

## **CHAPTER ONE**

### **INTRODUCTION**

The Department of Standards in the Ministry of Education is responsible for ensuring that education in schools is of high quality. This includes special education schools that are for learners with exceptional needs. The Department of Standards uses an inspection tool for collecting data about schools, teachers and learners in order to ensure that schools adhere to laid down conditions. However, the tool is the same for all schools regardless of whether the school is an ordinary school or not. It became necessary that we find out from Standards Officers (often called inspectors) and teachers if a common tool can be used for both the able bodied learners and learners with exceptional needs. The argument is that the settings or problems in ordinary and special education schools are different. The latter has more demanding educational services, therefore, needed a different type of tool.

In this research the effectiveness of the Ministry of Education inspection tool in the inspection of special educational needs was examined. The tool has been presented as appendix 7. The tool has the following major titles: background information, staffing, enrolment, school environment, record management, exam results analysis, infrastructure, furniture, teaching and learning aids, financial management, school organization, development projects, administration challenges and recommendations. These areas are quite broad, therefore, may not accommodate specific area needs for the provision of special education.

It was important therefore, that this study be undertaken to find out the extent to which the Ministry of Education's inspection tool measure standards in the provision of quality education among Children with Special Educational Needs (CSEN).

There are many Children with Special Educational Needs in schools in Zambia. According to the Ministry of Education, in 2007 there were 168,866 learners in Zambia with visual, hearing, physical and intellectual disabilities (MoE: 2008). Like any other child, these children also have the right to good education. The role of Standards Officers

is that ensuring that all learners receive quality education. This includes learners in special education schools.

Special education schools can be grouped into three; there are those schools only for learners with special educational needs. Others are classes or units within the regular or ordinary schools, while others are inclusive settings where CSEN learn side by side with able bodied learners in the same classrooms.

### 1.1 **Problem Statement**

Most schools for LSEN do not have sufficient teaching and learning resources. This has contributed to the learners not performing well in school. Some of the teaching and learning resources of LSEN differ from those of the able bodied learners. Learning materials like Braille paper, styluses, talking calculators, and supporting equipment like wheel chairs are so critical in special education, but these may not be necessary in ordinary schools. Lack of these learning materials and equipment in special education could be compared to lack of text books, exercise books, pens and pencils in the ordinary schools.

One of the key factors of reducing failure in schools is the provision of quality education, and maintaining such standards in schools is the role of Standards Officers. However, the quality of inspection is being doubted because a common inspection tool is being used for monitoring standards in both the ordinary schools and in Special education schools. The two settings are totally different with the latter needing its own kind of tool.

### 1.2 **Purpose of the Study**

The purpose of the study was to influence the Ministry of Education to modify its inspection tool so that it clearly measure the needs of learners in special education schools, special education units and inclusive settings.

### 1.3 Objectives

The objectives of this study were:

To find out the extent to which the Ministry of Education's inspection tool measure the needs of learners with special educational needs.

To find out if there were gaps in the Ministry of Education's inspection tool with respect to the provision of quality education to CSEN.

To find out if there were any special education issues being overlooked during inspections as a result of the inspection tool not being appropriate.

### 1.4 Research questions

1.4.1 To what extent does the Ministry of Education's inspection tool measure the needs of learners with special educational needs?

1.4.2 What could be the gaps, if any; in the Ministry of Education's inspection tool with respect to the provision of quality education to CSEN?

1.4.3 What could be the special education issues, if any, being overlooked during inspections as a result of the inspection tool not being appropriate?

### 1.5 Significance of the study

The study will help the Ministry of Education to identify shortcomings in their inspection tool and modify the inspection tools so that they effectively help in the provision of quality education for CSEN. Should the recommendations be implemented, it is likely that special education teachers shall benefit because

collaboration with Standards Officers shall be focused, mainly on special education matters.

## 1.6 **Definitions of terms**

**Children with Special Educational Needs (CSEN):** Are children who differ from the average or normal in mental characteristics, sensory abilities, communication abilities, physical characteristics, and behavior or emotional development.

**Exceptional Children** This has the same definition as children with special educational needs.

**Inspection tool:** This is a yardstick or something used by standards officers (or inspectors) when collecting data about standards in schools.

**Learners with Special Educational Needs (LSEN):** (has the same definition as CSEN). However, this term refers more to children with special educational needs who appear to be benefiting from the education system. Some CSEN sent to schools sometimes develop more in areas of social, physical, emotional than academic development.

**Monitoring:** This is the aspect of evaluating standards in schools in order to help teachers run schools according to set standards.

**Special education provision:** This is educational help devised for learners with exceptional needs.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 **Background Information**

Monitoring of schools is an important aspect of ensuring that set standards are maintained and achieved. All schools including special education schools for learners with exceptional needs are supposed to be inspected. These learners often referred to as CSEN differ from the average or normal in mental characteristics, sensory abilities, communication abilities, physical characteristics, and behavior or emotional development (Kauffmann: 1994). Standards Officers have the role in ensuring that all these different aspects are taken into consideration during their visits in special education schools.

#### 2.2 **The Roles of Standards Officers**

Standards Officers in the Ministry of Education have been deployed at different levels: national, provincial and district levels (MoE: 1996a). At all these levels there are Standards Officers specifically for special education. The Principal Education Standards Officer (PESO) is based at headquarters in Lusaka, and is responsible for ensuring that there are high education standards in all special education schools in the country. In each province there is a Senior Education Standards Officer (SESO) who is in charge of special education activities. For every two districts there is one Education Standards Officer (ESO) in charge of maintaining standards in special education schools. The structure could be illustrated as follows:

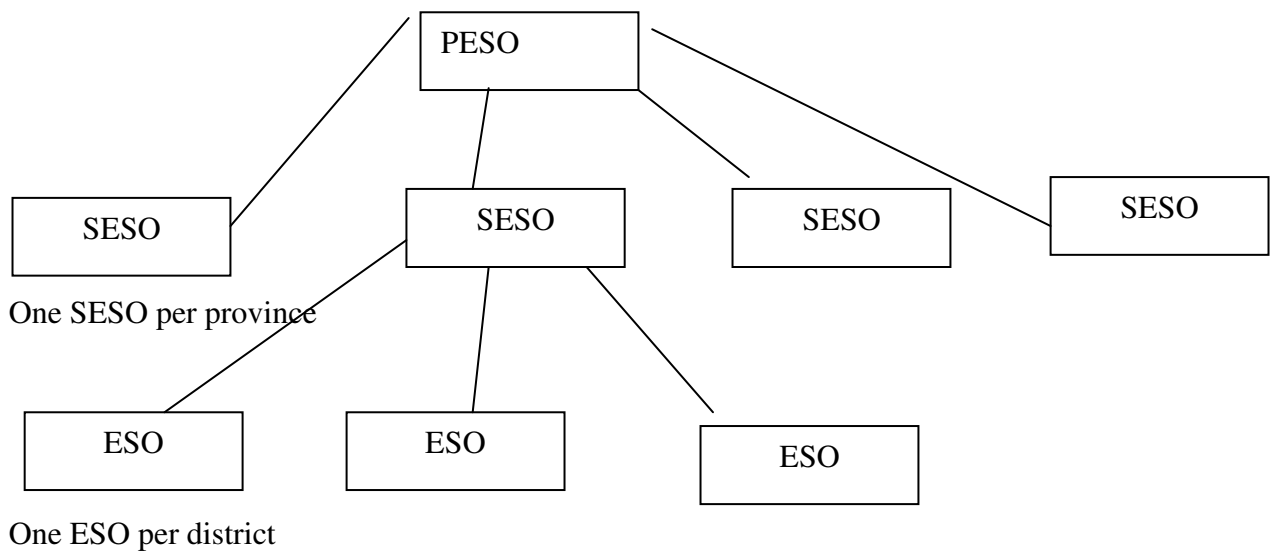


Figure 1: Structure of Special Education Standards Officers.

With such a structure it may be assumed that there is effective learning in special education schools.

To help Standards Officers collect information about schools and teachers, they use forms commonly referred to as the ‘inspection tool’. These tools will have questions on various areas of the school such as the school environment, teachers’ qualifications and attitude towards work. An analysis of data collected using the inspection tool helps Standards Officers serve two basic functions: advisory and evaluation (MoE: 1996a). The advisory function requires that Standards Officers give professional advice to teachers on how to teach learners with exceptional needs. In a nutshell Standards Officers are supposed to disseminate good practices.

The evaluation function of Standards Officer is concerned with:

assessing the quality of educational provision and effectiveness of actual educational provision in individual schools, and in the system as a whole and reporting on this to the appropriate authority (MoE: 1996a, 155).

This suggests that the Ministry of Education's inspection tool should have some questions that look at the above mentioned areas. After making assessments, they are expected to propose solutions to the problems. Standards officers have many roles, however, it is also argued by the Ministry of Education (1997: 6) that the "co-business of the Standards Department is to ensure that quality learning and teaching comes first in all teaching institutions". If there are provisions on the inspection tool for measuring learning and teaching materials in special education settings, it could be said that the inspection tool being used is worthwhile.

Umalusi (2008) compared the work of Standards Officer to that of supervisors, and pointed out that their role is to ensure that everything in schools is done correctly and safely. This view is supported by Kelly (1999) who argued that schools are expected to perform according to the set standards by higher authorities. However, the demands by Standards Officers may not be what teachers expect from them. They may have other problems including personal ones such as inadequate accommodation which are rarely discussed during inspection.

Kelly (1999:27) says "schools do not respond physically to the needs of special education children. Teachers do not know how to care for children with special educational needs". Schools that do not meet the expected standards of education are supposed to be assisted by Standards Officers.

### **2.3 Policies and Legislation of Special Education**

One important element in the provision of any service is legislation. At the moment the provision of special education is guided by the Ministry of Education policy guidelines not accompanied by any piece of legislation. The policy guidelines are: ensuring equality of educational opportunities for children with special educational needs.

The other one is that of providing education of good quality to children with special needs. Another one talks of providing and strengthening supervision and management (MoE: 1996a).

The above policy guidelines sound good; however, there is no guarantee for commitment because they are not supported by legislation. Legislation of policies usually goes with commitment by the government and other agencies. Once legislation is passed, education authorities are permitted (rather than requiring) to do so. Hence special education provision may be strengthened by legislation. The Ministry of Education could learn from the Act, IDEA (PL 94 – 142) put in place by the American government (Kauffman: 1994). Some of the laws under this act are shown in appendix 8. The areas listed in the act such as having proper identification strategies and full service at no cost, appear to be good and could be adapted to suit our Zambian scenario. Some of those areas could also be included on the inspection tool. Standards Officers could include a question for the need of legislation on the inspection tool. The need to improve education standards in Zambia is also supported by the Fifth National Development Plan (FNDP). One of the policy objectives outlined in the Fifth National Development Plan (MFNP: 2007, 99) is “to facilitate the provision of special needs education for early childhood, basic, high school and tertiary levels for persons with disabilities so as to develop their full potential and human dignity and self worth”. These are good policies that Standards Officers and other special education providers can take advantage of in the provision of special education. Zambia also has a draft constitution in which it has committed itself to the provision of special education services (ROZ: 2010). Some of the things suggested included the promotion of good health of persons with disabilities, as well as promoting the use of sign language and Braille as means of communication.

#### **2.4 Quality Education is Achievement and Success of Pupils**

When we talk about quality education, Kelly (1999: 127) says it is “about achievement of pupils, about student success when they leave school for further education, in getting jobs, and for productive work”. Teachers have often

complained that some learners do not make progress, and in their view had no place in the education system (Gibson: 2005). However, Myers (1981) argues that all learners can make some improvement. It follows that the high failure rate by these disadvantaged learners is due to lack of good teaching strategies. Researchers have a mammoth task of coming up with good teaching methods. Standards Officers need to be working with researchers and curriculum specialists so that teaching strategies are improved upon in order to correct negative views in teachers. Collaboration with these other stakeholders is not well reflected on appendix 7.

## 2.5 **Inspection Tools to be Disability Specific**

Most teachers tend to expect the same performance from every pupil. They do not understand that some learners have body parts either missing or not functioning well. The effects of losing sight are different from those of losing the sense of smell or that of losing limbs (Kick: 1997). It follows that even the education needs for each disability are different. The needs for learners with sensory impairments may differ from those of learners with physical impairments. A learner with sensory impairments may require modifications in curriculum such as the use of Braille for the visually impaired or use of sign language for hearing impaired learners. Learners with physical impairments need environments that allow easy movements of wheel chairs and other supportive devices. Learners with behavioral problems may benefit from self management approaches such as self evaluation programmes (Kauffman: 1994). These studies suggest that there should be separate and distinct tools for each of the disabilities. That is, the inspection tool for schools for hearing impairments should be different from that of schools for intellectual disabilities. That way some exceptional needs not normally common to others, but very prominent with one disability could properly be captured. For instance a question on availability of Braille materials should only be found on the inspection tool for schools for the visually impaired learners. Such a system will ensure that the needs of every learner are captured during inspection.

## 2.6 Small Classes

In many Zambian schools, classes are overcrowded with over 45 pupils per class in some cases. In such classes teachers have less time to attend to individual needs. There is more demand in teaching to the special education teacher than the ordinary teacher. This is because the special education teacher has to do more other work in addition to teaching (Kauffman: 1994). S/he has to teach orientation and mobility. In addition s/he has to collaborate with other professionals such as health workers and children's parents. When we put all these functions together we may see that handling one child with special educational needs is like handling eight to ten able bodied learners. A class of ten learners with special educational needs is therefore equivalent to handling a class of about eighty to one hundred non disabled learners. Classes for these learners need to be small. Two to four pupils per class could be the required number, although this may depend on the degree of disability. Smaller classes according to Kirk (1997) allows for one-to-one, and this is the focus in special education. Most LSEN cannot manage to work on their own, they need frequent contact with their children.

The Ministry of Education policy document of 1996, *Educating Our Future* has not provided guidelines to special education schools regarding the size of a special education class. When it comes to the problem of overcrowding in Zambian schools, the National Implementation Framework (MoE: 2007) only recognizes the need to reduce the pupil – teacher (PTR) ratio in ordinary schools. The targeted standards PTR to be achieved by 2015 are 40:1 at Primary, 32:1 at Upper Basic, and 25.5:1 at High School. However, there is no mention of how a special education class should be. Special Education issues are normally left to professionals in the field. It is therefore the duty of Special Education Standard Officers to guide special education teachers on a standard PTR for a special education class. To do this more effectively, it is imperative that standard pupil-teacher ratios in special education schools are resolved and reflected on the MoE inspection tool. This will ensure that all Standards Officers country-wide adhere

to the principle. Even within small classes Individualized attention is very important in special education.

## 2.7 **Individual Education**

Kauffman (1994) argues that special education provision is more concerned with the individual exceptional child. This is because there are a lot of variations among learners with special educational needs. Some learners with exceptional needs have problems with learning. For them to understand a basic concept it may take much longer. However, some learners, particularly the gifted or talented may take just a glance to understand the same principle.

In addition some topics may not be very necessary for some learners. For instance differentiation of colours may not be that relevant to learners with visual impairments. Even among learners of the same disability, there are wide variations. According to Jenkinson (1997), some children do have multiple disabilities. Even among learners with various disabilities there will still be differences. A lot of factors including one's environment and parental inheritance affect one's intelligence quotient (Kauffman: 1994). These differences may not be much among the able bodied learners. For LSEN it is therefore advisable that learners are taught according to their individual paces.

## 2.8 **Transcribing of books**

One of the key areas to special education provision is for governments to have facilities such as Braille transcription places. When inclusive education was introduced in Vietnam, following the Salamanca conference in Spain, the Vietnam government (Khoa: 2006) began with developing a Braille transcription centre so that learners with visually impairments could have access to teaching and learning aids before they could learn side by side with the able bodied peers in the ordinary classes. However, in some countries including Zambia, inclusive education was introduced without much consideration of the availability of teaching and learning aids. Pupils in such schools do not normally benefit from

the education system. This can be referred to as 'inclusive confusion'. Where governments do not take responsibility of providing the teaching aids, it may be pointless for Standards Officers to be demanding such services from the teachers. If teachers are expected to test on material they have taught, even Standards Officers should as well be monitoring only services the ministry provides to schools.

## 2.9 **Accessibility**

Sight Savers International, Zambia Country Office, a nongovernmental organization indicated that there were 279 (163 males, 116 females) learners with visual impairments in schools in Zambia in 2006 (Munsanje: 2006). However, the Ministry of Education (2006b) had different figures, 21,675 in total (11,226 boys, 10,449 girls). Discrepancies in the figures between the two organisations show that information about special education is not being well captured. Figures by Sight Savers appear to be more appropriate as these are the numbers anyone can easily find in the schools.

The Ministry of Education (1996a) affirmed that it has a fundamental role of increasing access and the provision of quality education for learners with special educational needs (LSEN). This is in line with the fourth statement of the UNESCO Salamanca conference on special educational needs, which says that those with special educational needs must have access to regular schools, which should accommodate them within a child centered pedagogy capable of meeting their needs (UNESCO: 1991). In Zambia we have a policy on free education, but when we look at the figures of learners with visual impairments in table 1 on page 15, we see as if 18, 474 learners with visual impairments are in school. Sightsavers International (Zambia Country Office) only found 279 of them in schools. It looks like many learners with disabilities are being denied school places. Standard Officers need to find out the discrepancies in statistics between Ministry of Education and Sightsavers.

When we look at appendix 7, the inspection tool used by Standards Officers, there appear to be no information about child find programmes. Child find programmes such as early identification (MoEC: 1996) are an important strategy for searching for learners who may be kept in homes by parents who do not want to take them to school.

Child find programmes are important in that most parents fail to adapt to terms of having a child with disability. Parents need proper counseling to bring their disadvantaged learners into schools. According to Zambia National Commission for UNESCO (2004), education is a right for every child. Standards Officers are supposed to be finding out if schools have problems in identifying CSEN from the neighbourhood. Appendix 7 does not have this provision; hence this research had come at an appropriate time.

Closely related to early identification is the aspect of screening. Screening of children helps in categorizing learners into the different disability groups, such as visual or physical impairments (Kirk: 1997). Screening can also help in determining one's degree of disability, that is, whether the child is in a mild or moderate or severe state. These measures help in attempting to find intervention strategies. It became necessary to find out if these areas were important for inspection, and have been reflected in question 7 in appendices 1 and 2.

#### 2.10 **Progression rates**

When learners are enrolled in school, they are expected to continue or progress to higher grades. According to Kelly (1999) the progression rates in good schools is supposed to be good. A good number of learners in such schools pass examinations and proceed from one level to the other. However, most schools for learners with special educational needs do not show improvements year-in and year-out (MoEC: 1996, Reid: 1985). This should be a concern to most governments. It is necessary that we examine some of the final examination results for learners with special educational needs (LSEN).

On appendices 5 and 6 are final examination results for grades 7 and 9 respectively. From the 2008 grade 7 examination results we note that 167 pupils were entered for examinations and 161 pupils were selected for grade 8. This is equivalent to 96.4% pass rate, suggesting that LSEN do perform very well. In 2009, 220 LSEN were entered for grade 9 examinations and 188 pupils (85%) made it to grade 10. From these results, would we conclude that there is effective learning in special education schools? To answer this question, there is need to look at some statistics for learners with exceptional needs.

In 2007 the total number of LSEN from grades 1- 12 was 168, 866 as shown in table 2. One hundred sixty one (161) had qualified to grade eight (8), and one hundred eighty eight (188) had made it to grade ten (10) (see appendices 5 & 6). This suggests that we had about 188 for each of the three grades of ten to twelve, and 161 for each of the two junior grades. This is illustrated below:

Grade 8: 161 (had qualified)

Grade 9: 161 (approximated from grade 8)

Grade 10: 188 (had qualified)

Grade 11: 188 (approximated from grade 10)

Grade 12: 188 (approximated from grade 10)

**Total: 886**

Table 1: Approximate number of LSEN in secondary schools in Zambia in 2007

According to the table 1:

$$\frac{866 \times 100\%}{168, 866} \approx 0.5\% \text{ progression rate from primary to secondary}$$

These calculations tell us that only about 0.5% of LSEN were in secondary school in 2009, suggesting that progression rates for these learners was not good.

### Grades 1 -12 Statistics

Visual	-	18, 474
Hearing	-	27, 000
Intellectual	-	31, 433
Physical	-	13, 217
Other	-	13, 217
Specific Learning Difficulties-		70, 229
<b>Total :</b>		<b>168, 866</b>

Table 2: Statistics of LSEN from grades 1 – 12 in 2007

Source: Educational Statistical bulletin for 2008, Ministry of Education.

We see that those that had passed were like a drop in the ocean. It appears like most learners with special educational needs (LSEN) do not progress to the final examination grades. For unknown reasons they fall off the system. Though the Ministry may say that they have recorded over 90% pass, the society may object because of the high drop – outs from the education system.

The poor progression rates for LSEN could be contributing to the bad life people with disabilities lead after school. Inspectors are supposed to be concerned with education standards as assessed in examinations. In Appendix 7, the tool that is used for inspection does not appear to reflect the element of progression rates for LSEN.

### 2.11 **Special Education is Cheap**

An exercise book is far much cheaper compared to a Braille book. A Braille book could be ten times the cost of a similar book in ink or print. Hence, it is often argued that special education is expensive. However, there is a caution: “not providing it is even more expensive” (MoEC: 1996, 136). If special education is not provided, persons with disabilities are likely to be perpetual dependants, beggars, and even victims of other vices like HIV and AIDS. Even in one’s home, even though a patient’s needs may be more, not providing the medication and other needs could lead to more problems. When we consider the benefits of special education to the cost involved, we could say that special education is actually cheaper. The inspection tool is supposed to have all the relevant information regardless of the cost of these items. The inspection tool shown in appendix 7 does not appear to talk even about the basic needs of LSEN such as tailor frames and Braille equipment, hence the need to find out its appropriateness.

### 2.12 **Teachers’ attitude**

In a situational analysis undertaken in 2005 by Kalabula (Kalabula: 2005) in ten districts in Zambia where there was evidence of inclusive schooling, it was found that some teachers had negative attitudes towards special education. Special education is quite involving as noted from a paper presented in Kampala on teacher training (ICEVI: 2007). It was pointed out that a teacher for learners with exceptional needs is a teacher first, then a special educator later. This suggests that only in-service teachers should be going for special education. Besides knowing the subject matter, a teacher is supposed to have good attitudes. In-service teachers who decide to join special education will normally have developed the love for teaching learners with exceptional needs, attributes that may be lacking in pre-service students. The aspect of teachers’ attitude to teaching learners with exceptional needs does not appear to be reflected on the inspection tool shown in appendix 7. It became necessary therefore, that the value of the MoE’s inspection tool is investigated.

### 2.13 **Infrastructure adaptation**

Another important area identified for inspection (MoE: 1996a) was that of buildings and facilities in special education settings. If infrastructure is made accessible to learners with exceptional needs, it may motivate parents to send their children to such schools. Infrastructure could include such services as the number of classrooms available, availability of play grounds and resource rooms, sources of power and types of furniture. These should be made available in special education schools, and should be appropriate for the learners.

Special education also requires the provision of special facilities such as wheel chairs, speech mirrors, audio meters, and physiotherapy equipment. An effective school will normally have such equipment (Kelly: 1999). The Ministry of Education and Culture (1996) says the provision of these services to LSEN should not be considered as a sense of sympathy, but as a moral obligation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

Survey research designs that comprised both qualitative and quantitative methods were employed. Quantitative methods were employed on areas the researcher was sure of likely responses such as YES or No. Questions such as ‘have you ever been inspected before?’ generated such responses. Qualitative methods were used where the researcher did not want to limit the interviewees so as to provide more information. In this latter case data questions such as ‘list down’ and ‘what do you think?’ were used. This data therefore complemented the data collected through quantitative design.

#### **3.2 Sample size**

There were three (3) categories of participants that participated in the study:

One hundred (100) special education teachers were targeted. They were drawn from eight (8) special education schools, in four (4) provinces namely Lusaka, Central, Western and Eastern provinces.

Eleven (11) special education teachers, one (1) from each province, and two (2) more from Central province were invited to attend a focus group discussion.

In addition fifteen (15) Special Education Standard Officers were targeted from four (4) provinces. The provinces they were to come from were the ones where the teachers were to be drawn from.

#### **3.3 Sampling techniques**

The four (4) provinces were selected by convenient sampling due to limitations in funding if distant provinces were to be visited. More schools (three) were therefore selected in Lusaka province than the other provinces. This was a purposeful sampling procedure because of the high number of special education

schools in the province, and probability sampling was used to select the three schools. In the other four provinces, special education schools were selected by convenient and purposeful sampling so as to reduce on costs as well as yield more data.

The Education Standards Officers were selected by convenient sampling. These operated from the provinces and districts where the schools visited were. This was considered for cost effectiveness.

#### 3.4 **Research Instruments**

Questionnaires, with both open and closed questions were used for both teachers and Standards Officers. Open questions gave an opportunity to the interviewees to explain without limitation, and the closed questions limited the respondents to the alternatives provided such as a YES or NO.

A focus group discussion was also held. In the case of the focus group discussion held in Kabwe, sampling was also purposeful as the Provincial Education Officers were each requested to send only one experienced special education teacher. However, Central Province (Kabwe) being the centre for the workshop was represented by two participants as a cost effective measure.

#### 3.5 **Research site/setting**

The research was carried out in the respondent's places of work. It was carried out in schools for teachers. Standards Officers completed the questionnaires from their offices. A focus group discussion for teachers was held at a workshop at Kabwe Resource Centre.

#### 3.6 **Procedure of data collection**

The researcher visited the schools in the 4 provinces. He also visited the offices of Standards Officers in the same provinces and districts. The teachers and Standards Officers completed the questionnaires as individuals. Standards Officers who

were somehow busy completed the questionnaire much later and send them to the researcher by fax.

During the focus group discussion, participants were given the questionnaires for teachers (appendix 1). Teachers deliberated from the first question up to the last. The researcher facilitated the discussion. The discussion took about 2 hours.

### 3.7 **Data analysis**

Data was analysed using qualitative and quantitative methods. Quantitatively Statistical Package for Special Sciences (SPSS) was employed, and some of the data has been presented in percentages.

Qualitatively, a lot of the information has been presented in descriptive terms. The researcher presented exactly what the interviewees were suggesting.

The results have been presented in chapter four, and discussed in chapter five. In the discussion, the results from this study have been compared with the findings from the literature review.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

The chapter presents the findings of the study from two (2) categories of respondents who were special education teachers and Standards Officers. The questionnaires administered to teachers and Standards Officers were similar, they had the same type of questions. The reason was to compare views of those that do the practice (teachers) to those who monitor (Standards Officers). That way the data could be considered reliable and valid.

Data collected qualitatively was converted to percentages. Where some variables scored 100%, that was a perfect positive correlation ( $r = + 1$ ), while  $r = - 1$  means perfect negative correlation. Most of the variables were of high positive correlation (close to + 1), but in some cases where teachers and Standards Officers gave contradicting views, that was interpreted as high negative correlation (close to -1). In this report most of the quantitative data has been presented in tables.

Data collected qualitatively, where respondents had to explain their views have also been described in this report as a way of triangulating the data from other sources, including the literature review.

#### 4.1 Respondents that participated

	<b>Number targeted</b>	<b>Number found</b>
<b>Teachers</b>	<b>100</b>	<b>88</b>
<b>Standards Officers</b>	<b>15</b>	<b>12</b>

Table 3: Sample targeted and sample found.

Out of the 100 targeted teachers, 88 (88%) special education teachers were reached. 15 Standards Officers were targeted and 12 (80%) managed to take part in the research.

#### 4.2 Participation in inspection

Out of the 88 teachers reached 64 (72%) said that they had been inspected before, and 28% had not been inspected. 9 (72%) of the Standards Officers had inspected schools before, while 3 (25%) had never inspected any school.

#### 4.3 Value of inspection

Question 2 on both questionnaires attempted to find out if special education teachers do benefit from inspection. The results were as follows:

	YES	NO	NOT SURE
Special Education teachers	56(63%)	20(22%)	12(13.6%)
Standards Officers	12(100%)	-	-

Table 4: Views as to whether teachers benefit from inspections.

100% of Standards Officers (100%) pointed out that teachers benefit from inspection. However, teachers had varying responses, 63% of them said that they had benefited from inspection, while 22% of them said they did not benefit.

#### 4.4 Inspection: Special Education or General?

When the special education teachers and Standards Officers were asked in question 3 in both questionnaires, if at all the inspections were related to special education, or were general or constituted both special and general education, the results were as follows:

	Fully special education	General	Both general and special education
Special education teachers	18 (20%)	40 (45%)	30 (35%)
Standards Officers	8 (66.7%)	2 (16.7%)	2 (16.7%)

Table 5: Views as to whether inspections were related to special education or just general

In the above table we can see that 20% of the teachers were for the view that inspections were fully special education oriented. However, the majority (45%) felt that inspections were too general. Inspectors also gave different answers; most of them (66.7%) felt that inspections were fully special education, 16.7% said they were general and another 16.7% said that they were both general and special education oriented.

#### 4.5 Difficulties faced by learners

Question four on both questionnaires requested the teachers and Standards Officers to list down any difficulties CSEN could be facing, if there were any. Teachers and Standards Officers listed a number of them. Some of them were writing problems, short attention span, visual and hearing problems, distance to schools, economic status, inadequate technology and examination results being lost at ECZ.

#### 4.6 Key areas to special education provision

Question five solicited for areas the teachers and Standards Officers felt could be the 'key' to successful special education provision. The teachers came up with a good number of suggestions. These included the need to have a specific Ministry of Special Education. Others suggested that there should be a Directorate of Special Education. Some suggested that having enough sufficient teaching and

learning materials was very cardinal. It was suggested that there should be sufficient collaboration between the departments of Standards, Curriculum and Teacher Education in the Ministry of Education. Collaboration with other stakeholders such as Ministry of Health was considered relevant. Furthermore having sufficient teachers, who were appropriately trained, with good attitudes was considered an essential element in special education. Others also suggested that infrastructure in special education schools should be appropriate, and that a special curriculum for LSEN be developed.

#### 4.7 **Challenges special education teachers face**

Question 6 on both questionnaires for teachers and Standard Officers requested them to list down some of the challenges teachers could be facing in the provision of special education. The question was: what challenges do special education teachers face in the provision of special education? Special education teachers named a number of factors. These included problems related to transcribing materials from ink to braille and that most of them were not fluent in sign language. It was also learnt that special education teachers were not enough in schools, and also that funding to the schools was not enough. Some special education teachers also complained that some teachers for the able bodied learners do label them with nick names for handling LSEN.

#### 4.8 **Are major challenges discussed during inspections?**

When the Special educational teachers were asked in item 6(b) if the above challenges were discussed during inspection, the answers are as shown in the table below:

	YES	NO	NOT SURE
Special Education Teachers	10(11.3%)	72(81%)	6(6.8%)

Table 6: Views as to whether major challenges are discussed during inspection

10 (11.3%) of the teachers appreciated that major challenges were discussed during inspection. However, 81% of the teachers said NO to the question, according to them, major issues were not discussed during inspection.

#### 4.9 Roles of Standards Officers

Question 7 for Standards Officers solicited for the kind of help Standards Officers gave to special education teachers in order to overcome some of the challenges faced in schools. The responses were as follows:

Gave advice to teachers to be improvising teaching aids at High school;

Gave advice to teachers to be going for in-service training.

#### 4.10 Educational services in schools

The table below shows responses for question 7 on the teachers' questionnaire and question 8 for Standards Officers. It attempted to find out the value of certain educational services in the provision of special education. Three such services were early identification, assessment and screening, and individualised educational plans. The interviewees were required to give a weighting, the way they saw its importance.

	Less Important		Important		Very Important	
	Teachers	STDs	Teachers	STDs	Teachers	STDs
<b>Early Identification</b>	6(6.9%)	0(0%)	10(11.4%)	0(0%)	66(77.3%)	12(100%)
<b>Assessment and Screening</b>	0(0%)	1(8.3%)	0(0%)	0(0%)	88(100%)	11(91.7%)
<b>Individualised Educational Plans</b>	0(0%)	0(0%)	0(0%)	1(8.3%)	88(100%)	11(91.7%)

Table 6: Importance of discussing Early Identification, Individualised Educational Plans, Assessment and Screening during inspection.

When the Standards Officers were asked as to which of the above educational programmes should be part of Ministry of Education inspection tool, the scores are shown in the venn diagram below:

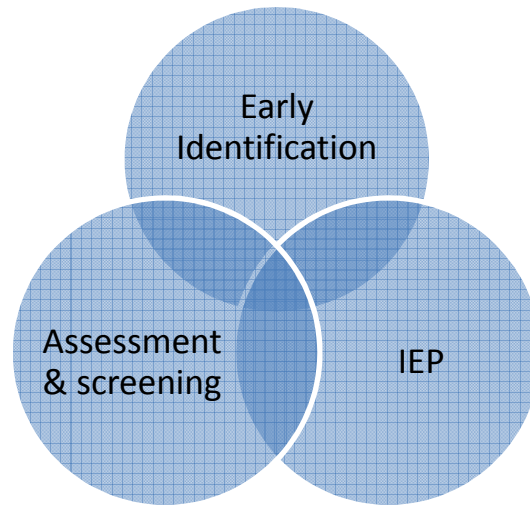


Figure 2: Preference of educational services for inspection

From the Venn diagram:

23(26.1%) would like to have all the above three programmes included;

37(42%) were for Assessment and Screening;

31(35.2%) were for Early Identification;

70(79.5%) were for Individual Educational plan (IEP).

#### 4.11 Other educational services

Question 8 in the teachers' questionnaire and question 9 for Standards Officers was as follows: What are some of the educational provisions for CSEN you think are not well reflected on the Ministry of Education's inspection tool? A good number of answers were given. They talked about progression and passing rates, life after learners with special educational needs leave school, the ration of teacher to pupils, and follow-ups after assessments. Others also pointed out the

following: life skills, classroom size, user friendly environments, motivation for pupils, and all areas of child development.

#### 4.12 **Quality of the inspection tool**

In question 9 standards Officers and special educational teachers were asked the following questions:

Are you satisfied with the quality of inspection you receive? (Teachers).

Are you satisfied with the quality of inspection tool you use for monitoring special needs provision? (Standard Officers).

The results were as follows:

	YES	NO	DO NOT KNOW
Standards Officers	4(33%)	8(67%)	-
Special Education teachers	14(15%)	66(75%)	8(9%)

Tables 8: satisfaction with inspection tool

##### 4.12.1 **Reasons for not being satisfied with the inspection tool**

Teachers were further asked in question 10b, to give reasons if at all they were not satisfied with the quality of inspection they received. A number of reasons were given. They pointed out that most inspectors went to schools to look for faults and not to correct the problems. In addition, it was pointed out that inspectors did not solve problems; therefore, it was pointless to tell them problems in schools. Even when they told them about these problems, most of them did not mind so much about the absence of teaching and learning materials in schools.

Furthermore, teachers argued that sometimes inspectors were a bother in that they insisted a lot on following any new teaching strategies that had not proved for use in special education. Teaching strategies such as the New break Through to Literacy (NBTL) and Interactive Radio Instruction (Taonga Market) were being

applied in all schools but had not been modified for application in special education schools. Teachers therefore felt that it was quite unfair for inspectors to insist that they apply such methodologies.

**4.13 Satisfaction with performance of LSEN**

Question 10a in both the Standards Officers’ and teachers’ questionnaire requested for a factual evidence regarding the performance of LSEN. It was as follows: “Are you happy with academic performance of LSEN in your schools? The results were as follows:

	Satisfied	Not Satisfied
Special education teachers	38(43%)	50 (56.8%)
Standards Officer	3 (25%)	9 (75%)

Table 9: Satisfaction with performance of LSEN

From the results above 56.8% of Standards Officers and 43% of teachers indicated that they were not satisfied with the performance of LSEN.

**4.13.1 Reasons for poor results by LSEN**

Question 10b solicited to find out the reasons for poor results by LSEN. It read as follows: “where could be the contributing factors, in any, to the poor performance of LSEN?”

The Standards Officers listed several factors. These included inadequate human resource, inadequate funding, inadequate teaching skills, inadequate teaching and learning resources, inappropriate examinations, learners’ results getting lost and released late.

When teachers were asked the same question, as to why LSEN were not performing as expected, they also listed many factors. These are inadequate human resource, inadequate supplementary materials, misplacement of human

personnel, Ministry of Education being insensitive, no food supplements, poor transport to schools, and too much absenteeism. Other factors were individualised educational plans designed single handed, interactive problems, deaf language not being understood, insufficient early identification and screening programmes. Other problems suggested were due to inappropriate examination markers, syllabuses not being completed, learning time not adapted, and lack of opportunities after school.

Some teachers explained that most of the learners with special educational needs were coming from poor families. That applied to learners in both day and residential schools. The children were rarely given some funds to buy some foods whilst at school. Parents also rarely visited their children particularly those in residential schools. The children had to entirely depend on government funding, which at times was not enough.

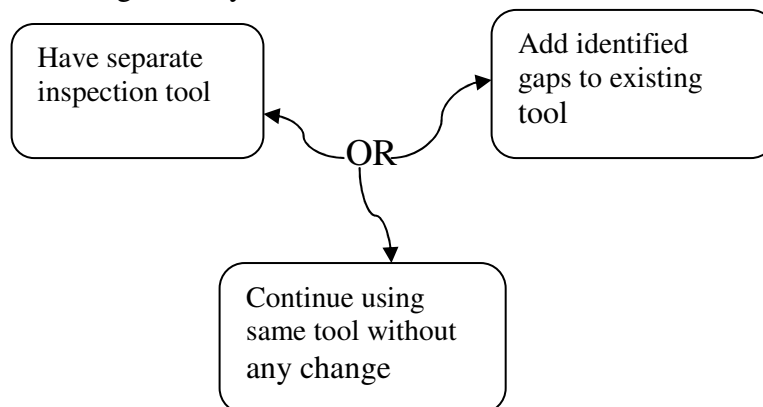
#### 4.14 **Amount of help given to teachers by Standards Officers**

In item 11 in the teachers' questionnaire, special education teachers were requested to explain whether they got more or less from Standards Officers. 18 (20.5%) said they received much help, 64 (72.7%) said they did not receive any help. 6(6.9%) did not say anything.

#### 4.15 **Inspection tool required**

The last question in the questionnaire for Standards Officers was as follows:

Which of the following would you advocate for?



The answers were as follows:

Have separate inspection tool	8(66.7%)
Add identified gaps to existing tool	2(16.7%)
Continue using same tools without any modification	2(16.7%)

Table 10: Preference to different inspection tools

From the above responses, 66.7% of Standards Officers were in favour of a separate MoE inspection tool for use in special education schools. Very few (16.7%) supported the use of a single general tool being used.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

This chapter discusses the findings of the study according to the objectives and questions. The major objective of the study was to find out the extent to which the Ministry of Education's inspection tool measured the needs of learners with special educational needs. Arising from this, the second question was that of finding out if at all there were gaps in the Ministry of Education's inspection tool with respect to the provision of quality education to LSEN. The third objective was to find out some issues, if any, that were not being captured during special education inspection due to the inspection tool not being appropriate. From the findings, 88 (88%) special education teachers and 12 (80%) of standards officers had taken part in the research. The sample reached appeared to be a reasonable sample to be relied on.

Out of the 88 teachers reached 64 (72%) said that they had been inspected before, and 28% had not been inspected. 9 (72%) of the standards officers had inspected schools before, while 3 (25%) have never inspected any school. These results suggest that many special education teachers and Standard Officers have knowledge about inspection. The Standards Officers in particular should be aware of the inspection tool as that is the tool they use in collecting information about schools, teachers and learners.

#### **5.1 VALUE OF INSPECTION TO SPECIAL EDUCATION TEACHERS**

Question 2 on both questionnaires attempted to find out if special education teachers do benefit from inspection. 63% of the teachers and 100% of the standards officers said that teachers did benefit from the inspections. However, teachers were divided as 22% of them said they did not benefit, and 13.6% said they were not sure. To understand this difference it is necessary that we examine responses to the third question. When the special education teachers and standards officers were asked in question three in both questionnaires, if at all the

inspections were related to special education or were general or constituted both special and general education. Most of the special education teachers (45%) said that inspections were more general and only 20% said that inspections in special education schools were related to special education. It was also interesting to note that even some of the users (16.7%), the Standards Officers, argued that inspections were more general. Therefore, though there was 100% response by Standards Officers for question two that teachers did benefit from inspection, perhaps standards officers were referring to classes for the so called 'normal'. Question three has clearly shown that in special education some issues were not well addressed during inspections. There were therefore some gaps in the tool. Special education schools appeared to have problems not being resolved by inspectors. This is in line with what the Ministry of Education and Culture (1996) pointed out that schools were insensitive to the needs of learners with special educational needs.

## **5.2 DIFFICULTIES FACED BY LEARNERS**

Evidence from the study showed that special education schools faced a lot of difficulties. Some of the problems are discussed in this section.

### **5.2.1 Writing problems**

The difficulties that were pointed out such as writing problems, mixing of letters, numbers and words did not appear to be the issues of discussion during inspection. The teachers also complained that most LSEN had a short attention span, while others were unable to sit properly. In addition some were found to have problems in following routine activities. Because these problems were not common among the able bodied learners, that may be the reason why they were not reflected on the MoE inspection tool (see appendix 7).

### **5.2.2 Visual and hearing problems**

Some children were found to have visual or hearing problems. Learners with visual problems sometimes were noted to have other problems such as orientation

and mobility. The other problem noted was language barrier between teachers and pupils with hearing impaired learners. Some teachers did not know sign language and Braille very well, making it difficult for teachers to be helping learners who are deaf or blind. The problems related to visual or hearing among learners with disabilities in special education settings are clear to everyone. Because a lot of these concerns were brought out by teachers, suggested that they were not a focus of discussion during inspection.

### 5.2.3 **Distance to schools**

Though Zambia adopted the policy of inclusive schooling, the fact is that learners with visual impairments are still being sent to schools like Magwero, Ndola Lions and Sefula school for the blind. The concern brought out that many teachers had negative attitudes was therefore true. A check in the school register by the researcher at Sefula school for the blind found that some learners do miss lessons for as long as two terms. It is doubtful if such reports do reach the Ministry headquarters. It could also be pointed out that the MoE inspections were not focused in measuring special education concerns.

### 4.2.4 **Economic status**

As pointed out from the findings that most of the learners with exceptional needs came from poor families, we may agree with them that LSEN did not have adequate food or funds to sustain themselves. It was also learnt that some parents were not adequately supporting their children. For some, residential schools were like dumping places for such children. These concerns are critical and need the intervention by the government as every child has the right to proper feeding (UNESCO: 1991). Intervention can only happen if tools used by standards officers were focused in assessing special education matters.

### 4.2.5 **Technology**

It was also found that technological devices such as talking calculators and computers, perkins brailers, magnifying glasses, hearing aids, and speech mirrors

were inadequate for LSEN. It could therefore be true from the findings that special education was not receiving enough financial support. Lack of technological appliances in special education appears to be a global problem as argued by Gaston (2006) who said that learners with visual impairments were being disadvantaged in this new world of technology.

#### **5.2.6 Losing of examination results**

It was also learnt that the final examination results for LSEN normally got lost at Examination Council of Zambia. Their results were also being released late. The question is: why has it taken long to resolve this problem? The most likely answer is that this issue does not appear on the MoE inspection tool (see also appendix 7).

### **5.3 KEY AREAS TO SPECIAL EDUCATION PROVISION**

Question five solicited for areas the teachers or Standard Officers felt could be the ‘key’ to successful special education provision. The teachers came up with a good number of suggestions and activities they would have loved to see being discussed during inspection. Some of them have been discussed below.

#### **5.3.1 Ministry of Special Education, Directorate of Special Education**

Some teachers argued that for special education to improve, it was necessary that a Ministry of special Education be established. Others had suggested that a Directorate of Special Education be established in the Ministry of Education. Creation of a ministry has many advantages, in that you are well focused for your main objective. A ministry is assigned a minister who will be taking special education issues into parliament, hence solutions found promptly. Others felt that a ministry could be costly, and suggested that a Directorate of Special Education be created. In a directorate you all speak the same language, including your director; hence activities can move faster. Even legislation and implementation of special education policies could easily be done when people have a common objective.

### **5.3.2 Enough teaching and learning materials**

Teachers pointed out that there were insufficient teaching and learning materials in special education schools. Teaching aids such as braille books, large print books, braille paper and sign language books were inadequate in schools. For this reason subjects such as Biology and Geography were being found difficult by learners with visual impairments because braille books or charts were not being provided that had embossed diagrams. None of these mentioned items is shown on appendix 7, the inspection tool used by the Ministry of Education. The provision of educational materials to schools is also what some authorities (Khoa: 2006, Kelly: 1999) had suggested as being cardinal for effective teaching.

### **5.3.3 Collaboration between Standards, Curriculum and Teacher Education**

Some teachers felt that Standards Officers were unable to solve some problems in schools because they did not have the capacity to do so. The expected scenario is that if Standards Officers find some problems they cannot deal with, they are supposed to consult or refer such ones to other departments. If it is problems to deal with curriculum, the Department of Curriculum should be notified. The department of Teacher Education should as well be consulted if there are problems with teacher education issues. However, this gap was discovered, it looked like there wasn't sufficient consultation among these different Ministry of Education departments. These other departments have the funds for schools and colleges but they are based at headquarters, so are somehow detached from learners on the ground. Insufficient consultation also suggests that this aspect is not well reflected in the MoE inspection tool.

### **5.3.4 Collaboration with other Stakeholders**

During the deliberations at the workshop in Kabwe whose theme was the "views on the of special education inspection", some participants argued that the Ministry of Education needed to work with other stakeholders if special education was to improve. Some of the stakeholders that were cited include the Ministry of Health,

and the Ministry of Community Development and Social Services. The Ministry of health is very helpful in matters of health. They can assess the magnitude of the impairment, provide treatment and give professional advice to teachers on how to look after the children with certain impairments in school. As noted from the Act, IDEA (PL94-142), identification and screening are supposed to be a legal requirement for CSEN (Kauffman: 1994).

The Ministry of Community Development and Social Services tends to do well in working with communities in the provision of social and economic services. Through sensitization programmes, the community can easily come to terms with disabilities of their children. The tools used by Standards Officers (see appendix 7) do not appear to capture collaborative efforts between special education schools and other stakeholders in the education provision; hence the MoE inspection tool has a gap on ensuring effective communication with other stakeholders.

#### **5.3.5 Insufficient teachers**

It was reported that many special education schools did not have enough teachers. Definitely without sufficient teachers we cannot expect the learners to perform well. By 2005, according to Kalabula (2005:1), '450 (350 certificates and diploma) teachers had been trained as teachers for the blind' and ... '200 teachers had received a Bachelor of Education (Special Education). It looks like the area of human resource is receiving attention. However, the problem could be that the graduate teachers do leave the profession for greener pasture. There is need for standards officers to be working with Teacher Education department in order to ensure proper placement of special education teachers, and also find ways of retaining them so that they don't leave for greener pastures.

#### **5.3.6 Adequate training**

Teachers had pointed out that there was inadequate especially in the areas of sign language and Braille in the colleges and universities. Many trained teachers with

degrees and diplomas in special education are not fluent in reading and writing in Braille. This problem of insufficient human resource was found to be much higher in high schools than in primary schools. This could be so because the current special education training is too general. It is not disability specific, that is, there is no specialization. In addition students do not learn subjects in the languages of the deaf nor the blind. For instance if a student is to be teaching mathematics s/he should be exposed to learning the subject in Braille or sign language.

Though students may graduate with distinctions in special education, they normally lack sufficient language of the learners they were to handle. It is also part of the responsibilities of inspectors to recommend the review of training programmes in an effort to revamp the training.

#### **5.3.7 Advanced Specialized Training**

Teachers and Standards Officers also argued that the greatest problem was the teaching of specialized subjects at High school to learners with exceptional needs. At High school the subjects are more advanced, and teachers need to be well qualified not only in general Braille but also in the specialized subject. For instance a teacher of Mathematics at High School is supposed to have a degree in the subject, and also understand how to compute Mathematics in Braille at that level.

In every subject there are usually some terminologies specific to the subject and not common in other subjects. In Physics terms such as acceleration, weight and velocity are common. In Accounts we meet terms such as trial balance, profit and loss accounts. If university students are to be well grounded in knowledge they should also be computing problems in these subjects in the languages of the disabled learners. That is, some of their works during training should be computed say in Braille or Sign language. If visually impaired learners are examined in

Braille; it follows that even their teachers should as well learn in the same language.

Due to the current inadequate training of college and university students, it was learnt that learners with visual impairments did not take certain subjects such as Accounts, Mathematics, Physics and Chemistry. This has limited the number of subjects they take, hence also limiting the work and opportunities they can have in life. According to Kelly (1999) schools with high failure rates are ineffective schools. Hence it is not true that in special education schools there are over 90% pass rates (see appendix 5 and 6) when the teachers are not competent in Braille or sign language. Standards officers have a responsibility to polish up their tools so that teaching at high school can improve.

#### **5.3.8 Appropriate infrastructure**

Teachers also suggested that LSEN needed good infrastructure. According to the teachers, Special Education classrooms in ordinary schools were usually allocated the worst rooms in the school. In many cases those rooms were too small, and situated in isolated areas in the schools. In addition teachers also felt that infrastructure should be disability specific. This is true in that learners with physical impairments for instance needed toilets that were large enough to accommodate wheel chairs. Routes used by the physical handicapped should have ramps for easy movement of wheel chairs. Furthermore, even the doors to the classrooms, libraries, latrines and other rooms should be wide enough to allow wheel chair users to be passing through. Modifications to infrastructure enable the LSEN to access classes and other programmes more easily so that learning can go on. The Ministry of Education (1996) also recognized the need for infrastructure adaptation, and this aspect is reflected on item 7.0 on the MoE inspection tool (see appendix 7). However, there is little mentioned about infrastructure such as availability of ramps or rails.

### **5.3.9 Special education Curriculum**

#### **5.3.9.1 School Curriculum favours the able bodied learners**

Some teachers felt that the curriculum in schools favoured the so called ‘normal’ and therefore proposed that a curriculum strictly for special education be put in place. From the focus group discussion, it was noted that the Ministry of Education tends to consider the needs for the able bodied learners first before they looked at learners with special educational needs. Participants at the workshop on this subject argued that special education went beyond what was provided in the regular stream. Some of the services that were cited as required in special schools were those of transcribing information into Braille or sign language. Transcribing is as involving as teaching itself. The government has not employed transcribers at either national or school levels. Special education teachers are expected to do both teaching and transcribing. Examination Council of Zambia (ECZ) also does not have trained transcribers for its examination; this could be one of the reasons for examination results for learners with visual impairments marked late and results often getting lost.

#### **5.3.9.2 Time table be adjusted**

Teachers interviewed also argued that special education schools should have its own timetable different from of the able bodied learners. This is somehow true in that skills such as Braille writing and reading were more difficult than learning to read or write by sight. This also suggests that learners with visual impairments needed more time per lesson as the teacher must find additional time to transcribe work into Braille.

Learners with intellectual disabilities generally have low intelligence quotients (Kauffman: 1994). This suggests that their timetable should be modified by giving them short activities that are interesting in nature. Learners with physical impairments also need adaptations in the school timetable. Teachers who handle these learners perform many functions in addition to teaching. They have to move their wheel chairs, help in feeding the learners, and even deal with their illness

problems. These concerns by stakeholders are supposed to be reflected on the inspection tools so that they are adequately covered. If they are not discussed, even though Standards Officers may report that inspections do help the teachers, teachers may dispel such facts, and may argue that inspections were just moments for inspectors to make allowances, as revealed by many teachers in question 2 on the questionnaires, where many of them said that they did not benefit from inspections.

### **5.3.10. Attitude Change**

During the workshop on the review of the effectiveness of inspection, teachers expressed one major factor that was contributing to poor quality special education provision. Attitude change by Ministry of Education officers, head teachers, some teachers, parents and communities was found to be a problem. The non recognition of the special education allowance for special education teachers for instance is an indication that the Ministry of Education did not appreciate the work being put in by special education teachers. As shown above these teachers have to do the job of transcribers, and all other adaptations that are supposed to be done by the Ministry of Education. They expect the government to recognize these extra activities, and ultimately show appreciation in form of special allowances.

Due to poor conditions in the teaching of LSEN, many special education teachers have left the profession for greener pastures. Others that remain in the profession probably do so because of problems of finding other jobs. We cannot expect such teachers to teach with zeal. These results are consistent with Chilufya's (2005) findings that about 60% of teachers were against inclusive education, a programme meant to increase access to CSEN.

Some teachers also noted that special education schools were like dumping places for some parents. It was learnt that once the children were enrolled in schools particularly in residential schools, parents stopped visiting or helping them. Some

parents do not allow their children to go back for holidays, suggesting that they have not accepted the state of their sibling, and require the services of counselors. Such reports are supposed to be noticed by Standards Officers. These examples show that the MOE inspection tool need to be reviewed so that it can capture issues of bad attitudes exhibited by the mentioned stakeholders above.

### **5.3.11 Inclusion be appropriately done**

Some teachers felt that Zambia was not ready for inclusion. Most of the learners with disabilities included in the mainstream to learn with their able bodied peers do not appear to benefit from the education system. A good number of teachers were unable to communicate to the learners because they did not fully understand languages such as Braille or Sign language. Such teachers cannot manage to help learners with visual or hearing impairments. Furthermore, teachers pointed out that inclusive education in Zambia was not supported by teaching and learning aids. Vietnam is therefore a good country to learn from where efforts are made in ensuring that teaching and learning resources are secured before the LSEN are included in the mainstream (Khoa: 2006).

When asked in question 5b, if the above were some of the key areas inspected upon, 57 (64.8%) teachers and 9 (75%) Standards Offices said NO. the percentages for NO were much higher suggesting that some of the areas teachers and Standards Officers felt were cardinal to the provision of special education were not discussed during inspection. Since major issues were not resolved during inspections, the teachers' argument to question 2 that they don't benefit a lot from inspection could therefore be accepted to some extent as true.

## **5.4. CHALLENGES SPECIAL EDUCATION TEACHERS FACE**

Respondents in question 6 on both questionnaires for teachers and Standard Officers requested them to list down some of the challenges teachers could be facing in the provision of special education. Some of the challenges that were listed have been discussed below:

#### **5.4.1. Transcribing**

Transcribing of ink print into Braille is very involving and was several times mentioned by teachers in most of the questions. A room for this purpose needs to be large enough for holding volumes of Braille paper, computers, Braille printers, Braille embossers, binders, and many more. The role of transcribing used to be done at Curriculum Development Centre, but at the moment the Braille place is no longer functioning. However, inspectors do insist that teachers do the transcribing. This suggests that the inspectors do not report this problem to the Ministry of Education headquarters; otherwise it could have received attention. The problem is quite big because transcribing of materials from ink to Braille has to be done all the time. Issues of transcribing educational materials into Braille needed to be accorded due consideration.

#### **5.4.2. New teaching methods not adapted**

It was found that teachers had problems in following some prescribed teaching methods. Most new teaching methods did not have the teaching aids adapted to be used for special education. This includes the famous New Break Through to Literacy (NBTL). Standards officers normally demanded that NBTL methods be followed, yet the teaching methods and teaching aids had not been adapted. The able bodies learners have educational materials that go with NBTL, but not LSEN. This suggests that the school curriculum favoured the so called 'normal'. Standards Officers have a role to play in finding out problems teachers could be facing, and one way of doing this is to include key issues on the inspection tool.

#### **5.4.3. Insufficient Staffing**

From the findings, teachers had pointed out that there was insufficient staffing in special education schools. Even teacher aides (helpers in class) and house aides (helpers in dormitory) were inadequate. As such they had difficulties in providing care for SEN learners. The need for more teachers is what Kirk (1997) pointed out that in special education focus should be one teacher-to-one child in order to allow individualized education. However, that was difficult because the classes

were overcrowded. Some of the learners were known to have attentive and/or memory problems; hence have limitations in how far they could go academically. They needed more assistance in other areas, and individualised education could be of help in this regard.

As earlier pointed out, teachers for special education do many other functions other than teaching. Among other things, they have to clean the learners when they mess up, help in feeding learners, and provide guidance to most of their learners on how to get back home. Unless teacher assistants are engaged, the too many activities they do will be reducing their concentration on individualized attention. Teachers therefore do expect that Standards Officers discuss with them how they will solve staffing problems.

#### **5.4.4. Adapting to Negative Attitudes**

The Ministry of Education (1996) policy document, *Educating Our Future* recognizes the provision of special education, but it was learnt that there were some teachers who did not appreciate its relevance. They were not co-operating with special education teachers, and in some cases, gave nick names to special education teachers. Such teachers do not regard education for LSEN as important as that for the able bodied learners. They consider teaching LSEN as a low class career. Special education teachers have to adapt to these negative attitudes exhibited by other teachers. Inspectors for special education need to make efforts to inquire about other teachers' attitudes so that special education teachers are also appreciated.

#### **5.4.5. Insufficient funding**

It was learnt that funding to special education schools was erratic. Some schools were not receiving any funds, as such; it was difficult to pay bills for electricity, water, house maids and food for those in residential schools. However, there is evidence that Curriculum Development Centre and Teacher Education do have funds for special education activities. In fact funds for special education now

appear in the white book every year. Some special education schools may not be aware of this. Special Education Standards Officers therefore need to be collaborating frequently with other government departments so that schools receive their entitlements.

#### **5.4.6. Inadequate training**

Standard Officers reported that in high schools, teachers were not specialized to teach in Braille or sign language. Teachers were unable to handle subjects like Mathematics and Geography in Braille. Some teachers also pointed out that they did not benefit from inspection because some Standards Officers were not competent enough to help them how to teach in Braille or sign language especially at high school. They pointed out that inspectors had general special education training, and could therefore not have enough knowledge in giving advice on how to teach all the different disability groups. This scenario could have come about because Standards Officers at district level were assigned to monitor all disability types in their respective districts, yet each Standard Officer tend to be biased to one disability group.

##### **5.4.6.1 Special Education Curriculum at University of Zambia**

The current special education training at the University of Zambia (UNZA) and Zambia Institute for Special Education does not offer specialized training in the different areas of disability. This could have contributed to graduates in special education not to be well qualified. It also became necessary to examine the courses Standards Officers undergo in order to understand the limitations of their knowledge. In 2010 some of the courses offered for the degree of Special Education at the University of Zambia are as shown on appendix 9.

If we analyse the special education courses we shall find that only two of them (about 10.6%) are purely special education courses required for application in the classroom. Most of the courses are too general. These are the ones marked \*\* in the courses. However, even these courses consist of a small percentage of skills

such as Braille or Sign language that are cardinal for teaching the visually impaired and hearing impaired learners, hence, reducing the 10.6% even further to probably about 4%. If the University is to adequately prepare their students, we should see courses such as Braille and Sign language. It should not only be one course in these areas but a number of them ranging from the first year up to the fourth year.

#### **5.4.6.2 Special education curriculum at ZAMISE**

At Zambia Institute of Special Education (ZAMISE), students can graduate with a certificate or diploma in Special Education. The courses offered at the institution are shown on appendix 10. Like at UNZA, every student at ZAMISE is trained to handle all disabilities, suggesting that every special education teacher qualifies to teach learners of every disability. However, others (ICEVI: 2007) have argued that it was not possible to master skills required for all of the disabilities. In order to adequately teach any of the disability groups, one needs a minimum of two years training. Therefore, if we are to offer training in say, four disabilities, it will require about eight years training. If this is not possible then students should be allowed to specialize in handling one disability. The inspection tool shown in appendix 7 does not have a provision to determine the content the teachers are subjected to during training.

Similarly new developments have also been seen where the University of Zambia and ZAMISE have employed lecturers for special education who have no or little experience with teaching learners with exceptional needs. This should not be the case; special education should be differentiated from other disciplines such as Law, Mathematics or Economics. Getting a merit or distinction does not guarantee that one will effectively handle learners with special educational needs. In a nutshell one's attitudes (ICEVI, 2007) are as important as one's qualifications in handling learners with exceptional needs. Standards Officers therefore have a role to determine the extent to which these developments in training affect learners with exceptional needs.

## **5.5. ROLES OF STANDARD OFFICERS**

Question 7 for Standards Officers solicited for the kind of help Standards Officers gave to special education teachers in order to overcome some of the challenges faced in schools. Standards Officers pointed out that they were giving advice to teachers to be improvising teaching aids where there were no teaching aids. They were also advising teachers to be going for in- service training.

### **5.5.1. Improvising teaching aids**

The help suggested above is quite useful. There isn't a single school that can claim to have all the expertise. Standards Officers do have the opportunities of moving from one school to the other, in the process they learn a lot from the visits. Where they feel certain things can be provided by teachers at less cost, they may advise them to improvise some teaching aids.

However, advising teachers to improvise all the time may not be good. Teachers do look forward to permanent solutions. If inspectors do not provide solutions, teachers may lose confidence in them. Inspectors are supposed to be pre-occupied with finding solutions to problems in schools. They are supposed to know agencies or other government directorates that could provide certain assistance to schools. Since in question two, 37% of the teachers did not appreciate help from inspectors; it looks like inspectors' advices were not more about special education, perhaps about general education.

### **5.5.2. In-service training for High School teachers**

Standards officers had pointed out that offering special education at high school was a challenge. Teachers were unable to teach subjects such as Mathematics and Geography in Braille or Sign Language. They therefore recommended that specialized teachers in such areas as Mathematics be sent for in-service training in special education. This sounds a good suggestion. However, what could motivate such teachers to get into special education when there are many privileges in teaching the able bodied learners. For instance there are Academic Production

Units in ordinary schools where teachers get additional incomes. Standards Officers therefore, need to be doing some research such as how to motivate special education teachers; perhaps this could motivate the other specialized teachers like teachers for Mathematics and Sciences to do special education.

## **5.6. EDUCATIONAL SERVICES IN ZAMBIA**

In many cases teachers and other stakeholders have to advise parents and guardians of CSEN to send their children to school. Hence the researcher included question seven to find out the importance of some educational programmes such as 'early identification' of learners. This programme requires that teachers go out on out-reach programmes, to places like the churches, villages, communities and children's parents, in order to identify CSEN, and possibly convince the parents to have the child in school. Other programmes suggested were Assessment and Screening, and Individualised Educational Plans.

Assessment and screening requires that after the learners have been identified they should be assessed to determine the disability (ies) they may have. Screening may also reveal the degree of disability as mild, moderate or severe. Individualized educational plans are educational programmes given to LSEN following assessment reports of their academic, social, physical and other measurements conducted. The importances of some of these educational programmes have been discussed below.

### **5.6.1. Early Identification, Assessment and Screening, and Individualised Educational Plans (IEPs)**

If we examine the findings, we see that teachers and Standards Officers had scores ranging from 77.3% to 100% in favour of all the above suggested programmes so that they are included on the MOE inspection tool. The highest score was for Individualised educational plans (100%) and the least for Early Identification (77%.3%). These scores are high suggesting that these programmes are good; teachers and Standards Officers would love to fully implement them in

special education schools. These programmes do not appear on appendix 7, the MOE inspection tool. Should the tool be reviewed it could be necessary to include these three programs. The importance of developing IEPs was supported by Kauffman (1994), who argued that keeping individual reports of learners is important if one is to help them.

## **5.6.2. Other Educational Services**

After suggesting to the respondents the above three educational programmes, they were then given room to suggest other educational programmes they felt should be implemented in special education schools. The findings have been discussed below.

### **5.6.2.1. Progression rates**

The teachers' concern about progression rates of LSEN could be genuine. We saw from the literature review that only about 0.63% of LSEN are in grades eight (8) to twelve (12). Most of LSEN do fall of the system. Something needs to be done; teachers are not satisfied with activities designed for LSEN. Poor performance according to Kelly (1999) is a symbol of an effective school. If I may refer the reader to appendix 5 you will find that the total number of LSEN in grade 7 for each province is not more than 47. When you compare this number to the total number of LSEN of 168,866 (MOE, 2008), we find that most of the LSEN do not complete school. The question is where do the drop outs go? Perhaps this is the concern that worried the teachers. The problems the drop-outs face in society is worrisome to many people.

### **5.6.2.2. Life after school**

Though this is not a primary responsibility of the Ministry of Education, teachers felt that it was important to be making follow-ups so as to help these children. If life after school is difficult for some learners who are able bodied, it may be worse for learners with disabilities. The government is supposed to put in place deliberate policies that can help these learners to go for rehabilitation programmes

either in colleges or jobs. One way of attracting companies to employ persons with disabilities is by reducing government tax on such companies. Hence, a comprehensive inspection tool is required in order to address all these issues.

#### **5.6.2.3. Ratio of teachers to pupils**

Through the deliberations at the workshop in Kabwe, teachers argued that handling one learner with disabilities is like handling eight to ten able bodied learners. This is because the special education teacher has to attend to a lot of issues in addition to teaching; they have to attend to health, toiletry, orientation, mobility and other issues. These other duties are also heavy responsibilities. They are not usually done when teaching the able bodied learners. Teachers, therefore felt that the matter should be discussed during inspections so as to decongest classes.

#### **5.6.2.4. Follow-ups after assessments**

Clinical assessments are normally done by Ministry of Health personnel before the learners are enrolled. Learners who are found with some disabilities often may need frequent attention by the personnel officers. Some learners' disabilities may not be visible when diagnosis is first made, normally at grade one. The need to be making follow-ups appears sensible so as to attend to those whose conditions were worsening or were not captured during the initial diagnosis. Conditions at times change; regular follow-ups will ensure that learners are well rehabilitated.

#### **5.6.2.5. Life Skills**

Though subjects like Mathematics, Chemistry and Principles of Accounts can be offered to the visually impaired learners, very few of them may pass or benefit from these subjects. Teachers therefore felt that there was need to emphasize life skills. Skills such as carpentry, tailoring and brick laying should be taught to LSEs when they are in school.

#### **5.6.2.6. Classroom**

It was learnt that in schools where there were Special Education Units, learners with special educational needs were usually given very small rooms, often rooms that previously served as lavatories. Teachers therefore felt that, the issue of classroom size should be reflected in the Ministry of Education inspection tool so that it can receive the attention it deserved. LSEN need good and large classrooms to facilitate teaching. Both the learners and the teachers are motivated if the classrooms looked neat. Classrooms are supposed to be big enough to accommodate all the learners, together with the teaching aids.

Some environments in many schools were also noted not to be conducive for some learners. Learners with physical impairments need path ways that should allow wheel chairs to be passing. The desks for learners with visual impairments should be large enough to enable writing frames to fit on. Materials that absorb sound should be appropriately laid in classes for learners with hearing impairments. When inspectors do not talk about these issues, teachers do get concerned.

#### **5.6.2.7. Motivation for pupils**

For learners to take school serious, it was learnt that some form of motivation was necessary. Teachers argued that LSEN need to be motivated for them to take school seriously. Absenteeism was high among these learners, and lack of motivation was cited as a contributing factor. Absenteeism can affect performance and could result in high repetition rates and non completion of schools for the majority. One way of motivating these learners to be attending school is to have feeding programmes in schools. For the majority of learners that came from poor homes, this is a motivational factor. As they enjoy the food, they also gradually learn academic work.

#### **5.6.2.8. All developmental areas**

Some Standards Officers argued that educational assessment was mainly in academic areas. They suggested that other areas of development were equally more important. They cited such areas as social, emotional and physical development. For them a holistic assessment should be embracing all the areas of development. A number of learners were noted to be doing well in other areas other than academics. A child, who opens up to others, has developed because s/he can discuss problems with others. If the school enables a child to control their emotions, that should also be considered development. Teachers felt that these developmental areas should also be discussed with teachers during inspections.

#### **5.6.2.9. QUALITY OF THE INSPECTION TOOL**

##### **5.7.1. Dissatisfaction with the Inspection tool**

In question 10 Standards Officers and special education teachers were asked the following questions: Are you happy with the quality of the inspection tool the Ministry of Education use in monitoring special needs provision? We saw from the results that the majority of the teachers (67%) and Standards Officers (75%) were not satisfied with the tool. A question arises: how can Special Education Standards Offices be using a tool they do not approve? Definitely the answer is likely to be that the Standards Officers did not develop the tool, and that they did not make efforts to seek authority to have it adapted to the areas of special education. Most likely, the MOE inspection tool was prepared by other officers who did not have Special Education background.

The reasons given by the teachers for not being satisfied with the inspections need also to be examined. They pointed out that most inspectors go to schools to look for faults and not to correct the problems. In addition, it was pointed out that inspectors did not solve problems; therefore, it was pointless to tell them problems in schools. Even when they were told about the problems, most of them did not mind so much about the absence of teaching and learning materials in schools. This could be true in the sense that when issues are not reflected on the official

tool they may not be attended to seriously. A well drawn up inspection tool ensures that all Standards Officers present similar concerns to higher authorities, hence could receive the attention the issues deserved.

## **5.8. PERFORMANCE OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS**

### **5.8.1. Performance of LSEN**

Question 10 in both the Standards Officers' and teachers' questionnaire requested for factual evidence regarding the performance of LSEN. It was as follows: "Are you happy with the academic performance of LSEN in your schools? If no, what could be the contributing factors?"

The findings particularly for Standards Officers (75%) suggest that learners with special educational needs do not perform well in schools. Something therefore needs to be done to correct the situation. However, a critical look at the results also shows that teachers (43%) believe that some LSEN do perform well. This is somehow contrary to what Standards Officers felt. Perhaps the two could be measuring performance differently focusing on different attributes. For instance, as argued above, some teachers would like to see assessments not only in academics but also in areas such as social, emotional and skills development. Teachers are more on the ground than Standard Officers; it may be true that some LSEN do succeed in school. From the teachers' results (43%) we may say that some LSEN do achieve something from the schools, which is commendable. The MOE inspection tool needs to accommodate issues of performance for inspectors to work with teachers effectively in this area.

### **5.8.2. Reasons for poor performance**

We saw from the findings that inspectors had given a lot of reasons for LSEN not doing well in school. They included inadequate human resource, inadequate funding, inadequate teaching skills, inadequate teaching and learning resources, inappropriate examinations, learners' results getting lost and released late.

Teachers had also listed many factors. These were inadequate human resource, inadequate supplementary materials, misplacement of human personnel, Ministry of Education being insensitive, no food supplements, poor transport to schools, and too much absenteeism. Other factors were individualized educational plans designed single handed, interactive problems, deaf language not being understood, insufficient early identification and screening programmes. Other problems were due to inappropriate examination markers, syllabuses not being completed, learning time not adapted, and lack of opportunities after school. Some of these factors shall be discussed in detail.

#### **5.8.2.1 Deaf language not understood**

The deaf use sign language when communicating. In Sign language a long sentence can be represented by short signs or symbols. When these learners are expressing themselves in writing, they normally do it in the way they sign. Others who are not familiar with sign language would think they are wrong. There is need for teachers for the deaf and Standards Officers to discuss this issue as lives are affected. The MOE inspection tool can be a good recipe for discussing this matter.

#### **5.8.2.2. Inappropriate examinations**

Some of the materials that are brought out in examinations tend to favour the able bodied. For instance in Biology there are usually questions on colour changes, a topic that will not make sense to learners who are blind. The same applies to topics like map reading. If schools fail to teach such topics to the learners, how do we expect the learners to pass when they meet them for the first time in examinations? This issue should also be brought out on the MOE inspection tool if the problems were to be brought to the attention of superior authorities.

#### **5.8.2.3. Examination time not appropriate**

The visual impaired learners use a stylus to write and not a pen or pencil. They write on Braille paper that is inserted in a writing frame. When writing they prick

holes which consumes a lot of energy. Sometimes they have to rest the hand, which rarely happens when uses a pen. They write by moving from the right to the left, but read from the left to the right. The process of writing, making corrections, looking for misplaced items for a blind learner consumes more time. It is therefore unfair to be prescribing the same time in examinations for everyone. Examination question papers should have instructions such as: learners with special educational needs should be given thirty minutes additional time. Inspection time in special education schools should be capturing such issues.

#### **5.8.2.4. Syllabuses not completed**

In a lesson for LSEN a teacher has to do so many other things in addition to teaching. One has to teach how to write in Braille or sign language. Braille writing is tiresome, one needs more time. In addition one has to teach orientation and mobility skills to learners. Some learners may have to be helped in moving their wheel chairs from one place to the other. Some children need to be helped in feeding, and even in toiletry. In addition some of the learners have healthy problems, and have to be taken to health centres. Others have attention problems. Teachers therefore, have to take much longer time to complete a topic. It is unfair for the learners to be subjected to the same nine (9) years basic education training. LSEN need more than nine (9) years to complete the syllabuses. The inspection tool is supposed to spell out the standard period for the education of LSEN.

#### **5.8.2.5. No food supplements**

Some teachers explained that most of the learners with special educational needs were coming from poor families. That applied to learners in both day and residential schools. These concerns could be true. Learners from rich families normally go to good schools where they are usually properly taken care of. Even parents who may have funds may not give a child who is visual impaired; they think that such a child will not manage to use the funds even when s/he could. For a deaf child they may think that communication with the seller may be a problem. Some LSEN who have intellectual disability may not even understand the value

of money. These children therefore are rarely supported by parents and guardians, yet they have the right to proper feeding.

The learners have to entirely depend on government funding while in school, which at times is not enough. Surely this is a very important subject to bring out in the inspection tool so that the concerns reach higher authorities, and consequently learners receive their right of good feeding. Poor feeding reduces the concentration of learners in class so feeding programmes should be accorded the place they deserve in the inspection tool. Fortunately we have healthy and nutrition programmes in schools, inspectors can take advantage of these so that they are extended to LSEN.

#### **5.8.2.6. Teachers' attitude to inspection**

Question 10, attempted to find out the attitude of teachers to inspections, and it read as follows: Do you think special education teachers enjoy to be inspected? Nine (75%) of them said YES, while 3 (25%) said NO. The results suggest that most of the special education teachers were happy working with inspectors in order to improve the education standards of LSENs. Even though some inspectors do not perform as expected, as noted from this report, teachers cooperate with them so as to find solutions to problems in schools.

#### **5.8.2.7. Insensitive Ministry**

Some teachers pointed out the Ministry of Education were insensitive to problems in special education schools. In many countries including one of our neighbouring countries, Botswana, there have a Directorate of Special Education. In such a directorate problems are solved faster because the officers come from the same field, and they understand most of the issues involved.

Unfortunately in Zambia under the Ministry of Education, we have no specific directorate dealing with special education matters. Though the ministry tries its best, the outcomes are not being felt by the consumers. There are a lot of burning

issues in special education schools that require urgent response, and the MOE inspection tool should be capturing all concerns such as the need for a specific directorate.

### **5.8.3. INADEQUATE GUIDANCE**

In item 11 in the teachers' questionnaire, special education teachers were requested to explain whether they got more or less help from Standards Officers. 18 (20.5%) said they received much help, 64 (72.7%) said they did not receive any help. 6 (6.9%) did not say anything. These results show that special education teachers did not appreciate the guidance from their inspectors. The teachers were willing to meet the Standards Officers as shown on the previous page under the heading "teachers' attitude to inspection." Inspectors need to do a lot in order to be appreciated. The Ministry of Education needs to empower the Standards Officers so that teachers can appreciate their functions.

### **5.9. INSPECTION TOOL REQUIRED**

From the findings for the last question in the questionnaire for Standards Officers we saw that 66.7% of Standards Officers were in favour of a separate MOE Inspection tool for use in special education schools. The respondents had identified problems in special education and felt that a separate tool be developed to solve the problems. Definitely there is need for a tool that should reflect key issues such as those brought in this report.

The researcher decided to develop a tool intended to capture the views of respondents. Its features are discussed below.

### **5.10. FEATURES OF THE PROPOSED INSPECTION TOOL**

The tool has focused on issues raised by the special education teachers and Standards Officers. Some of the cardinal issues included that were missing on the general tool include the following:

#### **5.10.1. Teacher aides and house aides**

When we look at the responses for questions 5,6,8 and 9 in the teachers' questionnaires we see that special education teachers kept on complaining that they were overloaded with work. In addition to teaching they pointed out that they were also transcribing, helping learners to feed, move and dress properly. Questions 8,9 and 10 in the new inspection tool focuses on the availability of transcribers, teacher aides and house aides in schools. The aim is for the Ministry of Education to employ assistants for teachers as well helpers at the dormitories such as cleaners, cooks and watch men. This will reduce the working loads special education teachers have, consequently make teachers concentrate on teaching.

#### **5.10.2. Classroom sizes and their locations**

We saw in 4.6.2.3. and in 4.6.2.6. that teachers were not happy with sizes of their classrooms. They expressed that teaching one child with severe disability was like teaching ten able bodied learners. However, for those with mild cases a teacher could handle more learners in a class. Hence, a guide on the sizes of classes (teacher to pupil ratio) has been provided (see part 17), subject to review.

#### **5.10.3. Name of School (Specify: Residential, unit, day, inclusive)**

Special education schools are classified according to these settings. Some support systems are related to the nature of the school. For instance the availability of sufficient food (see question 6) in schools is more for residential schools than day schools.

#### **5.10.4. Availability of special education teachers**

There is a question on this in the new tool (no. 11). This question is specific to the type of teacher being referred to, unlike question 2 in the current tool (see appendix 7). It is important that special education teachers are well placed for the benefit of LSEN.

#### **5.10.5. Availability of special education funding, and teaching and learning materials**

Teachers and Standards Officers had complained that there was insufficient funding, and teaching and learning materials in special education schools. However, currently Curriculum Development Centre and Teacher Education do have funds, teaching and learning materials for special education schools. These questions (5 & 12) will help Standards Officers identify schools that need support, and refer such ones to the mentioned departments.

#### **5.10.6. Co-operation from other teachers and parents**

Questions 14 and 15 in the new tool are attempting to find out if some ordinary classroom teachers and some parents are not supportive to the provision of special education. Seminars can be arranged by Standards Offices for schools where there is this problem.

#### **5.10.7. Suitability of environment to CSEN**

There is question 16 in the new tool. It has been included because most interviewees felt that most school environments were not user friendly to CSEN. Including this question will ensure that something is done about it.

#### **5.10.8. Progress in the following areas (academic, social, emotional/behavioural, physical, skills training)**

Standards Officers had suggested that assessment for learners with SEN should not only be in academic areas. They pointed out that most of these learners did not normally do well academically. There was therefore need to focus more on other areas such as skills training. This could help the learners much more. Successful learners in skills can be linked to organizations for further training.

#### **5.10.9. Educational programmers**

Teachers and Standards Officers had overwhelmingly welcomed the inclusion of programmes such as early identification, assessment and screening on the inspection tool. Hence, this has been included on the new tool.

#### **5.10.10. Problems special education teachers have, and any other problems**

Questions 21 and 22 attempted to look at the above subject because teachers had pointed out that most inspectors were insensitive to their welfare. In order to capture most of the problems in schools and those of individual teachers, it became necessary that question 22 be phrased as ‘what other problems do you have?’

#### **5.10.11. Collaboration with Curriculum Development Centre and Teacher Education**

Teachers expressed that there appeared to be a gap in collaboration between Standards Officers and the above named departments. Hence question 23 is specifically to influence this collaboration. The rest of the Ministry of Education departments and other organizations fall under the heading ‘Others’.

#### **5.10.12. Action Plan**

The last question (no 24) has provisions for recommendations. This question is number 14 on MOE inspection tool. This question has been retained because it is like a summary of all the issues that were brought out during inspection.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. CONCLUSION**

We saw from the literature and discussion of findings that learners in special education schools in Zambia are not provided with the necessary teaching and learning aids. Some of the problems faced by LSEN were found to be poor progression and passing rates in schools, their final examination results getting lost, insufficient Braille transcribers, and insufficient teaching and learning materials. The visual impaired learners in high school were taking few subjects because teachers were not vested to handle some subjects like Mathematics in Braille and sign language.

We also saw that special education teachers were working in difficult conditions. They perform many functions other than teaching such as transcribing ink print into Braille. Most of the problems learners and their teachers were facing did not appear to receive attention from the inspectors. One of the likely reasons for not addressing these areas established in this report is that the Ministry of Education inspection tool is not appropriate for measuring the needs for learners with special educational needs. Most of the key issues in special education like losing of examination results for LSEN and the need to have individualized educational plans did not appear on the MoE inspection tool. The tool was found to be too general. It appeared like it was meant for measuring the needs of learners who are able bodied.

From the findings and discussion I may conclude that the tool currently in use is not appropriate, a separate tool be produced for monitoring the needs of learners with special educational needs. A tool that is specific to the learners will ensure that keys issues to special education provision are discussed during inspection and this may result in having most of the problems faced in special education schools resolved.

## **6.2. RECOMMENDATIONS**

I now recommend the following to the Ministry of Education and University of Zambia:

- 6.2.1. The Ministry of Education to prepare a separate inspection tool for monitoring standards in special education schools. This will enable Standards Officers to capture more information from these schools. Some information is quite specific to some disabilities and cannot be captured by the general common inspection tool.
- 6.2.2. the Ministry of Education to establish a Directorate of Special Education. This suggests that all officers will have the same objectives, that of providing effective education to learners with exceptional needs. Resources therefore will likely to be used more effectively in the area of special Education.
- 6.2.3. The Ministry of Education to restructure the Department of Standards. Instead of employing one Standard Officer per two districts, Standards Officers should be employed according to areas of specializations or interest. The existing and proposed education structures are shown on appendix 12.
- 6.2.4. The figures of LSEN that appear in the Education statistical bulletin do not appear to reflect the actual numbers of these learners in schools. Data should be made clear so that it is easy to locate LSEN that appear in Annual Education Bulletins. This will ensure that all the learners receive the necessary support.
- 6.2.5. The Ministry of Education to train markers who should be ensuring that examination results for learners with visual impairments are released at the same time with other learners. The markers should be paid for transcribing as well as for marking.

- 6.2.6. The University of Zambia to revamp the training of teachers in special education particularly in the areas of Braille and Sign language. They should concentrate on teachers who should be teaching at high school in these areas. Braille should be done every semester to give learners more practice. In the last two years it should be related to the teaching course each student is doing.
- 6.2.7. In all departments of special education such as Curriculum, Standards, and Teaching, including the universities, many persons with disabilities should be employed. They know their problems much better, hence are likely to work more effectively.

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**Appendix 1: Questionnaire for teachers**

1. Have you ever been inspected? Yes  No  (please tick)

2. Did you benefit from the inspection? Yes  No

3. Was the inspection related to special education  or just general?

4. What learning difficulties do your learners have?

.....  
.....  
.....  
.....

5. a) What areas do you think are ‘key’ to successful special education provision?

i.....

ii.....

iii.....

b) Are the listed areas the major issues inspected upon?

Yes  No

6. How important are the following educational services in schools?

a) Early identification:

Less important  Important  Very Important

b) Assessment and screening

Less important  Important  Very important

c) Individualised Educational Plans

Less important  Important  Very important

d) In your opinion which of the educational provisions for LSEN do you think are not well reflected on the MoE Inspection tool?  (Insert answer(s) in the box as a, b or c)

7. What are some of the educational provisions for LSEN do you think are not well reflected on the MoE Inspection tool?

a) .....

b) .....

c) .....

8. Are you satisfied with the quality of inspection you receive?

Yes  No

9. a) Are you happy with the academic performance of LSEN in your school?

Yes  No  (if Yes, skip b)

If No, what could be the contributing factors?

a) .....

b) .....

c) .....

10. Do Standards Officers give you much guidance in the provision of special education? Yes  No

Thank you so much

**Appendix 2: Questionnaire for Standards Officers**

1. Have you ever inspected a special education class or school?

Yes  No  (please tick)

2. In your opinion do teachers benefit from inspection?

Yes  No

3. If Yes to number 1 above, was the inspection related to

Special education

General

4. What learning difficulties do learners with special educational needs have?

- i.....
- ii.....
- iii.....

5. a) What areas do you think are 'key' to successful special education provision?

- i.....
- ii.....
- iii.....

b) Are the listed areas the major issues reflected on your inspection tools?

Yes  No

6. What are some of the challenges you face in the inspection of special education?

- i.....
- ii.....
- iii.....

7. How important are the following educational services in schools?

a) Early identification:

Less important  Important  Very Important

b) Assessment and screening

Less important  Important  Very important

c) Individualised Educational Plans

Less important  Important  Very important

d) In your opinion which of the educational provisions for LSEN do you think are not well reflected on the MoE Inspection tool?  (Insert answer(s) in the box as a, b or c)

8. What are some of the educational services you could consider to be important for inspection in special education settings?

- a.....
- b.....
- c.....

9. Are you satisfied with the quality of inspection tool you use for monitoring special needs education?

Yes  No

If no, give reasons .....

.....

.....

.....

10. a) Are you happy with the academic performance of LSEN in your area?

Yes  No  (if Yes, skip b)

b) If No, what could be the contributing factors?

- i.....
- ii.....
- iii.....

c) Do you think special education teachers enjoy to be inspected?

Yes  No

d) If the answer is No to number 10c, give reasons

- i.....
- ii.....
- iii.....
- iv.....

11 a) Given a chance to review the inspection tool, what additions would you make?

- i.....
- ii.....
- iii.....

b) Which of the following would you advocate for:

Have a separate tool for special education  OR add identified gaps to the existing tool  OR continue using the same tool without any modifications

Thank you.

### **Appendix 3: Schools and Education Offices visited**

#### Lusaka Province:

1. Munali Girls Special Education Unit (VI)
2. UTH Special Education unit (multiple)
3. Chainama Special Education Unit
4. The Provincial Education Office
5. The District Education Board Secretary's office

#### Western Province

1. Sefula Special Education Unit (VI)
2. Kalilwe Special Education Unit (multiple disability)
3. the Provincial Education Office
4. The District Education Board Secretary's office, Mongu
5. the District Education Board Secretary's office, Kaoma

#### Eastern Province

1. Hillside Special Education Unit (Hi, ID, PD)
2. The Provincial Education Office
3. The District Education Board Secretary's Office, Chipata

#### Central Province

1. Broadway Special Education Unit (HI)
2. the District Education Board Secretary's Office, Kabwe
3. The District Education Board Secretary's Office, Mumbwa

#### **Appendix 4: Schools that participated at a workshop**

##### **Kabwe Resource Centre (Dec 2009)**

**Theme:** *Views on the quality of special education inspection*

<b>Special Education School</b>	<b>District</b>	<b>Province</b>
Broadway Special Education Unit	Kabwe	Central
Sefula Special Education School (VI)	Mongu	Western
St Mulumba Special Education (multiple)	Choma	Southern
Ndola Lions (VI)	Ndola	Copperbelt
Chileshe Chepela Special Education (multiple)	Kasama	Northern
St Mary's Special Education (VI)	Kawambwa	Luapula

**Appendix 5: 2008 Grade 7 Examination Statistics**

S/ N	Region	Number Entered			Number Sat			Number Absent			Number Selected		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1	Norther	19	15	34	18	15	33	1	-	1	18	15	33
2	Luapula	23	9	32	22	9	31	1	-	1	22	9	31
3	Southern	7	7	14	7	7	14	-	-	-	7	7	14
4	Eastern	4	8	12	3	7	10	1	1	2	3	7	10
5	Copperb	28	19	47	27	19	46	1	-	1	27	19	46
6	N/West												
7	Central	6	2	8	6	2	8	-	-	-	6	2	8
8	western	8	6	14	8	6	14	-	-	-	8	6	14
9	Lusaka	5	1	6	4	1	5	1	-	1	4	1	5
<b>TOTAL ZAMBIA</b>		<b>100</b>	<b>67</b>	<b>16</b>	<b>95</b>	<b>66</b>	<b>161</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>95</b>	<b>66</b>	<b>161</b>

Source: Examination Council of Zambia

**Appendix 6: 2009 Grade 9 Examination Statistics**

S/ N	Region	Number Entered			Number Sat			Number Absent			Number
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys
1	Northern	20	14	34	18	13	31	2	1	3	9
2	Luapula	13	8	21	13	8	21	-	-	-	13
3	Southern	1	-	1	1	-	1	-	-	-	-
4	Eastern	11	8	19	11	8	19	-	-	-	11
5	Copperbelt	38	22	60	38	22	60	-	-	-	35
6	North-western										
7	Central	15	8	24	16	8	24	-	-	-	15
8	western	10	4	14	10	3	13	-	1	1	10
9	Lusaka	28	19	47	28	18	46	-	1	1	28
Total Zambia		137	83	220	135	80	215	2	3	5	121

Source: Examination Council of Zambia

**Appendix 7: Ministry of Education Inspection Tool**

**REPUBLIC OF ZAMBIA**

**Ministry of Zambia**

**Province.....**

**SCHOOL INSPECTION REPORT**

**1.0. BACKGROUND INFORMATION**

Name of school..... Grade of school.....

District.....File No of School.....

Agency.....

Name of head.....TS No.....Qual.....

Name of D/head.....TS No.....Qual.....

Date of inspection.....

Purpose of inspection

.....  
.....  
.....

**2.0. STAFFING**

S/N	Name	Sex	Position	qualification	Grade taught

**3.0. ENROLMENT**

<b>FORM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>BOYS</b>													
<b>GIRLS</b>													
<b>TOTAL</b>													

**4.0. SCHOOL ENVIRONMENT**

- 4.1. Schools grounds:.....
- 4.2. School buildings:.....
- 4.3. The Boarding
  - 4.3.1. Dormitories: .....
  - 4.3.2. The Kitchen: .....
  - 4.3.3. Dinning halls: .....
  - 4.3.4. Store rooms: .....
  - 4.3.5. Kitchen Staff: .....
  - 4.3.6. Kitchen Toilets: .....

**5.0. RECORD MANAGEMENT**

- 5.1. School outline: .....
- 5.2. Log Book: .....
- 5.3. Work Programme: .....
- 5.4. Schemes and Records of work.....

- 5.5. School work plan.....
- 5.6. INSET Programme:.....
- 5.7. Class Registers:.....
- 5.8. Pupils Self Governance:.....
- 5.9. Stock Book:.....
- 5.10. Staff attendance and Punctuality Register:.....
- 5.11. Pupils exercise books:.....
- 5.12. Diary:.....
- 5.13. Clubs and services:.....

**6.0. EXAM RESULTS ANALYS**

**6.1. Grade 7 Analysis**

YEAR	ENTERED		SAT		SELECTED		PASS PERCENT
	Boys	Girls	Boys	Girls	Boys	Girls	

**6.2 Grade 9 analysis**

YEAR	ENTERED		SAT		SELECTED		PASS PERCENT
	Boys	Girls	Boys	Girls	Boys	Girls	

**6.3 Grade 12 analysis**

YEAR	ENTERED		SAT		SELECTED		PASS PERCENT
	Boys	Girls	Boys	Girls	Boys	Girls	

**7.0 INFRASTRUCTURE**

7.1 Class rooms:.....

7.2 Staff room:.....

7.3 Store room:.....

7.4 Offices:.....

7.5 Hall:.....

7.6 Specialized rooms:

- 7.6.1 Laboratories:.....
- 7.6.2 Home Economics:.....
- 7.6.3 Workshops:.....
  - (a) Art and design:.....
  - (b) Metal work:.....
  - (c) Wood work:.....
  - (d) Technical drawing:.....
  - (e) Computer room:.....

7.7 Source of water:.....

7.8 Toilets:.....

- 7.8.1 Boys:.....
- 7.8.2 Girls:.....
- 7.8.3 Staff
  - Gents:.....
  - Ladies:.....

7.9 Exam Security

- 7.9.1 Strong room:.....
- 7.9.2 Metal Trunk:.....
- 7.9.3 Grill door and burglar bars:.....
- 7.9.4 Key storage Arrangements:.....

## 8.0 FURNITURE

	ITEM	NO	CONDITION
8.1	Office tables		
8.2	Classroom tables		
8.3	Office chairs		
8.4	Classroom chairs		
8.5	Pupils tables		
8.6	Pupils chairs		
8.7	Desks		
	8.7.1 Single seat		
	8.7.2 Double seater		
	8.7.3 Triple seater		
8.8	Benches		
8.9	Stools		

## 9.0 TEACHING AND LEARNING AIDS

.....

.....

.....

.....

.....

**10.0 FINANCIAL MANAGEMENT**

10.1 Finance Committee: .....

10.2 School grants

10.2.1 Cash Flow Book: .....

10.2.2 Ledger: .....

10.2.3 Records of Expenditure: .....

10.2.4 Requisition forms: .....

10.3 PTA AND OTHER FUNDS: .....  
.....

**11.0 SCHOOL ORGANISATION**

11.1 Disciplinary Committee: .....

11.2 PTA Committee: .....

11.3 Board Meetings: .....

11.4 Preventive maintenance: .....

11.5 The SEST/ZEST: .....

11.6 Staff Meetings: .....

**12.0 DEVELOPMENTAL PROJECTS**

.....  
.....  
.....

**13.0 AMINISTRATIVE CHALLENGES**

.....

.....

14.0 RECOMMENDATIONS

ITEM	ACTION

15.0 CONCLUSION

.....

.....

.....

.....

16.0 NAME OF HEAD/DEPUTY HEAD

Signature:

- 1) .....1) Name.....1) Title.....1) Date .....
- 2) .....2) Name.....2) Title.....2) Date .....
- 3) .....3) Name.....3) Title.....3) Date .....
- 4) .....4) Name.....4) Title.....4) Date .....
- 5) .....5) Name.....5) Title.....5) Date .....

## **Appendix 8: Act, IDEA (PL – 142)**

**Identification** - Making extensive efforts in screening and identifying of children with disabilities;

**Full service, at no cost** - Ensuring that all children with special educational needs are given an appropriate education at no cost;

**Due process** - Ensuring that the child and the child's parents/guardians have the right to information and have a right to impartial hearing in case they disagree with the child's evaluation and placement;

**Parent/guardian consultation;** The parent/guardian must be consulted about their child's evaluation and placement;

**LRE** - The child must be educated in the least restrictive environment that is consistent with his or her educational needs, in so far as possible, with pupils without disabilities;

**Non discriminatory evaluation** - Evaluation of a child be done in all areas of suspected disability. It should not be done by an individual but by a team of experts;

**Confidentiality** - Results of evaluation and placement for teachers and other professionals be kept confidential, though the child's parents/guardians could have access to the records;

**Personnel development, in service** - Teachers to teach learners with special educational needs to be well trained.

**Appendix 9: 2010 courses offered for special education at the University of  
Zambia**

First Year:

Developmental outcomes;  
Introduction to special education;  
Content subject such as History;

Second Year:

Educational Psychology;  
Sociology of Special Education;  
Teaching Children with developmental disabilities (skills to identify,  
assess & teach children with developmental disorders);

Third Year:

Introduction to Research in Special Education;  
Learning processes - Sociological perspective;  
Working with families of children with disabilities;  
\*\* Teaching children with hearing Impairments;  
Content subject such as History;

Fourth Year:

Special Education Research project;

Identification, Assessment, Intervention in Special Education;

\*\* Teaching Children with Visual Impairments;

Counseling in Child Disability;

Content subject such as History;

Source: University of Zambia

## **Appendix 10: 2010 courses offered for special education at the Zambia**

### **Institute of Special Education (ZAMISE)**

#### First Year

Braille

Sign Language

Industrial Arts, Home Economics, Early Child Education

Mobility

Development Psychology

Behaviour Intervention Management Strategies (BIMS)

#### Second Year

Curriculum Studies

Devices and material development

Educational audiology

Speech correction

Behaviour management

Physical Education

Neuro – psychology

Source: Zambia Institute of Special Education (ZAMISE)

Appendix 11: Proposed inspection tool for Ministry of Education

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

SCHOOL INSPECTION REPORT

Province ..... District .....

Head ..... Tel .....

1. Name of School ..... (Specify: Residential, Unit, Day, Inclusive etc)

2. No. of pupils: ..... a) boys ..... b) girls .....

3. Type of disability (ies)

.....  
.....

4. Purpose of inspection

.....  
.....  
.....

5. a) Availability of special education teaching and learning materials

YES  NO  (please tick).

b) If NO, what could be the reasons?

.....  
.....  
.....  
.....

6. a) Availability of food supplements

YES  NO

b) If NO, what could be the reasons?

.....  
.....  
.....

7. a) Availability of transport to/from school

YES  NO

b) If NO, what could be the reasons?

.....  
.....  
.....

8. a) Availability of transcribers (VI schools)

YES  NO

b) If NO, what could be the reasons?

.....  
.....

9. a) Availability of teacher aides

YES  NO

b) If NO, what could be the reasons?

.....  
.....

10. a) Availability of house aides

YES  NO

b) If NO, what could be the reasons?

.....  
.....

11. a) Availability of special education teachers

YES  NO

b) If NO, what could be the reasons?

.....  
.....

12. a) Availability of enough special education funding

YES  NO

b) If NO, what could be the reasons?

.....  
.....

13. Availability of programmes

- i) IEPs
- ii) Early Identification
- iii) Assessments

YES	NO

14. Co-operation from other teachers

YES  NO

b) If NO, what could be the reasons?

.....  
.....

15. a) Co-operation from parents

YES  NO

b) If NO, what could be the reasons?

.....  
.....

16. a) Location of classrooms

Good  Bad

b) Size of classrooms

Good  Bad

c).If bad give reasons

.....  
.....

17.What is the average number of pupils per class? .....

Note: 1 child (severe) α 8 able bodied learners

18. Suitability of environment to CSEN

Good  Bad

c).If bad give reasons

.....

19. Progress in the following areas:

	YES	NO
Academic		
Social		
Emotional/behavioural		
Physical		
Skills acquisition		

c).If NO give reasons

.....

.....

20. Effectiveness of teaching methods

Good  Fair  Bad

Give reasons for your answer

.....

.....

21. What academic problems do teachers have?

.....

.....

22. What other problems do you have?

.....  
.....

23. i) Issues to be referred to Curriculum Specialist

.....  
.....

ii) Issues to be referred to Teacher Education

.....  
.....

iii) Issues to be referred to other departments and organisations

.....  
.....

24. ACTION PLAN

Recommendation 1 .....

.....

Recommendation 2 .....

.....

Recommendation 3 .....

.....

Recommendation 4 .....

.....

Recommendation 5 .....

.....

