AN INVESTIGATION INTO THE EXTENT TO WHICH INCLUSIVE EDUCATION IS BEING IMPLEMENTED TOWARDS ACHIEVING UNIVERSAL RIGHT TO EDUCATION IN THE CENTRAL WEST EDUCATIONAL DIVISION.

MASTER OF EDUCATION (TEACHER EDUCATION) DISSERTATION

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MZUZU UNIVERSITY

APRIL, 2015

Dedications

To my bunnies; Karen and Michael; I love you guys you're the wind beneath my wings

Declaration

I Constance Kantema, declare that the organization and writing of this dissertation is entirely my own and has been carried out at Mzuzu University under the supervision of Associate Professor Golden Msilimba Ph.D. It has not been, nor is it being concurrently submitted for any other degree than the Degree of Master Education (Teacher Education) of Mzuzu University.

I attest that all reference materials herein have been duly acknowledged.

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Abstract

The National Educational Strategic Plan (NESP) advocates the promotion of Education for all or right to education through inclusive education. The Constitution of Malawi also stipulates that every child has a right to education and guarantees the right of disabled children to attend main stream schools (NESP 2008). Inclusive education includes adopting a broad vision of education for all by addressing the spectrum of needs of all learners, including those who are vulnerable to marginalization and exclusion, (UNESCO, 2005). The Malawi Special needs policy focuses on eight major components of special needs education namely early identification, assessment and intervention, advocacy, care and support management, planning and financing, access, quality equity and relevance (MOEST, 2007). This study was carried out to investigate the extent to which inclusive education is being implemented towards achieving universal right to education.

Specifically the study was aimed at achieving the following objectives: (1) assess the availability of human as well as material resources to support special needs education; (2) assess the appropriateness of the infrastructures to support special needs education; (3) asses the knowledge of inclusive education among teachers; (4) Develop strategies to address data collection on persons with special need

The study employed a qualitative design using multiple methods that are interactive and humanistic in nature. Data was collected in the environment in which teaching and learning takes place for a better understanding of the dynamics of special needs education. The study employed both purposive and random sampling techniques. Out of 349 government schools in the central west division, twenty one (21) schools were randomly sampled. The District Education Manager and the Ministry of Education officials from the SNE Unit were purposely sampled as key informants. Data was collected through checklists, observations and guided interviews. A total of one hundred and seventy (170) participants were involved.

The analysis of data revealed that majority of the respondents (79%) lack basic knowledge of inclusive education hence difficult for them to apply its principles and approaches in classrooms. The study also established that out of the twenty one (21) sampled schools, fourteen (14) schools were not practicing inclusive education thereby not accommodating students with various forms of disabilities and only ten schools had resource centres which support students with special needs although some centres lack essential materials such as Braille machines.

The study also reviewed low budgetary allocations towards special needs activities; that special need teachers were not aware of the budgeting process hence their activities not prioritized. Also poor communication between ministry and local education structures was hindering the implementation of various Government directives on inclusive education.

The results also indicate that only 2% of the schools had appropriate structures for the special needs student ranging from the play ground, the classrooms as well as the toilets. Ninety Four percent (94%) of the schools had toilets that could not accommodate students with disabilities, 97% had classrooms that have poor lighting (refer to Annex 6) and only 13% of the schools had the area around the resource centre well constructed with ramps. Most schools lack assistive devices and where these are available they are poorly maintained. Also mismanagement of financial resources allocated towards procurement of materials for SNE was negatively affecting the implementation of SNE approaches and interventions.

The study also reviewed that data collection at both National and local level a problem due to lack of mechanisms and methodology for data collection. This suggests that there could be a population of SNE learners who do not appear on the official statistics on SNE at both the Ministry of Education, Science and technology and the Ministry of Gender and Child welfare. Lack of critical data affect the planning process of SNE and inclusive education.

The study established that there is a special budget allocation to SNE although the allocation varies from one district to the other depending on the type and size of the school. It was also established that the SNE Unit's annual budget is equates to less than one US dollar per special need child per year. This prevents the SNE Department to fully implement its activities.

The study also reviewed lack of a formal system of in-service training on SNE as part of staff continuous profession development (CDP). The teachers, field supervisors and head teachers are not constantly updated on SNE activities, strategies and approaches.

The study recommends the following: need for the promotion of in-service training on inclusive

education; enhance communication between Ministry of Education, Science and Technology and Local Education Structures; School Management Committees should always ensure that government procurement guidelines as outline in Public Procurement Act are adhered to minimize case of mis-procurement of materials;   SNE teachers should be deployed to all the Schools to support inclusive education initiatives

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List of Abbreviations

EFA   :   Education for All

ETS   :   Education Teaching Studies

IEC   :   Information Education Communication

IE   :   Inclusive Education

MDGs :   Millennium Development Goals

MOEST: Ministry of Education Science and Technology

NESP :   National Education strategic Plan

PODCAM: parents of Disabled Children Association of Malawi

SWAP :   Sector Wide Approach

SNE   :   Special Needs Education

SENCO: Special Educational Needs Co-coordinator

TEA   :   Tanzanian Educational Authority

UNESCO: United nations Educational Scientific and Cultural Organisation

UNICEF: United Nations Children's Fund

WHO: World Health Organization

CHAPTER1:   INTRODUCTION

1.1   Background

The Malawi government developed a National Educational Strategic Plan (NESP) based on the Education for all (EFA) plan of action and the education policy and investment framework with the aim of developing a more realistic, sound and analytical framework for attaining the educational reform agenda up to 2017 within the sector wide approach (SWAp) and the Paris declaration on aid effectiveness (UNESCO, 2001). One of the plans is to achieve education for all or right to education through the action plan of inclusive education.

The Malawi government has a law that stipulates that every child has a right to education and guarantees the right of a disabled child to attend a main stream school (National Policy on Special Needs Education; 2008). The constitution of Malawi (2005 - Chap iv (20)) stipulates that discrimination of persons in any forms is prohibited and all persons are under any law guaranteed equal and effective protection against discrimination on grounds of race, colour, sex, language religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status. The provision of education in Malawi as enshrined in the Constitution of the Republic is based on the principles of non –discrimination. The vision of education in Malawi as stipulated in the NESP (2010) is to be a catalyst for social economic development, industrial growth and for empowering the poor, weak and the voiceless. This vision re-affirms Government commitment to achieving inclusive education.

Inclusion in the provision of education is concerned with the identification and removal of barriers of access to education (Dyson and Millward, 2000). Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to

stimulate creativity and problem solving. Issues of exclusion /inclusive are developmental and are matters of human rights, equity and transparency and democratization. Efforts to tackle exclusion must go hand in hand with strategies to bring about economic growth and sustainable development to nations, communities and individuals (Dyson and Millward, 2000).

Inclusive education includes adopting a broad vision of education for all by addressing the spectrum of needs of all learners, including those who are vulnerable to marginalization and exclusion, (UNESCO, 2005). It is also important to note that, even in the developed world, not all educationalists have embraced the inclusive philosophy and are resistant to change (Brantlinger 1997, Freire and Cesar, 2002). Some disability-focused organizations still argue for separate "specialist" services. They argue that separate educational provision is the only way of guaranteeing their right to education.

The Malawi government has put in place interventions to address issues of inclusiveness, gender parity, and equality of opportunities, access and treatment. Special needs policy alone focuses on eight major components of special needs education which includes early identification, assessment and intervention, advocacy, care and support management, planning and financing, access, quality equity and relevance (MOEST, 2007). Each of these components has policy statements and strategies to ensure effective implementation.

Status of special needs according to statistics from EMIS (2012) is that there are 83,666 learners with impairments enrolled in primary schools. These include low vision (18,328), complete blindness (366), partial deafness (18,999) complete deafness (2,276) and physically impaired (8,014) and with learning difficulties 34,946. By 2007 EMIS report statistics did not take into account the number of learners enrolled in mainstreaming classes with impairments

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such as learning difficulties (intellectual, emotional and behavioral difficulties). Historically, Malawi for the past forty five years had some progragmmes addressing Education for All but they were not coordinated. The statistics above do not reflect the number of children with special educational needs that do not have access to educational opportunities, hence not captured in official records of the Ministry of Education, Science and Technology. However, using the world estimate that ten percent of any enrolment comprises learners with special needs, then it can be estimated that Malawi has about 296,000 special needs learners (NSO, 2010).

Malawi government in 2004 established the Department of Special Needs Education. This has been acting as a link between other stakeholders interested in the achieving the right to education. Specialist training for primary teachers is provided by Montfort Special Needs Education College which has the capacity to train one hundred teachers per cycle on its two-year full-time course. In addition the college also runs Open & Distance Learning short courses for Specialist Teachers. There are six other TTCs in Malawi training non-specialist teachers to work at primary level in these colleges, a module on special needs and inclusive education is a compulsory element of the Foundation Studies courses that are taught. Catholic University is the only tertiary institution offering SNE training to Secondary Education Sub Sector. Its Special Needs Department has a capacity to train up to 30 students per year.

In addition to being subscribed to relevant international institutions (e.g. UNCRPD and UNCRC), Malawi also includes disabled children's right to education in a number of key domestic policies, plans and programmes like the Disability Act, 2012, National Policy on Special Needs Education (2008). Although the Country does not have an Inclusive Education Policy, special needs approaches and terminology are used in some training institutions. .

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However, the recently passed 2012 Disability Act does not address issues on Inclusive Education.

The Disability Act 2012 is a rights-based bill aimed at mainstreaming disability in all aspects of Malawi's 'political, economic and societal spheres' and as such will be a key advocacy tool for the disability sector in Malawi. It also preserves into law penalties for individuals and organisations demonstrating discrimination towards disabled people.

Non-Governmental Organisations intervention on inclusive education in Malawi include a three year project Promoting Inclusion for Children with Disability in Basic Education for All being implemented by FEDOMA and PODCAM. The project also focused on raising awareness of stakeholders, training of SNE teachers, and improving physical access by providing Braille textbooks and other adapted materials. The project was implemented in the three districts of Lilongwe, Mchinji, and Salima (World Bank report 2005)

Within MoEST, the SNE Unit holds the main responsibility for special needs education; however the Unit is severely under-capacity to deliver on its POW in terms of human resources, budget, and its lack of linkages with other Ministry stakeholders, all of which adversely affects planning, implementation and monitoring. The SNE Unit's annual budget for 2012 was thirty- million Malawian Kwacha – given current estimates of the number of disabled children in school this represents approximately two hundred kwacha per year per child, or less than one US dollar each annually (World Bank report 2005).

The Ministry of Education has been advocating education for all through the Learning Difficulties Programme upon realizing that for many years, learners with hearing and visual impairments have not been catered for in the Malawi's education sector. Learning Difficulties

Programme focuses on all learners with intellectual disabilities. The programme aims to equip specialist teachers with skills on how best to handle children with specific learning difficulties. The targeted children include those with behavioural/ emotional difficulties, language and communication difficulties, as well as other health related impairments (MOEST, 2001). This project therefore attempted to investigate into the extent to which inclusive education is being implemented towards achieving universal right to education. Some activities that will be done during the investigation is to assess how the students are identified as special needs students especially those whose impairments are not physical but a learning difficulty, how conducive the environment is, how prepared are the teachers to handle such students.

1.2   Statement of the Problem

Malawi has participated in various international forums like the Salamanca Conference of 2010 promoting right to education through inclusive education. Efforts have been made by the Government and other stake-holders to embrace inclusive education such as the introduction of the department of special needs education in 2004. However, Malawi does not have an Inclusive Education Policy or Strategy but continues to use the 'special needs' terminology and to a large degree, approaches.

The absence of the policy makes it difficult to plan and manage resources. The distribution of human resource is a challenge because of this policy gap. For instance; the six divisions have 16593 government teachers and 1311379 pupils, out of which 8366 are special needs students in the 1965 government schools. This population is a challenge as far as teacher pupil ratio is concerned. In 2012, the teacher pupil ratio was 95 to 1, while pupil classroom ratio was 107 to 1 (EMIS 2012). This is affect the teaching and learning process as students with learning difficulties are not given the adequate time and attention..

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The number of special needs children dropping out of school is increasing due to lack of proper support. In 2009 there were 21218 special needs drop outs due to unavailability of teachers, lack of resources, poor facilities and long distances. In 2012, the number of special needs drop outs rose to 24194 (EMIS 2009, EMIS 2012). The environment is not conducive as well as the learning materials like large printed books, Braille machines and visual aids are not available. These problems are emanating from the policy gap which is affecting planning and resource allocation.

The designated schools that were established to take care of SNE students are placed in geographical scattered areas making them inaccessible to the majority of the special needs learners.. For instance; there is Malingunde, Montfort, Mua among others. The way these schools were geographically situated poses a great challenge to the learners in terms of transport and achieving the idea of schools working together with children with special needs along with their parents. Furthermore, SNE students' population is increasing resulting in increasing demand for special schools, teachers and resources. Therefore, there is great need for policy shift from special needs schools to inclusive education where ordinary schools will integrate special needs learners. This will entail maximization in the utilization of available resources in schools and SNE learners will be closer to their parents and guardians for extra support and special care.

1.3   Objectives of the Study

1.3.1 Overall Objective

To assess the extent to which universal right to education is being implemented with reference to Special Needs Education.

1.3.2 Specific Objectives

1. To assess the availability of human as well as material resources to support special needs education.

2. To assess the appropriateness of the infrastructures to support special needs education.

3. Asses the knowledge of inclusive education among teachers.

4. Develop strategies to address data collection on persons with special need

1.4 Significance of the Study

By 2004, Malawi did not have exact statistics of children with learning difficulties in the schools (NSO and ORC, 2005). This meant that resources s could not be properly directed to the activities of Special Needs learners. Planning was hampered by lack of data and policy. This also reflects failure of the implementation of disability screening exercises which are meant to be undertaken frequently in all the primary schools across the country.

The findings of the study will help the Ministry of Education, Science and Education advocate for universal education and provide a conducive learning environment for learners with special needs. This will help reducing prevalence rate of SNE learners dropping out of School. This will also assist the Ministry in the rehabilitation of the infrastructure in ordinary schools to carter for special needs learners.

The findings will also help government in implementing the deployment policy. Special needs teachers will be deployed to ordinary school and that will create an integrated education system. The deployment of SNE teachers to ordinary schools will also guide training requirements in the Ministry. This could result in the emergence of special training programmes on SNE and its approaches. This will ensure the availability of specialist teachers

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in school or within distances where some can become itinerant teachers. It will also help the government to revise the practice of the some teacher training colleges offering short courses in special needs during the teacher training period.

The findings of the study will bring awareness on both planning and budgeting for SNE activities. The Ministry will ensure that adequate budgetary allocations are provided at ministry, divisional and school levels. Where schools are not cost centers the government will make proper recommendations to allow them to retain internally generated incomes to support SNE activities.

The findings will also bring awareness to communities to understand issues of SNE. This will enable communities effectively participate in decision making on issues of SNE through the Parents Teacher Associations. . This will eventually create a good learning environment for special needs learners thereby reducing dropout rates.

The findings will help bring awareness to specialist teachers on the challenges affecting SNE learners thereby helping in advocating and lobbying for more resources towards SNE. The budget process will prioritise issues of special needs education and this will make resources available hence creating a conducive working environment.

Students will benefit in a sense that the screening and identification process will be thorough and systematic and SNE learners will be assisted based on their areas of need. As the environment is made conducive for learning, dropout rates will be reduced, as the barriers will be reduced, performance will also improve. This will also help the government achieve the

millennium development goals for education for all (EFA) and the solutions of the Salamanca Conference.

The findings will also raise awareness on the plight of special needs learners' thereby relevant stakeholders will realize their roles in advocating for inclusive education. A coordinated approach will bring confidence to donors to support inclusive education initiatives thereby achieving universal right to education.

1.5   Theoretical Framework

This study is grounded in organizational culture theoretical framework. It is based on what international research suggest are features of education systems that are successful in moving in an inclusive direction (Ainscow, 2005 and Ainscow et al, 2006). It borrows concepts from sociology and psychology. Organizational culture has constructs of critical theory which has perspectives that are concerned with empowering human beings to transcend the constraints placed on them by race, class, and gender (Hobbs, R. and Norton, D. 2006). It addresses the disability inquiry which deals with the meaning of inclusion in schools and encompasses administrators, teachers, and parents who have children with disabilities (Mertens, 1998). With these knowledge claims are stances for groups and individuals in society that may be marginalized or disenfranchised. Therefore, theoretical perspectives may be integrated with the philosophical assumptions that construct a picture of the issues being examined, to the people to be studied, and the changes that are needed.

This process of framework building helps in minimizing focusing on unrelated materials. Even so tightening focus on constructs that comprised the relevant substance of the inquiry, at the same time maximizing the real world utility of the inquiry; hence the means by which validity in its various forms was achieved. Anomalies may exist without adequate "lenses" or

"filters" to see them and may become visible only when the framework exists to define them (Maxwell J. 2009).

This framework was related to the presence, participation and achievement of all students with an emphasis placed on those groups of learners regarded to be at risk of marginalization, exclusion or underachievement. The conceptual grounding of the study has helped as a map to the investigation. Specifically it helped the project to move away from explanations of educational failure that concentrated on the characteristics of individual children and families, towards an analysis of the barriers to participation and learning experienced by students within education systems (Booth and Ainscow, 2002). Students who experience such barriers can be regarded as hidden voices that under certain conditions can encourage the improvement of schools in ways that would be of benefit to all of the students (Ainscow, 1999).

In order to offer some direction as to how this agenda was addressed, the frame work has items which are seen as ideals, that is, aspirations against which existing arrangements should be compared in order to pinpoint areas for development. It consists of four overlapping themes namely; concepts, policy, structures and systems and practice. In this case, the specific interventions that Malawi government has put in place to address inclusive education acted as the aspirations against which development was mirrored. Therefore, with the nature of the study, it is resting on all the themes, which requires schools to have trained teachers prepared for dealing with learner diversity, teachers have opportunities to take part in continuing professional development regarding inclusive practices, strategies for encouraging the presence, participation and achievement of all learners from their local communities,

schools provide support for learners who are vulnerable to marginalization, exclusion and under -achievement.

The framework therefore is connected to the research project's goals that direct the collection and analysis of data. It was used to review the stages of development within a divisional education system. In this way, evidence was used to highlight the policy gap, formulate plans for resource management, financial resource management, human resource management practices to be easier at all stages. As Copeland (2003) suggests that inquiry can be the engine to enable distribution of leadership that is needed in order to foster participation and the glue that can bind stakeholders together around a common purpose. All of this has major implications for leadership practice at different levels within schools and education systems. In particular, it calls for efforts to encourage coordinated and sustained efforts around the idea and changing out comes for all students is likely to be achieved unless there are changes in behaviours of adults. Consequently, starting point must be with professional staff at all levels: in effect, enlarging their capacity to imagine what might be achieved, and increasing their sense of accountability for bringing this about (Bush, 2006).

The argument is based on the assumption that education systems know more than they use and that the logical starting point for development therefore is with a detailed analysis of existing arrangements which is the aim of this project. The project therefore allowed good practices to be identified and shared, in this case; good organizational cultures, whilst at the same time drawing attention to ways of working that may be creating barriers to the participation and learning of some students. However, the focus must not only be on practice. It must also address and sometimes challenge the thinking behind the existing ways of working.

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1.6   Organisation of the Thesis

The dissertation has been organized in five chapters. Chapter 1 provides the background to the study. It also provides the justification and significance of the study. The last part of the chapter provides the theoretical framework which provides a foundation for the study. Chapter Two: Literature review this chapter provides a literature review to the study. It describes the emerging issues in inclusive education and challenges and experience in various countries. Chapter three describes the research design and methodology which includes administration of data collection instruments, sampling procedures and data analysis. The chapter further presents ethical considerations and worthiness of the research findings. Chapter Four presents the results of the study. This is followed by the interpretation and discussion of the results. The first part looks at knowledge of inclusive education among teachers, the availability of human and material resources to support special needs education assess the appropriateness of infrastructure to support special needs students. In the final analysis, the chapter looks at the challenges faced by teachers in promoting inclusive education in the classroom. Chapter Five presents main findings, conclusions and recommendations for the study. The last part of the chapter outlines the limitations of the study areas for further research.

CHAPTER 2: LITERATURE REVIEW

2.1   Introduction

Education for All (EFA), which represents an international commitment to ensure that every child and adult receives basic education of good quality, is based both on a human rights perspective and on the generally held belief that education is central to individual's well-being and national development. However, EFA has not, to date, given sufficient attention to some marginalised groups of children, in particular those seen as having 'special educational needs', or disabilities. Children with disabilities have remained relatively invisible in the efforts to achieve universal access to primary education. UNESCO's EFA Global monitoring Reports, for example, do not engage in any great depth with the educational status of children with disabilities, although other vulnerable groups, such as girls, have been part of more mainstream efforts (World Bank report, 2005). It has become clear that without targeted measures to help them overcome the barriers, the goals of EFA will not be achieved for children with disabilities.

The World Bank acknowledges that the total value of gross domestic product (GDP) lost due to disability is between $1.4 and $1.9 billion dollars. Again; a 2009 UNESCO study reported that up to 35.6 per cent of global GDP lost due to disability is estimated to take place in Europe and Central Asia (UNESCO, 2009). A study in Canada, revealed that if persons with disabilities are kept outside of the labour market, the production loss amounts to 7.7 per cent of GDP ($55.8 billion), representing a huge loss of potential. The World Bank further acknowledges that the total value of GDP lost due to disability is between $1.4 and $1.9 billion US dollars (World Bank report, 2005). The report elucidated that this could be lowered by reducing lost productivity, lost human potential and lost health and well being. In addition, the Organization of Economic Cooperation and Development 1994 (OECD)

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acknowledges that improving the equity and quality of education systems is vital to the maintenance of a flourishing economy and society.

2.2   Emerging Recognition of the Need for Change

In response to the apparent failures to date of EFA, an emergent focus has been placed on inclusion as the key Strategy for promoting the right to education, including for children with disabilities. While EFA offers the goal of universal entitlement, inclusion can be understood not merely as a vehicle for ending segregation but rather as a commitment to creating schools which respect and value diversity, and aim to promote democratic principles and a set of values and beliefs relating to equality and social justice so that all children can participate in teaching and learning (Miles S and Singal N; Vol 14, 2009). In so doing, it brings the education agenda much closer to the broader understanding of the right to education embodied in the key human rights instruments. In 1994, UNESCO 's Salamanca Statement and Framework for Action, signed by ninety two governments, affirmed and strengthened these provisions with a clear call for inclusive education, and an explicit principle that ordinary schools should accommodate all children regardless of their physical, intellectual, emotional, linguistic, or other requirements. The Committee on the Rights of the Child identified the need for action to bring an end to segregation in education in its General Discussion Day in 1997 on the rights of children with disabilities. A recommendation drawn was that: Countries should review and amend laws affecting disabled children which are not compatible with the principles and provisions of the Convention on the Rights of the Child (CRC). For example, legislation which compulsorily segregates disabled children in separate institutions for care, treatment or education (UNESCO, 1994).

The fulfillment of the right to education can be assessed using the 4 As framework, which asserts that for education to be a meaningful right it must be available, accessible, acceptable

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and adaptable. The 4 As framework was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomasevski, but is not necessarily the standard used in every international human rights instrument and hence not a generic guide to how the right to education is treated under national law.

The 4As framework proposes that government as the prime duty-bearer has to respect, protect and fulfill the right to education by making education *Available*, *Accessible*, *Acceptable* and *Adaptable*. The framework also places duties on other stakeholders in the education process. For instance, the child who as the privileged subject of the right to education has the duty to comply with compulsory education requirements then parents as the first educators; and the teachers who are the professional educators (UNESCO, 2005).

The 4As which are in line with the objective of this project are further elaborated as follows:

(i) Availability

Education should be universal, free and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for students. Buildings should meet both safety and sanitation standards, such as having clean drinking water. Active recruitment, proper training and appropriate retention methods. It should ensure that enough qualified staff is available at each school (Moll and Naicker, 2001). However to some countries this is a challenge. For instance, in Nigeria, in spite of the efforts made towards training an increased number of teaching personnel in the field of special need; student enrollment is not proportionate with teacher preparation (Obiaker 1990).

Despite the existence of a policy, Obiaker (1990) stated that there are still problems in implementing the policy brought about by the large population in the country. Most people live in the rural areas therefore not receiving public sensitization on disability policies. Nigeria alone is home to an estimated 10.5 million out-of-school children of the majority are learners

with learning difficulties. This makes Nigeria a country with the highest number of SNE drop outs at primary school level globally (www.allchildrenonegoal.wordpress.com). It should be realized that according UNESCO, (2011), an estimated that 61 million children of primary school age are being denied their right to education globally because of various reasons.

(ii)   Accessibility

All children should have equal access to school services regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour or exploitation to prevent children from obtaining primary or secondary education. Schools must be within a reasonable distance for children within the community, otherwise transportation should be provided to students, particularly those that might live in rural areas, to ensure ways to school are safe and convenient. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs (UNESCO, (2011).

(iii)   Acceptability

 The quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. A good example is Kenyan practise. In Kenya both regular and special needs education use same centralized curriculum. This means that all learners go through the same learning experience without taking into account their diverse condition. Learners with special needs are therefore disadvantaged (Ntarangwi, 2003). Students should not be expected to conform to any specific religious or ideological views. Methods of teaching should be objective and unbiased and material available should reflect a wide array

of ideas and beliefs. Health and safety should be emphasized within schools including the elimination of any forms of corporal punishment.

(iv)   Adaptability

Educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities. Community and the schools should be working together. South Africa is on track as far as working together is concerned. Support teams also referred to as Institutional Level Support Teams (ISTs) in the schools were set up. . An IST as described by Moll and Naicker (2001) is an `internal' support team at each school or learning centre. It is a team of people from a school that includes teachers, non-teaching staff, parents and anyone else who can support the school. The ISTs are responsible for working with the Department of Education's DSTs and other people and organizations in the community that could help them to identify and meet the needs of the teachers and learners at their school, Co-ordinate all learner, teacher and school development support in the school. They are also responsible for finding ways to address the needs and barriers identified in their schools and identify who could help them to address these challenges in the school (Moll and Naicker, 2001).

2.3   Understanding Inclusion

Traditionally, there have been three broad approaches to the education of children with disabilities as observed by Bowe (2005). There is segregation; in which children are classified according to their impairment and allocated a school designed to respond to that particular impairment. There is also integration; where children with disabilities are placed in the mainstream system, often in special classes, as long as they can accommodate its

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demands and fit in with its environment. And the last one is inclusion, where there is recognition of a need to transform the cultures, policies and practices in schools to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede that possibility. He argues that inclusive education is not only about addressing issues of input, such as access, and those related to processes, such as teacher training, but also involves a shift in underlying values and beliefs held across the system. It requires that all children, including children with disabilities, not only have access to schooling within their own communities, but that they are provided with appropriate learning opportunities to achieve their full potential. Its approach is underpinned by an understanding that all children should have equivalent and systematic learning opportunities in a wide range of school and additional educational settings, despite the differences that might exist (Bowe, 2005).

Inclusive education provides a basically different instructive approach to one rooted in deviance or difference. In other words, it stresses the open learning potential of each student, rather than a hierarchy of cognitive skills, reform of the curriculum and a cross-cutting pedagogy, rather than a need to focus on student deficiencies and active participation of students in the learning process, rather than an emphasis on specialized discipline knowledge as key to teachers' expertise (Miles S and Singal N, 2009).

Radical changes are required in education systems, and in the values and principles of the people involved in delivering education, if the world's most vulnerable and disadvantaged children are to realise their right to gain access to their local schools. Inclusive education is an approach that takes into consideration the learning environment and all of its components as an interdependent whole, rather than concentrating discreetly on different aspects of the

learning environment. Bowe (2005) agrees that this kind of approach is holistic and it is fundamental to the creation of inclusive environments in which children with disabilities can learn effectively. He further argues that it provides the bedrock for ensuring a quality learning environment for children. It encompasses a multidimensional concept of quality and seeks to address the total needs of the child as a learner and active participant (Miles S and Singal N, 2009).

In 2008, UNESCO as stated by Singal N (2009); argued that a broad concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education, furthermore, children with disabilities are not a homogeneous group. They may identify more strongly with other aspects of their overall identity, such as their gender, economic status, ethnicity, or a combination. Belonging to one or more of these groupings significantly increases their vulnerability and investment in addressing the right to education needs to take account of such multivulnerabilities (Singal N, 2009). It is helpful to acknowledge disability as one of many issues of difference and discrimination rather than an isolated form of exclusion, and inclusion as a strategy for addressing all forms of exclusion and discrimination.

2.4   Types of Inclusive Education

Inclusive education is divided into two: *Regular* inclusion or partial inclusion and *Full* inclusion (Bowe, 2005). Bowe (2005) describes regular or partial inclusion as a situation where students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom. Most specialized services are provided

outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and students are pulled out for these services. The student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work. This approach can be very similar to many mainstreaming practices (Bowe, 2005). Whereas full inclusion is the complete integration of the student with a special need into the general education classroom. The student receives all special services in the same general education classroom as all other students. This is very common with students whose needs are easily met in a classroom, such as a modification that allows the student more time to complete written assignments. Here the students classified as disabled remain in general classrooms virtually all the time (Bowe, 2005). Related services are provided via "push in," meaning that professionals enter the classroom and deliver assistance there.

Schools that practice full inclusion for all students have no separate special education classes. However, full inclusion of all students, regardless of their particular needs, is a controversial practice, and it is not widely applied (Hastings, 2003). It is more common for local educational agencies to provide a variety of settings, from special classrooms to mainstreaming to inclusion, and to assign students to the system that seems most likely to help the student achieve his or her individual educational goals.

Different countries practice different approaches to achieve this education for all through inclusion. Many of them approach it in the human rights angle. Practices, approaches as well as their demerits from different countries shall be reviewed in this project, Malawi inclusive. This evaluation shall base on the objectives of the study for better discussion of results and focus.

Therefore, focus would be on the human resource, teaching and learning resources, presence of specialized teachers in schools, or within an accessible vicinity, the presence of resource centres and/or materials for the special students and if there is restructuring of school infrastructure to meet the specialized needs of individuals.

2.5 Challenges and Successes Faced by Different Countries in Pursuit of IE

Education is the basic human right that should be feasibly accorded to all human beings. It is the key index to economic and social development of a country. However, the educational scenario and approach of a country is related to several factors of which growing population is one. Nigeria is one such instance, which witness exponential growth in population that has direct impact on the country's infrastructure and resources. This has triggered immense burden on educational growth, though a few potential initiatives have brought education to spotlight through eradicating challenges (Ajuwon, 2008). Due to some reasons as such, different countries have different approaches and mission statements for special need education. Yet others are directed by political state of the nation. South Africa is a very good example, every policy intervention had to ensure a human rights ethos prevails given South Africa's dark apartheid history, education inclusive (Makoelle, 2004). And due to the varied approaches and policies countries are experiencing different outcomes. Below are some challenges and successes some countries have achieved in inclusive education.

2.5.1 Challenges of Inclusive Education in Some Countries

(i)   Physical Facilities, Attitudes and Parental Involvement

If school buildings are not compliant to the needs of the disabled and are inaccessible, they act as barriers to disabled learners. The indication is that when facilities and attitudes do not accommodate diversity, differences and learning styles of learners, learning could be

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negatively affected. The attitudes of teachers and the society to the disabled have a profound influence on how well the teachers will respond to their needs. In some instances negative attitudes towards disability act as a barrier to teaching and learning (Gary, 1997; Tiegerman-Farber, 1998). They further explicate that the conditions at home and factors such as emotional, sexual and physical abuse could have a negative impact on the learning process.

There seems to be a tendency in South African schools for parents not to take part in the education of their children due to a number of factors such illiteracy and non recognition by teachers (Makoelle, 2004). The non involvement of parents put teachers in a difficult position especially when dealing with learners exhibiting behavioral difficulties.

Although many teachers have begun to understand the inclusive education, it is important to understand that there are challenges to it. This is because inclusive education is still very new phenomenon. For this reason, some teachers are still resistant to the implementation of inclusive education. As observed by Moll; Naicker, 2001 a lot of work still needs to be done to develop positive attitudes towards learners with learning problems and disabilities. So far, schools have only had to deal with a very limited number of learners with little or no experience of school education, or learners with disabilities. He points out that there is general awareness by the public on the need to provide conducive environments for children with impairments (Moll; Naicker, 2000).

South Africa as an example; inclusive education as well as the Revised National Curriculum Statement is learner centered and could be located within the framework of learning theories such as constructivism. Constructivism assumes that the subject of the knowledge builds up all knowledge from scratch. There are no givens, no objective empirical data or facts, inborn

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categories or cognitive structures. This is a radical departure from what most South Africans are familiar with (Moll; Naicker, 2001).

In the light of the above, Moll; Naicker (2001) observed that the bureaucrats did not train teachers but oriented them to inclusive education and revised national curriculum statement policy goals and aims. Issues relating to epistemology, which provide the conceptual tools to guide teachers to navigate the new educational pedagogy, has been absent. This has hindered the growth of knowledge about knowledge and conceptual developments, innovation, creative thinking and imagination.

(ii)   *Bias Curriculum*

What is being taught and the way is being taught can have far reaching implications for learners and their learning process. Poorly trained teachers who sometimes cannot articulate the learning content in such a manner that responds to the needs of learners could be barriers to learning themselves. The learning material that is not prepared to respond to the learner needs also can also act as barrier to effective learning (Mutua and Dimitriv, 2001).

Education for individuals with disability in a lot of countries is receiving attention now more than ever before; however, a lot of them are still facing some significant challenges as far as curriculum in concerned. For instance, Kenya started as early as 1940 by the missionaries; only in recent years has the attention been given to the needs (Mutua and Dimitriv, 2001). In Kenya both regular and special needs education use same centralized curriculum. This means that all learners go through the same learning experience without taking into account their diverse condition. Learners with special needs are therefore disadvantaged (Ntarangwi, 2003).

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(iii)   Lack of proper Assessment Tools

Inadequate assessment/screening/early identification activities for learners with disabilities in schools and communities are major exercises as far as inclusive education is concerned. Early identification and assessment of children with disabilities are cornerstones for a successful inclusion, transition, and retention of children with visual impairments and other disabilities. Failure to receive early intervention services often results in preventable secondary disabilities such as diminished mental capacity, through lack of stimulation, and irreversible physical damage, such as muscle contractures, which seriously limit the child's future potential development and ability to benefit from school at a later stage.

Efforts have been made by different countries to reform the commissions, to include social, emotional and educational, as well as medical factors, when determining an appropriate educational plan for children. Nevertheless, a UNICEF (2010) survey revealed that many countries continue to rely on the 'defectology' model to determine disability classifications and educational capabilities for the child, and are rarely followed by a more comprehensive assessment or a re-examination of the original diagnosis. A very good example is the Central Eastern Europe and Commonwealth of Independent States (CEECIS). This is such one example among others where screenings are not compulsory and parents have to pay for them, resulting in the most at-risk children not receiving supportive services and being placed in inappropriate educational settings. With its long history of universal access to education, most countries in this region place great value on education and have high enrolment rates. However, this region is also steeped in a long-standing tradition based on a medical approach to disability – known as 'defectology' – and residential institutions; children with disabilities are often unaccounted for, unwelcomed, or simply ignored. http://www.unescobkk.org/education/inclusiveeducation/what-clusiveeducation/background/.

'Defectology' is a discipline rooted in a medicalised approach in which children with disabilities are considered 'defective' from the norm. It has evolved as a distinct and separate discipline from educational science, and employs clinical, physiological, psychological and pedagogical approaches to determine the means of correcting and compensating defects through a system of special education. The consequence of this approach has been the systematic placement of children, according to type of disability, in residential institutions so that they can grow and develop with support, and protected from general society. Yet in Finland the process of diagnosis is left to the teachers only. Each school has a group of stuff that meets twice a month in order to assess the success of individual classrooms and potential concerns within the classroom but it is one of the leading countries in inclusive education.

In CEECIS, there are 626,000 children in institutions, of which 219,000 are regarded as children with disabilities. This region has the highest rate of institutionalized children in the world, and the trend is growing but, even more distressing, is the mounting evidence that an estimated 1.1 million children with disabilities are invisible; they are not included in any official data, are likely to be kept out of school, and are out of the public eye. Even where early assessments are provided, they can prove detrimental. When any kind of development difference is noticed at birth, there is still a widespread practice of immediate separation of the child from the mother, depriving the child of essential breastfeeding support, bonding and contact. Once a diagnosis of disability is made, it is very hard to change it. This is especially true for children deemed 'uneducable' and placed in institutions. The commissions can pass down disability labels that are virtually impossible to appeal (http://www.unescobkk.org/education/inclusiveeducation/whatisinclusiveeducation/background/).

The ministry of education of Kenya discovered that there is no proper assessment strategy for initial evaluation of the needs of a child with mild retardation or disabilities that are not visible (Kiarie, 2006; Mutua, 2001). This is similar to what is happening in Nigeria. In spite of the efforts made towards training an increased number of qualified teaching personnel in the field of special need; student enrollment is not proportionate with teacher preparation. There is also a lack of consistent enforcement in policy implementation, lack of specialized consultants and qualified personnel in certain areas (Ajuwon, 2008). Kenya established educational assessment and resource centres that have given education a boost and created demand for more services and facilities (Abilla, 1988). However, there is little reliable comprehensive data indicating comprehensively the number of children with disabilities and this has made it difficult to plan effectively for their education (muuya, 2002). Kenyan national examination council does not have personnel trained in setting final examinations for special needs education. Therefore it uses the services of contracted professional and subject specialist (Ministry of education, 2008).

In Samoa there is lack of clarity as to whether children with disabilities should be placed in regular classes and supported by the resource teacher in the Special Education Unit, or whether they should be placed full-time in the resource setting. This approach promotes specific legibility criteria and uses the medical model to introduce a disability and impairment programme.

(iv)   Lack of Data and Poor Data Collection Methods and Tools

Following the World Education Forum in Dakar in 2000, a Flagship programme was initiated. The Flagships provide focused attention on particular challenges concerned with specific aspects of the Education for All goals, and work towards the achievement of their

goals by means of partnerships between United Nations organizations, multi and bilateral agencies, non-government organizations and civil society organizations such as universities. The last flagship to be formed was the Flagship on the Right to Education for Persons with Disabilities: *Towards Inclusion* (*The State of the World's Children,* UNICEF, 2004). The objective of the Flagship is to unite all partners in its efforts to provide access to education and to promote completion of quality education for all children and adults with disabilities. One of the strategies include; ensuring that EFA monitoring processes include data and documentation of resources allocated to persons with disabilities. This would assist in proper planning. However, this poses a problem in the developing countries as well as within the Asia-Pacific region. The data collected the in the Asia- Pacific region is so limited and this is minority group in society remains hidden. In terms of children with disabilities and their access to education, they remain unknown, uncounted and unserved in countries which claim to uphold education as a basic human right for all children. This conclusion was reached by the Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit of UNESCO Institute for Statistics (UIS), located in UNESCO Bangkok. The realization was confirmed at a series of workshops conducted by UNESCAP investigating the extent to which countries in the Asia- Pacific region collected data on persons with disabilities, (*The State of the World's Children,* UNICEF, 2004).

The numbers of children with disabilities is grossly underestimated, particularly in developing countries (*The State of the World's Children* UNICEF, 2004). Children with severe and moderate disabilities may be acknowledged, but children with mild or hidden disabilities are ignored. So too is the large population of children with learning disabilities or difficulties. These children account for a large proportion of children who drop out and do not complete primary education. They have no obvious disability but may experience extreme

difficulty with learning in one or more areas. Children with "hidden" disabilities may include those with intellectual disabilities and mental health problems, but may also include children with unidentified disabilities such as hearing loss. Children from many of the groups listed above may fall into any of these categories (*The State of the World's Children* UNICEF, 2004).

In Samoa, statistics on children with disabilities have been collected through various studies, but are not collected by the country's Ministry of Education on a regular basis. School censuses do not include information on children with disabilities (UNICEF, 2004). The main special needs education coordinator has not been trained to use the one database that does exist on children with disabilities. Samoa's general population census, undertaken by the Department of Statistics within the Ministry of Finance has only one disability-related question, that asks to define whether or not a person is disabled but without including any further information or a precise definition (UNICEF,2004) . The same practice is what is happening with Brunei. Brunei's various disability service providers keep formal records on all persons who receive services at their centres. Brunei's Ministry of Education does not collect additional statistics on persons with disabilities throughout the educational system other than the data collected on an ad hoc basis by the various service providers and collated with the help of the Ministry of Culture, Youth and Sports (UNICEF, 2004). The birth registration process does not contain information on disability; however, this information is contained in medical records. A database is planned for the near future that would collate these various sources of data. No additional statistics are available on out-of-school children, nor on longitudinal outcomes of various cases (UNICEF, 2004).

(v) ***Problems of Political educational reforms***

Most of the developing countries are faced with political problems that interfere with educational programs. A good example is Kenya. It seems to have made bigger development as far as special need education is concerned. However, corruption is a very big problem that also affects the field of education because funds are set aside for education but they are being used by politicians and not reaching the schools (Siringi, 2009) and parents are forced to pay for fees for their children's education which is sometimes impossible due to levels of poverty.

Another major problem is the transition of governments. For instance in Nigeria this has made it difficult to solidify educational policies as far as special needs education is concerned and programmes that are not extensively politicized (Ajuwon, 2008). As new government takes over, old programs and policies are revised and changed and or terminated before completion. While as in South Africa; Inclusive education has not been promoted as simply one more option for education but as an educational strategy that can contribute to a democratic society. After the end of the Apartheid era the new democratic government committed itself to the transformation of education and key policy documents and legislation stress the principle of education as a basic human right as enshrined in the Constitution. As a philosophy, the concept of inclusive education in the South African context embraces the democratic values of equality and human rights and the recognition of diversity (Makoelle, 2004).

Research as reported in the European Journal of Psychology of Education, (2006) indicates that multifaceted societal changes, encompassing educational reforms and contextual changes, including the management of diversity in schools, have had a negative impact on the implementation of inclusive education. After ten year of democracy, the enduring tension

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between changing the structure of education and changing the process of education is still influencing progress. Enhancing the recognition and acceptance of the basic rights of all South African children to be accommodated in inclusive school communities therefore remains a challenge (European Journal of Psychology of Education, 2006).

Although governments are moving to address the issue of the education of children with disabilities, there is in some contexts a view of disability as being a "charity and welfare" issue. Advocacy by parents and organizations of people with disabilities is not welcomed. In this situation, the inclusion of children with disabilities will remain superficial, outside the national system and lacking full commitment to making the necessary changes. Children with disabilities are frequently not included in national policies, and where they are identified as a target group, it may be in relation to a limited aspect of education such as early childhood education or education in special schools. National plans are often prepared by governments without proper consultation with nongovernmental organizations and community groups, including organizations of persons with disabilities and parent groups. This is most likely to happen when there is no representative National Coordinating Council or body set up to form the focal point for all matters related to disability. A coordinating body should encourage community-wide debate on the issues, and have input into policy and implementation strategy development. National Education for All plan of Action for Thailand (2002-2015), 2002.

(vi)   *Inadequate Human resource*

Human resource is one of the problems in the special needs education circles. For instance in Kenya, the number of staff trained is not enough to carter for the number of children that need their services. And the parents do not participate fully in the education of the child (Ministry of

education, 2008). The ministry of education of Kenya has no proper assessment strategy for initial evaluation of the needs of a child with mild retardation or disabilities that are not visible (2006; Mutua, 2001). This is similar to what is happening in Nigeria. In spite of the efforts made towards training an increased number of qualified teaching personnel in the field of special needs; student enrollment is not proportionate with teacher preparation. There is also a lack of consistent enforcement in policy implementation, lack of specialized consultants and qualified personnel in certain areas (Ajuwon, 2008).

Population can also contribute to the problem of policy implementation. Obiaker (1990) stated that despite the policy, there are still problems in implementing the policy brought about by the large population in a country. Nigeria is among such countries experiencing population increase. Most people in this country live in the rural areas therefore not receiving public sensitization on disability policies put forth by the government. Nigeria alone is home to an estimated 10.5 million out-of-school children. This is a figure that keeps Nigeria as the country with the highest number of out-of-school children of primary school age globally (www.allchildrenonegoal.wordpress.com). According to recently released data by UNESCO, (2011), an estimated 61 million children of primary school age are being denied their right to education globally.

In Samoa there exists a small budget for implementation of special needs activities (UNESCO, 2011). The special education system relies on the Special Education Units throughout the country, of which there are six. However, implementation in all six has significant difficulties and only one is currently functioning. This is in part due to a teacher shortage that drew away special education teachers from their special education duties and

assigned them to regular classrooms. This is a difficulty in terms of both resource-limitation and ineffective reinforcement.

In Tanzania the teachers who are expected to teach the students with special needs were trained as mainstream teachers where there was exclusion of the special need students, (Mmbanga 2002). The curriculum to prepare such teachers did not include a special education component and where special need education was included, it lacked expertise to appropriately and competently be taught (Mmbanga 2002).

2.5.2   Successes of Inclusive Education in Some Countries

(i)   Cost Sharing among Stake-holders

The introduction of cost sharing in some countries has brought about a significant change by eradicating some problems. For example, the challenge as observed by Moll and Naicker (2001) is that during construction phase in South Africa in the early years, most schools were not built as safe environments for learners with disabilities. Therefore a lot of the schools for example, do not have ramps for wheelchairs, level pathways or proper toilet facilities for learners with disabilities. Many schools need to be upgraded so that they can become safe learning environments for all learners. In regard of this some teachers and members of the society raise money to upgrade their school buildings and facilities so that learners with disabilities can move about more easily in the classrooms and in the school grounds. In addition, in some schools, the parents have already become involved in building ramps so that learners with disabilities can get in and out of classrooms easily. As a result of such efforts some schools have become accessible.

Support teams in the South African schools were set up. These teams are called institutional-level support teams (ISTs). An IST as described by Moll and Naicker (2001) is an `internal'

support team at each school or learning centre. It is a team of people from a school that includes teachers, non-teaching staff, parents and anyone else who can support the school. The ISTs are responsible for working with the Department of Education's DSTs and other people and organizations in the community that could help them to identify and meet the needs of the teachers and learners at their school, Co-ordinate all learner, teacher and school development support in the school. They are also responsible for finding ways to address the needs and barriers identified in their schools and identify who could help them to address these challenges in the school (Moll and Naicker, 2001).

An effort was made to integrate students who were blind and deaf in a regular school (Kiarie, 2004). Transport was provided to students with orthopedic disability so that they could attend school. This was also done by voluntary efforts in conjunction with local authorities. Ntarangwi (2003) points out that committee of the care and rehabilitation of the disabled recommended that due to the high demand schools should be established to train personnel. There was one physiotherapist appointed by the government and a physiotherapy school existed.

While as change in Samoa has been a gradual process with non-governmental organizations' influence playing an important role (UNESCO, 2011). And this was made possible by sharing costs and roles with interested stakeholders. Two non-governmental organizations had been providing education to children with disabilities for more than 25 years. Compulsory education was made mandatory for all children aged five to 14 years in 1992, but in practice this did not include children with disabilities. It was the result of advocacy from the non-governmental organization service providers to government, urging them to take some responsibility for the education of children with disabilities that led to recognition

of this as an issue in the 1995-2005 Policy and Strategy document. It was agreed that a strategy should be developed whereby government would take full responsibility "over time". On-going advocacy from these non-government schools, parents groups, and a recently formed organization of persons with disabilities has led to their representation on the Special Needs Education Advisory Committee of the Ministry of Education, (Western Samoa Education Policies & Education Strategies 1995-2005).

For more than a decade a partnership between Save the Children (Sweden) and the National Institute of Educational Sciences (NIES), of the Ministry of Education and Training (MOET), Viet Nam, has resulted in "a workable strategy for inclusive education in Viet Nam". This long-term commitment by an International Non-Government Organization, working in close cooperation with national Ministry of Education counterparts, has seen the development of inclusive education projects in more than six provinces. Strong emphasis was placed on training at all levels of the system and the community, and on ensuring local "ownership" and sustainability of the project, (Save the Children, 2005).

Tanzanian education authority (TEA) in its 2012/2013 budget sought supports to provide ICT facilities to help teachers for special needs which show that as a government it is an area of priority. Furthermore TEA held a press conference to help the media and public members to develop a common understanding on education systematic change from segregation to inclusive education.

(ii)   Community Participation

In relation to inclusive education the voice of parents and families of children with disabilities is very important. Some parents of children with disabilities face frustration at the

unwillingness of disabled peoples' organizations to include them as members. In other cases parents may be unaware of the rights of their children, lack the confidence to send them to school, or fear how they will be treated. Parents, caretakers of their children, often have the most decisive role in the success of their children in attending school. While some parents may be over-protective and fear sending their children to school, others are convinced their children can succeed in a mainstream school. Governments should take steps to ensure the formation of parents associations at local and national levels, UNESCO 2003.

In Brunei, SMARTER is a parent's group for those with autistic children. A parent's group for Down's syndrome is also being formed. In all schools, parents meet with teachers, throughout the year, for news about their child's learning and formation and progress on their individual education plans. The early intervention and support programmes that exist throughout the country also provide excellent opportunities for parents and families to be involved in their child's care, under the eyes of experts (Western Samoa Education Policies & Education Strategies 1995-2005).

On the question of parental involvement in the disability education process, the Vietnam Veterans of America Foundation (VVAF) and Catholic Relief Services (CRS) have both undertaken advocacy programmes for parents. Associations are also part of the Ministry of Education and Training/World Bank Primary Education for Disadvantaged Children project on community awareness. Some parent groups already exist to do volunteer work with schools, such as cleaning and other tasks (UNESCO, 2009). This is allowing Schools to collaborate directly with parents, on both an individual-case basis and in groups in order to inform teachers about the children and allow parents to learn from teachers. Schools/teachers and parents should have regular meetings throughout the school term, to discuss issues with

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regards to the child's progress, plans of action, any problems arising at home or in the community.

In Finland studies have also reflected that the new competence requirements, which arise from the societal change, emphasise teachers' ability to meet children, young people and their parents, as well as colleagues as co-operative partners (http://www.european-agency.org/country-information/finland/national-overview/development-of-inclusion).

Teachers cannot cope on their own under the pressures set by increasing requirements. A well-functioning multicultural school works as a community, whose results depend on its ability to employ the students' individual and special skills to benefit the common good. As a result of the increase in social problems and in the number of students who need special attention, teachers need both pedagogical and social knowledge and skills to work together when solving problems at school. Teachers are also expected to be open at interacting with their environments. The 'teachership' of the future means the ability to teach heterogeneous groups, readiness to actively participate in discussions concerning the direction of education and society and the will to work for the development (http://www.european-agency.org/country-information/finland/national-overview/development-of-inclusion)

(iii)   *Capacity Building Initiatives in SNE*

Inclusion is not assimilation or making everyone the same. The key word is flexibility, acknowledging that children learn at a different rate and teachers need skills to support their learning in a flexible way (http //www.who.int/entity/classifications/icf/en). Thailand as a nation has its own success as far as training teachers is concerned. No untrained teachers are employed in Thai schools. All teacher trainees receive one course on teaching children with special needs within their basic teacher training course. Regular teachers who wish to become special education trained teachers can undertake short training courses of one, three and 15

days, which are offered at 19 universities; One year Special Education Teaching Certificates are offered at seven universities; Two year Master's Degrees, offered at four universities. Students can specialize in Learning Disabilities and Emotional Problems. Teachers for special education centres, village child health centres and hospital teaching service undertake one year additional training for specialist teachers' (http //www.who.int/entity/classifications/icf/en).

Thailand's six universities have a bachelor's degree teacher training programme in special education. Five universities offer master degree courses and one offers a doctoral programme, in special education and related fields such as early intervention. Scholarships are provided to thirty students for study at master's degree level and thirty at graduate level. Scholarships are also provided to University faculty to study overseas in the field of Special Education (http://www.who.int/entity/classifications/icf/en)

Teacher training in Vietnam has also received a considerable amount of attention over the past decade and indeed, has been a crucial element in establishing an inclusive education system in Vietnam. There are short courses as well as one, two and three year courses. An estimated thirty thousand pre-school and primary school teachers, as well as teacher trainers, from eighty one colleges have had short courses on Inclusive Education. In-service or upgrading courses have been essential for implementing inclusive education. Teacher training has two goals: practical classroom adaptation, including learning about and modifying individualised education and lesson plans, and secondly the acquisition of disability-specific knowledge. http://www.who.int/entity/classifications/icf/en

The strategy stresses the central role of teachers. To develop inclusive education requires heavy investments in teacher education. In Finland, teachers have been trusted to do their best as true education professionals. From this it has shown that Finnish teachers have been entrusted with considerable pedagogical independence in the classroom and that schools have likewise enjoyed substantial autonomy in organising their work within the limits of the national core curriculum.

(iv)   Availability of Resources

While other countries are struggling as far resources are concerned, others like Finland are managing. Finland is one country which is regarded as successful in the area of education. The statistics on provision, resources and costs of special needs education is elaborated upon in order to obtain a continuous view on the state of special needs education nationwide, as well as to acquire comparative data on the effects of regional and municipal differences. (http://www.european-agency.org/country-information/finland/national-overview/development-of-inclusion).

In-service education intends to meet the challenges presented by changes in the teachers' work plans, circumstances and teaching practices. Finish, educational institutions employ a great number of teaching and guidance personnel who have immigrated into Finland with no formal teaching qualifications. In-service training is also arranges for immigrants who hold teaching qualifications from other countries. The central aim is to produce qualifications for the Finnish school system in line with the teachers' renewed work plans and inclusive schooling practices (www.inclusive-education-in-action.org/039EN).

2.6   Conclusion

Literature review has shown that inclusion is not assimilation or making everyone child the same. Inclusive Education acknowledges that children learn at a different rate and teachers need skills to support their learning in a flexible way. Inclusive education requires heavy investments in teacher education and infrastructure development. . A well-functioning multicultural school works as a community, whose results depend on its ability to employ the students' individual and special skills to benefit the common good. However most of the developing countries face challenges which include lack of political will, poor planning, limited awareness among stakeholders and inadequate financing. The next chapter describes the research design and methodology.

CHAPTER 3:   METHODOLOGY

3.1   Introduction

This chapter describes the research design and methodology which includes administration of data collection instruments, sampling procedures and data analysis. In the final analysis, the chapter presents ethical considerations.

3.2   Research Design

The study employed a qualitative design using multiple methods that are interactive and humanistic in nature. The data was collected in the environment in which teaching and learning takes place for a better understanding of the dynamics of special needs education. Qualitative research is emergent rather than tightly prefigured and therefore several aspects emerged during the study (Matveev, 2002). As such some research questions changed to address the emerging issues in the course of interviews. The data collection process also changed as the inquirer learnt of emergent issues of interest to the investigation. This approach was also adopted because it allows for in depth, more open and detailed study of selected issues regardless of the number of sites, participants or documents (Mason, 1996). The approach helped obtain a more realistic situation that cannot be experienced in the numerical data and statistical analysis (Matveev, 2002).

3.3   Sample and Sampling Techniques

A good sample is one that is representative of the population from which it was selected (Gay, 1987, as cited in Mkhize, 2000; Ary & Jacobs, 1990). Justifying the use of a sample, Charlse and Mertler (2002) as cited in Nyamadzawo (2007) argued that samples are used in research because it is often impossible and almost always inconvenient due to financial constraints and time factors to study the entire population. This study therefore, employed

two sampling techniques: purposive and random sampling techniques. The techniques helped to engage subjects who were more accessible due to their geographic location.

There are 349 government schools in the central west division. One Primary school out of every sixteen schools was randomly sampled from the divisions giving a total of twenty one (21) schools. The schools were randomly sampled to have equal chances of representation and this procedure also eliminates the possibility of systematic differences among participants and the environment of the study that could affect the outcomes. Twenty one (21) head teachers from the twenty one schools, the District Education Manager and the Ministry of Education officials from the SNE Unit were purposely chosen because they acted as key informants because of their positions. Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Patton; 2002; Merriam, 2009).

To achieve objective four, observations using a checklist were used during physical inspection to verify the presence or absence of any infrastructures that meet minimum standards for specialized needs of learners with disabilities To achieve objective two and three, there were interviews with key informants, in this case the head teachers, the DEM and a representative from the SNE Unit (refer annex 1). To achieve objective one a guided interviews with teachers were conducted (refer annex 2). There were one hundred and seventy (170) participants in total. There was a facilitator who was directing the discussions following the interview guide and two note takers documenting all the discussions proceedings for precision.

3.4   Place of Study
The central West Division was chosen as the place of study due to its proximity to the location of the researcher. The education district is divided into six districts which are further organized

through a zonal system served by Teacher Development Centers (TDC) (MOEST, 2007). The Central West as per the latest information by EMIS 2012, between 2011 and 2012 the division had 349 schools with 4167 teachers, The Central East (CE) division has 363 schools with 2536 teachers. The Northern (N) division has 2701 teachers with 433 schools. The Shire Highlands (SH) division has 2095 teachers with 244 schools the Southern East (SE) division has 279 schools with 2058 teachers and the Southern West (SW) division has 3086 teachers with 329 schools.

3.5 Study Population

One (1) school out of every sixteen schools (16) was picked in this division. Therefore, there were twenty one (21) schools. Respondents were the division education manager, ministry officials, head teachers and teachers; (regular as well as specialized teachers). These were interviewed while in their schools to give the information in accordance with Creswell (1998), who argues that qualitative research is an inquiry process of understanding phenomena where the researcher develops a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. In this case the teachers' natural setting is the school premises.

Every head teacher who consented to the interview had his/her school automatically qualifying for the exercise. In total there were twenty one (21) schools, therefore twenty one (21) head teachers were interviewed. From every school, 8 teachers were interviewed including the head teacher. In total there were 170 participants were involved in the study. Effort was made to make sure that there was a good representation from both sexes. For instance where possible there was equal sexes being interviewed. If not the next school's selection was considering the composition of the last set of participants.

3.6   Study Period

As anticipated, the study took eleven months. Within this period, the proposal was developed, submitted and approved; pretesting of the interview guide was done, as well as data collection, analysis, report writing and dissemination of results.

3.7   Inclusion Criteria

All head teachers that consented in the division were interviewed including their teachers. The head teachers were purposely sampled because they are involved in management and planning of the human and financial resources. Head teachers also involved in the deployment of teachers' specialization based on needs. Some schools that are cost centers are able to make renovation decisions, buying of books at the various schools.

The teachers were chosen because they interact with learners as they facilitate the process of teaching and learning. To make sure that gender was well represented, where possible there were an equal number of male and female teachers that were interviewed.

3.8   Consent

A consent form was to be signed by those who consented (refer annex 3). Each head teacher was asked whether he/she was willing to participate in the survey. A school whose head teacher did not consent was not interviewed as well as teachers who have not consented were left out.

3.9   Data Collection

The data was collected through the use of interviews. This is important because clarifications were made at the site; non verbal messages were also noted. The

lived experiences, feelings and thoughts were investigated through these interviews. The semi-structured interview guide was used to get the opinions of the head teachers and other key informants. Kawawa (2004) noted that the semi-structured interview serves as an effective technique in allowing the respondents to talk freely about their experiences and feelings without the researcher losing track. The guide was structured according to the themes that emerged in the literature review. Even though, other themes emerged during the data collection process.

A checklist was also used when verifying the presence or absence of accessible infrastructures to accommodate the physically challenged. Visual materials were also used where need was and this took the form of photographs. These instruments provided a platform for experience sharing at the same time collecting views that could not be collected socially but through observation.

Data was collected by three research assistants. One was leading the interviews and the other two were recording were recording the proceedings of the interviews Prior to data collection, pretesting of the interview guide was conducted in two primary schools. The aim of the pre test was to identify any areas in the guide that require revision and to assess suitability of the tool to collect the required data and to determine time to be spent per school for ethical reasons. After the pre test, the guide was revised appropriately and then data collection for the main study commenced.

3.10   Data Management and Analysis.

The data was entered using a computer- Microsoft Word package, question by question or aspect by aspect depending on which objective the question or aspect was addressing. Prior to data analysis, data-cleaning helped to identify and eliminate errors emanating from unclear

responses, omission of data and other related mistakes during data entry (Punch, 2003). Double data entry was done by Data Entry Clerks to improve quality. Data from the interviews was tape recorded and transcribed. Content analysis was done manually to extract the emerging themes.

3.11   Data Handling

During data collection the principal investigator reviewed all the tape recorded data for completeness and accuracy of the data recorded. Once assured that the data is complete and accurate the interview notes were then collected from research assistants by the investigator.

3.12   Result Presentation.

The results have been presented according themes as outlined in chapter one. The sections have been presented systematically and logical for easy comprehension of content.

3.13   Dissemination of Results.

The dissertation is part of the requirements for the award of Master of Education (Teacher Education) and t will be submitted to Mzuzu University, Department of Education (ETS). Bound copies of the dissertation will also be made available to the Library and all interested stake- holders promoting inclusive education. The findings s will also be shared with respondents especially school management and division managers.

3.14   Ethical Considerations

3.14.1   Ethical Committee Review of the Research Proposal

Prior to data collection a letter of identification was sought from Department of Education and Teaching Studies, Mzuzu University. Verbal permission was also sought from the Education Division Manager.

3.14.2   Privacy and Confidentiality

Privacy and confidentiality of the participants were ensured throughout the study by collecting data through visiting the respondents in their schools and also by using identifiers which will be sequential numbers assigned as data collection is conducted and not actual names of participants.

3.14.3   Autonomy

Prior to data collection verbal informed consent was obtained from the Division Manager. All school heads consented verbally. Only those respondents who have consented were interviewed. On average fifteen (15) minutes was spent per interview.

CHAPTER 4:   RESULTS AND DISCUSSIONS

4.1   Introduction

This chapter presents the results of the study, interpretation and discussion of the findings. The first part looks at knowledge of inclusive education among teachers, the availability of human and material resources to support special needs education assess the appropriateness of infrastructure to support special needs students. The last part of the chapter, discusses challenges in implementing inclusive education.

4.2   Knowledge of Inclusive Education

This item aimed at establishing how much knowledge teachers have about inclusive education as a means of achieving Education for All. 53% of the respondents heard about inclusive education but did not have a clear understanding of it. 26% of the respondents had a limited understanding of inclusive education and only 21% had a better understanding of inclusive education. This suggests that majority of the teachers lack basic knowledge of inclusive education hence difficult for them to apply it principles and approaches in classrooms.

4.3   Availability of Human and Material Resources to Support SNE

Out of the twenty one (21) schools, fourteen (14) schools do not practice inclusive education and were not aware of the presence of any child in need of special education since there was no child with a physical disability. Because of this, it was difficult to ask about referrals since to them the need was inexistence. Three schools indicated referring back learners with disabilities such like blindness, physically challenged and speech impairment. Ten schools had resource centres and were practicing inclusive education. Two schools shared one resource centre and have itinerant teachers. However in most of these centers essential

materials such as, the Braille machine were not available. The results suggest that slowly, inclusive education is being implemented as shown in the seven (7) schools. However, there is great need to reach out to the remaining schools.

The majority of teachers did not participate in process of budgeting at a school level hence such teachers had limited knowledge on the budgeting process and funding towards inclusive education.

Also discussions at Ministry level revealed that the country does not a standard sign language hence the need for an international sign language adoption.

It was discovered that although some schools were not practicing inclusive education, the schools had well qualified personnel in SNE. The teachers acknowledged that there is a shortage of teaching and learning materials. At schools where there is no specialist resource centre it was asserted that special needs pupils have no access relevant materials. On the overall, teaching and learning materials are not available in a variety of media despite the fact that this is policy intention because most basic education materials are not translated into Braille. This is of particular concern as it relates to key texts on the curriculum (e.g. the 'Read Malawi' literacy programme books) which impacts on the child's ability to access the curriculum alongside their peers and has implications for their learning outcomes and future transition through the school system.

Enquiries at district level revealed head teachers do request for trained teachers in special needs as they believe that they don't have learners requiring special attention. This was due to lack of knowledge of inclusive education and how the screening and identification processes are done. The study revealed that Head teachers had no knowledge about of the directive

from the MOEST on reduced work load for SNE teacher. This show communication gap between the ministry and local level education structures.

4.4 Appropriateness of Infrastructure to Support Special Needs Students.

From the findings of the study only 2% of the schools had appropriate structures for the special needs student ranging from the play ground, the classrooms as well as the toilets. 94% of these schools had toilets that could not accommodate students with disabilities, 97% of the schools had classrooms that do not have proper lighting for the sake of students with visual problems. About 13% of the schools had the area around the resource centre well constructed with ramps. For example a romp into the room; well lit and wall posters with large prints fitted on the walls, other than that, the rest of the school premises were usable to the "normal" child. The trend was that a school could have one inclusive structure and not another. The biggest challenges were the assistive devices and paths within the premises. For example to and from the toilets classrooms, staffroom, resource centres tuck-shop where there were physically challenged students. Where assistive devices were present, the problem was servicing of such devices as well as adjustments. In most schools the expensive devices were not present, like the Braille machine, the hearing aids of different types and decibels.

4.5 Management and Procurement Systems

The research also revealed mismanagement of financial resources allocated towards procurement of materials for SNE. Political inference in some cases resulted in misappropriation of resources. In some cases, sub standard materials have been procured. For instance, in one school received about three million Malawian kwacha in 2004 to build a resource room but the only notable change saw a romp that was built. The lighting is yet to be improved.

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4.6   Data Collection on Persons with Special Need

This item aimed at finding out how data is collected for budgeting and planning purposes and to see and if the MOEST website has a section on the state of inclusive education in Malawi. It was discovered that the MOEST website does not have a section specifically for special needs education in Malawi, and the little information that is there takes time to be updated. However, the Ministry through the Department of Special needs has started collecting data on SNE and this will require time to be completed. Most of the information that can be found about special needs is though the EMIS data base which requires improvements especially in methods of data collection There are no standardized tools to measure the learning disability, however for the deaf they are international standardized diagnosis followed.

The government representative working within the special needs unit also pointed out that there is no proper coordination among the stakeholders. An example a program being implemented by MACOHA could be used to collect information on the children as well as working together with the social workers like the health surveillance form different hospitals. This could make the community aware of the inclusive education and register their children with appropriate. The use of MACOHA could have easily reduced the challenges of data collection and updating of EMIS.

4.7   Funding and Following up on the Progress

This item was meant to assess budget allocation special need education and the utilization of the funds. It also wanted to find out if there are any other sources of money apart from the Malawi government. It also assessed other sources of funding towards SNE. The study established that there is a special budget allocation to SNE although the allocation varies from one district to the other depending on the type and size of the school. Previously schools

were funded directly from the special needs unit but the approach was changed to grants to schools. The utilization of the funds was to be determined by school management as part of the decentralization process. The system of monitoring and evaluation on the progress of the activities and utilization of funds is done by qualified government monitors in various districts.

It was also learnt that the total annual budget for the education sector in Malawi is 7 billion kwacha. The SNE Unit's annual budget for 2012 was thirty million Malawian kwacha which roughly equates to less than one US dollar per special need child per year. Whilst all government departments are subject to budget constraints in Malawi, the SNE Unit struggles to fulfill its mandate on this level of funding.

Inadequate funding at school level was cited as having a detrimental effect on the teaching and learning process. With average teacher-pupil ratios of approximately 1:80 - 100, schools have no leeway in their overall budgets to subsidize special needs provision.

In the recently passed Disability Bill, education financing is explicitly mentioned only with regard to local government financial assistance programmes for students at secondary and tertiary level wherein a minimum of ten per cent of the budgets for these programmes is to be set aside for students with disabilities.

However, there are some interested stakeholders like the GIZ that supports the Unit in capacity building. They stakeholders are developing a strategy on inclusive education. Interview with SNE unit revealed that there is no need for special methodology to support the delivery of curriculum to learners with special needs. The curriculum should be able to accommodate all. Others such as VSO, World Vision UNICEF, FEDOMA are also helping in

building a special need education facility. It is estimated that the facility will support one hundred and twenty students per year.

4.8   Other Challenges

It was also discovered that TTCs experience difficulties providing on-going support and supervision to trainees in the classroom, mainly due to transportation problems and lack of finances. It was also observed that the classroom observation tool does not include SNE as an area for trainees to be evaluated on. Overall, newly-qualified teachers appear to be ill-prepared for working with disabled learners in the classroom as well as lacking key skills to identify, assess and refer children with all forms of disability. Faced with ever-increasing class sizes often in excess of 100 pupils per class, teachers they give little attention to the challenged children in mainstream classrooms.

Concern was also raised about the needs of VI teachers (visually impaired) during training and once in-class. Teacher training course materials – including the Student Handbook – are not available in any other media than print. At some TTCs (e.g. Lilongwe) there are specialist lecturers who can transcribe materials into Braille and large print as appropriate but this is not the case at all TTCs. Most basic education materials are also only produced in print and PEAs do not have the skills to support VI (visually impaired) teachers once they have been deployed; where available, they rely heavily on specialist teachers at Resource Centres for accessible materials. In addition to the personal frustration and difficulties this gives rise to, inevitably teachers with visual impairments will not be able to function fully as effective teachers thus further compounding the image of disabled people as less able and losing a valuable opportunity for good role-modeling to children and the community.

The lack of a formal system of in-service training on SNE was also cited by participants as a challenge in ensuring that teachers have the capacity to teach VI and other disabled children. The same with the SENCO's (Special Educational Needs Coordinator) whose role is to support the PEA in this work but they are not trained specialists, only having a basic knowledge drawn from the VSO Disability Toolkit which they use as the basis of their work with teachers and schools.

However, the Government of Malawi is currently re-introducing the role of School Inspectors to support the work of PEAs (Primary Education Advisor) who operate at District level. But this has a drawback because the majority of PEAs have limited capacity or knowledge to inspect or monitor disability issues in schools. The expectation is that the new school inspectors will be equally ill-equipped as the inspection directorate lacks specialist knowledge. The tools used by Inspectors are generic with no specific reference to SNE as a category for inspection.

4.9   Conclusion

There is a significant effort that is made towards inclusive education in others school in spite of the challenges that are being encountered. However, more effort is required to address the challenges outline above. There is need for the government to reinforce inclusive education in some schools where it is not practiced. The community at large needs to be sensitized on the availability of inclusive learning in school to send their children to school.

. The next chapter presents conclusions and recommendations of the study. In the final analysis, the chapter will provide areas for further research.

CHAPTER 5: MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

Based on the major findings of the investigation into the extent to which inclusive education is being implemented towards achieving universal right to education, this chapter will provide the main conclusions and implications consistent with the research objectives. These are followed by limitations of the study and suggestions of areas for further research.

5.2   Inappropriate Infrastructure to Support SNE

The study revealed that most of the infrastructures in schools were not constructed to support special needs learners. For example the verandas, the sidewalks, toilets and the staffrooms as well as the play grounds are not conducive. However, improvements in the provision of such facilities were observed in seven schools which give hope to the attainment of Education for All.

The study also revealed that in some lighting in classrooms was insufficient hence the need to invest in lighting if the visual impaired students are to be assisted (refer to Annex 6).

Inaccessible infrastructures make the movement of the students to be limited and association with friends during break time is also affected. This makes them to be conscious of their inability and eventually the students drop out because they lose a sense of belonging

5.3   Poor Management and Inappropriate Procurement Systems

The study revealed that in some schools proper procurement procedures for SNE equipments were not followed. This resulted in delays in the procurement and supply of teaching/learning materials for learners with SEN. Where there is infrastructure rehabilitation, there is no

proper monitoring and accountability of progress. Also the available facilities and resources in some schools are not service frequently.

The study revealed that issues of SNE are not properly budgeted for as teacher concerned are not involved in the preparations of schools annual budgets.

Proper procurement procedures lead to right people procuring resulting to right assistive devices being procured. The devices that have been procured should be serviced regularly to lengthen their service life and keep them in good condition. Rehabilitation processes should be properly followed up and monitored to make sure work is completed. Special education teachers should be included in the budgeting columns so that they can also include items for inclusive education.

5.4   Limited Human and Material Resources to Support SNE

The study discovered that there is limited number of specialist teachers in the schools and they complained that they do not have resource rooms. Where resource rooms were present; there were inadequate materials for teaching and learning. For example; visual aids, writing materials like Braille machine and assistive devices for the deaf. The study revealed that some schools were not aware of the directive from the MOEST that all schools should be inclusive hence no specialist teachers in such schools.

Limited knowledge on inclusive education by head teachers implies that the special need teachers' work is not understood and appreciated hence no need for a reduced work load. Where there is not enough teaching and learning material teaching becomes a challenge and performance of both the teacher and the student is affected. There should also be appropriate

channels of delivering information from the MOEST to make sure that all school managers have up to date information.

5.5 Lack of In-Service Training on Inclusive Education

The study revealed that there are no training sessions happening in various schools on inclusive education. It also discovered that some teachers were introduced to inclusive education during their training in colleges but it was inadequate. The in-service training can help the teachers to be aware of the needs of the students. This can improve performance among the learners.

5.6 Limited Knowledge of IE Among Teachers and Poor Working Conditions.

The study revealed that there is limited knowledge and skills by teachers in the teaching of learners with SNE and understaffing of specialist teachers. The study also revealed that the some training colleges have currently started teaching introductory inclusive education courses.

The study also found out that there is communication gap between the Ministry and local education especially in issues related to directives on SNE. This affects the working environment of SNE teachers.

Lack of knowledge by teachers will result in poor performance in the students, because most of the students have the ability to do better but need special guidance and time. Limited or lack of knowledge also affects confidence in the teachers and delivery of information to students. The teacher training colleges should cover more on inclusive education not just introductory sessions as is the current practice.

5.7 Recommendations

The study recommends the following

- There is need for schools to have in-service training on inclusive education.

- Appropriate channels of delivering information from the MOEST to make sure that all school managers have up to date information.

- School Management Committees should always ensure that government procurement guidelines as outline in Public Procurement Act are adhered. This will minimize case of mis-procurement ore procurement of sub standard materials. There should be a strong monitoring and evaluating system. Funds that have been allocated for various SNE activities should be monitored. Rehabilitation processes should also be monitored and evaluated.

- Inclusive methods of teaching should be employed by teachers and refresher courses under Continuous Teacher Developed should be encouraged. Teachers Training Colleges should increase the enrolment of SNE teachers. The curriculum should be reviewed to accommodate issues of inclusive education.

- The inspectors should go in the schools to reinforce inclusive education approaches and inclusive environment. However, there is need to train the inspectors in various aspects of SNE.

5.8 Study Limitations

Due to limited time and finances it was not possible to study in all the six educational districts.

5.9 Areas for Further Study

- There is need to conduct a similar study in the other education divisions to determine if there are similarities with the findings from this study.

- The role of the community at large and/or guardians and parents in achieving inclusive education.

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ANNEXES

ANNEX 1:   INTERVIEW GUIDE

This guide was used to achieve object 2 and 3 (for head teachers only)

1.   Have you ever heard about education for all
2.   What do you understand by inclusive education?
3.   Do you have students with special needs (learning difficulties inclusive)
4.   Do you have teachers that were trained to work with special needs students at this school? If yes how many, if no are you planning to have some oriented or do you plan to ask for any from the division (overall number of teachers)
   (i)   If yes to question 3 and no to question 4, how do you deal with the situation?
   (ii)   If no to question 3. If you happen to receive any child with special needs will you be able to have her/him enrolled into this school
   (iii)   If yes to question 3, do you have a resource centre which is well equipped with assistive devices
   (iv)   If yes to question no3. And no to question 3(iii) how far is the nearest resource centre or person you know

The following questions to be asked if the school has special needs children but no effort has been made on the infrastructure.

1. The ministry of education has issued a circular directing that all new schools provide an environment where learners with special needs can access education unhindered are you aware of this

2. There is also a school improvement programme that allows the community to choose the type of improvement to implement, has this been communicated during the PTA meetings
   - -If no, why
   - If yes what kind of implementation did they choose?
   - If they chose to prioritise disability issues, why are they not implementing them?

ANNEX 2:   INTERVIEW GUIDE FOR TEACHERS

This guide was used to achieve objective number 1 which is to check if regular teachers are trained to identify and work in an inclusive environment.

1   Have you ever heard about education for all?

    (b)   What do you understand by inclusive education?

2   During your training as a teacher did you undergo any course that drilled you on how to
          (a) Identify students with special needs (including those with learning difficulties)
          (b) Teach in an inclusive classroom
          (c) Be "sensitive" during examination

3   (If no to question no.2) Have you been oriented so that you are aware of the particular needs of children with disabilities

4   Do you have any special needs students in your classes?
    (a) If yes, what is your experience so far
    (b) If no, would you be able to handle one if he/she comes into your class

(To be asked if he or she is a specialist)
1. Were you assessed for your motivation and commitment to inclusive education

2. Did you conduct and pass a teaching practice

3. The skills that you learnt at school do you find them useful - are you using   them now

4. That are some of the challenges your ae meeting as specialist teacher in SNE

5. Generally what is the attitude of fellow teachers towards you as a SNE teacher

6. What can you say about the teaching conditions in terms of;

    -    teaching hours per week,

    -    work load (number of subject)

    -     teacher/student ratio

    -    Instructional materials

7. Do you have other specialists or helpers for classroom assistance (i.e. family members or other fellow teachers)

ANNEX 3: DATA COLLECTION CHECKLIST

This was used by the data collectors to achieve objective 4 during the school inspection. Physical checking was done

School environment checklist

	Accessibility	
	accessible (tick)	not accessible (tick)
Classrooms		
Play grounds		
Toilets		
Staffroom		
Pavements		
Classroom lighting	Well lit	Poorly lit
	Availability	
	Available (tick)	not available (tick)
Romps (or at least low verandas)		
Assistive devices		
Resource centre		

ANNEX 4.   INTERVIEW GUIDE FOR GOVERNMENT OFFICIALS

1. How many schools have so far embarked on inclusive education in the central west division

2. Is there a provision in the schools to assess the students upon enrollment for the hidden disabilities?

3. Are you specific on the nature of disabilities to be accommodated in these regular schools?

4. Have you had cases where a school reported that they cannot handle a child?

5. (If yes to the above) What did you do?

6. So far what is the feedback from the head teachers on teachers' experience?

7. What are some of the things strategies that have been put in place to make the regular schools SNE friendly?

8. What kind of support is being given to these schools?

9. Have they been given power to transform their environment (resource centres or infrastructures?)

10. Are the specialist teachers given a normal load as any other teacher or they are exempted to work on the SNE students looking at the teacher pupil ratio of a normal Malawian class against the special time some of these students need to perform?

11. Any chances of changing the curriculum to became inclusive?

12. Any plans of inserts initiated by the division to civic educate regular teachers on SNE

ANNEX 5.   INTERVIEW GUIDE FOR GOVERNMENT OFFICIALS

1. When was this section opened

2. What percentage of children with disability do attend school?

3. What procedures are in place to measure increase or decrease in enrolments of this group of children?

4. DO you have the numbers of inclusive schools that are operating and/0r NGOs and private schools

5. How many, or what percentage of the regular schools are inclusive?

6. What percentage of children with disabilities attend regular inclusive schools?

7. Do you have special schools in rural areas?

8. what specific policy directives are given to school management to implement inclusive education

9. What are some of the steps that regular schools need to take to transform themselves into inclusive schools with a particular commitment to providing access and quality education to children with disabilities?

10. What specific policy directives are given to school management to implement inclusive education?

11. Is there a directive to take action at the community level to find children with disabilities who are not enrolled in school?

12. is there a directive to take at the community level to find children with disabilities who are not enrolled

13. If yes what are the employed strategies put in place to ensure that all children with special needs attend school?

14. Is there a policy or are there guidelines which determine which children with disabilities will be accepted into regular schools, or are all children with disabilities accepted?

Teachers

1. What specific policy directives are given to school management to implement inclusive education?

2. is awareness training of educational administrators conducted on the issue of including children with disabilities in the school system

3. What Percent of teachers is trained and involved in education for children with disabilities

4. Any plans of adding on to the already existing colleges specialized in special needs

Budget

1. Is there a defined budget allocation specifically for SNE or is it included in the education budget?

2. Does it have clear guidelines on how it should be used?

3. Within the allocation, is there money specifically to be used for restructuring of buildings to make them accessible?

4. How is the money monitored

5. Do you get funding from any other institutions apart from the government?

Data

1. Is data collected on all persons with disabilities by means of specific questions included in national census and household surveys or there are other means? What are they

2. Is there a mechanism for ensuring that all data on persons with disabilities, including children with disabilities, is available for use in a common database, accessible to all relevant ministries?

3. Are there any non-government sources of data on children with disabilities and is this information integrated into a comprehensive data base?

4. Any major new developments or policies that have been developed since say 2013 you would like to share

ANNEX 6:   WINDOW CONSTRUCTION SYSTEM

ANNEX 7:   LETTER OF IDENTIFICATION FROM DEPARTMENT
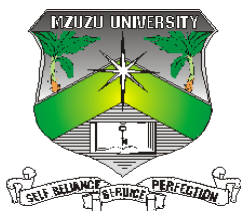
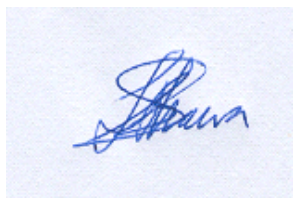# MZUZU UNIVERSITY
FACULTY OF EDUCATION
Office of the Dean

Private Bag 201
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(265) 01 320 575, or
(265) 01 320 565
Fax: (265) 01 320 505

18 November, 2013

TO WHOM IT MAY CONCERN

I write to certify that **MS. CONSTANCE G. KANTEMA** is a student pursuing a Master of Education degree at Mzuzu University. She is required to do a research in relation to her MEd studies.

I would appreciate if the student is assisted accordingly and should you require any additional information regarding her please do not hesitate to contact me.

Lester Brian Shawa, PhD
Deputy Dean, Faculty of Education