MONTFORT SPECIAL NEEDS EDUCATION COLLEGE

AND

LEONARD CHESHIRE DISABILITY INTERNATIONAL

INCLUSIVE EDUCATION PROJECT

SHIRE HIGLANDS EDUCATION DIVISION – MALAWI

BASELINE STUDY REPORT

By

A. Chavuta
A.N. Itimu-Phiri
S. Chiwaya
N. Sikero
G. Alindiamao

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ACKNOWLEDGEMENTS

ACRONYMS

EFA - Education for All

MDGS - Millennium Development Goals

PIF - Policy and Investment Framework

SNE - Special Needs Education

SEN - Special Educational Needs

TABLES AND FIGURES

DEFINITION OF TERMS

The following are definition of specific terms used in the study report:

Assistive Devices
These are appropriate aids, appliances, technologies and other support systems that facilitate effective learning of learners with special educational needs.

Inclusive Education
It is a learning environment that provides access, accommodation and support to all learners.

Learners with Special Educational Needs
These are learners who require special service provision and support in order to access education and maximize their learning potential.

Special Needs Education
 It is a system for providing a conducive learning environment for learners who may require extra support in order to achieve their potential.

Special School
A school that provides educational and other related services solely to learners with special educational needs and is staffed by specially trained teachers.

Special Needs Education Teacher
A teacher trained to assist learners with special educational needs

Executive Summary

Malawi has a challenge to make inclusive education a reality due to limited resources. Insufficient funding, environmental and attitudinal barriers are some of the major challenges to implementing Inclusive education in schools.

Aim of the Baseline Study

The main aim of the study was to conduct a situational analysis of mainstream education system for the inclusion of learners with SEN in 20 selected schools in Shire Highlands Education Division. In order to gather the baseline data the study was to:

- Identify strengths, challenges and opportunities for inclusive education

- Explore the perception of Teachers, Head Teachers, Primary Education Advisors, School Management Committees, Community Leaders and Learners with and without disabilities on inclusive education

- Investigate the level of participation of learners with disabilities and their parents in the school

- Establish the extent to which the design of school infrastructures meet the specialized needs of individuals

- Examine strategies for sustainability of inclusive education in schools

- Recommend appropriate interventions from the findings

Methodology

The study used both qualitative and quantitative methods of research. The qualitative data was collected through interviews and focus group discussions. Published and unpublished literatures on SNE in Malawi were explored to understand the current situation on SNE in the country. Similarly, quantitative data was collected from Head Teachers' questionnaires and records of learners and teachers in the schools.

The study was conducted in Shire Highlands Education Division. The division covers four districts: Mulanje, Phalombe, Thyolo and Chiradzulu. In each district, one educational zone was selected and five schools were selected in each zone. The study targeted, Head Teachers, Mainstream teachers, Learners with and without disabilities, Primary Education advisors, School Management Committees, Village Development Committees and Community Development Assistants.

Results

The study has revealed a number of challenges that teachers, learners with and without disabilities are facing in schools. These challenges include:

- Lack of knowledge and additional skills in teaching learners with disabilities

- Inadequate teaching and learning resources

- Inadequate communication skills by teachers and learners in schools

- Frequent absenteeism from school by learners

- Negative attitudes by the teachers and the community towards learners with disabilities

- Lack of interest and commitment towards education by learners

- Inaccessible school infrastructure

- Lack of assistive devices

Recommendations

The baseline study team has come up with the following recommendations based on the above findings:

- Need for Sensitisation of parents, teachers, learners and school management committees on disability issues at school and village levels.

- Provide in-service training to all mainstream teachers and primary education advisors on inclusive education.

- Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities for accessibility.

- Provide different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems.

Limitations of the Study

The team noted that some learners with disabilities were unable to express themselves during the focus group discussions especially those with communication difficulties and mental challenges. In some schools community leaders and teachers thought the team had come with immediate solutions to

their problems. Some of the impairment categories could not be identified by some teachers.

Conclusion

The study has given the team a true picture of the challenges that both teachers and learners are facing in schools. The findings of the study will act as a yardstick and point of reference in the promotion of inclusive education programmes in Shire Highlands Education Division. Eventually, the practice will be replicated in all schools the in the division.

1.0   Background of the Study

Formal education in Malawi begun in 1875 by missionaries. The main focus of education then was on reading, writing and arithmetic. In 1926, the Department of Education was formed by the government of Malawi. It was until early 1950 when the provision of Special Needs Education (SNE) started by the Scottish and South African Evangelical Missionaries at Chilanga in Kasungu and Lulwe in Nsanje districts of Malawi respectively. The provision of SNE services begun with the education of learners with visual impairments.

In 1968, SNE for learners with hearing impairment started at Montfort campus in Chiradzulu district by the Fathers of Immaculate Conception of the Roman Catholic Church. In 1996, the Ministry of Education introduced another SNE programme for learners with learning difficulties.

Currently, provision of SNE services for learners with special educational needs (SEN) is done through special schools and resource classroom centres within the mainstream schools. However, the numbers of learners with SEN can not be accommodated in the few service centres established to assist learners who require SNE support. According to the Education Management Information Systems (EMIS) of the Ministry of Education in 2007, approximately 69,943 learners with SEN were identified in primary schools in Malawi. These numbers may not reflect the actual number of learners with disabilities because the

education system does not have formal assessment tools for identification of disabilities.

Of the 69,943 learners reported with disabilities in Malawi schools, there are only 650 SNE teachers equipped with knowledge and skills to provide additional support to learners with SEN (EMIS, 2007).

In order to progress in the provision of SNE services, Malawi is signatory to a number of world declarations, and has put in place policies that aim to provide equal educational opportunities to all learners. Such commitments include the pledge to the Salamanca Statement (1994) which advocates for inclusion of learners with disabilities in the mainstream education. Based on the current status of SNE in Malawi, few teachers are trained to provide additional support to learners with SEN. As such, most learners with disabilities find themselves in the mainstream classrooms where they are and expected to excel without any additional educational support. This form of integration does not reflect the sort of inclusive education addressed in the Salamanca Statement.

Inclusive education, as a concept ensures the participation of all learners in schooling. According to Pinnock H. & Lewis I. (2008), inclusive education is a dynamic process that reflects the following:

- An acknowledgement that all children can learn

- Respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status etc.

- Enables education structures, systems and methodologies to meet the needs of all children.

- Promotes an inclusive society

The concept of inclusive education is inseparable with quality education. Quality education can only be achieved if the needs of all learners are addressed so that each and every learner is allowed an opportunity to succeed (Pinnock H. & Lewis I., 2008). When learners with SEN are provided with appropriate support in an inclusive setting, they are able to develop a more positive self concept (Schmidt M. & Cagran B. 2008). Inclusive education practices accept learners with all levels of SEN.   The educational opportunities of learners with SEN are maximized when these learners receive classroom support, their teachers have the relevant skills, and funding is sufficient in order to provide appropriate teaching and learning resources (Farrell P. Et.al. 2007).

As a step towards creating inclusive classrooms, the Malawi Government has developed the Policy Investment Framework (PIF, 2001) which specifies the country's commitment to quality education for all. The PIF document states that Malawi will commit to reducing inequalities in the schools across the social groups and regions by providing bursary schemes, increasing school enrolment of female learners, increasing community participation in management of local

schools, and provision of enabling environments for learners with SEN by 2012 (PIF 2001). These efforts demonstrate the country's cognizance of the need to create an inclusive society and achieve international targets such as the Millennium Development Goals (MDG) of universal primary education and Education for All (EFA) goals by 2015. It is important that governments translate their theoretical commitments into actual practice (Zindi, 1997).

The National Policy on Special Needs Education outlines the major constraints to effective implementation of SNE services in Malawi as lack of sufficient funding, environmental barriers, attitudinal barriers, limited capacity to train SNE teachers, the institutional structure and lack of coordination and partnership on SNE issues (SNE Policy 2007). It is therefore, obvious, that in order to achieve successful inclusive education, Malawi will need to address the critical challenges affecting SNE service at the grassroots levels.

The barriers to inclusive education include: cultural biases which lead to preferential treatment and allocation of resources and opportunities to male children and children without disabilities; lack of access to SNE services and support, distance to school, inaccessible physical environment, physical and verbal abuse of children with disabilities, and the nature of the education setting which mostly encourage negative attitudes towards learners with SEN (Rousso, H. 2007). It is further noted that girls with disabilities face greater challenges in

accessing quality education because as females they are already disadvantaged within the cultural biases that exist in addition to their disability status.

1.1   AIMS OF THE STUDY

The main aim of the study was to conduct a situational analysis of the current main stream education system for the successful inclusion of learners with SEN in 20 selected schools in Shire Highlands Education Division which is the main catchments area in which Montfort Special Needs Education College operates. The study was designed to examine the current education system in line with the PIF (2001) and EFA Goals.

In order to gather the baseline data of learners with disabilities in the education division, the study was to:

- Identify strengths, challenges and opportunities for inclusive education

- Explore the perception of Teachers, Head Teachers, Primary Education Advisors, School Management Committees, Community Leaders and Learners with and without disabilities on inclusive education

- Investigate the level of participation of learners with disabilities and their parents in school activities

- Establish the extent to which the design of school infrastructures meet the specialized needs of individuals

- Examine strategies for sustainability of inclusive education in schools

- Recommend appropriate interventions from the findings

2.0   Methodology

The major part of this study is to provide both qualitative and quantitative analysis of the current mainstream education system for the inclusion of learners with SEN in 20 selected schools. Therefore, in order to achieve this goal, the study benefited from the use of both qualitative and quantitative methods of research.

The qualitative data was collected through key informant interviews and rigorous focus group discussions. The qualitative methods were utilized to document meaningful experiences and life stories within the local contexts regarding learners with SEN and inclusive education in the selected 20 schools.   Published and unpublished literatures on SNE in Malawi were also explored to understand the current situation on SNE in the country and identify opportunities for inclusive education as a means towards achieving both MDG and EFA goals by 2015.

The quantitative data was collected from Head Teachers' questionnaires and records of learners and teachers in the schools (Appendix 1). These objective cognitive tools were utilized to enhance the reliability of the data collected.

2.1   The Study Area

The study was conducted in Shire Highlands Education Division which is one of the six education divisions in Malawi. The division covers four districts: Mulanje, Phalombe, Thyolo and Chiradzulu.   Each district is divided into clusters of

schools called zones which are headed by a Primary Education Advisor. Mulanje District has 148 schools and is divided into 13 Zones. Thyolo District has 187 schools and is divided into 16 zones. Phalombe district has 85 schools which are clustered into 8 zones. Finally, Chiradzulu district has 83 schools which are clustered into 8 zones. The study selected one educational zone in each district, and visited five schools in each selected zone (Appendix 2).

2.2   The Target Groups

In order to achieve the objectives of the study, several groups of people were engaged in order to get information. The study targeted, Head Teachers, Mainstream teachers, Learners with and without disabilities, Primary Education advisors, School Management Committees, Village Development Committees and Community Development Assistants. These groups were involved in order to get information that could be triangulated for confirmation, since the major part of the study involved collection of qualitative data.

2.3   Data Collection and Analysis

Data was collected through questionnaires, focus group discussion and school records (Appendix 3). The study participants were grouped, and a different data collection tool was used with each group. Head teachers completed written questionnaires, focus group discussions were held with mainstream teachers; community leaders, who comprised representatives of the school management and village development committees, traditional leaders, and the community

development assistant; learners with and without disabilities. Personal interviews were held with the SNE teachers.

The qualitative data was summarized and organized into thematic areas using the triangulation approach. This was done in order to synthesize and interpret data from the life stories and experiences collected on inclusive education in order to converge on an accurate representation of reality (Polit & Hungler, 1995). This approach was used in order to minimize biases that could have distorted the results of the study

3.0   Discussion of Results

This section presents the baseline study findings in regard   to challenges faced by classroom teachers and learners, reasons for drop out and repetition, role of parents and community leaders in school activities and possible solutions to inclusive education barriers in schools. However the study first sought opinions from mainstream teachers, SNE teachers learners with and without disabilities on Inclusive Education.

3.1   Response to Inclusive Education

The questions were paused to a section of the population sampled during the study. The intention was to find out what each group felt about the inclusion of learners with disabilities in the mainstream classrooms. Three groups of

respondents were asked questions. These were learners with and without disabilities and mainstream teachers. The following were their responses:
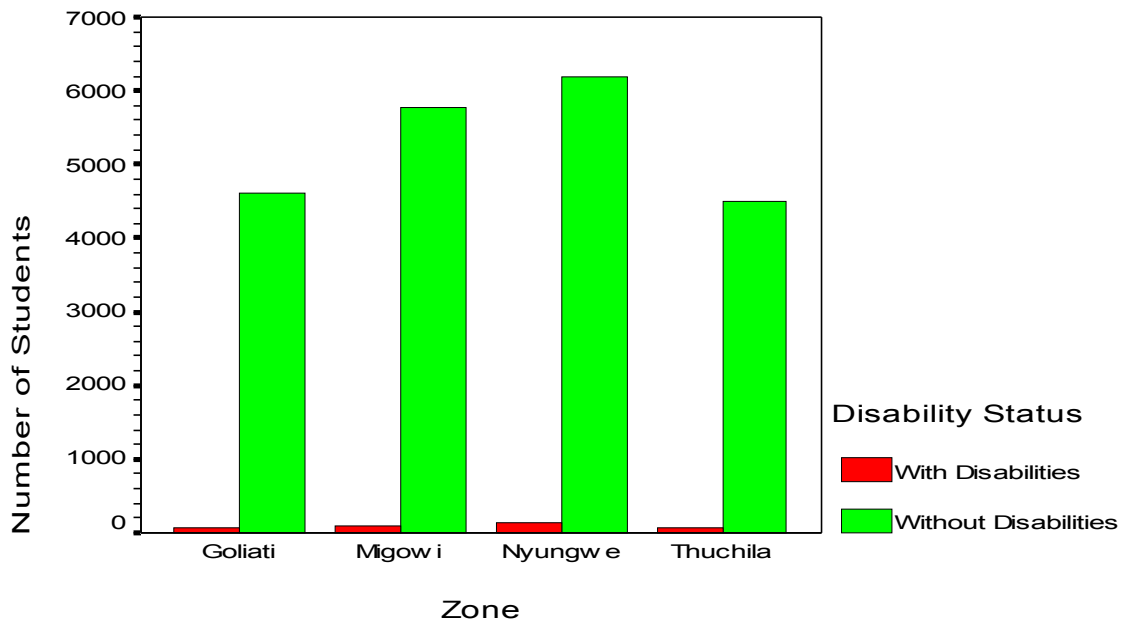
3.1.1 Learners with Disabilities

Learners with disabilities were asked whether or not they enjoy learning together with peers without disabilities. In all the four zones where the study was conducted, learners said that they enjoy learning together with those without disabilities. They gave examples of playing together with peers without disabilities, working collaboratively and escorting them to toilets. Also, they sit close to each other for support in identifying what is written on the chalkboard, reading aloud to those with hearing impairment and giving instructions on behalf of the mainstream teacher through gestures, tactile and other non-verbal cues.

3.1.2 Learners without Disabilities

Learners indicated that they recognise the presence of learners with disabilities in the classrooms. They mentioned that they enjoy learning together with peers with disabilities and support them in various activities. Learners using wheel chairs are pushed to and from school daily. Those with mobility problems are sometimes carried on the back to school and sporting activities. During reading lessons, a learner without hands is assisted in turning up pages of the book. Those with low vision are assisted by reading to them from the chalk board and books.

Despite lack of formal assessment tools to identify disabilities of learners, each school reported having learners with disabilities. The following figure 1 provides numbers of learners with disabilities compared to learners without disabilities in the schools visited.

Figure 1: Graph of learners with and without disabilities in each zone

Comparing learners with disabilities against learners without disabilities in the sample as a whole, we conclude that the number of learners without disabilities is greater (in fact much greater) than the number of learners with disabilities. This conclusion follows from the test results that give a Chi-square value of 19990.269 with a p-value of 0.000 (less than 0.005). This can also be interpreted as a reflection of the situation in the whole area and that the number of learners without disabilities is significantly greater than the number of learners with disabilities.

When the responses of learners with disabilities and learners without disabilities are compared, it is obvious that the insignificant numbers of learners with disabilities have integrated well within the schools such that learners are used to supporting each other, however, what was noted was the fact that teachers and learners' interaction is almost non-existent. Learners with disabilities receive care and attention mostly from their peers. They learn to accommodate their disabilities by receiving help from their peers.
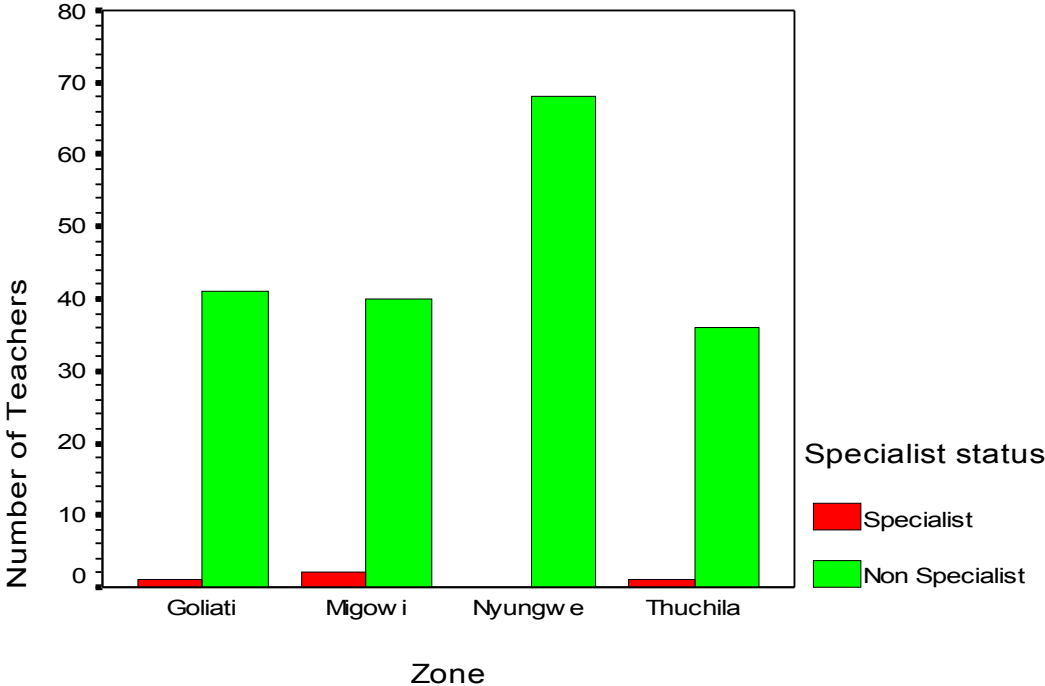
3.1.3 Mainstream Teachers

Mainstream teachers indicated that there are indeed learners with disabilities in their respective classes. They recognised the presence of various categories of disabilities. There were variations of knowledge about inclusive education practice in the schools. They indicated that it is possible to teach both learners with and without disabilities in the same class under the supervision of one mainstream teacher. However, they said that this could be possible if they were equipped with additional knowledge and skills on how to teach and manage learners with diverse learning needs.

Table 1: The number of SNE Teachers and Mainstream Teachers in the Zones

		SNE Teacher Status		Total
		SNE Teachers	Mainstream Teachers	
Zone	Goliati	1	41	42
	Migowi	2	40	42
	Nyungwe	0	68	68
	Thuchila	1	36	37
Total		4	185	189

Figure 2: Graph of SNE Teachers against Mainstream Teachers in the Zones

A comparison of SNE teachers and mainstream teachers in all the zones collectively (i.e. the whole sample) give a Chi-square value of 173.339 and a p-value of 0.000 (less than 0.005), hence we conclude that the number of SNE teachers is significantly different from the number of mainstream teachers. The number of SNE teachers is much less than the number of mainstream teachers as can be seen in the charts and tables above. The results obtained can also be interpreted again as a reflection of the situation on the ground in the whole area and that is the number of SNE teachers is much lower than the number of mainstream teachers.
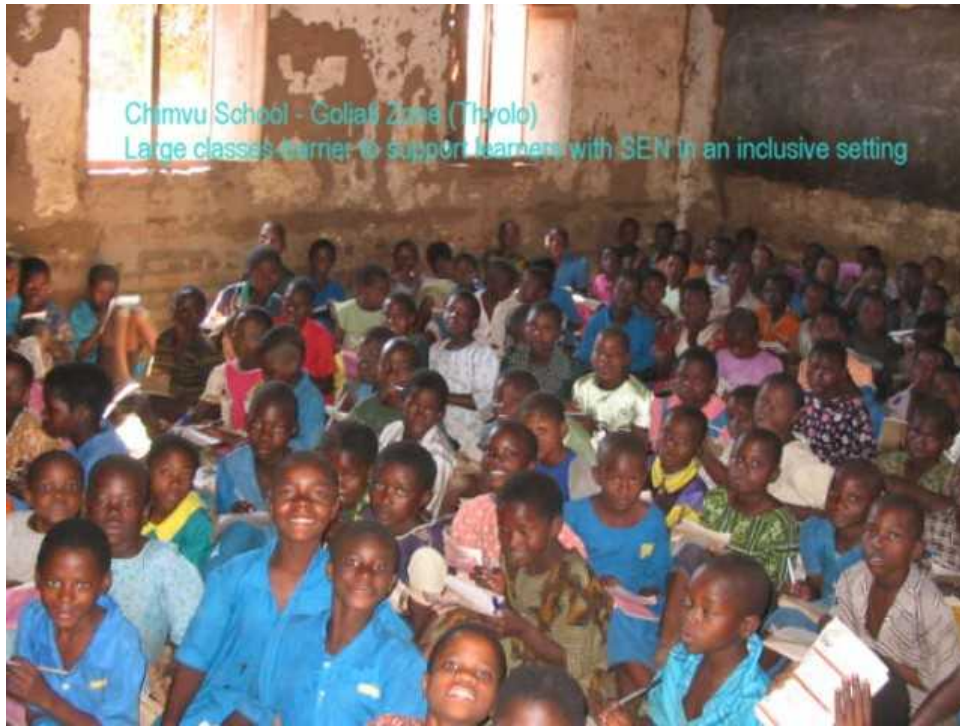
The results reveal a lack of expertise to provide appropriate support for learners with SEN. Of the few available   SNE teachers, at Goliati, Migowi and Thuchila zones, it would be almost impossible to provide additional support for learners with SEN in the schools in each zone.

3.2   Challenges that Mainstream Teachers and Learners with Disabilities face in the School System

The study revealed that there are many challenges that learners with disabilities and their mainstream teachers face in respective schools.

3.2.1 Challenges Learners with Disabilities face in Schools

Responses from both mainstream teachers and learners with disabilities clearly indicated a remarkable communication gap between learners with disabilities and their teachers. The study unveiled a lot of challenges faced by learners with disabilities in mainstream schools. These challenges ranged from school environment, teaching methodology, and attitudes. Challenges from school environments included lack of skills on the part of the teachers to provide adequate and relevant support to learners with disabilities. Another challenge is lack of learner-friendly physical infrastructure such as classroom and sanitation facilities. Most schools have steps and without ramps to allow learners with disability access these classrooms easily. The picture below shows a classroom fully packed with learners at one of the local schools in Goliati Zone.

Chimvu School - Goliati Zone (Thyolo)
Large classes barrier to support learners with SEN in an inclusive setting

3.2.2 Challenges Mainstream Teachers face in teaching Learners with Disabilities

Responses from mainstream teachers highlighted lack of skills in supporting learners with disabilities as a major barrier to effective delivery in class. There is poor communication between the mainstream teachers and learners with disabilities for instance, if a class has a learner with hearing impairment, the teacher uses planned ignoring to such a learner because the teacher does not have communication skills. Learners with visual impairment pose a threat to the effectiveness of classroom teacher delivery because teachers do not have skills in Braille; neither do they consider provision of assistive devices for learners with low vision.

Another challenge that surfaced from the study was lack of sufficient teaching and learning resources in schools. This challenge parallels itself to the large class allocation most schools have. Teachers complained of absenteeism among learners on market days especially in schools near trading centres. Lack of adequate classrooms in schools was another challenge to both teachers and learners because of so many physical communication barriers faced by open classes especially during rainy season. Lessons abruptly stop due to rains or storms.

Understaffing was one challenge that teachers face. One school that was visited had only two teachers against four classes. Late coming to school and behavioural problems which cause indiscipline in classes were also featured as challenges faced by teachers.

3.3 Reasons for Learner Drop-out and Repetition

The study wanted to identify reasons for learner drop-out and repetition in schools. Mainstream teachers, parents and community leaders and learners both with and without disabilities were asked questions.

3.3.1 Reasons for Learner Drop out and repetition by Mainstream Teachers

Teachers in the schools mentioned that every year they have drop outs and repeaters in the schools. The baseline study team found out that learners drop out and repeat classes on various reasons. In the first place, teachers mentioned

poverty, orphan hood early marriages and teenage pregnancies as the major reasons for drop out. In some schools teachers mentioned that some learners drop out of school or repeat classes because of having physical disabilities.

Further, mainstream teachers emphasized that poverty and orphan hood force girls to engage into early marriages and teenage pregnancies. Mainstream teachers said that orphan hood force some learners to assume parental roles of caring for their siblings, and consequently they drop out of school.

In addition, mainstream teachers said that some learners absent themselves from school for long periods; and eventually stop coming to school forever. When the study team asked mainstream teachers to give reasons why those learners that have been absent from school for long time do not come back to school, the teachers disclosed that the learners are afraid of punishments. Those learners who learners who take the challenge of facing the punishment at school, still fail examinations because of missing classes for so long.

Secondly, teachers mentioned that some learners repeat classes because of lack of interest, absenteeism, inadequate teaching and learning resources in the schools, and failure to address educational needs of some learners with SEN. Furthermore, teachers complained that they do not have enough knowledge and skills to teach learners with disabilities. As such, learners with disabilities fail examinations and repeat classes several times.

The team also learned that some learners in schools close to trading centres and markets are vulnerable to repetition. Teachers mentioned that, instead of learners being in class learning, they abscond classes to sell things for money or watch video shows. In the long run, these learners fail examinations and repeat classes. The following table and graph summarise drop out and repetition trends in the five zones.

Table 2: The number of male and female dropouts in the zones

		Sex		Total
		Male	Female	
Zone	Goliati	253	276	529
	Migowi	239	192	431
	Nyungwe	126	122	248
	Thuchila	144	139	283
Total		762	729	1491

**Figure 3: Graph of male and female dropouts**
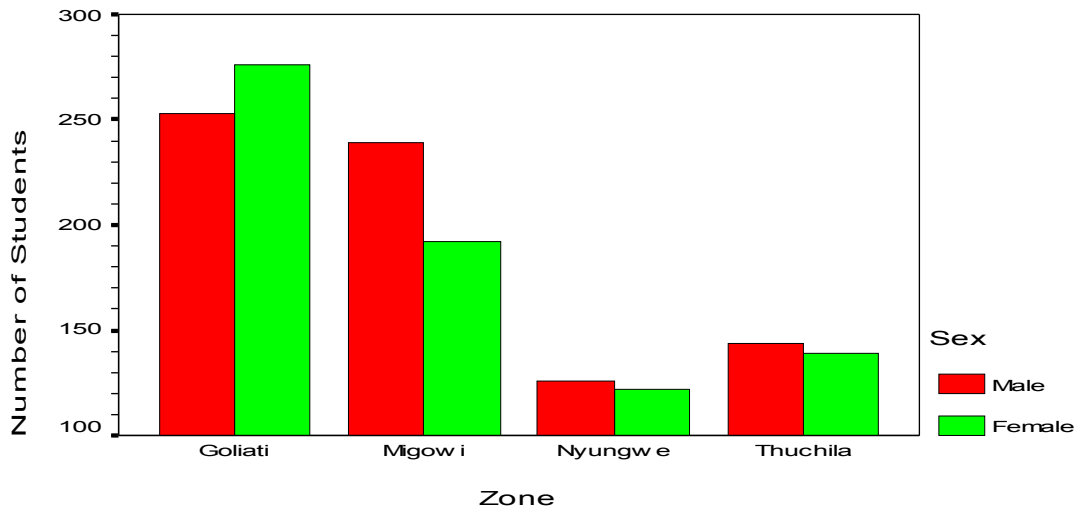
Similarly the table, graph and test results with a Chi-square value of 5.55 and a p-value of 0.136 suggest that there is no significant difference in the number of male and female students within the zone. The result implies that there is no significant difference in the numbers of male dropouts in the zones and likewise for female dropouts.   Furthermore a test to compare the distribution of dropouts within the whole sample gives a Chi-square value of 0.73 and a p-value of 0.393, hence there is no significant difference in the number of male against female dropouts. Thus it can be inferred that in the (whole) area being studied, there is no significant difference in the number of male and female dropouts.

From these findings we may conclude that both boys and girls are being worst affected by the external factors that influence school drop out and repetition in the four educational zones.

3.3.1.1   The Distribution of Repeaters

A comparison of the number of repeaters between boys and girls in schools, zones as well as the whole sample has illustrated in Figure 4 below.

Figure 4: The number of Male against Female Repeaters
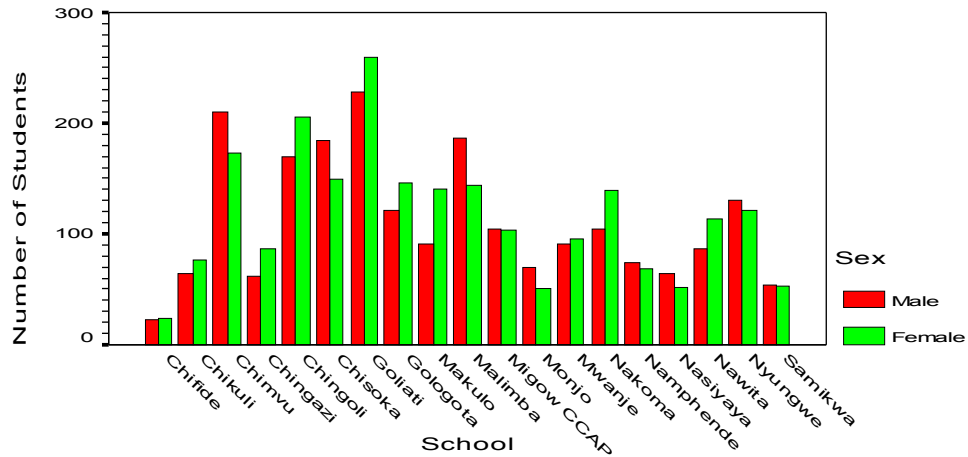
With a Chi-square value of 47.602 and a p-value of 0.000 (less than 0.005), it can be concluded that the number of repeaters in schools are significantly different. Again, the numbers of male repeaters across the schools differ significantly and so do the numbers of female repeaters.

Further analysis of the results at zone level show that the differences in the number of repeaters are significant (the test results give a Chi-square value of 16.376 and a p-value of 0.001). This also implies that the numbers of male repeaters in the zones are not significantly different and this is also the case with female learners*. The following table and graph present the number of male against female repeaters in each zone;

Table 3: Number of male against female repeaters in the each zone

		Sex		
		Male	Female	Total
Zone	Goliati	709	695	1404
	Migowi	374	360	734
	Nyungwe	582	559	1141
	Thuchila	452	585	1037
Total		2117	2199	4316

Figure 5: Graph of male against female repeaters in each zone
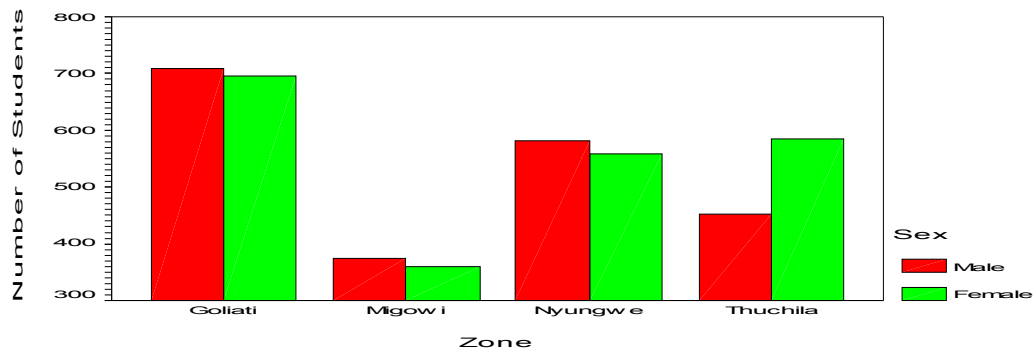
While there are significant differences in the numbers of repeaters in the schools and zones, there appear to be no significant differences between male and female repeaters in the whole sample (in all the zones put together). This conclusion follows from the test result which output a Chi-square value of 1.558 and a p-value of 0.212. Thus the number of female repeaters in not significantly more than the number of male repeaters. Just as it was observed with school

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drop out, it is revealed from this analysis that boys and girls are repeating classes at the same rates.

3. 3.2 Reasons for drop out and Repetition by Learners

When asked to mention reasons for learner drop out and repetition, learners without disabilities mentioned the following: orphan hood, poverty, early marriages and teenage pregnancies, lack of support, absenteeism, lack of interest and some engage in small business in order to avert poverty.

In addition, learners revealed that peers with disabilities drop out and repeat classes because some, especially those with physical disabilities, fail to attend classes daily due to difficulties in walking to school and home. Further, the learners disclosed that some learners with disabilities like those with physical disabilities and those with hearing impairment fail to participate in class activities. Eventually, problems faced by learners in schools contribute to failure in examinations and repeating classes or sometimes dropping out.

3.3.3 Reason for drop out and repetition by Community Leaders

The community leaders and parents concurred with the other respondents that learners with and without disabilities drop out of school and repeat classes. In answering the questions, the respondents mentioned the following as reasons for learner-drop out and repetition:

- Some parents send their children to look after domestic animals

- Schools which are close to trading centres have video show rooms that attract learners during school hours

- Early marriages and teenage pregnancies

- Some parents involve children in income generating activities especially on market days.

- Some schools with feeding programme ask for a certain amount of money and those without money do not eat porridge. Those who cannot afford to pay drop out of school.

- Teachers' absenteeism from school demoralizes learners.

- Lack of interest from learners

- Lack of role models in the catchments area.

- Unfair punishment and harsh treatment by some teachers

- Teacher unprepared ness

- Some children start school under aged (starting at 3 or 4 years when the starting age is 6.)

- Children drop out of school to go and seek employment in cities and estates due to poverty.

- Some children drop out of school to go fishing.

3.4 Parental Involvement in School Activities

The team found out that parents and community leaders play a great role in the improvement of education in school. Parents indicated that they are always ready to assist in promoting quality of education in their schools. In the schools visited, the community assists the schools in the following areas:

- Managing school feeding programmes

- Moulding bricks, sand collection, cutting grass for thatching school buildings.

- Maintaining discipline in the school

- Producing teaching and learning materials for their learners

## 4.0	Recommendations

The baseline study team came up with the following recommendations based on the above findings:

- Need to sensitize of parents, teachers, learners and school management committees on gender, disability and inclusive education practice at school and community levels.

- Provide in-service training to all mainstream teachers and Primary Education Advisors on inclusive education.

- Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities for accessibility.

- Provide different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems.

5.0   Limitations of the Study

The team noted that some learners with disabilities were unable to express themselves during the focus group discussions especially those with communication difficulties and mental challenges. In some schools community leaders and teachers thought the team had come with immediate solutions to their problems. Some of the impairment categories could not be identified by some teachers.

6.0   Conclusion

The study has now given team a true picture of the challenges that both teachers and learners are facing in schools. The issues that emerged from the revealed challenges faced by learners and teachers in schools can be addressed collaboratively. The findings of the study will act as a yardstick and point of reference in the promotion of inclusive education programmes in Shire Highlands Education Division. Eventually, the practice will be replicated in all schools the in the division.

7.0   References

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Appendix 1

INCLUSIVE EDUCATION IN MALAWI PROJECT IN COLLABORATION WITH

LEONARD CHESHIRE DISABILITY INTERNATIONAL

PILOT PHASE - SHIRE HIGHLANDS EDUCATION DIVISION

QUESTIONNAIRE FOR HEAD TEACHERS

Instructions: Please fill the form attached first and then answer the questions below.

1. Do you have any Special Needs Education teacher at your school? If yes, what is the relationship?

   _____
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2. Do you have learners with disabilities at this school? If yes, how do the learners support each other?

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3. Do you have sanitation facilities e.g. toilets, water points, available at your school?

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4. Are these sanitation facilities accessible to all learners, including those with disabilities? If no, why?

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5. Give reasons why learners drop out of school or repeat classes.

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6. What challenges if there are any, do teachers face when teaching learners with and without disabilities?

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_____
_____
_____
_____
_____

7. What should be done to overcome the challenges that teachers face when teaching learners with disabilities?

District: _____   **Zone: _____**

Name of School: _____

	TEACHERS' INFORMATION				LEARNERS' INFORMATION								
	No. of Mainstream Teachers		No. of SNE Teachers		Class	No. of learners in the school per class		Learners with disabilities		No. of drop outs in the school		No. of repeaters in the school	
	Male	Female	Male	Female		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
					1.								
					2.								
					3.								
					4.								

				5.								
				6.								
				7.								
				8.								
TOTAL												

Compiled by:_____ **Date:**_____

Designation:_____ **School Stamp**

APPENDIX 2: Schools Visited

District	Zone	Schools Visited
THYOLO	Goliati	• Chimpaya • Nawita • Chimvu • Chisoka • Goliati
MULANJE	Thuchira	• Chingoli • Chifide • Chikuli • Makulo • Nakoma
CHIRADZULU	Nyungwe	• Nyungwe • Gologota • Samikwa • Mwanje • Malimba
PHALOMBE	Migowi	• Migowi • Namphende • Monjo • Nasiyaya • Chingazi

Appendix 3: Data Collection Tools

Interview Guide for SNE Teachers

1. How do you interact with mainstream teachers at the school?

2. How are parents of children with disabilities involved in school activities?

3. What level of interaction is there between learners with and without

   disabilities?

4. What are the possible challenges of implementing inclusive education in the

schools?

5. What could be done to implement inclusive education successfully in the

schools?

Interview Guide with Primary Education Advisor

1. What do you understand by the term "Inclusive Education"?

2. Do you have learners with disabilities in your educational zone? How many?
   What are the categories of disabilities?

3. How does your office support the education of learners with disabilities?

4. What challenges do learners with disabilities face in your zone?

5. What could be the solutions to challenges faced by learners with disabilities?

6. Why do children drop out of school or repeat classes?

Focus Group Guide

Focus Group Guide with learners without disabilities (English)

1. Do you enjoy learning together with learners with disabilities? */ Kodi mumasangalala kuphunzira limodzi ndi ana olumala?*

2. How do you support learners with disabilities in your class? */ Kodi mumawathandiza bwanji ana olumala mkalasi?*

3. What challenges do learners with disabilities face at this school? */ Kodi ndi zovuta zotani zomwe ana olumala amakomana nazo pa sukulu pano?*

4. Do you know any child with disability in your village, but is not at school? Give the name, village. *Mukudziwapo mwana wina aliyense wolumala mmudzi mwanu yemwe saali pa sukulu ? Dzina lake ndani?*

5. Why do learners drop out of school or repeat classes? / *Nchifukwa ninji ana ena amasiira sukulu pa njira.*

Focus Group Discussion Guide for Learners with Disabilities

1. Do you enjoy learning together with other learners without disabilities?/ *Kodi mumasangalala kuphunzira limodzi ndi ana alungalunga?*

2. How do you interact with other learners? / *Mumacheza bwanji ndi ophunzira anzanu ena alungalunga?*

3. What challenges do you face at school? */ Mumakomana ndi zovuta zotani pa sukulu pano?*

4. Do you know any child with disability in your village, but is not at school? Give the name,village. /*Mukudziwapo mwana wina aliyense wolumala mmudzi mwanu yemwe saali pa sukulu ? Dzina lake ndani?*

Focus Group Discussion Guide with Mainstream Teachers

1. What do you understand by the term "inclusive Education?

2. What are your perceptions/views towards the inclusion of children with disabilities in your
   class?

3. What challenges do you face when teaching learners with disabilities?

4. What do you think should be done to overcome the challenges you face in class?

5. What do you think are the contributing factors to the dropping out and repetition of learners in
   your class?

6. How do you support the education of learners with disabilities in your class?

Focus Group Discussion with School Management Committee/ Village Development Committe

1. Are there children with disabilities in your village not accessing education? Who are they? /*Mukudziwapo mwana wina aliyense wolumala mmudzi mwanu yemwe saali pa sukulu ? Dzina lake ndani?*

2. What challenges do children with disabilities face at this school? / *Kodi ndi zovuta zotani zomwe ana olumala amakomana nazo pa sukulu pano?*

3. What are the possible solutions to overcome the challenges mentioned above*? / Ndi njira ziti zomwe zingathetse mavuto omwe mwatchulawa?*

4. What is the role of the community in this school? / *Kodi mumatengapo mbali yanji pa zochitika za pa sukulu pano?*

5. What factors contribute to learner drop out and repeating classes? /*Ndi zinthu zanji zomwe zimapangisa ana kusiyira sukulu pa njira?*