

DECLARATION

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

Signature.....

APPROVAL

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

Examiners' Signatures

1.Date of Approval :.....

2.Date of Approval :.....

3.Date of Approval :.....

ABSTRACT

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

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

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

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

DEDICATION

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

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BESSIP	Basic Education Sub Sector Implementation Programme
CDC	Curriculum Development Centre
CHANGES	Community Health and Nutrition, Gender and Education Support 2
CHAZ	Churches Health Association of Zambia
CSO	Central Statistics Office
EFA	Education for All
HIV	Human Immuno Deficiency Virus
MDG	Millennium Development Goal
MoE	Ministry of Education
SPRINT	Programme of In-Service of the Term
PRP	Primary Reading Programme
SAFE	Student Alliance for Female Education
TGM	Teachers' Group Meetings
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States
USA	United States of America
USAID	United States Agency for International Development
WHO	World Health Organisation
ZDHS	Zambia Demographic and Housing Survey