in respect of their gender, age, qualification and economic status was given with the intention to describe demographic variables of the sample and to assess for any influence on the research findings and to contextualize the findings.

Table 4.2: Gender Distribution of Respondents

Gender of sampled respondents:	Females	%	Males	%	Total	Overall %
Teachers	34	56.7%	26	43.3%	60	55.6%
Parents	14	60.9%	9	39.1%	23	21.3%
DEOs	0	0%	1	100%	1	0.9%
Psychologists	2	40%	3	60%	5	4.6%
Social Welfare	1	33.3	2	66.7	3	2.8%
Remedial Tutors	1	33.3	2	66.7%	3	2.8%
Children	8	61.5	5	38.5%	13	12.0%
	60	55.6%	48	44.4%	108	100%

Gender differences of the participants in the sample

Data collected in respect of the gender of participants and presented in **Table 4** above indicates that 60 respondents (55.6%) were females, while males numbered 48, forming a 44.4% of all participants. It can thus be deduced from the data in this table that there was an unbiased choice of respondents which was a result of random selection. Male and female participants have participated in a closely equal ratio between, (Females 55.6% and males 44.4%). Furthermore, 60, (55.6%) of them were teachers while 23 (21.3%) were parents, 13 (12%) were school children with

disabilities, while 12% were Key Informants. This shows that the majority of respondents were teachers involved in teaching children at different levels while the other participants consisted of other important people in the education or care of children with disabilities and those without.

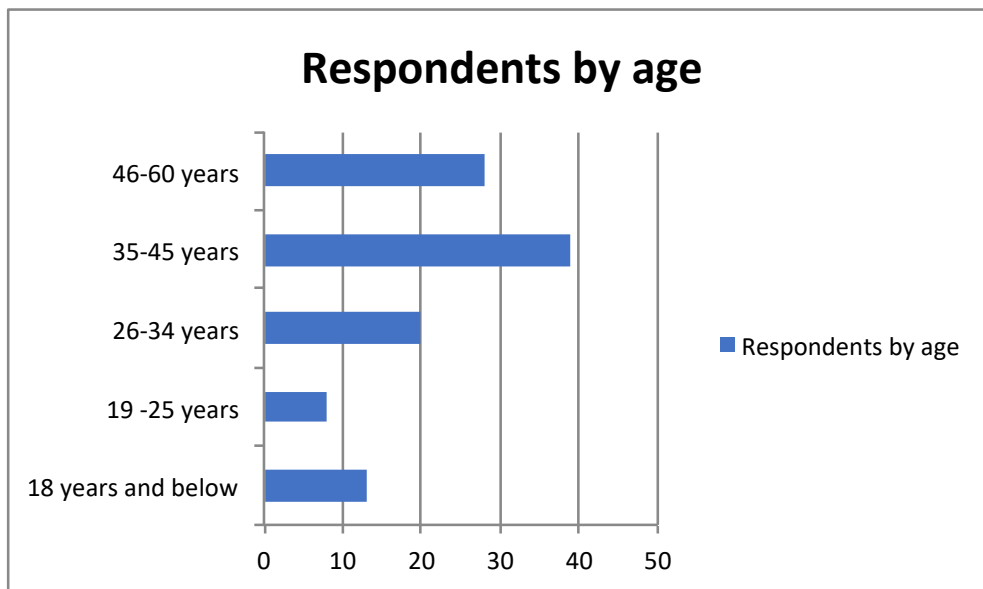


Figure 4.1: Age Ranges of Respondents

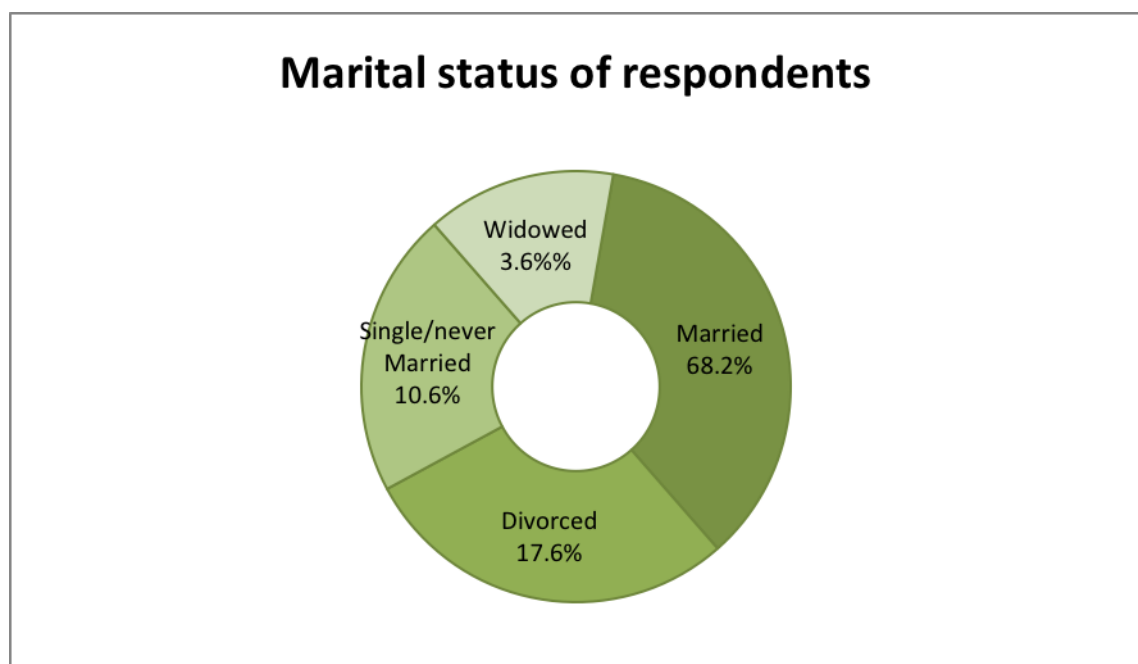
Age ranges of participants

All respondents were asked how old they were as at their previous birthdays by ticking from alternatives of below 18 years of age to an upper limit of 55 years and above. The above table indicates that most of the respondents were from the age group between 35 years to 45, (36%) followed by 46 years to 60, who numbered 28, (25.9%) the 26 to 34 group had 20%, the 19 to 25 had 8% and those below 18 were 11%. The results show that most of the respondents are seasoned individuals or professionals who would thus have considerable knowledge on the issues pertaining to the mainstream and Special Needs Education areas.

Table 4.3: Percentages of Parents and Economic Status

Guardians' Employment Status	Frequency		Total		Cumulative percentage
	F	M	FREQ.	%	
Gainfully Employed Guardians	1	3	4	17.4	17.4
Unemployed Guardians	13	6	19	82.6	82.6
Total Number of Guardians	14	9	23	100	100

Out of the total survey participants of 23 parents, only 4 (17.4%) of them indicated that they were gainfully employed. On the other hand, 19, (82.6%) of them said that they are unemployed. This reflects on the poor economic status and living standards of guardians of children with disabilities since those who indicated that they were not working were either house wives or simply staying at home. On the other hand, the economic condition as a constraint for either supporting of children with disabilities or showing better attitudes to the disabled would thus be lacking among the unemployed.

**Figure 4.2: Marital Status for Adult Participants**

Marital status of respondents

Adult respondents were asked to indicate their marital statuses and in that regard, 58 (68.2%) of them indicated that they were married. A further 15, (17.6%) revealed that they are divorcees while single respondents accounted for 9 which translates to 10.6%. Those who said were widowed numbered 3 which are equal to 3.6% of sampled respondents. What can be deduced from this data is that some of the parents sampled are either divorcees or single parents who may experience challenges in bringing about children, especially those with disabilities. This is most probable since some of the divorcees can be attributed to the advent of children with disabilities in the families concerned. The above table showing marital status of respondents indicates that most of the respondents were married (57.7%) followed by single respondents (42.3%)

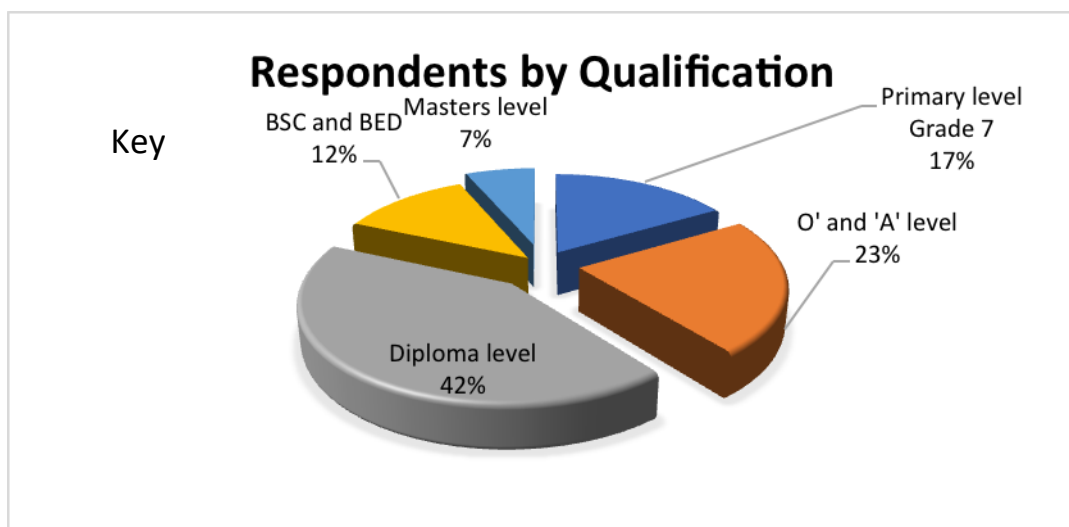


Figure 4.3: Respondents by Level of Education

Educational Qualifications of participants

The data collected in respect of the qualifications of all the respondents sampled showed that a total of 42% were educated to Diploma level mostly in the education

field as most of these were teachers. A further 23.7% were educated to “Ordinary” Level popularly known as; “O” Level in Zimbabwe. Holders of Masters Degrees accounted for 12% of the sampled respondents. On the other hand, respondents with only primary education qualification was 7% and were mostly school going age respondents. FGDs and interviews were used for school age children since their competence in answering questionnaires could not be guaranteed given their age and level of education.

The majority of holders of Diplomas, degrees and Masters’ degrees were teachers and personnel in different departments related to disability services, education and or Social Welfare. It can therefore be deduced that these respondents formed a group of highly literate people who could thus be in a position to synthesize and thoughtfully respond to the questions. Muchengeta and Chakuchichi, (2010) in support of this say that it is important to involve respondents who are literate in questionnaires so they can answer on their own.

Table 4.4: Respondents by Length of Working /Teaching Experience

length of working ex.	Female	Male	Total	Cumulative Percentage
5 years old and below	3	2	5	6%
6 to 10 years	5	4	7	9%
11 to 15 years	4	5	9	13%
16 to 20 years	6	4	12	15.3%
21 years and above	21	22	43	56.7%
Total number	39	37	76	100%

Working experience of Respondents

The Data collected in respect of 76 participants’ years of working experience showed that 43 respondents 56% of respondents had over 21 years of working experience. A

total of 15.3% had work experience of between 16 to 20 years, while those with 11 to 15 and 6 to 10 accounted for 13% and 9% respectively. The sample excluded 13 school children under 18 years of age and 19 guardians who are not gainfully employed. These results show that the majority of respondents had a reasonable working experience, which may give them the possibility of having valuable information on laws and policies guiding the provision of education in their schools. Two studies held in South Africa showed that increased exposure to teaching children increases positive attitudes of teachers to children with disabilities and the laws and regulations guiding their education.

4.3 Presentation of Data

This section presents data according to research questions. The overall purpose of this study was to identify factors leading to the marginalization of children with disabilities in accessing education in Mutare District. The data was then summarized using tables, charts and graphs or distribution frequencies. These provide more details about the demographic details of the target groups, as well as the results of each question in the survey. The research questions which were posed at the onset of the research work are:

Research Objectives of the study were to:

- (i) Identify social and cultural factors that contribute to the marginalisation of Children Living with Disabilities in accessing education in Mutare District of Zimbabwe
- (ii) Analyse different policy issues in Zimbabwe and their effects on supporting the accessibility to education for learners with disabilities.

- (iii) Explore and suggest different techniques which can be used to mitigate the effects of marginalisation of learners with disabilities in accessing education.

4.3.1 Social and Cultural Factors that Contribute to the Marginalization of Children Living with Disabilities in Mutare District of Zimbabwe

Children with disabilities may face problems not only as a result of their particular impairments, but due to a myriad of social cultural factors. Objective one therefore, aimed at identifying these socio-cultural factors that hinder access to educational facilities for children with disabilities in Mutare District. Findings are organised under the following headings: identification of the factors, negative perceptions, lack of assistive devices, incompatible environments and lack of appropriate policies.

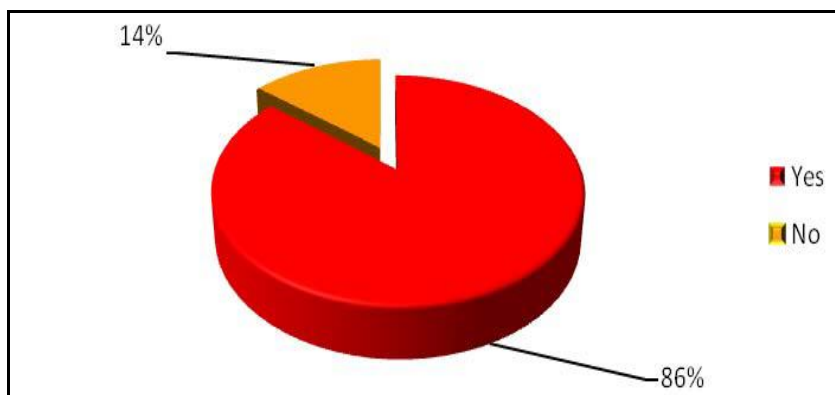


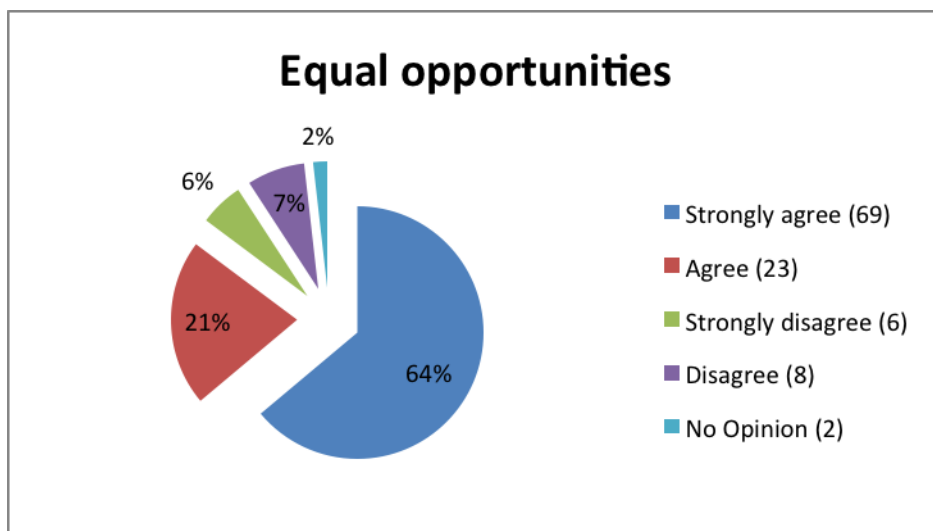
Figure 4.4: Existence of Marginalisation of the Disabled in Mutare District

Respondents were first asked whether or not marginalisation existed in Mutare District and 86% of them indicated that indeed it existed, while 14% said that it did not exist. It can therefore be inferred that there is marginalisation of disabled children in Mutare District. This information is further substantiated by Van Dyke and Holte, (2003) who asserts that no area had no disabled persons and hence disability is a concern for everyone and it is a challenge in itself.

Table 4.5: Presence of out of School Children with Disabilities in Mutare District

Question 8	Responses	No	Frequencies	% ages
There are many out of school children in Mutare district who are considered to have different types of disabilities.	Strongly Agree	1	87	91.6%
	Agree	2	3	3.2%
	No Opinion	3	5	5.2%
	Disagree	4	0	0%
	Strongly Disagree	5	0	0%

While question 7 sought to find out about the presence of children with disabilities, in Mutare District, question 8 now wanted to find out if these children with disabilities were in school or out. In response, over 91.6% of those surveyed indicated in different degrees that there were out of school children with disabilities in the district. Only 5.2% of respondents expressed no opinion to the question, while no respondents replied in the negative. In respect of this study, it is therefore concluded that indeed there are out of school children with disabilities in the district and the same was confirmed by the office of the Schools Psychological Services.

**Figure 4.5: Degree of Marginalization of the Disabled in Accessing Education**

It can thus be deduced that children with disabilities are being marginalized in accessing education in Mutare District and indeed, need intervention. These results support findings from a study by Chataika, (2010), Cheshire, (2010) and Able Child Africa, (2012) that in Africa, 80% of children are marginalised or excluded from school due to disability.

Some 108 respondents were given the following statement on a Likert Scale, “Children with disabilities are not afforded equal opportunities in enrolling in school with those who have no disabilities. In response 64% strongly agreed to the notion, 21% also agreed, 6% strongly disagreed to the assertion, 7.4% disagreed while 2% expressed no opinion. The response above further help to put into context, the fact that indeed marginalization is an issue in schools in Mutare district. This corroborates information got from Cheshire, (2010) that in Zimbabwe 52% of children with disabilities do not go to school. Chataika, (2010) and Mavundukure, (2008) also said that in Africa, 7 hundred million children are out of school and three quarters of these are those with disabilities.

Table 4.6: Summary of Identified Social Economic Factors

Question	Responses	Freq.	% ages
Identify the variable you consider as being responsible for the marginalization of disabled children in accessing and participating in education in Mutare district.	No Policy Guidelines	26	24%
	No disability friendly infrastructure	34	31.5%
	Negative attitudes	19	17.6%
	Lack of assistive devices	29	26.9%

Respondents were asked to indicate which factors they considered as being responsible for bringing about marginalisation of the disabled. The results are shown in Table 4.6.

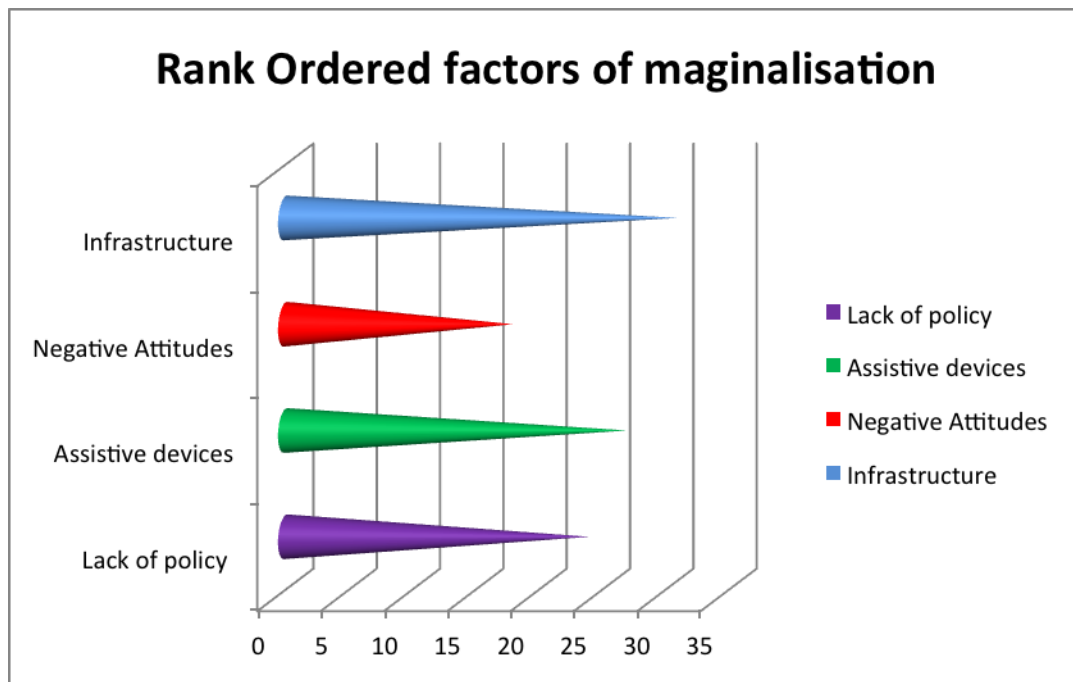


Figure 4.6: Factors Leading to Marginalization of Children with Disabilities

Participants were asked to identify which variables they considered as being responsible for bringing marginalisation. Table 4.6 shows that 26 respondents, 24% pointed to lack of clear policy guidelines, 31.5%, indicated lack of disability friendly infrastructure in schools and 19, (17.6%) vouched for negative attitudes.

The remaining 29, (26.9%) blamed lack of assistive devices for learners with disabilities as detailed in question below. Table 4.6 therefore shows us that respondents at least identified five factors which are contributing to the marginalisation of children in accessing education in Mutare District.

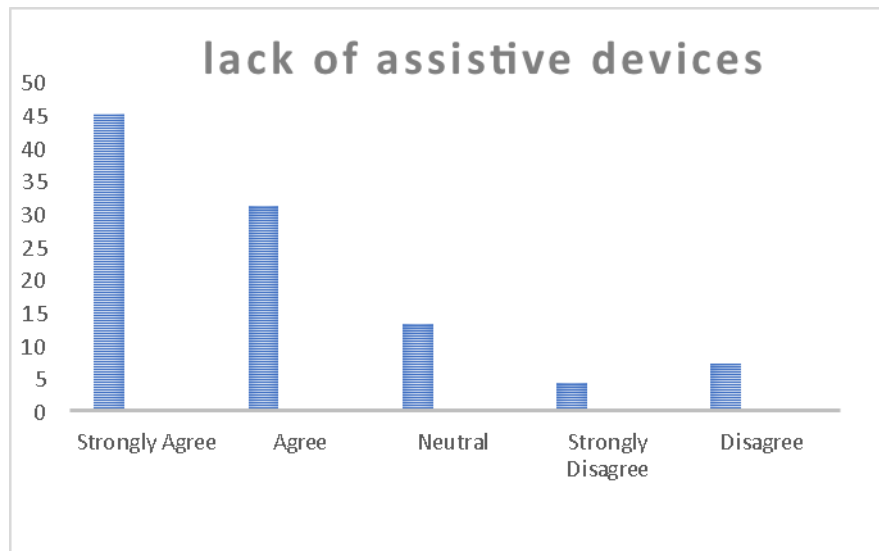


Figure 4.7: Lack of Assistive Devices

Question 7 asked respondents the impact of lack of assistive devices on the disabled. Survey results indicate that 45% of respondents strongly averred that children with disabilities generally lack assistive devices and this affects their attendance in school. Another 37% also agreed to the notion. In contrast, 8% gave no opinion, 4% strongly felt that children with disabilities do not lack assistive devices, while 6% of them disagreed to the notion of lack of assistive devices. These results show us that the majority of respondents feel that lack of assistive devices is a hindrance to access to education for children with disabilities.

The above observations agree with Cheshire, (2009) who pointed out that, “There is inadequate supply of assistive devices to meet the potential demand and existing ones were far too expensive for the large majority of Zimbabweans. In support, Stubbs (2002) suggests that it should be the state’s duty to supply support services at affordable prices including assistive devices for people with disabilities to assist them and increase their independence and participation in educational activities.

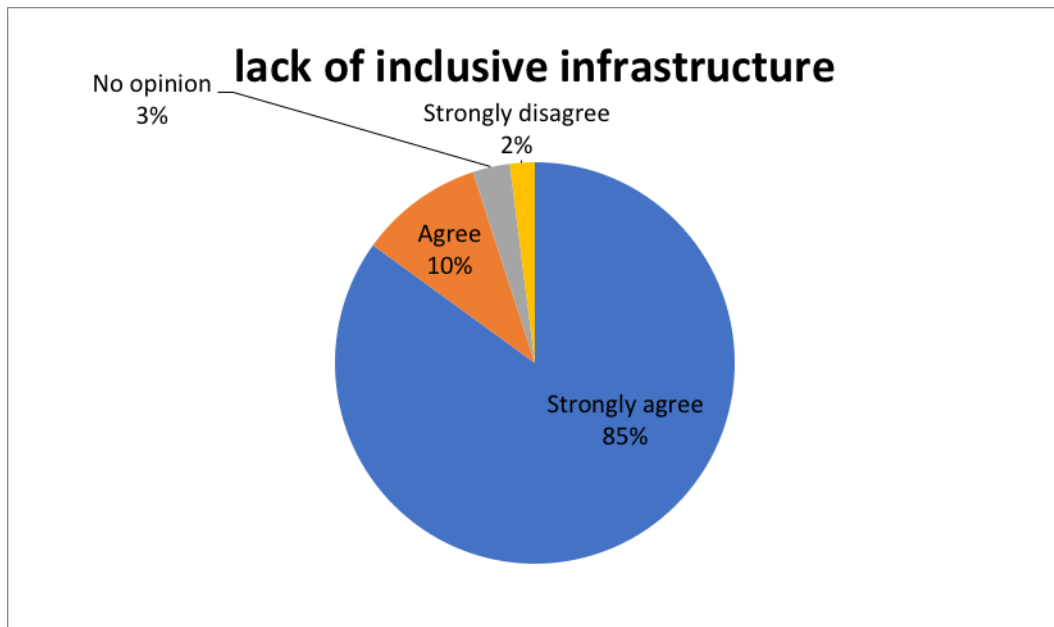


Figure 4.8: Lack of Inclusive Infrastructure in Schools

Another aspect that was researched from the respondents was availability of universal-design type of infrastructure in all schools sampled. Such facilities would facilitate enrolment and accessibility to the schools for students with disabilities. Respondents were asked to respond to a statement saying there is an acute absence of disability friendly infrastructure like ramps, adapted toilets, lowered door handles and internal classroom arrangement in schools. "In response, 88% of respondents strongly agreed to this assertion, 12% agreed and 2% gave no opinion and no one gave an objection to the statement. Lack of universal design was thus found to have a push factor from schools to those with mobility problems.

Survey results shown above can lead to the conclusion that the vast majority of centres of learning are physically inaccessible especially to learners who have mobility problems. Such a status quo will inevitably pose as barriers to learning and participation especially for students with mobility problems. A sad real life situation

was narrated when wheel-chair bound children were invited to a function in Bulawayo, (Zimbabwe) and they ended being lifted to the upstairs venue of the function as the venue had no ramps.

FGDs with Teachers and School Authorities and Discussion

During FGDs, participants were asked to identify existence of disability friendly infrastructure in their local schools. From all the groups, only one school was mentioned as having infrastructure which is regarded as being inclusive and accessible by disabled learners. This transcends to a mere 13% of all 15 schools sampled. Schools surveyed only had stairs and no other adapted infrastructure. This observation helps to augment facts raised elsewhere in this study that some school authorities turn down prospective disabled learners from their schools citing lack of such facilities.

Results of interviews with teachers of 5 schools in Mutare District

During interviews and FGDs, one school teacher said:

“Schools normally do not put these universal design infrastructures because they do not intent to enrol any students with disabilities as these have their own schools, like School like Chengetai Zimcare Trust and Nzeve Deaf Centre.

This agrees with observations made in Literature Review that Zimbabwe is still at the, “Institutional Level,” where certain schools are reserved for those with a particular disability. The results show that lack of universal design facilities in schools were hindrances to full access to these very facilities for part of a population to whom schools are put up in the first place. This status quo exacerbates the marginalization of children with disabilities in accessing quality education. These results corroborate

with findings from a study conducted by DFID, (2008) which identified poor school environment as one of the challenges facing access of children with special needs.

Interviews with teachers

In interviews teachers were asked whether or not they are willing and able to teach children with disabilities should they be placed in their respective classes? A number of teachers interviewed pointed out that their initial teacher training did not incorporate aspects of special needs education (SNE) and as such, they cannot teach such children if they happen to be enrolled at their schools.

As a result, they would rather avoid accepting and enrolling children with disabilities, since, *“No one in the school will know what to do with these children.”*

One teacher said,

“In some instances, student with hearing impairments need someone who knows Sign Language, equally so, those with Visual Handicap also need to be taught Braille. No one of us here in this school trained in these aspects.”

This researcher was shown a pupil in Grade 5 at the same school who has been in the school from Grade 1, but has not benefited much as she is, *“hard of hearing,”* and no teacher can effectively help her. Year after year, the child moves to the next grade with her classmates even though without having passed that grade’s promotional tests. Such a scenario typifies the existence of some children in the system who are being marginalised,” within the system. “These revelations agree with data obtained earlier on about qualifications of teachers which showed that only a small percentage of teachers indicated to having qualification in special needs education.

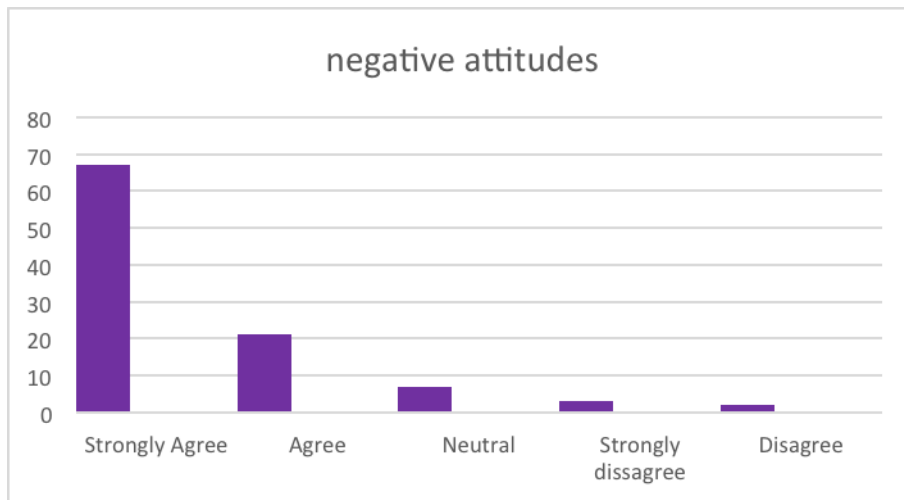


Figure 4.9: Negative Attitudes

Question 5 said that negative societal attitudes which include religious beliefs, culture and stigma contribute to the marginalisation of the disabled. A total of 67% strongly agreed that they contributed, 21% agreed, while 7% remained neutral. In contrast, 3% strongly disagreed while 2% disagreed that negative attitudes had anything to do with marginalisation. The results show that negative attitudes contribute greatly to marginalisation. Save the Children, (2010) in a study in Zimbabwe, concluded that negative attitudes to disability are, arguably, the single biggest barrier to disabled children accessing and benefiting from mainstream education. It is clear that government and society at large do not prioritise the education of those with disabilities. Able Africa, (2010) contend that parents and teachers still reinforce stereotypes expectations for those living with a disability. In support of the above, (Mitchell, 2005), says, an attitude prevails that persons with disabilities are economic liabilities and are therefore of low priority.”

Interviews with children, parents and teachers

During interviews children with disabilities complained of being quarantined in Resource Units, Special Classes and Special schools where they cannot interact with

the so called able bodied others and this eventually pushes them out of school. At school they are made to do, “practical subjects” like knitting, and crocheting while their counter parts do, “academic subjects.” This leads them to be non-competitive later in life on the job markets.

In an interview, a girl lamented that,

“Other students stare at us, jeer at us, ridicule and isolate us. We are ignored and no one likes to play with us, said another girl.

Such sentiments are shared by Gregory et al, (1998), who said that for children who find themselves unacceptable to their peers or in unsatisfactory relationship with their teachers, life in school becomes a punishing experience. Out of embarrassment, those with disabilities end up leaving the school.

4.3.2 Successes and Failures of Current Policies in Eradicating Marginalisation of Children Living with Disabilities in Accessing Education in Mutare District

Introduction

A number of policies and interventions that were put in place by the Zimbabwe government were intended to address issues pertaining to the provision of equitable education to all. Objective two of this study aimed at identifying these various variables in policies and conventions impacting on the eradication of marginalisation of children with disabilities in accessing and completing primary education in Mutare District in Zimbabwe. Policy issues were studied under five sub topics as shown below. Are there any policies in place to regulate education for learners with disabilities?

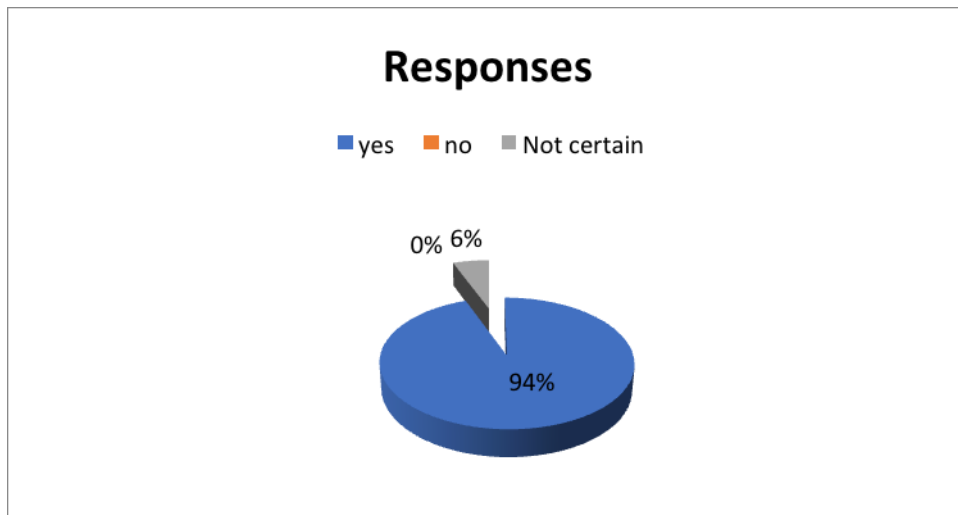


Figure 4.10: Respondents’ responses on availability of policies

As shown above, participants were asked whether or not there are policies to regulate education for children with disabilities. A total of 108 respondents participated of which 102 of them, (94%) affirmed that policies were there, ostensibly to regulate education. None of the respondents answered in the negative, while 6% of them were not certain as to whether or not such pieces of legislation existed.

Table 4.7: Identification of Pieces of Legislation in Place

Type of Legislation	Frequency	Percentages
Children’s Act	5	4.6%
Education Act of 1987	17	15.7%
Zimbabwean Constitution of 2013	6	5.6%
Disabled People’s Act	80	74.1%

When further asked to identify specific policies in place, 5% of them mentioned the Children’s Act, 15.7% the Education Act, (1987), and 6% pointed to the new Zimbabwean National Constitution, (2013). The majority, 80 people, mentioned the

Disabled People's Act, (1992). The results show us that at least people have some ideas as to the existence of legislation, but may not be sure if these are achieving anything.

Table 4.8: Impact of Current Pieces of Legislation to Eradicate Marginalisation

Question	Responses	Frequencies	% ages
Would you consider that existing legislation are achieving their goals/mandate?	Yes, they are	13	12%
	No, they are not	87	81%
	Not certain	8	7%

Asked whether or not current legislation has managed to achieve their mandate to eradicate marginalisation, 81% of respondents said, “no,” while 12% said they are accomplishing their mandate. A total of 7% were not sure as to whether or not they are accomplishing their mandate. It can be deduced that the current legislations have not managed to eradicate marginalisation. This is substantiated by UNESCO, (1997) which opines that current policies and regulations have not been able to address marginalisation.

In agreement with UNESCO, Mpofu, (2004) also mentioned that legislation in our country not only fails to protect the rights of people with disabilities, it often actively discriminates against them. Further, Chitiyo and Wheeler (2004) also concur that policies are there, but the government fails to implement the legislations and policy plans.

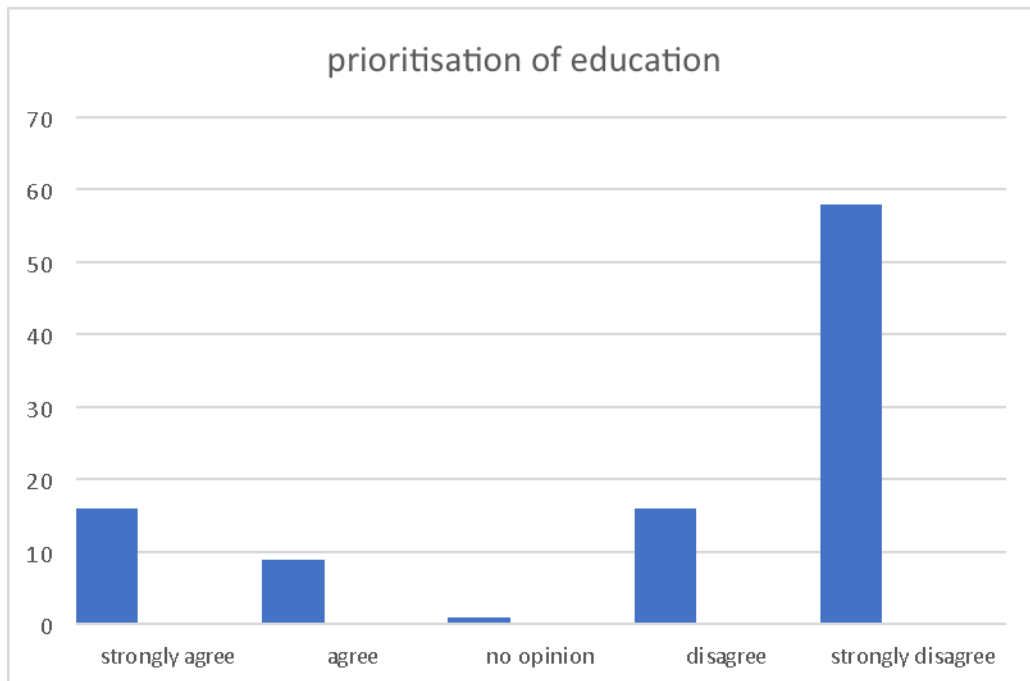


Figure 4.11: Lack of Prioritization on Issues of Disability

Respondents were given the following statement to evaluate, “The Government and Society at large do not prioritize issues pertaining to the rights, education and welfare of the disabled.” Respondents were asked to show their levels of agreement/disagreement to the statement above. Survey results indicate that cumulatively, 76% of respondents strongly felt that government and society do not prioritize education of the disabled children in Zimbabwe. This contrasts to 22% who thought that government is prioritizing the issues pertaining to the education of children with disabilities. Three people, 2% did not express any opinion. What can be deduced from the above is that government has not and continues not to prioritize the education of children with disabilities.

Lack of clear policies, absence of disability friendly infrastructure in schools and continued adherence to the, “Institutional Model,” attest to that reasoning. Responses

made by respondents are substantiated by Mpofu, (2010) in his research in Zimbabwe who concluded that disability issues have low priority within the Government of Zimbabwe, despite the establishment of the National Disability Board and the recent appointment of a Presidential Advisor on disability issues.

Lack of clear policies and guidelines

Participants were asked whether specific and targeted policies were in place to eradicate marginalisation. Results from the discussions on the above question show that current policies are not achieving their mandate mainly due to their lack of clarity and lack of implementation. The results resonate with observations made earlier on by both Mpofu, (2004) and Mavundukure, (2000) that Zimbabwe has no disability specific policies for the provision of education for learners with disabilities.

Respondents further said that the Disabled People's Act provided for compensation for those injured at work. It mandates the Ministry of Labour and Social Welfare to put this into effect. Under it, a Special Disability Adviser to the president was appointed and subsequently a Disability Board was established. However, the Disability Board has not made any recommendations on adaptations to buildings nor to help eradicate marginalisation, it was mainly concerned with compensation of former combatants injured during the armed struggle for Zimbabwe.

4.3.3 Findings on Research Objective 3:

Alternative ways to end the marginalisation of children with disabilities in accessing education in Mutare District.

To children with disabilities, education becomes a powerful weapon to exit the disability – poverty vicious cycle. This is because education is a process which enables them to develop the knowledge, skills, attitudes and values required in becoming active citizens who are engaged in working to support themselves and their families. This is possible if education is inclusive and caters for all age appropriate learners.

The objective of this part of the study is to determine what alternatives can be put in place by different stake holders to make education inclusive and thus accessible to all. The analysis includes independent observations of primary data, examines qualitative and quantitative evidence, and reconciles these with the literature reviewed in this research. Findings are organised under the following headings: Existing status quo, Desirability of IE, how does IE help to end marginalisation and ways for Establishing inclusive systems in education.

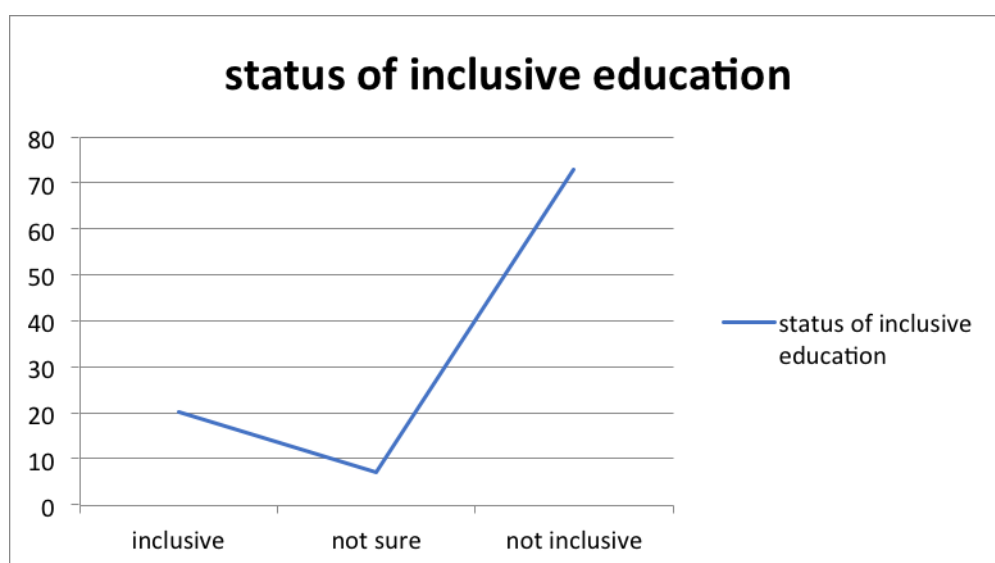


Figure 4.12: Current Status of Education in Mutare District

Question 15 sought to ask respondents their opinions on whether or not inclusive Education existed in schools in the district. The line graph above shows that 74% of respondents indicated that it does not exist, 20% alluded that it existed and 6% expressed no opinion. It can therefore be concluded that Inclusive Education currently is not being practiced in Mutare District. There is rampant proliferation of Special institutions, whilst many disabled children are still kept at home. Current systems are not yet adapted to accommodate the disabled and negative attitudes prevail.

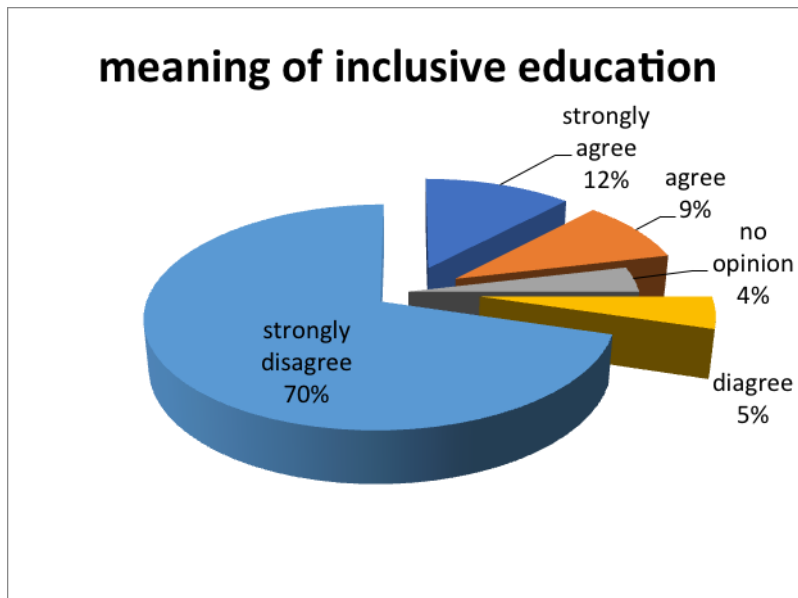


Figure 4.13: Opinions on what nclusive Education is all about

This question item further wanted to establish respondents' ideas on what Inclusive Education is all about. The probe item was, "Inclusive education is all about education for learners with disabilities." Results from table above show that 70% of respondents strongly felt that IE was not only concerned about education for learners with disabilities, another 14 respondents, 12% strongly agreed to the statement, 9 agreed 5% disagreed 4% remained neutral. These results reflect that most people still consider Inclusive Education to be only for learners perceived to have disabilities.

Table 4.9: What Makes Education not to be Inclusive?

Coverage	Frequency	Percentage (%)
Ramps	0	0%
Adapted classrooms	0	0%
Adapted toilet facilities	0	0%
Specially trained teachers	8	57%
Braille Imposer/Equipment	5	36%
Sign Language Facilities	1	7%
Total	14	100%

Table 4.9 shows results on lack of inclusive infrastructure in school. Of the 15 samples schools, the research wanted to find out which of them had equipment which was user friendly to learners with disabilities. Ramps, adapted toilets and classrooms were seen to be lacking in all schools visited. At least a total of 7% of the schools had facilities for children with disabilities, while only 36% of schools had material to cater for visually impaired learners. In terms of teaching staff, 57% of them indicated they had at least one teacher with some orientation in Special Education matters. Interpretations from this table would show us that universally designed environments in schools is lacking. At least knowledgeable staff members are available, but they do not seem to be doing anything on the issues in question.

Follow up question also probed further as to what specifically was lacking in schools to make them inclusive. During FGDs respondents pointed out that existing schools lack basic equipment for learners with disabilities. They gave examples of classes where there are learners with hearing impairment and the only equipment found there were mirrors! Schools were failing to purchase appropriate computers and Braille

machines. All these further alienate the few learners who would have resisted dropping out.

Table 4.10: Aspects which Facilitate an Inclusive School System

Aspects of inclusion	Freq.	%
Increasing the number of Special schools/RU	12	11%
Building entirely new inclusive schools	72	66.7%
Not so sure	5	4.6%
Adapting existing infrastructure to universal design	19	17.6%
Total	108	100%

Table 4.10 shows responses to alternative ways of education, respondents were asked what alternative ways which can be used to help children with disabilities to remain in school and participate? In response to the above question, 72 respondents, 66.7% suggested building of entirely new inclusive schools, 17.6% suggested improving existing infrastructure to universal design as doing this will enable the inclusion of all children without much hindrance. A further 11% opined that the only viable way was to increase the number of Special Classes and Resource Units. This, they argued, will translate in to more learners with disability being absorbed into the school system, albeit, in separate institutions. Only 4% expressed no opinion. These results go a long way to show that people are not yet sure of what is lacking in the system. They consider that what only needs to be done are to increase separate provisions for learners according to their disabilities.

were prompted to discuss to whom they thought Inclusive Education to be good for. The majority 72% said that it was good for children with disabilities. Another 23%

mentioned that it was good for every learner while 5% expressed no opinion. The results shows that most people hold on to the fact that Inclusive Education is all about children with disabilities, and nothing to do with the able bodied ones.

Inclusive education can be useful by improving all current practices, beliefs, methods and infrastructure. Over 96% of respondents strongly agreed to the need for new initiatives to accommodate all learners in the form of Inclusive Education. On the other hand, 3% disagreed with the notion while 1% was not certain. It can be concluded that people feel a wholesome effective implementation of Inclusive Education will help solve marginalisation.

In a follow up question respondents were asked what they considered as the best way to eradicate marginalisation. A total of 65% suggested that this can be achieved by, “Mixing all learners.” On the other hand, 22% respondents pointed out that marginalisation could be ended by creating good special schools for those with disabilities. A total of 13% pointed out that the solution lies in improving current educational systems to make them suitable for all learners. This is the most desirable solution to end marginalisation of the disabled as espoused by both UNESCO, (1994) and Dakar World Education Forum, (2000). Both concur that Inclusive Education is not only concerned with children with disabilities, but it is an approach that looks into how to transform education systems in order to respond to the diversity of learners.

In FGD respondents shared views why they thought marginalisation needed to be eradicated. They pointed out that marginalisation was a violation of human rights, more so, children’s rights. They pointed out that it was against the spirit of Universal

Human rights, (UDHR:1949). This is in line with observations made by UNESCO, (1997), the Dakar World Educational Forum, (2000) and the Convention on the Rights of the Child, (1989). All the above concur that marginalisation is a Human Rights issue as contained in the UDH of 1949.

A follow up question sought to establish respondents' knowledge on Inclusive Education of which 87% replied that it was, "making education good for children with disabilities. Another 10% said it was adapting infrastructure and methods to benefit all learners while 3% said that it was all about creating special classes/units for them. Reading from survey responses above, it showed that most people still think that Inclusive Education has to do with only education for those with disabilities. This runs contrary to the dictates of the Salamanca Statement and Framework for Action (1994) which advocated for adapting regular classes to become inclusive as an effective means of combating discrimination and building an inclusive society.

To whom is Inclusive Education beneficial?

In reply to the question which sought to find out to which groups of learners is inclusive education beneficial. About 86% of respondents alluded that it is beneficial to every one, while only 13% thought it only benefits those students with disabilities. A technical question on how to implement Inclusive Education was asked and respondents pointed out that it can be brought in a number of ways. Some suggested admitting all children to all schools. Others suggested that adaptation of current institutions, infrastructure, teaching methods and attitudes into, "universal design," and to mandate all upcoming buildings to be equally designed before they are passed for public use. Children simply need good, clear and accessible teaching which

includes the use of different methods to respond to children's different needs, capacities and rates of development.

The educators in their discussion agreed that there was a challenge on provision of proper infrastructure in virtually all schools, as the government is struggling to supply education to, "able – bodied," learners, let alone those with disabilities. This is however refuted by Save the children, who pointed out that Inclusive Education has been implemented in some places, "with a modest budget." More so, if learners share the same school, facilities and rooms of learning, then the government would not, "waste," money on one category of learners.

When asked to mention how systems should change to become inclusive, participants pointed out that the current systems can just be adapted to become inclusive. This includes buildings, teaching pedagogues, materials as well as people's attitudes towards the disabled. This concurs with conclusions reach by Save the Children survey which concluded that, "In inclusive education the system is expected to change, not the child." Such thinking is in line with the Philosophy of the Social Model of disability. Emphasis is not that of assimilation, but, "flexibility" in a realistic way of the realities, challenges and limitations inherent in those with disabilities and those without.

Summary on alternative way of ending marginalisation

Data obtained in respect of objective 3 has revealed that in Zimbabwe, education is currently still largely segregated as evidenced by the existence of a parallel education system one catering for those with disabilities and the other for those considered to be

non-disabled. In addition, respondents, backed by several literatures, expressed the need to have a new paradigm shift towards an inclusive education system which will be characterised by adapting and renovating existing system to allow different children to have unfettered entry. Cognisance is made of the stake reality that the system does not need to assimilate those with impairments, but to be flexible and realistic in renovation. The idea of Inclusive education will enable all age appropriate learners to be learning in an adapted learning environment and thus foster a tolerance and growing together which is envisaged not to wane off with age, but rather to be cemented.

Although education for children PWDs has been advocated for, the society needs to raise their expectations and believe that even the PWDs can learn and contribute effectively to their communities. In history throughout the world, the society has portrayed a negative attitude towards PWDs. Such people were viewed as objects of bad omen and were either killed abandoned or offered for sacrifice to appease the gods (Randiki, 2002; Kirk, et. al 2003). Most of these harsh treatments have since been discarded. However a more salient challenge to this practice is attitude and this has remained resistant (Randiki, 2002). People see the disability before the person. This influences them to make their judgment pegged on disability. Several studies have shown that, negative attitude is a major limitation towards inclusion of CWDs in regular schools. Randiki (2002) points out that cultural practice and attitudes cannot be changed without offering alternatives. The most viable alternative is to take these learners to regular schools, support them from there and help them succeed and this then is the essence of Inclusive Education.

Way Forward

Identification of a problem and taking no action is has never been a good option. Many authors would agree with the assertion that it is unethical to do nothing about marginalisation. This hinges on the fact that marginalisation of the disabled is a major human rights, problem, undermining the essence of humanity. A starting point will be the need to ensure all current infrastructural developments in education is inclusive. Shaddock, (2009:87) says, “Leading practice does not strongly support the further development of separate placements for students with a disability, in general.

As the logic supporting separate provision – preparing students to take their place in society by educating them separately - is somewhat elusive as this is not strongly supported by empirical evidence.” Inclusive education has long been identified as the, “missing link,” in as far as education of both those with disabilities and those without. The author wanted to establish if people shared the same opinion on what Inclusive Education is all about.

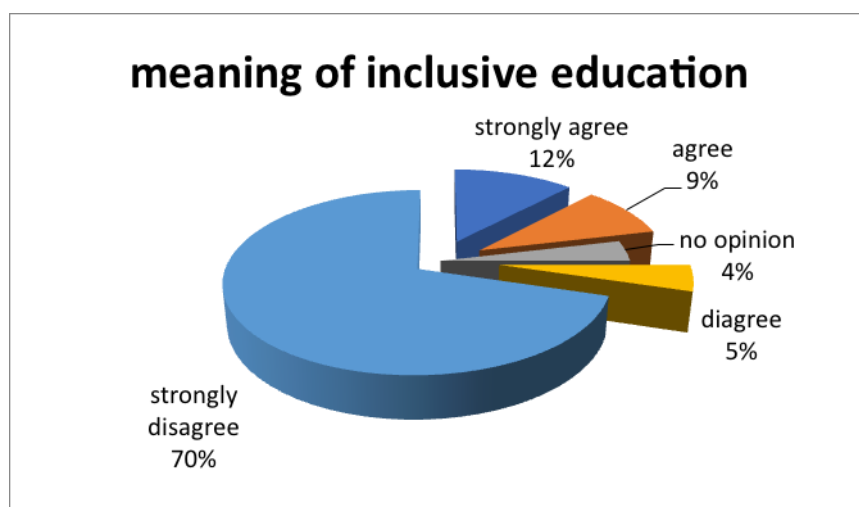


Figure 4.14: What Inclusive Education Means to Different People

A prompt statement to the above figure stated that, “Inclusive Education is set to benefit all learners.” In response to the statement, 70% of respondents strongly disagreed with this notion, 12% strongly agreed and another 9% agreed, 5% disagreed while 4% showed no opinion. The results show that generally, the majority of people are not in favour of placing learners with disabilities in special confinements.

Parents during discussions expressed mixed feelings about their children with disabilities. Some expressed sadness that their children with disabilities are usually, “quarantined in Special institutions where they have no other non- disabled students to interact with. On the other hand, some felt that special institutions were safe for their children. Save the Children, (2010) expresses that placing students with disabilities in places of their own places them in grave danger of being abused by foster adults.

Resource allocation would as well remain skewed against those with disabilities. This is in contrast to opinions from parents who have no children with disability who believed that children with disabilities need to be separated from those with disabilities in order not to, “contaminate” those without disabilities. The same sentiments came from teachers who consider that including learners with disabilities in classes would slow down the learning process. Some of them professed ignorance on how to deal with children with disabilities if they were to be placed in their classrooms.

Lack of inclusive infrastructure and assistive technologies, absence of policy guidelines and negative attitudes continue to dog the education of learners with disabilities. To include these children in the school system is seen as a long overdue need. This was revealed in the research as more than 56% of the teachers strongly

agreed to the point that it is high time society creates adapted schools, conditions and infrastructure that are disability – friendly to facilitate the enrolment of all forms of children in all schools.

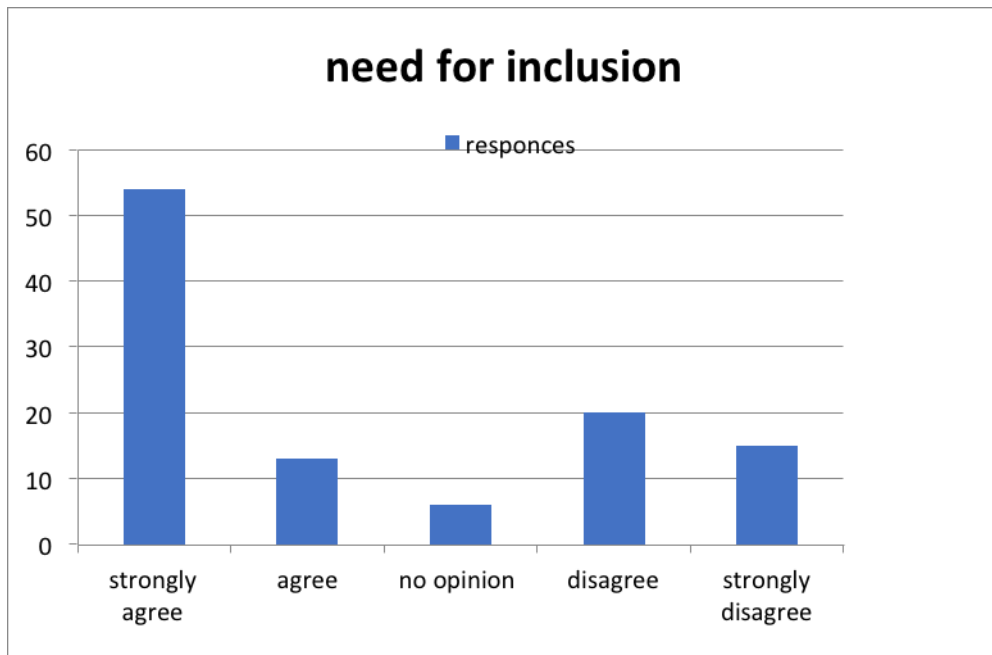


Figure 4.15: Need for Inclusion

During FGDs, it was pointed out that nearly one quarter of children, who drop out of primary school, are those with disabilities. The main reason associated with this problem, lack of inclusive design in schools and in society.

Also some learners with disabilities feel embarrassed to come to school and thus stay at home, but their percentage is considered very low and insignificant. Able Africa says that millions of those who otherwise need education the most, the disabled are missing. Educating those with disabilities will in the long run emancipate them from the time age vicious circle of Disability – Poverty.

Table 4.11: What Needs to be Done to Make Education Inclusive

Participants' Responses	Frequency	Percentage
Building new inclusive schools	12	11%
Improving Special Schools, RUs and S/Classes	7	7%
Not sure	3	2%
Adapting infrastructure to universal design	48	45%
Training more teachers on Inclusive Education	15	14%
Provision of Special equipment to learners	23	21%
Total	108	100%

Why Inclusion is desirable?

Survey results and discussions all point the desirability of the implementation of Inclusive Education as arguably, the only way suitable to end marginalization.

Save the children UK, (2010) views Inclusive Education as a dynamic, evolving process which aims at restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. This view is shared by UNESCO, (2008) which sees Inclusive Education as an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities.

UNESCO, (2009:126) believes that it meets characteristics and learning expectations of the students and communities and eliminates all forms of discrimination. IE acknowledges inherent individual differences among all learners and enables education structures, systems and methodologies to meet the needs of all children. Ultimately, IE promotes an inclusive society. Inclusive education emphasizes flexibility, adaptability and responsiveness to individual needs and accessibility.

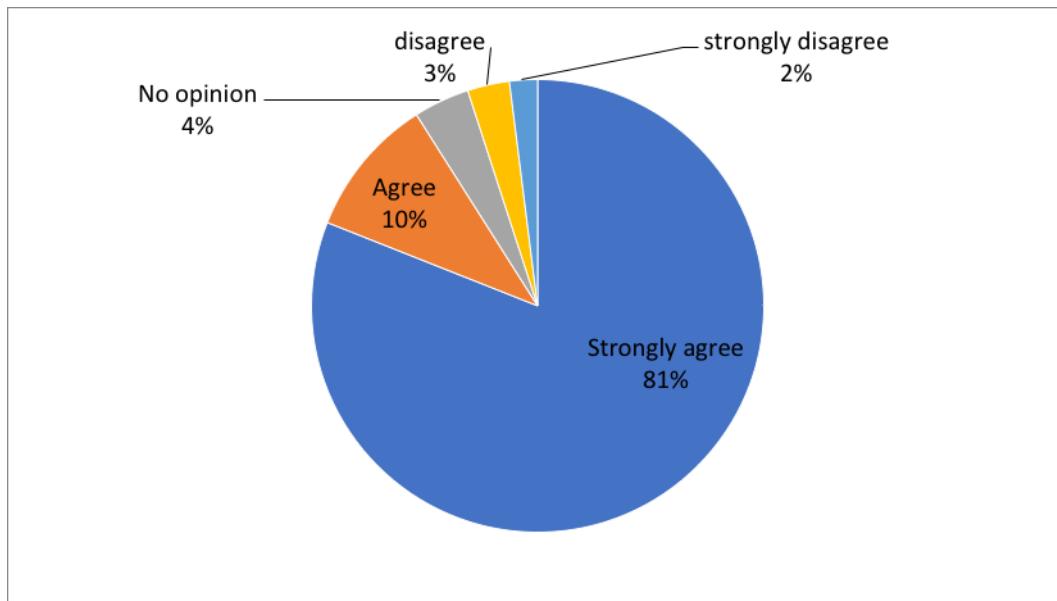


Figure 4.16: Opinions on whom Ultimately Benefits from Inclusive Education

Participants were asked to respond to the statement, “Inclusive Education is set to benefit only those learners with disabilities.” In response to the above question, 2% of participants strongly believed that IE was not for learners with disabilities only. Another 3% also disagreed to the notion, while 4% remained neutral and the majority, 81% strongly agreed. The results help to show that people are still with the opinion that whatever efforts that are being thrust in IE they are only meant for those with disabilities. This mind set negates observations made by (Mitchell, 2010), that, “In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged.” Mitchell goes further to say that Inclusive Education is embedded in a series of contexts, extending from the broad society, through the local community, the family, the school and to the classroom.

During FGDs, respondents showed that the concept of IE still needs time to filter to them and be understood. It was pointed out that society in general need to start

challenging prevailing perceptions and attitudes to children with disabilities, which often present the biggest barrier to disabled children accessing mainstream education. Teachers need to challenge their own assumptions, build their capacity and develop new skills in order to include ALL pupils from the community.

Relying only on Special Education is no longer an option. Special Education is condemned by Save the Children, which says, “Separate education for disabled children has resulted in separate cultures and identities of disabled people, and isolation from their homes and communities. The focus must shift from the individual’s impairments to the social context, a key feature of which should be a unitary education system dedicated to providing quality education for all students. (Oliver, 1996), (a writer and person with a disability), argued that the education system has failed disabled students by not equipping them to exercise their rights and responsibilities as citizens, while the special education system has functioned to exclude them from both the education process and wider social life.

Advocacy for Inclusive Education like (Christensen, 1996), Lipsky and Gartner (1996, 1999) and the UNESCO Salamanca Statement, (1994) argue and assert that IE is a basic human Right and that it revolves around three main arguments. They further argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources. Similarly, other writers asserted that Inclusive Education is a fundamental right, derived from the principle of equity, which, if recognised, would contribute significantly to a democratic society. Skirdmore, (2002) argued that the discourse of inclusion provides an alternative vision of the relationship between education and

society that runs counter to the processes of segregation and differentiation that have dominated the development of mass schooling. A third argument asserts that since there is no clear demarcation between the characteristics of students with and without disabilities, and there is no support for the contention that specific categories of students learn differently, separate provisions for such students cannot be justified (Lipsky and Gartner, 1996, 1999).

In the opinion of (Mitchell, 2005), Inclusive education extends beyond special needs arising from disabilities and includes consideration of other sources of disadvantage and marginalisation, such as gender, poverty, language, ethnicity, and geographic isolation. The complex inter-relationships that exist among these factors and their interactions with disability must also be a focus of attention. Inclusion goes beyond education and should involve consideration of employment, recreation, health and living conditions. It should therefore involve transformations across all government and other agencies at all levels of society.

While many countries seem committed to inclusive education in their rhetoric, and even in their legislation and policies, practices often fall short. Reasons for the policy-practice gap in inclusive education have been revealed as being manifold. These include barriers arising from societal values and beliefs; economic factors; a lack of measures to ensure compliance with policies; the dispersion of responsibility for education; conservative traditions among teachers, teacher educators and educational researchers; parental resistance; lack of skills among teachers; rigid curricula and examination systems; fragile democratic institutions; inadequate educational infrastructures, particularly in rural and remote areas; large class sizes; resistance from

the special education sector (especially special schools); and a top-down introduction of inclusive education without adequate preparation of schools and communities. Inclusive education is embedded in a series of contexts, extending from the broad society, through the local community, the family, the school and to the classroom.

Although no tangible results have been seen on the ground, the United Nations and its agency, UNESCO (1994), have played a significant role in promoting inclusive education. This was in the hosting of different meetings and conventions to map the way the way for ushering in Inclusive Education. This was later reaffirmed by the formation of another body in 2006 for Convention on the Rights of Disabled Persons, which included a significant commitment to inclusive education.

Summary

In recent years, the concept of Inclusive education has now been perceived not only as education for learners with disability, but has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. Advocacy for inclusive education revolves around the issues that inclusive education is a human rights issue, emphasis on inclusion to be on the social context and the development of a unitary education system dedicated to providing quality education for all students.

During interviews and FGDs, participants indicated that negative attitudes come in different forms and at different levels. During FGDs respondents said that most parents do not feel free to bring their children with disabilities to school. At family levels children are hidden from the public and do not go to school.

A parent pointed out that,

“Society does not tolerate the disabled, vanosekwa, uye vanogona kubhinwa. Nokudaro, zvirinane vagare zvavo pamba! This means, “Once exposed to the public, our children are vulnerable to abuse and it is therefore better we stay with our children at home where they are safer and protected.”

Negative attitudes mainly manifest at family, community, school and governmental levels. At the household level, disabled children and their families often develop low self-esteem. Children with disabilities are not seen as humans and often times; they are hidden away from public scrutiny and social interaction which can lead directly to their exclusion from education. This is mainly due to fear, taboo, ignorance and want. At national level they are left behind in budgets and policies, while at school level it manifests in a clear absence of inclusive infrastructure. Overcoming Exclusion through Inclusion indicates that disabled people in Zimbabwe have always been socially disadvantaged and even now many are not accepted into society but are kept hidden by their families. In FGDs, it was pointed out that, “Schools and tertiary education centres are reluctant to take in disabled children. A case in point is in India where Delhi’s up market Vasant Vihar in Tamaha School the residents objected inclusion on the grounds that, *“it would spoil the neighbourhood.*

Interviews

A perspective from the dissertation participants.

These are some insights into the knowledge, attitudes and recommendations people have about the education of learners with disabilities Vis-a-Vis accessibility, policy wise and inclusion. These are the results of interviews done with education officials at district level including School Psychological Services personnel.

Part A

Summary of findings for variable 1 made during FGDs with parents of children with disabilities mainly on: Social Cultural factors contributing to the marginalisation of learners with disabilities in accessing education. (Names used are not real names but codes, to protect anonymity of respondents).

Nelia Nzou, (not real name), a parent of a child with a disability, (cannot walk) during the FGDs remarked,

“As parents of children with disabilities, we are facing a lot of challenges in Zimbabwe. We have no money for school, fees, food and buying wheel chairs for our children. No donors are forth coming to help us; neither is the government doing anything to assist.”

Sekai, another parent also said,

“Hatina mari yekuendesa vana vedu ava kuzvikoro. Meaning, “We have no money to send our children to school. Donors are no longer coming to help our children with disabilities with money for school fees; our government is also not doing anything. We cannot afford to take care of these children and we cannot send them to school.”

Asked further what they then do with their children, Mildred said,

“Vanogara zvavo pamba, kuenda ku chikoro nekusaenda zvakafanana!”

Meaning, whenever they do not get money they always stay at home, as going and not going to school have no difference.

What specific challenges do you face sending your children to school?

George replied, “All other children keep on staring at our children as if they are coming from space. They are given names like, Masascam, mbeveve, or mapofu. So, they do not feel comfortable within the school.”

The implication is that learners are stigmatised, which acts as a push factor from the school system for them.

How have you tried to solve this problem then?

George, *“Well, we only have to send our children to schools where other learners with disabilities are.”*

This explains why there is a proliferation of special schools which are for learners with disabilities. In response to a question, Do you have other children who do not have disabilities, all except on replied in the affirmative. One parent, popularly called Mai Muchi said, *“Ini ndaka sekwa ne denga, vana vangu vose vari 3 vakaremara.”* Meaning, I have had misfortunes, God scorned me by giving me 3 children with disabilities.”

Those with other children who are not disabled were asked how they balance prioritising sending children to school. Most of them said that they will always prioritise those without any disabilities as a way of investment in education. Their argument being that investing on a learner with some serious disabilities was counterproductive as these children will not benefit much from education. One parent Baba Joel actually said, *“Iyeyu Tapiwa angadzidza kuitawo dhokotera!”* Meaning, this child of mine with a disability, do you think a miracle will happen to make him learn and become a medical doctor? This helps us to realise that stigmatisation is not only from outside, even some parents have very low regards about their children with disabilities.

Parent K said, *“We literally carry one child to and fro school on daily basis.”* This is aptly described by Chimedza, (2000), reporting on interview results he had with parents said that carrying of learners to and from service providers was a huge challenge, bearing in mind that they had other chores and duties to do. In his report, Chimedza, (2000) lamented that, that, *“The severity of the disability remains a significant challenge to inclusion in developing countries.”*

Question 1

Mr Dube is another participant sampled for this study because of his role as DEO for Mutare Urban District. He was asked the question, *“In your opinion, are there learners with disabilities in this district and what are the challenges they face in accessing education?”*

“Yes we have numerous children with disabilities in the district. Currently, they do not have sponsorship to support their education as we used to have in the past. Also, payment of BEAM to them from central government has since stopped.”

When asked a further probing question, *“What then do those learners who do not get sponsorship do? The reply was, “Such learners may drop off from school..!”*

When probed further to supply numbers he said he does not have numbers off hand.

From the department of schools psychological services, Mr Tikkor, (Not real name was sampled for this research.” He was asked, *“Are there any learners with disabilities in this district, and, what challenges do they face?”* Mr Tikkor replied,

“There are many learners with different disabilities, not only in this district, but since we work for the province, there are many in the province. The major problems they face include inability to access places at the limited number of Special Education facilities provided in each district. Asked to further elaborate, he said, “Government has

mandated the building or formulation of space in a number of schools to offer facilities for Special Classes and Resource Units for different disabilities.”

In subsequent discussions, he clarified that learners with disabilities are not being accepted at mainstream schools. The Ministry of Education then decided to create special schools, special classes and Resource Units so that learners with disabilities can learn there where there is an assurance of both resources and qualified personnel. Their main challenge is that the demand for placement is huge, but special education schools and classes can only take a small number of learners per year as there are strict low teacher pupil ratios in these special facilities.

Interview with parents on lack of assistive Devices and Poverty

Children with disabilities need assistive devices like wheel chairs, artificial legs, medication, crutches, Braille equipment or Computers with Jaws. During FGDs with 23 parents in 3 separate groups, they pointed out that they have no money to buy assistive devices for their children. Reasons given were lack of money, single parenthood, poverty and prohibitive cost of some assistive devices as parents have other costs to meet like fees, transport, medical and teaching assistants.

“I am a single parent, abandoned by my husband, the money I get from agricultural activities goes towards feeding the family. Another parent explained that her son lost vision when spat on by a snake. The child has since left school as he can no longer see.”

On a visit to a home stay for interviews, the research team met with one girl who was walking on all fours. This child has never walked and the distance to the school cannot allow her to move on all fours. This is compounded by the fact that should that child

go to school in her condition, she will be using the same toilet facilities with the other kids, which becomes a health hazard for her. The mother said that she tried to source from well-wishers to donate a wheel chair to no avail. She also tried to request teachers at the school to stay with her so that she attends school, but this was also not possible. This shows the severity of the situation on disability.

Part B: Summary of findings for objective 2

The second objective of the research was to examine the attitudes of MSM in the use of PrEP to prevent HIV infection.

Summary of findings for variable 2: Policy issues in the provision of special needs education to learners with disabilities.

Question 2

Mr Bande, (alias), was sampled also for his role as the one responsible for profession Administration at provincial level. He was asked, may you kindly take us through the policies governing education for both learners with disabilities and those without.

“Ohh, yaa, there are a number of policies in place to regulate education in Zimbabwe. Our latest National Constitution, (2013) is a good example with clauses on provision of education for those with disabilities and those without. Others are the 1987 Education Act, the DPA, (1992) as well as other international, but domesticated legislation such as the CRC, (1987) and the CRPD.

These findings were also confirmed by the, Choruma, (2010), Chataika, (2010) and UNICEF, (2014) that there are policies in place, but they have not attained their mandates. The then Minister of Social Services was also quoted as saying,

“The government is aware of the plight of learners with disabilities, but currently government has no money.”

These results largely indicate that current legislation has been ineffective in helping LWDs in accessing education and that there is little if any commitment from central government. Mr Bande was further asked, “What can be attributed to the policy failures experienced by government?”

He replied,

“The government has many commitments and may have overlooked the issue of disability. In addition, our partners in the NGO sector are no longer cooperating much as they used to do.” Asked about knowledge on policies and legislation, Elizabeth replied, *“Chokwadi hapana mitemo yatinoziva, takangonzi vana wese kuchikoro, but vedu ava vagere pamba!”* We do not know of any government policies on education, what we only know is that the government wants all children go to school.

In an interview with one of the KIs, Ms. X, (a member of NCDPZ national taskforce member on the rights of people with disabilities) said,

“The situation is bad for learners with disabilities and it is aggravated by lack of a national policy frame work to recognize and respect the rights of persons living with disabilities.”

She, however, urges government to harmonize the United Nations Conventions of Person Living with Disabilities with the new constitution and other laws of the country to improve the lives of the affected disabled persons. She goes on to mention that she encourages government to harmonize the convention with the laws of this country, the new constitution. It is very important because all the rights of the disabled will be observed and respected and get the services we need as disabled persons,” As a result, charges Ms X the lives of the persons living with disabilities in Zimbabwe will continue to worsen also in the absence of proper facilities and systems desperately needed to uplift their live.

Summary

Findings from this research suggest that many people are aware of the discrepancy in access to education between those with disabilities and those without, but it appeared they were not sure of any policies guiding such education.

Way forward and recommendations

Question 3: Looking at what can be done differently in education for the benefit of all

When asked what techniques could be used to ensure all access education equitably, respondents were in agreement that schools needed to adopt an inclusive approach, teachers needed to be better trained to handle the diversity of learners and legislation needed to be specific. Government was encouraged to take its role of ensuring that all and sundry accessed education at schools of their choices as much as possible.

An analysis of objective one has sadly revealed that despite overall increases in school enrolment due to Universal Education drive, children with disabilities continue to be left behind. Survey results and literature show that in 87% of the schools there is a lack of basic inclusive and user friendly infrastructure like ramps, adapted toilets and lowered door and window handles. Teachers confessed that most of them are not trained to teach those with specific disabilities. Most children with mobility problems do not have assistive devices like wheel chairs as parents do not have money to buy these neither is the government coming in to assist.

Pervasive negative attitudes cut across different sectors of society and these contribute immensely to marginalisation. Disability is still viewed with stigma, ridicule and awe by most people. Society still largely show negative attitudes like being bullied,

harassed, jeered at, ridiculed, or teased at school or in the community, leading to withdraw from school. Other children with disabilities were also subjected to physical and sexual abuse. The government does not prioritise the education and rights on children with disabilities. Legislation put in place lacks proper implementation, as it is shrouded in unclear wording and it has basically failed in its mandate to eradicate marginalisation. The vicious cycle of poverty and disability compounds this problem. As long as such beliefs, negligence and callous lack of prioritisation go unchallenged, people with disabilities will remain enslaved in the shackles of subservience and on the periphery of society and development.

How does lack of policies contribute to marginalization of the disabled?

During an interview with school heads one school head pointed out,

“No particular Government Policy specifically mandates school authorities to ensure that all schools are disability friendly.”

This officer went on to explain that an NGO, PLAN, once initiated a project to create, “Child Friendly Schools,” in the district, but the emphasis was on making the environment clean and safe, abolishing Corporal Punishment and to avoid other forms of child abuse. The initiative did not deliberately target those with disabilities.

From questionnaires above, lack of policy guidelines was seen as a major exclusionary factor. The issues were followed up during FGDs and interviews with the results below. All the eight Key Informants sampled mentioned that there are no binding policies in education for the disabled and that the lack of policy on education for disabled children leads to lack of proper recognition of this area.

In addition, there was a lack of resource and budgetary allocation and no mandate on who was responsible for doing what in the provision of equitable education to all.

Key Informant 103, (KI03), pointed out that,

“People do not know what they are entitled to nor will there be laid out measures to be taken should people fail to adhere to set out legislation. Respondent KI03 further pointed out that the responsibility to buy assistive devices is left to individual parents. Grants and subsidies which used to be advanced to schools to cater for the purchase of material for learners with disabilities are no longer coming. Regulation does not compel any one to include disability friendly infrastructure in their schools. Another respondent pointed out that the only available regulations mandates that in government schools, renovations should only be done in consultation with government. The respondent gave a clear contrast to the “ECD Policy,” where through policy, government mandated that each primary school should institute ECD, “A” and ECD, “B” classes and, “overnight” ECD classes mushroomed across the whole country. Teachers’ Colleges and Universities are now also offering different qualifications in that domain.

In summing it up, Huberman, (2005) reiterates that current legislation seem too generic and in addition, suffers from lack of implementation. The status quo can be contrasted with that prevailing in South Africa. The South African Education White Paper, (EWP6: 2001) specifies that, the government must undertake “all reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons.

To that effect, in 2001, the government gave itself 20 years to realize the right to inclusive education across the country, via a national policy known as “Education White Paper 6: Special Needs Education.” MDG, (2010) Report notes that the Zimbabwean Government has enacted some legislation to protect their rights and these include the Disabilities Act and the Constitution which prohibits discrimination.

The Report goes on to say that such laws exist largely on paper, and generally are not enforced. The report also mentions that the Government has not developed the necessary administrative infrastructure for its effective implementation.

Marongwe, (2010) and Mate assert that insufficient or non-existent amounts of human, social, physical and financial capital significantly compounds the exclusion and marginalization of disabled people in the country. The then Zimbabwean Minister of Labour and Social Services admitted that the government underfunded the area of disability. She was quoted by African Renewal, (2010) as saying, “At the moment we have serious financial problems that limit us from adequately addressing the needs of the disabled people, but we are aware of their situation.’

Summary of findings for variable 2 on policy

Survey results, document review, existing literature and Focus Group Discussion results showed that existing policies are generic, lack specificity and are not binding. Policies are largely on paper and are hardly enforced nor implemented unlike the ECD Policy which was promulgated and religiously implemented. People with disabilities are not consulted in policy formulation. All these conspire and run contrary to international accords like the Salamanca Statement and Framework for Action UNESCO, (1994) which pledge and e-affirm unconditional pledge to education for all. In addition, Existing policies were also found to be lacking in clarity and well as suffering from lack of enforcement and thus do not adequately protect the vulnerable children with disabilities to remain in school. These include the National Constitution of Zimbabwe and the DPA.

Chapter 1 of the 2013 National Constitution of Zimbabwe in Section 3 provides for the founding values and principles of the State, one of them being the recognition of the inherent dignity of all people. This implies that all people including those with disabilities must be ensured and protected by the law. This is especially important because it is well documented that PWDs are often marginalised and excluded from activities which are important for personal development and self-worth. A closer analysis of the law shows that it does not contain an unequivocal statement on the recognition of the inherent dignity of PWD. In addition, it does not create a regulatory environment that facilitates participation by PWD in mainstream human economic and social activity like education and many others. It does not openly explain how it will punish abusive conduct against PWD.

Section 22 of the constitution has the national objectives and also gives a litany, (numbers from a up to e) of what the state and state institutions must do to help the PWDs in Zimbabwe. A closer look at Chapter two, this part will show that only physical and mental disabilities are emphasised while other disabilities are mentioned in passing in part b. Part c mandates the state to ensure the accessibility of public places to those with disabilities but does not clarify what exactly has to be done and what penalties for lack of compliancy.

Zimbabwe has special schools for children with disabilities as well as special units for disabled children in mainstream schools. Current thinking on approaches in educating children with disabilities leans towards integration. Putting children in special schools may be unsatisfactory because the expectations for excellence are lower and this may reinforce stigma and discrimination.

Responses from FGDs with DEOs, Social Welfare and Schools Psychological Services on policy. Respondents were asked to substantiate why they would you consider that the policies in place have done little to eradicate marginalisation? In FGDs, participants pointed out to a plethora of reasons as to why they thought these regulations have not achieved their mandate. Foremost, they pointed out that many learners with disabilities are still out of school and preference for education is still being given, to the, “able- bodied,” in most of the cases. There still exist rampant exclusion and marginalization as evidenced by the proliferation of,” Special Institutions,” for different types of disabilities and drop outs of disabled learns. One official from Schools Psychological Services pointed out that,

“There are several Zim Care Trust centres for the Mentally Challenged, Kapota for the Visually Handicapped and several Jairos Jiri centres for those with physical disabilities.”

Participants also mentioned that many school age-going children with disabilities are not in school, while some who go to school eventually fizzle out due to drop out.

FGDs with teachers

What alternatives and techniques can be applied to help learners with disabilities in accessing education equitably?

The last question sought to find out participant’s opinions on how Inclusive education would eradicate marginalisation.

One respondent from the department of Social Welfare said that:

“Inclusive Education as we are learning is desirable as it removes discrimination and treats all learners the same as far as the laws are concerned. It allows as far as possible, to enables disabled and non-disabled to grow, learn and interact with each other, which they will not later on abandon. Another Informant said that it helps to breaks

the disability- poverty cycle. Inclusive education can help overcome discrimination since children under inclusive education are able to interact with disabled children at an early stage. There is a spirit of togetherness and resources are distributed equitably and not to a specific group.”

These observations are in line with those made by Save the Children, (2010) that ultimately Inclusive Education helps to create inclusive societies and it is a human rights issue. If they go to school with disabled children, they will learn not to discriminate – this is a lesson for life and the programme benefits everyone. “The non-disabled benefit from interaction: they learn a lot from disabled children such as social responsibility.” The observation goes on to mention that inclusive education is a strategy contributing towards the ultimate goal of promoting an inclusive society.

CHAPTER FIVE

SUMMARY OF FINDINGS

5.1 Introduction

Chapter 5 gives a summary of the whole study, including major findings from the survey, the literature review based on the socio-cultural factors that lead to the marginalisation of children with disabilities in accessing education in Mutare District. These are followed by discussions of the findings from the three objectives and their theoretical implication to the study. A suggestion is advanced on how best to combat marginalisation. According to Creswell (2004), the intent of chapter five is to present the findings, implications, recommendations for implementation and actions, and to suggest studies for future research based on the result of the study.

Access to primary education and subsequent completion thereof provides the basic skills for survival and further learning at secondary and tertiary level. Unfortunately, children with disabilities, the ones who need education the most, have been found to be missing this opportunity. The data to find out the socio cultural factors which lead to the marginalization of children with disabilities in accessing education was sought using different instruments like FGDs, IDIs, KIIs and Questionnaires. A case study was used for this research and it blended qualitative and quantitative paradigms for the two methods to complement each other. Some authorities as mentioned in chapter 3 recommend “Method Triangulation” basing on the argument that “Some qualitative data can be dealt with in a quantitative way for instance, an idea appearing frequently and it may be feasible to count how often it appears.

5.2 Summary of the Research

The focus of this study was to determine the socio cultural factors which lead to the marginalization of children with disabilities in accessing education in Mutare District. Further, the research sought to find out whether or not current legislation has managed to eradicate marginalization. The third objective sought to advance alternative suggestions which can be adopted to eradicate marginalization. Measures such as Inclusive Education were thus subsequently recommended on the strong belief that overcoming marginalization is clearly part of the commitment to Inclusive Education, Global Monitoring Report, (2009).

This study was precluded by a background which studied the literature on the situation of education for children with disabilities internationally, regionally and in Zimbabwe. Marginalization of children with disabilities in accessing education has been discovered to be a widespread educational problem world-wide and locally according to the background of this study. The literature review and the theoretical frame work to the study were done in chapter two of the study using the Conflict Theory which is based on the ideas of Karl Marx and Weber. This Theory was chosen as it focuses on social inequality and denial of resources, rights, goods and services to those with disabilities and other marginalised populations. The gist of the Conflict Theory is that it concludes by calling for radical changes in education, Levitas et al (2007). It is thus suitable for this study which shares a similar view of bringing radical changes to marginalisation using inclusive education.

The study sought to address three research sub – objectives and three research questions whose thrust is anchored on identification of factors which lead to

marginalization of children with marginalization, finding out whether or not current policies have managed to eradicate marginalization and advancing other ways to combat marginalization. A triangulation of qualitative and quantitative paradigms was used to collect and analyze data, Polit and Hungler, (1991) and this helped the two methods to augment each other.

The research population included teachers, parents, specialists in SNE, education and education officials, personnel from the Department of Social Work and children with disabilities themselves. From this a total number of 108 respondents (N=108) were purposively sampled to participate in this study in line with recommendations made by Cohen and Manion (1989) and Yin (1994) as indicated in chapter 3 of this research. The various instruments used to collect data were coded, structured and pre-tested for easy “Content and Thematic” analysis and to iron out any short comings Flick, (2009).

The data were analysed, presented and discussed, in chapter 4 by making use of frequency tables, graphs and pie charts. In the study gender representation was almost balanced and this helped to make the results not leaned to one gender. The findings revealed that the respondents were sampled from ages of 8 up to 55 years and helped to ensure that views from each age group could as well be captured. Survey data in chapter 4 above revealed that out of 108 respondents, a total of 90 were educated from “O” Level up to Master’s Degree level and this translates to an 83.3% of the total number of people interviewed. Being that educated, the respondents could therefore be considered literate enough and could thus answer Self-Administered Questionnaires unassisted, Muchengeta and Chakuchichi, (2010).

The findings and analysis have incorporated general and cross tabulation analysis primarily on five broad themes forming sections (A to E) as outlined in chapter 4. The research findings confirmed that learning disabilities are present in at least 10 per cent of the population. A total of 95 respondents, (87.9%) strongly agreed to the fact that children with disabilities are not equally accessing education like their non- disabled counter parts. Interviews, questionnaires and FGDs clearly showed that children with disabilities are the worst disadvantaged and experience the most difficult barriers in accessing education. Further, the results depicted in **Table 8 indicate**, as previously summarized, that children with disabilities are facing marginalization in and out of school and that education in Zimbabwe is currently not inclusive.

Overall, the survey results revealed that lack of proper policy guidelines, negative attitudes, poverty, inadequate resources, and lack of political will to craft, implement and monitor good policies in education to cater for all children were seen as the major causes of educational marginalization for children with disabilities. Out dated laws which were used to address disability issues were depicted as being seen as charity issues. This vindicates findings made earlier on by CRPD, (1992) and reported in chapter 4 that the existing institutions have failed to address marginalization.

These findings are consistent with those from a study by Cheshire et al (2007) as mentioned in chapter 2 stating that, “There exist attitudinal, environmental and institutional barriers for disabled learners. Finkelstein, (1980) also noted that related negative attitudes can result in the marginalization of children with disabilities within their families, schools and communities. These findings were consistent with the 24 March 2017 Daily News Report which noted that, “As of now, education in

Zimbabwe is not inclusive and the government is working on modalities to make it so.”

Inadequate Assistive Devices

Objective 1 of this study sought to investigate the social cultural factors which lead to the marginalization of children with disabilities in accessing education. A number of conclusions have been drawn from the results presented in chapter four (4) and which pertain to the first research objective. Survey results from parents interviewed pointed out that they do not have adequate monetary resources to pay for specialized services and assistive devices for their children with disabilities. Failure to buy these results in parents keeping their disabled children at home since some children cannot go to school without wheelchairs. This revelation agrees with observations made by Bruce, (2000) that most children with disabilities need resources like wheel chairs, clutches and medication.” This corroborates findings by Cheshire, (2009) who found out that, “There is inadequate supply of assistive devices to meet the potential demand and existing ones were far too expensive for the large majority of Zimbabweans.

It is Mitchell, (2010)’s opinion that in developing countries, where resources are limited, fewer than 2% of children with disabilities receive any form of education. The government and other partners are not doing their part to augment parents to supply the needed resources. This runs contrary to observations made by Stubbs (2002) that it should be the state’s duty to supply support services at affordable prices including assistive devices for people with disabilities to assist them and increase their independence and participation in educational activities.

Summary of findings for objective 2

An analysis of objective one has sadly revealed that despite overall increases in school enrolment due to Universal Education drive, children with disabilities continue to be left behind. Survey results and literature show that in 87% of the schools there is a lack of basic inclusive and user friendly infrastructure like ramps, adapted toilets and lowered door and window handles. Teachers confessed that most of them are not trained to teach those with specific disabilities. Most children with mobility problems do not have assistive devices like wheel chairs as parents do not have money to buy these neither is the government coming in to assist.

Physical and Psychological inaccessibility of schools

Unfriendly school environments and uncaring teachers would, according to the respondents, cause them to stop sending their children to school. About 67% of parents during FGDs pointed out that their children with disabilities are jeered, stared at and ridiculed and given insulting names at school, (Chapter 4). At times they perform lower than the other students and this reduces the learners to laughing stock. All these coalesce to act as push factors from the school system for these children.

Children may fail in class due to the teachers' failure, inability and unwillingness to teach children with disabilities in their classes, also work as a push factor for children with disabilities to leave school. Mpofu et al, (2011) and Dale, (1996) as cited in chapter four, have also found out those children with disabilities end up dropping out of school if they are continuously facing failure and discouragement. At least only 15% of schools visited seem to have proper inclusive infrastructure. Unfortunately, these happen to be, "Special Schools" only. No public or main stream school was

found to have the proper inclusive design infrastructure in place, and this does not promote enrolment of those with disabilities. The findings of this objective revealed that children with disabilities are being shunned by peers and are being institutionalized where they learn on their own. These children are neglected and are not adequately covered by government educational. Education for children with disabilities is put under the umbrella of the Ministry of Labour and Social Services and not under that of Education. The net results of these ill-treatments is that these children who suffer neglect, ridicule isolation either avoid registering in schools altogether or drop out of school after a short period of time in school. Education is run on separate basis, (mainstream-SEN).

The un-availability of proper inclusive infrastructure in schools was shown to be a problem. It is very important that infrastructure in schools be inclusive as it supports participation of all students whether or not they are disabled, for it is often said that, “An environment which is good for those with disabilities is good for all.”

Attitudinal Problems

The research found out that pervasive negative attitudes cut across different sectors of society and these contribute immensely to marginalisation. Disability is still viewed with stigma, ridicule and awe by most people. Society still largely shows negative attitudes like being bullied, harassed, jeered at, ridiculed or teased at school or in the community, leading to withdraw from school. Other children with disabilities were also subjected to physical and sexual abuse. Some learners with disabilities themselves fear mixing with those without disabilities and would rather go to separate schools for those with disabilities or stay at home all together. Lack of government

prioritisation on disability issues also borders on negative attitudes, (Minister of Labour and Social Services, 2010). The vicious cycle of poverty and disability compounds this problem. As long as such beliefs, negligence and callous lack of prioritisation go unchallenged, people with disabilities will remain enslaved in the shackles of subservience and on the periphery of society and development.

Attitudinal factors on learners with disabilities also include unwillingness by teachers to teach such learners. Findings revealed that some 67.3% of teachers complained of the extra responsibility they face in teaching children with disabilities as well as the fact that they are not trained in Special Needs Education. Further to this and as revealed during FGDs, teachers themselves are seriously demotivated and this boredom transfers to the students, who then drop out of school. Being a mainstream teacher as well as a teacher for children with disabilities, this researcher's strong belief is that teachers do not necessarily need to be specially trained at college to be able to teach or assist children with disabilities. Targeted in-service training may be useful to equip them with basic knowledge on how to help children with disabilities.

As a co-worker with the Schools Psychological Services, (SPS) in Manicaland, this researcher was instrumental in assisting in the opening up of resource units and special classes and in-service training personnel to man these units. More than 82% of the teachers strongly agreed to the point that it is high time society creates adapted schools, conditions and infrastructure that are disability – friendly to facilitate the enrolment of all forms of children in all schools. There is need for improving the quality of the school environment by making it accessible with proper infrastructure and providing assistive technologies.

During group discussions, it was suggested that, if the NGOs and the school community could work together, that could provide our area with the ability to change our own environment. The study also concluded that many school textbooks need to be reviewed along with the periodic curricular reviews in order to deconstruct the marginalisation and stigmatisation, ideologies and stereotypes of those with disabilities. The environments seen by this researcher, fall short of the basic minimum of expectations of the so called, “Child Friendly Schools.” Some children with disabilities would need to walk long distances to reach the nearest schools, and participants expressed helplessness as to what to do to solve such a problem, except, perhaps, establishing Week Day Boarding schools.

The existing policies and conventions in Zimbabwe aim at controlling marginalisation of children with disabilities in accessing and completing primary education.

Major factors on existing policies and conventions in Zimbabwe affecting children with disabilities in accessing education were explored. Equal access to a quality education that is free of charge for children with disabilities and those without: Section 4.4.4 above elicited information to find out if there are any policies for equal accessibility to education and consequences to the breach thereof. Most people interviewed appeared to be unaware of policy provision which prohibits discrimination or refusal to enrol a child on the basis of disability. Those who had said they were denied registration at schools of their choices saw nothing wrong in such actions and took no further action. Those who knew of this policy provision and what measures to take in the event of its breach saw no difference in seeking any solutions as government and schools cited lack of appropriate infrastructure and that is factual.

Lack of policies and programmes: Section 4.4.5 most of the responses were that policies were not known. Some participants were not familiar with other conventions and policies such as The CRC, CRPD, Education Act, (1987), and the 2013 Zimbabwean Constitution. Most respondents only knew of the Disabled People's Act, (1992) which was however more inclined to the interests of the former combatants of the Liberation Struggle to allow for injury compensation. There was ignorance of the existence of a Disability Adviser to the President and his functions. The few who knew the policies could not state the major objectives or their major mandates.

Section 4.4.7 about a (2010 Moe SAC) regulation that called for equal access to schools for all children despite disabilities, allows parents to send their children to schools of their choices. Only school heads and education officer were aware of the regulation and the rest did not know about it. Penalties for not accepting learners with disabilities in school: On whether immediate measures should be taken to prevent dropping out of learners with disabilities from school, an overwhelming majority (90%) of respondents agreed. Many respondents liked this policy, but were not sure as to who would implement it and how. Nearly all FGDs and interviews pointed out to fact that there is no concerted effort among different stake holders in the education of learners with disabilities.

In addition, lack of adequate and truthful data on the actual numbers of those with disabilities is both inadequate and not as reliable. As such, the magnitude of the problem at hand cannot be fully appreciated. This leads to policy invisibility of those with disabilities.

5.3 Discussion

Through this study, the researchers identified images where those with disabilities were treated as second class citizens. This ranged from terms used such as isilema, SASCAM, zvirema, mheta makumbo and other derogatory terms. Teacher attitudes towards the disabled also have a bearing on school drop-out. Teachers need to bring it to the attention of their pupils that despite biases embodied in the curriculum and expressed through school text books, the social behavior, roles and characteristics associated with having impairments, disability is nothing but a product of socialization society has been subjected to. Teachers need to realise that this stereo type needs to be challenged and changed and they have a role to play.

Objective 2 sought to examine if the various legislations currently in place have/have not managed to eradicate educational marginalization of learners with disabilities. In chapter 4, respondents were firstly requested to list legislation they knew to be in place and they listed up to five. MDG, (2010) Report has noted that the Zimbabwean Government has enacted some legislation to protect their rights and these include, “The Disabilities Act and the 2013 National Constitution which prohibits discrimination.” These were however castigated for, “lacking proper implementation, and being shrouded in unclear wording.”

Lack of policy guidelines was one such recurrent factor that was pointed out as bringing marginalisation of those with disabilities. In both FGDs and KI Interviews, participants expressed that current regulations did not protect the rights of children with disabilities in accessing education. Nkoma, (2012) attributes the perpetuation of marginalization to policy gaps and negative attitudes against Children with

Disabilities by parents, teachers and the community. Policies were found not to have achieved their mandate because of lack of clarity, (Mavundukure and Thembani, 2004) and being fragmented, (Skidmore, 2004) Sight Savers, (2009) attributes this to, “lack of political will to implement policies where they exist, and to set up legal backing where they do not exist. “Survey results from policy related issues showed that existing policies are generic and lack specificity and are hardly neither enforced nor implemented. Policies largely exist on paper; they are not implemented, (Chitiyo and Wheeler, 2004). Worse, people with disabilities are not consulted in policy formulation. From the foregoing, it can therefore be safely inferred and concluded laws exist, but they are not disability specific and they are not being implemented nor enforced.

This status quo can be contrasted with that prevailing in South Africa, where through the South African Education White Paper, (EWP6: 2001) government specified what has to be done and through which time frame. Survey results give shows that 77% of respondents say government does not prioritise the issues associated with disability.

This is seen in the lack of clear policies, absence of disability friendly infrastructure in schools and continued adherence to the, “Institutional Model,” when dealing with learners with disabilities. Responses made by respondents are substantiated by Mpofu, (2010) in his research in Zimbabwe who concluded that disability issues have low priority within the Government of Zimbabwe, despite the establishment of the National Disability Board and the recent appointment of a Presidential Advisor on disability issues. (Mate and Marongwe, 2010) and in concurrence with (Africa

Renewal, 2010), admit that there was inadequate allocation of resources and serious underfunding for programs to deal with disability in Zimbabwe.

Objective number 3 assessed the effects of social and cultural factors that lead to marginalization in accessing education by children living with disabilities and how these can be mitigated. The findings of this research have revealed that people with disabilities are facing marginalization in accessing education. They are not yet fully accepted and supported both in the community and in the school systems as revealed by the research. The stigma attached to disability has not been eradicated despite the existence of various legislation and policies in Zimbabwe. Many authors like Riddle et al (2005) and Chataika (2010) concur that mainstream education is still far beyond the reach of many disabled people and that marginalization remains profound. This is mainly attributed to the failure of current strategies and programs which appear to have been largely insufficient or inappropriate with regard to needs of children and youth who are vulnerable to marginalization and exclusion. Education for All Report, (2006) was quoted as saying that marginalization has remained a peripheral concern and progress in eradicating it is only characterized as being, “patchy.”

Discussion

Findings from this research suggest that children with disabilities are greatly affected by a myriad of socio-cultural barriers which militate against their accessibility to education and completing it. Many authors concur that mostly, it is the non-disabled that make it in society. Those with disabilities as seen in 4.1 above are mostly kept indoors, away from public scrutiny, while others are quarantined in the so called special schools where there are no role models and they usually live and learn with

other children who more or less are like themselves. Most respondents attributed this failure to access education to lack of proper assistive devices, lack of policies, poverty, lack of inclusive infrastructure and negative perceptions by society.

5.4 Summary of Major Findings of the Study

A number of observations were drawn from the results of the questionnaires, the interviews, KIIs and Focus Group Discussions held with subjects. These findings are consistent with the Freidlander and Gocke (1985) study mentioned in chapter 2. Both the literature review of this study and the Theoretical Frame work also showed that educational marginalization is rampant in many countries of the world including Zimbabwe. Further, the results depicted in Table 8 indicate, as previously summarized, that children with disabilities are facing marginalization in school and in all facets of life and that education in Zimbabwe is currently not inclusive. These findings were consistent with the 24 March Daily News Report which noted that as of now education in Zimbabwe is not inclusive and the government is working on modalities to make it so.

Alternative way of removing marginalisation

Currently, government has created Special Schools, Resource Units and Special Classes for the disabled learners, UNESCO, (1999) noted that notwithstanding the best intentions, too often the result has been exclusion where education is separate and fails to adequately prepare the children for the realities of life. In FGDs, it was noted that separate schooling is counterproductive in that in life there is no double world for the people with disabilities and those without. Inclusive education should be as it lies in a continuum. It is a Human Rights issues and it ultimately helps to create inclusive

societies. SAVE the Children, (2010) noted that Inclusive Education fosters togetherness and enables resources to be provided, not only to a specific group, but to all learners. It also helps to overcome discrimination since under inclusive education all learners grow up together and those with disabilities and those without are able to interact with each other at an early stage. It is envisaged that they will learn a lesson for life not to learn to discriminate each other and to have a social responsibility towards each other.

While, on the other hand, SCOFF, (2015) raises a ray of hope by mentioning that given a chance, Inclusive education has the potential to transform if not revolutionise education for the betterment of all. This is given in the light that a number of inclusion benefits all and that its implementation is cheaper than running a dualised educational system as is currently the cases in many countries. In addition, a number of countries including South Africa, Swaziland, New Zealand and Canada have implemented different forms of inclusive education which appear to be working, Sanders, (2014).

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study was set out to assess the socio-cultural factors that lead to the marginalisation of children with disabilities in accessing primary education in Mutare District Zimbabwe. It sought to ascertain the various factors with the aim of finding and suggesting possible mitigations. Basing on the survey results and subsequent analysis of data in chapter 5, chapter six now makes concluding remarks on the research problem raised. Some possible useful recommendations based on the data analysed in the previous chapters will be provided in order to help government and other stake holders in the education department eradicate marginalisation of children with disabilities in accessing education. The chapter also intends to provide solutions to the problem as highlighted in chapter one.

6.2 Major findings of the Research and Conclusions

Basing on the findings of this study as derived from the analysed data, obtained from the various sources, (Chapter4), a number of conclusions were reached as will be discussed hereunder. It was established that learners with disabilities in Mutare District were not accessing education equitably in the same way as their non-disabled counter parts. Lack of access to resources, rights and education is tantamount to marginalisation, which (Marion, 1987) refers to as, “The worst type of oppression.” At list five factors were singled out as contributing to marginalisation of children with disabilities in accessing education. These include negative societal attitudes to those with disabilities, lack of clear policy guidelines to regulate education, poverty, lack of

assistive technologies and lack of proper user-friendly infrastructure in schools surveyed.

Poverty among parents of children with disabilities, which is characterised by lack of resources contributed greatly to the educational marginalization of children with disabilities. This is supported by Mitchell, (2010), who says that in developing countries, where resources are limited, fewer than 2% of children with disabilities receive any form of education. This research established that education in Zimbabwe is currently not inclusive as evidenced by the existence of separate education systems for the disabled and for the non-disabled learners. Children with disabilities, who managed to be enrolled in schools, and those without disabilities, were being educated separately. This further supports observations made earlier on by SAVE THE Children, (2010), which says, “Separate education for disabled children has resulted in separate cultures and identities of disabled people, and isolation from their homes and communities.

Discussions with different stake holders and FGDs (Section 5.4.1), yielded the information that children with disabilities were failing to come to school because their guardians do not have money to buy the much needed assistive devices. If left unchallenged, such a scenario as cited above will perpetuate marginalization later in other facets of life, thus maintaining the nefarious status quo. Most schools do not enrol children with disabilities as they claim not to have some, “pre-requisite” resources to teach and or cater for children with disabilities, (4.1.5). In the interviews and participant observations made by the researcher, it was established that only less than 15% of schools have disability friendly infrastructure in place. Further, schools

are neither mandated nor compelled by any policies not to refuse enrolment of children on the basis of disability. Few children with disabilities who attend school do so in separate institutions far from the mainstream schools and facilities.

Another current stumbling block in the education of children with disabilities was seen to be lack of proper local policy guidelines in Inclusive Education in Zimbabwe. This is against the backdrop of the fact that a number of policies on disability and education were found to be in place. Their existence was acknowledged by Chitiyo and Wheeler (2004), Mpofu, (2004) and Mavundukure, (2000). These researchers go on to mention that despite being in place, these policies were not disability specific. An extract from the 1987 Education Act, (Zimbabwe) also admits that currently, there are no, “Disability Specific Policies in Zimbabwe. Because of such lack of policy, no one is certain about what to expect and what measures to take in the event that these mandates are not delivered.

International accords ratified locally, the likes of CRPD and the Salamanca Statement, (1994) were also found to be in place in Zimbabwe to regulate education especially for those with disabilities. These have also been criticised for being neither explicitly nor clear on education for the disabled. SAVE the children, (2010), explicitly concludes, that, “In other words, there is a degree of ambiguity regarding the intentions of both documents with regard to the meaning of inclusion.” Survey results from policy related issues showed that existing policies are generic and lack specificity and are neither implemented nor enforced. It is desirable to have in place effective and innovative education policies since it is proven that they open enormous opportunities for overcoming marginalization, just as flawed policies reinforce disadvantage.

From the foregone, it was therefore safely inferred and concluded that laws exist, but they are not disability specific and they are not being implemented nor enforced. Such a stance is supported by Sight Savers, (2009) cited in chapter 5 above, which reports the main factors leading to marginalization as, “lack of political will to implement policies where they exist, and to set up legal backing where they do not exist.” Nkoma, (2012) attributes the perpetuation of marginalization to policy gaps and negative attitudes against Children with Disabilities by parents, teachers and the community.

Issues to do with education for the disabled are placed under the Ministry of Labour and Social Services, and not under the Ministry of Education. FGDs results, (Section 6.1.3) show that there is little recognition and low prioritisation of issues concerned with education for the disabled. Resource allocation is still skewed towards non-disabled learners as was shown by the Minister of Labour and Social Services, (cited above), who confessed that government had no resources for the disabled sector. If all students were in common mainstream schools, then resources allocated will benefit the school and all its learners, without singling out those with disabilities. Arranging education separately and in parallel systems where we have mainstream and Special Needs Education may easily lead to labelling and or deprivation of resources.

The above citations and observations imply that it is known and documented that a problem exists, but current efforts have not managed to eradicate marginalisation. UNESCO, (2005) as cited in chapter one of this study, noted that current strategies have not been sufficient to meet the needs of the disabled children. Based on the

findings of this research as shown above, it is clear that children with disabilities are being marginalized in accessing education in many ways.

Inclusive Education

Both Literature Review and the theoretical Frame work used in chapter 2 of this study point to the desirability of Inclusive Education as a, “panacea,” to eradicate marginalization. NASCOH, (2010) maintains that marginalization has remained a problem because education is currently not inclusive as children are not being educated together in adapted ordinary schools irrespective their disabilities. Research and discussion showed that inclusion happens to be Human Rights Based Model. It ultimately leads to creation of inclusive societies since able bodied children and children with disabilities under inclusive education are able to interact with each other from an early stage. *SAVE the children, (2010)* emphasises that it fosters togetherness and enables resources to be provided, not only to a specific group, but to all learners. Giving people with disabilities an equitable education helps them to break the disability- poverty cycle since education is rightly perceived as the greatest equaliser.

This study has recommended that Inclusive Education be adopted and implemented in schools as a way of combating marginalization because of the principles it espouses. The principle of inclusive education, which was adopted at the Salamanca World Conference on Special Needs Education (UNESCO, 1994) and was restated at the Dakar World Education Forum (2000) has very important human, economic, social and political reasons it offers. Foremost, it values education as a basic human right, (UDHR: 1949). It strongly supports equality and is against any form of discrimination as also stated in Article 2 of the Convention on the Right of the Child (UN, 1989).

This is aptly summed up by The Salamanca Statement and Framework for Action (1994) which asserts that, “regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.”

Through literature review, this study also established that Inclusive education is a way of revolutionizing the education system in terms of methodology, attitudes, resource allocation, physical environments as well as provision of assistive technologies where it may be needful. It helps age mates to grow together, socialize, and build relations, which may not be broken in adulthood. All these are based on the strong belief that it is the right of the mainstream education system to educate all children together.

The findings of this research revealed that as of now only 15% of schools were deemed to be inclusive and these only happened to be those Special Schools, which currently take only those with disabilities. In order to counter this marginalisation, the study recommended the implementation of Inclusive education in all schools as a Government Policy issue. The process need to be started on a pilot basis and using an Incremental Model with co-operation from all and sundry. Disability and Inclusive Education need to become mainstreamed cross cutting issues at all levels. This calls for concerted effort from all stake holders such as government, donor agencies, parents, organisations for people with disabilities and those with disabilities themselves. Inspiration and guidance can be drawn from such countries which have already committed themselves to implement the same in their respective constituencies.

To sum up, it has been established and consequently concluded that Negative attitudes towards differences and the resulting discrimination and prejudice in the society manifests itself as a serious barrier to accessing education. The curriculum poses its own challenges which further marginalize learners. Physical inaccessibility act as a push factor from schools for learners with mobility challenges, while poverty makes it impossible for parents to supply their children with disabilities with adequate assistive devices. Running two educational systems is more expensive than harmonizing them and running them as one entity.

The respondents indicated that the members of the community, family, colleagues and employers were aware that there is great need to make education inclusive. Further they all concur that for education to be inclusive; there is dire need for attitudinal changes among the general populace. In addition, all infrastructures needed to be made user friendly so that it becomes navigable for both those with disabilities and those without. Assistive devices need to be availed to those who need them so as to facilitate with both mobility and general interaction among learners.

The findings of this research revealed that as of now only 15% of schools were deemed to be inclusive and these only happened to be those Special Schools, which currently take only those with disabilities. To fully realise quality and equitable education for all, the root causes of exclusion must be addressed—in specific contexts, and for specific subpopulations of children highlighted in this Review—and structural barriers dismantled. The Ministry of Education, Arts and Culture is ready to assume both leadership and responsibility in this process and deploy its skills to redress the socio-economic push factors which drive children out of school whilst

recognising that multi-sectoral cooperation with a strong focus on solidarity and shared responsibility is the only sustainable way to achieve these interconnected and transformative goals. Our efforts, streamlined and data driven must be focused on country ownership, empowered communities and joint leadership. Our ability to engage other sectors and deploy context specific pull mechanisms through innovation will determine the rate of our success.

Recommendations on how to end marginalisation

Basing on the data in this study and the conclusions drawn, the following recommendations are therefore being advanced for eradicating marginalization in accessing education for children with disabilities in the district studied and indeed throughout the country:

6.3.1 Government and its Agencies are recommended to:

- (i) Through Policy, government is recommended to give a directive for schools to pilot Inclusive Education through renovating and adapting existing infrastructure to universal designs. Government can take a leaf from Australian example called Building Inclusive Schools, (BIS: 2002) and the UK's Removing barriers to achievement, (2004).
- (ii) Enact and implement anti-discrimination legislation which prohibits practices and actions that directly or indirectly discriminate, segregate and exclude the disabled.

6.3.2 Recommendations for Further Research

A comparative study can be undertaken to document the various success stories of countries that have or are implementing Inclusive Education to guide Zimbabwe.

6.3.3 Recommendations for Practitioners

Teachers already in the field are encourage to under –go in-service training in basic aspects of Inclusive Education like teaching methodology, Sign Language and Braille to equip them with functional knowledge in handling inclusive classes.

6.3.4 Recommendations for Parents of Children with Disabilities and the Community

Parents of children with disabilities are recommended to form support groups for them to share experiences, offer each other solidarity as well as lobby and advocate for favourable policies, rights and resources for those with disabilities. They need to be morally supportive to their children as well as provide needed basic assistance and should desist from hiding them in their homes. Society should be supportive in the creation and maintenance of a barrier free and conducive learning environment for all.

6.3.5 Recommendations to People Living with Disabilities

Through their different affiliate organisations and associations in synergy with NGOs, those with disabilities should lobby and advocate for meaningful policy changes, resource mobilisation and allocation. They should indeed be on different bodies and forums which advocate for the issues to do with disabilities, fulfilling their slogan, “Nothing for us without us!”

6.5.6 The NGOs

- (i) Using their mandates, financial budgets, pledges, and organisational capacities, NGOs are strongly encouraged to spearhead advocacy and lobbying for rights,

education and resources for people with disabilities through mounting up workshops, in-service training and refresher courses for different stake holders in education.

- (ii) They should be in the forefront to mainstream disability and champion implementation of Inclusive Education.
- (iii) Additionally, NGOs can channel funds towards renovating existing schools to universal design, acquisition of assistive technologies for needy learners.
- (iv) Conducting baseline surveys on people with disabilities in order to ascertain their actual numbers so as to remove the current, “paucity of data,” and policy invisibility.

6.6 Conclusion

This study focused on the socio-cultural factors that lead to the marginalisation of children with disabilities in accessing education in Mutare District of Zimbabwe. In view of the above findings the study here by makes a number of conclusions. Five socio - cultural factors were found to be bringing about marginalisation of the disabled in accessing education. These factors included negative societal attitudes towards those with disabilities, lack of proper policy guidelines from central government to stir meaningful educational provision for the learners with disabilities, absence of inclusive infrastructure in 85% of schools and lack of financial means to buy assistive technologies by parents of children with disabilities.

6.7 Summary of Chapter 6

The objective was to find out the socio cultural factors which contribute to the marginalisation of children with disability in accessing education. Five factors were

established as being responsible for bringing about the marginalisation of learners with disabilities in accessing and benefiting from education. It has been established and concluded that marginalization of children with disabilities is really an issue of concern and needs urgent attention. This was because there exists two separate systems of education, the mainstream and special needs education. This study recommended that inclusive education be instituted to eradicate marginalisation since it is a human rights model and it allows children to grow up and attend school together.

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APPENDICES

Appendix I: Self-administered Questionnaire to be completed by male and female teachers in sampled schools in Mutare District in Manicaland province of Zimbabwe

Good morning! My name is Moses Zinahwa, a student of the Open University of Tanzania (OUT) studying for a Masters of Arts Degree in Social Work. I am carrying out a research entitled: **an investigation into Socio- Cultural Factors which lead to the marginalization of children with disabilities in accessing education in Mutare District of Zimbabwe** and I have developed the questionnaire given below. You have been identified as key in this process and I am kindly requesting your voluntary participation in this study. Confidentiality of the information you will provide will be maintained as well as anonymity of your identity.

Instructions on how to complete or fill the Questionnaire:

Kindly first carefully read and understand each question before attempting to answer it. For the first and last questions, you are kindly required to answer them in full by filling in the blank spaces provided. For all the other questions please kindly first carefully read each one of them and then answer by putting an **X** in the **BOX** to the right hand side of the response that best represents your views. The questions require you to answer what you think about socio-cultural factors that lead to the marginalisation of children with disabilities in accessing and completing primary education in Mutare district in Zimbabwe and is in 4 sections. Please answer **ALL** questions as it is important for us to have complete information from each individual or institution.

SECTION A: DEMOGRAPHIC DATA

(1). Name of your institution/school: -----District----- Province-----

Date: -

(2). What is your Gender? a). Male ☐ b). Female ☐ c). Not willing to say ☐

(3). What is your age group? a). 18-35 years ☐ b). 36-50 years ☐ c). >51 years ☐

4). Length of time working with the disabled a). 9 ☐ c). 16 – 24 ☐ d). Above 25 ☐

5). Your highest professional qualification: a).CE ☐ b).DE ☐ c).BSc/B. Ed
c) Masters

6).You normally work with (a). Infant classes' ☐ junior classes ☐ children with
disabilities

(7) Your institution is: a) Special Sch ☐ b). Main s ☐ am school
c).Dist/Provincial Office

FOR OFFICE USE ONLY (please do not fill in this particular table)			
<i>Date of completion of questionnaire</i>	<i>DAY</i>	<i>MM</i>	<i>YY</i>
<i>Name and signature of Fieldworker</i>			
<i>Date Captured/transcribed</i>	<i>DAY</i>	<i>MM</i>	<i>YY</i>
<i>Name of place where data was collected</i>			

SECTION B

Theme: Social - Cultural Factors leading to marginalisation of children with disabilities.

OBJECTIVE No 1: To identify social and cultural factors that contributes to the marginalisation of Children Living with Disabilities in accessing education in Mutare District of Zimbabwe.

Research Question Number 1: What are the Socio-cultural factors driving educational marginalisation of children living with disabilities in Zimbabwe?

(8).As a teacher, what is your understanding of disability? a).Mental illness ☐ b).
Having significant impair ☐ ents c). being a curse from G ☐

(9). Do you know of /work with children with disabilities? b). Yes ☐ No ☐

(10). The most common disabilities in the school is: Physical ☐ nsory ☐ ne ☐
Intellectual ☐

(11) In schools around here which category of children has better access to education in general? (a). all children ☐ (b) those with disabilities ☐ (c).those without disabilities ☐

(12). In your opinion, most children with disabilities are in

(a). ordinary schools ☐ (b) at home ☐ (c) special schools and institutions ☐ (c) Not so sure ☐

(13) Why do you think these children with disabilities are where they are?

(a) There are no resources for them ☐ (b) Policies do not clarify where they should be ☐ (c) their education is never prioritised ☐

(14). Most disabled children who attend school do so at

(a)Special schools ☐ (b) Mainstream school ☐ (c) main schools with special classes/Units ☐

(15).Why do you think these children attend those particular schools at the moment?

- (a) The school is reserved for children with disabilities ☐
- (b) other schools do not have facilities for disabled children ☐
- (c) It was through a recommendation ☐
- (d) the parents chose that school ☐
- (e) it is the school nearest to the child's home ☐

(16).Your school and others in this district lack basic inclusive infrastructure to cater for all children. (a) Strongly agree ☐ (b) agree ☐ (c) disagree ☐ (e) strongly disagree ☐

(17) The major problem why children with disabilities are seen as being marginalized in accessing education in our school and the other schools is.....

a). lack of proper policy guidelines ☐ b) Poverty among parents of disabled children ☐
c).Lack of proper assistive devices and infrastructure ☐

(18).As a teacher, what do you think is the major reason why children with

disabilities are not given equal opportunities to go to school like all other children?

- a). Policies do not give much emphasis for the education of the disabled ☐
- b). There are no enough resources for the disabled to be send to school ☐
- c). Schools do not have appropriate infrastructure for the disabled ☐
- d). There are no enough teachers for children with disabilities ☐

(19). From your teaching experience, if a parent happens not to have enough money but has one child without a disability and one with a disability, which one would they prioritize sending to school first?

- a). I am not sure ☐
- b). The one without a disability ☐
- c). The one with a disability ☐

(20). As teachers, if there are children with disabilities in your classes, do you think that most teachers will be able and willing to teach them effectively?

- a). No, they are not specially trained to teach them ☐
- b). No, they prefer that such children be send to special schools ☐
- c). Yes, they are willing to adjust in order to teach them ☐
- d). No, they do not have the time and resources ☐

(21). Why children with disabilities are mostly educated on their own in special schools? ☐

- a). Such Special Schools are better resourced to cater for them ☐
- b). For them to learn with others with a similar disability ☐
- c). Their parents prefer to send them there ☐
- d). Disabled children are safer in Special Institutions ☐

SECTION B

Theme: Successes/Failure of current Policies.

(22). From the pieces of legislation below, can you tick all those which seek to address issues of education for the disabled?

- a). Children's Act ☐
- b). The Zimbabwean Constitution of 2013 ☐
- c). Disabled People's Act ☐
- d). The 1987 Education Act ☐

(23) Would you consider that the legislations are achieving their mandate? Yes ☐ No ☐

(24). If policies are not achieving their intended goals, what could be the major challenge? ☐

- a). Those responsible for implementing are not conversant with the policies ☐
- b). No money to implement the policies ☐
- c). Lack of clarity on the existing policies ☐

(25). Why would you think that the policies and Acts have not achieved much?

- a. Marginalization of the disabled is still rampant ☐
- b. There are fewer special schools ☐
- c. Policies not followed ☐

SECTION C

Theme: Alternative measures or policies that can be used to end marginalisation.

(26). What type of education do you think is currently being offered in schools?

- a). Inclusive Education ☐ b). Segregated Education ☐ c). I am not sure ☐

(27) Do you support the idea that new approaches are needed to help eradicate educational marginalization for the disabled? ☐ a). Yes ☐ b). No ☐ c). Not certain ☐

(28).What new approaches would you advocate for?

a).Special schools and Units b) Inclusive Education ☐ c).mixing all children ☐

(29) Some people consider that Inclusive Education is the answer to the current injustice perpetrated to children with disabilities in accessing education, what is your view?

a). strongly agree ☐ b).Strongly disagree ☐ c). I have no comment ☐

(30). What would you consider Inclusive Education to be?

a).adaptation of education methods and infrastructure and attitudes ☐

b).making education good for children with disabilities ☐

c).helping teachers ☐

If there is any other information you would like to share with us on the Marginalisation of children with disabilities in accessing education in Mutare District kindly feel free to write it here under:

This is the end of the exercise and thank you for taking your time to respond to this questionnaire

For any queries or questions kindly contact 0773503929 or moseszinahwa@gmail.com

APPENDIX B:

Self-administered Likert scales for Key Informants (DEOs, Schools Psychological Services (SPS), Department of Social Welfare Staff and Special Education Teachers.

My name is Moses Zinahwa, studying for a Masters of Social Work degree with the Open University of Tanzania. I am carrying out a research entitled: an investigation into Socio- Cultural Factors which lead to the marginalization of children with disabilities in accessing education in Zimbabwe. You have been identified as key in this process and I am kindly requesting your participation in the study. Confidentiality of the information you will provide will be maintained as well as anonymity of your identity.

Instructions on how to complete or fill the Questionnaire:

This questionnaire consists of two types of questions with some requiring you to select an answer from the given options and some asking you to write statements. Most of the questions require you to select an option that best represents your view. The questions require you to answer what you think about socio-cultural factors that lead to the marginalisation of children with disabilities in accessing and completing primary education in Mutare district in Zimbabwe.

For such questions please kindly answer by putting an **X** in the **BOX** to the right hand side of the response that best represents your views. The first and last responses require you to write your answers and **NOT** to tick. Please read each statement carefully before answering it. Please answer **ALL** questions as it is important for us to have complete information for each individual or institution.

SECTION A: DEMOGRAPHIC DATA

1. Name of your institution/school: -----District----- Province-----
 --- Date: --- ☐ ☐

2. What is your Gender? a). Male ☐ b). Female ☐ c). Not willing to say ☐
3. What is your age group? a). 18-35 years ☐ b). 36-50years ☐ c). >51 years ☐
4. Length of time working with the disabled a). 0-8 ☐ b). 9 – 15 ☐ c). 16 – 24 ☐
d). Above 25
5. Your highest professional qualification (a). CE ☐ (b) ☐ DE (c).
BSc/B.Ed. ☐ Masters
6. You normally work with (a). teachers ☐ b). Parents of CWDs ☐ c) ☐ children
with disabilities
- (7) Your institution is: a) Special School ☐ b). Main stream school
c). Dist/Provincial Office ☐

Date of Interview	Day://
Name and signature of Interviewer	
Name of the District and Province	
School name and type: (Main stream or	

SECTION B

NO	TYPE OF QUESTION	SA	A	N/O	DIS/AG
OBJECTIVE 1: Identify variables which contribute to teacher absenteeism in Namibia in general					
1	The Region is facing a serious problem of teacher absenteeism				

2	The Region is adversely affected by teacher absenteeism in schools				
5	Negative societal attitudes greatly hinder access to education for children with disabilities.				
6	According to my observation, children with disabilities in this school/District are mostly being educated separately in Special schools, Special Classes and Resource Units.				
7	Most teachers in this school/District have negative attitudes towards the inclusion of children with disabilities in schools.				
8	Poverty among parents is the greatest number one (1) challenge affecting children with disabilities in accessing education in this district.				
9	There is an acute absence of disability friendly infrastructure in all schools and public places in this district.				
10	The government and society at large do not prioritize issues pertaining to the rights, welfare and education of the disabled.				
11	Educational marginalisation of disabled children is a big concern in this district/school.				
12	Most parents of non – disabled children do not like their children learning together with the disabled.				
13	Many people believe that disability is contagious and would not want their non-disabled children to learn with or befriend those with disabilities.				

14	Only children without disabilities should be sent to school as sending those with disabilities is a sheer waste of money and resources.				
15	Disabled children should be sent to specialist doctors rather than to school.				
OBJECTIVE 2: Examine if the various legislations currently in place have managed to eradicate educational marginalization of learners with disabilities.					
16	Rights and education for disabled children are strongly protected by law in Zimbabwe.				
17	Children with disabilities are always treated differently from those without disabilities				
18	Disability specific policies are there, but most people are not aware of their existence.				
19	Current Policies on issues of education for disabled people are clear and easy to follow.				
20	At least a minimum of 3 teachers are always absent from the school on any given day				
21	Most teachers absent themselves from work due to health reasons				
	There is a discernible pattern of teacher absenteeism in schools				
	Only particular teachers are always absent from duty.				
22	Teachers absent themselves from schools because of unknown reasons.				
	Teachers who are absent are always replaced and there is				

	no disturbance to learning.				
	When teachers are absent, no one is assigned to take their work load				
	If a particular teacher is absent, the learners will spend idle time outside doing nothing				
	Teacher absenteeism can be reduced by firing errant teachers				
	Lack of proper management is the main contributing factor to teacher absenteeism in secondary schools				
	Teachers who are absent are always forgiven by the school authorities				
	Each school has appropriate profomas to accurately record teachers' attendance history				
	SECTION C: Objective 3: To assess alternative ways by which the socio – cultural factors contributing to the marginalisation of children with disabilities can be reversed to make education more accessible to all children.				
23	There is urgent need to find an alternative Human Rights oriented Policy like Inclusive Education as a way to end marginalization of children with disabilities.				
24	Inclusive Education is all about adapting attitudes, policies, methods and infrastructures in order to benefit all children.				
25	Inclusive Education is currently being implemented in Zimbabwe				
26	All children can benefit from Inclusive Education if it is implemented well.				

27	Inclusive Education is education meant to benefit those with disabilities only.				
28	Inclusive Education can be effectively implemented in all schools in Zimbabwe .				

If there is any other information you would like to share with us on the Marginalisation of children in accessing education in Mutare District kindly feel free to write it here under.

END OF DISCUSSION AND THANK YOU FOR YOUR COOPERATION!

For any further queries or questions, kindly contact me at 0773503929 or on my e mail:

moseszinahwa@gmail.com

APPENDIX C

Focus Group Discussions (FGDs) question guide for school heads from Chengetai, Chigodora, Chikanga, Masasi, and Murare Schools in Mutare District of Zimbabwe.

Introduction

Good morning/afternoon. My name is Moses Zinahwa a student for Master of Arts Social Work degree with the Open University of Tanzania. The aim of my study is to find out social and cultural factors which lead to the marginalisation of children with disabilities in accessing education in Mutare District. You have been identified as key in this study and therefore you are kindly being requested to participate in this research by participating in the discussion. Your identity shall be kept anonymous and you retain the right to withdraw from participating in this exercise should a reason to do so arises. Everything you shall say will be treated in confidentiality and the information will only be used for reporting purposes. No negative repercussions are envisaged to result to you or anyone for providing information in the study. We thank you and appreciate your willingness to agree to be part of the focus group. I hope you will not mind me recording our conversations as this will help us capture accurate data and later present the right information. The discussion is likely to take at least 1 hour.

Do you have any questions? If you consent to having this interview we may begin.

(1).Name of School: (2) Type of School: (3) District:
.....

(4) Province: (5) Your Gender: (6)Your Highest
Qualification:

(7) Your age in Years: (8) Length of your working experience:
.....

Date of Interview	Day:.....//
Name and signature of Interviewer	
Name of the District and Province	
Name of the School (Main stream or Special)	
Time : Start Time and end time	FromHrs toHrs
Group interviewed (Tick)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Disaggregation of participants by Gender	Males <input type="checkbox"/> + Females <input type="checkbox"/> Total <input type="checkbox"/>

Section A

Theme: Socio Cultural drivers of educational margination of children with disabilities.

KEY QUESTION 1

1. What is the situation of socio-cultural factors on disabled children's accessing and completing primary education in Mutare District?

1. Would you share challenges, if any, children with disabilities in your school's catchment area would face in accessing education in the schools?
2. What in your opinion are the social, educational and cultural factors which can bring about marginalisation of children with disabilities in general?
3. In the schools around here, what barriers and opportunities prevent or enable disabled children accessing and completing primary education as compared to non- disabled ones?
4. What challenges do you consider as limiting access to educational, social amenities and social life among children with disabilities in schools in this community?

KEY QUESTION 2

2. What are community attitudes about children with disabilities being in school and

how are they different from attitudes about those without disabilities?

- a. How does the education system, including infrastructure, policies, teaching materials, curriculum design and teacher training perpetuate harmful norms and relationships which can hinder access to education for children with disabilities ?
- b. Can you discuss what you consider as the differences in how children with disabilities and those without are treated in schools? Can you explain the reasons for these difficulties?
- c. Explain experiences children with disabilities will face from families, peers, the school and the community with regards to education or social life in comparison with those without disabilities.
- d. In which ways do teachers and other school children relate with those with disabilities? Do teachers readily accept to teach children with disabilities? Do parents give same treatment and opportunities for able bodied and disabled children? How do other school children react to those with disabilities if they happen to be in the same class?

SECTION 2

Theme: Successes/Failures of existing policies on disability.

Key question 3: What barriers or opportunities can prevent or enable access to educational facilities for children with disabilities in Mutare District?

- a. What steps, if any, have you or someone in your household/community taken to solve the problems faced by children with disabilities in accessing education in this area?
- b. In which ways are children with disabilities treated by existing policies and in the school system in general, how readily acceptable are they in schools?
- c. Are you aware of any Government mechanisms, policies or Acts specifically tailored to facilitate children with disabilities to access education and to protect them from marginalisation in Zimbabwe? Would you kindly share any such Policies or Legislation?

- d. Would you discuss if existing Disability Policies or Acts are addressing or failing to address the issue of marginalization of children living with disabilities.
- e. Over the past years, has there been any attempts to try and address these difficulties and how successful were these attempts?

SECTION C

Theme: Alternative ways of eradicating the marginalisation of children with disabilities in accessing education.

- a. How prevalent would you think is the problem of marginalisation of children with disabilities in your schools and would you consider an intervention necessary?
- b. In your view, which new alternative policies, strategies, methods and approaches do you think should be put in place to effectively eradicate marginalisation of the disabled?
- c. What should different stake holders like Government, NGOs, Parents and the school system do differently to eradicate marginalisation?
- d. May you explain why/why not you would strongly recommend/not recommend the application of Inclusive Education as a possible alternative to eradicate marginalisation of learners with disabilities in schools?
- e. Whom would you think is ultimately set to benefit from Inclusive Education if it is embraced seriously and properly?

Question 5: {Closure} If there is something else you would like to share with us on the topic on socio-cultural factors that lead to the marginalisation of children with disabilities in accessing and completing primary education in this area, kindly do so before we close the discussion.

This is the end of our group discussion. Thank you so much for taking your time to participate in this discussion.

Appendix D: FGD number 2 for male and female Parents/Guardians of children with disabilities at Chengetai Zimcare Trust Special School and Chikanga HI Unity in Mutare District

1. Name of your Suburb: (2) District: (3) Province:
- (4) What is your Gender: Male ☐ Female ☐ (5) Age ☐ years ☐ (6) Qualification.....
- (7) Your occupation is? House wife ☐ Self-employed ☐ Teacher ☐ Nurse ☐ Soldier ☐

FOR OFFICE USE ONLY. DO NOT FILL IN ANYTHING IN THIS TABLE	
Date of Interview	Day:.....//
Name and signature of Interviewer	
Name of the District and Province	
Name of the School (Main stream or	
Time : Start Time and end time	FromHrs toHrs
Group interviewed (Tick)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Disaggregation of participants by	Males <input type="checkbox"/> + Females <input type="checkbox"/> Total <input type="checkbox"/>

Section A

OBJECTIVE No 1: To identify social and cultural factors that contribute to the marginalisation of Children Living with Disabilities in accessing education in Mutare District of Zimbabwe.

- Would you share challenges, if any your children with disabilities in this area would face in accessing education in schools?
- In this Village, what barriers and opportunities prevent or enable your children with disabilities in accessing and completing primary education as compared to non-disabled ones?
- What challenges do you consider as limiting access to educational, social amenities and social life among children with disabilities in your communities and school

- d. What are the circumstances or conditions at home, within the school system and the community at large that can hinder children with disabilities in accessing education on equal terms with the others?

KEY QUESTION 2

What are community attitudes about children with disabilities being in school and how are they different from attitudes about those without disabilities?

Can you discuss what you consider as the differences in how children with disabilities and those without are treated in the communities, by peers and at schools? Can you explain the reasons for these differences ?

- a. Do children with disabilities readily get vacancies at schools of their choices or do they go to specific schools/stay at home ? Why is the situation like that?
- b. Explain experiences children with disabilities will face from other parents, children, families, peers, the school and the community with regards to education or social life in comparison with those without disabilities
- c. Do children with disabilities and those without attend the same schools and classes?
- d. Do parents give children with disabilities and those without get the same priority and opportunities in accessing education?
- e. Which children , between those with disabilities and those without , are mostly at home without being sent to school?

SECTION 2

OBJECTIVE 2: Failure and successes of current measures

Key question 3

What barriers and or opportunities can prevent or enable access to educational facilities for children with disabilities in Mutare District?

- a. What steps, if any, have you or someone in your household/community taken to solve the problems faced by children with disabilities in accessing education in this area?

- b. In which way are children with disabilities treated by existing policies and in the school system in general, how readily acceptable are they in schools?
- c. Are you aware of any Government mechanisms, policies or Acts specifically tailored to facilitate children with disabilities to access education and to protect them from marginalisation in Zimbabwe? Would you kindly share any such Policies or Legislation?
- d. Would you discuss if existing Disability Policies or Acts are addressing or failing to address the issue of marginalization of children living with disabilities.
- e. Over the past years, has there been any attempts to try and address these difficulties and how successful were these attempts?

SECTION C:

OBJECTIVE 3: Assess alternative ways by which the socio – cultural factors contributing to the marginalisation of children with disabilities can be reversed to make education more accessible to all children.

KEY QUESTION 4: What educational environment do you, as parents for children with disabilities suggest should cater for children living with disabilities in schools?

1.If the marginalisation of children with disabilities in accessing and completing primary education in this area is to end, what could different stake holders like NGOs, Government, parents and the community at large do to improve the situation?

- a. In your view, which new alternative policies, strategies, methods and approaches do you think should be put in place to effectively eradicate marginalisation of the disabled?
- b. In your opinion, do you consider that Inclusive Education is being delivered in schools currently? If not in which way do you think the concept of inclusive education can help end marginalisation of children with disabilities in accessing education?

- c. In what ways do you think initiatives like Inclusive Education can help both the disabled and non-disabled children to access education in a better way alongside each other?

Question 5: { Closure } We have now come to the end of this exercise.

Thank you very much for coming to this meeting and sharing your views with us!

Appendix E: Focus Group Discussions Interview Guide for children with disabilities at Chikanga (HI) Unity and Chengetai Special School in Mutare District

About Your School

1. What is the name of your school
2. In which District is your School?
3. In which Province is your school Manicaland Midlands Mashonaland
4. What is the type of your school? Special Main Stream Private Mixed

ABOUT YOURSELF

5. What is your gender? (a). Male (b). Female
6. How old are you? _____years old
7. In what grade/class are you in? Grade --- HI Unit- (c) MR---- Special----
8. With whom do you stay? Mother Father Grandparent Both parents Relative
9. What is the main occupation of you guardian? Teacher Nurse Farmer business dealer Unemployed

FOR OFFICE USE ONLY. DO NOT FILL IN ANYTHING IN THIS TABLE

Date of Interview	Day:.....//
Name and signature of Interviewer	
Name of the District and Province	
Name of the School (Main stream	
Time : Start Time and end time	FromHrs toHrs
Group interviewed (Tick)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Disaggregation of participants by	Males <input type="checkbox"/> + Females <input type="checkbox"/> Total <input type="checkbox"/>

SECTION 1

Theme: Socio Cultural Factors which bring about marginalisation of children with disabilities in accessing education.

OBJECTIVE 1: To identify social and cultural factors which contribute to the marginalisation of Children Living with Disabilities in accessing education in Mutare District of Zimbabwe.

QUESTION 1: What are the different Socio-cultural factors driving educational marginalisation of children living with disabilities in accessing education in Mutare District of Zimbabwe?

(a).What are some of the socio-cultural factors that prevent you as children with disabilities to be enrolled in primary schools and stay there learning well in Mutare District?

(b).Can you please explain some of the rules, treatment and cultures you experience in the school system, at home, and in the community in general that makes you feel different from other children considered as having no disabilities?

(c).Which are the pulling and pushing factors within the homes, schools and community would you consider as being responsible for causing you as children to fail to enrol in school or to drop out of school in Mutare District?

Key Question 2: In which way does society show discriminatory attitudes biased against those with disabilities?

(a).How would you compare the treatment children with disabilities and those without get from teachers, parents, the community and other children?

(b).As children with disabilities in which ways are you excluded, marginalised or treated differently as far as access to quality education is concerned?

(c).When you are being addressed by people in different areas in the community and the school is the language used to refer to you the same as that used for other children?

(d).Why do you think there is a difference in how people refer to you as compared to others?

(e).At family level, when there is insufficient funds for sending children to school, can you discuss as to who gets the first priority of being send to school and why?

SECTION 2

Theme: How have current policies managed /not managed to eradicate marginalisation of the children with disabilities in accessing education.

OBJECTIVE 2: To examine how current Zimbabwean policies and conventions have succeeded or failed to achieve their object of eradicating marginalisation of children with disabilities in accessing and completing primary education in Mutare District of

(a).May you kindly share some of the policies, acts or conventions in place, if any, that are there to regulate the education of children with disabilities to equitably access education?

(b).When these provisions or policies were being crafted, in which ways were the ideas of those with disabilities considered?

(c).In which ways do you think the existing policies for the education of children with disabilities have succeeded/failed to end marginalisation?

SECTION 3

Theme: Mitigating the marginalisation of children with disabilities in accessing education.

Objective 3: To assess alternative ways by which the socio – cultural factors contributing to the marginalisation of children with disabilities can be reversed to make education more accessible to all children.

Question 4: What activities, if any can be done by different stakeholders in reducing the marginalisation being faced by children with disabilities in accessing education in Zimbabwe?


- (a).In which ways can the inadequacies of the current policies to eradicate marginalisation be overcome so as to make education more accessible to all including those with disabilities?
- (b).In which ways would you like to see the marginalisation of children with disabilities being meaningfully address?
- (c).Inclusive education is viewed by many as being able to help bring an end to marginalisation of the disabled, what is your understanding of this concept?
- (d).In which ways would you like the education system, parents and government treat children with disabilities so as to avoid them from being marginalised?
- (e).Is there anything else you would like to share on what we discussed?

We have come to the end of our discussions, thank you so much for sparing your time with us.

Appendix F: Declaration Form

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

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 Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
 ext.2101; E-mail: drpe@out.ac.tz

DECLARATION OF CONFIDENTIALITY

To: The Chief Executive Officer of SCHOOLS PSYCHOLOGICAL SERVICES (give the title of the Chief Executive Officer of the institution/firm/organization etc visiting)
 I, MOSES ZINATHWA REGAN PG201402993 (Name and Reg. no.), of the
 Department of SOCIAL WORK Faculty
 of ARTS AND SOCIAL SCIENCES Open University of Tanzania, declare
 that, I will maintain secrecy and confidentiality, and will not use any data and information
 obtained from your organization in the course of my research for any purpose other than for my
 academic endeavors.

Signature [Signature] (student)
 Date 26/06/2017

Countersigned by:
 Name PROFESSOR M. KITUMA (Supervisor)
 Signature (Supervisor)
 Date 26-06-2017

MINISTRY OF PRIMARY AND
 SECONDARY EDUCATION
 HUMAN RESOURCES
 08 JUL 2017
 P.O. BOX CY 121, CAPEWAY
 ZIMBABWE

Appendix G: Plagiarism Report

SOCIO-CULTURAL FACTORS WHICH LEAD TO THE MARGINALISATION OF CHILDREN LIVING WITH DISABILITIES IN ACCESSING EDUCATION IN ZIMBABWE: THE CASE OF MUTARE

ORIGINALITY REPORT

20%	14%	3%	17%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Midlands State University Student Paper	2%
2	Submitted to University of KwaZulu-Natal Student Paper	1%
3	www.education.vic.gov.au Internet Source	1%
4	uir.unisa.ac.za Internet Source	1%
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