



**Creating an Inclusive Learning Environment
for Children with Disabilities in Early
Childhood Education in Mozambique**

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Jean's Mother Testimony



"I cried today, we cried, It was inevitable ...

Mother's Gratitude

Dear Director, Vanessa. There are no words that can translate my gratitude for what I experienced this year, which culminated in the exciting 1-12-2018 day.

This date will never leave my memory because you have shown to the world that Cerebral Palsy, a disability or a wheelchair are not obstacles to fulfil our dreams.

My family and I thank you for this 2018 = 100% inclusion!

Thank you very much for everything."

Jean Nicholas Juma and family

For more love in the world,

For more inclusion of people with disabilities.

Research Overview & Significance

- Mixed-methods case study examining barriers to inclusive education
- Study location: Mozambique's ECCE settings
- Focus on Early Childhood Care and Education (ECCE) centers
- Critical analysis of implementation challenges
- Significance: Addressing educational inequities for children with disabilities.





Purpose

* This paper examines the progress and challenges of inclusive education in Mozambique, focusing on policies, adaptations, and the roles of educators and administrators in integrating children with disabilities into early childhood education.

Background & Problem

- Limited access to quality early childhood services (UNICEF, 2023).
- Limited resources for accommodations (Puig & Recchia, 2020; Symeonidou et al., 2022; Zeng et al., 2020).
- Policy implementation gaps (Majoko, 2017).
- Inadequate teacher training (Lee & Recchia, 2015).
- Importance of inclusive education for equitable learning opportunities.
- Rural institution scarcity & Poor infrastructure
- Limited resources for accommodations
- Cultural barriers and social stigma

Research question

Key Focus: Understanding systemic barriers and identifying practical solutions

- **How do Political, economic, and cultural influences on inclusive practices**
- **How are inclusive education policies for children with disabilities being enacted?**
- **Main challenges and potential solutions**
- **Successful practices and strategies in Mozambique's ECCE**



Theoretical Framework:

Critical Policy Analysis

- Examines policy creation and implementation complexities
- Shifts from medical to social models of disability
- Analyzes power dynamics in educational access
- Considers historical and cultural contexts
- Incorporates stakeholder perspectives
- Identifies systemic barriers to inclusion



Pict. A young child smiling with face paint (Jean)

Implications and Impact

1. Policy reform recommendations
2. Enhanced teacher training programs
3. Community engagement strategies
4. Resource allocation guidelines
5. Produce specific inclusive guidelines
6. Development of advocacy campaigns
7. Creation of inclusive training centers



Pict. In the picture, a group of children, including Jean, who has cerebral palsy and is in a wheelchair, are gathered together.

Jean is currently 14 years of age.

- Promoting love and inclusion for persons with disabilities is crucial for society's improvement. Embracing diversity and recognizing individual uniqueness is essential in a broken world.

• I believe

Vanessa

04/8/25





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Thank you

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