

**MANAGEMENT PRACTICES THAT AFFECT THE
PROVISION OF QUALITY SPECIAL EDUCATION IN
SELECTED DISTRICTS OF THE CENTRAL
PROVINCE OF ZAMBIA**

BY

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**A THESIS SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATIONAL ADMINISTRATION**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2015.

Author's declaration

I, Mwenya Nicholas Mwamba, declare that this thesis represents my own work and that it has not been previously submitted for a degree at the University of Zambia or at any other University and that it does not incorporate any published work or materials from another thesis.

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Approval

This thesis of Mwenya Nicholas Mwamba has been accepted as fulfilling the requirements for the award of the degree of Doctor of Philosophy in Educational Administration of the University of Zambia.

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Abstract

This study sought to establish the management practices that affected the provision of quality special education in Central Province of Zambia. Three districts in the province comprising fourteen special education units were purposively sampled according to their ability to provide required data. Furthermore Special Education Managers were purposively sampled from the Ministry of Education, Science, Vocational Training and Early Education Headquarters to the schools. These included two Education Officers, five Standards Officers, one curriculum specialist, one examination specialist, three District Education Board Secretaries and fourteen Head teachers. Twenty eight teachers were also purposively sampled from the fourteen schools. These were teachers teaching in the special education units.

A descriptive survey research design was used in the study. It gave the researcher an opportunity for the problem to be studied as it exists and within a proposed time frame. Semi- structured questionnaires, interview schedules and Focus Group discussion schedules were used as research instruments. In addition documents were analysed in order to establish what was on the ground in terms of provision of special education. The data collected were qualitatively analyzed using themes, tables, charts, graphs and photographs. Quantitative data was analysed using the Statistical Package for Social sciences (SPSS).

The overall analysis showed that in the Central Province (Kabwe, Mkushi and Mumbwa) special education was provided through Special Schools, Special Education Units and mainstream classes. Though inclusive education was said to be practiced, it was not practical since corresponding materials and facilities were not provided.

The study also revealed that mainstreaming and inclusion were part of integration. It is therefore evident that what is being practiced in Central Province is integration hence the education system in Zambia had not reached the inclusion stage which is a more advanced stage than mainstreaming.

On curriculum the study revealed that there was no need of advocating for a parallel curriculum for Children with Special Educational Needs. It is clear in the National Policy on Education that curriculum for children with special needs will be adapted from the existing one. Educational Guidance services were also not in place especially in subject selection by Children with Special Educational Needs. Furthermore, the study showed that the

Examination Council of Zambia depended very much on the schools to be fed with inputs of would-be candidates with Special Educational Needs. Over the years there had been lapses and not all children's needs were met. Data was misplaced and misinterpreted. In mainstream schools these children were unnoticed and wrote examinations without special consideration. Mainstreaming and inclusion were mistaken to mean the same. This was so because the school managers and teachers did not understand them fully. In principle what was practiced was inclusion but practically it was mainstreaming, Segregation in Special Schools and integration (social and functional). The policy on special needs education states that government will promote inclusive education by integrating learners with mild and moderate learning disabilities and provide special education to those who cannot be integrated. It was recommended that Education managers should identify management practices that may provide quality education and to evaluate management practices to implement those that can provide quality special education. A dual system and a balanced initiative in the provision of education to learners with special needs be adopted. That is Special schools and Units (segregation) and Inclusive settings. Furthermore, studies should be done in future in management of Special Education and its effects on learner performance. This is so because Special Education was not taken as a priority. Therefore, stakeholders should start attaching value to Special Education because without it general education was negatively affected in terms of learner achievement/performance.

Dedication

Dedicated to the powerless Children with Special Educational Needs who are the forgotten millions in Zambia with the hope that this piece of work may help others to include them into the regular education system in their community and improve the quality of their lives.

Acknowledgements

I would like to acknowledge and appreciate Dr. Daniel Ndhlovu the Principal supervisor and Mr. Henry J. Msango who supervised and helped me directly and guided me in the period I did my Doctoral studies. They were kind enough to go through my work even during their busy schedule. They would even remind me to submit part of the work when I delayed. This made me work extra hard in order not to disappoint them. Their constructive criticisms aided me in the final preparation of the manuscript.

I am grateful for the encouragement my wife Faith gave me. Finally, I would like to thank Mkushi District Education Board staff, more especially Mrs. Gladys Bwalya, Ms. Mwiinga Macha, Mr. Mukutu Sikasula and Mr. Alex Mulungwe for their support. Furthermore I would like to acknowledge the work Ms. Maureen Chikwanda did on the manuscript even in limited time. To all these I say keep on the good spirit, without your support this work would not have been completed.

List of abbreviations and acronyms

CAR	-	Collaborative Action Research
CDC	-	Curriculum Development Centre
CLO	-	Chief Learning Officer.
CWSEN	-	Children with Special Educational Needs.
DES	-	Department of Education and Science
DFID	-	Department For International Development
DPEP	-	District Primary Education Program
EFA	-	Education for All.
FBO	-	Faith Based Organization.
GDP	-	Gross Domestic Product
HI	-	Hearing Impairments
HIV/AIDS	-	Human immunodeficiency Virus/Acquired immune Deficiency Syndrome
IDEA	-	Individuals with disabilities Education Act
IEP	-	Individualized Education Program
MBWA	-	Management By Walking Around.
MLGH	-	Ministry of Local Government and Housing
MESVTEE	-	Ministry of Education Science, Vocational Training and Early Education
MCDMCH	-	Ministry of Community Development, Mother and Child Health
MSCD	-	Ministry of Sport and Child Development
nd	-	No Date
OECD	-	Organization for Economic Cooperation and Development.

SACMEQ	-	Southern and Eastern Africa Consortium for Monitoring Education Quality
SBM	-	School Based Management
SEN	-	Special Educational Needs
SNDP	-	Sixth National Development Plan
SSA	-	Sarvaskha Sikha Abhyan
TESS	-	Teacher Education and Specialized Services
UNESCO	-	United Nations, Educational, Scientific and Cultural Organization
USA	-	United States of America
VI	-	Visual Impairments
ZAMISE	-	Zambia Institute of Special Education
ZERP	-	Zambia Education Rehabilitation Project

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CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter covers background to the study, the statement of the problem, the purpose of the study and the objectives of the study. It also presents research questions, significance of the study and theoretical framework.

1.1. Background to the study

The development of special education in Zambia started with the effort of the missionaries and philanthropic organizations. Organized education for children with special educational needs dates as far back as 1905. The Dutch Reformed Church pioneered the establishment of special education facilities in 1930. The first school for the visually impaired was established at Magwero Mission in Fort Jameson now Chipata. According to Kalabula (2000) the Government of Zambia took over responsibility to run special education in 1970, in the already established facilities. The aim of the missionaries was to teach literacy and numeracy skills for evangelism purposes (Snelson, 1980). People with visual impairment, hearing impairment and intellectual disabilities were the target group at the time. The provision of special education before 1971 lacked adequate funding from government. There were no specialized teachers to meet the ever growing demand in various schools country wide. Special education has not developed as the government would wish. One of the major reasons is that right from independence in 1964; the government then did not accord it a high priority. This is evidenced by the fact that when the first Education act was enacted in 1966, it was silent on Special Education. Lack of a political will at that time seemed to lead to a situation where Special Education was put to 'tender' before Non-Governmental Organizations and other philanthropic organizations. Little effort was made by the government to build new special schools after it took over but continued using the already existing infrastructure. This made it difficult for children with special needs to access special education in special schools.

Therefore children attended school in integrated settings without specialized teachers and equipment. This resulted in parents and guardians opting to keep their children at home because the school system was no longer responsive to the children's needs. This is equally the situation today where schools have no trained human resource and material resource. The infrastructure was not Special Education needs friendly but the system wanted to be inclusive. Above all the management practices adopted such as inclusion did not respond positively to learner needs. This scenario left many children with special needs out of school or they were in school but ignored. This adversely affected the learning achievements at lower, middle and upper basic levels. Furthermore integration at the early childhood education level was unnoticeable.

Between 1964 and 2012 policy makers tried to come up with an inclusive policy in order to provide quality Special Education. Countries all over the World, Zambia inclusive, sought to provide for children with Special Educational Needs so that in turn they would contribute to the alleviation of poverty. The State Education Department (2009) stresses that general education and special education had for too long been considered separate entities within the education system. They were in fact interdependent and the relative strength of one directly impacted the strength of the other. It was difficult to assess the strengths and needs of a district and /or school without consideration from both lenses. If Special Education is truly the most intensive level of intervention for learners, then its effectiveness could not be measured without consideration of the universal structures that supported its foundations. Good management practices in Special Education provision therefore become vital to achieve the set objectives. It is therefore important to note that special education is a service and not a place. A high quality education programme relies in great part on the quality of the school, district including:

- Administrative support for Special Education committees at school and district level and access to training for committee members.
- Philosophy and practice that support inclusion in all buildings and classrooms.
- Effective communication systems within the school and the whole education system.
- High quality early intervention services including research based instruction.
- Knowledgeable and qualified staff to conduct individual evaluations in order to provide special education and instruct learners in core- curriculum.

Every organization which aims at achieving a particular objective must have well established management structures to meet the above management practices. The policies on Education so far emphasized that every person would benefit from educational opportunities designed to meet their basic needs. Government through its management structure stresses mobilization of resources for the development of Education for All. To achieve this ready and up to date data / information on children with Special Educational Needs was needed to help determine the procurement, allocation and / or reallocation of resources required to support the process and implementation of services and support for children with Special Educational needs. Furthermore the management structures of government needed to have a policy on Continuing Professional Development and equitable child find. The district and the school should spearhead this responsibility. Monitoring, revision of programmes and alignment between the written documents and actual practice is also evident. Management practices therefore will determine a democratic way of planning and budgeting. It is nonetheless imperative to note that management plays a pivotal role in the provision of quality special education. According to Bhagwan and Bhushan (2006:2), Management is:

The process of directing and facilitating the work of people organized in formal group to achieve a desired goal.

In this sense management is a means for ensuring performance of any undertaking. It aims at utilizing limited resources to accomplish maximum output with speed and efficiency. Good

management practices may be tested by the following values; on one hand there must be satisfactory service or equitable service free of discrimination. This service should be performed in time and it must be sufficient for all citizens. Equity or timeliness cannot be realized unless the required amount of service is also available. Good management practices also must have a continuous service, always available to the citizens who need its assistance and should progress to improve quality and performance. On the other hand there must be responsible performance by providing direction for administrative effort. Good governance also is vital. Good governance stresses the fact that government should believe in the dignity of the individuals (Bhagwan and Bhushan, 2006).

By 2012 Special Education Administration and Management was done through a dual management system. Two directorates in the Ministry namely, the Directorate of Teacher Education and Specialized Services and the Directorate of Standards and Curriculum managed Special Education. Due to this arrangement there was poor management of the programme, funding formulas were unfavourable, infrastructure was dilapidated, there were uncoordinated Special Education activities, inadequate specialized equipment and devices in special schools and units and non-availability of up to date school going age population statistics. Special Education provision needed good management practices for it to benefit individuals and the nation at large.

Globally learners with disabilities were generally excluded from receiving exposure to the general education curriculum. In Africa this is the case more often than not. There were many children born with cognitive disabilities that were classified as moderate or severe. Of all the children born in Sub Saharan Africa in 2009, 90% died before the age of 5. Of the children with disabilities who were living, 70% of them live in poverty. There was no law that ensured that free education was offered to learners with special needs. However, there was pressure to

include learners with special needs in the general education system but they were not fully included (<http://www.spedafrica.com>).

Due to the fact that there was such a high rate of children born with Special Needs in African countries, including Zambia, it is crucial to the children as well as to their societies to include them in the general education system. Special Education provision in the inclusive setting would help to ensure a better quality of life with a hope of independence for the children as well as provide additional and much needed persons in the workforce for national development. This ideology is not a priority to many African special education teachers; it is nowhere near a concept of understanding at all within many to most African teachers and Educational managers. This is also the scenario in Zambia and the Central Province in particular. Despite numerous cries in support of special education services, learners with special educational needs were still not provided with inclusive educational means of learning. Some children were misplaced within general education. Educational assessment of special needs was centralized despite all the districts in Zambia being equipped with Audiometers and snellen charts for assessment of hearing and vision. The District resource centres house these assessment tools. A human resource was equally trained but the monitoring mechanism was not put in place. Looking at their workload it may not be possible for District resource centres to conduct assessment. Resource centres fell under the Teacher Education Unit of the Directorate of Education and Specialized Services. This is to say that there still remained children in general education classrooms that needed assessment, accommodation, modifications, and /or adaptations. This applied also to those learners without special needs that non- the- less required individualized learning strategies.

Globalization dominated and had a great influence in economic, social, technological and cultural phenomenon on one hand and increasing pluralism and multiculturalism along with growing achievement, economic and social gaps. Increased attention was given by

governments to review educational policy, practice and research to the need for effective leadership development for school improvement and to foster equity in schools. The establishment of the National College for School Leadership in England and the National University of Educational Planning and Administration in India seems to be one result of these practices (Oplatka, 2010). In Zambia, the Educational Leadership and Management Course has been reintroduced at Chalimbana University. This is one way to improve the quality of teaching and learning in schools. One of the factors influencing school effectiveness is the nature and quality of leadership and management provided by each Head teacher and other Education managers. Special education is one programme which does not receive much attention in terms of its management. Being a 'small' programme but with a serious effect on educational progression and increasing numbers of out of school children, special education had been marginalized as the population it served. The management of special education is not given the preference it deserves; the managers pretended it did not affect education in Zambia adversely. They put on blinders and always claimed it was an oversight if they failed to provide for children with special educational needs in the school system. Some senior education managers say it was expensive and hence not a priority.

In Zambia the school system is provided at the following progressive stages according to the Education Act, 2011;

- Early childhood care, development and education;
- Primary education and
- Secondary school education.

Higher education (tertiary education) was also offered. This included Colleges, Trade Training Institutes and Universities. It is on these progressive stages that the fundamental school system was organized. It is stipulated in the 'Education Act, 2011' Republic of Zambia, (2011), that a child has a right to basic education. In this Act basic education refers

to education from early childhood to grade 9. Children with special needs were found at every level of education but they were not given the quality education they deserved. The management of special educational provision came out prominently as the cause of the difficulties the school system faced in the provision of quality special education. Gibson and Blandford (2005) state that Total Quality Management is a holistic approach to management that applies to every relationship and process at all levels of an organization. It is value driven, manages interpersonal components and acknowledges the interdependence between an organization and its environment. In this approach people are trusted to work as professionals in strong teams. However there is a weak emphasis on hierarchy. As a result a clear goal is set and communicated; consequently every member has high expectations of themselves. This leads the organization to be 'fit for purpose'. Quality is internalized as a value at the core of all practice. In practice the organizations exists for the learner only. In order to establish a system, learner needs are a vital part to manage all processes. The emphasis is on prevention of mistakes and production of poor quality graduates. The team learns and develops by a process of continuous feedback and review. Openness; shared decisions are the order of the day. This type of system was lacking in the educational management in Zambia. When the manager was not at the station the whole system got paralysed. Some posts under Special Education in the Ministry of Education, Science, Vocational Training and Vocational Training had been vacant for a long time creating irreparable damage to the system. The position of Principal Education Officer- Special Education was vacant since 2005 until it was filled on 1st January, 2015. This is a key position in policy implementation in special education in the country.

Education is supposed to be inclusive, meaning all children regardless of their abilities or disabilities are to benefit in an inclusive setting, Unit or Special School. Some of the problems the schools faced included: limited infrastructure, low expectations from teachers of children with Special Educational Needs, inadequate social integration, high costs and

negative attitudes from teachers, administrators and the community. The majority of Special Education administrators in the school system had no Special Education background and educational management training.

In terms of access, the facilities should be available, that is, infrastructure, qualified teachers and house parents, teaching and learning resources, good management practices, school safety and care support services. Participation entails instructional approaches used to engage children in learning activities. These approaches should be directed by adults according to each child's needs. Support services provide professional development, inclusion and opportunities for communication and collaboration among families and professionals that ensure high quality special education provision. Inclusion in this thesis has been referred to as a management practice. Forlin, (2010) together with other stakeholders started the normalization movement from the Scandinavian countries which had an enormous impact on the development of the inclusive movement. Since there are several barriers to inclusion, Zambia is far from attaining Universal Primary Education but provision of special education in general can yield favourable results towards universal primary education. What needs to be done is to improve on management practices from the Ministry of Education Science, Vocational Training and Early Education Headquarters to the delivery point which is the school. Tenets of decentralization are ideal practices coupled with local values and culture.

Globally, a Special Education programme is implemented in special schools, inclusive settings and units. This is the delivery point. It is believed from studies across the globe that among the 200 million children who were denied access to education, a significant number had disabilities or Special Educational Needs. According to Sichela (2008) the entire 200 million children worldwide were denied the opportunity to learn and to gain meaningful knowledge and skills they were entitled to. It is clear that the origins of their difficulties lay not just in themselves but also in the Management Practices in the implementation of Special

Education programmes. The task for the future was to identify ways in which the school system as part of the social environment could create better learning opportunities for all children. This means to address the challenge that, the most pervasive source of learning difficulties was the school system itself (UNESCO, 1994). Head teachers and educational managers were blinded and ignored the marginalized in the quest for Education For All. With all the sound international and local policies and conventions on special education provision, Zambia has tried to implement them as wholesomely as they apply in Europe, this has led to failure at all levels of implementation. Traditionally there was need to fuse Zambian values and culture in order to teach children with special needs. This will make its provision to fit in the already stretched economy. Special education is an expensive investment unless there was a strong political will in order to reach set goals, if not there was need to set priorities that were attainable and sustainable.

According to Mohanty and Mohanty (2011) special education is about giving exceptional consideration and providing exceptional opportunities and exceptional help to those whose needs (whether by reason of special gifts or, in the more generally accepted sense, significant handicaps, disorders or difficulties) are greatest, whilst at the same time acknowledge their entitlement to maximum participation in the social, political, cultural, moral and religious aspects of life which we all share. Kozol, (1999) argues that access to educational opportunity was for all children. Furthermore the extraordinary and painful inequalities in educational opportunity available to some children as a result of the governments' various mechanisms for financing public education have been powerfully portrayed. Darling- Hammond (1997) concludes that gross disparities in the resources available in schools and Districts results in variable access to educational programmes and services. There are inadequate physical facilities and access to qualified teachers was difficult. Inequity in the way schools are funded violates constitutional provisions of children. Financing of institutions of learning create tension in the functions of schooling. Once a government undertakes to provide a system of

public education, it is to administer that system fairly so that children would not be denied education on the basis of a condition over which they have no control.

In the United Kingdom the starting point was segregation of those with special needs. Later the mainstream system was adopted. This was a shift from quantity and availability to quality and appropriateness. Learners with special needs were integrated in the mainstream of education. Adams (1986) argues that the mark of a civilized society is the care and concern which it shows to those of its children whose needs are greatest. Britain beat the rest of the world in the provision of special education. Over the past two centuries there can be little doubt that, in terms of human happiness and individual fulfilment, real progress has been made in the following;

- Effective special education provision is its effectiveness as a response to the needs of the individual child.
- Integration to a maximum into the mainstream schools/community.
- Positive discrimination in favor of children with special needs.

Therefore special education is about meeting individual needs and involves as much integration as possible as much special help as necessary (Adams, 1986). The architects of inclusion, Mary Warnock and others have changed their minds. They now argue that the move towards inclusion was a big mistake. They suggest that the experience of disabled children in the mainstream school is generally 'traumatic'. They contend that segregation could not be changed since it began well in the primary school (Allan, 2008). Furthermore it was said that inclusion has caused chaos and misery for countless thousands of children and their teachers and had made many schools for all but ungovernable. Inclusion may be ideal for society but not for school. Teachers were ill prepared to give the needed support. This was also the situation in Zambian schools.

In Eastern and Southern Africa it is noted by Zindi, (1997) that special needs education made an entry through missionaries and philanthropic charity by foreign Religious and other Non-Governmental Organizations. Governments' involvement came much later in many African countries. In Zambia the first Republican President Dr. Kenneth David Kaunda announced government's responsibility for special education in 1970. Even with this, provisions for special education can be seen to be far below the expected mark. There is a plea for more and better special education provisions for the millions of African and Zambian children in particular who have special educational needs. There are several ways in which the impact of special educational needs can be reduced. These include educational programmes and services that are adequate and of good quality to serve children's needs. Such provisions as education in least restrictive environments, various placement options, medical treatment and the development of positive attitudes towards children with special educational needs were needed. In Africa in general cultural attitudes and the political will in which educational policies are set greatly influence how governments manage special education programmes. The idea of mainstreaming became popular in the 1990s as stated by Zindi, (1997). Unfortunately in Zambia this popular thinking was not followed by financial support or quality facilities to make it real and possible for the regular schools to meet the needs of children with special needs. The points of delivery (schools) were good grounds to start the provision of special education. Mwamba (2009) states that decentralization provides for the strengthening of local institutions (schools) to facilitate more effective citizen participation in governance and accountable delivery of public services. This promotes a broad based participation in the management of education.

It seems children with special needs were still regarded as 'second class learners'. This is evidenced in the governments' failure to give positive support and adequate provisions, which will make children with special needs, become independent adults and contribute positively to National development. What is on the ground is that learners with special

educational needs still use the same basic education syllabus for grades 1- 9. The teaching and learning resources were still un-adapted to special needs. The examinations were the same with little or no adjustment. Above all there was ineffective teacher supervision and management due to inadequate management capacity at School and District level. Free basic education requisites were all designed for average children. Before children with special needs are helped or supplied with material resources, it must be observed that their needs are understood. To the contrary the procurement of special education resources is highly centralized. Special education provision is realistic if the whole system collaborated: The Ministry of Education, Science, Vocational Training and Early education Headquarters, Examinations Council of Zambia, Curriculum Development Centre and the school system which includes Colleges and Universities. To have quality special education provision honest leaders are a prerequisite. Honest leadership breeds good management practices in reporting, equality and equity, resource mobilization and distribution. Access to University education by learners with special needs is difficult because there were no facilities there. In 2011 out of the 13,000 University of Zambia students only two were visually impaired (Education Post, Saturday July, 19, 2011). According to the Republic of Zambia (2011:19) the Mission of the Ministry of Education for 2011 – 2012 period was to;

“Provide equitable, accessible, quality education and skills training opportunities for sustainable livelihood and development.”

With this clearly stated mission, the provision of quality special education was a must at all stages of education delivery. The management system was too inadequate to fulfil the mission statement. The management practices were not responsive to children’s and societal needs. Policy makers still believed segregation was the best management practice in the provision of special education. What was expected were changes initiated in an organization and not changes from the top. Schools in collaboration with communities were to be given decision making powers through education boards. As a young democracy Zambia is

expected to implement the tenets of democracy such as decentralization. The attempt has been made in the right direction but the system is weak because it has very few heads of institutions with Practical Educational Administration and management skills to administer these institutions efficiently and effectively in order to improve towards the norm. Hergarty and Alur (2011), postulate that the central issue has to do with school reform. The reason special schools have been in existence is the fact that ordinary schools have not been able or willing to educate pupils with special educational needs. In fact, many ordinary schools fail to provide appropriate education for large numbers of other children. The onus therefore is to create schools which provide appropriate education to the widest possible range of learners, not just to those of average and above average ability. The world is dynamic therefore the education system also should be dynamic.

Lack of a Special Education friendly legislation or law to govern Special Education in Zambia between 1966 and 2010 has made it difficult to implement the programme efficiently and effectively. The structures for the implementation of special education programmes were centralized at the Directorate of Education and Specialized Services. The Provinces and the Districts had only Standards Officers who were monitors. Currently the Education Act of 2011 was in use. The Ministry of Education (1996) states that, the effectiveness of special education provision depends to a large extent on the efficiency and management of the education system through sound policies. These policies need timely reviews. Sichela (2008) further states that due to the absence of a Special Education friendly law, one million primary school aged children were still not attending school. There were “second rate” education opportunities that did not guarantee the possibility to continue school. This became a form of discrimination leaving children with Special Educational needs outside the mainstream of school life and later as adults, outside community, special and cultural life in general (UNESCO,1999). The plight of children with Special Needs should be learnt by all stakeholders so that their general welfare could be improved through good Management

Practices. According to Zambia National Education Coalition (2010) special education provision is linked to disability and the way it was designed leaves much to be desired. In addition, the model use shifts blame on the affected individuals among which are those with special educational needs, and not the education system. Considering that the education of persons with disabilities is negatively conceived, implementing inclusive education only perpetuates negative attitudes and ultimately negates all the efforts made to provide quality special education. Currently the provision of special education through inclusive schooling is viewed as a project with a life span and not a long life experience both in school and in society. The definition of inclusive education is limited to special needs and it has weak monitoring and evaluation mechanisms to evidently document successful educational provision.

Mohanty and Mohanty (2011), state that special education is meant for children with special needs, abilities and disabilities. This is aimed at creating a sense of confidence, a feeling of security and a sense of belongingness. The Ministry of Education (1996) states that it will ensure equality of educational opportunity for children with special educational needs thereby providing education of particularly good quality and it will improve and strengthen the supervision and management of special education across the country. Implementing the above is one thing but there is a gap between policy and practice. The system was fragmented and centralized. Though the inspectorate was decentralized the establishment accommodates only one Education Standards Officer per two Districts. This disadvantages one of the two Districts in terms of special education provision and management. As a democratic nation decentralizing the implementation of special education provision would have been the best. This would have meant school teachers and administrators being given more decision making authority. This entails that decisions about special education provision will be made closer to the point of delivery, where the action is taking place. This will allow for greater responsiveness to local needs. The opposite is the case; the lines of communication are long

and winding thus creating delays in decision making (Ministry of Education, 2005). This has led to inefficiency in the system and failure to provide quality special education.

Education providers need to adapt efficiently to changing demands. There is need to deliver quality and efficiency in learning provision so that the right skills are acquired at the right time, right place and in the most effective mode. The Organization for Economic Cooperation and Development (2010) allows for flexibility; giving learners choices and this will reduce barriers of institutional rigidity and ensure a sufficient variety of entry and re- entry pathways. Furthermore education providers should develop efficient and sustainable approaches to the financing of learning with a rational basis for who should pay for what, when, where and how much. International comparisons can offer valuable insights, as this allows countries to see their own education systems in relation to the quality, equity and efficiency of educational services achieved elsewhere in the world. According to Alur and Bach (2010) the whole school approach provides a school- based framework to implement the commitments of Education for All. Inclusion is not only for the disabled but all other excluded children. It is therefore evident to state that inclusion like Exclusion, Normalization, Mainstreaming and Integration is but a management practice and a human right in the provision of special education with its own goal. It is agreeable that the management of special education provision has changed over time and the change is on-going, which is innovation. In Zambia there was a shift from exclusion (segregation) to integration and then to inclusion. This is all due to international conventions Zambia is a signatory to and the advent of the human rights fight. This is in a way imposed on the country because there is evidence of unpreparedness in the education system. Nevertheless the shift was a welcome idea for it was supposed to bring quality Special Educational provision.

The Ministry of Education (1996) states that, “education in Zambia is intended to serve individual, social and economic well- being and to enhance the quality of life for all. “It went

further to state that this aim will be guided by the principles of liberalization, decentralization, equality and equity, quality, partnership and accountability. In terms of quality the government of Zambia intends to attain the highest standards of learning through teaching of excellent quality. Quality is brought about by collaborative efforts of all those responsible for the education of learners and by coordinating all the structures of the system so that centres of education such as pre-schools, basic schools, high schools, colleges and Universities are places where effective teaching, learning and research take place. This is all dependent on the suitability of the management practices in the Ministry of Education, Science, Vocational training and Early Education which is a complex system.

The Ministry of Education (1996:26) reveals that;

One of the main purposes of the school system is to provide quality education to all students. The numbers enrolled in schools or participating in established programmes are important, but much of the investment that these involve does not bear fruit unless children actually learn as a result of the opportunities provided to them.

Society should be able to point to evidence of the children's incorporated useful knowledge, skills and values, and reasoning ability. It has been evidenced from the way the system is managed that learners were not provided with the standard of education to which they are entitled. There are several indicators of low education quality which include;

- Double, triple and quadriple sessions that has reduced pupil- teacher contact. This arrangement has also made it practically impossible to provide special education in inclusive settings.
- Over- crowded classrooms.
- Dilapidated physical infrastructure.
- Inadequate teaching and learning resources including devices and materials for children with special educational needs.

- Extensive use of unqualified teachers in teaching children in need of special education. In pre-schools, community schools and some private school teachers were not trained at all.
- School and teacher inspection was not a priority in the Provinces and Districts. Internal monitoring has no well-established mechanisms to be effective.
- The curriculum was not flexible and it was overloaded.
- The system was examination oriented and even teaching was tailored towards passing examinations.
- The use of the English language is alien to the majority of the children. Children with Hearing Impairments for example were subjected to pass English language at the expense of Sign language.
- Heads of Educational institutions were not trained in Educational Administration and Management.

With such a scenario, quality education provision was compromised.

The Ministry of Education, Science and Vocational Training and Early Education has the obligation of ensuring that the factors that contribute to quality education were safeguarded; Curriculum and its related materials, Teaching pedagogies, Assessment processes, School supervision, the management structures and infrastructure. These will indeed promote the provision of quality special education (Ministry of Education, 1996).

There is no doubt that in Zambia since 1996 the policy on education emphasized integration; in order to carry out this practice implementation should be decentralized to the districts and indeed to individual teachers. For quality integration to take place there must be a process which takes six levels: Individual, Interaction, Institution, Teaching and teacher training, Society and Local community

Integration does not come from the Ministry of Education Science, Vocational Training and Early Education headquarters but from the school. The individual teacher interacts within and outside the institution through teaching and using acquired skills, knowledge and values. There is integration in the local community and society at large. The six processes must work in collaboration to achieve quality integration. Society and local communities identify children with special needs with less difficulty. It is from the society that negative attitudes may develop. With the help of the class teacher integration is made possible because teachers are the link between the society and the school. Attitudes are transformed to more positive ones by the teacher. Today this has been influenced by inclusive education. Based on the principle of inclusion four processes are crucial in the provision of equitable and quality education to children with special educational needs. These are; early identification, screening, assessment and early intervention (educational, social/psychological, medical). With such there would be improved quality education in the mainstream, increased access to education for children with special educational needs and there would be developed an appropriate cost effective and sustainable model for identification, assessment and placement of children with special needs. It is evidenced from the way the provision of special education is structured and managed that it is practically impossible to reach that goal. The structures are not there at National, Provincial, District and school levels to carry out identification, assessment and placement.

The word integration implies that there has been first segregation, while the concept of inclusion starts with the learners and their needs. From this point it is possible to come up with a strategy to provide quality special education. The concerns about quality education are increasingly taking centre stage not only in Zambia but the world over. Quality has been compromised in many instances. On one hand this is due to the fact that access which goes hand in hand with quality has either been neglected or was developed independent of quality. On the other hand politicians fail to understand the relationship between increasing access

and quality. Both quality and access must receive attention, and none of the two must be sacrificed in a 'trade-off' against the other. It is vital to keep track of education quality as it is to monitor the expansion of education systems. Quality goes beyond just inputs and outputs but also embraces the teaching and learning processes, school management and monitoring mechanisms. Hopkins (2001), states that quality teaching is identified as a key influence on outcomes for children with special educational needs. This is facilitated by good management practices which give learners an opportunity to learn effectively and sufficiently. Today segregation, integration and inclusion are management practices that facilitate the provision of special education at all levels of education delivery through Special Schools, Units and Mainstream Classes. It all depends on the management structures in the Education system to provide quality special education. Teachers are key players in the education of children with special needs. They need to manage the complexities of learning needs. Diversity and difference is central to classroom endeavours and central to quality teaching. Diversity should be recognized in individual learners influenced by interventions of gender, cultural heritage, socio-economic background, and talent. The teacher and the managers in the education system should henceforth use evidence-based approaches. Quality together with relevance measures the management and governance efforts that are applied to the resources in order to produce the desired learning outcomes. It is for this reason that the choice of management practices in the provision of special education was cardinal. This will make it possible to provide quality special education or not.

1.2. Statement of the problem

The Management practices in the provision of Special Education in Zambia and the Central Province in particular faced a great challenge. The Ministry of Education (2008 b) states that without proper planning and good management of human, financial and material resources very little could be achieved in the delivery of Education. The government recognized that Special Education required special facilities over and above what mainstream schools

offered. The Ministry of Education (1996 b) pledged to ensure equality of Educational provision of good quality, and also to improve and strengthen the supervision and management of Special Education across the country. However, over the years it had become apparent that Special Education Management practices promoted the provision of quality special education. Children who were supposed to be enrolled under Special Education were on the street. Their schools and Units were inadequately funded and equipped with material and human resources. This study therefore sought to establish the effectiveness of Management Practices in the provision of Special Education in schools.

1.3. Purpose of the study

This study sought to establish the effectiveness of Management Practices in the provision of special education in Zambia's schools and show how they affect the provision of quality Special Education.

1.4. Objectives of the study

The study aims at addressing the following objectives;

- (i) Determine the management practices in the provision of special education in schools with special education units.
- (ii) Effectiveness of the current management practices in the provision of quality special education in special education units.

1.5. Research questions

To help investigate the research problem the following research questions were addressed:

- (i) What management practices are applied in the provision of Special Education in Schools with special education units?
- (ii) How effective are current management practices in the provision of quality Special Education in special education units?

1.6. Significance of the study

The study may on one hand add to the body of knowledge on Management Practices affecting the provision of quality Special Education. On the other hand, the study may equip the stakeholders with information to improve on the provision of quality special education. This knowledge may lead to the provision of quality Special Education and allow many children to remain in schools where they would learn according to their basic needs. These children would in turn contribute positively to national development through reduced poverty by being in gainful employment where they would even pay tax. This study may also help the Government of the Republic of Zambia to improve on the management and administration of Special Education. At the same time appropriate programmes will be designed for the out of school children with Special Needs.

1.7. Study sites

The research was conducted in the Central Province of Zambia targeting fourteen Special Education Units and education managers at National, Provincial and District levels in the Ministry of Education Science, Vocational Training and Early Education. Out of the then seven districts in the Central Province, three were purposely sampled, one urban and two rural Districts. These were Kabwe, Mkushi and Mumbwa respectively. Central Province was chosen because it was lagging behind in special education provision and the performance levels had gone down. Many schools closed special education units and mainstreamed Children with Special Educational Needs. Furthermore Central Province had no Special School where segregation in the provision of special education was practiced.

Kabwe district had nine Special Education Units, Mkushi district had two Special Education Units and Mumbwa district had three Special Education Units making a total of fourteen Special Education Units. These districts were chosen because they were information rich and reliable in terms of special education provision in the province.

1.8. Limitations of the study

Because of using the purposive sampling procedure the findings may not be generalized to all areas of special education provision. This study confined itself to getting data through questionnaires from senior education managers at the Ministry of Education, Science, Vocational Training and Early Education, the Provincial Education Office and the selected three district Education offices. At school level the head teacher would provide data through a questionnaire. Teachers provided data through focused group discussions. This would be in three districts of the Central Province. Furthermore no studies were done in Zambia which were related to the study therefore most of the literature reviewed came from studies done outside Zambia. In addition Results of this research should be generalized with caution because the study focused on 3 districts out of 104. Conditions vary in different districts.

1.9. Summary

This chapter forms the first part of the thesis. It is the house in which the research problem is. It established the problem that leads to the study and reach out to the consumers of research. In the following chapter Management in general and the evolution of special education in Zambia is discussed.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The previous chapter presented the introduction to the study. The author highlighted what the study was all about and how it would proceed. In this chapter literature review is presented. Special Education management is a topic of enduring concern for schools, education managers and the public. It consistently ranks as the first most serious educational challenge in the eyes of the general public. Beginning teachers also consistently rank it as their most pressing concern during their early teaching years (Ngandu and Sakari, 2001).

In this chapter the author reviews literature in relation to management practices affecting the provision of quality special education under the following themes; Theoretical frame work, Management and Administration, Leadership, Supervision, definition of Special Education, current situation in Special Education provision, management practices in the provision of Special Education, quality indicators for Special Education provision, financing Special Education and key challenges in the provision of quality Special Education.

The current Education Policy in Zambia clearly states that the Ministry of Education will improve and strengthen the management of special education through the following strategies;

1. Decentralizing identification, assessment and placement of children with special needs.
2. Mainstreaming of children with special needs except in special circumstances where special schools will be built.
3. Cooperating with other stakeholders in providing outreach services and meeting Special Educational needs.
4. Mandating District Education Boards to ensure that the needs of children with special needs are met.
5. Meeting the direct educational costs for children with special educational needs attending school.
6. Enlarging and decentralizing special education inspectorate.

7. Including special education plans in the Ministry's strategic planning.
8. Attending to educational needs of children with special Educational needs by; training teachers, designing appropriate curricular and teaching and learning resources, furniture, infrastructure, equipment and aids (technology systems) and providing adequate supervision (MOE, 1996:66).

The implementation of the policy has not been so easy considering the number of challenges encountered. The negative attitudes from various stakeholders and the economic status of the country negatively affect the management of Special Education. Kar (1992), states that in the education system children were distributed in such a way that a majority of them may be classified as average or normal. Some children are there who deviate from the Norm. Such children require special education. Therefore good management practices were needed to provide quality Special Education.

2.1. Theoretical framework

Educational Management is a field of study and practice concerned with the operations of Educational organizations. Management is the practice of continuously and consciously shaping organizations to reach stated organizational goals. One individual can never fulfil the needs of the masses due to lack of ability, strength, time and endurance. In organizations there is coordination which embraces the whole concept of 'organization'. The ultimate aim of management is to achieve some objectives through collective and coordinated effort of the staff and management of an institution. The effective and efficient management of the school is reflected in the way an institution is organized. Apart from coordination an organization should embrace common goals and division of labour. The workforce in an organization has diverse abilities therefore as a team it is possible to achieve a lot of things. Bush and Bell (2002), postulate that management is the overarching concept within which leadership is subsumed. Vision, mission, purpose and capacity are developed to inspire others towards achieving a set of goals. Educational management, derived from management principles is

applied to educational organizations. According to Stoner et al. (2005) organizations like the Ministry of Education, Science, Vocational Training and Early Education have some programmes for achieving goals which is called a plan.

In Zambia the education and training sector comprises four Ministries, namely the Ministry of Education Science, Vocational Training and Early Education (MESVTEE); the Ministry of Sport and Child Development (MSCD); Ministry of Local Government and Housing (MLGH), and the Ministry of Community Development, Mother and Child Health (MCDMCH). In order to deliver quality special education the four Ministries need to partner, collaborate and coordinate. In so doing the management of special education will be strengthened. In the Ministry of Education (2007) 'National implementation framework' (2008 -2010) Special Education was a programme under Teacher Education and Specialized Services (TESS). This Directorate dealt with capacity building for the teachers and implementation of specialized services programmes. Specialized services included; Special Education, Guidance and Counselling, Library Services and the National Science Centre. Furthermore the framework revealed that the government would work through a more decentralized system of delivery that would improve capacities of learning in order to deliver quality educational services. Such was a management practice that would get the tasks accomplished through the efforts of other people. The Ministry of Education (2010) 'National Implementation Framework' spelled out that the Ministry of Education would improve access, quality and equity of Education at all levels at the same time improving the efficiency of the Education system. Furthermore the Ministry of Education would ensure that the school curriculum and materials were relevant to the needs of Zambia and were consonant with the appropriate standards. Stoner et al. (2005) stated that management was the principal activity that made a difference in how well organizations served people. In Special Education program, objectives had to be achieved and satisfy social responsibilities as well. This depended to a large extent on how well an organization implementing such a programme was

managed. In 2012 the situation at hand was that the special education provision was fragmented. The implementers were under the Directorate of Teacher Education and Specialized Services while the monitors and Curriculum specialists were in the Directorate of Standards and Curriculum. The Directorate of Planning, Information and Research under which Special issues fell was also another Directorate making coordination of special education provision difficult.

Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), gender and equity, Special Educational Needs, School Health and Nutrition made up special issues in the Ministry of Education, Science and Vocational Training. The coordination in this situation was very difficult because each Directorate had its own goals. Firstly the Directorate of Standards and Curriculum focused on ensuring that the quality of education delivery met the targets by monitoring the learning achievement and acquisition of appropriate life and social skills by learners. It coordinates with the Directorate of Teacher Education and Specialized Services on issues of pedagogy and curriculum. The Directorate of Teacher Education and Specialized Services ensure the supply of teachers and capacity building for serving teachers. Placing special needs education in these three Directorates made it difficult for the Ministry of Education Science, Vocational Training and Early Education to respond to its challenges at the most convenient time. It had failed to operate as one system for various reasons most important being that there was no notable coordination and collaboration among and between the Directorates and autonomous bodies of the Ministry of Education, Science, Vocational Training and Early Education. Examination results of children with special needs went missing because there was no link between the Province and the Examinations Council of Zambia. There was misplacement of children with special needs at all levels due to non-coordination of the Directorates involved. Therefore, people with a vision were needed in managing educational organizations and Special Education provision in particular bearing in mind the guiding theories of management.

According to Stoner et al. (2005) to manage a programme, managers needed to be guided by management theories. Educational Management as a field of study and practice was derived from management principles first applied in industry and commerce, mainly in the United States of America. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, featured in this thesis, had either been developed in the educational context or had been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research. Management is essentially a practical activity. Practitioners and policy-makers tend to be dismissive of theories and concepts for their alleged remoteness from the “real” school situation. According to Bush et al. (2002) the application of theories by managers is a difficult and problematic undertaking. Indeed it is clear that theories were simply not used very much in the realm of practice. This suggests that theory and practice were regarded as separate aspects of educational management. Managers should engage in practicing theory. In short, there was a theory/practice gap. Very good schools managed to include forms of self-development, recognizing that the basis for effective management was effective self-management.

The systems approach for example views an organization as a unified, purposeful system composed of interrelated parts. Ludwig Von Bertalanffy coined the Systems theory from general systems theory and later it was used in fields such as action theory and social systems theory. According to Cole (2004) the systems theory has had a significant effect on management science and understanding organizations. A system was a collection of parts unified to accomplish an overall goal. If one part of the system was removed, the nature of

the system was changed as well. Therefore the system had inputs, processes, outputs and outcomes. Systems shared feedback among each of the four aspects above. Inputs in an educational organization included resources such as teaching and learning materials, finances, teaching pedagogies, infrastructure, learners and the teaching staff and administrators. These inputs went through a process of planning, organizing, motivation, and controlling, ultimately to meet organizational goals. Outputs would be products or services to the community. For example outcomes enhance the quality of life or productivity. This would be after the process of quality service. Feedback would be information from the human resources carrying out the process or clients using the graduates. Feedback also comes from the larger environment of the organization such as influence from government, society, economics and technologies. This overall framework applies to any system, including subsystems (departments, programmes etc.) in the overall organization. Children with special educational needs who graduate from the school system in Zambia may not be so useful to the economy due to a poorly managed education system they went through. Cole (2004) further postulates that through the systems theory educators are helping managers to look at the organization from a broader perspective. Managers are able to recognize the various parts of the organization, and, in particular, the interrelationships of the parts. This is a major development. Currently managers typically take one part and focus on it. Then they move all attention to another part. The problem is that an organization could have a wonderful central administration and wonderful set of teachers, but the departments do not synchronize at all. The activity of any segment affects in varying degrees the activity of every other segment. According to Onah (1981) the systems thinking has its own implications in educational management. It frees administrators from single- cause analysis, narrow interpretations of what systems are and do and misunderstanding about the meaning of isolated events. It can also add to cultural perspective to institutional history, to prevent concerns, and to projections of the future. The minds of educational managers are made to think in multiple ways which leads to hypothesis

generation and research with rich heuristic and scientific value. Barnard (1938), Simons (1964), Hamans (1950), and Parsons (1960) referred extensively to the structures or subsystems in the managerial system. The technical/production system is concerned with; task performance, research and development, production control, research. Onah (1981) further states that the organizational/ managerial system coordinates task performance; use of resources, using information and energy for completion of tasks. The institutional/community system relates the activities of the organization to its surrounding environment. The management system as a whole spans the entire organization and directs technology, human resources, resource utilization and communication. These systems were identified as intraorganization interactions and interorganizational relationships. They show relationships overlapping, functions interacting and interdependence within organizations. A more realistic model for understanding how organizations actually function is presented. This makes managers explore organizations in different ways. In organizations individuals move as follows;

- Passive to active
- Dependent to independent
- Non- oriented to future oriented
- External to internal locus of control
- Limited to a profound sense of commitment.

Therefore there was need for systems to have administrators who understand management theory and practice at School, District, Provincial and National levels. The system based approach to education quality is concerned with the structure and activities of formal organizations. The school, District and Provincial committees need to be revamped. Initially there were the District Education Coordinating Committee, The District Education Management Committee and the Provincial Education Coordinating Committee and the

Provincial Education Management Committee. As a system these were effective avenues for effective management of Schools, Districts and Provinces in providing quality education.

To supplement the systems theory in this study, the contingency approach or sometimes called the situational approach tends to apply concepts in real life situations. Results differ because situations differ. Basically, the contingency theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand Cole, (2004). For example it may be concluded that the effort to identify the best leader or management style might now be dependent on the situation. Fred Fiedler in mid-1960 studied personalities and characteristics of leaders and came up with the Fiedler contingency theory. The model states that there was no one best style of leadership. Instead the leaders' effectiveness is based on the situation. If one is leading a school, a more participative and facilitative leadership style is probably the best. In Zambia the Directorate of Education and Specialized Services, the Directorate of Standards and Curriculum, the Directorate of Planning, Information and Research and the Examinations Council of Zambia needed to coordinate to implement Special Education programmes efficiently and effectively. The four Ministries offering education and training also needed to coordinate in order to provide quality special education as a system in a holistic manner. This implementation of the Special Education programmes should vary according to situations in different environments. The design of the school organizational model requires the bottom- up process. The learning process of individual learners is a starting point. Consideration should be made of the following; conditions of learning, instructional strategies, teaching behaviour, educational technology and classroom management/practices. According to Scheerms and Bosker (1997) the actual functioning of the system embraces higher level processes facilitating conditions in lower levels.

It is therefore clear that management theories bring out educational managers who are collaborative. Collaboration is an avenue through which the learner's needs may be met and achievement promoted. Without the application of the systems theory and the contingency theory the management and provision of quality special education becomes a night mare. Merz and Furman (1997) state that it is very difficult to find resources in a diverse school, it is equally difficult to address needs of learners and to bridge the gap between learners' achievement of the disadvantaged and advantaged. But with collaboration, system wise, all is simplified. Furthermore to create programmes to address the diverse needs of learners is increasingly difficult with the meagre resources available. School level improvement approaches have limitations due to changing policies, leadership and individual agenda that impact negatively on the longevity of a particular school improvement approach. From an organizational point of view the boundaries of an organization (school) must reflect the diversity and complexity of its environment. If the boundaries of an organization make it impermeable to crucial environmental influences, the organization will become ill adapted to its environment and fail. In the case of government maintained organizations failure can take the form of chronically underperforming organizations in which anomie and distrust grow while cooperation and learning decline. Partnerships enable learners to function in the community and wider society. The needs of learners are influenced by the community in which they live and the organization and individuals available to work with schools are specific to communities as well. References to ecological interpretations of the systems theory and the contingency theory serve to provide an insight into this conceptualization. The relationship is bidirectional across the border.

2.2. Management and administration

Human beings are born in organizations which are superior to animals. There are factors which make human beings better organized; these are coordination, common goals and division of labour. One individual can never fulfil alone all needs due to lack of ability and strength. So there is coordination in order to do a lot of things. The largest organization which makes things possible is society. This is due to coordinated efforts. An organization therefore is a social entity that has a collective goal and is linked to an external environment. The word is derived from a Greek word organon, itself derived from the better known word ergon which means organ- a compartment for a particular task. Within a society the purpose people exist should be there. This means there should be a common goal and furthermore division of labour is cardinal because of different abilities God gave each individual. In a society smaller groups exist and coordinate to meet a common goal. Organizations consist of so many people with different abilities that interact. In addition a controlling officer who makes sure things happen in an organization is also important. The manager therefore is responsible for controlling the Human, material and financial resources in an organization and must ensure that they are put to good use for the development of members and for continuous improvement of the organization. This is why management is said to be working through others (Kreitner, 1995).

A team is a very important concept in management. It is by using the talents of the team that success in an organization comes. This will enable organizations make accurate decisions and actions and commit the team to the same. According to Glatter et al (1989) management embraces good leadership.

2.2.1. Management

Management is defined differently by different people. Generally management includes completing tasks efficiently and effectively with and through people. People in an

organization must be involved in implementing organizational objectives. Below are some of the examples of how scholars have defined management:

- Blandford (2004) defines management as

“The achievement of institutional objectives through other employees”.

- Kreitner (1995) defines management as;

“The process of working with and through others to achieve organizational objectives in a changing environment. He states that central to this process is the effective and efficient use of limited resources”.

- Haimmann (1991) states that

“Management is the process of setting things done through and with people by directing and motivating the efforts of individuals towards common objectives”.

The above definitions show that management is aimed at achieving set objectives through collaboration and consented efforts of members of an organization. Cole (1995) further states that management does not exist in isolation. It is a collection of activities reformed by members of an organization directed by a manager. These activities include; planning, organizing, directing, supervising, and evaluating as shown in the diagram below:

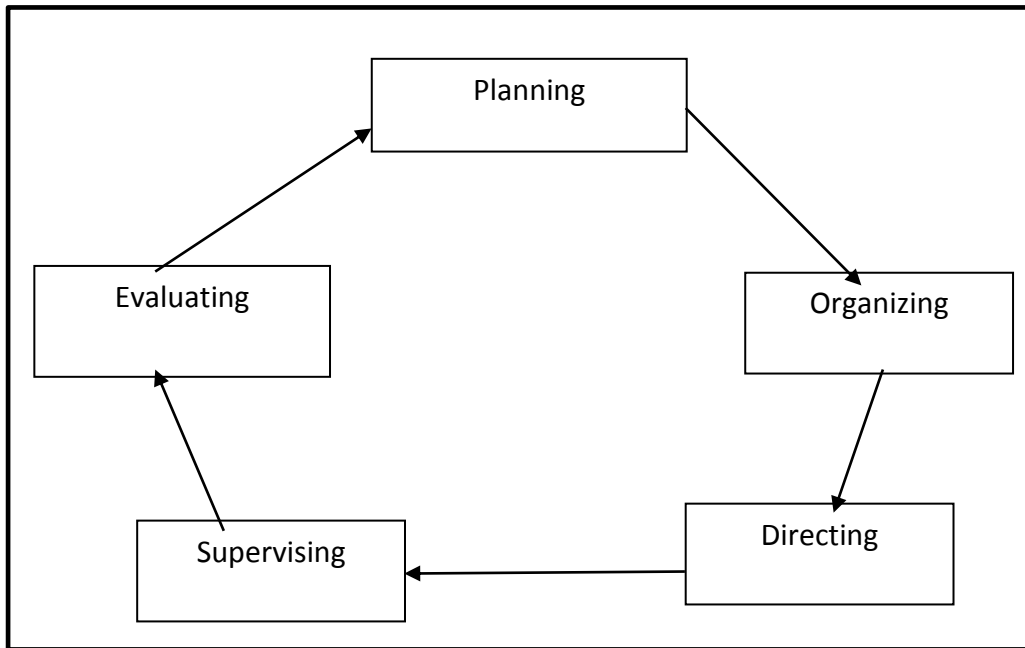


Figure 1: Cole's Cycle of Management Function (Source: Cole (1995))

According to Bauleni (2005) management is like the flow of blood in the human body. Any dysfunction in the cycle would cause problems. It is through the cycle of management functions above that organizations will be efficient and effective. Breaking the cycle may create irreparable problems in the management of organizations. Through the planning process for example the aim will be to manage an efficient and effective organization by using minimum resources to get maximum results on time, thereby achieving set objectives. This is a decision making point in the management of what should happen in future. The manager therefore should organize activities in order of priority and preferences of the available resources. This will entail making optimum use of the resources available to enable the successful carrying out of the plans. Furthermore in management there is provision of leadership by sharing responsibilities and by motivating the staff to participate in implementing the planned activities. This involves coordinating and controlling the available resources. This means that were people coordinate in an organization there must be supervision. This is to show that as a manager there is understanding of various roles and responsibilities of staff in an organization. Supervision is also provision of support.

The final stage of the management cycle is to assess the results and compare them to the set targets. This in short is the assessment of the manager and the entire staff's performance. Feedback is therefore cardinal to make adjustments to future plans so that mistakes and weakness were eliminated.

Table 1: Management Functions

FUNCTIONS	COMPONENTS OR ELEMENTS INVOLVED
Planning	<ul style="list-style-type: none"> • Objectives • Budgets • Programs • Policies • Schedules • Procedures • Forecast
Organizing	<ul style="list-style-type: none"> • Developing organizational structure • Delegation • Establish Relationships
Directing	<ul style="list-style-type: none"> • Staffing • Training • Supervision • Counseling • Communicating • Decision Making
Supervising	<ul style="list-style-type: none"> • Establishing Standards • Measuring • Supporting • Motivation
Evaluating	<ul style="list-style-type: none"> • Assessing • Comparing • Feedback • Correcting

(Bauleni, 2005)

Basically Administration and Management are used interchangeably. What is distinct is that the term administration is used in America while management is used in the United Kingdom. Administration is full of rules, regulations, laws, procedures, legal frame work, acts and policies. It exists in two things structures and norms. Like management it doesn't function in a vacuum but draws its strength from interrelated systems or disciplines (Cole, 1995). Management is broad and part of administration because it makes people work efficiently to achieve a goal. It is process oriented. In administration there is a narrow scope and includes policy making, it also sets goals closely related to resources supply. It is also said that administration work directly with the politician. On one hand management has a component of motivation and punishment for failure, administration on the other hand is an authoritative way of getting things done (Mbiti,1974).The opposite of management is to perform particular tasks by the manager rather than managing institutions. The circumstances differ and the following are some of the reasons for developing a higher inclination to operate rather than manage:

- Inadequate Operating Staff
- Lack Of Confidence In Subordinates
- Expertise(Know It All Attitude)
- Job Ownership
- Perfectionism
- The Notion Of Leading By Example
- Lack Of Management Skills
- Enjoying Operating
- Fear Of Losing Touch
- Fear Of Competition Form Subordinates
- Introvercy

The manager should not be involved too much in for example teaching and at the same time expected to carry out management functions effectively (Bauleni,2005).There should be an established number of staff required in an organization for it to function. The staff should

always be in full strength. This is what management has to take care of for the needed climate in an organization such as a school. The staff in an organization work within its guidelines. The infrastructure in the school is in place. It becomes the sort of system the school revolves around. As a whole it is the administration in the school that matters for its climate.

Administration therefore is defined as the act of managing duties, responsibilities or rules. An example of administration is the act of the principal in a school managing the faculty and staff and employing the rules of the school system. The definition of administration refers to the story of individuals who are in charge of creating and enforcing rules and regulations or those in leadership positions who complete important tasks. The Head teacher administers a school by appointing individuals to support him/her. (The American heritage, 2010).

School Administration is an important part of our education system. Administrators face a variety of issues on a daily basis. A research was carried out by Kelechukwu Nkhwoh in 2011 and found out that administration in education implies the arrangement of human, material and financial resources available and using them systematically for the achievement of educational objectives. The administrator is the executive head of an organization (the American heritage). The head provides leadership in a way that supports the aim and objectives of the school system as stated in the National Policy on Education. The head in the school is the Chief Learning Officers (CLO) and an instructional leader. He/ she should be open to new learning even when that learning challenges his/ her strong beliefs. He/ she must model the behaviours he/she wants to see in others talking about teaching and learning, attending seminars, reaching constantly and encouraging the school to do so. The head therefore should plan and coordinate teaching and learning activities. Principals discharge this function very well and often characterize it by strong participation in planning, monitoring and evaluation of the instructional programme. Being the chief learning officer requires building a culture of motivation where everyone is involved in action and constantly

collecting, analysing and interpreting data for continuous improvement. Furthermore the function of instructional programme provides insight into the ability of Principals to serve as educational leaders of schools through active involvement, instructional leadership and curriculum development. The staff should be assured that their fears would be overcome. In Special Education provision such fears are there but the Principal should be bold enough to motivate the staff to take up the challenge.

2.2.2. Management verses Administration

These may seem the same but there are differences between them. Haimann (1978), states that Management is a subject of administration. It deals with employees while administration is above management and exercises control over the finances and licensing of an organization. These two are distinct from one another each with their own set of functions. Both these functions are crucial in their own ways, to the growth of an organization. It is important to also note that management is the act or function of putting into practice the policies and plans decided upon by the administration. Below is a table differentiating management from administration:

Table 2 : Difference between Management and Administration

	MANAGEMENT	ADMINISTRATION
NATURE OF WORK	<ul style="list-style-type: none"> • Puts into action policies and plans laid down by the administration 	<ul style="list-style-type: none"> • Concerned about determination of objectives and major policies of an organization
TYPES OF FUNCTION	<ul style="list-style-type: none"> • Executive 	<ul style="list-style-type: none"> • Determinative
SCOPE	<ul style="list-style-type: none"> • Takes decisions within the framework set by the administration 	<ul style="list-style-type: none"> • Takes major decisions of an enterprise as a whole
LEVEL OF AUTHORITY	<ul style="list-style-type: none"> • Middle level activity 	<ul style="list-style-type: none"> • Top level activity
NATURE OF	<ul style="list-style-type: none"> • A group of managerial 	<ul style="list-style-type: none"> • Consists of owners who

STATUS	personnel who use their specialized knowledge to fulfill the objectives of an enterprise	invest capital in and receive profit from enterprise.
NATURE OF USAGE	<ul style="list-style-type: none"> • Used in business enterprise 	<ul style="list-style-type: none"> • Used in government military, education and religious organization
DECISION MAKING	<ul style="list-style-type: none"> • Decisions are influenced by the values, opinions and beliefs of the managers 	<ul style="list-style-type: none"> • Decisions are influenced by public opinions, government policies, social and religious factors.
MAIN FUNCTIONS	<ul style="list-style-type: none"> • Motivating, controlling functions are involved. 	<ul style="list-style-type: none"> • Planning and organizing functions are involved in it.
ABILITIES	<ul style="list-style-type: none"> • It requires technical activities. It handles the employees 	<ul style="list-style-type: none"> • It needs administrative rather than technical abilities. Handles the business aspects such as finances

Source: Haimann, (1978).

Practically there is no difference. Every manager is concerned with both administration and management functions. However, the managers who are higher up in the hierarchy denote more time on administrative functions and the lower level denotes more time in directing and controlling workers performance, for example management.

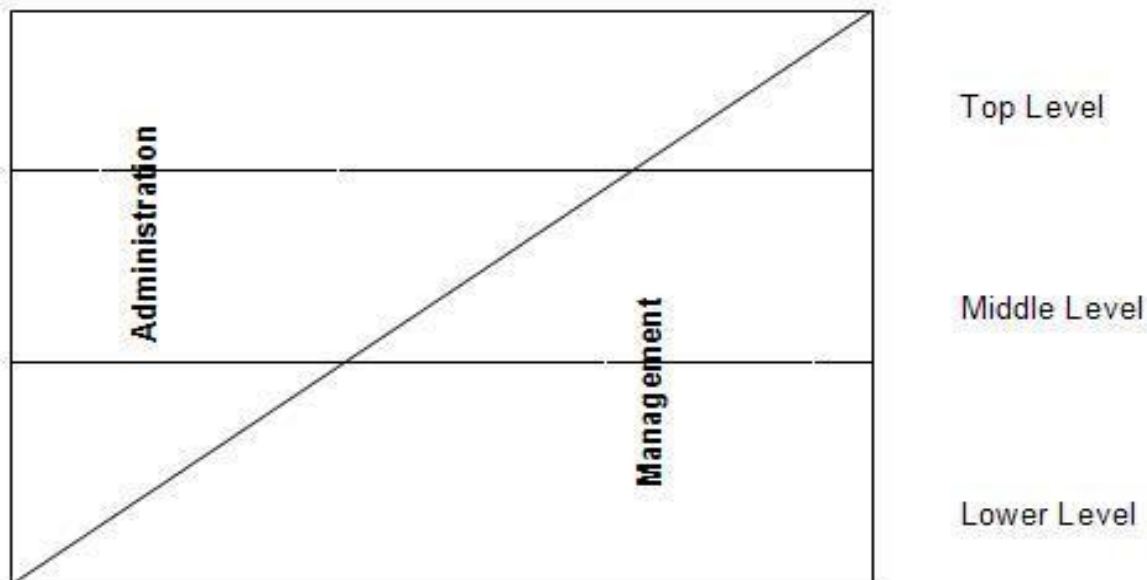


Figure 2: Management versus Administration (Source, Haimann, (1978)

The figure above shows the degree of administration and management performed by the different levels of management. According to Haimann (1978) Management and Administration may be used interchangeably but the truth is they differ in principle. An Administrator is one who makes policies for the organization. His /her job is more thinking while the manager's job is to make sure these policies are followed strictly. The administrator thinks of what is to be done while a Manager thinks of who will do it and how he / she would do it.

According to Razik and Swanson (2001) the systems approach empowers administrators to emerge as vision setters instead of mere managers. It also frees administrators from single cause analysis, narrow interpretation and misunderstanding of the meaning of isolated events. A school for example is an open system. The school depends on others by receiving inputs from the environment, converting the inputs into outputs and discharging the outputs into the environment. The inputs include people (learners), materials, information and finances. These are converted into outputs or products, services and released into the environment (society). The diagram below summarizes the features of an open system in administration.

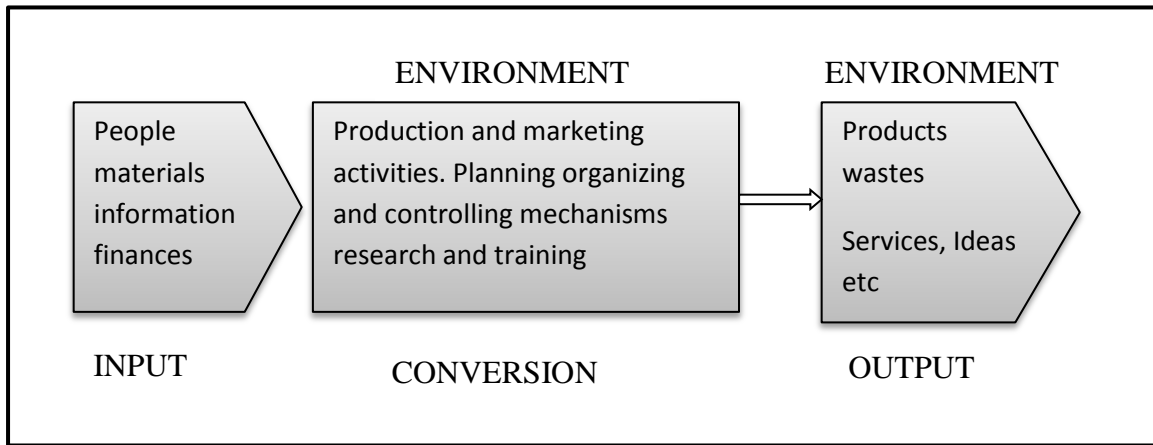


Figure 3: Input, conversion, output (Source sidhu, K.S (1996))

It is also argued that the way an organization is structured greatly influences its performance. Organizations fall into two categories namely public or welfare based and private or profit based.

Table 3: Categories of organizations

PRIVATE	PUBLIC
Private business	Public corporation
Private enterprise	Public service
Voluntary bodies	Service bodies
Profit/revenue goals	Welfare/community goals

Source: Sidhu, K.S (1996)

A perfect organizational structure is significant in determining organization performance. Laurie (2007:597) observes that

Good organization structure does not by itself produce good performance but a poor organization structure makes good performance impossible, no matter how good the individual managers may be.

Therefore a careful responsibility allocation to all team members in an organization is cardinal. There should be a good structure which encourages good and willing participation of the workforce, enhancement of good productivity and economic efficiency and specialization. This is the reason why the Ministry of Education Science, Vocational Training and Early Education is organized into five operational directorates namely the Directorate of

Distance and Open Learning, the Directorate of Human Resource and Administration, the Directorate of Planning Information and Research, the Directorate of Standards and Curriculum and the Directorate of Teacher Education and Specialized Services now the Directorate of Education and Specialized Services. This is an integrated system from which a school can also draw its strength. They should work in harmony to achieve a common goal. These services have been decentralized up to school level but for special education delivery all is still centralized and fragmented.

2.2.3. The organization and management of education

In recent years there has been an increased interest in the area of school improvement, school effectiveness and efficiency by policy makers, politicians, academicians, parents and society at large. In an effort to achieve this; educators and researchers have strived to answer questions related to what effective schools are and what were some indicators to decide upon whether a school was effective or not. According to Kelly (1999) the effective delivery of public educational services was heavily dependent on the suitability of the management structures and procedures employed in an organization. Accurate information and adequate arrangements to meet the needs of a complex system were needed. This may not be an easy task. Moreover, the structure and organization of the system raise a number of problems that impinge negatively on the management of Education. This includes

- The top-heavy Management at National and Provincial levels arising from the semi centralized structures of the systems.
- Long and winding lines of communication yielding inefficiencies in the system.
- The Teaching Service Commission which appoints, confirms promotes, retires and discipline teachers was centralized. This is protracted bureaucracy.
- Over reliance on civil service procedures that have compromised efficiency in areas of planning, policy formulation, analysis and coordination; information and records

management; human resources management and development and financial and material resource mobilization and utilization.

- Inadequate coordination between and among units, departments, sections and directorates within the ministry conflict arise when executing common responsibilities.
- There was inadequate supervision at the point of delivery.

Kelly(1999)further prostates that to remedy the above, government through the policy on education has suggested to do the following; decentralize the system, restructure the system and improve on the system management. This may not be done overnight but in phases.

A school is exerted to influence learner outcomes through its type of management, policies and practices of the individual school as well processes carried out in the classroom. Pandya (2011) gives an extensive summary of empirical research finding; a well-managed, effective school share several characteristics, orderly environment, emphasize academic achievements, set high expectations for Learners achievement, and were run by teachers or principles who expend an enormous amount of effort to produce effective teaching and encourage learners to learn no matter what their family background, gender or disability. Few schools in developing countries display these characteristics. Furthermore Pandya (2011) observes that the most important factor governing how well learners do in school was school management...several studies have identified Head teachers' education and experience as important variables that affect pupils ' achievement. Head teachers therefore should be knowledgeable of management theories.

Management theories are implemented to help increase productivity or in schools pupil achievement and service quality. Not one theory may be used in an organization. Usually a combination of a number of theories is used depending on the organization, purpose and human resources. The following are some of the popular management theories; contingency

theory, chaos and systems theory. Theory X and Y, which addresses management strategies for human resource motivation, are also implemented to help increase worker productivity (Razik et al, 2001).

In the contingency theory managers make decisions based on the situation at hand rather than a “one size fits all” method. Appropriate action based on aspects most important to the current situation is taken. In a school for example a leader may utilize teacher participation approaches while in the army autocratic approaches are used (Onal, 1981).

Systems theory according to Razik et al (2001) looks at how different systems affect a worker and how a worker affects the systems surrounding them. A system is made up of various parts that work together to achieve a goal. Systems theory is a broad perspective that allows managers to examine patterns and event in the work place. This may help managers to coordinate programmes to work as a collective whole for the overall goal or mission of the organization rather than for isolated departments.

Chaos theory argues that change is constant. Although certain things in an organization can be controlled others cannot. Chaos theory recognizes that change is inevitable and is rarely controlled, while organizations grow. Complexity and the possibility of susceptible events increase. Organizations increase energy to maintain the new level of complexity, and as organizations spend more energy, more structure is needed for stability. The system continues to evolve and change (Razik et al, 2001). Theory X and Y states that individuals choose to utilize are strongly influenced by beliefs about workers attitudes. Onah. (1981) states that, giving incentives to workers is leaning towards theory X management style. Theory Y believes that workers are naturally driven and take responsibility. While managers who believe in theory X values often use an authoritarian style of leadership, theory X leaders encourage participation from workers. Modern management theories help organizations maximize production by using human resources to their maximum potential. Fredrick

Taylor's theory of scientific management argued that organizations could maximize the productivity of unskilled workers by observing work processes and then developing best practices. Taylor builds on Adam Smith's theory of division of labour, which ensures that workers become specialized and skilled at a particular task, making them productive.

Max Weber theorized that hierarchical systems encourage internal decision making. Hierarchy systems shorten communication paths, stimulate local innovation, speed up decision making and create an environment where managers were more closely involved in production. This means reducing bureaucracy.

Globalization theories take into account changes occurring throughout the world and how these changes influence organizations. The globalization theory argues that organizations are becoming more interconnected. Globalization is said to be partially driven by the development of informational technologies such as the internet. Max Weber wrote that,

It is horrible to think that the world could one day be filled with nothing but little logs, little men clinging to little jobs and striving towards bigger ones. This passion for bureaucracy is enough to drive one to despair.
(<http://courses.ischool.utexas.edu/marylynn/2008/full/INF387C/> sighted 19.7.13).

2.2.4. Management as practice

Management like any other practice, law, medicine, music, accountancy, engineering or even rugby is an art; it is know-how it is doing things in the light of the realities of a situation. Managers can manage better by using the organized knowledge about management. This knowledge constitutes science. (Koontz and Harold, 1980) such management knowledge can certainly improve managerial practice. Managers who attempt to manage without management science must put their trust to luck, intuition, or what they did in the past. In management, managers need to turn to the accumulated knowledge for meaningful guidance. This accumulated knowledge is theory. For practical purposes managers should develop these three skills; conceptual, technical, and human (Fleet and Peterson 1994). Conceptual skills

allow managers to develop relationships between factors other people may not see. Managers well vested in this are able to apply different management theories to the same situation. For a manager to be technical, it implies that he/she should act professionally. Professionalism demands that managers perform his or her duties within established procedures, rules and regulations. Any behaviour that compromises the manager's professional conduct is certainly bound to interfere adversely with the organization's productivity. Lastly, members of the organization should be seen as human beings who have needs and feelings and emotions. These needs, feelings must be positively harnessed for the good of the organization; motivation of the employees, therefore, becomes a critical factor in increasing productivity.

Stoner et al (2005) states that the organization is an open system that operates within and interacts with the environment. The systems approach to management includes inputs from external environment and from claimants, the transformation process, the communication system, external factors, output, and a way to reenergize the system. No doubt a manager who makes serious attempts to translate theory into reality is bound to increase productivity more than a manager who chooses to use the "Fire brigade" or trial and error approach.

2.2.5. Management styles

Management plays an important role in strengthening the bond amongst the employees and making them work together as a single unit. It is the management's responsibility to ensure that employees are satisfied with their job responsibilities and eventually deliver their level best. Every leader has a unique style of handling the employees (subordinates). The various style of dealing with the subordinates at the work place is called as management style. The superior must decide on the future course of action as per the existing culture and conditions at the workplace. The Nature of employees and their mind sets also affect the management style of working. Below are different management styles:

Table 4: Management Styles

S/NO	MANAGEMENT STYLE	CHARACTERISTICS
1.	AUTOCRATIC	<ul style="list-style-type: none"> • There is no much bother about the subordinates • Subordinates have no say • Employees lack motivation • The superior take decisions without consultations
2.	PATERNALISTIC	<ul style="list-style-type: none"> • Leaders decide what is best for the employee as well as the organization • Policies are devised to benefit the employees and the organization • Subordinates suggestions are taken on • There is motivation for the employee
3.	DEMOCRATIC	<ul style="list-style-type: none"> • Superiors welcomes the feedback of the subordinates • There is an open forum • Effective communication • The superiors listen to the employee before making decisions
4.	LAISSEZ-FAIRE	<ul style="list-style-type: none"> • Superiors do not contribute much to the organization. • Employee manage work on their own • Employees are not dependent on the managers
5.	MANAGEMENT BY WALKING AROUND (MBWA)	<ul style="list-style-type: none"> • Managers treat themselves as an essential part of the team • Managers are efficient listeners • There is free interaction • The manager is more of a mentor

Source: <http://www.managementsfrdyguide.com/management style-sighted on 29.7.13>).

Traditional management strategies use communication as a management tool to provide information on a need –to-know basis, limit peer communication, and direct employees to their specialized tasks. There are three traditional ways of developing an organization and its communication: Scientific Management, Principles of management and Principles of bureaucracy.

2.2.6. Organizational Management

This is the organizational method which allows managers to break down the entire operation of a department into several phases. Dividing operational functions into sections allow management to obtain a clear picture of what the goals of a department are and how to

implement the goals most effectively. It also allows managers to respond rapidly to factors that affect the internal and external expectations of an organization. There is planning, organization, leadership and resource control. Cameron (2010) postulates that the role of managers in an organization becomes two fold these are:

- 1) To take part in every step of an organization giving direction and aligning resources in order to achieve goals
- 2) To guide organizations towards accomplishing goals

2.2.7. Organizational effectiveness

The Historical opinions about organizational effectiveness were those by Henri Fayol, Frederick Taylor and Elton Mayo (Cameron, (ed) 2010).According to Henri Fayol effectiveness is a function of clear authority and discipline within an organization. Frederick Taylor states that effectiveness was determined by factors production, maximization; cost minimization, technological excellence etc. Elton Mayo argued that effectiveness was a function of productivity resulting from employee satisfaction. Organizational effectiveness therefore is meeting organizational objectives and prevailing societal expectations in the near future, adapting and developing in the intermediate future, and surviving in the distant future.

This can be illustrated in the figure below:

Table 5: Organizational Objectives

TIME DIMENSION	NEAR FUTURE	INTERMEDIATE FUTURE	DISTANT FUTURE
	Approx. 1 Year		Approx. 5 Year
EFFECTIVENESS CRITERIA	The organization must be 1. EFFECTIVE in accomplishing its purpose (s) 2. EFFICIENT in the acquisition and use of scarce resources 3. A SOURCE OF SATISFACTION to its owners, employees, customers and clients, and society	The Organization must be 4. ADAPTIVE to new opportunities and obstacles 5. CAPABLE OF DEVELOPING the ability of its members and of itself	The organization must be 6. capable of survival in a world of uncertainties

Source: Cameron (2010)

On organization and management of education the Ministry of Education (1996) states that effective delivery of educational services is dependent on the suitability of the management structures and procedures employed. It was not easy to reach an effective and efficient management system in education delivery. Organizationally the system was centralized with hierarchical decision-making procedures. The line of communication in a bureaucracy was long and winding resulting in inefficiencies. In addition over reliance on civil service procedures have severely compromised efficiency in the areas of planning; policy formulation, analysis and coordination; information and records management; human resource development and management; and financial and material resource mobilization and utilization. Furthermore little coordination exists between Units, Departments and Sections within the Ministry. As a result, conflict may arise when discharging common responsibilities. The Ministry of Education, Science, Vocational Training and Early Education hoped to correct this by undertaking programs of decentralization, restructuring and systems management. This will be responsive to the changing needs and requirements of society.

2.2.8. Current trends and issues in management

There were practices and current concepts that were changing the way managers do their job today;

1. Globalization refers to organizational operations that no longer are limited by national borders. Managers throughout the world must deal with new opportunities and challenges inherent in the globalization of business.
2. Ethics were also important in today's management because the manager should place their own self-interest ahead of other stakeholders' welfare. While most managers continue to behave in a highly ethical manner, abuses suggest need to "upgrade" ethical standards. In 2009 the Republic of Zambia developed code of ethics for the Public

Service. This is in use in 2013. Ethics education is increasingly emphasized in college curricula. Organizations are taking a more active role in creating and using codes of ethics, ethics training programs, and ethical hiring procedures (Republic of Zambia, 2009).

3. It was also evident that workforce diversity was setting rooted in management. The work force now is homogeneous in terms of gender, race, ethnicity, age, and other characteristics that reflect differences. Accommodating diverse groups of people by addressing different lifestyles, family needs, and work styles is a major challenge for today's managers.
4. Entrepreneurship is yet another current trend in management. It is a process whereby an individual or group of individuals use organized efforts to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness, no matter what resources the entrepreneur currently has. The important themes here are; the pursuit of opportunities, innovation and growth. Entrepreneurship will continue to be important to societies around the world.

An organization does its work by using electronic (internet-based) linkages with its key constituencies in order to efficiently and effectively achieves its goals. Managing in an e-business world is a latest trend in Educational management. Knowledge Management and Learning organizations were vital trends whereby to be successful an organization should be a learning organization. Members of organizations should gather knowledge and share it with others in the organization so as to achieve better performance.

Finally quality management is a philosophy of management that is driven by continual improvement and response to customer needs and expectations. The objective of quality management is to create an organization committed to continuous improvement in work (<http://discovery.bits-pilani.ac.in/dlpd/course/coursescmntent/cc>) sighted 30.7.13.

2.2.9. Leadership

Leadership, management and administration overlap and their usage varies at different times, in different countries and in different professional culture. In the United Kingdom for example, leadership is the most important concept among the three. The term management tends to relate more to operational matters (what is supposed to be working out in institutions). Administration seems to be understood as routine tasks of a leader. Until recently, Management was seen to be more important than leadership but it is vice versa. In North America administration tops the list but in Educational Institutions Leadership and Administration tend to be synonymous. Educational Administration in the United States of America is the same as Educational Leadership in the United Kingdom. Leadership and Management tend to be interchangeably used in the United Kingdom (Adair, 1973).

According to Bauleni (2005) the leadership concepts can be defined easily under the following components;

1. Personality in action
2. Humanized activity and
3. Art of setting others do something.

Leadership therefore is a personality in action under group conditions or are humanized activities of setting others doing something. It involves a class of followers, inspiration and shared vision with the followers in industry or learning institutions

Hersey and Blanchard, (1988) defined leadership as;

The process of making sense of what people are doing together so that people will understand and be committed.

Stogdill (1989) States that;

Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts towards goal setting and goal achievement. There are almost as

many definitions of leadership as there are persons who have attempted to define the concept. It is therefore important to note that leadership is the ability to evaluate and forecast a long term plan or policy and influence the followers towards the achievement of the said strategy. It is through a leader that the vision of an organization is shared and shaped to establish direction for a working group of individuals. They gain commitment from this group of members to this direction and are motivated by other members of the group to achieve the directions outcome. Conger (1992) postulates that,

Leaders are those who consistently make effective contributions to social order, and who are expected and perceived to do so.

This entails that leadership revolves around vision, ideas, direction, and has more to do with inspiring people as to direction and goals than with day- to-day implementation. A leader must be able to leverage more than his/her own capabilities. He/she must be capable of inspiring other people to do things without actually sitting on top of them with a checklist. In his book Bennis (1989) states that leadership and learning are indispensable to each other. Leadership is a combination of strategy and character. If a leader must be without one, then be without the strategy. Batten (1989) concludes that leadership is a foundation of knowing the self, having a vision that is well communicated, and building trust among colleagues and taking effective action to realize one's own Leadership potential. It is therefore prudent to state that Leadership is the behaviour of an individual when he/she is directing the activities of a group towards a shared goal. Furthermore it is the capacity to translate vision into reality by influencing the thoughts and actions of other people in the organization and outside. In so doing the leader leaves behind in others the conviction and will to carry on. This in turn will lead to producing more leaders and not followers. The definition of leadership therefore is one function of administration and is a part of a sounder theory of educational administration and management.

The world leadership like education comes from a root Latin word, which is similar in meaning. Both mean to “draw out” or “lead forth”. To lead means to be out in front and presumes a following which is being taken in a particular direction. That direction is being administered. Therefore one function of leadership is to articulate objectives with lucidity and to clearly state the vision in the general objectives of the institution or the system. The objectives will yield perspective. Perspective determines relevance and establishes priorities in terms of sub-goals and in terms of allocation of resources. All members of the system must have clear rationale for decisions. This will establish the grounds for their willingness to comply and their morale will be raised to perform effectively in the system (Phenix, 1971). Despite all the attention given to Leadership and its recognized importance, Leadership still remains an unexplainable concept.

There is a relationship between education and leadership. According to Adeyemi (2002) education as powerful as it is claimed to be an instrument of change, seems to be an instrument in the hands of government agents known as leaders or policy makers. Going by the policy statements on education under different names such as reform, focus on learning, educating our future and so on, and the actual implementation; one notices that the education as instrument of development achieving the set goals is not near. This is as a result of what could be described as imminent lack of role understanding by the leadership at all levels of education delivery. The menace manifest in various ways through which the government agents, that is the leaders handle issues related to education. This can be felt through the school funding, infrastructure, teacher’s development, management practices and welfare to mention but a few.

Educational leadership therefore includes any individual in the school that has a decision making role. These typically include the Head teacher, Deputy Head teacher, senior teacher, Heads of department etc. These roles typically come with the most responsibility. The

members are ultimately responsible for the successes and failures within the school (Bennis 1989).

According to Raelin (2003) school leadership is the process of guiding the talents and energies of teachers, pupils and parents towards achieving a set educational goal. This is used synonymously with Educational Leadership in the United States and has supplanted educational management in the United Kingdom. School leadership came into effect because the status quo was no longer considered acceptable. There were calls for accountability at school level which Leadership was able to provide due to the fact that it conveys dynamism and proactivity. In Zambia for example the Headship or role of the chief school administrator, has undergone many changes. In 2013 the Head of a school assumes the role of a professional advisor, Leader of reform, manager of resources and communicator to the public. This unfortunately is not the case as House (2004) postulates that the Head Teacher plans and is concerned with the process and accepts the status quo. This is the opposite of a Leader who challenges the status quo and has an eye on the horizon rather than the bottom line.

Educational Leadership is a collaboration venture. ScottMcleod (2009) states that while a single person can transform an institution, no one person can enact change and maintain excellence without shared leadership of other colleagues. Educational Leadership programs should prepare leaders who understand the complexities of intra and interpersonal dynamics. These can faster the implementation of meaningful change, and have the ability to work with others to create working and learning environments that foster individual motivation and success. Furthermore educational leadership should be based on the premises of inclusion and facilitation. This means that the core aim of schooling is to affect the full potential of Learners. The complexities of our diverse and economically stratified society allows that all learners, regardless of their differences from “mainstream” society, be given the opportunity

to become successful in their education and in society at large. Educational Leadership is aimed at preparing leaders who can facilitate inclusion and success of all learners. These leaders should also understand that they have a professional, ethical and legal obligation to do so.

ScottMcleod (2009) concluded that educational leadership should be focused on achieving effective educational and social outcomes for children. It is therefore through educational leadership that individuals should be considered as individuals and their needs be met as individuals. It should be realized that not all learners are the same and those differences should be valued. It is also important that educational leadership should prepare leaders to facilitate the development of effective and relevant curricular and learning environments and can successfully include parents and communities in the education of their children. Additionally educational leadership need to be responsive to changing expectations while simultaneously affirming the numerous, daily successes that currently occur in the schools. There should be a balance in response between community and political expectations and advocacy for current successful practices. The leader is expected to understand the political, economic and cultural context surrounding education. In other words the leader is proficient in communication; he/she is an educator of the legislators and communities.

Philosophy reveals that educational leadership is an art that can be informed by research and practice. It is dismaying to note that modern educational leaders ignore the collective expertise of other administrators and researchers. They are successful without knowing why. Yet even those leaders can benefit from exposure to current theories, practices and models of effective leadership. In educational leadership one need to understand the role and value of educational research and effectively integrate relevant information into their schools in light of the larger social contexts that surround their institutions (ScottMcleod, 2009).

The Ministry of Education, Science, Vocational Training and Early Education has over the years tried to improve the delivery of quality education through quality teaching and learning in schools. Research by ScottMcleod (2009) has shown that the nature of leadership and management provided by each head teacher influences school effectiveness. Most of the schools therefore do not reach the Ministry's expectations of Excellence in the way schools are run. Ministry of Education (1996) identifies educational management and leadership programs for school Head teachers and Deputy Head teachers as priority if schools were to be effectively run. Improving head teachers skills in instructional leadership will make schools effective. These leaders therefore should be encouraged to read the theories of leadership and put them into practice.

Literature on Leadership reveals an evolving series of schools of thought from Great man and trait theories to Transformational Leadership. Early theories focus on characteristics and behaviours of successful leaders while later theories begin to focus on the role of followers and the contextual nature of leadership. The table below shows the evolution from the Great men to Transformational Leadership.

Table 6: Evolution from Great Man to Transformational Leadership

Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term ‘man’ was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories
Trait Theories	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.
Behaviourist Theories	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorized as ‘styles of leadership’. This area has probably attracted most attention from practicing managers.
Situational Leadership	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.
Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit particular circumstances.
Transactional Theory	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of ‘contract in return for the commitment or loyalty of the followers.
Transformational Theory	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organization performance.

SOURCE: Bolden et al (2009)

The theories listed above takes a leader as an individual but there is a school of thought gaining ground and recognition which coined the “dispersed leadership approach.” This approach has its roots in sociology, Psychology and politics rather than management science. It views leadership as a process that is diffused throughout an organization and not lying solely with the formally designated leader. The emphasis now is not to develop leaders but to develop leaderful organizations with a collective responsibility for leadership (Bolden, et al 2009).

The problem with the leadership approaches above is that they identify a leader with traits and skills. This means that people with such traits will be recruited as leaders. It was also evident that some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader.

Below is a list of some traits of leaders as identified by Stogdill (1989);

Table 7: Traits and Skills of Leaders As Identified By Stogdill

Traits	Skills
<ul style="list-style-type: none"> - Adaptable to situations - Alert to social environment - Ambitious and achievement orientated - Assertive - Cooperative - Dependable - Dominant (desire to influence others) - Energetic (high activity level) - Persistent - Self-confident - Tolerant stress - Willing to assume responsibility 	<ul style="list-style-type: none"> - Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled

SOURCE: Stogdill, (1989)

It was revealed that results of the trait studies were inconclusive and traits among other things were hard to measure. This is how the theory X managers and theory Y managers by McGregor were developed. They elaborate that leadership strategies are influenced by a leader's assumptions about human nature, It was seen that a leader holding Theory X assumptions prefer an Autocratic style whereas one holding Theory Y assumptions prefer a more participative style.

The great man theory, traits theory and behaviourist theory see a Leader to be the frontal figure standing out from the rest as being somehow different and leading the rest of the people. Situational Leadership, contingency theory, transactional theory and transformational theory show the importance of the leaders' relationship with his/her followers and an interdependency of roles. The leader is no longer the hero or solo leader but a team leader. Not the master but the servant. Heifetz, (1994) and Raelin (2003) state that the key is a distinction between the notions of leader and Leadership. Leadership is regarded as a process of sense-making and direction-giving within a group and the leader can only be identified on the basis by his relationship with others in the group who are behaving like followers. This Leader is emergent rather than predefined. Their role can only be understood through examining their relationships with the group and not their personal traits. This is a move from an individual to the relationships themselves. The trait system had done little to improve the quality of the leaders. The Leadership competencies or standard frameworks work like a psychometric profile useful for illuminating current practices in comparison to a norm. This is dangerous and damaging if misused. This is why the National College for School Leadership, Bolden (2009) is moving away from the relatively individualistic approach of the HAYmcBer Framework to a more fluid Leadership Development Framework that specifies a strategy for developing school leaders at all levels.

Leaders are made not born. While Leadership is learned, the skills and knowledge processed by the leader can be influenced by his/her attributes or traits. Knowledge and skills contribute directly to the process of leadership while the other attributes give the leader certain characteristics that make him/her unique. Leaders carryout this process by applying their leadership knowledge and skills. This is process Leadership. However traits also influence the leader's actions. This is called trait leadership (Jago, 1982). The two leadership types are shown in the chart below:-

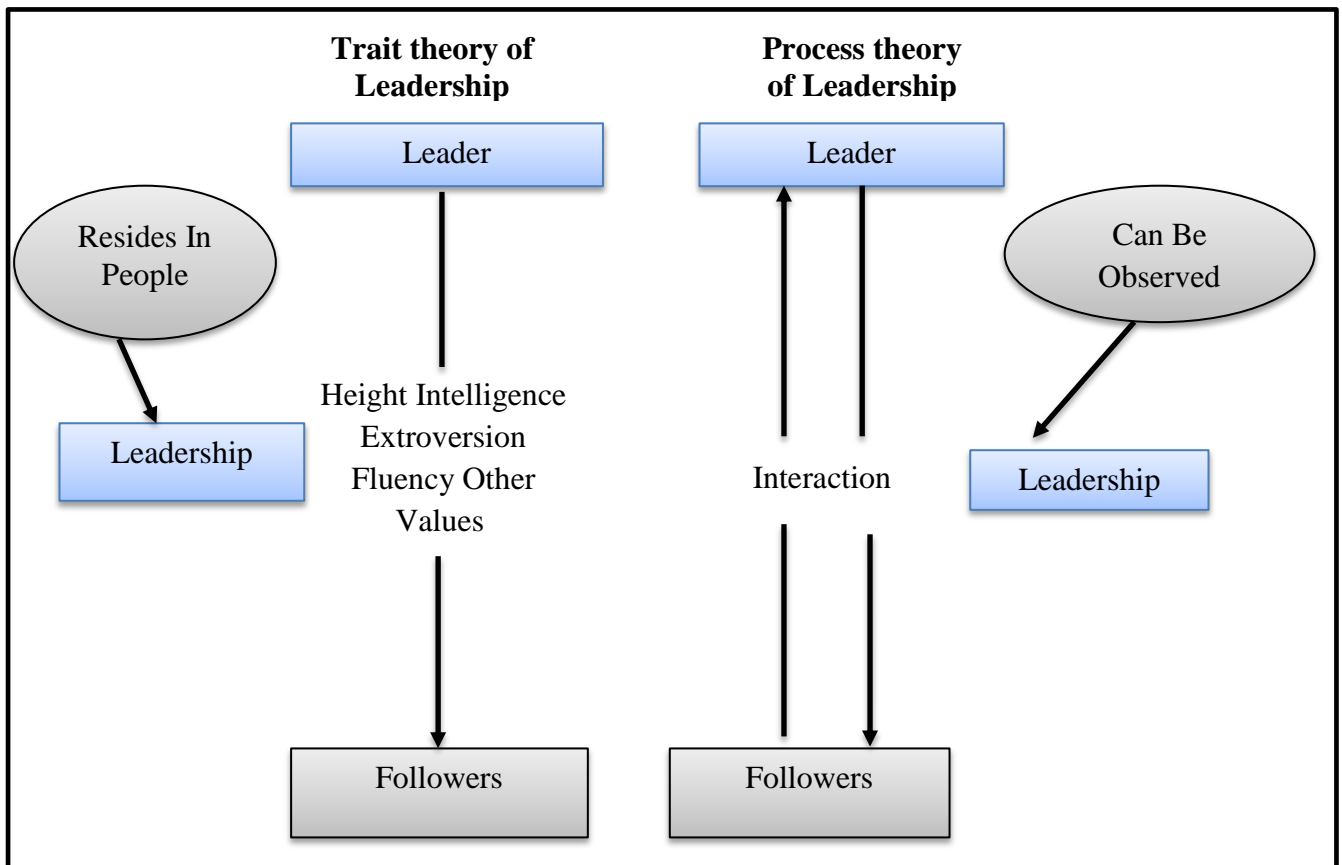


Figure 4: Traits and process theory of leadership (SOURCE: Northouse, (2007))

The chart above explains Bass' theory of leadership which states that there were three ways to explain how people become leaders, these are;

- Some personality traits develop some individuals into leaders. This shows that leadership is in a person. This is consistent with the trait theory.
- A crisis or important event can lead one to rise to the occasion. This brings out extraordinary leadership qualities. This is a great event theory and
- Some people choose to become leaders. They learn leadership skills. This is consistent with the transformational or process leadership theory. It is widely accepted in modern Leadership (stogdill, 1989).

Leadership therefore has four major factors namely situation, communication, follower and leader. The four factors interact and can be observed in the picture below;



Figure 5: Factors of leadership - **SOURCE: USA, ARMY (1983)**

To be successful, leaders should convince the followers that they are worthy of being followed. This goes with being honest and trustworthy. It is also important to have an honest understanding of who you are, what you know and what you can do. Followers are different people and require different styles of leadership. As a leader know the followers and it is cardinal to have a good understanding of human nature. Leading is a two-way communication system and much of it is non-verbal. Setting examples that communicate to the followers is of help. What and how you communicate either builds or harms the relationship between the leader and the followers. It is also important to note that all situations are different. The situational or contingency theory applies. This is where you decide what course of action to take in different situations. This also goes with which leadership style to use in a given situation. The situation has a greater effect on the leaders' action than his/her traits. Traits have a little consistency across situations. This is why a

number of leadership scholars think the process theory of leadership is more accurate than the trait theory of leadership (Rowe, 2007). Kouzes and Posner (1987) identified the road to great leadership and this was common to successful leaders. Below is a list:-

- Challenge the process.
- Inspire a shared vision.
- Enable others to act.
- Model the way and encourage the heart by sharing the glory with the followers' hearts while keeping the pains within your own.

2.2.10. Supervision

The word Supervision is a coinage from two Latin words: 'super' and 'video'. Super means over or above while video means to see. Therefore taken together, super-video simply means to see from above or to oversee. Hence, to supervise means to oversee. The concept of supervision, like that of inspection, has changed over time. Since the 18th Century, supervision of instruction has gone through four identifiable periods of development.

The first period is that between the 18th century and the 19th century. This was characterized by inspection for control. At this time, the major function of supervision was the making of judgments about the teacher, rather than about teaching and pupil's learning. Decisions were based on the recommendations of the supervisor, which was, invariably, the replacement of the teacher if he/she was not performing well. Instructional procedures were not given preference. The second period was between the 19th Century and 1960. There was a shift of supervision from administrators to professionals such as Principals, Headmasters and Education Officers in the ministries of Education. This was necessitated by the growing complexity of the school system and the addition of specialized subjects to the school curriculum. The third period was that between 1960 and 1970. During this period supervision was said to be a means of improving classroom work through classroom visitations and the observation techniques. It is during this period that school administration

became more teacher friendly. There was also an increased demand for supervisors. The fourth period started in 1971 and it is in effect in 2013. It emphasizes creative, democratic supervision of instruction. There is a big challenge of a shortage of supervisor's in this period. This is so because of an increase in the number of schools and the number of subjects in the curriculum. This has no corresponding increase in the number of supervisors. It has even become a norm to relieve the system of trained and competent hands prematurely and, thereby denying their successors the chance to being properly groomed to take over (<http://www.deltastate.gov.ng/edu.htm> sighted on 21.07.2009).

According to Bala (2006) there have been two major styles of supervision arising from the changing concepts of supervision, these are traditional supervision and modern supervision. The traditional approach to supervision focused on the teacher and the classroom situation. There was emphasis on the need to constantly supervise and train the teachers as a means to improving classroom instruction. This is based on the assumption that teachers were poorly trained. Traditional supervisors' role was that of teacher evaluation and assessment. Thus they used the method of the inspector. Against this background supervision is defined as

That phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems.

According to Ministry of Education (1982) supervision means advising, finding, refreshing, encouraging, stimulating, improving and overseeing certain groups of persons with the hope of enlisting their cooperation for the success of the supervisor's task. Supervision stops the supervised from applying wrong procedures in carrying out certain functions and emphasizes the importance of good human relations in an organization. It allows school officials to provide leadership to teachers in a collective endeavour of enhancing the quality of instruction. It is therefore appreciated that modern supervision describes a process to improve teacher performance; resolve problems that may occur between teachers and learners

and encourage activities arrived at influencing the quality of teachers and learning. In conclusion Ministry of Education (1982) states that supervision is,

A constant and continuous process of more personal guidance based on frequent visits, when attention is focused on one or more aspects of the educational institution and its organization.

Professional guidance in this case would involve school management issues and classroom instruction as listed below:

i. School Management Issues

- Improving quality of learner achievement
- Financial management
- Resource management
- Gender awareness
- School community relations
- Maintenance of discipline
- Equity issues

ii. Classroom instruction

- Syllabus interpretation, scheming and lesson planning
- Selection of teaching methods
- Selection and designing of teaching –learning resources
- Lessons delivery
- Classroom management
- Assessment and evaluation

Professional guidance will therefore provide an opportunity of working with teachers and school managers, to improve the quality of teaching and learning. Furthermore there is a difference between Supervision and Inspection.

Table 8: Difference between Supervision and Inspection

SUPERVISION	INSPECTION
<ul style="list-style-type: none">• Collaborative and collegial• Gives professional guidance• The supervisor is a mentor and facilitator• Collective endeavour (we)	<ul style="list-style-type: none">• Hard and strict accountability• Authoritarian and directive role• Passive role• Fault-finding• All knowing (I)

SOURCE: Ministry of Education (1982)

Supervision is a broad concept and inspection is part of supervision but not vice versa. The focus of supervision is providing quality education, access and school improvement. This is also true to say supervision brings life to a school. Ministry of Education (1996) identified the centralized organization and management of the Education System in Zambia. Meeting the requirements for efficient and effective management of the education system was not easy. For this reason the government of the republic of Zambia has opted to decentralize the education system to among other things improve on the supervision of the schools which are at the delivery point. Furthermore the Ministry hopes to improve and strengthen the supervision and management of Special Education across the country.

Supervision is a phase of school administration which is focused in achievement of the appropriate selected instructional expectations in the educational system. According to Bala (2006) supervision through surveys, experiments and research has changed from an inspectional operation into a position of instructional Leadership that demand creative qualifications. Three concepts played major roles in this transition namely:

- Scientific supervision-this is the reliance on research and the scientific method as tools for improving the teaching learning situation. Supervision therefore is a practical art.
- Democratic educational leadership and
- Creative supervision

To be successful a supervisor should possess the qualities of leadership that enable him/her to handle a group democratically, to get them to cooperate and coordinate their work, and to help each teacher to develop the finest type of creative teaching. Administration Management, Leadership and Supervision exist in close relationship within a single area of educational functions, even though supervision is assigned specific roles within the area of administration, it is considered an integral part of it. Supervision must primarily be a non-managerial service within the total responsibility of administration. Bala (2006) further states that supervision

Is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth.

Everything in the school system is designed for the purpose of stimulating learning and growth. Many a teacher needs only encouragement and assistance to go and work independently on their problem. A teacher is a supervisor in his/her own class. This means there are internal and external supervisors. Just as there are many supervisors there are also a range of types of supervision. On one hand there is the critical friendship type and on the other hand, the hard accountability type. These two extremes have other types of supervision between which include mentoring, advisory, monitoring and clinical supervision. The table below shows the types of supervision:

Table 9: Types of Supervision

TYPE OF SUPERVISION	DESCRIPTION
<ul style="list-style-type: none">• Critical Friendship• Mentoring type • Monitoring• Advisory • Clinical supervisor • Hard accountability type	<ul style="list-style-type: none">• Supervisor acts as a friend in guiding the supervisee• Supervisor acts as a role model or example• Asking the supervisees to reflect on problems and come up with their own conclusions/recommendations • Supervisor checks on progress, problems, and advises on solutions• Supervisor assumes a relatively superior position in knowledge and skills • Supervisor and supervisee engage in face –to-face interaction mainly based on observation of performance and the emphasis is on collegueship • Supervisor performs traditional inspectors role demanding strict accountability from supervisee

SOURCE: Ministry of Education (1982)

Each different situation like in leadership will demand a different and appropriate type/style. An informed decision should be sought to employ one type of supervision in a given situation of a school and which officers to be supervised. In this thesis the contingency theory (situational approach) and the systems approach have been adopted as theoretical frameworks to be used. In supervision the two are also applicable. Supervision is said to bring life to organizations and institutions.

The Ministry of Education (1996) postulates that,

Effectiveness in the delivery of education depends heavily on the quality of educational administration. School heads, Education officers and inspectors need training in Educational Management and supervision

However, it was unfortunate that the majority of those occupying supervisory and management positions in the education sector had not received relevant training for their posts. The Ministry of \education, Science, Vocational Training and Early Education is aware

of this situation and has constantly planned for Educational Leadership and Management Training. Between 1996 and the year 2000 Education Management Training was done for Head teachers, Education Officers and Inspectors. Almost all of these have now retired died or separated from the system in other ways. This training was done under the Zambia Education Rehabilitation Project (ZERP) and funded by the World Bank. This training was welcome as a milestone in terms of providing skills and competencies that the education managers would like to bring about qualitative improvements in the education system including in Special Education provision. According to Ministry of Education (1996) in order to address the shortage of training educational managers, the Ministry in collaboration with other stakeholders will establish a National institute of Education. This will be a management training institute for educational managers. In 2013 a two year Diploma Course in Educational Leadership and Management Training was being offered. This has been going on since 2008.

It is evidenced that supervising academic matters had declined over time. Academic supervision did not appear to be the main purpose of monitoring visits by inspectors. Shukla, (1983), Singhal et al (1986), Batra (2003) and Majumdar (2003), state that there was a lack of academic supervision and support in government and private-aided schools. At district level the appointment of two or three sub-district education officers to supervise subjects is a token process. In some places subject supervision was totally absent. District Education Officers were not visiting the required number of schools, yet most country's norms require they visit all schools. According to Kalabula (2007) supervision is,

constant and a continuous process of more personal guidance based on frequent visits when attention is directed at one or more aspects of the school and its organization.

It follows therefore, that supervision establishes a plausible basis for giving concrete and constructive advice and guidance for purposes of improving educational performance in any

given situation. Consideration for materials, methods and management practices used in the provision of Special Education is paramount.

The educational supervisor is responsible for providing adequate support and makes available training opportunities in order for the supervisee to acquire relevant competencies. It therefore requires time dedication and more importantly, adequate training to quality for the role. It is also recommended that supervisors should have an understanding of educational theories and practical educational techniques including constructive feedbacks, communication skills and dealing with difficulties regrettably this is not the case. (Aza, 2007). For example in the Post Newspaper of 27th September, 2013, it was reported that Education Standards Officers in Eastern Province of Zambia were not supervising teachers but were fault finding, rebuking teachers and eventually frustrating teachers.

The local supervisors were not inspiring to teachers as they subject them to a lot of hostility. Supervisors should help teachers correct their mistakes and not only scold and threaten them with unspecified actions. Supervisors should give needed information, ensure that teachers are well represented and deliver required education to learners by preparing adequately. Supervisors should have a heart for the people and provide guidance because castigating or fault finding are not good supervising methods.

The role of Educational Standards Officers is that of supervision but to the contrary they instead frustrate teachers. It is a well-known fact that all educational supervisors should have minimum training and interest. Few would disagree that very little investment has been made in this area.

One major challenge facing the education system is meeting educational demands through formal training in educational supervision. This admittedly would require time and resources. Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation (Aza, 2007). Supervision can easily be learnt through apprenticeship. In ancient china, Africa and Europe novices were introduced to skills and activities by masters and mistresses who were skilled and wise. The process of

being attached to an expert, of learning through doing allows the novice to gain knowledge, skills and commitment. They eventually enter into a particular community of practice such as supervision. By spending time with practitioners, by ‘looking over their shoulders’, taking part in the routines and practices associated with the activity, having them explore the work, they become full members of the community of practice. Lave and Wenger, (1991).

The other challenge in administrative supervision is the quality of the supervisee’s practice in respect of professional standard and ethics. The primary goal is to ensure adherence to these standards. In Zambia there is the Code of Ethics for the Public Service, the Terms and Conditions of Service and the Disciplinary Code. In other words there is an administrative responsibility in supervision. Where workers consistently fail to comply with the standards, the supervisors act. This takes the form of reporting matters to the appropriate professional body. This is done through the Framework of agency policies and procedures (Kadushin, 1992).

Kadushin (1992) further states that, it is important to remember that supervision has the following points to note:

1. The central focus of supervision is the quality of practice offered by the supervisee to clients.
2. Supervision can be seen as having three aspects:
 - Administrative (normative)
 - Education (formative) and
 - Support (restorative)
3. Supervisor’s Authority is derived from their position in agencies and the appropriate community of practice (profession).
4. There are particular issues arising from the hierarchical position of supervisors.

5. In some forms of supervision direct observation of practice is a major obstacle to the exploration of practice.

Most countries do not publish any data or statistics on supervision and support services. The data is not available and most ministries fail to account for the funds used for the provision of supervision and support services. This is a critical investment that could have a proportionally important impact on school efficiency (UNESCO 2007).

Furthermore there has been renewed interest in issues of quality and monitoring and supervision become undoubtedly very important. Most countries according to UNESCO, (2007) have re-established supervision services while those that did not have them in the past have created them. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year. There were several reasons for the renewed interest in supervision and quality monitoring, four of which are mentioned hereafter:

- The rapid expansion of education has deteriorated quality of education delivery. Therefore quality improvement has become a top priority of policy makers. This was endorsed and amplified by the Education for All world conference of 1990 and 2000.
- The value of money has hit the education sector as well. This is linked to a stronger demand for accountability in the public service. This calls for strong control mechanisms for the education system to be effective and efficient.
- The deteriorating of quality education is partly due to weakening of quality monitoring devices, including professional supervision and support services. This explains why some countries which dismantled the inspectorate have re-established them and also the general interest in efficient supervision procedures has been increased.

- Finally the interest in supervision is growing due to decentralized management systems given to schools. Due to this autonomy there is greater need for accountability at school level.

This will allow the central government to guarantee standards of quality and equity across the system.

In Zambia and Central Province in particular there were Education Standards Officers whose duty was to ensure high standards and quality of education at educational institutions and ensure compliance with the provisions of the Education Act of 2011. The Education Standards Officer will monitor and supervise the provision of education and training by educational institutions and advise on the management of educational institutions (Republic of Zambia, 2011). There were on an average Two hundred and seventy six Education Standards Officers in Zambia. Central Province has forty four Education Standards Officers. With reference to the Central Province Biannual report for the period January to June, 2013 dated August, 2013 the following were the statistics of the teachers, Heads of Department and senior teachers supervised by external monitors who were Education Standards Officers:

- 144 secondary school teachers were inspected. The total number of secondary schoolteachers in the Province was 3,060. This gives 4.7% of secondary school teachers supervised.
- 46 primary school teachers were supervised. The total number of primary school teachers was 7,850. This gives 0.6% of primary school teachers supervised
- 68 community school teachers were monitored. The total number of community school teachers was 1074. This gives 6.3% of the community school teachers supervised.
- Six Special Education teachers were inspected from a total of One hundred and six while nine Heads of Department and One Senior Teacher were monitored from a total of three hundred and fifty and six hundred and two respectively.

The statistics above show that none of the following were inspected according to the Education Standards Officers' mandate;

Institutions namely: Schools, Colleges, Resource Centres, District Education Board Offices, other teaching staff who include; Lecturers, Private School Teachers and Instructors (MESVTEE, 2013).

This picture is a gloomy one and that is the reason why the Ministry of Education, Science, Vocational Training and Early Education (2011) concluded that:

The National Assessment survey and the SACMEQ research findings have consistently revealed the poor pupil learning achievements in both reading and numeracy pointing to quality concerns prevailing in the education delivery system.

The Education Standards Officers' visits were not adequate and the impact of supervision may not be felt. With such a scenario quality education delivery may be a night mare. Supervision therefore is cardinal as means for improving the quality of school systems. According to Tyagi (2009) District Education Officers do not visit the required number of schools, yet most countries require they visit all schools. Activity profiles of these officers indicate that school visits included very little academic supervision or professional development of teachers. Visits were confined to head's offices to inspect administrative and financial matters. Most of their remaining time (about 70%) is spent on non-academic and administrative activities, including travelling, meetings, and general matters such as office work and similar non-educational work. There is a reason to this. The size of the education system has increased tremendously in terms of numbers of institutions, scholars and teachers. However, the administrative machinery has not increased accordingly hence education officers were overloaded with work and these officers were not adequately equipped to give necessary guidance to schools. Supervision by education authorities has been lacking therefore the introduction of instructional supervision practices at school level by heads may

help the system. This requires the continuous professional development of teachers and improving teaching and learning. School-based instructional supervision by the head of the institution could provide an impetus to these indicators.

Tyagi (2009) further states that the need for school-based instructional supervision was felt by educationists and researchers much earlier. A shift to school-based management was advocated because top-down models have not been successful. The Heads ultimate aim should, of course, be improving instruction to ensure better education and the learner's progress should be the final indicator of the success of the Head's work.

Tyagi (2009) concludes that supervisory support and academic guidance provided by inspectors to teachers in government and private schools is totally inadequate. The supervision inherited from the British System must be redefined for the present context. Transferring academic supervision from education authorities to heads of schools is a way forward. The education authority should remain with a duty to ensure that education policy guidelines were observed. They should also audit appropriate aspects of school management and support head's effort. The value of the head as instructional leader and facilitator has been generally recognized. School based instructional supervision by heads could bring about and sustain the professional development of teachers.

2.3. Evolution Of Special Education In Zambia

Over the centuries people with disabilities were misunderstood and viewed as special people of God. The attitude towards them was very bad that they were treated with exorcism or death (Kirk and Gallagher, 1983).

Attitude change took place in three phases. The first phase characterized persecution, neglect and mistreatment in communities. The disabled were regarded as liabilities. In the second phase some interventions were done. This was to change for the better. It included curative

measures and care giving. This was a phase of pity and protection, less discrimination and interaction (Donald, Lazarus and Lowana, 1997). Finally the third phase tried to cultivate a culture of acceptance and integration. This was aimed at bringing reality to all people with disabilities to realize that society accepted them. This included access to all facilities in society, flexibility, care and respect.

Slowly the potential in the rejected persons with disabilities was realized and it was now that a distinction was made between different disabilities and special educational needs. Special training facilities were established. Education in any society is reflected in the political philosophy of that society. In the American democracy all men were created equal and this includes equality of opportunities. This implies education opportunity for all children too. Recent court decisions have confirmed the right of all children to an appropriate education and have mandated that the public schools take whatever action necessary to provide education to children with disabilities (Sichela, 2008).

Sichela (2008) further states that since 1817 residential schools for the deaf, blind, the mentally retarded and the orphaned were established in the United States of America. In 1900 a special class was established for the mentally retarded in Chicago. Since this time special classes have been organized in many public schools throughout America.

In Africa special education is still a new concept to many nations. It's planning, organization and orientation has been hit by poor funding, inadequate information, negative attitudes, selfish interests among its so called experts and cultural influences including lack of commitment by those who are entrusted to run the education system. Theoretical interest has been shown by Kenya, Malawi, Tanzania, Nigeria, Ethiopia Namibia and Zambia by formulating policies such as mainstreaming, integration, inclusive education, community or social rehabilitation and by showing desire to give meaning to the idea of equal opportunities for all children. With all this interest, the dreams of many children with special educational

needs are still a far cry from the desired policies or from the educationally correct attitudes and provisions (Zindi, 1997).

The design of special education has been based on the assumption that a competent educational program exist in the regular school program. Children who are not able to respond to that program would be identified as exceptional learners needing special help. The concept of special educational needs is that of an umbrella term describing a wide range of difficulties which may impair children's ability to achieve positively during their time in school. In Zambia special education has roots from way back in 1905. A Dutch missionary's wife started a school for children with visual impairments. Special education was provided in special schools and this was exclusion or segregation. After this phase children were integrated in the mainstream of education. This evolved into inclusive education the practice which is being used now. Despite this the Zambian government has not done away with segregation and integration. These are seen to be helpful management practices in the provision of quality special education.

Zindi, (1997) states that as the evolution of special education is in many African countries, it was the early missionaries who thought of teaching children with special educational needs. In Zambia the policies on education, the Education Reform document, 1977, Focus on Learning 1992 and the Educating our Future, 1996 document have shown great concern about the need to educate children and youths with special educational needs. It is from this background that many a child with special educational needs was educated from preschool through to university. This was done in special schools, special education units, hospital special education units and mainstream classes. The following chapter presents the review of related literature.

2.4. Special Education

Special Education can be defined in so many ways by different professionals. In this thesis Special Education will be defined in terms of instruction. According to <http://nichcy.org/schoolage/iep/iepccontents/specialeducation>, (24.4.2012):

"Special Education is instruction that is designed to meet the unique needs of a child with a disability".

It is Education designed specifically for individual children's needs resulting from a disability. These children are unique therefore an overall instruction with other children may not help. It is also identified as all about adaptations and modifications. In Special Education each child is unique. Kar (1992) also states that Special education demands that learners with special needs reach the maximum level of effectiveness in practical subjects and activities of daily living. Therefore, the role of curriculum developers in special education is to prepare a curriculum that strategically determine effective living for a particular type of a child with special educational needs (SEN). This should go together with motivational patterns in the children which produce achievement in the school. Interest in the children with special educational needs to participate in the mainstream activities is to be created while priority is given to the development of a realistic self- concept in disabled children.

Shea and Bauer (1994) state that special education is a subsystem of regular education responsible for the education of learners with disabilities. In other words special education is a part of general education that assumes responsibility for individuals who do not fit the system; that is, children who vary from the norm or standard. Learners with special educational needs are a challenge to the educational system designed to accept young children in early education and, during the next thirteen to fourteen years, move them through secondary school into tertiary education or work place. Unlike the majority, learners with special educational needs often do not move as quickly and unobtrusively through the system as their peers. More specifically they challenge the system.

It is therefore evident that special education instruction can be provided in a number of settings. It should also be noted that special education is not a place. Some of the settings in which special education can take place are; in a classroom, in a home, in hospitals, in special units and in special schools. Schools must ensure that a continuum of alternative placements is available to meet the needs of children with special educational needs. Shea and Bauer(1992) further state that this continuum must include placements of children for instruction in regular classes, special classes, special schools, home and in hospitals. Unless a child's Individualized Education Programme (IEP) requires some other arrangement, the child must be educated in the school he or she would attend if he or she did not have a disability. Special education therefore should be provided in a least restrictive environment. Children with Special Educational Needs (SEN) should be educated with ordinary children, to the maximum extent appropriate. It should also be accepted that special classes, separate schooling, or other segregation of children with special educational needs from the regular educational environment occurs only if the nature and severity of the special need is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Special education instruction may have the following characteristics; specially designed instruction, no cost to parents and meeting the unique needs of children. In addition, instructions in physical education, travel training and vocational education were necessary components of special education. These will give the learner with special educational needs confidence in facing the many challenges in life.

2.5. Current Situations in Special Education Provision

Ndhlovu (2008), reports that in most schools learners with special educational needs were excluded from accessing education. Such exclusion retards the progress in meeting the Millennium Development Goals by 2015. Ndhlovu (2008) further reports that achieving universal primary education may not be realized especially that 98% (588 million) of the 600 million children with disabilities worldwide were excluded from school. For example the

Ministry of Education (MOE 2009) Educational statistical bulletin reported that there were 112,718 males and 94,719 females with special educational needs in Zambia from grades 1-12. Out of these 110,273 males and 91,842 females were in grades 1-9. In grades 10-12 there were 2,445 males and 2,877 females. There was a disparity in the distribution of learners in grades 1-9 and that in grades 10-12. The dropout rate was very high for children with special educational needs. This could be attributed to long distances to secondary schools with special education units, special schools and ordinary secondary schools. To confirm the above report the Ministry of Education (1996) states that only a small percentage of learners with special educational needs were catered for in education. In addition, there was lack of sufficient educational provision for the profoundly impaired. The system for identification and contacting children with special needs were not well developed.

Moberg and Kasonde (2001) ascertained that 40% of children with special educational needs in Western and North Western Provinces of Zambia could not continue with school due to lack of transport to school, food, uniforms. Those in rural areas walked long distances to school. This was a disadvantage on the disadvantaged. Mandyata (2002) reported that the positive attitudes portrayed by teachers towards inclusive practice in education in Kasama district depended on their teacher education and availability of support, class size and workload. It is common knowledge that no policy on education can be formulated without first identifying the overall philosophy and goals of the nation. The Republic of Zambia (2011) states that the government will “promote inclusive education by integrating children with mild to moderate learning disabilities in the mainstream schools and offer special education to those who cannot be integrated”. Adams (1986:1) reports that pupils with special educational needs may not benefit from the kind of educational provision for the majority unless exceptional arrangements were made. It is for this reason that special education refers to the special facilities made available within the ordinary school system, whether they are

special classes or special provisions made in the ordinary school (Mohanty and Mohanty, 2011).

Management theories therefore were more useful for influencing practice when they suggest new ways in which events and situations could be perceived. Fresh insights may be provided by focusing attention on possible interrelationships that the practitioner has failed to notice and which can further be explored and tested through empirical research. Failure to use theory in practice indicates untapped potential in the general systems paradigm and lack of risk taking in the application of general systems approach (Razik and Swanson, 2011). Billingsley, (2005) states that current special education teaching conditions have pushed the field into crisis with special education teachers learning the profession in record numbers. This is due to the fact that special education is not considered as part of the education system. But on the contrary the United States of America considers special education as part of the education system.

According to Kern and Richard (2004) in the United States, a child with a disability is vested with the statutory right to free appropriate public education. Public school districts fulfil this right with an individualized education programme designed to address the educational needs of the child. Rights have costs and while the rights may be absolute, the remedy to rights deficiency is subject to political processes. Furthermore Kern and Richards (2004:2) studied public schools in the United States of America and concluded that public schools were a counter weight against the inevitable restraints and limitations that individuals, by either omission or commission, placed upon each other if left to their own violation and devices. In addition public schools by virtue of their communal nature, have a normative structure that provides common ground for toleration and mutual respect. In such a setting, children are part of a plural community that more readily leads itself to fostering their autonomy, whether or not they have disabilities.

The Government of India, (2002) National Sample Survey Organization, states that India has been implementing integrated education for the disabled since 1974 as a central sponsored scheme. Integrated Education for the disabled has become an important component of education projects such as District Primary Education Programme (DPEP) and Sarvaskha Sikha Abhyan (SSA) meaning Movement for Education For All. Government and Non-Governmental organizations support the provision of special education. The National Policy on education in India was formulated in 1986 and revised in 1992. It states that, the objective should be to integrate children with physical and intellectual disabilities in the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. As a result, the Government of India intends to take up the following measure

- i. Whenever it is feasible, the education of children with major handicaps and other mild handicaps will be common with that of others.
- ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii. Adequate arrangements will be made to give vocational training to the disabled.
- iv. Training programs for teachers will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.
- v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.

In South Africa all learners regardless of their disabilities are entitled to free public education. In 1975 an Education for All Handicapped Children Act was passed to provide free education and appropriate services to learners with disabilities and furthermore in Article 2 of the Convention on the Rights of the Child, (United Nations, 1989), it was also indicated that no child should be discriminated against and every child has the right to receive an education (Mukhopadtyay2010).

In Zambia, the Ministry of Education (1996:67) states that every individual has an equal right to educational opportunity. Furthermore, the policy on education reveals that only a small percentage of children with physical and intellectual disabilities are catered for in schools. This is due to lack of sufficient educational provision for the profoundly impaired. Another reason is that systems for identifying and contacting children with special needs were not well developed. Furthermore family attitudes were not always favourable. Mandyata (2002) observes similar issues in Kasama where children with special educational needs were left out in the education system due to inadequate human and material resources.

The educational needs of children with severe impairments were catered for through Special Education schools and special education units attached to normal schools. In 2012 there were 51 special educational institutions, 29 at primary, 22 at secondary and none at tertiary level. It was also purported that to the largest extent possible exceptional children be integrated into the programmes that are offered in ordinary classrooms. Hence special education was not an educational programme entirely different from that normally provided for pupils of the same age but refers to those aspects which are unique or are additional to the regular education programme.

The Education Act, Republic of Zambia (2011) postulates that, learners with special educational needs shall be integrated in the main stream of education. Where need is established learners with special educational needs may be transferred from the inclusive setting to special education institutions and vice versa. The Ministry of Education, Science, Vocational Training and Early Education, therefore has pledged to strengthen the supervision and management of Special education across the country. This will be possible through: provision of bursaries to children with special needs, collaboration with other stake holders and decentralisation of services for identification, assessment and placements. Furthermore identification of children with Special Educational Needs in the mainstream of Education and

training of adequate teachers of special education may help the system in providing special needs education to the deserving learners. The designing of appropriate curricular and teaching materials coupled with providing adequate supervision of special education programmes allows for a more strengthened system. Decentralization of the Special Education inspectorate makes the monitoring initiatives to be applied on many teachers who may not have had that chance due to inadequate number of standards officers at the point of delivery, in this case the district. The Ministry's system of Planning for special education at district, provincial and national levels be built into the Ministry's mainstream strategic plan to allow for adequate planning and reporting in special education.

2.6. Management Practices in the Provision of Special Education

Special education systems have developed in order to provide education to children who stretch regular education provision to a point where additional resources must be made available to provide quality extra support needed for efficient learning. The opposite is general education which does not need additional support. This provision started in special establishments which continue to exist even to this day. Since 1952 there has been a steadily increasing pressure to educate children with disabilities in the mainstream schools. The issues of equality and civil rights have been important determinants but other influences include changes in parental attitudes, teacher supply and training, better equipped schools, changes to pedagogical methods and introduction of information technology, (Organization for Economic Cooperation and Development 1999). According to <http://en.wikipedia.org/wiki/special-education> sighted 21.02.2012 schools use different practices to provide special services to identified pupils. These can be broadly grouped into three categories, according to whether and how much contact the pupil with special needs has with non- disabled peers, these are;

- (i) **Exclusion** – This is a practice where children are placed in hospitals, housebound or in a reformatory. As a result, these children with special educational needs do not receive instructions in any school. However, with no legal mandate this practice still exists.
- (ii) **Segregation** – This practice puts children with special educational needs in separate classroom (unit) or special school.
- (iii) **Integration** – The practice allows that during specific times children with special educational needs learn with the non-disabled peers.

These three management practices are used in the delivery of special education. Similarly Zindi (1997) studied special education in Zambia and reported that it was provided through the following management practices; exclusion, segregation and integration. These were special units and inclusive settings.

For decades special schools have been the pivot of the education of pupils with special needs. In a number of countries in the western world, educators and administrators have put a great deal of effort into the development of a thorough and widely accepted system of special schools. In these schools all the available expertise has been concentrated in an attempt to educate pupils with special needs in the best way. Because of the unusual special instruction provided in these schools they may function as separate or independent schools. Since the 1920s the separate system for Special Education has been enlarged and refined (Pijl et al, 1997). The separate system used to be seen as an expression of the care for pupils with special needs. However, this view of special education has gradually changed. According to a research by Pijl et al (1997) knowledge, expertise and facilities are still of importance to the education of pupils with special needs, but the segregation of these pupils is now perceived as unacceptable. The prevailing view is that they should be educated together with their peers in regular education setting. The consequence is that regular and special education as separate systems disappear and are replaced by a single system that includes a wider range of pupils. In principle, in such a practice all pupils attend the same school.

2.6.1. Segregation/Exclusion

Traditionally education for pupils with disabilities was provided in segregated schools, classes or institutions designed for a specific disability. Thus most special schools were category based as Jenkinson (1997) reports. Many scholars may have different opinions over the establishment of segregated schools. The advantages were seen in this management practice in terms of provision. This was not only practical or economical but had perceived effects on children with special needs and those without in an integrated education practice. Economically resources were concentrated in a specific school rather than spread across all schools. Smaller classes were the order of the day and learners received more attention and instruction. These schools were more supportive and learner friendly. Above all there was no comparison of performance between children with special needs and the competent child. A marked increase was seen in the number of learners receiving special education. Jenkinson, (1997:11) further reports that, “although specific forms of provision varied, with some systems favouring special schools, and others favouring special classes, for most pupils this meant being segregated from their non-disabled peers”.

The Ministry of Education (1996) suggests that the educational needs of children with severe impairments be catered for in special schools and special education units attached to ordinary schools. But the type of special educational facility to be established depends on the nature and severity of the exceptionality. From the management point of view the argument in favour of special school (segregation) is that human, financial and material resources needed for children with special educational needs were concentrated in one school which created a positive learning environment to respond to children’s special learning needs. Furthermore, the Ministry of Education (2001) states that, in the past, special needs were a domain for experts found in special schools and units. Currently the national policy on education states that children with special needs shall be mainstreamed to the largest extent possible. In this regard, those with severe learning difficulties shall be provided for in special schools and

units. The starting point in including learners with special needs in the main stream classes is detecting such learners at an early age.

A survey by Savolainen, (2003) assessed the perception of 1350 Zambian teachers and parents and 512 Finish teachers regarding inclusive education and consequently the best placement for children with different disabilities. On the whole the Zambian respondents preferred a more segregated educational environment for children with different disabilities. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2008) states that, “this right is to be delivered within an inclusive primary and secondary education system, from which disabled people should not be excluded”. Furthermore persons with disabilities were to receive support required within the general education system, to facilitate their effective education. Riser (nd) adds that segregation education is based on viewing the problem in the child.

According to the study by Sen, (1999) exclusion is the “inability to participate in and be recognized by the school.” This reduces the ability of the child with special needs to interact equally in, and be recognized as an equal by the rest of the school. Exclusion falls into two types; namely:

- Permanent exclusion – special schools, units
- Fixed period exclusion (resource rooms).

More than half of those excluded also have special educational needs. Armstrong (2003) concludes that, “there is a history of imaginary geographies which cast minorities “imperfect” people, and a list of others who are seen to pose a threat to the dominant group on society as polluting bodies or folk devils who are then located elsewhere. According to Save the Children (2002) segregation developed into integration, and integration developed into inclusion. However, the major limitation is that as long as the school remains rigid, only certain children with disabilities can be integrated after segregation and included after

integration. Some children with disabilities can never be prepared or 'rehabilitated' enough to be accepted in a traditional mainstream classroom.

Zindi (1997) postulates that ideally in Zambia institutions which offered special education were scarce and coupled with apathy from parents of children with special needs. This resulted in labelling children with special needs as hopeless, and that they could not learn because of lack of learning potential, thus could not contribute economically to the family and society. Furthermore some parents of children with special needs took it as an embarrassment for them to expose their children to the public. For this reason exclusion and segregation at all levels prevailed.

However, according to Kalabula (1991) and Zimba (1992) in 1971 there was a turn of events in Zambia. These were as follows; the Government of the Republic of Zambia through the Ministry of Education took responsibility of professional and administrative roles of running Special Education. In addition a College for Teachers of the Handicapped was opened to train specialist teachers (Lusaka College for Teachers of the Handicapped now Zambia Institute of Special Education, ZAMISE).

Republic of Zambia (1977), Ministry of Education (1992) and Ministry of Education (1996) have shown great concern about the need to educate children and youth with special educational needs in integrated settings. Special education therefore was meant for children with special needs, abilities and disabilities. Mohanty and Mohanty (2011), reveals that these learners challenged the education system because they did not move through the system as quickly and unobtrusively as their peers.

For the call for inclusion of students with disabilities rather than their segregation in more restrictive settings Shea and Bauer (1994: 29) stated:

It should be recognised as a fundamental thing that the collection of defective children exclusively together is a thing to be avoided as much as possible. Exclusive association with one another only aggravates and intensifies the peculiarities and differentiate them from other people, whereas, it is our objective by instruction, to do away with these differences to the greatest

possible extent... it would be better to send the teachers to the children than to bring the children themselves together.

On the contrary Mary Warnock hailed as the architect of inclusion changed her mind. Allan, (2008) states that Mary Warnock argues that the move towards inclusion was a big mistake. She suggests that the experience of children with disabilities in the mainstream school is generally 'traumatic'. She contends that exclusion was inevitable even if it begins well in the primary school. Inclusion has caused chaos and misery for countless thousands of children and their teachers and had made many schools for all but ungovernable. The quality of education provided is also compromised.

2.6.2. Integration

According to Hergarty (1980) and Booth, (1981) integration is defined as a process of increasing the participation of children and young people in the educational, social and community life of mainstream schools. In western European countries the term means mainstreaming. This means the placing of children with disabilities in ordinary schools and that maximize their interaction with non-disabled peers. From the Zambian experience integration is usually taken to refer only to the process of bringing persons with disabilities from special into ordinary schools without consideration of the curriculum organisation and required resources to meet their needs. This was in a study carried out in selected schools of the Western Province by Ngandu and Sakari, (2001). The cry in the 1960s in the Scandinavian Countries was normalization principle as observed by Ashman, (1990). As a result it was agreed that for normalization to be implemented, the entire life of persons with disabilities should be as culturally normative as possible in order to establish or maintain personal behaviour and characteristics which are as culturally normative as possible. For educational purposes, the principle suggests the provision of education in the least restrictive environment. Normalization therefore facilitated deinstitutionalization of disabled persons.

Towards the end of 1979 this principle spread to the United States of America, United Kingdom, Canada and Africa.

Ng'andu and Sakari, (2001) postulates that, due to international pressure, Zambia has adhered to the international classification system to describe children with disabilities as it is now. Disability at this stage was seen as a personal problem whereby society and the community in which the school was had no role to play. Segregation or exclusion provision of services including education was based on these assumptions. The DES (1978) after several studies in the United Kingdom, the Warnock report recommended the use of other terminologies that is Special Educational needs. It was in this respect that a number of children with Special Educational needs were placed in the ordinary stream. This was the beginning of functional integration and social integration. It was due to the definitions by the Warnock report which established an advantage of following for an analysis of the child educational needs and subsequent placement in provisions best able to meet the child's needs. The Government of the Republic of Zambia (1977) alluded that identification and assessment were vital otherwise handicaps may go undetected. This can act as a prerequisite for both integration and inclusion. Furthermore DES (1978) identified major forms of integration, these include;

- Locational integration – This is a situation where the disabled and non – disabled share the same site. There is a joint utilization of resources. See figure 6

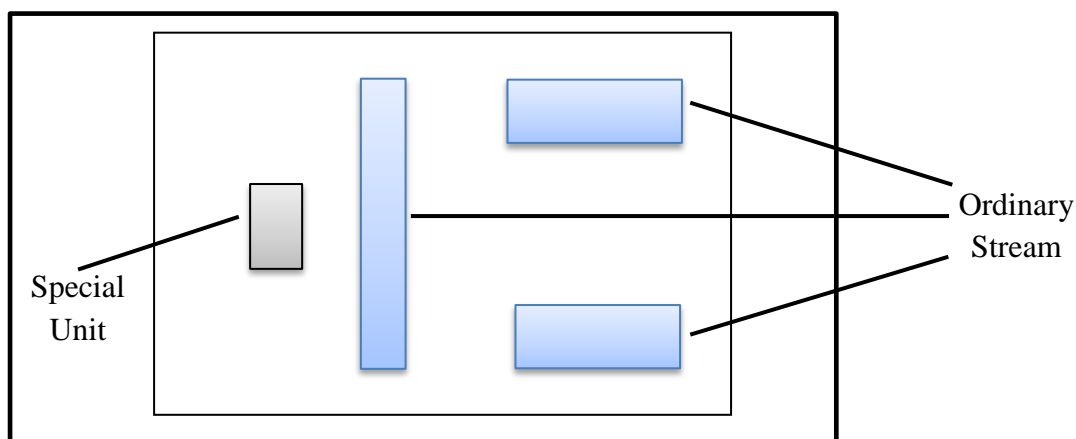


Figure 6: Locational Integration

Social integration – children eat, play, share indoor and outdoor activities. This is between disabled and non-disabled children. It creates an opportunity for disabled children to feel accepted and secure as members of the school community. Psychologically this provides meaningful integration where both groups develop relationships and understand each other's needs.

- Functional Integration – children with disabilities competes and performs tasks on equal basis with able bodied pupils of the same age group despite the disability. The aim is to decrease the distance between the able bodied and the disabled. It involves the use of common facilities and resources simultaneously if required. Remedial classrooms where functional integration work is necessary. This form of integration subsumes physical integration but brings groups into contact for specific activities which, it is hoped are meaningful to both groups.

According to Fish (1985) Integration is a process, not a state and is characterised by diversity. At present the consensus about integration supporting the humanist view of equality of opportunity is being challenged by individualistic notions of empowerment through consumer choice (Riddell, 1994). In the Rispins study in California, questions are being raised about the cost effectiveness of special education seen both from the perspective of the pupil with special educational needs and from the perspective of the pupil without special educational needs. For integration to succeed on its own a clear understanding of what outcome integration can provide and how they can be realized in practice and research can provide the data for policy decisions (Rispens, 1994). While supporting the view on integration DES, (1978:121) supported a segregation principle.

Such discrimination will always be required to give some children with special educational needs the benefit of special facilities, teaching methods or experience which cannot reasonably be provided in ordinary school.

DES, (1978) and Hergarty et al (1982) state that the framework of integration can be seen as a continuum which ranges from complete segregation – (special school placement, tuition at home) to full integration (regular class placement with no support). Where these two polar constructs, integration and segregation form the limits of the continuum, children will be offered education at some point of the continuum according to what Fish (1985) calls placement decisions. These decisions will be made according to the supportive principle. The supportive principle calls for the removal of all sorts of barriers to education in the classroom and the school – instead of removing the children themselves (Clough and Lindsay, 1992) For the children with mild learning difficulties, integrated provision is seen as providing better education than special schools but for children with significant disabilities, the dominance of meeting therapeutic needs supports segregation where special curricula can only be delivered by specialists in specialist institutions. Integration is still being advocated for. In the Education Act of 2011 article 23 (5) it is stated that “learners with Special Educational Needs shall, to the greatest extent possible, be integrated in the main stream educational institutions”. The Republic of Zambia (2011) also states that, it will “promote inclusive education by integrating children with mild to moderate learning disabilities in the mainstream schools and offer special education to those who cannot be integrated”. If psycho- social needs are the central focus, integration is not just desirable, it is necessary. In addition Mariga and Phachaka (1993) in Lesotho discovered that many children identified to have mild and moderate special educational needs attended ordinary classes, no extra help was provided for them and they ultimately fell back and dropped out of school, a situation still quite common in many counties. According to UNESCO (1991) special education should have the following characteristics: It should be recognised as a responsibility for all in the school system, it should be national, and be available to all who need it. In Zambia the

majority of the beneficiaries for special education were not receiving it. This is evidenced in the disparities in enrolment at primary, secondary and tertiary levels of education. Special education should be made accessible by eliminating physical barriers. It should be decentralized as part of the regular school system and should be integrated, allowing all children with special educational needs to be educated in the least restrictive environment. Furthermore learners with special educational needs function well in a flexible and child-centred curriculum with content that is life-centred rather than subject centred. It should be comprehensive; looking at the local needs of the child during the entire childhood and be coordinated at all levels. Professionalism can be carried out by adequately trained and dedicated teachers who are realistic by considering the actual economic, technical, psychological, social and political realities.

The idea of integration in special education also comes in three stages – mainstreaming, inclusion and full inclusion (US.Department of Education, 2004). Mainstreaming is the practice of introducing special needs students into a small number of regular education classes to be determined by each subject and takes place in most public school districts in America, though it is not mandated by the Individuals and Disabilities Education Act (IDEA). Many districts use mainstreaming as a means of introducing special needs learners to the outside world in an attempt to prepare them for the ‘real’ world that awaits them after high school. Generally, mainstreaming has been used to refer to the selective placement of special education learners in one or more “regular” education classes. Proponents of mainstreaming generally assume that a student must “earn” his or her opportunity to be placed in regular classes by demonstrating an ability to “keep up” with the work assigned by the regular classroom teacher. This concept is closely linked to traditional forms of special education service delivery (Lowenbraun, 1988).According to <http://nupie.org/inclusive.html> (24.04.2012) mainstreaming is not the same as inclusion. Proponents of mainstreaming have

a standing that learners with special educational needs be placed in general education classes solely when and if they can meet the traditional academic expectations with minimal assistance. Just placing learners with Special Educational Needs in the regular classroom is not adequate enough to impact learning. Inclusion refers to the placement of children with special educational needs in the mainstream classes along with an aide focused on special education. The idea is to give children with special needs a chance to learn together with regular students while having the added attention from the aide thus giving the child with special educational needs the added instruction they require. Many a school in Zambia have experimented this idea with mixed results. Furthermore, full inclusion according to The US.Department of Education, (2004) is the act of eliminating Special Education altogether and instructing all students regardless of the Special Educational Needs in the same classroom at the same time and with the same material. The idea behind full inclusion is to show that all children are equally worthy and should be treated as such. Diversity is no barrier. Keeping Special Educational needs children in integrated settings hinders everyone's education while keeping them separate is most conducive to each and every student.

Biggs (2004) concluded in his study in Indonesia that although mainstreaming and inclusion may seem like good ideas and effective ways to incorporate special needs students into society, it is a far better idea to ignore the notion altogether. Teaching special needs students to function normally in society is one of the main focal points in special education and no matter what kind of education is provided; people with special needs will always have those needs, so it is far more beneficial to keep Special Education students in special education classes.

According to Lynn (2007) the challenge for school administrators is to direct system-wide institutions that redefine leadership in ways that suggest the use of proven practices. There is also need to link administrative interventions to increased educational achievement for each

student who has a disability and for the entire student population who are in their charge. Management that embraces evidence-based practices promises more opportunities for collecting and using data related to student achievement, and determining which management practices contribute towards positive student outcomes. Responsive administrative Interventions that support teaching and learning, system-wide progress monitoring, and collaborative problem-solving, these are suggested as methods for promoting effective school outcomes for all students. Administrators who organize teams through the systems approach create cultures for data-based decisions that link leadership initiatives to instruction and learning outcomes for students who have disabilities. It is also important to consider the trade-offs between segregation and integration which encompasses main stream, inclusion and full inclusion.

The study by DFID (2010) reveals that Tanzania aims to ensure equitable access and quality primary and secondary education and specifically addressing issues pertaining to disability. It states that, “the proportion of children with disabilities that are enrolled in, attending and completing school should increase from 0.1% in 2000 to 20% in 2010 and that reforms should be undertaken in primary, secondary and teachers’ education curricular, teacher training, teaching materials, assessment, examination and specific reference to access and ensured that the infrastructure in schools was made accessible to children with special needs.

UNESCO (2010:8) states

Governments need to develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievements, and comprehensive plans for providing financing and training teachers. The starting point for such a plan is a credible needs assessment based on national survey of the prevalence of disabilities.

The action that is required is very much dependent on the specific country context. This is so because Special Education remains a controversial concept. It relates to educational and social values as well as to the sense of individual worth.

Training has been found to be very helpful in implementing activities in inclusion. Pre-service and in-service teacher education was cardinal. One teacher in each school should be trained to become a focal point person for learning support. It would also be a good idea to implement a system where special schools will be supporting mainstream schools. This will increase the range of instructional materials and could assist mainstream schools in curriculum adaptation. The programme needs to begin from Early Education classes, therefore the Education Management Information System to include data on children under the early education system. In this era of advocacy for human rights, studies should be encouraged in form of research in disability education.

There are two basic options for tracking disability issues through mainstreaming. This will enable an increased number of children with disabilities completing school. These two options are:

- At the outset it is important to assess the country context and develop programme options that are sensitive to that context. There is need to appreciate the existing laws, policies and plans as well as accurate data. These will form the basis for subsequent interventions, providing better value for money.

Ensure the education of children with disabilities is under the authority of the mainstream education ministry. This implies that education for children with disabilities should not be seen as a separate issue or charitable act. The education of such children should never come under the responsibility of different ministries or directorates; this can increase segregation according to medical classification of disability. This is not to say that the education ministry and Health should not work together. Children in both community and private schools also need to be considered. (DFID, 2010).

The study in India by Alur, (2002) revealed that implementation of Special Education programmes is a multi-dimensional model with layers like onion overlapping and each layer

coming in contact with the other and influencing the other. Fig 2 shows the different levels that need to be addressed in providing quality Special Education.

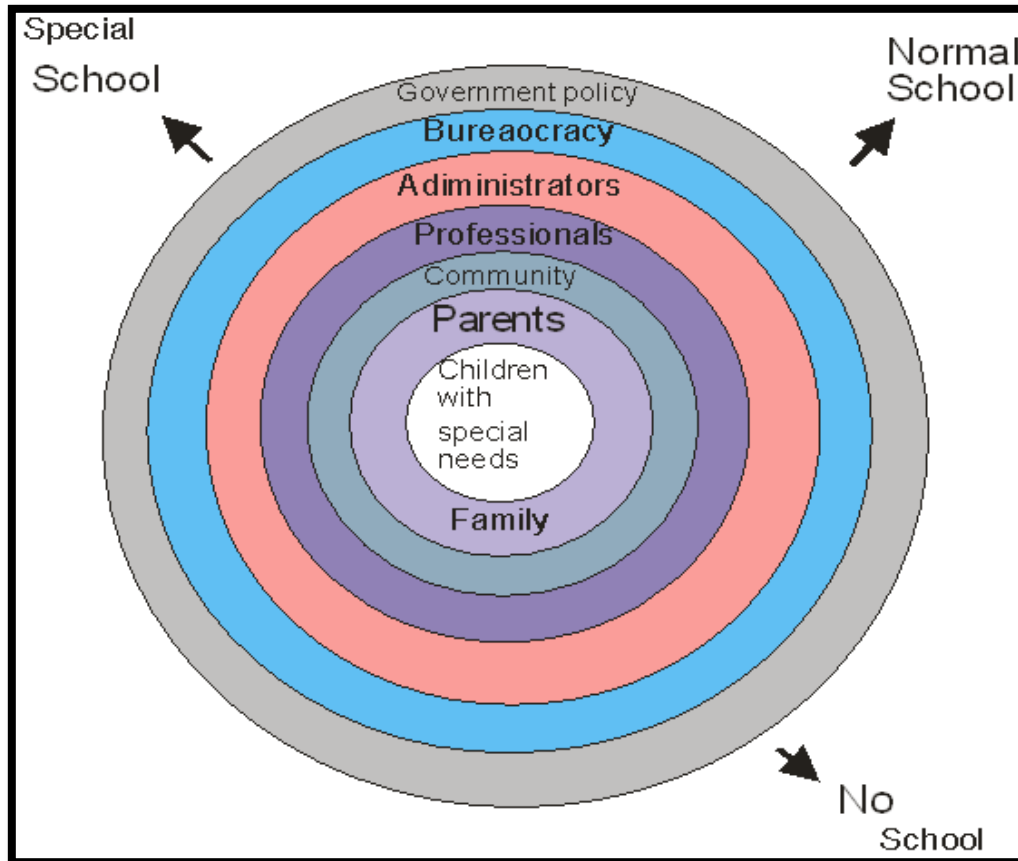


Figure 7: Matrix showing the levels of areas to be investigated within the options available

The outer layer shows policy and implementation, the next few layers narrow into the community, the family surrounding the child within the environment. The arrows show the services at the ground level, which could be a special school or an inclusive school or as is usually the case with the majority of disabled under five, no school at all due to lack of clarity in policy (Alur, 2002:63,64).

According to Peters (2003:1) a dominant problem in the disability field is the lack of access to education for both children and adults with disabilities. Peters (2003:1) further states that;

As a fundamental right for all, enshrined in the Universal Declaration of Human rights, and protected through various international conventions, this is

a very serious problem. In a majority of countries, there is a dramatic difference in the educational opportunities provided for disabled children and those provided for non-disabled children. It will simply not be possible to realize the goal of Education for All if we do not achieve a complete change in the situation.

Addressing the identified need for change, the Dakar Framework for action adopted a world declaration on Education for All (EFA) in the year 2000. There was an affirmation that education was a fundamental right and a new millennium goal to provide every boy and girl with primary school education by 2015 was done. The Education for All also recognises inclusive education as a strategy to address the plight of the excluded. The bottom line is to enable children learn together (UNESCO, 1990).

2.7. Quality Indicators for Special Education Provision

The mission of Special Education is to provide the highest quality educational services to students with disabilities by implementing individualized, research and standard-based interventions, instruction and assessments as well as preparing them to become productive, responsible members of their community.

According to <http://www.horrycountyschools.net> sighted on 30th March, 2012 special education services must meet varied needs of students with disabilities in an appropriate environment. A support system to move students with disabilities through a research – based curriculum and interventions to instil in the students skills such as responsibility, independence and democracy necessary for them to make smooth transitions throughout their educational career and into adulthood. A consistent framework for identifying and targeting students' strengths and weaknesses through assessment, design and implementing early/on-going interventions, guiding instruction and monitoring student progress .Special education services enable families to support children with disabilities at home to foster inquisitiveness that leads to life-long learning. More so to move beyond the “letter-of-the-law” to focus on

the intent of the laws, regulations and policies that governs the education of learners with disabilities. It also embraces collaborative teaching partners to ensure that students with disabilities receive the quality and calibre of instruction equal to their non-disabled peers.

Instructions of the curriculum are through differentiated instruction. It is also important to ensure that there is collaborative teaching and ensure children's access and acquisition of information. Research –based evidence may improve the instructional accommodations to implement cross-cutting issues in the education of children with disabilities. The bottom line is to ensure children with disabilities access the content of the general curriculum. Teaching strategies need to vary in order to bridge the gap in skills deficiency children with special educational needs may have. This will also help accelerate children's progress. In summary table three asks for collaborative planning, whole-school approach and a well monitored education system for children with disabilities.

The Ministry of Education (1996) states that, while much depends upon the nature of the exceptionality as well as on the facilities and resources available, the Ministry of Education is committed to ensuring that children with special educational needs can attend well-resourced schools, staffed by qualified and dedicated teachers.” This depends to a large extent on the efficiency and management of the education system and special education provision in particular. The management and supervision of special education in Zambia is still centralized and under staffed. There is one Principal Education Standards Officer-Special Education at The Ministry of Education, Science, Vocational Training and Early Education under the Directorate of Standards. In addition there are two officers at the Directorate of Education and Specialized Services, the Principal Education Officer-Special Education and the Senior Education Officer- Special Education. These two are implementers while the latter is a standards officer. Under the Directorate of Standards are Curriculum Specialists based at the Curriculum Development Centre (CDC). These include the Senior Curriculum Specialist-

Special Education and Curriculum Specialists in Education for the Visually Impaired, the Hearing Impaired and the Intellectually Challenged.

The Provincial Office has a Senior Education Standards Officer – Special Education and the District has an Education Standards Officer – Special Education who operates in two districts. Finally there are teachers in the schools. In Nigeria for example school based management (SBM) became the integrating framework of Special Needs Education. This was used on issues related to access, quality and participation. Results showed that most schools gauge access by the number of identified learners with special needs. Quality is linked to the availability of special education teachers and resources. Participation is associated with parents’ involvement in their child with special needs individualized education plan (Ingrid and Adorio, 2008). This structure of school based management has proved more effective than the Zambian structure which is nationally based. It is ineffective to deliver quality Special Education. This can be reflected in the number of special schools and units in Zambia and the low enrolment levels of children with disabilities in schools. Below is a table showing special schools and units per Province:-

Table 10: Special Schools and Special Units in Zambia

S/NO.	PROVINCE	SPECIAL SCHOOLS	UNITS	TOTAL
1.	Central	00	20	20
2.	Copper belt	02	27	29
3.	Eastern	02	13	15
4.	Luapula	01	11	12
5.	Lusaka	01	25	26
6.	Muchinga	00	05	05
7.	Northern	02	13	15
8.	North-western	01	07	08
9.	Southern	02	19	21
10.	Western	02	14	16
NATIONAL TOTAL		13	154	167

Source: Curriculum Development Centre 2012.

The above table shows that there were fewer facilities for children with disabilities in normal areas. What is on the ground is that the geographic isolation common in rural areas may affect the provision of Special Education and related services throughout the Country due to factors such as placement, personnel, and parental involvement. In Oslo, Norway, service delivery in rural areas was difficult and rural districts had big numbers of children with disabilities but the majority remained un-identified and out of school including the education system at large. (<http://www.2.ed.gov/mbs/OSEP95ANLRPT/ch7c.html> sighted on 23.03.2012.

The majority of the children with disabilities were in the mainstream but unidentified while affecting academic achievement negatively. Furthermore, parents of children with disabilities in rural areas may also feel isolated from their peers. Many rural areas do not have parent-oriented organizations. Rural parents were scattered widely, making participation in such organizations difficult. As a result parents of students with disabilities in rural areas may not have as many opportunities as parents in more urban settings to become involved in their children's education.

The enrolments for children with Special Educational Needs have increased over time and the majority was in the mainstream of education receiving little or no education. According to the Ministry of Education (2009) Central Province had the following enrolments;

Table 11: Enrolments For Learners With Special Educational Needs In Central Province

Grades 1- 9			Grades 10 – 12		
Male	Female	Total	Male	Female	Total
7,801	7,491	15,292	84	76	160

SOURCE: Ministry of Education- Zambia Educational Statistical Bulletine, 2009.

There were six impairments listed in the Annual School Census forms where these enrolments were drawn. These were; hearing, intellectual, other, physical, specific learning

difficulties and visual. The majority drop out due to poor identification, assessment procedures and default placements in the mainstream of Education provision. This can be seen in the extremely low enrolments at grades 10 -12. It is worse at tertiary level and Early Education level partly because the majority of the institutions at these two levels were privately owned.

In addition <http://zm.sightsavers.org/our-work/education/14189.html> reveals in a study in Manchester that inclusive education should be regarded as a Journey that never ends and not as a destination. It is a Journey of exploration and it has no pre-packed solutions to challenges met. To take a leaf from the above, the direction should be the determined aspirations described in current educational policies, the Sixth National Development Plan and the vision 2030. As the system strives to educate posterity it should be borne in mind that every child matters equally. The future of Zambia will be determined by what is on the ground today. Focus on the Millennium Development Goals just act as an accelerator to propel an educational revolution upon which the future anchors, based on inclusive principles and values.

The survey on Learning Achievements at the middle basic level conducted by the Ministry of Education (2008) revealed that the mean performance of learners with special needs in comparison with the ordinary child was that it was higher in special schools and units. It was associated to small numbers of children in special schools and units. It was also stated that in special schools and units there was individualized or learner centred learning in contrast to main stream schools where the teacher/ pupil ratio in some cases was 1:100. Furthermore the special schools and units were given concessions or special consideration in terms of time and special assistance. This seemed to yield higher performance in special schools and units. Below is a table showing the performance of children with special needs in special schools and units and those in the main stream in English, Mathematics and Life skills.

Table 12: Performance Of CSEN In Special Schools And Units Compared To The Normal Schools

Normal School				Special School or UNIT		
Subject	Mean	N	Std.D.	Mean	N	Std.D.
English	35.3	7063	17.1	44.1	91	21.6
Mathematics	39.3	7230	14.8	42.4	90	16.6
Life Skills	40.2	7352	20.4	46.5	96	23.8

Source: Ministry of Education (2008).

It was concluded that among the learners with special educational needs the learning achievements were still low. It is also evident that the low performance levels in mainstream schools was due to the inclusion of learners with special educational needs but were not identified and catered for. These pulled the performance down because no individualized teaching took place in so called normal schools. There were also no appropriate teaching and learning resources for mainstream schools.

According to the Ministry of Education (1996 b) Education Sector Investment Programme, there was a relationship between the provision of quality education and access. Large classes affect the quality of education in that there will be inadequate resources to be shared among the learners. The classrooms will be crowded and the learning and teaching environment will not be conducive. Much of the learner participation will be reduced to listening, taking notes and absorbing what is received from another learner. The consequent widespread absence of learner activity and practical work has made learning very difficult hence inadequacies in performance in coursework, examinations and real-life situations of work. Children with special educational needs will be most affected especially if they learn in the mainstream of education.

2.8. Financing Special Education

According to Kelly (1999) the running of education systems depends on real resources (staff, infrastructure, equipment) and monetary resources that is, funds to obtain real resources. Education is said to be a mixed good which brings benefits to the recipient (private) and to the society (public). Since many of the benefits are social, governments use society's funds to meet the cost of education. Equity in the distribution of these resources is vital so that it reaches all beneficiaries. It is not worthwhile to leave education to the free market, it will not benefit many therefore the government need to interfere. Cost sharing in the provision of education is the ideal. The available resources allocated to education are inadequate for meaningful change to improve effectiveness. Lockheed and Verspoor (1991) and Komenan, (1987) state that the cost of a modest school programme for all primary-age children in the third world countries vastly exceed available national resources. This is not the case with developed countries. As a result schools in developing countries often lack the most basic resources needed for education such as; teaching/learning resources, appropriate infrastructure, good curriculum and good management practices. This develops into double and triple sessions, reduction of contact time between teacher and learner and default management practices.

Kelly (1999) carried out a study in Uganda, Kenya, Lesotho and Malawi and concluded that Zambia ranks as a country where the education sectors share of GDP is very low. As in real terms the education sector claims a lion's share of the total nation budget and expenditure. This is not the case.

In special education, schools and units are funded by government and voluntary agencies and other countries. Parents contribute to the running of schools and units. Being a form of investment it must yield economic benefits and should contribute to the country's future wealth by increasing the productive capacity of its people. Woodhall (1970) concludes that

expenditure on education can be partially justified in terms of the potential contribution of education to economic growth.

In relation to special education some circles of society say, special education is expensive to provide in special schools and units hence a shift to main streaming which is cheaper. In the first years of the twenty first century, Zambia devoted lower shares of its budget to the education sector than most other countries, including Uganda, Kenya, Lesotho and Malawi. Zambia was said to have a low cost, low-quality education system especially at the basic school level where the majority of the children with Special Educational Needs were enrolled. Zambia devoted 5.3% of GDP to education. Comparable countries devoted 25% to education while Zambia devoted 20%. The Sixth National Development Plan (SNDP) 2011-2015 recommends scaling up spending on education. It was recommended that three assessment centres for learners with special needs be constructed in the period of the SNDP. The government also prioritised the promotion of participation and improved facilities for learners with Special needs in Special Schools, Special Units and inclusive settings. The Ministry of Education (1996: 166) postulates that a “government budgetary allocation alone will not be sufficient to ensure quality education for every eligible person”. The government was trying to let citizens understand that arrangements for both financing and provision of education should be extended to the beneficiaries. The government would not make the participation of the poor, children with special needs, girls or other vulnerable groups, more difficult. Financing educational investment in this way will yield a culture of ownership though little is known about the willingness to partner or invest in education.

In the pre-independence period cost-sharing was referred to as fee paying. There were non-fee paying schools meant for Africans. It is therefore evident that the financing of education for development should not leave out the element of cost-sharing. Free education as many may advocate for may not yield the required results although there should be someone,

somewhere paying for it (Mwanakatwe, 1974). In all this Investment, Special Education is heavily subsidized by government because it is expensive and the private sector has not invested in it much. It is in this vain that the government of the day has promised to promote inclusive education by integrating children with mild to moderate learning disabilities in the mainstream schools and offer special education to those who cannot be integrated. The Ministry of Education (1996) identifies five situations where children with special needs can be educated, these are; **mainstream schools, Special classes, resource rooms, special schools and hospital teaching.**

The policy's preferred model is that of a balance of special education programmes and activities within the framework of a regular school (mainstream). However a child should be able to move from provision in a mainstream school, and vice versa in accordance with need. The Ministry recognizes that giving every individual access to relevant education of good quality necessitates adequate public financing for the recurrent and capital needs of the education sector.

2.9. Key Challenges in the Provision of Quality Special Education

Despite the policy on Special Education introduced by the Ministry of Education, Science, Vocational Training and Early Education there were still challenges in terms of access, participation, achievements and management practices.

The Ministry of Education (2008) observes that in every hundred pupils enrolled; only 95.71% complete their grade 7. The situation worsens as pupils move up the ladder, as only 48.99% and 21.96% complete their grade 9 and 12 respectively as we use inclusive education. Zindi, (1997) states that children with special educational needs were not identified, assessed and placed as early as possible. There was a lack of reliable and valid test instruments, the lack of resources, lack of commitment on the part of Government, lack of clear policies, lack of proper legislation, lack of expertise and the general lack of strategic

planning for Special Educational provision. Furthermore a strong administrative support structure with a strong special education department with a strong intersect oral link between governments ministries was inadequately provided for. Above all research in Special Education would change the archaic and sometimes harmful attitudes which exist in Zambia. This should be vigorously pursued. The teacher training programmes pose a major challenge in that the trainees fail to cope with challenges they face in classes with children who require special education.

A study was conducted in Lesotho on facilities and their accessibility to children with special Educational needs. It was concluded that there was a shortage of physical facilities in primary schools. This study confirmed that the majority of the classrooms were overcrowded, a number of church halls were used as classrooms and some classes were held outside in the open where there was no furniture. Some schools still had very poor lighting and ventilation facilities (Mariga and Phachaka, 1993). Zindi (1997) identified unadapted infrastructure in the mainstream and that it affected integration of children with impairments in Zambia. There was a close correlation in primary schools between the overall quality of the special unit provision and the quality of the leadership and management of the unit in the school. (The education and training inspectorate, 2010). Jenkinson (1997) sighted challenges in special schools and concluded that concentrating on expertise in dealing with a special population, the special school lacks a standard of comparison and expectations of what might be achieved by a given age group may be unclear. The special school therefore is an artificial environment which is separate from a real world.

In conclusion Zindi (1997) postulates that for reasons best known to them, African governments often fail to recognise their own experts. Instead, they prefer western expatriates on short term contracts and often leave institutions in a vacuum at the expiry of their contracts. There is also the element of professional jealousy among local experts which

militates negatively on special education development. At the end of the day, most institutions were administered by ill equipped and inexperienced people. Adoption of western – style education programmes which have little relevance to the African situation seems to be dictating the direction of provision in Special Education. This confirms a study undertaken by Mandyata and Kalabula (2002) that a balanced initiative in the provision of special education was appropriate for Zambia. Sticking to one Management Practice may not yield desirable results. The provision of quality special education depends wholly on the Policies the government develops but these should be widely consulted for all stakeholders to be responsible in the implementation of such Policy. This study therefore sought to find out the management practices that affect the provision of quality special education.

In summary, in chapter three the author reviewed literature related to the study. Special education was defined and the current situation in special education provision was reviewed. Literature on the Management Practices in the provision of Special Education which is the core area of the study was discussed in detail. The education managers misinterpreted inclusion to mean mainstreaming. What was practiced as per definition was mainstreaming and segregation. Furthermore, there was fragmentation in the implementation of special education since it was housed in two directorates and coordination between the two directorates was inadequate. In using the systems approach and the contingency theory the provision of special education may be effectively done. Adopting a combination of two or more management practices systematically and situationally was an appropriate initiative. The next chapter presents the methodology of the study. It highlights how the research was carried out describing the whole process. This included collection and analysis of data for this study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

In the previous chapter literature related to the study was reviewed. The major topic was on the Management practices in the provision of quality special education. In addition special education was defined. This chapter explains how the research was carried out and indicates challenges that were experienced in order to be avoided by other researchers. It includes a description of the study area, research design, rationale for the research design, population, sample, research instruments, data collection procedures, problems encountered during data collection, reliability and validity, data analysis, ethical considerations and the summary.

3.1. Research Design

According to Bliss and Achola (1988:53) a research design is, “the plan of any scientific research from the first to the last step. It was a specification of the most adequate operations to be performed in order to test specific hypothesis under given conditions”. A research design holds the research project together. It was the strata of the research in which various parts of the research project worked together to address the research questions. It therefore gives an organization for conducting an investigation. It encompasses procedures to be employed, structures and goals of the study.

The descriptive survey research design was used for this study. This emulates the research done by Posno (1986). Posno used this kind of research design to obtain first hand data from the respondents so as to formulate national and sound conclusions and recommendations for the study. Mariga and Phachaka (1993) also used the descriptive survey research design to find out the effects of integrating children with special needs into regular Primary schools in Lesotho. Therefore this research design was adopted so as to obtain first hand data from the respondents. The major purpose of descriptive survey research was description of the state of affairs as it existed. This was not restricted to fact findings, but often resulted in the

formulation of cardinal principles of knowledge and solution to significant problems. It was both qualitative and quantitative in nature. White (2005) states that a descriptive survey research design was a non- experimental quantitative research method which enabled a researcher obtain the opinion of the sample so as to infer the perception of the entire population. The researcher constructs questions that would solicit the desired questions, identifies individuals to be subjects, identifies the mode of getting the answers and summarizes the data in a way that provides the designed descriptive design (Kombo and Tromp, 2013). The descriptive survey research design was then appropriate for this research since this method was used for collecting in-depth descriptions of specific individuals or groups. It also described the frequency with which a certain characteristic occurred in a sample. Furthermore it was concerned with conditions that existed; practices that prevailed; beliefs, points of view, or attitudes that were held; processes that were going on; effects that were being felt; or trends that were developing. In this kind of research questionnaires, semi structured interviews and Focused Group Discussions were used to collect data.

3.1.1. Rationale For The Descriptive Survey Research Design

Symbolic interactionism was a framework that had been adopted in this study. It was a part of a pool of qualitative methodologies under phenomenological perspectives which explains how people construct their realities. It enabled the researcher to see things from other people's points of view. For instance, how managers view; Human behaviour, people's actions and how they define their world.

Some of the characteristics attributed to this framework according to Blumer (1969) rest on three basic principles. These were;

- (i) People act towards things, including other people, on the basis of the meanings these things had for them. The meaning of management practices to people will make them in one way or the other feel towards children with Special Educational Needs. This was to

provide for them either in segregated environments or integrated settings. The meaning determined the actions.

- (ii) Meanings were not inherent in objectives, but were social products that came as a result of interactions. The meaning of a thing to a person grew out of the way in which other persons acted towards the person with regard to the thing. People learn from other people thus in learning in special education provision there was learning from other Nations. As a social actor, man developed a shared meaning of objectives and people.
- (iii) Social actors attach meaning to situations, others, things and themselves through the process of interpretation. In this case it is imperative to accept other people's opinion including that of the children.

In this study symbolic interactionism was suitable as Burgess (1986) argued that this approach focused on the way individuals construct their own actions, attributes meaning to social situations and define them. In turn, attention was directed towards perspectives, cultures, strategies and negotiations.

The descriptive survey research design would enable the researcher relate more effectively to the environment to accomplish the purposes and to resolve conflicts. Solutions would be offered to problems of educating children with Special Educational Needs. In that way the quality of education would be realized and a big role would be played in decision making and the process in formatting policy.

Because of its flexibility and adaptability to a range of processes, descriptive survey research provided some of the most useful designs in research. They allow researchers to discover what the important questions to ask as a topic was and what the important questions in education to pursue empirically were (With evidence). This helps educational research with a continuation of new ideas, also develop a concept or model. Descriptive studies were exploring in nature. In summary descriptive studies;

- Describe and analyze a situation, an event or process
 - Evaluate an education programme
 - Identify policy issues
 - Contribute to large scale research projects and
 - Save as a preliminary to quantitative research
- (Johnson and Christensen 2004)

3.2. Target Population

In the context of research the term population had been defined as all members of any well-defined class of people, events or objects who had been designated as being the focus of an investigation. It was also called special Universe in order to distinguish it from the general Universe or population to which the study's findings could be generalized. A population should not be too small or limited in terms of generalizations while the latter will make the study too involving if not impossible to carry out.

According to Khan (2011) "Population is a technical term in research. It is determined by defining characteristics. When the researcher obtains measures of all individuals who had their defining characteristics, he/she had measured the population. For example if the defining characteristics of a population were education managers in Special Education, managers in open and distance learning would not be an element of the population. If the population was small there was a possibility to collect required data from all.

This study's target population was defined as members of any defined class of people who had been designated as being the focus of the investigation. These included pupils in 14 schools with special education units, 12 curriculum specialists, 12 Examination Specialists, 14 Education Standards Officers, 10 Provincial Education Officer, 7 District Education Board Secretaries, Head teachers and teachers.

3.3. Study Sample

Special Education managers were sampled from the structure of the Ministry of Education, Science, Vocational Training and Early Education schools with Special Education Units and those who had included learners with Special Educational needs were also sampled. This was from a total of 28 educational managers. The Provincial Education Officer (Central Province) and the District Education Board Secretaries of the 3 selected districts in Central Province were also sampled. This sample had people with the same characteristics that is, education managers for Special Education, curriculum specialists, examination specialists and Standards Officers for Special Education. This was a special group of individuals to whom information/data could be realized.

The Head teachers and teachers in special education units and inclusive settings were well placed to provide information on what happens in schools and the classrooms on a daily basis. This was in relation to the effects of management practices in the provision of quality Special Education.

The three districts included Kabwe an urban district, Mkushi and Mumbwa as rural districts. It was not expected that the findings would be any different if more provinces and districts were studied.

Below were the sample characteristics;

- Ministry of Education, Science, Vocational Training and Early Education Headquarters.
 - 1Principal Education Standards Officer – Special Education
 - 1Principal Education Officer- Special Education
 - 1Senior Curriculum Specialist- Special Education
- Examinations Council of Zambia
 - 1Senior Examination Specialist-Special Education
- Provincial Education Office – Central Province
 - 1Provincial Education Officer- Controlling Officer

1Senior Education Standards officer-Special Education

The Ministry of Education, Science, Vocational Training and Early Education had only one officer in the structure for each of the positions above.

- District Education Office

3District Education Board Secretaries -Controlling Officers from Kabwe (Urban), Mkushi (rural) and Mumbwa (rural), 3Education Standards Officers -Special Education from Kabwe, mkushi and Mumbwa. The schools sampled were shown in the table below:

Table 13: Sampled Schools

DISTRICTS		SCHOOLS		HEAD TEACHERS		TEACHERS	
URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL
Kabwe		9	-	9	-	18	-
	Mkushi	-	2	-	2	-	4
	Mumbwa	-	3	-	3	-	3

From each school the following were picked to participate in the research; Head teachers – (school with Special Unit/inclusive setting) and Class Teachers (Special Education)

As can be seen above the rural districts had very few schools providing special education. In Mkushi and Mumbwa districts the listed schools were the only institutions offering special education to learners with Special Educational needs. Kabwe an urban district had more than the number listed but the ten were purposively sampled to give out specific information needed by the researcher to do the study. Even if all schools in Kabwe were visited there would be no difference. In all cases purposive sampling was applied. It was a non-random sampling procedure. It was appropriate in that the researcher handpicked the cases to be in

the sample. This would determine the researchers' specific needs. These were information rich cases.

This study was conducted in the Central Province of Zambia in three districts namely Kabwe, Mkushi and Mumbwa. The choice of the Province was prompted mainly because the mean pupil performance in the Province was low compared to other Provinces. The Ministry of Education (2008) revealed in the National assessment survey that Central Province came out as the lowest performing province in English, and Mathematics at grades 5 level. As a result the general performance was negatively affected. The mechanism was already in existence in the Ministry of Education, Science, Vocational Training and Early Education on how learners should be placed but this was ignored. This was as a result of not decentralizing assessment processes near to the children and record keeping in schools was poor.

3.4. Research Instruments

The researcher developed data collection instruments taking into account validity and reliability issues. In order to collect information from the sample, questionnaires, semi-structural interviews and Focus Group Discussions were used. In addition data were sourced from published and unpublished documents. The researcher carried out a document analysis of major educational policies and circulars.

3.4.1. Questionnaires

The questionnaires helped create rapport between the researcher and informant. The use of questionnaires was chosen since studies by Bowling (1999) revealed that as an instrument for data collection, questionnaires increased the external validity of the study done. White (2005) further states that questionnaires were economical had the same questions for all subjects and contained questions written for specific purposes.

3.4.2. Semi-Structured Interviews

Semi-structured interviews were used to collect data from the Provincial Education Officer, District Education Board Secretaries and Head teachers. This allowed the interviewer greater flexibility and freedom. Within a short period of time data were collected while a high response rate was attained since this was done face to face. This was suitable for a qualitative research design.

3.4.3. Focused Group Discussion

This involved an organized discussion with teachers to gain information about their views and experience on the effects of management practices in the provision of quality Special Education. The researcher wanted to set several perspectives about the same topic. White (2005:146) defined a focus group as a group of individuals selected and assembled by the researcher to discuss and comment on, from personal experience, the topic that was the subject of the research. This clarified issues raised in the questionnaires. This instrument was used because it was economical on time. It focused on a particular issue, yield insights that would not be available in a straight forward interview, produce large amounts of data in a short period of time and was useful to triangulation with more traditional forms of interviewing and questionnaire.

3.5. Data collection procedure

This section discusses the process employed in finding information for the research problem. It involved administering a questionnaire, conducting semi-structured interviews and focused group discussions. The researcher conducted the focused group discussions with teachers and interviews with The Provincial Education Officer, District Education Board Secretaries and Head teacher. The researcher took notes during interviews. Some questionnaires were emailed to the respondents. Data were also collected from published and unpublished

documents in form of dissertations and theses. The sources of this form of data included Education policies on Special Education, Funding details for school grants, district grants, provincial grants and National grants to Special Education.

3.6. Problems Encountered During Data Collection

The researcher encountered many problems during the research but the ones which were affecting the research more were listed. Some of the difficulties included;

- i. It was difficult to concentrate on the research since the researcher was not on study leave. Data was only collected when the researcher had an assignment in that particular research site. In some instances the respondent would not be available.
- ii. It was costly on the part of the researcher to procure stationary for developing research instruments since he was not sponsored.
- iii. Some respondents promised to email the questionnaires but to date these had not been received.

It was very difficult to do anything about the problems encountered since they were beyond the researchers' jurisdiction being an employee of the Ministry of Education, Science, Vocational Training and Early Education.

3.7. Data Analysis Procedures

Data analysis was defined by Khan (2011) as studying the organized material in order to discover inherent facts. This was done to examine the statement of the problem and each hypothesis or research question. This was done qualitatively and quantitatively. Descriptive statistics were used to analyze the data using frequency tables, distributions, percentages and graphic presentations in form of tables. The other data was analyzed through themes.

3.8. Ethical Considerations

The researcher upheld the integrity of all respondents by practicing confidentiality so as to protect the privacy of individual respondents regardless of age, religion and race. People who agreed to be interviewed deserved some consideration and so the researcher had cared to collect data from them as per the time suitable to the respondents. Consent was sought from parents of learners who were photographed. These children were Intellectually Impaired.

3.9. Summary

In this chapter the Methodology of the study was discussed. This was to enlighten the consumers of research on the process of carrying out the research. Triangulation was used in this study which made data to be authenticated. This was to make sure the data were collected and the researcher was convinced that correct data were realized. The preceding chapter presented findings of the study. This chapter was devoted to the graphic and thematic presentations of collected data from data collection instruments.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

The methodology of the study was discussed in the previous chapter. The focus was on how the research was conducted indicating major challenges. It also outlined the study area, research design and other related issues. In this chapter presentation of research findings will be done. It is important to point out that the nature of the research design used in data collection to a great extent determines how the data were going to be presented. Data therefore would be presented as text, in tables, or pictorially as graphs, charts and photographs.

4.1. Management Practices

Only one out of the five standards officers indicated that segregation/ exclusion as a management practice provided quality special education if used in providing special education. Four of the standards officers indicated that the current special education provision was below average with one showing that it was average and zero indicated that the current special education provision was above average. The information captured in the teacher monitoring instrument and the annual school census form on learners with Special Educational Needs was either relevant or irrelevant to the provision of quality Special Education. The Standards Officers indicated that the data captured in the monitoring instrument and the Annual censors form was irrelevant to the provision of quality special education. Out of the three Standards Officers one indicated that the information was relevant while two indicated that it was irrelevant.

The Standards Officers presented the following strengths and weaknesses in the current provision of quality Special Education.

Table 14: Strengths and Weaknesses in the Provision of Quality Special Education

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Appointment of Education Standards Officers – Special Education at Districts, Provincial and National level. • Inclusion of Special Education Lecturers in Colleges of Education and Universities • Training of Specialist teachers • Inclusion of Special Education Needs in the curriculum • Adapting infrastructure to fit in Special Needs • Provision of Teaching and Learning Resources • Teacher and Learner Support • National Policy on Special Education • Functional Special Education Units and Schools 	<ul style="list-style-type: none"> • Non implementation of Special Education policy • Misplaced Special Education teachers • Education Standards Officers in districts working in two districts • Inadequate Provision of Teaching/Learning Resources • Inadequate Infrastructure • Inadequate Specialist Teachers • Inadequate Teacher/Learner Support • Negative attitude by teachers, parents and Educational Managers. • Unfriendly Learning Environments • Inadequate monitoring • Inadequate Assessment Centers • Inadequate Financial support.

The table above shows the strengths and weaknesses identified by Standards Officers. These strengths and weaknesses affect the provision of quality special education to children with Special Educational Needs. They revealed that there were more weaknesses than strengths in the provision of special education in the Central Province and in the three sampled Districts in particular.

In special education provision Standards Officers felt sufficiently helpful or not sufficiently helpful depending on the tasks they were given in enhancing quality special education provision at their operational levels. Two of the respondents felt sufficiently helpful while

three felt insufficiently helpful in the provision of quality special education. In addition the standards Officers felt insufficiently helpful in the provision of quality Special Education.

Teaching Learners with Special Educational Needs demands the use of adapted methodologies which may be used to meet the needs of individual learners. These were taught in Colleges of Education and Universities. They may be adequate or inadequate in inclusive settings.

Among the respondents two stated that the current methodology courses in Colleges of Education and Universities were adequate while three indicated that it was inadequate.

All Colleges/Universities of Teacher Education offer Special Education. The table above shows how prepared these Colleges/Universities were in terms of offering special education to student teachers to enhance the provision of quality Special Education in Schools. Three revealed that the Colleges and Universities were prepared while two of the respondent stated that these institutions were not prepared.

Below is a list showing challenges faced in Colleges/Universities of Education in teacher education for quality Special Education Provision. These were identified by the Standards Officers.

1. Inadequate specialists in the colleges/Universities for Special Education
2. Packed curriculum
3. Some disability groups were not catered for
4. Inadequate Teaching/Learning Resources in Colleges/Universities
5. Inadequate funding
6. Trainees shun the programme in Special Education
7. Appointment of non-specialists as lecturers in these Colleges/Universities offering Special Education
8. Lack of innovation to cater for some disabilities

It was revealed in the Questionnaires from Standards Officers that not all Special Educational Needs were put in place to be met by the Education Act of 2011. This was attributed to the fact that most schools were not exposed to the 2011 Education Act therefore it was difficult for them to implement what they did not know. This also goes to Standards officers and other Education Managers. The attitudes were negative to learn more about special education and implement its programs accordingly. It was also revealed that learners with Special Educational Needs needed to be prepared for after school and adult life.

Table 15: Challenges and Results in Special Education Course Materials Production

S/N	CHALLENGES	RESULTS
1	High levels of bureaucratic procedures involved	Non –production and procurement of Devices and materials for Special Education
2	Lack of understanding by those in higher offices to realize that equipment for learners with special needs was expensive	Centralized procurement system for special Education Devices/materials
3	Difficulties in convincing those in higher office to prioritize activities that falls under Special Education. Special Education was regarded as a “by the way...”	Inadequate funding for Special Education

Finally a good special Education Curriculum is one that is inclusive and responds to the diverse needs of all Learners. In the table above the respondents brought out challenges and results in curriculum materials production for special education.

Five Standards Officers at different levels were asked to respond to a questionnaire. These were;

- Principal Education Standards Officer- Special Education (Ministry Headquarters)
- Senior Education Standards Officer – Special Education (Provincial Headquarters)
- 3 Education Standards Officers – Special Education (Mkushi, Kabwe and Mumbwa).

Depending on the nature of the Special need learners may be excluded. One Standards Officer opted for segregation while four chose inclusion. In the questionnaire the researcher also wanted to get the views of standards officers on what characterizes quality Special Education Provision. Below were the responses. The frequency is out of the five respondents.

Table 16: Characteristics of Quality Special Education Provision

CHARACTERISTICS	TALLY	FREQUENCY
• Availability of specialized infrastructure	• 111	• 3
• Adequate resources Teaching/Learning	• 1111	• 4
• Availability of Trained Special Education Teachers	• 1111	• 4
• Adequate Learner/teacher support	• 1	• 1
• Availability of a clear Policy	• 11	• 2
• Adequate Monitoring	• 1	• 1
• Adequate communication modes	• 1	• 1
• Use of effective Teaching Methodology	• 1	• 1
• Adequate commitment of stakeholders	• 1	• 1

Among the Standards Officers four indicated that teaching, learning resources and trained special education teachers were a characteristic of quality special education provision. Three indicated that specialized infrastructure was a characteristic of quality special education. Two indicated that monitoring was cardinal in providing quality special education. One revealed that communication modes, use of effective teaching methodology, commitment of stakeholders, learner/teacher support and clear policy clear policy were also characteristics of the provision of quality special education.

In the management and administration of Examinations for children with special Educational Needs the visually impaired candidates were very much included and catered for. The candidates with Hearing Impairments and those with intellectual Challenges had not yet been included effectively in Public examinations at all levels. This was related to the fact that the Examinations Council of Zambia was not empowered enough to conduct Examinations for

children with Special Needs. The intellectually challenged were not categorized as to who was able to write Public Examinations and those who could not. This category of Special need have different degrees of mental disabilities. The assessment and categorizing of these learners will help in preparing examinations at their level of Need.

A lot has not been done involving candidates with Hearing Impairment. This was due to language barrier. Some of the regulations governing examinations for children with Special Educational Needs include: On one hand the diagrams and charts were modified to suite the visually impaired and Braille examinations were to be transcribed at the examination centre by teachers. On the other hand extra time of 30 minutes was given at all examination levels and with the Councils authority 100% extra time can be awarded upon request from the affected centres. This entails that the examinations Council of Zambia interpreted policy accordingly.

On marking of examination answer scripts for children with Special Educational Needs, the scripts were sent to ordinary centres. However examiners with Special Education background were present in all these marking centres to coordinate Special Education Scripts. The Council also came up with special arrangements for children with Special Educational Needs during examinations. These are:-

Some candidates with Special Educational Needs write through Scribes. Sometimes access arrangements are made to allow candidates write examinations in a much convenient setting. Special Examination rooms are set for candidates under Special Education. Under Examinations for children with Special Educational Needs the respondent sighted some challenges faced by the Examinations Council of Zambia in conducting and administering examinations in Special Education. There was lack of communication by schools to Examinations Council of Zambia on the presence of children with Special Educational Needs

and some candidates had weak limbs coupled with unclear speech. This made it difficult for such candidates to write Public Examinations. Furthermore some mental levels of disability disadvantage some candidates in writing examinations. Below is a photograph of a child with rigid hands who needs 100% extra time in order to write the grade 7 composite examinations at the end of 2013.



Figure 8: Grade 7 Composite Examination Candidate. Nkwashi Unit Kabwe. (Photo Taken On 24.01.2013)

From the curriculum point of view the aims of Special Education provision were well articulated as reflected in the policy document of 1996. The only reservation is the problem of implementation. It was not efficiently and effectively done. The respondent also stated that the curriculum in place was not meaningful to prepare learners with special Needs for life. It was revealed that pedagogical barriers existed in Special Education Provision in relation to curriculum development. These were lack of appropriate teaching and learning

materials, inadequate assistive devices especially for those with visual and hearing impairments and inappropriate infrastructure to cater for Special disabilities i.e. Ramps, acoustic rooms and sliding doors (or wide doorways). Segregation was a better practice because specialized education materials were developed or procured.

Despite these barriers the current curriculum gave access to Special Education required for learners with Special Education. This also disqualifies the notion that a separate curriculum be developed specifically for learners with Special Educational Needs. The respondent also sighted challenges found in Special Education course materials production.

In Central Province children with Special Educational Needs were taught in Special Education Units and in what we call inclusive settings. It was unfortunate that in all inclusive settings there were no special Education teachers. The Provincial Education Officer said,

“it was said that very little was known about Special Education and to us Special Education is Special Education and these issues of inclusion are not well understood that is why we refer to children with Special Needs in the ordinary classes as being integrated. Integration is easy to understand but it should go with Special Education teachers in integrated settings”.
(Interview with Provincial Education Officer 1st October 2012 Central Province).

Developments in policy and practice in special education need have not developed in isolation but alongside other national and local priorities. In Central Province there have been concerns to address teacher workload and to prioritize a focus on teaching and learning. The field of Special Educational Needs has a long association with high levels of bureaucracy. This suggests a potential source of tension between this area of work and the moves to address teacher workload.

Special Educational Needs and inclusion are strongly influenced by 'Educational Policies'. This is the focus and inclusion has been transposed on to the education system that is house competing and opposing systems such as examinations, a prescribed curriculum and overcrowded classes.

Inclusion is endorsed as a principle by many teachers but there are concerns about the practicalities. Concerns regarding practicalities often relate to particular types of needs and do not represent a reflection of the principle of inclusion per se. Teachers' attitudes and values are crucial to the success of inclusion in mainstream schools. Teacher training should not be solely information based but should have referral to the importance of values and attitudes and provide opportunities for trainees to work with children with Special Educational Needs and generally persons with disabilities in the communities.

Since 1991 the language of individual pupil needs has increasingly been replaced by a policy grounded in a school effectiveness/school improvement paradigm which seeks to improve pupil achievement by transforming schools. There is a potential source of confusion as the field of Special Educational Needs within its history, language and processes has focused on individual needs. The Provincial Education Officer said,

"The National Curriculum Statements have established inclusive teaching as a general teaching requirement and subsequent guidance has consistently presented the view that all teachers are teachers of children with special educational needs. To the contrary the curriculum structure does not make reference to the need for curriculum to be inclusive and promote equality of opportunity for all. It is true to say that there is not a distinct special education needs pedagogy though specialist knowledge is acknowledged as important. There is need for more training in relation to special educational needs and inclusion in pre-service teacher education. In spite of popular perceptions that inclusion is about the closure of Special Schools, the reality is that policy has been consistent in recognizing the need for some children to be educated in special schools. There are however changes in the role of special schools with increasing emphasis on supporting mainstreaming, inclusion and building capacity within the wider workforce. There is a considerable

vacation in the response to inclusion and provision for children with special educational needs at District, Provincial and National levels. This may pose a threat to equal opportunities and parity of educational experience envisaged by national policy on inclusion". (Interview with Provincial Education Officer 1st October 2012 Central Province).

The Idealism that can be associated with inclusion was unhelpful in providing quality education to learners. Progress in learning remains slower than it should be for a significant number of pupils. This is a significant challenge in many schools. In Zambia the curriculum is rigid and it is examination oriented. It is timed and failure to meet the required time means poor learner achievement in examinations. Not enough use is made by mainstream schools of the potential for adapting the curriculum and teaching methods so that pupils have suitable opportunities to improve key skills. The teaching of pupils with special educational needs was of varying quality, with a high proportion of lessons having shortcomings. Despite the helpful contributions inclusion has made, the quality of work to improve the literacy of pupils with special educational needs remains inconsistent. It is the rhetoric of inclusion which suggests that all children can effectively learn from the mainstream. The reality is that many teachers do not feel able or willing to cope with this scenario. Inclusion is working at the level of commitment to inclusive principles or an increase in the number of children educated in mainstream settings but not working at the level of more positive outcomes for certain individuals. Inclusion therefore works for some and not for others.

The Provincial Education Officer identified the following critical issues that needed to be addressed;

- Learners' success and access to curriculum
- Continuing Professional Development for teachers
- Early identification and support services
- Parent collaboration
- Accountability and reporting
- Research
- Special Education Funding

Furthermore the Provincial Education Officer said,

“Any discussion of the management of present provision for meeting Special Educational Needs must start by posing a question whether schools and teachers will be able to meet special needs within the spirit of the 2011 Education Act while meeting the demands made by the 2011 Patriotic Front Manifesto and its attendant reforms”. Interview with Provincial Education Officer 1st October, 2012).

It was observed that examination results cannot be used to measure quality. It is only how well the system provides for the mastering of the basic learning competencies that quality can be realized. Therefore the education provided to Learners within Special Educational Needs should be effective, relevant and good quality to meet societal challenges. In Lithuania for example all teachers were trained in Special Education provision and children with special educational needs were taught in the main stream. In Cuba there was a huge investment in special education.

Special Education in the three sampled districts was provided in the following;

- (i) Special Education Units in Schools
- (ii) Integrated system (Mainstreaming)
- (iii) Special Schools (segregation)

Despite being introduced to the inclusive education programme the Districts still understood the practice as meaning mainstreaming. Each district had Units and only one had a Special Community School

Table 17: Enrolment and Staffing By District, School and Special Unit

DISTRICT	# OF SPECIAL UNITS	# OF SPECIAL SCHOOLS	TOTAL # OF LEARNERS	# OF TEACHERS
KABWE	13	0	112	31
MKUSHI	02	01	21	07
MUMBWA	03	00	32	07

There were 18 special units, 1 special community school, 165 learners and 45 teachers working in special education.

The management practice identified by each district was integration/mainstreaming. Table 17 shows the responses of the Board Secretaries on the effectiveness of the practice.

Table 18: Effectiveness of the Management Practice Identified - Integration/Mainstreaming

EFFECTIVE	01
NOT EFFECTIVE	02

Out of the three District Education Board Secretaries one stated that the management practices applied were effective while two said they were not effective. The evaluation of the current practice of integration was that it worked with mild/moderate impairments. Children with severe impairments were children in Special Units located in schools. The children in the special units and those in main stream schools were not assessed.

Table 19: Situation in Special Units and Mainstream Classes

SPECIAL UNIT	MAIN STREAM CLASSES
<ul style="list-style-type: none"> • Specialized teaching • Small classes • Poor infrastructure • Long pupil-teacher contact time • Inadequate teaching/learning resources • Inadequate funding • Poor attendance by learners • Unfriendly curriculum • Unfriendly examinations 	<ul style="list-style-type: none"> • No specialized teaching • Crowded classes • Good infrastructure • Short pupil-teacher contact time • Inadequate teaching/Learning resources • Inadequate funding • Good attendance by learners • Over loaded curriculum • Examination oriented teaching

“Quality Education was not being provided in the Units and mainstream schools to children with Special Educational Needs”. (Interview with District Education Board Secretary, 28 January 2013 Mumbwa).” The District Education Board Secretaries said that the management practice employed affect the provisions of quality special education. In the Units there was no provision for practical skills since most schools had no material resources to conduct such classes. The children who graduated from the units after attaining the age of 16 were thrown on the street without lifelong skills to help them live an independent adult life. One of those in the main stream performed well and attained good grades at grade 12. The majority fails completely and this is the group which passes through the education cycle unnoticed and add on the number of failures at grade 7, 9 and 12.

It was found out that the District Education Board Secretaries depended on the Education Standards Officers to interpret the policy on Special Education. These Education Standards Officers – Special Education were not in all districts. In Kabwe and Mumbwa for example they were not there. The government’s establishment was that one Standards Officer operated in two Districts.

“The absence of the Education Standards Officer – Special Education put the District on a disadvantage in the interpretation of the special education policy. Many Units were closed and many children with special educational needs were out of school (Interview with District Education Board Secretary on 14.02.13- Kabwe).

It was revealed that Special Education was still a new phenomenon in the education system.

According to the District Education Board Secretary for Mkushi,

“Special Education organization and management was difficult due to lack of information and a general lack of commitment by those in the administration of the special education programme.”(Interview with District Education Board Secretary 11.02.13 Mkushi).

Furthermore,

“We as a country were not ready for inclusive education due to inadequate facilities and materials. Basic requisites were not available in the mainstream”. (Interview with District Education Board Secretaries, 11.02.13 Mkushi).

Fourteen Head teachers were targeted in the sample. These were from the schools which had Special Education Units.

The table below shows the pupil- teacher ratio through enrolments, type of disability group and staffing per special Unit sampled. The Head teachers used the word integration interchangeably with the word inclusion. They said this was effective.

“It is effective in the sense that our learners with disabilities are interacting well with the able bodied and stigma is reduced”. (Interview with Head teacher, 15.01.2013 Kabwe)

Table 20: Pupil-Teacher Ratio in Units

S/N	UNIT	No. of Learners		Disability Group	No of Teachers	
		Boys	Girls		Male	Female
1	Mwashi	1	1	Intellectual	0	0
2	Broadway	20	15	HI	1	5
3	Lukanga	3	11		1	2
4	Neem Tree	13	5	Intellectual	0	3
5	Mine	8	-	Intellectual	2	1
6	Makululu ‘C’	-	-	-	-	-
7	Nkwashi	11	10	Intellectual	2	2
8	DanfordChirwa	02	01	Low vision	0	0
9	Buseko	-	-	-	-	-
10	Chalata	2	3	HI, Intellectual	0	1
11	MkushiBoma	5	2	Intellectual	0	2
12	Mumbwa Secondary	15	6	V.I	3	1

13	Kalilwe	7	7	Intellectual	0	1
14	Bulungu	3	2	H.I & V.I	0	1

It was reported that there were no qualified teachers and academic performance is not to their advantage. There was not much attention paid to learners with special educational needs. In integrated settings two teachers were recommended for each class where learners were included. The Head teachers said,

“We have moved a step ahead in providing special education compared to a decade ago. We do a bit of sensitization but more need to be done through Parents Teachers Associations”. (Interviews with Head teacher, 5.01.13 Kabwe).

The teachers also query the Head teachers why children with special educational needs were integrated. It takes time for Head teachers to explain that it was government policy. This is why there was little done to meet the needs of children with special educational needs.

Table 21: Management Practices in Schools/Units

DISTRICT	SCHOOL	LOCATION	MANAGEMENT PRACTICE APPLIED			
			SEGREGATION	INTEGRATION		
				M	I	F-I
KABWE	MWASHI	URBAN		√		
	BROADWAY		√			
	LUKANGA		√			
	NEEM TREE		√	√		
	MAKULULU ‘C’		-	√		
	MINE		√			
	BUSEKO			√		
	DANFORD		√			
	CHIRWA		√			
NKWASHI						
MKUSHI	CHALATA	RURAL	√			
	MKUSHI BOMA		√	√		
MUMBWA	MUMBWA SEC	RURAL		√		
	KALILWE		√			
	BULUNGU		√	√		

KEY : M - Mainstreaming
I - Inclusion
F-I - Full-inclusion

The table shows that the schools were practicing what they called segregation and mainstreaming. In segregated settings that was were special education units were established and schools which indicated mainstreaming had closed special units in the quest to include learners in the mainstream. This failed and most of the learners were transferred to schools with special education units. There were more respondents who thought segregation was a better practice compared to mainstreaming. Performance was better in segregated settings than in mainstream schools for learners with special needs. Learners were therefore withdrawn from mainstream classed and placed in special units or just at home.

Table 22: Strengths and Weaknesses of Management Practices

MANAGEMENT PRACTICE		
	SEGREGATION	INTEGRATION (Mainstreaming, Inclusion, Full-Inclusion)
STRENGTHS	<ul style="list-style-type: none"> • Children concentrate on their work and use specialized teachers and equipment • Independent learning • Enough time to attend to learners • Children’s needs are met 	<ul style="list-style-type: none"> • Interaction was high among children of diverse needs • Resources were shared
WEAKNESSES	<ul style="list-style-type: none"> • Children were isolated from their average friends. They need each other • This arrangement is artificial compared to the mainstream school and children’s home • Stigmatization was high from the community 	<ul style="list-style-type: none"> • Inclusion was not working to provide quality special education. There was no assessment and teachers were not trained • Training of teachers in colleges/Universities did not change teachers to be able to handle children with special needs • The policy on inclusion does not add value on Education • Infrastructure, curriculum and Examinations were not SEN Friendly

Teachers identified more weaknesses in integration (Main streaming, inclusion, full – inclusion) than in segregation. They said;

“Inclusion has not assisted children with special educational needs adequately because there is no staff to handle for example the Hearing Impaired in the mainstream. The infrastructure in the schools practicing inclusion was not user friendly. The curriculum was not modified and the examinations were hostile. This gives a disadvantage to children with special educational needs and no quality special education comes out of this.”(Teacher A-Focus group discussion 15.01.13 Kabwe).

4.2. Effects of current management practices

In the provision of quality special Education, the Standards Officers in charge of special education were cardinal. One of their key result areas was to monitor, inspect and write reports on the teachers, lecturers and institutions of learning in relation to compliance in enhancing and adhering to the provision of quality education in general and special education in particular. At the National Headquarters there is one standards officer, at Provincial level there is one and at District level one Standards Officer operates in two Districts. This means s/he operates between two Districts in this era of inadequate financial resources and transport. This has disadvantaged one of the Districts where this officer is not stationed. Therefore the quality of special education provision in Districts is at a Disadvantage. The Schools in the Districts were using the following management practices; segregation/exclusion, integration, main streaming and inclusion. The table below shows the responses of the standards officers on management practices providing quality special education.

Table 23: Responses from Standards Officers on the Management Practice Providing Quality Special Education

STANDARDS OFFICERS	MANAGEMENT PRACTICE			
	SEGREGATION/ EXCLUSION	INTEGRATION		
			MAIN STREAMING	INCLUSION
Standards Officer 1			√	
Standards Officer 2			√	
Standards Officer 3	√		-	
Standards Officer 4			√	
Standards Officer 5			√	

The standards officers indicated that when inclusive education is effectively implemented, quality education to learners with special educational needs was guaranteed. But as indicated earlier the characteristics of inclusion were not visible in schools. What were more visible were characteristics of mainstreaming. It can be seen that even Standards Officers misinterpreted the meaning of inclusion.

In the current special education provision learners with visual impairments were catered for in that Braille and large print examination materials were provided by the examinations council of Zambia. For this examination even an alternative practical biology paper was prepared. This shows the commitment the examination council of Zambia has in providing quality examinations for learners with special educational needs. For the other special educational needs only extra time is allowed. The challenge which manifests was that most schools if not all failed to apply to the examinations council of Zambia in good time so that children with special educational needs were allowed extra time of 25% to 100% of the paper's duration. Children with hearing impairments used telegraphic language but unfortunately examination papers were the same with the average child. This disadvantages the children to the extent that marking of their examination scripts needed a teacher with sign

language but this was not done. Examination results and those selected to higher grades become low. It was going to work well in segregated settings.

It was very difficult to produce teaching and learning resources for learners with special educational needs. This was because they were expensive. This also goes with other suppliers they do not stock teaching and learning resources for learners with special educational needs. At the curriculum development centre education materials for primary schools for children with intellectual impairments and hearing impairments were easily produced. Books in Braille were not readily available. This task was given to the National library for the blind but this centre only transcribes already developed materials at a huge cost. Therefore the library for the blind has no capacity to supply the most needed materials. It was also important to note that despite giving children with special needs extra time during examinations this was not extended to course work. Children with special educational needs went through the course work in the syllabus together with the average child. There was no extra time given in which to complete the curriculum specifically the syllabus. As a result of this, academic performance for children with special educational needs become poor or below expected standards. In special schools and units (segregation) the situation was different. Children with special educational needs were handled by specialized teachers, they had specialized materials and a special time table to respond to their needs.

The Provincial Education Office had a number of officers who were supposed to work in collaboration to provide quality special education. These were the senior education officer – examinations, the senior education standards officer – special education, the senior education officer – guidance and administration and the education officer – teacher education. As an overseer of all programs at the office there was no evidence of any collaboration. Only when there was a problem that officers consulted each other. This usually happened when results for some children with special educational needs miss. From the way administration is

structured quality special education provision would be possible if collaboration was upheld at all levels. As a province there was nothing much happening in special education.

At district level there was literally no priority given to special education. The district was not doing much in Special Education because they had not seen useful products from the special education units. As special education teachers there was no collaborating among themselves thereby sending a message of dissatisfaction to the District Education Board Secretary. Priority therefore was not much. Teachers from the unit would be assigned to teach in the mainstream classes while the ordinary teachers were not assigned to teach in the units when the Special teachers were ill or were on leave. Schools housing special units were expanding in terms of infrastructure, staffing and pupil enrolments, the special units were not.

The management practice employed affected the provision of quality special education;

“Because some Head teachers misinterpreted the whole issue and abolished units in schools. All children with special educational needs were damped in the mainstream. The situation was bad in that there were no human, material and financial support to go with this move. Eventually the learning achievement levels started to decline in such schools because the children with various special educational needs were not assessed correctly, placed and interventions instituted to help them learn like other children in the mainstream. Inclusion which is practiced in our schools is supposed to be a process in which children with special educational needs had an opportunity to participate fully in all activities offered to average children. There were no teaching and learning resources in schools, the funding was inadequate, education managers were in place but not adequately supported and the infrastructure was not favourable for inclusion. A good inclusive programme therefore should include; philosophy, staff, administrative factors, instruction and related services, parental involvement and service delivery format and transition. Planning should be throughout the programme.”(Teacher C-Focus Group Discussion 28.01.13 – Mumbwa).

It was also revealed that the government was still struggling to find a suitable special education delivery mode. The current policy was not favourable because it was not supported. One teacher commented that;

“Special Education through all structures was not a priority. This is what has resulted in failure to place children with Special Educational Needs (Hearing impaired) in Central Province at Grade 10 level. Furthermore the classes housing special education units were the smallest, darkest and in the corner of the school.”(Teacher E-Focus Group Discussion 15.01.13 –Kabwe).

The photograph below shows a classroom about 8meters x3meters accommodating 21 children with intellectual impairments.



Figure 9: A Classroom For Children With Intellectual Impairment: (The Photograph Was Taken On 24.01.2013- Kabwe)

Furthermore teachers in their discussions stated that the policy was not effectively implemented because the teachers in the mainstream were not helpful and children with special educational needs in the mainstream were problems. Skills’ training was needed for children with special educational needs and not academics. Special education was not prioritized in that there was no staff development at school level, District level, Provincial level and National level like other subject associations had.

Table 24: Implementation of Special Education Programs

SCHOOL	ANNUAL WORKPLAN	SUPERVISION	
		ADEQUATE	INADEQUATE
MWASHI	X		√
BROADWAY	√	√	
LUKANGA	√		√
NEEM TREE	√		√
MINE	√	√	
MAKULULU 'C'	X		√
NKWASHI	√	√	
BUSEKO	X		√
DANFORD	X		√
CHIRWA	√	√	
MUMBWA SEC	√	√	√
KALILWE	X		
BULUNGU	√	√	
CHALATA	X		√
MKUSHI BOMA			

Six schools did not have the Annual work plan while eight had. On supervision it was adequate in six schools while inadequate in eight schools. Assessment centres were not available in the Province. These contribute positively to the provision of quality special education.

Table 25: Availability of Teaching/Learning Resources

SCHOOL	AVAILABLE	INADEQUATE	NOT AVAILABLE
Mwashhi			√
Broadway		√	
Lukanga		√	
Neem Tree		√	
Mine		√	
Makululu 'C'		√	
Nkwashi			√
Buseko		√	
DanfordChirwa			√
Mumbwa Sec		√	√
Kalilwe		√	
Bulungu		√	
MkushiBoma		√	
Chalata		√	

It was revealed that Teaching and Learning resources were inadequate in ten schools while in four schools the teaching and learning were not available.

The Procurement of specialized teaching/learning resources was centralized in all the districts and schools.

The study revealed that none of the Head teachers in whose schools units for special education were housed had qualifications in Special Education; fourteen Head teachers had no qualification in special education.

The special education Unit in the fourteen schools sampled fell directly under a Section / departmental Head. Out of the fourteen Heads of Section/Department none had Special education qualifications while fourteen did not possess special education qualifications.

The Enrolments for learners with Special Needs for the past 3 years is shown below.

Table 26: Enrolment Levels by District

DISTRICT	ENROLMENTS – LEARNERS WITH SPECIAL NEEDS		
	2011	2012	2013
KABWE	112	112	100
MKUSHI	35	21	18
MUMBWA	48	52	44

The table above shows the declining enrolment levels in special units in the districts. This was over a period of 3 years.

In Graphical form this translates in figure 11 below:-

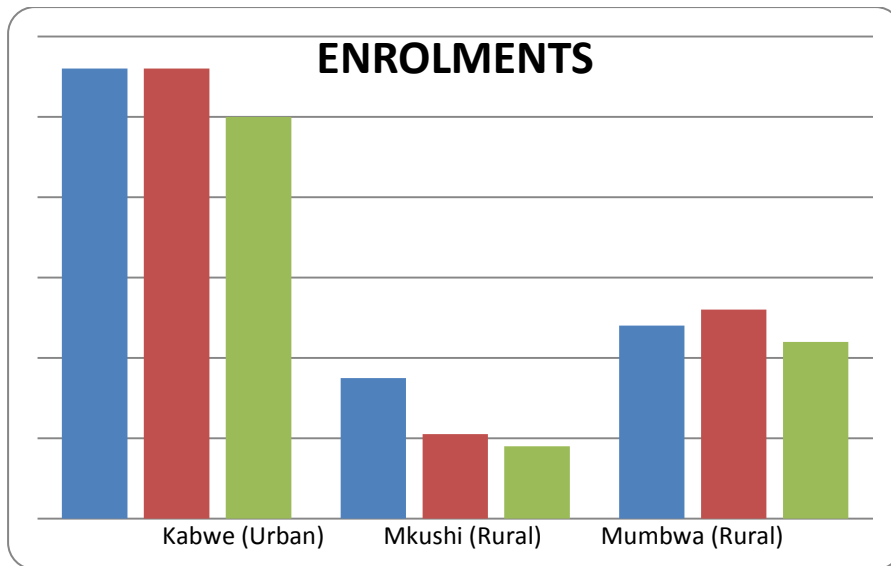


Figure 10: Enrolments per district



The decline was associated with the introduction of inclusive education in which some units were abolished and children were included in the main-stream. The severely impaired dropped out of school. Some children also dropped because of age, they became more than 16 years of age while in primary school. This affected mostly the intellectually challenged.

“In integrated settings the teachers were not helping the learners with Intellectual Impairment grasp information.”(Interview with Head teacher 21.01.2013-Kabwe).

In another interview the Head teacher said;

“Inclusion has more challenges. Teachers despite being given basics in special education during continuing Professional Development meetings were unable to handle learners with special educational needs due to large classes. This makes teachers fail to attend to individual learners. Preparation of individual work for learners was also a challenge.” (Interview with Head teacher 22.01.2010-Kabwe).

Furthermore it was revealed in another interview that;

“The arrangement (units) was not adequate. The use of a common timetable and due to the rate at which children with Hearing Impairment grasp the content, curriculum, common time is not followed and quality education is not attainable.” (Interview with Head teacher -15.01.2013 – Kabwe)

At one school the unit was said to be isolated from the main stream and the teacher in charge of the unit said;

“To some extent the practice is contributing to provision of quality education. On the opposite there were no skills training for the 16+. The learners were thrown in the street after school. (Teacher in Charge-Focus Group Association 15.01.13 Kabwe).

“Despite sending reports to the District Office there was no feedback. We need staff development like our friends in other subject association.”(Teacher in Charge-Focus Group Discussion 22.01.13-Kabwe).

On the evaluation of the effects of the current management practices on the provision of quality Special Education in schools one teacher said,

“Special Education Provision was not moving at the same pace as technological changes in the education sector. At the same time the changes in the Ministry of Education, Science, Vocational Training and Early Education seem not to affect special education. Schools have been upgraded to Secondary Schools but none of them has been upgraded to a special secondary school. Segregation was a better practice in special education provision for those children who were not able to be integrated. Children’s needs were met. Because they were slow and were not good writers, children with special educational needs were not supposed to be in an integrated setting. Same course work time was used which is wrong. At the moment we have not reached the standard to integrate Learners.”(Teacher B-Focus Group Discussion 28.01.13 – Mumbwa).

On whether special Education was a priority in special education delivery a teacher said;

“Special Education was not given the priority it deserves. Currently the graduates cannot survive independently in society. The education provided is not worthwhile. They benefit less from the system. Teachers were not doing much to help children with Special Educational Needs. There was no remedial work. Specialist teachers needed to change negative attitudes to positive ones.” (Teacher D-Focus Group Discussion 11.02.13-Mkushi).

4.3. Summary

This chapter presented the findings of the study in form of narrations (themes), tables, charts, photographs and graphs. It was presented in a clear manner as obtained from Questionnaires, structured interviews and focused group discussions. Generally the study found out that segregation and mainstreaming were management practices applied though quality was compromised. Most respondents operationalized mainstreaming to mean inclusion. The two had different characteristics. The next chapter will carry the Discussion of the findings which sought to address two objectives.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

The methodology of the study was discussed in the previous chapter. The focus was on how the research was conducted indicating major challenges. It also outlined the study area, research design and other related issues. In this chapter presentation of research findings will be done. It is important to point out that the nature of the research design used in data collection to a great extent determines how the data are going to be presented. Data therefore will be presented as text, in tables, or pictorially as graphs, charts and photographs.

5.1. Management Practices Applied in the Provision of Quality Special Education in Schools

Among some of the notable management practices that the respondents came up with were segregation/exclusion, integration (Mainstreaming and Inclusion). It was noted that respondents in schools did not understand the difference between mainstreaming and inclusion. They also did not understand what the policy stated on Special Education provision. According to Mandyata, (2002) the positive attitudes towards inclusive practice depended on teacher education and availability of support, class size and work load. This should go with understanding the overall philosophy and goals of the nation. Despite having the policy on Special Education which advocates for inclusive education it was difficult to implement it due to many reasons. Adams (1986) stated that pupils with Special Educational Needs may not benefit from inclusive education unless exceptional arrangements were made within the ordinary school system. The consequence is that ordinary and Special Education as separate systems are replaced by a single system that includes learners with varied abilities. In such a practice it is in principle that learners are attending the same school. In Lesotho, Mariga and Phachaka, (1993) revealed that children with Special Educational Needs

in the ordinary school had no extra help and they ultimately fell back and dropped out of school, a situation still common in Zambia and Central Province in particular. Special Education Units were closed and learners with Special Educational Needs were placed in the mainstream of education. It was unfortunate that this placement was called inclusion. The US Department of Education, (2004) states that, the idea of integration in Special Education comes in three stages; Mainstreaming, Inclusion and Full-Inclusion. Main Streaming implies placing children with Special Educational Needs into a small regular class though it is not mandatory and it is not the same as inclusion. Inclusion requires the placement of learners with Special Education Needs in the mainstream of education with an aide focused on Special education. The aide provides added attention to learners with Special Educational Needs. From the research, it clearly showed that it was not inclusion being practiced but integration. The standard and level of providing for Special Education had not reached a stage for inclusion because the education system had a lot of shortcomings some of which were;

- Poor infrastructure in schools
- Poor management practices
- Inadequate staffing in Special Education
- Inadequate teaching and learning resources in schools
- Inadequate supervision in Special Education provision and
- Inadequate information on special education among education managers.

Therefore what the Province, District and School practice was integration with mainstreaming as a major element. This was looking at what level the system was at in the provision of special education. Basing on inclusive education as placement of children with Special Educational Needs in the mainstream classes along with an aide focused on special education, and then the education system in Central Province was far much below reaching this level. Inclusion is a human right issue and in any management practice, human rights should be upheld. Allan, (2008) states that Mary Warnock one of the architects of inclusion had changed her mind. The move towards inclusion was seen, to be a mistake which made

many schools ungovernable. Social and Functional integration were best practices which were being practiced today. Special Schools also were dotted around the country though Central Province had none. It only had a small Special community school in Mkushi District. Learners with Special Educational Needs challenged the system that the Ministry of Education (1996) saw the need to educate children and youth with Special Educational Needs in integrated settings.

The Provincial Education Officer, the Standards Officers, the District Education Board Secretaries, the Head teachers and the Special Education Teachers, curriculum specialists and Examination Specialist revealed that inclusion was not effective because the material, financial and Human Resources which go with it were inadequate. This is supported by Mandyata (2002) who confirmed in his study in Kasama that the provision of quality Special Education lacked adequate material and human resources. Allan, (2008:1) argued that, “Inclusion is a form of child abuse especially if the child is in a completely wrong environment for their educational need”. But the Standards Officers responded in the opposite. This was because the philosophy of inclusion had been talked about in Zambia but with little understanding, it was usually taken to mean mainstreaming. The characteristics of mainstreaming were seen on the ground. Four chose inclusion and one chose segregation as Management practices suitable to realize quality Special Education. In reality inclusion was not practical since the provision had inadequate resources. The provision which was inclusion was said to be below average by four of the Standards Officers while one said it was average. This shows that inclusive practice though being “practiced” in Central Province was not practical. Hergarty and Alur, (2011) argued that it all had to do with school reform. The reason special schools (segregation) had still been in existence is the fact that ordinary schools were not able or willing to provide quality education to children with Special Education Needs. Furthermore in 2011 out of the thirteen thousand (13,000) students at the

University of Zambia only two (2) were visually impaired (Education post, Saturday July, 19, 2011). Access to University education by learners with visual impairments was difficult due to non-availability of facilities. This is the case with Nkrumah College of Education (Kwame Nkrumah University) and many other institutions of higher learning. Inclusion in Zambia was not accompanied by financial and quality facilities to make it real and thereby making regular schools meet needs of children with Special Needs. Millions of children were denied access to meaningful learning. The origins of these difficulties lay not in learners but also in Management Practices in the provision of Special Education.

Respondents revealed that data captured in the monitoring instrument for Standards Officers and that from the Annual School Census form was irrelevant. Four of the respondents stated that these data were not helpful because they came from unconfirmed sources in the sense that all children said to be with Special Educational Needs were not assessed. One revealed that the data were relevant. These data was vital in the implementation of special education. It was unfortunate that the entire Central Province had no assessment centre. Districts were provided with snellen charts (E-chart) and Audiometers at District Resource Centres but none of the Centres was doing assessments for sight and hearing. This was also related to the issue of Standards Officers feeling sufficiently helpful or not. Two respondents felt sufficiently helpful and three felt insufficiently helpful. The Standards Officers were specialized individuals in Special Education and if the situation was as portrayed above then provision of quality special education was a night mare. Kalabula (2007) argues that Standards Officers perform varied and useful duties whereby they are supposed to be sufficiently utilized. He observes that three Standards Officers per District could not perform all duties satisfactorily. In Special Education one Standards Officer services two districts. This in itself was not achieving the intended goal. The district where this officer is not stationed is disadvantaged and no correct data in Special Education come forth. These officers were competent in their

areas and could prove useful if called upon. The Standards Officers could advise on areas of pedagogy which was inadequate, preparedness of Colleges of Education/Universities to train teachers in Special Education and how to collect useful data.

Children with Special Educational Needs coming out of the school system were unprepared for independent living and adult life. Three Standards Officers revealed that learners were just thrown on the street after grade 12 and for the intellectually challenged after age 16. Tertiary institutions were not ready to get on Learners with Special Educational Needs. The 16+ skills training was abolished in Trade Training Institutions. Two of the respondents confirmed the preparation of children with Special Needs. These were a few who enter colleges/universities and skills training centres.

For children with Special Educational Needs, skills training and practical subjects at school were a vital component in their lives. Currently what is offered is theoretical and does not add value to their lives.

In terms of the management and administration of examinations, the Examinations Council of Zambia depends on the schools to provide correct data on would be candidates with Special Needs. The visually impaired were well catered for compared to the Hearing Impaired and the intellectually challenged. In public examinations the intellectually challenged had not yet been included. They wrote the same examinations with the average. In 2013 the Examinations Council of Zambia was providing examinations in Braille and large print on request. They also allow 30 minutes extra time and on request 100% extra time can be awarded. In case of Learners with Hearing Impairments facilities such as camera, the use of an interpreter would be useful. The other good practice would be the examiner to sign and the candidate to respond in sign language. These children were poor in written language. The major challenge the Examinations Council of Zambia faced was on communication from

the examination centres in schools. There was a lapse every year. The other challenge was that the children with Special Education Needs were not assessed to ascertain the degree of impairments. This was evidenced in the findings to the study. It was shown that there were no assessment centres in the Central Province and the Resource Centres were not performing this role despite having a few assessment tools. This can be associated with ineffective use of Standards Officers in Special Education issues.

The curriculum designed in Zambia was to be used by all learners. It is not proper to advocate for a parallel curriculum for Learners with Special Educational Needs. From the Curriculum Specialist point of view all necessary guidelines were reflected in the National Policy on Education, Educating our future of 1996, but the only reservation was the problem of implementation. This was not done accordingly. It was also true to say it was due to the current examination oriented curriculum that learners with Special Educational Needs were not inculcated with skills, knowledge and values to make them independent and useful members of the society. At Broadway unit for children with Hearing Impairments for example no practical subjects were taught. Candidates registered for the 2013 grade 12 examinations at Mumbwa Secondary School only three (3) out of nine (9) visually impaired learners entered for Mathematics, two (2) entered for Science, two (2) for Agricultural Science and one (1) entered for Ibibemba. Learners were supposed to be guided but educational guidance services were not there in schools. Subject selection is a critical component of Educational Guidance Service. This was not available to learners with Visual Impairments. This was confirmed by a study carried out by Mwamba (2012). The study revealed that 44.4% of the learners with visual impairments never received any assistance in subject selection while 30% received such a service and 25% did not respond. As learners reported (in grades 8 and 10) subjects were imposed on them. It was also revealed that in

2012 teachers training to teach learners with Special Educational Needs at Nkrumah College of Education now Kwame Nkrumah University were not doing the following combinations;

- Special Education and Science
- Special Education and Mathematics
- Special Education and Business Studies

It was evident in the schools visited that there were no teachers for Science, Mathematics and Business Studies with Braille or Sign Language. This was a scandal and against learners' human rights.

Production of curriculum materials for Special Education was expensive and the bureaucracy involved has made it practically impossible to produce devices and materials for Special Education. On one hand there was a centralized procurement process and on the other hand devices and materials procured were not requested by schools therefore wrong materials were imposed on the schools. For example wheel chairs were procured even where they were not needed. In 2013 these wheel chairs were still in the store room.

Table 27: Summary of Views of Respondents on Management Practices

S/N	RESPONDENT	VIEWS
1	Standards Officers	Segregation and mainstreaming were applied.
2	Examination Specialist	Examinations Council of Zambia was empowered enough to conduct public examinations for CSEN but only the Visually Impaired were mainstreamed.
3	Curriculum Specialist	The curriculum disadvantaged CSEN in that it was not responsive to the needs of CSEN. It required adaptations and modifications by teachers who are trained.
4	Provincial Education Officer	CSEN were taught well in Special Education Units but there was a challenge of financial, material and human resources
5	District Education Board Secretaries	Integration was used in schools and it was not effective.

6	Head teachers	Integration was effective because CSEN interacted with the average children and stigma was reduced.
7	Teachers	There were more weaknesses in integration than in segregation. Mainstreaming had not assisted CSEN adequately due to inadequate resources.

Segregation and Mainstreaming had been found to be the Management Practices used in the provision of special education in school. They were effective practices though quality under mainstreaming was compromised. In a segregated setting (special schools and units) there were specialized teachers, devices and positive discrimination was applied. The school management was composed of managers who were special education oriented.

5.2. An Evaluation of How Current Management Practices Affect the Provision of Quality Special Education

In the Central Province main streaming and inclusion were mistakenly used as meaning one thing. Children who had Special Educational Needs and placed in the mainstream were said to be included. It is true to hear the Provincial Education officer say little was known about Special Education. To them Special Education is special education and the issues of inclusion were not well understood. Integration was said to be easy to understand just like mainstreaming. In the schools today teacher workloads were high, teaching and learning resources were inadequate, infrastructure was inadequate, Special Education teachers were not there and the management of schools was not effective. These and the influence from National and International policies on Special Education make inclusion be endorsed as a principle practice but there were concerns about practicalities. It was revealed that teacher attitudes and values were crucial in the success of any management practice in the provision of Special Education.

Teacher training currently was information based but it needed to be able to impart values and attitudes and provide a platform for trainees to work with children in Special Education. The National policy on Education, Educating our Future of 1996 has placed inclusion as a general teaching requirement and it has led to the thinking that all teachers are teachers of learners with Special Educational Needs. To the contrary the curriculum structure is not inclusive and does not promote equality of opportunity for all. Pre-service teacher training colleges need to be proactive in issues related to Special Education. The idealism associated with inclusion is unhelpful in quality Special Education provision. The Learners with Special Educational Needs were slower, the curriculum was rigid and examination oriented and it was timed. Failure to meet the time frame meant poor learner achievement. The teachers in the mainstream were not trained to modify and adapt curriculum to suite children with diverse needs in their classes. A high proportion of lessons were taught with a lot of short comings. Inclusion therefore “works” for some and not for others. Collaborative Action Research (CAR) is a vital tool for implementing inclusion. Initially the management practice which the majority of the Standards Officers opted for was perceived as a project with a life span and not a lifelong experience as observed by the Zambia National Education Collision (2010). A common language was not initiated in all stakeholders about inclusive schooling. The CAR will enable all stakeholders come up with an action plan and use evidence to transform the practice into a realistic one.

The number of special education units had declined at some point in the Central Province. There were a total of 38 functional units but in 2013 there were only 18 functional units in the whole province with only one Special Community School. This was as a result of the inclusion crusade which was mistaken for mainstreaming.

Therefore it was revealed that in the three districts sampled there were 18 special education units, one special community school, 165 learners and 45 teachers working in special

education. These statistics were too much below the expected had it not been for misunderstanding inclusion. One District Education Board Secretary stated that the management practices applied was effective while two said they were not effective. The provision of Special Education was negatively affected in the province due to a lot of factors some of which are listed below:

- There were no teachers trained in Special Industrial Arts, Special Home Economics and Expressive Arts.
- Interpretation of government policy on Special Education was not efficiently done in the Districts.
- There were no assessment centres in the province
- Monitoring and evaluation of special education was not effective.
- Over dependence on Education Standards officers – (Special Education) to interpret Special Education Policy in Districts. Unfortunately these officers were not in all districts. Their absence affected the provision of Special Education negatively.

Due to the above challenges many a child with Special Educational Needs passed through the educational cycle unnoticed and the majority was out of school. These borders on infringement of children's rights and it will be difficult to meet the millennium Development Goals on Education for all by 2015 (Universal Primary Education).

In the three districts visited it was indicated that the education currently being offered to children with special educational needs was not worthwhile. More practical subjects were proposed but the schools had no capacity. The visually impaired and the Hearing impaired were missing some subjects in school because there were no teachers with Braille or sign language. The most affected subjects were mathematics, science, home economics, business studies, industrial arts and expressive arts. The findings also revealed that special vocation skills were done at Trades Training Institutes. This should be resumed since the two

ministries had merged. It was also suggested that sign language should be taught as one of the local languages in schools.

Since there were no trained teachers in the main stream, provision of quality Special Education was negatively affected by a management practice. In Special Schools and Special Education Unit it was revealed that learners interacted well with the able bodied where functional and social integration were practiced. Stigma was reduced and performance academically and socially was appreciated.

In Special Education Units visited eight had annual work plans compared to six units who did not have. This was due to the fact that six of these units were adequately supervised while eight were not adequately supervised. It was also revealed that the supervisors of Special Education provision in mainstream classes and units were not qualified in Special Education. The study revealed that all (fifteen) of the Head teachers had no Special Education qualifications. These were heading schools which had units or were using mainstreaming. Furthermore out of the fourteen heads of section/department where Special Education fall all of these heads were not qualified in Special Education. It is evident from the data above that management practices influence greatly the provision of quality education. There cannot be quality education provision where the supervisors were ill prepared in Special Education or were not trained at all. This led to low enrolment and high teacher turn out in special education. There was no motivation. “The blind were leading the sighted.”

The Head teachers and teachers in schools revealed that they were not conversant with the Special Education Policy. They just receive information from the District Office or from a workshop and implement that in anyway. It was also revealed that external monitoring was not much so some programmes die before they were fully implemented.

The first major Education Policy document, the Education Reform document of 1977, stated that all children (Handicapped) were entitled to education by full time study and that there should be positive discrimination in their favour. This document was silent on the management practice but at this time segregation was mostly in use (Republic of Zambia, 1977). In 1990 the Jomtien World declaration on Education for All bred the Focus on Learning in 1992 in Zambia. It stresses access to educational opportunities for all and designed to meet children's basic needs. The policy stressed also the mobilization of resources for the development of education for all including Special Education Needs. In 1996 the Educating our Future policy on education was developed. It emphasized the provision of quality educational opportunities for Children with Special Educational Needs and strengthens supervision and management of Special Education across the country. To do this the Ministry intends to collaborate with all stakeholders, integrate Children with Special Educational Needs into the Mainstream, establish Special Schools and decentralize the Special Education Inspectorate. The current governments' intension is to promote inclusive education by integrating children with mid/moderate learning disabilities in the Mainstream schools and offer Special Education to those who cannot be integrated.

The government has noticed the many challenges in inclusion. Therefore it hopes to use integration together with inclusion in mainstreaming Children with Special Educational Needs. Cole (2004) argues that identifying the best management practice depends on the situation. An advance has been set in the provision of Special Education and Human Rights. The 2011 Education Act advocates for integration, Special Schools and units and at the same time of holding inclusive education institutions. Inclusion in this Act means that all Learners regardless of disability or vulnerability are a vital and integral part of the general education system. Now that legislation is in place the formulation of educational policies, specific rights and responsibilities as well as the provision of educational resources and services will

be properly handled. These will be legitimate. In the past policies were formulated without a legislation which was why anything was acceptable but now policy makers will be careful to come up with policies which will provide quality Special Education.

Table 28: Summary of Views of Respondents on the Effects of Management Practices

S/N	RESPONDENT	VIEWS
1	Standards Officers	Quality of special education was compromised but inclusive education if fully implemented provides quality education to CSEN
2	Examination specialist	In integrated settings schools failed to apply to the Examinations Council of Zambia for extra time in public examinations for CSEN. This disadvantages CSEN and performs below average in examinations.
3	Curriculum specialist	Teaching and Learning resources for CSEN were expensive to produce. That is why all materials procured and produced at CDC were for the average child
4	Provincial Education Officer	There was no evidence of collaboration among the officers at the Provincial Education office in terms of special education.
5	District Education Board Secretary	Special education provision was not a priority. Nothing much was done at district level in terms of special education.
6	Head teachers	There was misinformation and misinterpretation of issues related to provision of education to CSEN. Units were closed instead. The policy was not appropriate.
7	Teachers	Children's needs were met in special schools and Units and quality education was guaranteed.

The management practice adopted affects the quality of special education provision.

The teachers' negative attitudes and lack of motivation tops the list of barriers to Inclusion.

5.3. Summary

This chapter discussed the research findings in two themes; management practices and quality Special Education provision in relation to current management practices and education policy. There were many factors that affected the provision of quality Special Education in schools one of which was inadequate information on the part of the education managers on Special Education. Biggs (2004) concluded that mainstreaming and inclusion would better be ignored because no matter what, children with Special Educational needs will always have those, so it is beneficial to keep such learners in Special Education classes. In schools, management that embraced evidence based achievement and determine which management practice contribute positively to learner achievement was the best. It is expected that interventions that support teaching and learning, system-wide progress, monitoring and collaborative problem solving will promote effective school outcomes for all learners. It was cardinal to consider the trade-offs between segregation and integration. Furthermore UNESCO (2010) indicated that the action taken depends on the specific country context. The management practices schools overwhelmingly said they were using were adopted wholesomely from Europe. Special Education is a contraventional concept which needs to relate educational and social values as well as to the sense of individual worth. As a system there was need for collaboration in order to come up with a useful management practice. This information was lacking in the school managers. The next chapter is the last chapter and carries the conclusion and recommendations of the study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The previous chapter presented the discussion of the findings of the study. Data were interpreted using themes so that research questions are answered. The management practices, the effects of current management practices, consequences of management practices and strategies in the education policy to provide quality Special Education were answered. It was revealed that quality Special Education was not being provided in the Central Province due to various reasons. One of the reasons was inadequate trained human resource in education delivery. In this chapter, a conclusion which is a summary of the study and the recommendations will be presented.

6.1. Conclusion

The study revealed that Special Education in the Central Province was being offered through Special Schools, Special Education Units and Mainstream classes. Inclusive Education Programme (INPRO) was misunderstood to mean Mainstreaming. This may be so because the introduction of inclusive education did not go with the needed facilities and resources. It was also revealed that Special Education Units were closed in order to place children in the Mainstream. Due to inadequate teachers and other facilities and materials, quality Special Education was not realized. It was only in Special Schools and Special Education Units that quality education was attainable. The current management practices sent many a child out of the education cycle un prepared for independent living and adult life. Mainstream schools lacked in many things including management skills that it was difficult for learners with Special Educational Needs to learn appropriately and according to their needs.

Quality Special Education was attainable in schools where teachers were trained in special education and facilities and other materials were provided. The study revealed that these were not in place and choice of a management practice was situational and collaborative.

With legislation in place it is hoped that a favourable management practice will be arrived at in consultation with all stakeholders and considering the situation in Zambia. Therefore integration by placing learners in the mainstream of education where functional and social integration were paramount was the best practice. It was also revealed that supervision of special education was not done effectively. Supervisors of schools with Special Education Units and supervisors of Special Units were not qualified in special education. This contributed to the high teacher turn out in special education and low pupil enrolment because the teachers were not motivated to teach and do child find. The current management practice was said to be ineffective. The Standards Officers in special education felt insufficiently utilized in the management of special education. These Standards Officers were experts in special education but monitoring was not done and the districts had no assessment centres. This was attributed to the poor resource allocation to special education provision.

The study further revealed that learners with Special Educational Needs never took part in subject selection. All the subjects they took in schools were imposed on them. This resulted in some subjects not selected. Lack of teachers in certain subjects also made it difficult for the learners. This was mostly in Science, Mathematics, Business Studies and Practical Subjects. No equal opportunities were given in subject allocation.

The management and administration of examinations was another critical issue. The Examinations Council of Zambia depended on the schools to furnish them with information of who would be candidates with Special Educational Needs. There have been lapses over the years. It was revealed that the visually impaired were well catered for in terms of examinations. The learners with Hearing and intellectual impairment were left out. Only extra time was mandated to be awarded at 25% to 100% extra time may be allowed on request from the Examinations Council of Zambia.

The housing of Special Education under the Directorate of Teacher Education and Specialized Services was not helpful. This arrangement segregated the Standards Officers because their job descriptions have no mention of special education. The implementers were at Teacher Education and Specialized Services while the monitors were under Standards and Curriculum. This was folk like at the top and it has made special education provision to be centralized. The Province and the District had no implementers but monitors only.

As long as learners were placed in the mainstream without related facilities and material resources, quality special education provision will be a night mare. The government will promote integration by mainstreaming and provide corresponding resources and facilities to make it practical. Integration was seen to fall in three stages namely; mainstreaming, inclusion and full inclusion. In the Central Province Special Education was still at mainstreaming stage which is the first stage of integration. In the appendices, apart from the data collection instruments the author attached samples of funding details so as to show how little the money allocated to Special Education provision was. In the same appendices there is an attachment of the job description of both the Senior Education Standards Officer- Special Education based at the Province and the Education Standards Officer- Special Education based at the District. This is evidence that there were little or no resources for Special Education provision and there was little or no supervision. With such a scenario quality special education provision cannot be realized. There was no system followed in the provision of special education in Zambia and the situation was not favourable for special education provision. The systems and contingency theory if they were followed the scenario would be different. The Zambian situation does not need adopting foreign initiatives wholesomely but in piece meals to allow the diverse Zambian conditions to dictate the rest.

6.2. Recommendations

While the study revealed that management practices had a bearing on provision of quality special education, it had also come up with challenges that needed to be attended to in order to meet the needs of Learners with Special Educational Needs in integrated settings.

Based on the findings of the study, below are the recommendations:-

- Education managers should identify management practices that may provide quality education.
- Policy makers to evaluate management practices to implement those that can provide quality special education.

6.3. Suggestions for Future Research

The study focused on management practices in the provision of quality special education.

There is need for further research which should focus on specific issues such as:

- Longitudinal study on the progression rate of learners with Special Educational Needs in the education system. (Choose one disability group).
- Quasi-experiment to compare management practices.
- A comparative study of the management practices in Special Schools and ordinary schools.
- Child find programmes and home based care for children with Special Educational Needs.
- Factors affecting Mainstreaming as a management practice in the provision of Special Education.
- Teacher Education and teacher management in Special Education.
- Management practices in integrated Early Childhood Education

- The effects of mainstreaming Learners with Special Educational Needs on the falling reading levels in Zambia.
- Prioritizing Special Education to improve learner performance in mainstream classes.
- Learner – Teacher contact time in Special Education and its effects on provision of quality Education.
- Improving access to Education for girls with Special Educational Needs.
- Managing HIV and AIDS in learners with Special Educational Needs.

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Glossary of terms

- **Average child**-a child perceived to be disability free, “normal child”.
- **Disadvantaged**: children having inadequate public services.
- **Efficiency**: Working with and through others to accomplish organizational goals effectively.
- **Full- inclusion**: the act of eliminating Special Education altogether and instructing all learners regardless of the Special Educational Need in the same classroom at the same time and with same materials.
- **Inclusive setting**: children with special educational needs (learning disabilities such as dyslexia, and physical disabilities, such as deafness) learning side by side with average children.
- **Integration**: a process of increasing participation of children in the educational, social and community life in school.
- **Management practices**: ways of administering learning organizations to efficiently and effectively achieve stated goals.
- **Quality special education**: How much and how well children with special educational needs learn. To develop learning potential in learners and making best use of the child’s diverse needs and address differential issues of learners with special educational needs..
- **Special educational needs**: learning difficulties or physical disabilities that make it harder for children to learn or access education than most children of their age.

APPENDIX 1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Sir/Madam

RE: QUESTIONNAIRE FOR STANDARDS OFFICERS-SPECIAL EDUCATION.

I am Mwenya Nicholas Mwamba a student at the University of Zambia pursuing a doctorate degree in Educational Administration. The study is entitled; “The effects of management Practices in the Provision of quality Special Education in selected districts of the Central Province.” You were purposively sampled to take part in this study due to the nature of your work in Special Education Provision. Kindly answer all the questions in the questionnaire. May you please be frank and honest as all the information will be treated in the strictest confidence. Remember also that this is for academic purposes only.

PART A. RESPONDENT’S PROFILE

1. Sex : male () Female () Tick
2. Age: 30 – 35 (), 36 – 40 (), 41 – 45 (), above 45 () Tick
3. Area of specialization:.....
4. Current employment:.....
5. How long have you served in your current job?.....

PART B. PROVISION OF QUALITY SPECIAL EDUCATION

6. Which of the following Management practice(s) can provide quality Special Education to learners with Special Educational Needs? (Tick)
 - (i) Segregation/Exclusion ()
 - (ii) Integration
 - ✓ Mainstreaming ()
 - ✓ Inclusion ()
 - ✓ Full-inclusion ()
7. In your view, what characterises quality Special Education Provision? (indicate in the spaces below)

- (i)
- (ii)
- (iii)
- (iv)

8. How do you value the current Special education provision in Zambia and Central Province in particular. (write in the space below)

.....

9. Is the information captured in the teacher monitoring instrument on learners with Special Educational Needs relevant to the provision of quality Special Education?

- (i) Yes () Tick
- (ii) No () Tick

10. If no in question 9 above what additions can you make to improve on its relevance. (write in the space below).

.....

11. Is the information collected in the Annual Census Forms helpful in providing quality Special Education?

- (i) Yes () Tick
- (ii) No () Tick

12. Justify your answer in question 11 above. (Write in the space below)

.....

13. What do you consider to be the four most outstanding strengths in the current provision of quality Special Education?

- (i)
- (ii)
- (iii)
- (iv)

14. What do you consider to be the four most outstanding weaknesses in the current provision of quality Special Education?

- (i)
- (ii)
- (iii)
- (iv)

15. Do you feel sufficiently helpful in enhancing quality Special Education provision at your level?

- (i) Yes () Tick
- (ii) No () Tick

16. Based on your answer to question 15 above give an explanation. (write in the space below).

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

17. In your view are the current methodology courses in teacher training colleges and universities adequate for graduate teachers to teach in inclusive settings.

- (i) Yes () Tick
- (ii) No () Tick

18. Based on your answer to question 17 above give an explanation. (Write in the space below).

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

19. In your opinion, are the colleges and universities prepared to offer Special Education courses that in turn will enhance quality Special Education provision to learners with Special Educational needs?

- (i) Yes () Tick
- (ii) No () Tick

20. What are some of the challenges faced in these colleges/universities in teacher education for quality Special Education provision?

- (i)

- (ii)
- (iii)
- (iv)

21. Are schools able to meet special needs within the spirit of the 2011 education act. (Explain in the space below)?

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

22. Does the current Special Education provision prepare learners with Special Educational Needs for after school and adult life?

- (i) Yes () Tick
- (ii) No () Tick

23. Explain your response to question 22 above.

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

24. Kindly write in the space below any comments that you might have with regard to the effects of management practices in the provision of quality Special Education.

.....
.....

Thank you for your cooperation

APPENDIX 2

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Sir/Madam

RE: QUESTIONNAIRE FOR PRINCIPAL EDUCATION OFFICER-SPECIAL EDUCATION

I am Mwenya Nicholas Mwamba a student at the University of Zambia pursuing a doctorate degree in Educational Administration. The study is entitled; “The effects of management Practices in the Provision of quality Special Education in selected districts of the Central Province.” You were purposively sampled to take part in this study due to the nature of your work in Special Education Provision. Kindly answer all the questions in the questionnaire. May you please be frank and honest as all the information will be treated in the strictest confidence. Remember also that this is for academic purposes only.

PART A. RESPONDENT’S PROFILE

1. Sex: male () Female () Tick
2. Age: 30 – 35 (), 36 – 40 (), 41 – 45 (), above 45 () Tick
3. Area of specialization:.....
4. Current employment:.....
- 4 How long have you served in your current job?.....

PART 2. MANAGEMENT PRACTICES IN THE PROVISION OF SPECIAL EDUCATION

6. Which of the following Management practices in the provision of Special Education are applied in Zambia? (Tick)
 - (i) Segregation/Exclusion ()
 - (ii) Integration
 - ✓ Mainstreaming ()
 - ✓ Inclusion ()
 - ✓ Full-inclusion ()
7. In your view, which management practice or practices can provide quality Special Education? (Write in the space below)

- (i).....
- (ii).....
- (iii).....

8. Is the provision of Special education?

- (i) Adequate () Tick
- (ii) Inadequate () Tick

9. Based on your answer to question 8 above give an explanation

.....

10. In your opinion is the current work force and facilities ready to provide quality Special Education?

- (i) Yes () Tick
- (ii) No () Tick

11. What are some of the challenges of providing quality Special Education?

- (i)
- (ii)
- (iii)
- (iv)

12. In your view do schools providing Special education adequately prepare learners with Special Educational Needs for adulthood?

- (i) Yes () Tick
- (ii) No () Tick
- (iii) Do not know () Tick

13. What would be your explanation to the answer to question 12 above?

.....

14. What could be the effects of current Management practices in the provision of quality Special Education?

- (i).....
- (ii).....
- (iii).....
- (iv).....

15. What Management practice would you recommend in order to provide quality Special Education?

.....

16. Justify your response to question 15 above.

.....

17. (a) Do Management practices affect the provision of quality Special Education?

- (i)Yes () Tick
- (ii)No () Tick

(b) Justify your response to question 17 (a) above.....

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

18. What does the policy say on the provision of Special Education?.....

.....
.....

19. What do you consider to be the four most outstanding strengths in the current provision of Special Education?

- (i)
- (ii)
- (iii)
- (iv)

20. What do you consider to be the four most outstanding weaknesses in the current provision of special education?

- (i).....
- (ii).....
- (iii).....
- (iv).....

21. In your opinion what modifications/ adaptations can be made to the current provision of Special Education?.....

.....
.....

22. Do you feel sufficiently utilized in the provision of Special Education at your level?

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

23. Based on your answer to question 22 above give an explanation.....

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

24. Kindly write in the space provided below any comments that you might have with regard

to the effects of management practices in the provision of quality Special Education.

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

Thank you for your cooperation

APPENDIX 3

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Sir/Madam

RE: QUESTIONNAIRE FOR CURRICULUM SPECIALIST – SPECIAL EDUCATION.

I am Mwenya Nicholas Mwamba a student at the University of Zambia pursuing a doctorate degree in Educational Administration. The study is entitled; “The effects of management Practices in the Provision of quality Special Education in selected districts of the Central Province.” You were purposively sampled to take part in this study due to the nature of your work in Special Education Provision. Kindly answer all the questions in the questionnaire. May you please be frank and honest as all the information will be treated in the strictest confidence. Remember also that this is for academic purposes only.

PART A. RESPONDENT’S PROFILE

1. Sex: male () Female () Tick
2. Age: 30 – 35 (), 36 – 40 (), 41 – 45 (), above 45 () Tick
3. Area of specialization:.....
4. Current employment:.....
5. How long have you served in your current job?.....

PART B. CURRICULUM DEVELOPMENT FOR SPECIAL EDUCATION

6. How do you view the aims of Special Education provision (write in the space below)

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

7. Was the curriculum currently in use in Special Education meaningful to prepare Learners with Special Needs for life?

- (i) Yes () Tick
- (ii) No () Tick

8. If No in 7 above what is needed to make it responsive to learner needs. (write in the space below)

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

9. List pedagogical barriers that exist in Special Education provision in relation to curriculum development.

- 1.
- 2.
- 3.
- 4.

10. Does the current curriculum give access to Special Education required for Learners with Special Educational Needs.

- (i)Yes () Tick
- (ii)No () Tick

11. If no in 10 above explain why.

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

12. Was there need for a separate curriculum for Special Education?

- (i) Yes () Tick
- (ii) No () Tick

13. Explain your response in 12 above

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

14. What challenges do you face in Special Education course materials production?

- (i).....
- (ii).....
- (iii).....
- (iv).....

15. In your own opinion what is a good Special Education Curriculum?

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

Thank you for your cooperation

APPENDIX 4

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Sir/Madam

RE: QUESTIONNAIRE FOR EXAMINATION - SPECIALIST SPECIAL EDUCATION.

I am Mwenya Nicholas Mwamba a student at the University of Zambia pursuing a doctorate degree in Educational Administration. The study is entitled; “The effects of management Practices in the Provision of quality Special Education in selected districts of the Central Province.” You were purposively sampled to take part in this study due to the nature of your work in Special Education Provision. Kindly answer all the questions in the questionnaire. May you please be frank and honest as all the information will be treated in the strictest confidence. Remember also that this is for academic purposes only.

PART A. RESPONDENT’S PROFILE

1. Sex: male () Female () Tick
2. Age: 30 – 35 (), 36 – 40 (), 41 – 45 (), above 45 () Tick
3. Area of specialization:.....
4. Current employment:.....
5. How long have you served in your current job?.....

PART B. EXAMINATIONS IN SPECIAL EDUCATION.

6. How do you view the whole process of Examinations for children with Special Educational Needs.?
.....
.....
.....
.....

7. Was the Examinations Council of Zambia empowered enough to conduct Examinations for children with Special needs.

(i) Yes () Tick

(ii) No () Tick

8. If No in 7 above give reasons. (Write in the space below)

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

9. List some of the regulations governing examination for children with Special Educational Needs.

1.....
2.....
3.....
4.....
5.....

10. In your opinion does the Examinations Council of Zambia interpret policy in Examinations for Children with Special Educational needs appropriately?

(iii) Yes () Tick

(iv) No () Tick

11. If no in 10 above do they have their own policy? Explain

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

12. Explain the process of marking examinations for children with Special Educational Needs.

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

13. List some special arrangements you make as an Examinations Council in Examinations for children with Special Educational Needs.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

14. What challenges do you face in conducting and administering examinations in Special Education?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

Thank you for your cooperation

APPENDIX 5

SEMI-STRUCTURED INTERVIEW SCHEDULE

1. Having the under listed management practices in the provision of quality Special Education, what could be your opinion over their effectiveness in the provision of quality Special Education in schools?
 - (i) Segregation/Exclusion
 - (ii) Integration
 - ✓ Mainstreaming
 - ✓ Inclusion
 - ✓ Full inclusion
2. What is your evaluation of the current practices in the management of Special Educational provision?
3. Explain if management practices that are segregation/exclusion and integration (mainstreaming, inclusion and full-inclusion) affect the provision of quality Special Education in schools.
4. So many policies on education have been developed. What is your evaluation of these policies in relation to the management practices in the provision of quality special education in schools?

APPENDIX 6

FOCUSED- GROUP DISCUSSION

1. Discuss the following management practices in the provision of quality special education giving their strengths and weaknesses.
 - (i) Segregation/exclusion
 - (ii) Integration
 - ✓ Mainstreaming
 - ✓ Inclusion
 - ✓ Full-inclusion
2. Evaluate the effects of current management practices on the provision of quality Special Education in schools.
3. Discuss whether the provision of Special Education was affected by management practices employed.
4. Make an evaluation of the education policies on the management and provision of Special Education in schools.
5. Do you think Special Education was given the priority it deserves? What additions /subtractions would you want in the provision of quality Special Education?
6. Does the current provision of Special Education produce a worthwhile graduate? What could be the reasons for this?

MINISTRY OF EDUCATION

25-07-06 14:57

2006 Funding

May, 2006 Grants: Ref: 452 & 464/2006

Non Residential Special Schools

PROVINCE EDUCATION OFFICERS

Province	Unit Name	Amount (K'000)	
LUSAKA	Northmead Unit		
	Ermasdale Unit		
	Mulambe Unit		
	Highland Unit		
	Watero East Unit		
	Desai Unit		
	George Central Unit		
	Vera Chiluba Unit		
	Lusaka Girls Unit		
	UTH Unit		
	Cheshire Home Unit		
	ZAMISE Unit		
	Baulen Unit		
	Nyumba Yanga Unit		
	Aurthur Wina Unit		
	New Kamwala Unit		
	Lilayi Unit		
	Chilanga Unit		
	Mt. Makulu Unit		
	Nangwenya Unit		
Nangongwe Unit			
Musamba Unit			
Chongwe Unit			
Chibalo Unit			
Lusaka Boys Unit			
Kamwala South Unit			
Chienje Unit			
Sub total			
COPPERBELT	Chililabombwe Unit		
	Lubengele Unit		
	Ichimpe Basic		
	Chavuma Basic		
	Chiwembaash Unit		
	Masamba Basic		
	Mitobo Unit		
	Chibote Unit		
	Mpelembe Unit		
	Valley View Unit		
Sub total			
CENTRAL	Busako Unit	1,000	
	Danford Chinwa Unit	1,000	
	Lukanga Unit	1,000	
	Broadway Unit	1,000	
	Nkwashi Unit	1,000	
	Mumbwa Sp Unit	1,000	
	Mumbwa Sec Unit	1,000	
	Kabwe Gen Hosp Unit	2,000	
	Mtezitezi Sp Unit	1,000	
	Lukande Unit	1,000	
Sub total		14,000	
NORTHERN	Chilubi Sp Unit		
	Chibite Sp Unit		
	Kaole Sp Unit		
	Chitwani Sp Unit		
	Chilowa Sp Unit		
	Mbala Sp Unit		
	Sub total		
	WESTERN	Senanga Hosp Sp Unit	
		Limulunga Sp Unit	
		Mongu Basic Sp Unit	
Kanyonyo Basic Sp Unit			
Kaoma Hosp Sp Unit			
Lewanika Hosp Sp Unit			
Kalabo Hosp Sp Unit			
Lukulu Hosp Sp Unit			
Mulamallia Basic Sp Unit			
Sub total			
EASTERN	Katete Sec Unit		
	Hillside Sp Unit		
	Walela Sp Unit		
	Lundazi Sp Unit		
	Mizyu Sp Unit		
	Feni Sp Unit		
	Retaluke Sp Unit		
	Sub total		
	NORTH WESTERN	Zambezi Sp Unit	
		Chiweza Sp Unit	
Kikombe Sp Unit			
Chilenga Sp Unit			
Sub total			
LUAPULA		Samiya Basic Unit	
		Kombaniya Sp Unit	
		Manza Sp Unit	
		Mulundu Sp Unit	
		Mwense Sp Unit	
Sub total			
SOUTHERN	Mazabuka Sp Unit		
	Maiwani Sp Unit		
	St. Lumba Sp Unit		
	Kalomo Sec Sp Unit		
	Rusangu Sec Sp Unit		
Sub total			

Chisamba 12
 Mkushi Boma 13
 Brnoli 14
 Kalilwe 15

2000M = R1500 000 each.

Grand total 44 000

APPENDIX 8

MINISTRY OF EDUCATION

2011 Funding

Jun & Jul, 2011 Grants: Ref: 411, 418/2011

Functions: 16 - 18

2011/07/28 11:29

Zam - Kwacha K'000

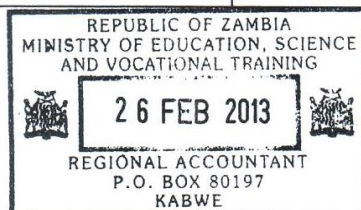
BUDGET LINE Department	CENTRAL 8016-17		CENTRAL 8016-17		CENTRAL 8016-17		CENTRAL 8016-17		CENTRAL 8016-17		TOTAL RELEASE
	KAPIRI IPOSHI DEBS	MKUSHI DEBS	MUMBWA DEBS	KABWE DEBS	SERENJE DEBS	CHIBOMBO DEBS					
TOTAL MONTHLY RELEASE	-	196 994	-	-	-	-	-	-	-	-	196 994
Dept 16 (Prog 02: Gen Admin Mgt)											
001: Policy and Planning		7 668									7 668
002: Human Resource & Administration		1 918									1 918
003: Financial Management		382									382
004: Procurement Management		1 534									1 534
005: Staff Retention (Teachers only)		1 150									1 150
006: Human Resource Development		1 534									1 534
8: Infrastructure		19 818									19 818
001: Construction		4 578									4 578
002: Rehabilitation		3 224									3 224
003: Maintenance		1 772									1 772
004: Monitoring		10 244									10 244
9: Teacher Education		1 816									1 816
001: District Resource Centre		420									420
002: Guidance and Counselling		286									286
003: Special Education		250									250
004: Library Services		190									190
005: Monitoring		670									670
006: Management of Initial & Insert											-
10: Standards and Assessment		4 220									4 220
001: School Inspection		844									844
002: Co - Curricular Act & Sub Areas		1 266									1 266
003: Examination		2 110									2 110
11: Curriculum Education Materials		3 836									3 836
001: Procurement of Text Books		1 918									1 918
002: Procurement of Lab Equipment		1 266									1 266
003: Procurement of Lab Chemicals		422									422
004: Procurement of Teaching & Learn Materials		230									230
12: Dist Education & Open Learning		764									764
001: Monitoring & Alternative Education		190									190
002: Training of Mentors		536									536
003: Distribution of Education Materials		38									38
13: Equity		26 610									26 610
001: Grant for Free Basic Education		24 312									24 312
002: Equity and Gender		766									766
003: School Health and Nutrition		1 342									1 342
004: HIV/AIDS		190									190
Dept 17 (Prog 02: Grants for Basic Education)		132 262									132 262

APPENDIX 9

Ref: No	Programme/Activit	Amount Funded
0098	Apr-11 BEING PAYMENT FOR APRIL FUNDING -MOE	
80/16 REGIONAL HEADQUARTERS - CENTRAL PROVINCE		
1 Provincial Education Office - Central Province		
2 General Administration		
Activities:		
001	Policy and Planning	1,618,500
002	Staff Welfare	3,000,000
003	Human Resource Management	1,624,167
004	Financial Management	1,104,666
005	Procurement Management	478,665
006	Teacher Retention Scheme	426,583
007	Audit	443,416
008	Human Resource Development	475,916
6 Utilities		
Activities		
001	Electricity	569,667
002	Telephone	455,750
003	Water	569,665
004	Internet	455,750
005	Postal Services	227,433
8 Infrastructure Development		
Activities:		
001	Construction	3,062,250
002	Rehabilitation	2,905,000
003	Maintenance	397,267
004	Monitoring	11,454,916
9 Teacher Education		
Activities		
001	Monitoring	252,000
002	Provincial Resource Centre	753,500
003	Guidance and Counselling	435,166
004	Special Education	307,416 ✓
005	Library Services	179,250
10 Standards and Assessment		
Activities:		
001	Examinations	1,773,750
002	School Inspection	2,900,783
003	Co-curricular Activities and Subject Areas	1,380,916
11 Curriculum Development and Educational Materials		
Activities:		
001	Procurement of Teaching and Learning Materials	226,000
002	Procurement of Textbooks	1,883,750
003	Procurement of Laboratory Materials	1,243,250
004	Procurement of Laboratory Chemicals	414,415
12 Distance Education and Open Learning		
Activities:		
001	Distribution of Educational Materials	67,000
002	Monitoring	333,582
003	Training of Mentors	1,054,915
13 Equity		
Activities:		
001	Equity and Gender	934,515
002	School Health and Nutrition	843,500
003	HIV/AIDS	94,116
Departmental Total		44,347,435

APPENDIX 10

	INPUT AREA	NIF III
		Amount
5001	2.0 GENERAL ADMIN.	47,612.52
027	Human Resouce Development	3,703.20
066	Policy and Planning	8,993.48
023	Human Resource Policy and Management	13,225.70
101	Financial Management	7,935.42
035	Procurement Decentralization	3,703.20
039	Staff Retention scheme	-
038	General Internal Audit Management	3,703.20
040	Utility Bills	6,348.34
700	Institutional Management (new).	
	Other costs(service bills, borrowings, , motor spares)	28,719.27
	fuel and lubricants	10,004.56
5011	8.0 INFRASTRUCTURE DEV.	13,391.02
023	Monitoring and Supervision (modified)	13,391.02
700	Secondary Schools (new)	-
701	Special Schools (new)	-
702	Administrative Offices (new)	-
703	Auxilliary Institutions (new)	-
700	Secondary Schools (new)	-
5019	DISTANCE EDUCATION & OPL	2,592.24
015	Training of Mentors	-
005	Distance Learning(new)	1,481.28
701	Open Learning and Skills Development(new)	555.48
002	Adult Literacy (new)	555.48
5021	EQUITY	5,078.67
001	Gender and Equity	2,539.33
002	School Health and Nutrition	1,269.67
003	HIV and AIDS	1,269.67
5043	STANDARDS	16,928.96
701	Inspections (modified)	12,696.67
003	Co- curricular activities and Subject areas	-
700	Administration and monitoring of Examinations (modified)	4,232.22
5044	TEACHER EDUCATION	5,928.93
008	Provincial Resource Centres	1,745.79
003	Guidance and Counselling	872.90
009	Special Education	1,309.34
011	Library Services	-
020	Management of Initial and In-service Training(new)	2,000.90
	GRAND TOTALS:	132,257.00



APPENDIX 11

ACTIVITY BASED ANNUAL BUDGET		2012 Percentages			
HEAD	80/16	2011	2012	Program	Sub program
1	Provincial Education Office - Central Province		825423676.4		
Program 1	Personal Emoluments - (PRP)		6,838,693,965.00		
Program 10	Standards and Assessment		330,169,470.55	40.00%	
Program 11	Curriculum Development and Educational Materials		9,905,084.12	1.20%	
Program 12	Distance Education and Open Learning - (PRP)		28,477,116.83	3.45%	
Program 13	Equity - (PRP)		46,884,064.82	5.68%	
Program 2	General Administration		165,414,904.75	20.04%	
Program 6	Utilities - (PRP)		27,797,036.24	3.37%	
Program 8	Infrastructure Development - (PRP)		123,813,551.46	15.00%	
Program 9	Teacher Education		92,942,705.96	11.26%	
	Unit Total		825,403,934.72	100.00%	100.00%
HEAD	80/16				
1	Provincial Education Office - Central Province		825423676.4		
Program 1	Personal Emoluments - (PRP)		6,838,693,965.00		
1	Salaries Division I	3,696,331,448.00	3,696,331,448.00		54.05%
2	Salaries Division II	848,603,814.00	848,603,814.00		12.41%
3	Salaries Division III	396,680,800.00	396,680,800.00		5.80%
4	Wages	1,298,499,438.00	1,298,499,438.00		18.99%
5	Other Emoluments	181,000,000.00	181,000,000.00		2.65%
6	Salaries -Teaching Service	417,578,465.00	417,578,465.00		6.11%
	Programme Total	6,838,693,965.00	6,838,693,965.00		100.00%
Program 10	Standards and Assessment		330,169,470.55	40.00%	
1	Examinations	41,032,352.00	115,559,312.16		35.00%
2	School Inspection	52,755,883.00	148,576,263.72		45.00%
3	Co-curricular Activities and Subject Are:	23,447,059.00	66,033,894.67		20.00%
	Programme Total	117,235,294.00	330,169,470.55		100.00%
Program 11	Curriculum Development and Educational Materials		9,905,084.12	1.20%	
1	Procurement of Teaching and Learning N	4,396,324.00	594,305.09		6.00%
2	Procurement of Textbooks	36,636,030.00	4,952,541.99		50.00%
3	Procurement of Laboratory Materials	24,179,780.00	3,268,677.74		33.00%
4	Procurement of Laboratory Chemicals	8,059,927.00	1,089,559.29		11.00%
	Programme Total	73,272,061.00	9,905,084.12		100.00%
Program 12	Distance Education and Open Learning - (PRP)		28,477,116.83	3.45%	
1	Distribution of Educational Materials	1,361,871.00	1,385,776.05		4.87%
2	Monitoring	6,107,831.00	6,215,042.35		21.82%
3	Training of Mentors	20,516,176.00	20,876,298.43		73.31%
	Programme Total	27,985,878.00	28,477,116.83		100.00%
Program 13	Equity - (PRP)		46,884,064.82	5.68%	
1	Equity and Gender	18,318,015.00	23,474,069.91		50.07%
2	School Health and Nutrition	16,436,213.00	21,062,588.55		44.92%
3	HIV/AIDS	1,831,801.00	2,347,406.35		5.01%
	Programme Total	36,586,029.00	46,884,064.82		100.00%
Program 2	General Administration		165,414,904.75	20.04%	
1	Policy and Planning	30,646,934.00	34,593,402.57		20.91%
2	Staff Welfare	20,308,668.00	22,923,856.85		13.86%
3	Human Resource Management	33,970,401.00	38,344,839.24		23.18%
4	Financial Management	22,646,934.00	25,563,226.16		15.45%

5 Procurement Management	11,323,468.00	12,781,614.21	7.73%
6 Teacher Retention Scheme	5,661,734.00	6,390,807.10	3.86%
7 Audit	10,662,511.00	12,035,544.42	7.28%
8 Human Resource Development	11,323,468.00	12,781,614.21	7.73%
Programme Total	146,544,118.00	165,414,904.75	100.00%
Program 6 Utilities - (PRP)		27,797,036.24	3.37%
1 Electricity	6,836,300.00	6,949,259.06	25.00%
2 Telephone	5,469,040.00	5,559,407.25	20.00%
3 Water	6,836,300.00	6,949,259.06	25.00%
4 Internet	5,469,040.00	5,559,407.25	20.00%
5 Postal Services	2,734,520.00	2,779,703.62	10.00%
Programme Total	27,345,200.00	27,797,036.24	100.00%
Program 8 Infrastructure Development - (PRP)		123,813,551.46	15.00%
1 Construction	108,364,163.00	38,518,174.28	31.11%
2 Rehabilitation	49,204,254.00	17,489,712.27	14.13%
3 Maintenance	7,818,112.00	2,778,957.47	2.24%
4 Monitoring	182,941,296.00	65,026,707.43	52.52%
Programme Total	348,327,825.00	123,813,551.46	100.00%
Program 9 Teacher Education		92,942,705.96	11.26%
1 Monitoring	3,569,491.00	9,557,967.26	10.28%
2 Provincial Resource Centre	14,654,412.00	39,239,877.66	42.22%
3 Guidance and Counselling	7,327,206.00	19,619,938.83	21.11%
4 Special Education	5,495,404.00	14,714,952.78	15.83%
5 Library Services	3,663,603.00	9,809,969.42	10.55%
Programme Total	34,710,116.00	92,942,705.96	100.00%
Unit Total		825,403,934.72	100.00%

APPENDIX 12

2013, JULY, AUGUST & SEPTEMBER RD/CS/GRANTS FUNDING						
Fund Centre	Fund	Commitment Item	Amt	RECOVERIES	NET	
801601	5001023	221010	12,784.55	-	12,784.55	
801601	5001035	221010	3,579.67	1,038.10	2,541.57	
801601	5001038	221010	3,579.67	1,038.10	2,541.57	
801601	5001040	221020	6,136.58	1,779.61	4,356.97	
801601	5001069	221100	3,579.67	1,038.10	2,541.57	
801601	5001100	221100	8,693.49	2,521.11	6,172.38	
801601	5001101	221100	7,670.73	2,224.51	5,446.22	
801601	5001153	228999	42,925.24	18,959.29	23,965.95	
801601	5001154	221100	5,113.82	1,483.01	3,630.81	
801601	5001170	228999	38,246.58	22,808.18	15,438.40	
801601	5011175	221100	27,617.75	-	27,617.75	
801601	5011232	222040	69,781.69	20,236.69	49,545.00	
801601	5011233	222099	42,948.54	12,455.08	30,493.46	
801601	5011234	222099	5,523.55	1,601.83	3,921.72	
801601	5011235	222099	3,682.37	1,067.89	2,614.48	
801601	5019002	221100	3,969.00	1,151.01	2,817.99	
801601	5019005	221100	5,292.00	1,534.68	3,757.32	
801601	5019017	221100	3,969.00	1,151.01	2,817.99	
801601	5021001	221010	11,908.00	3,453.32	8,454.68	
801601	5021002	221100	3,969.00	1,151.01	2,817.99	
801601	5021003	221010	3,969.00	1,151.01	2,817.99	
801601	5043003	224099	13,231.00	3,836.99	9,394.01	
801601	5043007	221100	39,693.00	5,000.00	34,693.00	
801601	5043020	221100	13,231.00	3,836.99	9,394.01	
801601	5044003	221010	7,939.00	2,302.31	5,636.69	
801601	5044008	224099	15,877.00	4,604.33	11,272.67	
801601	5044009	221100	5,954.00	1,726.66	4,227.34	
801601	5044020	221100	9,923.00	2,877.67	7,045.33	
		Total	420,787.90	122,028.49	298,759.41	

NOTES: K73,485.00 TO BE SPENT ON PROCUREMENT OF GOODS & SERVICES AS PER ATTACHED K50,000.00 TO GO INTO REIMBURSEMENT OF BORROWED FUNDS.

APPENDIX 13

JOB DESCRIPTION/SPECIFICATION

1. IDENTIFICATION SECTION

JOB TITLE : Senior Education Standards Officer
SALARY SCALE : EMS/4
MINISTRY : Education
DIRECTORATE : N/A
SECTION : Provincial Education Office
UNIT : N/A
JOB HOLDER : Vacant

2. JOB PURPOSE

To carry out the inspections of all schools, colleges, teachers and lecturers in order to maintain a high quality standards of teaching and learning in the Province

3. KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES (MAIN DUTIES)
Inspection	Carries out regular inspection of schools, colleges teachers and lecturers in order to ensure compliance to set standards.
Monitoring and Evaluation	Monitors and evaluates periodically the effectiveness of subjects in the school curriculum in order to recommend appropriate interventions.
Inspection Reports	Prepares timely inspection reports in order to provide appropriate recommendations.

4. REPORTING RELATIONSHIPS

- a) **Reports to:**
- Principal Education Standards Officer
- b) **Other Jobs Reporting to (4a)**
- Education Officer (Teacher Education)
- c) **Number and Level of Immediate Subordinates:**

- Nil

d) Contacts

i) Internal Contacts

- Chief Standards Officer
- Subordinate Education Standards Officers
- Heads of learning institutions
- Curriculum Development Section.
- Examinations Council of Zambia

ii) External Contacts

- Nil

5. RESPONSIBILITIES

a) Safety and Health of Others:

- Ensures that all safety and health regulations are devised and adhered to.

b) Responsibility for Government Resources:

- Responsible for all resources under the job holder's charge

c) Level of Authority/Decision Making:

- All operational matters relating to educational standards, evaluation and certification.

d) Consequence of Error

- Incompetence on the part of the job holder would result in poor quality of education.

6. KNOWLEDGE AND SKILLS REQUIREMENTS

a) Minimum Primary/Secondary Education:

- Grade 12/ university entrant

b) Minimum Vocational/Professional Qualification

- First degree in Education

c) Minimum Relevant Pre-Job Experience:

- 5 years relevant experience

d) Communication Skills:

i) Writing Skills

- Very good report writing

ii) Oral Skills

- Fluency in English

e) Numerical/Computation Skills

- Ability to work comfortably with figures

f) Other Skills/Attributes

- Supervisory skills
- Interpersonal skills
- Tact and diplomacy
- Integrity
- Analytical skills
- Communication skills
- Mental agility
- Initiative and creativity

7. ENVIRONMENT AND OTHER FEATURES

a) Conditions of Work Place:

-Office/field

b) Physical Effort Applied when performing the Job:

- Moderate effort applied.

c) Mental Effort Applied when performing the Job:

- Substantial

d) Hazards involved in the performance of the Job:

Road traffic accidents due to travel on assignments.

8. JOB DESCRIPTION APPROVAL

Agreed by (Signature)

Job Holder.....	Date:.....
Supervisor.....	Date:.....
Controlling Office/HOD.....	Date:.....
Prepared by:.....	Date:.....

APPENDIX 14

JOB DESCRIPTION/SPECIFICATION

1. IDENTIFICATION SECTION

JOB TITLE	:	Education Standards Officer (Special Education)
SALARY SCALE	:	EMS/5
MINISTRY	:	Education
LOCATION	:	District
SECTION	:	District Education Board (Distance Learning)
JOB HOLDER	:	Vacant

2. JOB PURPOSE

To monitor the quality of learning material delivery , quality of teaching and to ensure compliance to set standards.

3. KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES (MAIN DUTIES)
Monitoring and Evaluation	Monitors and evaluates regularly classroom teaching and learning in order to ensure high quality at all levels of education delivery.
Teaching/learning resources	Ensures timely availability and use of appropriate teaching/learning materials in order to maintain quality education.

4. REPORTING RELATIONSHIPS

- a) **Reports to:**
District Education Standards Officer
- b) **Other Jobs Reporting to (4a)**
All Education Standards Officers
- c) **Number and Level of Immediate Subordinates:**
1 Accounts Assistant
- d) **Contacts**

- i) **Internal Contacts**
 - District Education Officer
 - Standards Officers
 - Controller, EBS

- ii) **External Contacts**
 - NGOs
 - Community

5. RESPONSIBILITIES

- a) **Safety and Health of Others:**
Minimal

- b) **Responsibility for Government Resources:**
Responsible for all resources under the job holder's charge

- c) **Level of Authority/Decision Making:**
(Specify those matters which the job holder need not refer to the Supervisor).
All operation matters relating to the job

- d) **Consequence of Error**
Incompetence on the part of the job holder would adversely affect the levels of literacy of Distance Learning Education in the district.

6. KNOWLEDGE AND SKILLS REQUIREMENTS

- a) **Minimum Primary/Secondary Education:**
Grade 12/University entrant

- b) **Minimum Vocational/Professional Qualification**
BA. Ed./BSc or its equivalent

- c) **Minimum Relevant Pre-Job Experience:**
3 years in relevant field

- d) **Communication Skills:**
 - i) **Written Skills**
Ability to write report in English

Agreed by (Signature)

Job Holder.....	Date:.....
Supervisor.....	Date:.....
Controlling Office/HOD.....	Date:.....
Prepared by:.....	Date:.....