DECLARATION

I ............................................................ declare that this dissertation is my own work and that it has never been submitted for a Masters, Degree, Certificate or other qualification at this or any other university.

Signature.............................................
APPROVAL

This dissertation of .......................................................... has been approved as fulfilling the requirements for the award of the Masters in Education in Special Education by the University of Zambia.

Examiners’ Signatures

1. .......................................................Date of Approval :.............................................

2. .......................................................Date of Approval :.............................................

3. .......................................................Date of Approval :.............................................
ABSTRACT

This is a report of research findings on how the Interactive Methodologies were being implemented in the teaching of HIV and AIDS to learners with hearing impairments in special schools. It was not known before this study how the interactive methodologies were being implemented in special schools though studies have been done in ordinary schools. The objectives of the study were to find out whether and how teachers were implementing the Interactive Methodologies in teaching HIV and AIDS prevention to learners with hearing impairments and to find out which Interactive Methodologies teachers and learners with hearing impairments found effective in teaching and learning about HIV and AIDS prevention respectively. The methods used in the gathering of data for this study were questionnaires, interviews, and a checklist. Questionnaires were administered to both learners and teachers in two secondary special schools namely Nyowe and Kameho Special Schools. Due to ethical considerations, Nyowe and Kameho are pseudonyms. The interviews on teachers were meant to dig deeper information on the challenges of teaching HIV and AIDS prevention to learners with hearing impairments. The interview guide helped cover up gaps that could not be filled by teachers in the questionnaires. It also acted as a triangulation tool for the study. The checklist also helped collect extra data on how conducive the learning environments were for teaching HIV and AIDS prevention. The sample was sixty five (65) teachers and learner respondents distributed into twenty nine (29) teachers, two (2) head teachers and thirty four (34) learners with hearing impairments.

The findings were that Interactive Methodologies were being implemented in teaching HIV and AIDS as ordinary teaching methods and not as methods for imparting life skills recommended in the Interactive Methodologies Manual for 2003. However, the Interactive Methodologies were found to be a very effective means of teaching HIV and AIDS prevention by teachers though they reported several challenges during implementation. Among the critical challenges reported were, lack of teaching materials, limited sign language vocabulary and teacher incompetence in sign language. These were said to hinder implementation of the Interactive Methodologies.

Some of the recommendations are that the Ministry of Education (MoE) should train specialist teachers in interactive methodologies, provide necessary teaching (including the training manual) and learning resources (suitable for modern learning), and provide an enabling environment for the development of sign language. Teacher training colleges and universities other than the Zambia Institute of Special Education (ZAMISE) and The University of Zambia (UNZA) training teachers should include sign language in their curriculum to prepare teachers for teaching the hearing impaired learners adequately. Further, nongovernmental organizations and the general community should support the fight against HIV and AIDS amongst the hearing impaired through information dissemination.

The results for this study are applicable to the two sites where the study was done though the challenges and experiences, may be the same in other schools for the hearing impaired learners.
DEDICATION

This dissertation is dedicated to my beloved cousin Toka Shedrick Chiseta (M.H.S.R.I.P) who died of AIDS on 19th May 2008. It was time for body viewing when I received a call for sponsorship by M.J.Kelly Bursary Committee. I almost neglected the call because I was in pain, but God told me to go aside and answer the call. It was the MJ Kelly Busary Committee telling me that my application for sponsorship was considered. To Toka and Micheal .J. Kelly, I dedicate this dissertation. I also dedicate this dissertation to my beloved wife Sombo Violet Masuwa who sacrificed to remain home with kids when she was expecting our third son ‘Oberg’. This dissertation is also dedicated to my children Oberg Chipoya Muzata, Dan Muzala Muzata and daughter Love Mulemba Muzata.
ACKNOWLEDGEMENT

The success in writing this dissertation cannot go without acknowledging the contributions of several key figures that made me progress. I first wish to acknowledge the MJ Kelly Bursary who raised my lost hopes of success by sponsoring me for this Masters of Education in Special Education. I am indebted to Micheal J Kelly. I also acknowledge the help received from my tireless supervisor, Dr Austin Cheyeka who ensured that a quality dissertation is produced. Dr John.T. Phiri is also acknowledged for teaching and guiding me alongside Dr Austin Cheyeka. May the Good Lord bless you and your families. I also wish to recognise the contributions of teachers, learners and the administrators at the two schools where the study was conducted. I further recognise the encouragements from friends and relatives such as Austin Mwange, Albert Chiyuka, Kanse Chitalu, Doris Masuwa Silumbu, Roy Kayombo Muzata, Edwin Kakoma Muzata, Sara Sombo Chiseta (Sweet mother) and Violet Sombo Masuwa (My wife). Friends and relatives indeed keep us moving forward without them, alot of discouragements would have hindered my success in this study.

Many more thanks go to the University of Zambia for sending me to study more research skills at the University of Oulu in Finland on an exchange programme. Thanks to the University of Oulu for the facilities and technology that made my work a little easier. Notable among the staff of Oulu University in the faculty of Teacher Education were Professor Maria Jarvella (My exchange Nordic Education Teacher), Dr Tuomo Vilpolla (My exchange dissertation supervisor) and Hanna Alasuutari (Exchange coordinator and my dissertation adviser). To you all and others not named, I say thank you for the academic guidance I received during the writing of my dissertation.
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<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>BESSIP</td>
<td>Basic Education Sub Sector Implementation Programme</td>
</tr>
<tr>
<td>CDC</td>
<td>Curriculum Development Centre</td>
</tr>
<tr>
<td>CHANGES</td>
<td>Community Health and Nutrition, Gender and Education Support 2</td>
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<td>CHAZ</td>
<td>Churches Health Association of Zambia</td>
</tr>
<tr>
<td>CSO</td>
<td>Central Statistics Office</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>SPRINT</td>
<td>Programme of In-Service of the Term</td>
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<tr>
<td>PRP</td>
<td>Primary Reading Programme</td>
</tr>
<tr>
<td>SAFE</td>
<td>Student Alliance for Female Education</td>
</tr>
<tr>
<td>TGM</td>
<td>Teachers’ Group Meetings</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>WHO</td>
<td>World Health Organisation</td>
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<td>ZDHS</td>
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