

Declaration

I Nongola Donald Nongola do declare that this dissertation presents my own work and that it had never been previously submitted for a master's degree at this or any other university.

Signed

Date.....

Approval

This dissertation by Nongola Donald Nongola is approved as a partial fulfillment of the requirement of the award of the degree of Master of Education (Special Education) of the University of Zambia.

Signed Date

Signed Date

Signed Date

Copyright declaration

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by any means, electronic, recording, mechanical, photocopying, or otherwise without prior permission in writing, from the author or the University of Zambia

Copyright Nongola Donald Nongola 2011

Acknowledgements

The information in this report is largely due to the co-operation of many people too numerous to mention. Some teachers and Standards Officers spared their time in completing questionnaires, and others managed to find time to participate in a focus group discussion.

Special thanks go to my family: Nyakwazi, Magret, Justin, Mirriam and Lillian for their generous support when I used to leave them in order to collect data from the various provinces. I also wish to thank my supervisor, Dr A. Cheyeka for his tireless commitment in going through the draft reports, hence giving appropriate advice. My employers, the Ministry of Education also need to be commended for offering me sponsorship for this programme.

TABLE OF CONTENTS

	Page
Declaration	i
Approval	ii
Copyright declaration	iii
Acknowledgements	iv
List of Appendices	vii
Acronyms	viii
Abstract	ix
1.0 Introduction	1
1.1 Problem Statement	2
1.2 Purpose of the Study	3
1.3 Objectives	3
1.4 Research questions	3
1.5 Significance of the study	3
1.6 Definitions of terms	4
2.0 Literature review	5
2.1 Background information	5
2.2 The roles of Standards Officers	5
2.3 Policies and legislation of special education	7
2.4 Quality of education is achievement and success of pupils.....	8
2.5 Inspection tool to be disability specific	9
2.6 Small classes	10
2.7 Individualised education	11
2.8 Transcribing of books	11
2.9 Accessibility	12
2.10 Progression rates	13
2.11 Special education is cheap	16
2.12 Teachers' attitudes	16
2.13 Infrastructure adaptation	17

3.0 Research Methodology	18
3.1 Research design	18
3.2 Sample size	18
3.3 Sampling techniques	18
3.4 Research instruments	19
3.5 Research site/setting	19
3.6 Procedure of data collection	19
3.7 Data analysis	20
4.0 Presentation of research findings	21
5.0 Discussion of research findings	31
5.1 Value of inspection to special education teachers	31
5.2 Difficulties faced by learners	32
5.3 Key areas to special education provision	34
5.4 Challenges special education teachers face	41
5.5 Roles of Standards Officers	46
5.6 Educational services in schools	47
5.7 Quality of the inspection tool	51
5.8 Performance of learners with special educational needs.....	52
5.9 Inspection tool required	56
6.0 Conclusion and Recommendation	60
6.1 Conclusion	60
6.2 Recommendation	61
References	63

Appendices

	Page
Questionnaires for teachers	66
Questionnaires for Standards Officers	68
Schools and Standard Education offices visited.....	71
Schools that participated at Kabwe workshop	72
2008 Grade 7 Special Education Examination results	73
2009 Grade 9 Special Education Examination results	74
Ministry of Education school inspection tool	75
Act, IDEA (PL – 142)	83
2010 Courses offered for special education at UNZA	85
2010 Courses offered for special education at ZAMISE	87
Proposed inspection tool for Ministry of Education	88
Existing and proposed structures for Special Education Standards Officers	94

Acronyms

CBM - Christian Blind Mission

CSEN - Children with Special Educational Needs

ICEVI - International Council for the Education of people with Visual Impairment

ECZ – Examination Council of Zambia

ESO – Education Standard Officer

FNDP – Fifth National Development Plan

HI – Hearing Impairment

ID – Intellectual Impairment

IEP – Individualised Educational Plans

LSEN – Learners with Special Educational Needs

MFNP – Ministry of Finance and National Planning

MoE – Ministry of Education

PD – Physical Impairment

PTR – Pupil Teacher Ratio

SSI – Sightsavers International

UNESCO – United Nations Educational Scientific and Cultural Organisation

UNZA – University of Zambia

VI – Visual Impairment

ZAMISE – Zambia Institute of Special Education

ABSTRACT

Special education in Zambia does not appear to receive much attention from the Ministry of Education. Standards Officers in the Ministry of Education have been entrusted with the responsibility of ensuring that all schools, including special education schools provide the set standards of high quality education. When Standards Officers visit schools, they are expected to guide the teachers. For things they are not sure of, they are supposed to be referring them to other departments particularly the departments of Curriculum Development, and Teacher Education. With the deplorable state of special education schools, it became necessary that this study be undertaken to determine the effectiveness of inspections. In order to determine if there is effective monitoring of special education schools, the Ministry of Education monitoring tool was the focus in this study. This is because one tool may not be adequately capturing the needs of all learners. Special education provision is quite demanding, therefore may require some adaptations in the tool.

Data was collected through questionnaires that were administered to eighty – eight special education teachers and twelve Special Education Standard Officers from 4 provinces. A focus group discussion was also held in Kabwe. It comprised twelve teachers from all the provinces except North Western province. These teachers were attending a workshop organized by Teacher Education department, and the researcher took advantage of it. The teachers were tasked to discuss the inspections being conducted, and the teachers’ questionnaire was used as a guide for a two hours discussion whose theme was ‘views on the quality of special education inspection’.

The study found out the following: It was found that the Ministry of Education’s inspection tool was not suitable for monitoring special education provision in Zambia. The areas reflected on the tool were too general; they did not bring out key special education issues. Issues such as the right pupil - teacher ratio for a special education class were not reflected on the tool. Other issues interviewees felt needed to be included were Individualised Educational Plans, Early Identification and Assessment. In addition the tool does not bring out differences among the different special education settings such as Inclusive, Unit, Day or Special education school. This therefore implies that the inspection tool has some gaps. These gaps could be contributing to problems in special education schools.

One of the problems that was brought out was that of inadequate teaching and learning resources. In addition final examination results for learners with visual impairments were being released late and/or got lost. The curriculum and examinations were also found to be inappropriate for learners with special

educational needs. Special education teachers also complained of not having adequate skills for teaching learners with exceptional needs. Further more it was found that Standards Officers for special education did not have sufficient expertise for advising teachers who had problems with teaching learners with exceptional needs.

It was also found that attitudes among some education officials (ordinary teachers, parents) towards special education were not that good. Funding to special education schools was also found to be insufficient. In addition learners with special educational needs were usually allocated small classrooms, often in isolated areas.

In order to effectively measure education standards in special education schools, the researcher has recommended the following: The Ministry of Education should prepare a separate inspection tool for monitoring standards in special education schools. For this to work well the Ministry of Education should establish a Directorate of Special Education so that special education issues are easily taken care of. For special education teachers and Standard Officers to have enough expertise the University of Zambia should revamp the training of special education teachers at high schools, especially in the areas of braille and sign language. Braille should be taught every semester, and in the last two years of the study it should be linked to the content subject(s) one is taking.