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Enabling Astronomy

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Globally the percentage of disabled and impaired learners completing school is suboptimal when compared to abled peers. School incompletion detains the progress to Higher Education and in many cases to longer term contributions to the economy once in the work-field. The situation worse in the natural and branching sciences specially if heavily based on mathematics or visualisations like physics and astronomy. In this abstract we present a project carried by the Office of Astronomy for Development and the Human Science Research Council, seeking to assess the effect of access on equal participation and progress into all the process of the natural sciences. In this poster we will propose measurement tools, the framework, work carried at the Athlone School where we use astronomy to elicit the interest of the learners and provide a baseline experience for the development of skills and progress into the field.

Apply to be considered for a student award (Yes / No)?

no

Level for award (Hons, MSc, PhD, N/A)?

n
N/A

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