

Legislative framework for the provision of Occupational Therapy services in public schools in Zimbabwe

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Introduction: There are no Occupational Therapy services being provided in public schools in Zimbabwe.

As the profession is considered a relatively young in the Africa, the only way for the profession to expand is for therapists to be pro-active to Promote Occupational Therapy in Africa, using legislation and policy as a base for expansion context.

Objective: To analyze the legislative context for the provision of occupational therapy services in primary and secondary schools in Zimbabwe in-order to advocate for the provision of Occupational Therapy services in public schools

Methods: Purposive sampling methods were used to identify legislative documents and policy-makers (as key informants) to be engaged in the study. Analysis of data from the legislation documents was done using the Records review format. Analysis of data from the questionnaires was done using simple descriptive methods.

Results: Review of legislative documents showed that the Constitution of Zimbabwe is the main legislation from which all the other legislations are derived. Acts of Parliament in line with the government ministries that they represent were also reviewed.

Key Informant interviews conducted using questionnaires, revealed that the policy-makers realized the need for provision of Occupational Therapists in public schools, highlighting specific areas where they thought Occupational Therapy services are important.

Discussion and conclusion: The study revealed that the Zimbabwean legislation supports the provision Occupational Therapy services in schools. These laws provide a base for which Occupational Therapists in Zimbabwe can use to advocate for the provision of their services in public schools in Zimbabwe.