

**CHALLENGES FACING THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN THE PRIMARY SCHOOLS IN MALAWI: A CASE
STUDY OF FOUR PRIMARY SCHOOLS IN ZOMBA DISTRICT.**

FRANCIS LINGOLWE

**A thesis submitted to the Faculty of Education in partial fulfillment of the
requirements for the degree of Master of Education in Leadership and
Management.**

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DECLARATION

I declare that *challenges facing the implementation of inclusive education: the case study of four primary schools in Zomba district* is my own original work and that all the sources I have used or quoted have been indicated by means of complete references. It is being submitted in fulfillment of the requirements for the degree of Master of Education in Educational Leadership and Management at Mzuzu University. It has not been submitted before for any degree or examination at any university.

.....
FRANCIS JOSTER LINGOLWE

.....
DATE.

MEDLM/10/18

SUPERVISOR'S SIGNATURE:

.....

SUPERVISOR'S NAME: Dr. Grames Wellington Chirwa

DATE

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- Above all, I thank the almighty God for making my dreams a reality.

DEDICATION

This work is dedicated to my dear first born daughter, Patience, who is also a special needs learner at one of the four study primary schools in Zomba district. Patience, you motivated me to conduct this study. I love you.

ABSTRACT

For a long time, Malawi has focused on providing special educational services, especially for children with visual and hearing impairments in specialized schools. Children with relatively minor learning difficulties, such as slow learners, that is children who are slow in grasping concepts and who require a bit of time before they can understand things have not been provided with special academic support. However, as a way of acceding or complying with its signing to implement the world declarations; “Education for All” and “Salamanca Statement” which emphasize the right for all individuals to access basic education and meeting the needs of children with special needs through introduction of inclusive education to which Malawi as a country became a signatory in Jomtien, Thailand in 1990 and Salamanca in Spain in 1994, the Malawi government through the Ministry of Education and the Malawi Institute of Education in the country developed the ‘Malawi National Strategy for Inclusive Education’ which would provide guidelines to mainstream schools and other education stakeholders to guide them in effective implementation of inclusive education in Malawi. This study was thus set out to investigate the challenges which schools are facing in implementing inclusive education in mainstream primary schools in Zomba district.

Four mainstream primary schools in Zomba district were involved in this study. Two of the schools were rural and the other two were urban. Qualitative research method which employed a case study design was used. Thirty-four participants were involved in this study. These were purposely sampled. The participants were four head teachers, twelve teachers from the four primary schools, two District Education Managers (rural and urban), two special needs and inclusive education coordinators (for Zomba rural and urban education districts), two

Coordinating Primary Education Advisors (PEAs) for Zomba rural and urban education districts, South Eastern Education Division Special Needs and Inclusive Education Coordinator, the Special Needs and Inclusive Education Curriculum Specialist at the Malawi Institute of Education (MIE), the Examinations Logistics Officer at the Malawi National Examination Board (MANEB), five medical officers from the Ministry of Health, the Social Welfare Officer from the Ministry of Gender, Disabilities and Social Welfare and four officers from the Civil Society (CSOs) Organizations and Non-Governmental Organizations (NGOs). Data was collected through interviews, policy document review and classroom lesson observations to provide methodological triangulation.

Data was analysed using thematic content analysis method inductively. The results of the study indicated that the implementation of inclusive education is facing a number of challenges such as ineffective orientation of head teachers and teachers, ineffective supervision of inclusive education implementation, unavailability of teaching and learning materials for the special educational needs learners in the mainstream schools, lack of special needs specialist teachers, lack of infrastructure suitable for the diverse special educational needs learners and poor coordination of inclusive education efforts. The study has thus made the following recommendations: Firstly, that the Ministry of Education, Science and Technology officials, that is the District Education Managers and the Primary Education Advisors and other stakeholders involved in the implementation of inclusive education need to ensure that there is effective orientation of the teachers and head teachers on inclusive education. Secondly, the Ministry of education, Science and Technology should provide teaching and learning materials for the special educational needs learners in the mainstream schools. Thirdly, the Ministry of Education,

Science and Technology should deploy Specialist teachers in mainstream schools. Fourthly, mainstream schools' management in collaboration with the Ministry of Education, Science and Technology should ensure that the mainstream infrastructure is suitable for learners with different special educational needs. Fifthly, the Ministry of Education, Science and Technology should ensure effective coordination of inclusive education support services efforts.

Key words: Inclusive education, diverse special educational needs, physical disabilities, hearing impairments, speech impairments, visual impairments, specialist teachers, regular teachers, mainstream schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

1. **CBCC** : Community Based Child Care
2. **CIPP** : Context, Inputs, Process and Product
3. **CECZ** : Catholic Education Commission for Zomba
4. **CCAP** : Church of Central Africa Presbyterian
5. **CSOs** : Civil Society Organizational
6. **DEMs** : District Education Managers
7. **DFID** : Department for International Development of Britain
8. **DPs** : Development Partners
9. **ECD** : Early Childhood
10. **EMIS** : Education Management Information System
11. **EFA** : Education for All
12. **FPE** : Free Primary Education
13. **GTZ** : Germany Technical Cooperation
14. **HIPC** : Heavily Indebted Poor Countries
15. **IMF** : International monetary fund
16. **LEA** : Local Education Authority
17. **MANEB** : Malawi National Examination Board
18. **MIE** : Malawi Institute of Education
19. **MoH** : Ministry of Health
20. **MoEST** : Ministry of Education, Science and Technology
21. **NESP** : National Educational Strategic Plan
22. **NGOs** : Non-governmental organizations

- 23. PEAs** : Primary Education Advisors
- 24. PTA** : Parents and Teachers Association (PTA)
- 25. SADE** : South African Department of Educational
- 26. SEN** : Special Educational Need
- 27. SEN** : Special Educational Needs
- 28. TDC** : Teacher Development Centre
- 29. TTC** : Teacher Training College
- 30. UN** : United Nations
- 31. USAID** : The United States Agencies for international Development
- 32. USA** : United States of America
- 33. YONECO** : Youth Net and Counseling (YONECO)

DEFINITION OF TERMS

- Inclusive education:** Means different and diverse learners learning side by side in the general classroom in mainstream schools.
- Special educational needs:** Describes learning difficulties or disabilities that make it harder for Children to learn than most children of the same age.
- Instructional system:** Refers to the policy guidelines spelling out the implementation of an educational innovation.
- Special needs education:** Refers to education for students with disabilities, in consideration of their individual educational needs, which aims at full development of their capabilities and at their independence and social participation.
- Learning milieu:** This refers to the environment in which teaching and learning takes place.
- Learning disabilities:** Refers to neurological disorder resulting in learners being smarter or less smart than the others.

CHAPTER ONE

1.0 Introduction

This chapter presents the background against which the study on *challenges facing the implementation of inclusive education in the primary schools in Malawi* was conducted. It also discusses the nature of the problem and provides the significance of the study. It further formulates the research questions that set parameters for this investigation. Lastly, it discusses the scope and limitation of the study.

1.1 Background to the study

For a long time, Malawi has focused on providing special educational services, especially for children with visual and hearing impairments in specialized schools. Children with relatively minor learning difficulties, such as slow learners, that is children who are slow in grasping concepts and who require a bit of time before they can understand things have not been provided with special academic support. However, as a way of acceding or complying with its signing to implement the world declarations, “Education for All” and “Salamanca Statement” which emphasize the right for all individuals to access basic education and meeting the needs of children with special needs through introduction of inclusive education to which Malawi as a country became a signatory in Jomtien, Thailand in 1990 and Salamanca in Spain in 1994, the Malawi government through the Ministry of Education and the Malawi Institute of Education in the country developed the National Inclusive Education Strategy which would provide guidelines to mainstream schools and other education stakeholders to guide them in the effective implementation of inclusive education in the mainstream schools in Malawi. This study was thus

set out to investigate the challenges which schools are facing in implementing inclusive education in mainstream primary schools in Zomba district.

1.2 Research problem

Since Malawi acceded to the World Declaration on Education for All in Jomtien, Thailand in 1990, and the Salamanca Statement in Spain in 1992, research has however revealed that the literacy rate for the country still remains regrettably low (World Bank, Malawi Data Profile, 2009). The main reason for the continuing low literacy rates in the country, despite the fact that the country acceded to the World Declaration on Education for all in Jomtien, Thailand in 1990, is that for a long time, the country focused on provision of special educational services for learners with visual and hearing impairments in specialized schools (Nthalika, 2009). Just recently, a few teachers for children with learning difficulties, which is children who are slow in grasping concepts and who require a bit of time before they can understand things, have been trained at Catholic University of Malawi. In addition, policies have been made to design school buildings that will ease mobility and be comfortable for children with special educational needs, increase government subvention towards special needs education, and increase teacher training for specialist teachers (Nthalika, 2009).

Despite the country's efforts to implement the World Declaration on Education for All, through establishment of policies that will facilitate the provision of educational opportunities and chances of success to all learners of varying needs in the country, the current educational situation is still far from addressing the needs of every child. Research is showing that currently, the design of the Malawi education system only allows children of varying needs to be integrated with normal children and compete at the same level with the same learning conditions (Nthalika,

2009). Integration involves bringing the needs of children with special needs, including physical and social needs in line with the system of education, which on the whole, remains unchanged and is not adapted for them. On the other hand, inclusion means reforming the schools and planning school facilities and the curriculum, including the teaching, learning and assessment methods to meet the wants and needs of all children without exception (Irskaia-Smirnova & Loshakova, 2008). The consequences of having an educational situation in the country which is far from addressing the needs of every child are serious and have life-long implications for the country such as school dropout, and low literacy rate which, in the long run, translates into socio-economic disadvantage for those children who were not effectively included in the education system. Therefore, the country cannot realize the world goal to provide access to basic education to all individuals without addressing the needs of all children with varying physical, social, psychological and educational needs.

A study conducted in some selected schools in the northern region to assess challenges faced by teachers when teaching children with special educational needs found out that general education teachers (regular teachers) have difficulties assisting children with special needs because the teachers are not well informed of children's special needs (Nthalika, 2009), hence it is difficult for the teachers to help the children succeed.

Nthalika (2009) argues that in Malawi, a change from integration of children with special needs to full inclusion can only be achieved if the following can be done; firstly, the instruction in the general classroom is modified to address specific learner needs. Secondly, the general education teachers are informed about special educational needs common in Malawi schools and if the

assessment at the end of the school term is modified for individuals including those who cannot take regular tests.

It is against this background of the apparent challenges which teachers are facing in teaching children with special needs as revealed by the study in some selected schools in the northern region (Nthalika, 2009), that inspired the undertaking of this study in order to investigate further the extent to which inclusive education is being effectively implemented in four schools in Zomba district. The aim of this study therefore was to find out the challenges facing the implementation of the Ministry of Education, Science and Technology's inclusive education guidelines, known as the Malawi National Inclusive Education Strategy (2017-2021) so as to unearth the challenges impeding the effective implementation of the guidelines. Little is known in terms of the challenges facing the implementation according to the guidelines stipulated in the National Inclusive Education Strategy (2017-2021). The findings of the study may possibly be utilized by policy makers, especially the Ministry of Education, Head-teachers and teachers and other stakeholders for them to come up with possible interventions to mitigate or minimize the challenges facing the implementation of the inclusive education guidelines, the National Inclusive Education Strategy in Zomba district and the country at large.

1.3 Aim

Following the government's establishment of inclusive education implementation guidelines in the mainstream schools of the country, which is the National Inclusive Education Strategy (2017-2021), the aim of this research, was to investigate how mainstream schools are implementing inclusive education. The findings of this study are expected to guide education policy makers especially the Ministry of Education, Science and Technology to come up with possible

interventions to improve the implementation of inclusive education in the schools of the country. The study has also the potential of revealing the appropriate measures that could be taken by the head-teachers and the teachers who may read the findings of this study to come up with ways of improving the implementation of the inclusive education in the mainstream schools of Malawi.

1.4 Research questions

One main research question and three sub-questions were asked to guide the study as follows:

- 1. What are challenges facing the implementation of inclusive education in the mainstream primary schools in Malawi?*

The sub-questions that supported the main question are as follows:

- 1. What are the head-teachers and teachers' experiences in the implementation of inclusive education in the primary schools in Malawi?*
- 2. What differences are apparent between the Malawi government's inclusive education implementation guidelines, the National Strategy Inclusive Education Strategy and the 'enacted' inclusive education practices of the head-teachers and teachers?*
- 3. How can the implementation of inclusive education be improved in the mainstream primary schools in Malawi?*

In asking the main research question, this study seeks to investigate the challenges which the schools are facing in implementing the Malawi government's inclusive education guidelines, the National Strategy Inclusive Education (2017-2021).

The first research sub-question sought to understand how the head-teachers and the teachers are implementing the government's inclusive education guidelines, the National Strategy for Inclusive Education. However, schools face an array of constraints that may affect their implementation of government's inclusive educational guidelines. Therefore, the second sub-question aimed at exploring the extent to which the head-teachers and the teachers are either adhering to or deviating from the government's intended approaches for the implementation of inclusive education in the mainstream schools. The third sub-research question is aimed at exploring as to how the implementation of inclusive education can be improved in the mainstream schools of the country.

1.5 Significance of the study

The significance of this study is its potential to make a contribution to understanding the effectiveness of the implementation of inclusive education by mainstream schools. Studying the effectiveness of the implementation of inclusive education in some mainstream schools of Malawi is a way of illuminating the challenges the national government's inclusive education implementation guidelines, National Inclusive Education Strategy (2017-2021), is facing in its implementation in the schools.

This study may potentially benefit the education policy makers especially, the Ministry of Education, Science and Technology who will read the findings of this study to come up with possible interventions to improve the implementation of inclusive education in the schools of the country. The study has also the potential of helping the head-teachers and teachers who would read the findings of this study to come up with ways of improving the implementation of the inclusive education in their schools. The findings of the study may also add new knowledge or

insights to the existing body of knowledge on inclusive education which stakeholders in the country can use to guide and support schools to implement inclusive education effectively.

The findings of the study may also provide baseline data that head-teachers and teachers may be able to use and bring their inclusive education implementation efforts in line with the Ministry of Education, Science and Technology's National Inclusive Education Strategy's guidelines for implementing inclusive education in the mainstream schools of the country.

1.6 Summary

For a long time, Malawi has focused on providing special educational services, especially for children with visual and hearing impairments in specialized schools. Children with relatively minor learning difficulties, such as slow learners, that is children who are slow in grasping concepts and who require a bit of time before they can understand things have not been provided with special academic support. However, as a way of acceding or complying with its signing to implement the world declarations, "Education for All" and "Salamanca Statement" which emphasize the right for all individuals to access basic education and meeting the needs of children with special needs through introduction of inclusive education to which the Malawi as a country became a signatory in Jomtien, Thailand in 1990 and Salamanca in Spain in 1994, the Malawi government through the Ministry of Education and the Malawi Institute of Education in the country developed the Malawi National Inclusive Education Strategy (2017-2021) which would provide guidelines to mainstream schools and other education stakeholders to guide them in effective implementation of inclusive education. This study was undertaken to investigate the challenges facing the implementation of inclusive education in the schools of Malawi vis-à-vis government's implementation plans as spelt out in the National Inclusive Education Strategy.

This study was guided by the ‘illuminative evaluation theory’ postulated by Parlett and Hamilton (1976). The theory of ‘Illuminative evaluation’ as postulated by Parlett and Hamilton (1976) is discussed in-depth in the next chapter.

CHAPTER TWO: THEORETICAL FRAMEWORK

2.0 Introduction

This chapter discusses the conceptual framework which guided this study. A conceptual framework is a system of concepts, assumptions, expectations, beliefs and theories that support and inform a particular research (Maxwell, 1998). The chapter is divided into three main parts. Since this study focuses on evaluation of an intervention in the education system of the country, in this case inclusive education implementation guidelines, the National Inclusive Education Strategy, an attempt was, therefore, made in the first part of this section to explore the meaning of evaluation. The second part provides the main evaluation model which was used for this present study. The third part discusses other evaluation models from which the main evaluation model may also draw some relevant elements to support this main evaluation model in conducting the present study.

2.1 Meaning of evaluation

The term 'evaluation' has proved to be difficult to define. Although evaluators have attempted to provide definitions of the term, their definitions have however tended to emphasize their theoretical and practical inclinations. Definitions of evaluation differ in level of abstraction and often reflect the specific concerns of the people who formulate them. Nevertheless, definitions are provided for convenience; to guide an evaluation process at a particular moment. It is for this reason that this study examines some definitions of evaluation with the aim of defining the scope of this study.

Evaluation is defined as ‘the collection and use of information to make decisions about a programme’ by Cronbach (1963). He was advocating an action-oriented evaluation where data from various sources of a programme are to be used for decision-making. But he did not say who should make the decisions. It appears, however, that Cronbach’s major question was not who the decision-makers are, but ‘what are the types of decisions’ for which evaluation data is being collected.

Following Cronbach’s action-oriented approach, MacDonald and Walker (1976), define evaluation in terms of the role an evaluator should play in evaluating ‘a programme’, in the case of this study, inclusive education policy. They argue that the role of an evaluator should include the identification of those who will have to make judgments and decisions about the programme. The evaluator’s role, they say, would be to place before decision makers those facts of the case which are recognized by them as relevant to their concern. With this view, MacDonald and Walker define evaluation as ‘... the process of receiving, obtaining and communicating information for guidance of decision making with regards to specific programme’ (p.1-2).

This study intends to subscribe to Cronbach’s and MacDonald and Walker’s interpretations of evaluation in that the evaluation findings of this study about the policy and practice of implementation of inclusive education in the new primary school curriculum, may be useful advice to be provided to the head-teachers and teachers and the Ministry of Education for improvement in the implementation of the inclusive education policy in the schools.

Other definitions of evaluation range from those given by Hamilton (1976), Adelman and Alexander (1982), Worthen and Sanders (1987), to some given by Rogers and Badham (1992).

Each of these scholar's definitions have been considered in turn, and where possible discussed in terms of how this study subscribes to these definitions. One definition of evaluation reads: "It is the process or processes used to weigh relative merits of those educational alternatives which, at any given time, are deemed to fall within the domain of curriculum practice" (Hamilton, 1976, p.4). Another definition of evaluation is that it is the making of judgment about the worth and effectiveness of educational intentions, processes and outcomes, about the relationships between these, and about the resource planning and implementation frameworks for such ventures (Adelman and Alexander, 1982). In this definition, there are a number of dimensions of evaluation. First, 'making judgment' implies that evaluators are engaged in forming opinions about something based on available information. Second, the opinion is formed about the value of something. Third, programme evaluation is concerned with the programme's aims, activities and experiences and the products. Fourth, evaluators have to compare and contrast the aims, processes and outcomes including the management of the whole programme.

This study subscribes to Adelman and Alexander (1982) interpretations of evaluation as the evaluation of the effectiveness of the implementation of the inclusive education policy involves comparing the prescribed strategies of implementing the inclusive education policy and the implementation practices of the head-teachers and the teachers in implementing the policy on the ground. Another definition says that evaluation is 'the process of systematically collecting and analyzing information in order to form value judgments based on firm evidence' (Rogers and Badham, 1992, p.3). From this definition, four characteristics of evaluation can be drawn as follows; first, evaluation is based on systematic procedures that help to obtain precise information. Second, evaluation relies on interpretation of evidence, which is critical to validating the information. Third, judgment of value is another key element of evaluation that

takes evaluation beyond the level of mere description of what is happening. Fourth, evaluation is more than a collection of information. It is conducted with the view of taking action.

Yet another definition of evaluation is that ‘it is an act of rendering judgment to determine value, worth and merit – without questioning or diminishing the important role it plays in decision-making and political activities’ (Worthen and Sanders, 1987, p.24). This indicates that programme evaluation is about adjudication of worth. It deals with making judgments in order to give value to a program. Broadly speaking, ‘adjudication of the worth’ refers to judgments made by an evaluator about the success or failure of a program. This might include adjudications on whether a programme, in the case of this study, the inclusive education policy, is being implemented as intended in terms of the principles informing it, or about relative merit of a programme, or to improve a programme for its goodness between the intentions or purpose of the programme and the programme’s actual accomplishment. The fact that evaluators cannot agree on the precise meaning of the term “evaluation” demonstrates that the term itself can be used in a variety of ways. This difficulty was evident during the Churchill Conference of Evaluators (1972) at which evaluators from United States, Sweden and Britain met at Churchill College, Cambridge and produced a manifesto which Stenhouse (1976) suggested marked a new wave of evaluation and evaluators. However, there was no absolute consensus on some of the issues pertaining to the definition of evaluation and what it entails (Nyirenda, 1993).

Programme evaluation can be done through various qualitative approaches. The qualitative approaches to evaluation emphasize understanding the object of investigation, a programme for example from ‘emic’ or ‘insider’ perspective as opposed to ‘etic’ or evaluator’s perspective. To elicit informants’ views about the object of investigation, evaluators spend extended periods of

time on site to investigate issues in some depth describing what actually happens in sites with the evaluator's voice being one of many, not sole or dominant in evaluation. The evaluator brokers multiple views of informants about the object of evaluation to contribute to decision-making (Basson, 2006). Qualitative approaches to evaluation seek in-depth description of the programme using human and cultural evidence. The nature of this study however requires the use of both human descriptive data as well as scientific evidence.

This study was informed by illuminative evaluation developed by Parlett and Hamilton in 1976. The approach aims at an intensive study of an education innovatory programme or project in terms of how it is operating; how it is influenced by the various school situations in which it is being implemented; what those directly implementing it consider as its advantages and disadvantages and its challenges in implementing it.

Illuminative evaluation focuses attention on describing the way an education programme is being implemented in practice at school level and it matches or compares the way the education programme is being implemented at school level against what was intended by the government as the approach for implementing the programme or intervention as recorded in the government's policy documents. Illuminative evaluation uses two concepts: 'the Instructional system' and 'the Learning milieu'. Its first concept, the 'instructional system', refers to what has been planned and written up in government's documents to guide the implementation of inclusive education at school level. In this study, the instructional system refers to the National Inclusive Education Strategy which provides guidance on the way the teachers can effectively implement inclusive education in the mainstream schools.

What is also noteworthy though is the argument made by Parlett and Hamilton (1976) that an education programme undergoes modification in the process of being implemented in a complex and naturally existing context of the school. In this case, elements of the educational programme, such as the inclusive education policy, can be emphasized or de-emphasized, expanded or reduced as participants in the implementation process such as head-teachers, teachers, students, Malawi National Examination Board (MANEB), the Ministry of Education, Science and Technology (MoEST) interpret and reinterpret the instructional system in the course of implementation. Thus the educational programme's objectives may be changed. The fact that the educational programme is transformed in the process of being implemented in a complex existing school context necessitates the need for an evaluator also to study the context in which an educational programme, in this case, the inclusive education implementation guidelines, the National Inclusive Education Strategy is being implemented. Parlett and Hamilton (1976) refer to the context in which the education programme is being implemented as the "Learning Liliu". Thus, the second concept, the learning milieu refers to what head-teachers and teachers actually do in implementing an education programme, in this case, the inclusive education implementation guidelines, the National Inclusive Education Strategy. In illuminative evaluation, the learning milieu is the main source of data. Illuminative evaluation model attempts to take into account all those factors which may affect the way an education programme is being implemented or put into practice. Some of these factors include: Firstly, school organizational constraints or challenges such as administrative and financial challenges. Secondly, individual head-teacher and teacher characteristics, such as professional experience, qualification and professional goals and thirdly, learner's physical, social and intellectual characteristics.

2.2 Other relevant evaluation models to be utilized by the study

This study, apart from being informed by Illuminative evaluation as the main theoretical framework, also drew some relevant elements from other evaluation models to support the main evaluation model in conducting the study. The other evaluation models the study utilized in evaluating the implementation of the inclusive education policy are described below.

2.2.1 Goal-free evaluation.

‘Goal-free evaluation’ (GFE) was developed by Scriven (1977) who argued that an evaluator needs to study the programme’s effects, intended or unintended produced by the programme builders. He drew an analogy of the evaluator acting like a hunter. The evaluator hunts on his own. He goes over the ground, carefully looking for any signs of the game. In his evaluation model, Scriven indicated that evaluation studies might attempt to answer specific questions about certain entities. Such questions would be for example, ‘how well does this programme perform?’ and ‘is it worth what it is costing?’ (Scriven, 1967). Probably the most important contribution Scriven has made to the evaluation practice is the question of the time at which these specific questions about the worth and merit of a programme are posed. He claimed that questions concerning the merit of a programme can be asked during or after the development of the programme. In the first case, evaluation would provide information through empirical means to the developer and enable them to correct the faults detected in the programme. Hence came up with the notion of ‘formative evaluation’. In the second case, evaluation was conducted after programme development and was intended to assess the worth and merit of the programme. Scriven (1967) called it ‘summative evaluation.’ The present study will follow formative approach to the evaluation of the implementation of inclusive education in the mainstream schools of the country.

2.2.2 Countenance model of evaluation

The countenance model of evaluation acknowledges the variety of activities and the different viewpoints of people in a programme. It attempts to respond to the complex and dynamic nature of the implementation process of a programme (Stake, 1967). The evaluator is seen as a processor of information for judgment. Stake (1967) views an evaluator in this context as a communicator of data, or information, but not a judge. He points out that; "...a responsibility for processing is much more acceptable to an evaluation specialist than one for rendering judgment himself" (Stake, 1967, p.149). He criticized the deficiencies of evaluation activities in the 1960's, which he considered were using informal evaluation methods, and which he argued were inadequate because they depended too much on casual observation and subjective judgments. He also argued that formal evaluation methods were lacking because they did not address important questions. Stake (1967) called for an increased use of formal methods to enable relevant data to be collected which match programme developer's intentions and implementation context's transactions.

The starting point of evaluation in Stake's (1967) model is the determination of the intents of a particular programme, which must be listed in terms of the antecedents, according to Stake. The antecedents relate to any conditions existing prior to the implementation of the programme which relate to the outcome of the programme. The status of the programme implementers, in terms of their qualifications and experiences and the resources are taken into consideration when working out the antecedents. Transactions are encounters between the implementers of the program and the participants in the program, in the case of this study, the implementers of the inclusive education policy are the head-teachers and the teachers and the participants of the program are the learners and the manner the head-teachers and the teachers translate into

practice the inclusive education policy. Two principal ways of processing descriptive evaluation data are suggested by Stake (1967). These are the congruence between the intentions and the observations and the contingencies. The data for evaluation of a program are congruent if what was intended actually happens. To be fully congruent, the intended antecedents, transactions and outcomes would have to come to pass.

The present evaluation subscribes to Countenance model in that the study investigated the congruence between the intentions of the inclusive education implementation guidelines, the National Inclusive Education Strategy and the transactions or the practices of the head-teachers, teachers, Malawi National Examination Board, the Ministry of Education and other relevant players in the implementation of the inclusive education.

2.2.3 The CIPP model of evaluation

Stufflebeam (1971) developed what was called the Context, Inputs, Process and Product (CIPP) evaluation model. He argues that the model's key emphasis is on decision-making. Stufflebeam viewed evaluation as the process of delineating information, then obtaining that information and interpreting it in such a way that the decision maker can best put it to use. Stufflebeam developed four components to evaluation:

1. *Context evaluation.* This involves diagnosing the problems of a programme, and the needs and the unmet opportunities are identified. The setting, history, and social environment in which the programme exists are analyzed. This contextual information then serves as a basis for developing goals and objectives that will result in improvement of the programme. This resembles Stake's (1967) countenance model where he considers antecedents.

2. *Inputs evaluation.* This involves providing information concerning the ways to use resources to achieve programme goals by identifying strategies for achieving programme objectives and designs for implementing the strategy are chosen. The potential of these strategies to meet programme objectives is then assessed. The present study will also deal with the assessment and management of resources provided to schools through their head-teachers and teachers for effective implementation of the inclusive education policy.
3. *Process evaluation.* This occurs once the programme is put into operation. Process evaluation concentrates on implementation, monitoring potential sources of failure and building up interpretative descriptions of the process and account of what actually happens. The activities involved in the implementation of a programme are closely monitored to provide feedback to decision makers, who can then make modifications and improve program functioning.
4. *Product evaluation.* This involves measuring or examining the results of the programme and what to be done to the programme at the end of the programme. Product evaluation includes defining objectives of the program. Product evaluation reports on whether objectives were attained or not. The strength of this model lies in the recognition of the role of context in which a programme is implemented.

This study set out to investigate the effectiveness of the implementation of the inclusive education policy. The study also set out to investigate the contextual challenges which affect the implementation of the inclusive education policy. The review of evaluation models above has revealed that there are common features running through the different models. One feature that is common to all of them is the fact that they are aimed at investigating the extent to which program intentions are met at implementation level. This study subscribes to this evaluation model in that it aimed at evaluating the challenges facing the implementation of inclusive

education in terms of the challenges which exist in the schools, which is the context in which inclusive education is being implemented, the challenges arising from the input into the innovation, that is the finances for implementation of inclusive education as well the process, that is the inclusive education teaching practices of teachers in the mainstream schools and the challenges which the teachers are facing in implementing inclusive education in the mainstream schools of the country.

2.2.4 Empowerment evaluation

Empowerment evaluation was proposed by Fetterman (1999). The model emphasizes on self-adjudication or self-assessment of object of investigation by evaluatees to improve innovation coached by an evaluator guiding improvement within a wider process of participation and collaboration. Thus empowerment evaluation goes beyond giving evaluatees a voice as in illuminative evaluation. It emphasizes procedures that will enhance the use of evaluation to a broader spectrum of identified stakeholders. At the heart of empowerment evaluation is evaluator's obligation to try and help evaluatees to ensure that utilization of investigation findings of an innovation takes place. The evaluator thus becomes proactive and not satisfied with an evaluation that will simply be put on a shelf. In order for the evaluator to make the evaluation more potentially utilizable, he/she first of all seeks out individuals who are likely to be primary or real users of the evaluation, those who have the responsibility to apply evaluative findings and implement recommendations. The evaluator then works with these identified primary intended users to help them determine what kind of evaluation they need. By actively involving primary-intended users, the evaluator trains users to use the evaluation and reinforces the intended utility of the evaluation every step of the way.

2.2.5 Ethnographic evaluation

Ethnographic evaluation emphasizes on an in-depth study, to uncover what the issues are in the object of investigation, how they got that way, and what to do about them (Wolcott, 1988). Thus description in ethnographic evaluation is invariably in-depth, where an issue is pursued ideally over many months. At the heart of ethnographic evaluation is a cultural perspective for evaluating innovations. The evaluator presents the ‘insider’ view on a curriculum and using, as far as possible, their categories, their thoughts, beliefs and views, rather than the categories and views of the evaluator. This perspective reveals the human face of evaluatees, and treats curriculum as human endeavor (Basson, 2006).

2.2.6 Illuminative evaluation studies

Illuminative evaluation has widely been adapted for its utility in evaluation research both in Africa and internationally since its promulgation by Parlett and Hamilton (1976). A Google Scholar search indicated 4,630 studies adopting the approach for evaluation. The approach has mainly been applied in the field of education because it helps an evaluator to see both what is explicit as well as what is ‘hidden’, to refine and improve a situation in education innovations. Studies which have used principles of illuminative evaluation to ground their enquiry have revealed that frequently, there are matches and mismatches or a gap between the intentions of programmes and what happens in the actual implementation of a programme. This study was conceived out of the assumption that head-teachers and teachers may or may not be implementing inclusive education policy as intended by the national government, hence the researcher attempted to establish, using tools of illuminative evaluation, if the inclusive education policy is being implemented more or less as intended. Illuminative evaluation studies done in Malawi and internationally have also shown that they used more than one method in

carrying out the evaluation. Some of the studies which have used the principles of this evaluation approach to evaluate the implementation of education interventions in Africa and some other countries internationally follow.

a. Mathematics in Malawi

The specific conceptual distinctions of Illuminative Evaluation, the ‘Instructional System’ and ‘Learning Milieu’ have also been employed by Lowe (2008) to evaluate the teaching of Mathematics in the rural primary schools in Malawi. The research sought to answer the research question: *How do policy and practice interact in Malawian primary education, in the case of mathematics teaching?* Using the principle of ‘instructional system’, the researcher analyzed a vast number of Malawian policy documents: from official papers and curriculum statements to textbooks and examination papers. Also using the principle of ‘Learning Milieu’, the researcher observed lessons and conducted post-lesson observation interviews with teachers to establish whether the implementation of teaching of Mathematics accorded with the government policy on the teaching of the subject. Thus using the methods of illuminative evaluation, the researcher looked for ‘matches’ and ‘mismatches’ or the ‘gap’ between policy and practice in the teaching of Mathematics. The study found that in contrast to the learner-centered and participatory methods advocated in the curriculum policy documents, most teachers used lectures infused with question and answer (‘chalk and talk’). Lowe (2008) argued that most teachers may have been adopting this teaching style due to large class sizes and inadequate provision of text books in the school.

b. English in Malawi

The concepts of ‘instructional system’ and ‘learning milieu’ have further been employed by Khomani (1996) in Malawi to evaluate the implementation of a then new English curriculum in

the primary schools in Malawi. Using the principle of ‘instructional system,’ the researcher analyzed the curriculum policy documents. Also using the principle of ‘learning milieu’, the researcher observed lessons and conducted post-lesson observation interviews with teachers to establish whether teaching of English accorded with the government policy on the teaching of the subject. Results of the study revealed that teachers and head teachers found the new curriculum difficult to implement for a number of reasons notably among which were that the curriculum was too complex and teacher in-service training was inadequate.

c. Music in Namibia

The Illuminative Evaluation principles of ‘instructional system’ and ‘learning milieu’ have also been employed by Zolkov (1996) in Namibia to evaluate the implementation of a music curriculum innovation in the country. The curriculum innovation was an introduction of a computer-based teaching of aural skills in a music course. Using the principle of ‘instructional system,’ the researcher studied the curriculum policy document of the music curriculum, to which he established that the music curriculum innovation advocated learner-centered computer-assisted pedagogy. Also using the principle of ‘learning milieu’, the researcher conducted naturalistic observations and carried out post-lesson observation interviews with the teachers and learners to establish how the curriculum was being implemented at classroom level. The researcher was comparing the learner-centered computer-assisted pedagogy to the traditional whole-class teacher-led aural skills pedagogy. He intended to answer the research question ‘which of the two pedagogies...would be preferable for students...’ (Zolkov,1996,p.1). The major finding of the study was that there is no significant difference between the traditional whole class teacher-led aural skills pedagogy and the computer-assisted programme.

d. Thinking skills in England

The specific conceptual distinctions of Illuminative Evaluation, the ‘instructional system’ and ‘learning milieu’ have also been employed by Nichols (1998) to evaluate the ‘Thinking Skills’ curriculum innovation at Devon school in the United Kingdom. In the, ‘Thinking Skills’ study, the evaluators used a combination of tools of illuminative evaluation. The researcher studied the instructional system. The instructional system in the study was the organizational structure of the school. The researcher thus gathered information about the organizational structure of the school. Applying the principle of the ‘learning milieu,’ the researcher observed some lessons and noted the limited nature of the training that the teachers had received in the process of teaching children how to think critically and creatively. The researcher asked the pupils, both by means of a questionnaire and in individual interviews, what they thought of the new subject and how it compared to other subjects. The researcher further examined the pupils’ scores on a variety of different cognitive and academic tests. He also interviewed the school principal and the key teachers involved in introducing the new curriculum subject. Following the methods of illuminative evaluation, the researcher looked for ‘matches’ and ‘mismatches’ between what was planned in the ‘Thinking Skills’ curriculum with what ‘actually happens’ in classroom teaching to gauge if the curriculum was being implemented as intended. Data revealed that the curriculum was not being taught as intended in the sense that the format of the lessons was very different from what was intended in the curriculum documents. For example, didactic teaching was very much the order of the day and little opportunity, if any, was provided for reflection and discussion with the pupils (Nichols, 1998, p.22). No marks or grades were awarded in thinking skills lessons, so there appeared to be no way in which individual students could judge their progress. By using illuminative evaluation, the evaluator was able to demonstrate quite clearly where and why the curriculum innovation was not working as intended and the principal of the

school was forced to face up to the issue of either abandoning the curriculum project altogether or ignoring the evaluation and allowing it to continue in exactly the same form, or instigating change at the level of implementation in the classroom. He opted for the third of these options (Nichols, 1998, p.22).

The studies cited above have shown that they are methodologically congruent to illuminative evaluation. Illuminative evaluation has been widely used both in Africa and internationally to evaluate education programmes. The studies find matches and mismatches or ‘gaps’ between the intentions of programmes and what happens in the actual implementation of a programme.

It was also this study’s assumption that head-teachers, teachers and other stakeholders may or may not be implementing the inclusive education National Inclusive Education Strategy guidelines as intended by the national government, hence the attempt of this study to establish, using tools of illuminative evaluation, if the inclusive education guidelines, the National Inclusive Education Strategy is being implemented more or less as intended. However, the illuminative evaluation research studies cited in this section only indicate the discrepancy between the instructional system and the learning milieu and not much about the constraints that implementers of the programmes or projects face in the implementation of the programmes for that discrepancy to occur. Thus, this study has been conceived to address this knowledge gap on the possible reasons for discrepancies between instructional systems and learning milieus especially in education interventions. Thus discussions with head-teachers and teachers, coupled with classroom observations provided better avenues for this study in the exploration of how primary school head-teachers and teachers in Malawi make decisions in the implementation of the inclusive education policy. This exploration unearthed some of the reasons for the

discrepancies that commonly occur between the instructional systems of education interventions and their learning milieus.

2.3 Summary

This chapter has described the ‘illuminative evaluation’ as the suitable theory which guided the study because it deals with the implementation of an education innovation by comparing the prescribed strategies of implementing the innovation intentions and the implementation practices on the ground so that matches and mismatches between the intentions of an education innovation and what is happening on the ground is established for decision making in terms of how to address the gap between the intentions of the innovation and what is actually taking place on the ground.

CHAPTER THREE: LITERATURE REVIEW

3.0 Introduction

This chapter presents the reviewed literature of the study. A literature review is an attempt to interpret and synthesize what has been studied, researched and published in an area of interest (Aleman, 1999). This definition of a literature review acted as a guide in the creation of review of literature in this study. The aim of this piece of research was to investigate head-teachers and teachers' implementation of the inclusive education guidelines, the National Inclusive Education Strategy in the mainstream primary schools in Malawi. Since the study focused on investigating the challenges facing the implementation of inclusive education in the mainstream schools of the country, the literature therefore firstly reviewed the education context in which the inclusive education implementation guidelines, the National Inclusive Education Strategy is being implemented. Secondly, the literature considered international and regional perspectives on inclusive education in order to understand what other international education systems consider to be the strategies for effective implementation of inclusive education. Finally, the literature discusses what the Ministry of Education, Science and Technology in Malawi has described as the strategies for implementing inclusive education in the mainstream schools in Malawi as stipulated in the National Inclusive Education Strategy.

The aim of reviewing studies on the implementation of inclusive education in other educational systems is to learn lessons on the challenges which other education systems of other countries have encountered in implementing inclusive education and how they have dealt with the challenges. Such lessons can be utilized to improve the implementation of inclusive education policy in Malawi. At this juncture, we present a review of the National Strategy for Inclusive

Education in Malawi with the purpose of trying to explore the understanding and the extent of effort so far made in inclusive education in Malawi.

3.1 Context for the study: The Malawi education system

This section intends to locate the study in the context of Malawian education. It aims at providing background to the implementation of the inclusive education guidelines, the National Inclusive Education Strategy. The section further explores the context in which head-teachers and teachers operate and the various systematic problems that constrain the head-teachers and teachers in effective implementation of educational programmes. The state of primary school education in Malawi and its related education programmes from the missionary education perspective to the present is presented.

This section is divided into three main parts. The first part explores the missionary-dominated education system during the early period of missionary work in Malawi and during the colonial period up to the late 1950's. The second part explores the involvement of the colonial government in the provision of education and the shaping of the education system until Malawi attained independence in 1964. The colonial education system appears to have provided the foundation on which the present system of education in Malawi is based. The third part examines the education system after independence in 1964. This part of the section gives background to the development of the inclusive education policy planned to be implemented in the current primary school curriculum.

3.1.1 Geographical position and political overview

Malawi is a land-locked country situated in Central-East Sub-Saharan Africa. Malawi was called Nyasaland, which means ‘land of the lake’ under the British colonial rule. The country was ruled by the British from 1891 until 1964 when it became independent and became a republic two years later in 1966. In 1994, after 30 years of one party dictatorship, Malawi became a multi-party democracy. This dispensation ushered in a change in policies regarding education such as the Free Primary Education policy (FPE) and this has brought about a ‘high degree of complexity regarding access, quality, financing and planning of basic education’ (Kadyoma, 2004, p. 9).

Malawi shares a common border with the United Republic of Tanzania to the north and northeast, the People’s Republic of Mozambique to the east, south east and south west; the Republic of Zambia to the west and northwest. Since Malawi is land-locked, it is dependent on other countries for access to the sea for export and import of essential commodities. It has a total area of 118,484 square kilometers and about one third of this is covered by the waters of Lake Malawi, the third largest lake in Africa. The lake is about 475 kilometers long and runs down Malawi’s east boundary with Mozambique. The country is divided administratively into three regions: The Northern, Central and the Southern Regions, which are further divided into 28 districts. Six districts are in the Northern Region, nine are in the Central Region, and thirteen in the Southern Region. For the purpose of educational administration, there are 32 educational districts; one for each of the 28 districts and one for each major city. The major cities are Blantyre, Lilongwe, Zomba and Mzuzu.

3.1.2 Population, economy and health

The 2008 Malawi Population and Housing Census put the Malawi population at 13.9 million with 49% men and 51% women (DFID, 2009). Approximately 90% of Malawians belong to the Chewa ethnic group. The remaining 10 percent belong to the Lomwe, Yao, Nguni, Tumbuka, Sena, Tonga, Ngonde and other ethnic groups. Europeans, Asians, and other racial groups compose less than 1 percent of the population but exercise considerable economic influence. More than 50% of Malawians speak Chinyanja, which former president Banda renamed Chichewa when he made it the national language. Many Malawian Africans speak Chichewa at home, and more than 80% understand it. Chichewa has been put as the language of instruction in the current primary school curriculum in the foundation phase (Standards 1 to 4) of the primary school in the country. It is the only local language which is included in the current curriculum. English is the language of instruction from Standards 5 to 8.

Economically, land-locked Malawi ranks among the world's least developed countries with very low human development. The economy of the country is predominantly agricultural with tobacco as the main export commodity which brings export revenues. The economy therefore depends on substantial inflows of economic assistance from International Monetary Fund (IMF), the World Bank and individual donor nations (National AIDS Commission, 2004). In late 2000, Malawi was approved for debt relief under the Heavily Indebted Poor Countries (HIPC). The Gross Domestic Product per capita is estimated at US\$165. The national poverty incidence is estimated at 65.3%, of which 66.5% and 54.9% are rural and urban poverty incidences respectively. The poverty line is about US\$3 per month (National AIDS Commission, 2004). Incomes are very low and unevenly distributed. Income disparities are mainly found in cases where those who are highly educated and/or skilled earn more on average than those who are unskilled with little

education. The economy is agriculture-based which renders it vulnerable to world market fluctuations, adversely affecting the living standards of most Malawians. Unskilled workers seek to survive through engaging in casual labour activities on the fields of others or prostituting – thus exposing themselves to a high risk of contracting HIV/AIDS (National AIDS Commission, 2004). According to National AIDS Commission (2004, p. 20), the country continues to experience chronic under-nutrition coupled with the upsurge of disease outbreaks such as tuberculosis, HIV/AIDS, malaria, and other infections. Currently, the National AIDS Commission in Malawi estimates that about 16.4% of Malawians of between the ages 15 and 49 years are HIV positive (National AIDS Commission, 2004, p. 20). The effects of HIV/AIDS epidemic are mostly being felt through the reduced life expectancy, high dependency ratio, loss of productive work force, and increasing health costs at household and national levels (National AIDS Commission, 2004).

3.1.3 Primary educational system in Malawi: past and present

The history of education system in Malawi has four distinct phases. These are: Missionary, colonial, post-independence one party rule and post-independence multi-party democratic rule. The changes in Malawi education and curriculum policies during these four distinct phases are described in detail below:

3.1.4 Education system during the missionary period (1800 - 1926)

Malawi's present formal education system was born out of the works of early missionaries, notably, Robert Laws of the Free Church of Scotland, who in 1875 opened the first school at Cape Maclear in Southern Malawi (Galimoto, 2008). The main purpose of the missionary schools, was, in the missionaries' eyes, to 'civilize the primitive and pagan natives' by teaching

them Christian values and replacing the slave trade with what was considered legitimate commerce. Several missions were established in different parts of the country, each establishing an education system based on its own religious philosophies blended with the characteristics of the communities they were working in. For example, other attempts to introduce education into Malawi were made by the Catholic, the Dutch Reformed Church and the Seventh Day Adventists who followed the United Free Church of Scotland and established mission stations in various parts of the country. As the Phelps-Stoke Commission (1924, p.20) comments: 'Education was at all times of secondary importance to evangelization. Education made people literate and this meant that they could read the Bible.'

A common feature of the missionary education was reading, writing and arithmetic, with some missions placing emphasis on technical skills. However, the missionaries merely wanted to evangelize Malawi and the rest of Central Africa. This was the case not only in Malawi but also in other African countries as well. Countries like Zambia (Robertson, 1970), Lesotho (Mohapeloa, 1982) and Kenya (Indire, 1983) all report the central position of the missionaries in introducing education in these countries as a pre-requisite to evangelization. In Malawi, by the year 1900, various educational reports indicated that missionary activities had spread to most parts of the country, and reading, writing, arithmetic and Bible study formed the major part of educational activities. The government, in recognition of the missionary work in education, introduced a grant-aided system. The funds provided by the government were shared by the missionaries in proportion to their educational activities. It was not until 1926, according to the Nyasaland Annual Education Report (1961), that the government established a Department of Education to co-ordinate all missionary educational activities in the country. The type of education during the colonial period is discussed below.

3.1.5 Education system during the colonial period (1926-1964)

The colonial government started to feature in education in 1926 when the Department of Education was established. By 1925, the missions were feeling their way toward some kind of partnership with the government in education. The following missionary comment was no doubt evidence of this:

It seems to us quite evident that in view of the present financial stringency, neither the Government nor the missionary facilities can carry on the work alone, but that working in conjunction, we can bring to a successful issue the aims which we both have at heart (Jones, 2005, p.15).

The Phelps-Stokes Commission, a privately instituted but missionary inspired commission, recommended that the missionaries and the colonial government should combine their efforts to provide education to Malawians. This recommendation was adopted by the colonial government in its Colonial Office Memorandum of 1925 entitled, “Education Policy in British Tropical Africa.” The government accepted to enter into partnership with the missions in the provision of education to Malawians. The Department of Education was therefore established in 1926 to coordinate all missionary educational activities in the country. This included the provision of a central curriculum for all schools by 1933, except for religious education, which was left to the individual missionaries to handle.

The Government’s aim in education was to provide a small but efficient system to fulfill clearly identified purposes of development, while the missionaries in addition aimed to use the government money to “Christianize” the country. With the coming in of the colonial government in the provision of education, the goals of education were then identified to be personal hygiene,

use of the environment, home life, use of leisure time, literacy and numeracy, moral development and religious life. The missions however still controlled the delivery of education because the government released only small grants to the missions. The different aims of education between the missionaries and the colonial government led to a series of clashes between the two factions. Differences also existed among the missionaries themselves in the way schools were run and organized. Other missions wanted education to go beyond fulfilling the objective of evangelization. The 1960 report commented that some missions adopted procedures that allowed pupils, who showed interest and were academically promising, to be trained to start demonstration schools of their own, while the less promising were taught practical subjects. In some missions, bright students were sent for missionary training so that on their return they could open substations. By 1900, mission stations were established in most parts of the country and education became one of the major activities of missionary work.

The use of the central education program, mentioned above, became the only unifying factor among the various missionaries in providing education, and the idea of central curriculum has remained in use up to the present day, although missions no longer control education. The annual Education Reports of 1960 and 1961 indicate that the primary school cycle lasted for ten years and ran as follows:

i). Village and vernacular schools

These were schools within a small catchment area. Children from a few villages were organized to form a village school. The village headman and his people were made responsible for the provision of a school building and a teacher's house. Instruction was in the vernacular and teachers were graduates of middle schools, the majority of them untrained. Instruction at this level lasted for four years.

ii). Middle schools

Graduates of village schools went to middle schools which had a larger catchment area.

Middle schools were normally placed in mission substations and the medium of instruction was both in the vernacular and in English. Instruction at this level was for three years.

iii). Station schools

These were schools located in mission headquarters. Admission to these schools was highly competitive as pupils were selected from the graduates of the middle schools. The course lasted for three years. Station schools also provided a village and middle school course and, as full primary schools, were the highest academic institutions in the country. The teaching staff consisted of missionaries who were employed either full-time or part-time. The 1961 Report suggests that the aim of the village schools was to bring education closer to the people. As people became sensitized to education it was then easier to encourage the abler to aim for middle and station schools. However, even for those who passed the examination, there were not enough places available at the middle or station schools. As educational provision developed, some village and middle schools were upgraded to become full primary schools.

The education programme of primary education during the colonial period changed in 1940 when the first secondary school was opened by protestant missions in Blantyre. The secondary school programme was based on the academic-elitist systems of the English Grammar School. History, Geography, English literature, English language, Latin, General Science, Mathematics, Religious Knowledge and Chichewa were the core subjects. As a result, the primary education system had to change to meet these requirements and, as can be imagined, with disastrous

results. The content and learning materials were based on British experiences and had little bearing on the local situation. Europeans were the only teachers who could handle this material and they taught to make pupils pass examinations. Soon after independence in 1964, the government instituted a commission to make a review of the education system in the country. The commission, known as Johnson-Survey Team, observed that the education system in Malawi was 'imported, excessively academic, deadly passive and addicted to rote learning' (Kabwila, 1995). A need therefore arose to overhaul the colonial education system. The independent government attempted to do this by drawing educational plans and reviewing the colonial government's curriculum. I now turn to a review of primary education after independence in 1964.

3.1.6 Primary education system after independence, during the one party rule (from 1964-1993)

When Malawi became independent in 1964, it embarked on provision of education which would be relevant to the needs and challenges of the independent nation (Kabwila, 1995; Lowe, 2008). The country needed agriculturalists, carpenters, engineers, social specialists, community workers, teachers, nurses and construction workers. It became clear that the education programme inherited from the colonial government did not address the need and the challenges of the independent Malawi. There was a big discrepancy between the goals of the current education program and the needs of the country. The country therefore launched its first Educational Plan in 1973 which was to provide guidelines for the development of the education system of the independent Malawi. The plan had the following major objectives; Firstly, the fulfillment of the specific needs of the labour market. Secondly, the development of a school curriculum with relevance to the socio-economic and environmental needs of the country.

Thirdly, the improvement of efficiency in the utilization of existing facilities and the achievement of a more equitable distribution of educational facilities and resources (Ministry of Education, 1996, p.3).

In terms of the history of formal education system in Malawi from 1964 to 1993, just like in most African countries, ‘the flag followed the Bible’ (Rose, 1970). This meant that the missionaries enjoyed unprecedented control over education during the entire period of colonial rule. It was only after countries started to become independent that the situation changed. The new governments became more interested in education as they realized that in order to obtain the necessary manpower they had to place emphasis on the development of education. This was reflected in the Proceedings of the Addis Ababa Conference of African Ministers of Education (1961). The Conference stressed Africa’s need for more and better educational opportunities and suggested, as a general goal, that the substance of education be adapted to fit the era of independence. Although the need for agricultural training and community development was mentioned, the Conference emphasized academic reform. The inclusion of African history and culture in the education system, and the importance of meeting the high manpower requirements of the emerging nations were some of the agreed goals. In determining priorities, the Conference assigned the greatest urgency to secondary and post-secondary education. Primary and adult educations were to develop at the same time with a goal of achieving universal primary education by the year 1980. Although the goals set at the Addis Ababa Conference have not been achieved in most independent African countries, progress has been made in providing primary education for the majority of children of school-going age. In some countries, such as Zambia and Tanzania, school fees were abolished during the early sixties. This removed the poverty barrier and gave every parent an equal opportunity to send their children to school. Malawi was

no exception in this endeavour. The 1965 five-year development plan had the 'Education expansion, stressing in particular secondary education and post-secondary education so as to provide the skilled manpower that was essential for development as one of its objectives according to (Rose, 1970, p. 127). Although the development plan emphasized the expansion of secondary and post-secondary education, this could not be achieved without the expansion of the primary school system. Consequently, after the attainment of self-rule, the government passed an Act giving powers to the Minister of Education to establish Local Education Authorities (LEAs). Section 4 (iii) of the 1962 Education Act reads:

The Minister after consultation with the Minister responsible for Local government may establish Education Authorities by Order published in the Gazette declaring that a local authority shall be the Local Education Authority for the area over which it exercises jurisdiction on such local authority.

Section 15 of the Education Act gave powers to the Local Education Authorities which included the provision of funds for the establishment and maintenance of primary schools. The Act also gave powers to the Local Education Authorities to advise the Minister on the siting of new primary schools. This Act appears to have spearheaded the establishment of many primary schools in the country by local communities. The establishment of primary schools was undertaken under the community self-help arrangement. Local communities were to build the schools while the government provided teachers and equipment. The number of primary schools expanded as the demand for education increased. Although universal primary education was not achieved by 1980, primary school enrolment had increased from 359,841 in 1964 to 779,676 by 1980 (Nyirenda, 1993). The government's Statement of Development Policies (Malawi Education Plan, 1985-95) focused on the expansion of primary education in terms of pupils'

enrolment, infrastructure and the quality of education. The statement indicates that the basic skills of reading, writing and numeracy will be highlighted in the school program. The primary education program review was then carried out in 1982, with the overall aim of improving the quality of education. In the 1982 curriculum, Agriculture became a common subject of instruction in both primary and secondary schools. This was mainly due to the fact that the country needed its populace to have agricultural knowledge as its economy is agriculture-based. The number of subjects offered in both the primary and secondary schools also increased compared to those in the colonial government's education system. Emphasis on external examination in the colonial government's education system was however adopted in the post-independent Malawi government. External examinations continued to control the whole system of education including teachers' pedagogical approaches. Teachers continued to teach in ways specifically to prepare the learners for examinations. The maintenance of external examinations in the post-independent Malawi primary school system has led some scholars who are passionate followers of the developments in Malawi education system such as Lowe (2008, p. 3) to argue that "The system had changed very little since external examinations still controlled the whole system of education...so long as external examinations were part of the Malawi educational system, no real progress would be made towards realization of the aims of education initiated after independence".

The introduction of the new curriculum in 2007 (the one in which the inclusive education policy is implemented, which this study is also concerned about) by the Ministry of Education can be looked at as the government's realization that introduction of policy which will improve the achievement of learning outcomes is an important determinant of real change in education system and an important prerequisite for realization of the aims of education initiated after

independence. The first Education Plan put into place by post-independent Malawi government seem to have been wrought with problems although there is need to celebrate the fact that the Plan was a valuable document as it marked the real first attempt at educational planning since the advent of education in Malawi by the missionaries. The public became dissatisfied with the 1982 education program as it focused on producing an elite class of people not suitable for a newly developing country (Kabwila, 1995; Khomani, 2005). It therefore became obvious that the primary school education system had to be changed. This led to the Malawi government's Second Education Plan which covered the period of 1985-1995. The overall objective of this plan was to improve the quality of education so that it met the needs of the country. According to this Education Plan, the quality of education was to be improved through reviewing the 1982 education syllabus. Justifying the need for reviewing the 1982 syllabus, the Secretary of Education (1991) in the foreword of the Primary School Syllabus said, 'Nothing is more difficult in the field of education than to plan appropriate program to achieve the goals set for the individual and national development.' He continued to specify the pertinent areas that needed urgent attention. He said;

Bearing in mind that primary education is terminal for the majority of the children, there should be greater emphasis on those practical skills that would enable them to enter self-employment and entrepreneurship and those skills that relate to the social-economic development of the country (p. 1).

Thus following the introduction of the Second Education Plan in 1985, the Ministry of Education, through the Malawi Institute of Education reviewed the 1982 syllabuses and the review process was completed in 1991. In the words of Khomani (2003, p.5), there are a number of factors which necessitated the review from 1987. One of the factors is that the 1982

curriculum was overloaded with subjects of study. There were excessive overlaps in the nature of content across subjects without any deliberate effort to integrate such content. By its design and balance, the syllabuses were examination-oriented with the greatest stress on cognitive skills rather than on social or practical skills. Paradoxically, when the 1991 education program was developed, it appears to have had almost the same problems as the 1982 one, problems like a large number of subjects and it is argued to have been examination-oriented. The 1991 curriculum had again to be reviewed in 2001 by the multi-party democratic government which established its own ways of running education, which is described in detail in the next subsection below.

3.1.7 Education from post-independence multi-party democratic rule to date

a. Primary education

In 1994, Malawi went through a political transition from a one-party dictatorship to a multi-party government. Today, children enter school at the age of six in Standard One and finish primary education in Standard Eight at the age of fourteen. However, it is not uncommon to find children who are older than fourteen still in the system because of a late start or repetition of a year. The primary education system in post-independence multi-party democratic Malawi is pyramidal. It starts with a very large enrolment in Standard One, less than half of which complete the primary school cycle. The dropout rate, particularly at Standard One level, is high. A number of factors have been identified as contributing to this. Studies done by the United States Agency for International Development (USAID) in 1991 suggest that school fees and compulsory uniform are perhaps the two major contributors. Parents on a low income cannot manage to pay school fees and provide other necessities for their children. The average family has five children, all of whom are school age. The dropout rate is more prevalent amongst the girls because the majority

of parents give preference to educating their sons. School fees in Malawi have been phased out, but parents now provide exercise books and stationery for their children. The costs of these seem to be actually more than school fees and so this scheme does not appear to be a solution to minimizing the dropout rate in primary schools. A second element that has caused a high dropout is the rule on wearing school uniform. Although the government has made it clear that no child should be sent out of school because of uniform, in practice pupils without school uniforms have been sent away from school. Nevertheless, despite these problems, enrolment in schools has increased tremendously over the past two decades.

At the end of the primary cycle, there is a primary school leaving examination. This examination serves two purposes: First, it is a certification of primary school leaving, designating the completion of the primary cycle of education. The primary cycle is terminal to most of the primary school graduates. The second function of this examination is that it serves as a selection device for secondary education. Less than 10% of primary school graduates are selected to proceed to secondary schools because of the limited number of places. For instance, in 1987, there were 65,937 primary school graduates but only 7,376 secondary school places were available in government-funded schools. Private schools take an extra 2% of graduates, and admission is on a first-come, first-served basis. However, private schools demand high fees and this acts as the major barrier to the majority of parents. When the Malawi government attained democracy in 1994, the government decided to reform the primary education system, as it is argued, to make education more responsive to the needs, aspirations and cultural values of the Malawi society in the twentieth century.

In the new political dispensation, the country intensified its efforts in strengthening and improving the education system. To strengthen and improve education, the country produced an Educational Development Plan in 1995 known as Policy and Investment Framework for Education in Malawi¹. In primary education, the most crucial challenge is improvement of quality and relevance of basic education, the Policy and Investment Framework stresses the need for relevant curriculum to *'be more reflective of changing socio-economic and political realities'*. The plan led to the review of the primary education of 1991. In 2001, therefore, the Malawi Ministry of Education and Vocational Training through the Malawi Institute of Education, the country's national curriculum development center embarked on a review of the national primary education programme. Thus the Malawi government, with the support of international donor agencies; namely, Department for International Development (DFID) of Britain, German Technical Co-operation (GTZ) and United States Agency for International Development (USAID) and other organizations proposed a radical curriculum review in 2001 which was implemented in 2007. These agencies and organizations were convinced that the primary education was to be reviewed in order to raise the standards of education in Malawi.

In 2001, the Malawi Ministry of Education and Vocational Training through the Malawi Institute of Education, the country's national curriculum development center embarked on a national primary curriculum and assessment reform. The review was aimed at addressing problems of the 1991 curriculum. The initiators of the curriculum review claim that the 1991 curriculum had two major problems. The first problem is that the curriculum was overloaded with subject disciplines, had topic duplication and was examination oriented which resulted into teachers concentrating only on the teaching of examinable subjects, neglecting non-examined ones (Kaambankadzanja, 2005). The second problem was that the curriculum was unable to meet the demands and needs

of the changing Malawi society (Kaambankadzanja, 2005). According to the Malawi Ministry of Education and Vocational Training, the national needs for the primary education which were obtained through the needs assessment process in the year 2000, indicated that the 1991 curriculum was not benefiting the majority in terms of acquisition of skills, values, desirable attitudes and also offering equal opportunities of learning to all learners of diverse needs (Ministry of Education and Vocational Training, 2005).

As a solution to the problems of the 1991 curriculum, the Ministry of Education developed a new primary school curriculum which was also planned to be the vehicle for achieving inclusive education in Malawi. The next sub-section delves into a discussion of the concept of Inclusive Education in Malawi as prescribed in the National Strategy on Inclusive education.

3.2 The concept of inclusive education in Malawi

According to the National Inclusive Education Strategy (2017-2021), the concept of ‘Inclusive Education’ is relatively new all over the world and especially so in Malawi. Nevertheless, extant literature and most of those who were consulted on the meaning of inclusive education in Malawi gave answers that suggest that the concept of inclusive education in Malawi is linked to learners with special educational needs (SEN) and learning disabilities. This is demonstrated by the fact that most inclusive education projects and activities in Malawi only focus on learners with disabilities. This is a worrying trend that needs to be addressed given that the term inclusive education has a deeper connotation, which includes all those who face some kind of barrier and exclusion to learning. In this strategy the term “inclusive education” has been defined as a process of reforming the education system, cultures, policies and practices to address and respond to diverse needs of all learners.

3.3 Malawi's capacity for inclusive education

The National Inclusive Education Strategy (2017-21) states that the Ministry of Education Science and Technology (MoEST) has the mandate to promote inclusive education at all education levels. However, the success of inclusive education in Malawi depends on a number of factors including human, finance and material resources, legislation and policy frameworks; curriculum structures at headquarters and pedagogy, training and support for teachers, access to school infrastructures as well as attitudinal barriers. In addition, the administrative support systems and structures of MoEST at all levels are significant to the implementation of inclusive education in Malawi. The current management systems at division, district and zonal levels need to be strengthened since services such as planning, procurement, accounting, school inspection and advisory and capacity building for teachers affect the implementation of inclusive education in Malawi. A well-trained personnel is an important aspect of inclusive education. These include teachers, caregivers and support staff. According to Education Management Information System (EMIS) data, there are 71, 394 and 14, 497 primary and secondary school teachers, respectively. At the primary school level, this represents a teacher-learner ratio of 1:68, while at secondary school level, it is at 1:65. At Early Childhood Development center (ECD) level, there are only 32, 500 care givers. Going by the number of teachers and caregivers, there is need for additional well-trained personnel to implement inclusive education at all levels successfully. The analysis of existing teacher education programmes for primary and secondary education reveals that both initial and continuing professional development rarely prepares teachers to teach inclusively. Further analysis reveals that existing teacher education programmes focus more on special needs education rather than inclusive education. Similarly, most of the caregivers have no training and work on voluntary basis. The shortage of well-qualified personnel at basic as well as secondary education compromises the quality of education for all. There is need to build capacity for

inclusive education at all levels in Malawi. A more inclusive education system requires teachers and caregivers who have knowledge; skills, values and beliefs to enable them teach learners with diverse needs (National Strategy for Inclusive Education, 2013, p.11).

School infrastructure is another important aspect of inclusive education. These include: classrooms, sanitation facilities, play grounds as well as water points. Studies have shown that school infrastructure has direct impact on access, quality and equity of education. Extant data indicate that school infrastructure in Malawi still remains a challenge. This is evident to the shortage of classrooms, sanitation facilities, water points as well as play grounds within the education sector. Education Management Information System data indicates that there is a shortage of toilets in the schools in other Education Divisions, particularly for girls. The absence of sanitation facilities such as toilets and water creates unhealthy and uncomfortable environments, especially for girls and those with disabilities.

3.4 International policy frameworks

According to the National Strategy for Inclusive Education (2017-21), the Ministry of Education recognizes that there are a number of important international frameworks that promote inclusive education endeavours. These include the United Nations Convention on the Rights of the Child (1989) which outlines the right to education for all children to achieve the greatest degree of self-reliance and social integration. The second framework is the African Charter on the Rights and Welfare of the Child (1999) which commits members of the African Union to realize the right for every child to education. Another international framework is the United Nations Convention on the Rights of Persons with Disabilities (2006): Article 24 of the convention recognizes the right of persons with disabilities to education in an Inclusive Education system (National

Inclusive Education Strategy (2017-21). In addition, there are also some international instruments that are not necessarily binding but they are critical to the development of inclusive education in Malawi. Firstly, Jomtien World Declaration on Education for All (1990). This highlights the commitment to a child-centered pedagogy where individual differences are accepted as a challenge and not as a problem (non-binding documents). Secondly, the Salamanca Statement and Framework for Action (UNESCO, 1994) reinforces schools' obligation to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Another instrument is Dakar Education for All Framework for Action (UNESCO, 2000). It highlights the importance of Inclusive Education, and reiterates that the inclusion of children with various educationally disadvantaged positions, such as children with special educational needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education. Further, there is the UN Sustainable Development Goals (2015) which promotes access and affordable education for all boys and girls at all levels including vocational training for vulnerable groups. Further, it emphasizes on the need to build conducive learning environments and upgrade existing education facilities for them to be child, disability and gender sensitive (National Strategy for Inclusive Education, 2013, p.14).

3.5 Legal and policy documents that promote education in Malawi

According to the National Inclusive Education Strategy, there are legal and policy documents that guide the implementation of inclusive education. These include the Constitution of the Republic of Malawi (1995). This provides for the right to education for all citizens. Chapter IV, Section 20 prohibits discrimination of any form. Another one is the Child Care, Protection and Justice Act (2010). This makes provision for child care and protection, for child justice, for

matters of social development of the child and for other connected matters. And then, there is The Disability Act (2012). This prohibits discrimination of persons with disabilities in education and training. It states that, “Government shall recognize the rights of persons with disabilities to education on the basis of equal opportunity and ensure an inclusive education system and lifelong learning. In addition, The Education Act (2013) stipulates that education is for all people in Malawi irrespective of any discriminatory characteristics such as race, disability, ethnicity or gender. It strives for accessible, equal, relevant and inclusive education. Vision 2020 represents Malawi’s long term development strategy. Chapter 7 Section 7.2.2 of the vision makes a provision for inclusion of learners with disabilities at all levels of education. It sets strategic options with regard to the improvement of special needs education thus ensuring of appropriate designs to cater for people with disabilities. Malawi Growth and Development Strategy II 2011-2016 provides priority areas and strategies for addressing prevailing development challenges. The document commits Government of Malawi to promoting an enabling environment for girls and learners with special educational needs. In addition, it acknowledges the challenges being faced in including children with special educational needs in mainstream schools. The National Education Strategic Plan (NESP, 2008-2017) addresses the issue of both equity and access to education. The National Education Strategic Plan commits the government of Malawi to addressing most of the challenges relating to education, including those related to learners with special educational needs. Furthermore, Special Needs Education Implementation Guidelines (2008) recognizes education as a basic human right. It focuses on eight priority areas: early identification, assessment and intervention, advocacy, care and support, management, planning and financing, access, quality equity and relevance. National Education Standards-Primary and Secondary Education (2015) specify expected outcomes for learners which should be delivered by all education providers in public and private institutions. There is also the National Policy on

the Equalization of Opportunities of Persons with Disabilities (2006) which supports and encourages inclusive education, provision of assistive devices, adaptation of communication systems, training of specialist teachers, inclusion of special educational needs in teacher training curriculum and establishment of accessible resource rooms in schools. Further, National Inclusive Education Strategy recognizes that National Policy on Early Childhood Development (2006) has a number of guiding principles, one of which is that “No child shall be discriminated on the basis of age, sex, race, health status, economics, religious or political affiliation in the provision of Early Childhood Development services by any organization. However, the policy lacks commitment to inclusive education by failing to provide explicit provisions for early intervention in Early Childhood Development for children with diverse needs. This denies Community-Based Child Care gives the opportunity to contribute to inclusive education practices. There also is the National Youth Policy (2013) which provides interventions for both in-school and out-of-school youths. Also, there is the National Gender Policy (2011) that seeks to mainstream gender issues in the national development process to enhance participation of boys and girls, women and men for the attainment of sustainable and equitable development (National strategy for Inclusive Education in Malawi, 2013, p.14).

The above instruments portray an environment favourable for the implementation of inclusive education in Malawi. Ironically, people still talk of exclusion as still being characteristic of the education system in Malawi. Are there any real signs of exclusion in the Malawi system of education? This has been discussed in the next subsection below.

3.6 Exclusion from and within the education system

Exclusion exists at all levels: early childhood development, primary, secondary and tertiary levels. The table 3.6.1 below exemplifies groups of children/learners who are often excluded from and within the education system:

Table 3.6.1: Groups of children likely to be excluded from and within the education system

Groups of children likely to be excluded from and within the education system	
<ul style="list-style-type: none"> • Children with disabilities • Children from poor families • The girl-child • Orphans • children on the streets • children who head households • child labourers • children suffering from chronic diseases • Children who are gifted and talented • Children with albinism 	<ul style="list-style-type: none"> • Children in gender biased families/communities • Children from geographically disadvantaged areas • Abused and neglected children • Children living with and affected by HIV/AIDS • Children displaced by natural calamities e.g. droughts, floods • Children of parents with disabilities • Working children • Children in conflict with the law • Teenage/adolescent mothers

3.7 Factors that exclude learners from and within the education sector in Malawi

According to the National Inclusive Education Strategy (2017-21), there are factors that either exclude learners from and/or within the education system. These include: inaccessible school infrastructure including classrooms, sanitation facilities, water points, playgrounds and fences around the schools, negative attitudes and cultural beliefs, lack of counseling and psychosocial

support services at school and community levels, teachers' lack of experience, skills and knowledge to teach diverse classrooms e.g. use of sign language and curriculum differentiation skills, stigma and discrimination which lead to stereotypes in schools, lack of appropriate assistive devices, lack of learning support/teaching assistants, lack of early identification, assessment and intervention services, inadequate teaching-learning and specialized materials, limited capacity for inclusive education at different levels, need for inclusive education guidelines and code of ethics as well as an effective education system that is responsive to learner diversity and discourages exclusion.

It is in this regard, that Ministry of Education, Science and Technology has developed this strategy to address inequalities in education and improve quality at all levels (National Strategy for Inclusive Education, 2017-2021). This effort, however, requires the participation of not only teachers and head teachers, but also different stake holders at different levels. The success of inclusive education largely depends on support from different players and stakeholders. According to the National Inclusive Education Strategy (2017-21), these include but not limited to the following: Government of Malawi, non-government organizations (NGOs), Development Partners (DPs), Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), academia, the corporate sector and local community. The next subsection reflects on the roles played by those different players and stakeholders.

3.8 Roles of stakeholders in inclusive education

3.8.1 Ministry of education, science and technology

According to the National Strategy for Inclusive Education, the Ministry of Education Science and Technology (MoEST) shall take a leading role in managing, coordinating and regulating the

implementation of inclusive education to ensure quality service delivery. In particular, the units within the ministry shall perform the following roles and responsibilities:

a). Headquarters

The Ministry of Education, Science and Technology Headquarters is expected to perform the following roles and responsibilities: reinforce existing education policies and laws to embrace inclusive education principles, transform the current education system into a unified system which can respond to the needs of all learners, lobby Ministry of Finance to allocate more resources for inclusive education, strengthen supervision, monitoring and evaluation of inclusive education to ensure quality and relevance, strengthen collaborative research and documentation in the area of inclusive education, strengthen national and international partnerships in the implementation of Inclusive education, ensure an inclusive education management information system, ensure national curricula at all education levels respond to diverse needs of learners, strengthen capacity building in the education sector on inclusive education and strengthen referral systems at all levels to respond to learner diversity (National Inclusive Education Strategy, (2017-21).

b). Education Division Offices

Similarly, education division offices according to the National Inclusive Education Strategy, (2017-21) are expected to perform a number of responsibilities which include: coordinating inclusive education activities in the division, reporting on inclusive education issues to Ministry of Education, Science and Technology headquarters, providing advisory and inspection services in the division.

c). District Education Offices

According to the National Inclusive Education Strategy (2017-21) the district education offices are expected to have a part to play in the implementation of inclusive education in the

country. Their roles include: to ensure that the district education plans, programmes and budgets are inclusive, strengthening the capacity of district education management and supervisory teams on inclusive education, coordinate and regulate the implementation of inclusive education in the district, collecting data on inclusive education in the district, submission of quarterly reports on inclusive education to headquarters, ensuring accessibility of school infrastructure and facilities, coordinating assessment and referral activities and coordinating collaboration between special schools and mainstream schools.

d). Education Zone Offices

According to the National Inclusive Education Strategy (2017-21), the education zone officers are charged with the responsibility of supporting the implementation of inclusive education and their responsibility includes: providing supervisory, advisory and mentorship services to teachers on inclusive education, advising other stakeholders in the zone on inclusive education, maintain data on learners with diverse needs, guiding head teachers on the identification of learners with diverse needs and conducting regular Continuing Professional Development of teachers on inclusive education.

e). Mainstream schools

According to the National Inclusive Education Strategy (2017-21), the mainstream schools have a key responsibility for the actual implementation of inclusive education. Their roles include: enrolling and teaching learners with diverse needs, identifying learners with diverse needs, documenting and keeping records on learners with diverse needs, providing appropriate care and support to learners with diverse needs, making assessment referrals where necessary, collaborating with local communities on inclusive education issues, creating enabling environments for diverse learners and conducting school-based Continuing Professional Development.

d). Special schools and resource centers

The National Inclusive Education Strategy (2017-21) further stipulates the following as the responsibilities of the special schools and resource centers in supporting the implementation of inclusive education: building necessary skills, like Braille, sign language, daily living skills, language skills for learners with diverse needs, build skills for mainstream teachers to teach and manage learners with diverse needs, provide technical support on assessment of learners with diverse needs, conducting collaborative screening exercises in schools and collecting data on learners with diverse special educational needs.

3.8.2 Malawi Institute of Education (MIE)

According to the National Inclusive Education Strategy (2011-21), the Malawi Institute of Education also has a very important role to play in the implementation of inclusive education as a curriculum developer. Its responsibilities include the following: ensuring that the national curricula at all educational levels are responsive to the needs of diverse special educational needs learners, conducting in-service training for teachers and administrators on inclusive education, coordinating the process of developing teaching and learning materials to ensure inclusivity, providing leadership on text book evaluation to ensure inclusivity and providing guidance on the choice of supplementary text books.

3.8.3 Malawi National Examinations Board (MANEB)

According to the National Inclusive Education Strategy (2017-21), the Malawi National Examinations Board is expected to address examination related issues to suit the circumstances of the diverse special educational need learners. Its roles include the following responsibilities: developing and conducting inclusive examinations at primary, secondary and teacher education

levels, providing examinations in different formats to respond to learner diversity, collecting data on candidates with diverse needs to inform the development of examination items and determine special provisions, engaging special needs education (SNE) and inclusive education experts in the setting of examination items, invigilation and marking and developing guidelines for inclusive assessment modes.

3.8.4 Ministry of Health (MoH)

According to the National Inclusive Education Strategy (2017-21), the Ministry of Health is one of the key stakeholders expected to provide support services to mainstream schools in the implementation of inclusive education. These responsibilities include the following: conducting early identification and early intervention services, conducting regular school clinics to identify children with health problems and disabilities, using community-based rehabilitation approaches to enhance inclusive education, facilitating or providing appropriate assistive devices to learners with disabilities, conducting trainings to teachers and parents in different areas of disability, providing guidance and counseling services and facilitating linkage to appropriate referral services.

3.8.5 Disability and psychosocial service providers

According to the National Inclusive Education Strategy (2017-21), disability and psychosocial service providers are expected to provide the following support services for the effective implementation of inclusive education in mainstream schools: rehabilitation services, inclusive vocational skills and training, facilitating provision of assistive devices, providing psychosocial support services, providing screening and referral services, providing medical services to

children with diverse needs and conducting awareness raising on issues affecting special needs education.

3.8.6 Civil society organizations (CSOs) and the non-governmental organizations (NGOs), the private sector, disabled people's organizations and faith-based organizations

According to the National Inclusive Education Strategy (2017-21), the civil society organizations and the non-governmental organizations, the private sector, disabled people's organizations and faith-based organization also have a role to play in supporting the implementation of inclusive education in Malawi mainstream schools. According to the National Inclusive Education Strategy (2017-21), they are expected to support schools in implementing inclusive education through playing the following roles: lobbying and advocating for inclusive education, supporting government in the provision of inclusive vocational skills training and capacity building, assisting government in resource mobilization, mobilizing and educating communities on inclusive education.

3.8.7 Development partners

The National Inclusive Education Strategy (2017-21) also mentions the development partners among the key stakeholders expected to participate in the provision of support services to mainstream schools for the effective implementation of inclusive education in the country. According to the National Inclusive Education Strategy (2017-21), their roles include the following responsibilities: providing technical, material and financial support to implement inclusive education activities at all levels of education, promoting better coordination strategies among partners to avoid duplications in inclusive education programmes, wastage of resources and inefficiency, creating a forum where different partners in inclusive education can share

experiences in the implementation of inclusive education, support research activities in order to improve the delivery of inclusive education.

3.8.8 Parents and community

According to the National Inclusive Education Strategy (2017-21), parents and communities are also expected to support mainstream schools in the implementation of inclusive education. The National Inclusive Education Strategy (2017-21) mentions the following as some of their responsibilities: promoting care and support services, assisting with the identification of children with diverse special educational needs, and encouraging all children to go to and remain in school till completion.

3.8.9 Political, traditional and religious leaders

According to the National Inclusive Education Strategy (2017-21), the political, traditional and religious leaders are among the key stakeholders expected to provide support services to mainstream schools in the implementation of inclusive education in Malawi. Their responsibilities include the following: enforcing by-laws aiming at promoting inclusive education and sensitizing parents on the importance of inclusive education (National Strategy for Inclusive Education, 2013).

The section of literature review above has tried to consider the instructional system of Inclusive Education in the primary schools in Malawi in terms of the National Strategy for Inclusive Education, the national and international legal frameworks for promoting inclusive education as well as the various stakeholders and their roles in the implementation of inclusive education. The next subsection of literature review considers the international perspectives by looking at what

other educational systems in the international arena consider to be the most effective approaches to the implementation of inclusive education, beginning with the United States of America.

3.9 Inclusive education in the United States of America (USA)

According to Hodkinson and Vickerman (2007), while some developing countries worldwide are actually working towards ensuring that all children have a basic right to education, 96 per cent of children with disabilities are presently educated within mainstream schools in the United States of America. Further, almost half of these learners spend the majority of their school day in ‘general inclusive’ classroom as opposed to being withdrawn for segregated lesson (United States Department of Education, 2005). This demonstrates an increase in the number of children with special educational needs being included in mainstream setting over twenty years. What is more, ‘Public Law 108-446: individuals with Disabilities Education Improvement Act of 2005’, was enacted to advocate the inclusion of children with special educational needs within mainstream education settings. This legal provision does not only advocate accessibility for a high quality education for children with special educational needs, it also promotes accountability for results; enhanced parental involvement; the use of proven practice and resources; greater flexibility and reduced paperwork burdens for teachers, states and local school districts (Block and Obrusnikova, 2007).

It is because of this picture, that the United States of America is considered as one of the more progressive international countries that has actively promoted the full inclusion of children with special educational needs. The United States America has had a long history of policy and practice developments in inclusive education. This dates back to 1975 when president Gerald Ford advocated that every public school district in the country must provide all its learners with

disabilities from to twenty- one years of age with an individualized, free and appropriate public education that was to take place within the ‘least restrictive environment’. President Ford’s desire to foster educational environments that were ‘least restrictive’ was initially introduced in 1975 through the ‘public Law 94-142: education of all Handicapped Children Act’, and this has since been regularly updated in 1983, 1990, 1997, and 2004 (Hodkinson and Vickerman, 2007).

The notion of ‘least restrictive environments’ according to Winnick (2005), for children with special educational needs are within mainstream education and so this should be used whenever and wherever possible. However, Warnock (2005) argues that for many children with special educational needs segregated schooling may be the most appropriate environment for some to have the best access to education. This highlights the complexity of developing special educational needs provision within countries’ national laws as well as with regard to United Nations directives which promote full inclusion within the mainstream.

According to Hodkinson and Vickerman (2007), United States model of inclusion is rooted in the philosophy of educating children with special educational needs alongside their non- disabled peers while at the same time supporting them fully from initial entry and access to school, through modifications to schools and curricula, and then on to preparation for employment. The model exemplifies the notion of fostering the ‘least restrictive’ environments (Winnick, 2005), suggesting a child with special educational needs should have the opportunity to be educated with their non-disabled peers to the greatest extent possible while also enjoying an entitlement to the same activities and programmes any other non- disabled person would be able to access. While the American approach is quite explicit and heavily backed by legislation, the Australian

model-which is our next look at, is guided by both explicit and implicit philosophy of inclusion according to Hodkinson and Vickerman (2007).

3.10 Inclusive education in Australia

According to Hodkinson and Vickerman (2007), there is both an implicit and explicit philosophy of 'full inclusion' in Australia, whereby children with special educational needs should be educated in mainstream schools alongside their non-disabled peers. As a consequence, the Australian model of inclusion is that schools should be able to accommodate all children's needs within mainstream settings, incorporating the modification of buildings, the curriculum, and learning and teaching activities. However, according to authors such as Lindsay (2004) and Carpenter (2006), these statements often ignore any reference to the sufficient and necessary specialized teaching skills and human as well as financial resources required to achieve all this. The oversight, therefore, results in a misconception that inclusion merely refers to a location and place, rather than a detailed analysis of the processes required to achieve inclusion for children with special educational needs within these inclusive settings. The current Australian view revolves around the concept of an inclusive school as a place where everyone belongs and where children with special educational needs are supported and cared for by both their peers and educational professionals. Kugelmass and Ainscow, (2004) in Hodkinson and Vickerman (2007), look at this as the utopian view in which there are no considerations of the processes and learning environments needed to achieve genuine and high quality educational outcomes for children with special educational needs. According to Hodkinson and Vickerman (2007), it is argued that given the view that inclusion can be seen as very politically attractive, and in keeping with United Nations international agreements, it is still mistakenly perceived to be less resource

intensive, at the same time as being more palatable to the various strong lobby groups including bureaucracies and parents.

Further, Hodkinson and Vickerman (2007) note that if Australia is claiming to be at the forefront of international policy development related to disability, this failure to translate the rhetoric into reality through a genuine examination of what the necessary processes to achieve inclusive education are should not be an issue of concern for authors such as Lindsay (2004) and carpenter (2006). Lindsay (2004), for example, critiques the existing dichotomy between the legal regulation of disability discrimination in Australian inclusion practices as espoused by public education authorities. Lindsay argues that Australian law and inclusion policy are aiming at different outcomes, and as such this undermines the human rights of children with special educational needs by restricting their access to mainstream education. As a result, it is vital that in moving towards any inclusive educational setting for children with special educational needs all organizations should work through collaborative partnerships not only to establish policies, but also to ensure that the necessary resources and training are then put in place to have a positive impact in practice.

In summary, the situation in Australia reflects a need for political will in inclusive education. Rhetoric cannot substitute for action. There is a need to ensure that policy is marched with practice. More importantly, the Australian situation reflects the need to examine how inclusion can be delivered in practice by schools and teachers. (Hodkinson et al, 2007) say that this is a key challenge for all countries, in that establishing inclusive policy is the easy part, but what is more of a challenge is the development of processes and procedures that will ensure that children with special educational needs have high quality educational experiences. What is more, the

Australian situation reveals the fact that a country that has resources may fail to utilize the opportunities it has in achieving the best in inclusion. In the next subsection the Asian experience shows that a less privileged nation that is committed enough may therefore do even better. Some Asian countries are achieving great success in inclusion because of their commitment, though some powerful nations within the continent have not done well enough.

3.11 Provision for children with special educational needs in Asia

According to Hodkinson and Vickerman (2007), the World Bank was one of the organizations identified by the United Nations (UN) that could facilitate and encourage international member states to work towards fulfilling various directives related to children with special educational needs. As such, the World Bank now works in conjunction with the United Nations to provide loans to developing countries alongside commissioning papers on a wide range of issues. In relation to improving children's access to education, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka and Thailand as being in need of support. Within the technical paper, disabled children were considered to be at the center of a movement to improve primary education in Asia, with the United Nations and World Bank establishing the aim that all children would attend school by the year 2000. According to this report, the development of inclusive primary education was the best option for achieving education for all within the continent, where school enrolment rates at the time were lower than 70 per cent in some countries and where most disabled children received no schooling at all.

Forming the backdrop to the 1994 World Bank Report were 15 international countries case studies. The report argued that universal primary education could be achieved without the inclusion of children with special educational needs. It suggested that these children could be

successfully and less expensively accommodated in integrated rather than fully segregated settings. Indeed, if segregated special educational needs were to be provided for all children with special educational needs, the cost would be potentially enormous and prohibitive for all children with special educational needs and thus additional costs would be marginal if not negligible.

This strategy of encouraging children with special educational needs to be integrated into mainstream schooling presents an interesting point for debate. On the other hand, it does not acknowledge the need to promote the best educational placement for children with special educational needs. Therefore, we can see two competing ideologies at work here and can observe the extent to which the World Bank's motives are constrained by financial considerations (Hodkinson and Vickerman (2007)).

One example of this tension is to be found in India, which has significant experience of absorbing children with special educational needs into ordinary classrooms' and providing appropriate training for teachers. The 1994 World Bank Report noted the unit cost for children with special educational needs in mainstream education was six US dollars compared to five for non-disabled children. In contrast, the unit cost for special educational needs children in segregated schools was 33 US dollars which is five times higher than the figure in the mainstream. So for some developing countries providing access to education for children with special educational needs in mainstream settings proves to be the best option.

Hodkinson and Vickerman (2007), note further that while financially the location of children with special educational needs may be more cost efficient within the mainstream sector, the other key consideration here is the need to train teachers to ensure they are adequately prepared to

handle the challenges facing the children sufficiently. The World Bank Report suggested that Asian schools would need to be provided with full range of resources to deliver a sound curriculum for all children and this would be achieved via a combination of the class teacher and additional specialist support staff. Furthermore, the report added that if primary education would be more effective for a greater diversity of children, then schools would need to be more responsive to children's needs and teachers would require a more differentiated repertoire of teaching strategies, as well as the capacity to improve and adjust the curriculum to deliver educational programmes which were appropriate for all children.

Janney et al. (1995) suggested that a shift in philosophy was necessary in order to move away from a focus upon the deficits of a child with special educational needs towards an understanding that all children were capable of learning. Thus, rather than placing responsibility for failure either on the child or on the environment, the task becomes one of specifying the conditions under which the diverse students could achieve the optimal learning and success (Barnes, 1992). This provides a complex set to achieve the United Nation's goal of disabled not being left out of the development of primary education, while noting it is vastly more expensive to segregate than integrate (Hodkinson and Vickerman, 2007).

3.12 The Practice of inclusive education in some Asian countries

It is reported that in 1994 Nepal was one of the poorest countries in the world. Despite its poverty, it had set itself the goal of integrating children with mild to moderate disabilities into mainstream primary education with the target of making special educational provision an integral component of primary education. In India, in contrast, following the World Bank Report, a five-year plan increased the budget for children with special educational needs more than five-fold,

with a particular focus on supporting a major national development programme for the integration of children into ordinary schools.

It is further reported that in the Philippines the ultimate goal of special needs education was the integration of learners with special educational needs into school system and eventually into the community. In relation to Sri Lanka, the government was considered to be early pioneer of mainstreaming (Khandrak et al, 2005) and it regarded the integration contribution of children with and without impairments as the most important contribution to community living. Consequently, families in Sri Lanka volunteered to assist teachers in the integrated programme, which motivated schools to work towards opening their doors to children with special educational needs.

The Asian countries such as Korea, Malaysia, Sri Lanka, China, Indonesia and Thailand were among some of the first countries in the continent to introduce individual learning programmes to support children with special educational needs. What is more, Thailand accepted sign language as a legitimate language and produced one of the earliest sign language dictionaries. China followed suit; classes, mainly for slow learners affiliated to ordinary schools were began alongside the first in-service teacher training programmers to provide support for children with mild learning difficulties.

With this picture, there is no doubt that inclusive education is a contested area both nationally and internationally. Inclusive education has been the focus of what Daniels (2000: 1) has called ‘extraordinary debates concerning definition and ownership’. Encouragingly, though, in 1994 the World Bank report highlighted the early indications of some parts of Asia responding to the

drive for inclusive schooling in which children with special educational needs were acknowledged as having the same rights as non-disabled pupils to access schooling (Hodkinson and Vickerman, 2007).

3.13 Inclusive education practice in Israel

According to Hodkinson and Vickerman (2007), in contrast to extensive, well-established legislation within the United States of America, the mainstreaming of children with disabilities into 'regular' classrooms in Israel has been promoted on more of a voluntary, rather than a statutory, basis for the last forty years. However, legislation passed in the Equal rights for persons with Disabilities Law (1998) included as one of its key requirements, the expectation that schools would seek to mainstream children with special educational needs into 'regular classroom' to the 'maximum extent' wherever possible. The legislation not only supported ongoing voluntary practices but also reinforced the commitments and concerns of legislators and educators around the world (Terzi, 2005), thus emphasizing the need for progressive shift internationally towards inclusive education for children with special educational needs. The 1998 equal rights for person with Disabilities Law (state of Israel, 1998) set out a universal principle within the country that a disabled person should be able to exercise their rights to access existing institutions within society, and would not necessarily have to access purely segregated settings. This begins to mirror the more established policy and practice provisions within the United States of America. However, in Israel there are presently around 600,000 people who live with physical, mental, and/or emotional disabilities and are discriminated against in nearly every aspect of their lives. For example, unemployment rates amongst this group are exceedingly high, with most public places proving inaccessible and disabled people still being routinely sent to live in institutions in which they are isolated and removed from general society. Moreover, according

to Avissar (2003), children with special educational needs are sent to specialized schools with few of these being integrated into the general educational system or in receipt of any of the individualized services necessary for addressing their particular needs.

In Israel where inclusive educational provision is not as progressive as countries such as the United States of America or the United Kingdom, a more traditional medical rather than social model is practiced, even though it's equal legislation (1998) had established the principle of moving towards more integrated education settings. Thus within Israel today commonly-held misconceptions that disabled people are different, cannot learn with the rest of mainstream society, and are not able to work – may well go unchallenged (Reiter et al., 1998). Therefore, non-disabled people within Israel will not have the same opportunities to meet with disabled people socially, in work contexts and/or educationally and this results in a distinct lack of opportunity to break these stereotypes and stigmas.

Israel is like Africa. Israelis are strongly religious people like Africans. In the next subsection of literature review, a regional perspective of inclusive education is presented, through the South African policy and practice of inclusive education with the purpose of drawing lessons from how this African country is implementing inclusive education in the society of strong beliefs and attitudes most likely to derail the inclusive education efforts and how the South African government is doing to ensure inclusion.

3.14 The South African perspective

According to Plessis, Conley and Plessis (2007), in South Africa significant measures have been taken to adapt the education system to meet the needs of special educational needs learners to achieve inclusion. A comprehensive discussion of how inclusive education is being implemented

in South Africa below throws important light on what can and needs to be done for Malawi to effectively implement inclusive education. A number of initiatives have been taken to increase chances for access to quality education for learners of all kinds of educational needs in mainstream schooling. Plessis et al (2007), discuss the South African endeavours topically as presented below.

3.14.1 Inclusive education in South Africa

According to Plessis, Conley and Plessis (2007), the South African Department of Education (SADE) has also provided guidance to teachers on how best they can handle learners with these special educational needs. Generally, these special educational needs are more or less similar to the ones facing Malawi. The South African Department of Education's guidance to teachers in South Africa can also be applicable to Malawi mainstream school teachers, hence an attempt has been made to make a review of the South African perspective of inclusive education. This subsection of literature review considers how South African Department of Education provides the teachers with the information they need regarding particular special needs in terms of signs, their impact on learning and how they can be managed. Such guidance is meant to help teachers be on a sure footing in handling the special educational needs learners rather than leaving the regular teacher to use the tentative try and error approach. The guidance offered begins with a description of the condition, the impact it has on learning, and then a discussion of the working management skills.

3.14.2 Visual impairment

According to Plessis et al (2007), the South African Department of Education (SADE) recognizes that it is easy to identify learners on crutches or in wheelchairs as disabled. But telling

if learners are visually disabled is hard. What signs might they give to indicate that they do not see well? Some learners will tell you about their problems, but others will not. That is why it is a good idea, at the beginning of the year, to invite learners to see you in private about any disabilities they may have.

3.14.2.1 The impact of visual barriers to learning

According to Plessis et al, (2007), South African Department of Education recognizes that visual problems can affect learning in a number of ways including the following ways: headaches. Eye strain often leads to headaches. This can affect concentration and reduce the time available for studying. Reading problems: learners with visual problem read slowly and with difficulty. If they can only read large print, for instance, they will have great difficulty in reading examination papers, worksheets, textbooks, the educator's handwriting on the board and even their own handwriting. They need extra time for tasks like looking up words or answering an examination question. Visual problems can also cause lack of self-confidence. Learners' participation during group work is usually minimal. Learners, who are unable to see the body language and interactions of other learners are often reluctant to participate because they cannot judge a good time to join in the conversation, interrupt someone or tell when it is their turn.

3.14.2.2 Communicating with learners with visual impairments

Plessis et al (2007) note that the South African Department of Education recommends the fact that when you communicate with learners who are visually impaired, remember that you must speak to them in a normal voice. Do not raise your voice. These learners rely heavily on your voice and your tone of voice, and so you must speak clearly and naturally at all times. Interactions with them must always be respectful, and must acknowledge their human dignity. It

is usually advisable to speak privately and personally to these learners, to find out what their needs are, and then to decide on a plan of action in consultation with them. Their parents should also be consulted. The plan could be to allow extra time for reading, to enlarge handouts or to provide them a day early to use cassette records, to let the learner sit in front, and so on. Do not call undue attention to learners with special needs.

3.14.2.3 Mediating learning for a group containing learners with visual impairments

The South African Department of Education recognizes the fact that managing learners with special educational needs in a group of other regular learners is a bit of a challenge. Plessis et al (2007), presents some of the management techniques recommended by South African Department of Education that may be useful in handling special educational needs learners in the middle of other regular learners: Firstly, teachers have to supply background information. Secondly, teachers have to remember that visually impaired learners do not have a lifetime of visual experiences to fall back on. Thirdly, teachers have to ensure that teaching is mostly verbal/oral. What is more, teachers have to read the information on the board or the overhead projector (OHP) out loud, making the teaching very verbal. Furthermore, teachers need to talk through all the calculations they you do on the board as they work out the problem. Again, teachers need to describe in detail any maps or graphics. If the school has Photostat facilities, it is necessary to enlarge reading extracts or other study material. Apart from that the South African Department of Education recognizes that there is a need for teachers to describe all activities including laboratory work, experiments. The South African Department of Education also recognizes the need for teachers to plan ahead. The teacher has to let the learners know in advance if the teacher will use any visual material such as videos, maps or posters, and discuss with them alternative ways of accessing the information they need. Similarly, teachers need to

allow the learners more time. The South African Department of Education recommends that teachers should give the learners their reading tasks early, or give them more time in which to read. Likewise, teachers should ask for help. It is worthwhile that teachers should ask for help if they feel that they do not know enough to be able to help the learners.

3.14.3 Hearing impairment

According to Plessis et al, (2007), South African Department of Education recognizes the fact that the kind of hearing loss, the time when it happened and the extent of the problem determine its effect on learners, just like in the case of visual impairment. Learners with a hearing impairment sometimes have difficulty with certain frequencies of sound, and are disturbed by background noise. Tinnitus is also a widespread hearing problem. It is a high, monotonous, singing or ringing sound in one or both ears. Some learners use hearing aids, which might improve their hearing but will not necessarily make it perfect. Hearing impaired learners will use lip reading or sign language, or a combination of the two.

3.14.3.1 The impact of hearing impairment on learning

Plessis et al (2007) note the South African Department of Education acknowledgement of the fact that learners who were born deaf or lost their hearing in early childhood have a far greater learning backlog than learners who are partially deaf or who lost their hearing later in their lives. These usually have a limited vocabulary, and this has a negative effect on their learning. Deaf and hard-of-hearing learners usually learn visually. This is problematic in school where most information is conveyed verbally (orally). Learners who record lessons on tape and get someone to type it out for them are often late with their work because they have to wait for their

information to be transcribed. Our attitude is very important because the attitude of the educator usually influences the attitudes of the learners.

3.14.3.2 Communication with learning – impaired learners

Plessis et al (2007), say that there are therefore effective practices for managing learners with hearing impairments as recommended by South African Department of Education. This is what is being considered in this subsection of literature review: when you communicate with these learners, also show your respect for their human dignity, help them to realize that you do not regard them as cases, victims or sufferers, but as learners. Speak slowly and clearly, and keep on asking whether you need to repeat something and when speaking to a learner who lip-reads, it is not necessary to speak louder than usual or to make exaggerated lip movements (Plessis et al, 2007).

3.14.3.3 Mediating learning in a group containing some learners with hearing impairments

Plessis et al (2007) hint on the fact that the South African Department of Education is aware of the fact that handling learners with hearing impairments in a group of other regular learners is equally difficult and calls for special management skills. The South African Department of Education therefore, recommends the following ways as being effective and that they should be applied by the teachers in schools: Firstly, teachers have to encourage learners to sit near to them. This is especially important when the learners lip-read, rely on visual cues, or use a hearing apparatus with only a limited reception area. Secondly, teachers have to be visible and make sure that the learner can see them well. They have to stand in front of the class, and make sure that the learners can see what they are saying and they should try to keep eye contact. Thirdly, teachers need to use the overhead projector whenever possible. Again, teachers have to

keep to the point. It is not advisable to start talking about something and then jump to another topic because context is important for lip-readers. Again, teachers have to adjust activities when handling lip-readers. Teachers need to remember that lip readers can do only one thing at a time. It is not possible for them to lip-read and take notes at the same time. Where possible, the teacher must also use transparencies and handouts so that the learners do not have to make notes themselves.

3.14.4 Physical disabilities

South African Department of Education also recognizes the fact that physical disabilities can hamper learners' mobility in many different ways. Plessis et al (2007) say that the South African Department of Education categorizes the mobility impairment of learners as permanent or temporary. A broken arm or leg is a temporary problem. Factors which can give rise to mobility problems for learners include cerebral palsy, rheumatism, muscular dystrophy, multiple sclerosis, Parkinson's disease and frequent injuries as a result of muscular overexertion. Learners with back or neck injuries may also have limited mobility. Coordination and balance can be affected to a greater or lesser extent by any of these conditions (Plessis et al, 2007).

3.14.4.1 The impact of impaired mobility on learning

Plessis et al, (2007) explain that the impact that a mobility problem has on learning will depend on the specific impairment. For most of these learners, moving from class to class or in the school grounds, expeditions and physical access to classroom, laboratories and equipment can be enormous problems. Lots of stairs or a long distance between classrooms can lead to these learners missing the first part of a lesson. They also tend to tire, and have difficulty in

performing certain actions like holding a pen, writing quickly or turning the page. These learners are also often self-conscious and feel inferior.

3.14.4.2 Communication with learners with a mobility defect

The South African Department of Education says that as it is the case with learners who have other kinds of impairments, it is very important to acknowledge and respect the human dignity and equality of these learners when communicating with them (Plessis, 2007). It is also recommended that teachers establish from the learners whether they need physical support in the classroom. Learners in wheelchairs often complain that people condescend to them. When you talk to these learners, you must treat them as you treat all the other learners.

3.14.4.3 Mediation of learning in a group containing learners with impaired mobility

Noble and Mullins (1998) comment that teachers in South Africa are urged to keep the following in mind when handling a group containing learners with impaired mobility: Firstly, teachers have to ensure that there is physical accessibility. Physical access to classroom is a key issue so that these learners can move around in it comfortably. Secondly, teachers have to provide for additional activities. According to Noble and Mullins (1998), teachers are discouraged from carrying out academic activities outside the classroom (such as expeditions, trips to the library, and working in the grounds) because they can cause problems. Teachers, therefore, should let learners know in advance about these activities. Finally, teachers have to allow more time of learning for learners with impaired mobility. Noble and Mullins (1998), argue that teachers in South Africa, teachers have to ensure that learners who write slowly or with difficulty should be given extra time in which to complete their work.

3.14.5 Chronic and infectious diseases

Plessis et al (2007) note that South African Department of Education recommends that at the beginning of every school year it is vitally important for teachers to study their learner's profiles in order to become aware of any medical conditions that the learners might have. Medical conditions which can be obstacles to learning include epilepsy, asthma, diabetes, kidney dysfunction, cystic fibrosis, cancer, hepatitis and HIV/AIDS. These conditions can have a variety of side effects. Learners with epilepsy may have speech defects, for instance, as a result of brain damage, while their balance and coordination can also be affected. Learners with medical problems often suffer from headaches, backache, weakness, dizziness or numb feeling. These symptoms are variable, and may be worse at some times than at others (Plessis et al, (2007).

3.14.5.1 The impact on learning of medical problems

According to Plessis et al (2000), some medical conditions make learners very susceptible to infections and viruses. Chronic absenteeism is often the first indication to educators that there is a problem, because many learners prefer not to have their condition widely known. Inconsistent achievement is typical of learners with medical problems. Side effects of medication can include drowsiness, hyperactivity or inability to concentrate. These learners are also often very tense, especially if they have a history of unexpected 'episodes' in public. In recognition of this fact, the South African Department of Education recommends a number of effective ways for the handling of the learners with medical problems as presented in the next subsection below.

3.14.5.2 Communicating with learners with medical problems

According to Plessis et al (2007) learners are often sensitive, anxious and reluctant to discuss their medical problems. In view of this fact, South African Department of Education

recommends practices that may help teachers manage learners with medical problems. Firstly, teachers have to invite such learners at the beginning of the year to come and talk with the teachers and the teachers need to reassure them that the conversation will be kept confidential. Secondly, teachers have to find out from the learners what they can do so as to reduce their discomfort in the classroom and to improve their concentration. Thirdly, because these learners often have gaps in their knowledge as a result of hospitalization, teachers should try to find out while they are communicating with the learners what knowledge the learners have missed out on, and then recommend additional reading that will help them to catch up. This has to be closely monitored because these learners are often inclined to set themselves unrealistically high standards. Teachers, therefore, need to help the learners to focus on more realistic, achievable standards and objectives. Finally, teachers need to consult the learners' doctor or parents if necessary.

3.14.5.3 Mediation of learning in a group containing learners with medical problems

Plessis et al (2007) have presented important tips recommended for application by the teachers in South Africa. These tips include the following: Firstly, teachers need to help learners to catchup. A teacher might consider making recordings of their class lessons, or the most important parts of them, so that learners who were absent do not have to rely on their peers for help in catching up. Teachers should negotiate with the learners about the work load, so that they do not become over-anxious about their absences. Secondly, teachers need to ensure provision of meals. Learners with diabetes have to inject themselves regularly and test their blood sugar levels. They also have to eat at odd times if necessary, to keep their blood sugar constant. Thirdly, teachers need to ensure that there is medical care for asthma sufferers. Most asthma sufferers usually have the medication they need, such as asthma pumps with them and can act immediately when they

feel an attack coming on. However, teachers need to know what to do if a learner has an acute attack. Similarly, teachers need to be sensitive to learners with bladder or kidney problems. Teachers need to give them blanket permission to leave the room if necessary without asking for the teacher's permission because asking for permission in the presence of fellow learners can be embarrassing for them. Teachers are also expected to make provision for HIV positive learners. Many schools nowadays have HIV positive learners. They have to attend school, but teachers need to know how this situation affects them as educators. Teachers are therefore advised to seriously read the white paper, 6 of 2001 (South African Department of education 2001b), which discusses specific measures (Plessis et al, 2007).

Here, South African Department of Education demonstrates that it is very well organized in helping teachers manage special educational needs learners in mainstream schools. At least a manual book to provide guidance to non-specialist teachers gives hope to a regular teacher facing the challenge of managing special educational learners. But the following subsection describes learning disabilities and the management practices recommended by the Department of Education.

3.14.6 Learning disabilities

Plessis et al (2007) have argued that when we think about the school environment and our learners, we cannot help thinking about the learners who are not good achievers, who have some or other kind of problem which serves as a barrier to learning. These learners demand more of our time and attention, as well as a special way of interacting.

Plessis et al further argue that learners with learning disabilities are those learners who find difficulty with aspect of literacy, language or numeracy. In other respects, their intellectual functions are normal. They fall behind other learners in their age group. Learning problems can lead to a variety of other problems, including behavioural problems. If the learning problem does not receive attention, the learners can develop a poor self-image. They also start avoiding tasks, because their attitude to school is becoming negative. The learning and the behaviour of learners are greatly affected by the expectations they have of themselves. The educator's expectations of learners with learning disabilities are just as important. You want to get positive results out of learners with learning problems, and might become prejudiced in their favour. Teachers then are exhorted to be alert for this when they are working with a learner with this kind of impairment.

Learning disabilities are the result of a nervous system dysfunction which means that affected people receive and process certain auditory, visual or spatial information inaccurately. Learning disabilities mostly go unobserved, and the first sign often comes when the learners hand in written work. These indications are often unusual or inconsistent spelling, reversing letters in words. (Using a 'p' instead of a 'b' or a 'd') or numerals in numbers (52 instead of 25), omitting parts of word or sentence, or omitting prepositions or pronouns. This learner might also pronounce words wrongly or misread them, and find it difficult to learn new vocabulary or a new language. Their reading speed is usually, though not always, slower than average (Plessis, et al, 2007). Nieman (2004, p.58-70) in Hodkinson and Vickerman talk about attention deficit: "Attention deficit disorder also occurs fairly frequently. Affected learners get bored with a task within few minutes. In some cases, the learners are also hyperactive. Hyperactive learners have difficulty in sitting still, feel restless all the time, and are usually overactive". They continue to say that hyperactive learners are very impulsive, have difficulty in controlling their reactions,

and talk before they think. Other characteristics often include under-achievement, learning problems, aggression, rejection by the peer group and sometimes truancy. The impact of this issue has been discussed in the next subsection and then solutions follow.

3.14.6.1 The impact of learning disabilities on learning

According to Plessis et al (2007), shortcoming in the short-terms memory and in cognitive processing of information occurs widely. This means that the affected learners will have difficulty in following the sequence of instructions, or complicated instruction, and in integrating information from a variety of sources. Problems with sequencing will interfere with many aspects of the learning environment: understanding the structure of a lesson, remembering facts in chronological order, identifying the connection between the main idea and additional information in an extract. These learners experience difficulty in working independently, and in mastering large amounts of information. Their visual memory is often very poor. They often have very well-developed oral and communicative skills, though they may get anxious when asked to read aloud. They have problems with manual dexterity and coordination, often because of the difficulty they experience in estimating distance. Some learners have difficulty in understanding two- or three-dimensional models or doing map work. These learners are often afraid to perform in front of their peers, and therefore withdraw from group activities. Some of them also find it very difficult to concentrate.

3.14.6.2 Communication with learners with learning disabilities

It is important to handle them sensitively, not to label them, and to encourage and motivate them regularly (Plessis, et al, 2007).

3.14.6.3 Mediation of learning when a group contains learners with learning disabilities

According to the South African Department of Education in White Paper 6, 2001, teachers are encouraged to have the following in mind (Ayers & Gray 1998:66): Firstly, teachers have to plan classroom groups carefully. Through group work that is carefully planned, the learners' self-image may improve by virtue of being part of a group. Their dependence on the educator also decreases as mutual respect among learners grows. Secondly, teachers have to plan activities which promote communication and respect so that learners can be exposed to activities which improve communication and facilitate mutual respect among the learners. Similarly, teachers need to use peer teaching and cooperative learning. Peer group teaching and cooperative learning promote positive interactions among learners. If learners with little self-confidence are allowed to work with more successful learners, both are allowed to experience success and also sometimes to fail at what they do. Again, teachers should try to prevent distractions. According to the South African Department of Education in White Paper 6, 2001, teachers have to reduce or avoid anything that might distract these learners. Learners do not have to sit next to a door or window. Noise levels in the classroom and the physical space available can affect these learners. It is also important for them to be able to be close to the educator. Furthermore, teachers have to seat the learners in front or in the center. This is recommended because the educator can observe or give attention more easily to a learner with difficulty who is sitting in front or in the center of the class. Likewise, teachers have to give learners alternatives. Some learners feel uncomfortable about responding orally in class. Teachers therefore, need to avoid embarrassing situations and unnecessary conflict by giving these learners alternative options. They can do an oral at break, for instance, in an environment they perceive as less threatening. What is more, teachers have to encourage learners to work hard. Learners have to be helped to understand that success is

achieved by making an effort. It does not come by itself-people have to be prepared to work for what they want. Learners can be helped to visualize success. This improves their ability to persevere, and reassures them that it is possible to succeed. Teachers are expected too, to allow in-depth studies. According to the South African Department of Education in White Paper 6, 2001, these learners should be allowed to make an in-depth study of a few texts instead of a broad review of many. Besides, it is also recommended that teachers vary their presentation. When you explain sequences, procedures or processes, teachers are expected to be certain about emphasis steps or phases. Information should be provided in a variety of formats: worksheets, transparencies, on the chalkboard and orally. Teachers are further encouraged to limit multitasking. Learners often find it difficult to listen and write at the same time. It is also important for teachers to remember to repeat things. Repetition is important for learners with learning disabilities. It is imperative that teachers make sure wherever possible that key facts and instructions are repeated or emphasized in some way. It is also expected that teachers will help learners to manage their time and be organized. Learning-disabled learners often have difficulty in using time effectively, and will benefit from help with time management and the organization of their learning tasks. Finally, teachers have to give oral comments. Learners with learning disabilities often benefit more from oral than from written feedback on their work.

Plessis et al (2007) note that teachers are therefore encouraged by South African Department of Education to try and get these learners on track and keep them so that they can complete their work. The learners can be rewarded if they stay in their place, keep focused on their work and complete their tasks. Regular feedback is a must. Avoid constant corrections. If the learner has to be corrected, do so calmly. Because all learning in South Africa is based on the same curriculum,

educators should adapt the curriculum so that different learning needs and style can be accommodated.

3.14.7 Learners with behavioural problems

Plessis et al (2007) also note that before corporal punishment was outlawed in schools, learners with behavioural problems were often caned. Now that we are not allowed to give physical punishment, educators have to be very creative in their approach to punishment. They must also be able to justify what they do, or they will violate the learners' human rights.

Learners with behavioural problems have serious difficulty in relating to their parents, educators and peers. They also underachieve, or produce unsatisfactory work. They usually have a pattern of consistently negative behaviour which disrupts their own learning and that of the rest of the class. Some of the following behavioural problems may occur: stealing, running away from school or from home, lying, vandalism, cruelty to other learners and various kinds of disruptive behaviour in class. Some have Attention Deficit Disorder (ADD). Some also have poor interpersonal and problem-solving skills and are therefore rejected by their peers. Anxiety and depression occur in some of these learners, and most of them have a poor self-image. Parental supervision is sometimes inadequate. It is also often inconsistent: the parent is sometimes very strict and at other times permissive.

Educators can use specific classroom techniques with these learners, but you must be consistent and persistent. It is important to note that positive reinforcement can be used for good behaviour. Ayers and Grey (1998:55) have the following advice on how to handle children with behavioural problems: Firstly, teachers are advised to use positive reinforcement. Positive reinforcement, or

rewarding of good behaviour must be applied. It will not be successful however, unless it is done regularly, consistently, and steadily (not as a one – off) and suited to the homework. The educator might reward him or her by giving slightly less homework for the next day than to the other learners. Secondly, teachers have to withdraw reinforcement as punishment. Punishment must take the form of the withdrawal of reinforcement. No verbal acknowledgements are given, and the learners might even be ignored sometimes. Thirdly, teachers are advised to let the learners attend parent interviews. The parent should be interviewed in the presence of the learner. Parents and educators can come to a joint, and agreement and the learner can receive a formal warning. It is important, however, to set positive and possible goals during such meetings. Fourthly, teachers are encouraged to analyze the learner behaviour. They need to make a note of events which trigger the learner's destructive or aggressive behaviour. Such analysis may enable them to identify the factors that give rise to the learner's bad behaviour. They then can take goal-directed action, for instance by changing the seating arrangements, or altering the composition of the group. Similarly, teachers are encouraged to help the learner to acquire social skills. Correct social skills can be taught by focusing on the right verbal and non-verbal communication competences. This can lead to better social interaction with peers and educators. Again, teachers are encouraged to promote a problem- solving approach among the learners. Problem –solving skills should focus on the learners' cognitive processes. Factors that might contribute to behavioural problems, like the learners' inaccurate perception of situations and their self-regulatory behaviours, should receive attention. Learner's verbal or physical aggression often originates from their faulty understanding of the situation or mistaken interpretation of the behaviour of other learners or the educator. Teachers are encouraged further to investigate the parent's approach to discipline. In this case, parents should be encouraged to acknowledge and reward good behaviour by difficult learners, to ignore minor misdemeanours and to give any

positive reinforcement for negative behaviour. Parents have to be advised to use the withdrawal of privileges rather than corporal punishment. Besides, teachers are also expected to encourage self-monitoring among these learners. The learners can be helped to become aware of the events which trigger their undesirable behaviour. They might keep a diary of their everyday experiences. If they can identify the internal and external triggers of their unacceptable behaviour, they can be helped to control it. Finally, teachers are advised to let these learners help. It is suggested that giving these learners responsibilities often provides them with a sense of importance and improves their confidence. But learners with constant behavioural problem should be referred to the school psychologist before the problem escalates to such an extent that it gets out of hand.

This subsection of literature review has considered the condition of inclusive education in South Africa with the purpose of exploring what the South African system of education is doing especially the claims that South Africa is the champion of inclusive education in Africa (Hodkinson and Vickerman, 2007; Plessis et al, 2007). The extensive coverage of the literature on South Africa has been necessitated by its convenience in that its approach to inclusive education is action oriented and more realistic in that they really search for solutions to issues. By coming up with the document to guide teachers in managing issues (the White Paper 6), teachers have not been left alone to do the impossible. The White Paper contains tips on signs and management skills for specific issues. By establishing a buoyant working relationship between the medical community and the schools' regular teachers are assured of the critical support needed when dealing with learners with clinical issues. Another revelation made here is that the South African system of education also incorporates psychologists to provide support to teachers. The various conditions of the special educational needs discussed in the South African

literature are not different from the conditions in Malawi. The conditions have been discussed alongside ways of handling the conditions. What is more, Malawi has not yet started deploying psychologists in schools to help the special needs learners who can benefit from the presence of the psychologists in schools and Malawi, has therefore, a lot of lessons to learn from South Africa as illustrated in the South African White Paper 6 (Plessis et al (2007).

In general, the literature review section aimed first at painting a picture of the Malawian educational context, and then consider the efforts being made by the international community in inclusive education. Generally, this literature has revealed more than the previous studies in terms of the challenges facing the implementation of inclusive education and what other systems of education have done to ensure the effective implementation of inclusive education. These are all lessons for Malawi.

Nepal has been presented as one of the poorest countries in Asia and yet has achieved a lot in inclusive education. This means that poverty is not necessarily a valid excuse for not doing enough in inclusive education. What is more, it has been observed that almost all the writers on 'inclusion' are using the term 'accommodate' in referring to adjusting the curriculum, the methodologies and the school environment to meet the needs of the special educational needs learners. This language does not reflect positively enough in terms of recognition of special educational needs learners not as intruders or strangers in mainstream schools. You accommodate someone or something that is not okay enough or an anomaly. Perhaps a more befitting term could be 'suit' rather than accommodate. If a school environment is designed to suit a special educational needs learner, it is because this school is meant for them. But if they are only accommodated, not enough will be done to make them feel at home as the school was

not originally meant for them. Inclusion of learners should not be seen as an inconvenience of any degree. The term 'accommodate' also denotes 'inconvenience'. Having special educational needs learners is no inconvenience to anyone or the school in general.

3.15 Summary

This chapter has focused on reviewing literature concerning the implementation of inclusive education and the factors that affect inclusive education implementation. The review of literature has revealed the factors which affect the implementation of inclusive education and that for inclusive education to be effectively implemented, various stakeholders involved in inclusive education implementation support efforts need to understand the most important issues affecting inclusive education implementation and take measures that will effectively address them.

CHAPTER FOUR: METHODOLOGY

4.0 Introduction

This chapter describes the method that was used for collecting the research data including research design, sampling procedures and data analysis.

As it has been stated earlier on, in Chapter 3.0, the aim of this study was to investigate the challenges which schools are facing in implementing inclusive education according to the Ministry of Education, Science and Technology's National Inclusive Education Strategy which was designed to achieve the 1994 Salamanca Declaration on Better Education for All through inclusive education, to which Malawi as a country is a signatory.

4.1 Research paradigm

The researcher felt that the aim of this research was consistent with those of the qualitative research approach. A qualitative research design, *Illuminative evaluation* was therefore used to guide the collection of data in this study. The study used a case study research design within the *illuminative evaluation* qualitative research paradigm. *Illuminative evaluation* uses mainly two methods of collecting data. These methods of gathering data were used in this study. These methods are as follows:

1. *Analysis of official policy documents on inclusive education*

In this data collection method, governments' guiding document which gives guidance to the approach for implementation of inclusive education in Malawi mainstream schools was studied. This document is the National Inclusive Education Strategy. This stage may also provide useful insights, for example, on the history of inclusive education in the

Malawi education system. The study of this official document was aimed at comparing what the government has prescribed as the way in which inclusive education is intended to be implemented with the way the head-teachers, teachers and other stakeholders are actually implementing the policy in the schools.

2. Observing

At this stage the researcher observed schools in terms of how the head-teachers and the teachers are implementing the inclusive education policy. Data at this stage was collected through head-teacher interview guide to establish the extent to which the head-teachers are conversant with the inclusive education National Inclusive Education Strategy and what adaptations have been made in the school's infrastructure in order to accommodate and make the school environment comfortable for learners of varying needs including physical challenges. This stage of data collection also involved teacher interviews, especially English, Mathematics and Bible Knowledge teachers on the extent to which they are conversant with the inclusive education policy and the extent to which they plan and teach their subject in a way that ensures that learners of varying needs are given equal learning opportunities in the teaching and learning process.

4.1.1 A case study design

As already mentioned above, this study used a case study design. In a case study, a single case is studied in depth, which could be an individual, a group, an institution, a program or a concept (Creswell, 2009; Polit & Beck, 2008). A case study design has a potential to enable the study of things in detail and explain why certain things happen (Creswell, 2009). With case studies, it is possible to gain a unique perspective of a single individual or group (Denscombe, 2003). This study was a case study because it focused on Head-teachers, Bible Knowledge teachers, English

teachers and the Mathematics teachers in 4 primary schools. The use of multiple cases in this study was meant to create opportunities for within-case and across-case approaches of data analysis to be done and to determine the worthiness of the study (Creswell, 2009). Although case studies are faulted for questionable credibility of generalizations, such misunderstanding arises from the belief that all research should always aim at generalizable findings. Such a belief contradicts the important role that specific information about particular case helps in understanding the phenomena.

4.1.2 Sampling method of the research site and participants

The setting or site of the research and schools were selected with a view that they would provide the desired data. The sampling approaches for the research site and participants have been described in detail below.

4.1.3 Research site

The study was conducted in four primary schools in Zomba district. Two of the primary schools were urban schools and the other two were rural schools. Zomba district was chosen for the purpose of evaluating the challenges facing the implementation of inclusive education in Malawi primary schools. The district was particularly chosen on the basis of convenience because the researcher is based in Zomba district which is his working base.

4.1.4 School sample

The study used purposeful sampling of the schools involved in the study. Two of the schools involved in the study were urban and the other two schools were rural. The reason for including rural and urban schools is that schools in Malawi mainly fall into two basic categories namely

rural and urban. The rural and urban schools have different contextual factors which affect the implementation of educational interventions and programmes. It was therefore hypothesized in this study that the challenges which affect the implementation of the inclusive education policy in the two rural schools to be studied in Zomba must be applicable to most of the rural schools in Malawi. The rural schools being in the majority compared to the urban schools, it was assumed that if the study found that the rural schools are the ones with more challenges, then it is to be expected that the majority of the primary schools in Malawi are facing challenges in the implementation of the inclusive education guidelines.

4.1.5 Participants sample

Head-teachers of the four primary schools and one teacher for English (Standard 5), one teacher for Mathematics (Standard 4) and one teacher for Bible Knowledge (Standard 7) at each of the four schools were the key participants of this study. Head-teachers are key role players in ensuring the effectiveness of the implementation of educational policies at the school level. Head-teachers are the chief supervisors of the implementation of education policies at school level. Therefore, purposeful sampling was the most suitable approach to collecting the data of this study as the researcher felt that it would assist in collecting the needed data for this study. Teachers are the frontline practitioners involved in the implementation of inclusive education at classroom level. In this study, teachers were chosen according to the three subjects involved in the study: English, Mathematics and Bible Knowledge. The study also involved the education ministry officials: The District Education Managers (DEMs) and the Special Needs and Inclusive Education Coordinators as well as the Primary Education Advisors (PEA). These were purposefully chosen by virtue of being the education ministry representatives expected to implement the educational plans at the district level. The study also involved participants from

the civil society organizations (CSOs) and the non-governmental organizations (NGOs) such as Save the Children, Catholic Education Commission for Zomba and Youth Net and Counseling (YONECO). These were chosen on the basis of convenient proximity. English, Mathematics and Bible Knowledge have been used in the study so as to establish a broad picture of the challenges being faced by the teachers from the context of multiple subjects.

4.1.6 Data collection methods

In this study three methods of collecting data were used on the research questions. The data collection methods were document review, face to face interviews and classroom lesson observations (Creswell, 2009). These methods are chosen because the researcher believed that they would provide the necessary information that would help the researcher to gain insight into the nature of the implementation of the inclusive education policy by the head-teachers and the teachers. These methods were chosen because they are in accordance and consistent with the qualitative research methods. In addition to that, the three methods complemented each other to provide methodological triangulation in the study (Creswell, 2009; Cohen & Manion, 1986). Methodological triangulation helps to cross check the reliability or the worthiness of the data of a study, which is why this study conducted three types of interviews. These interviews were teacher interviews before lesson observation, follow-up lesson observation interviews and head-teachers' interviews. The three data collection instruments are discussed in detail below:

4.1.7 Official document review

Study of official documents is the primary means of investigating the 'intended' way in which the inclusive education National Inclusive Education Strategy is expected to be implemented by the Head-teachers and the teachers in the schools. The term 'official documents' here refers to

National Inclusive Education guidelines and other local and international documents relating to inclusive education policy.

Apart from official documents, ‘documentary sources’ were studied to investigate the ‘intended’ way in which the inclusive education policy is expected to be implemented in the schools. The term ‘documentary sources’ here refers to both official and other relevant written materials obtained from the schools, such as teachers’ schemes of work, lesson plans and notes and student teachers’ work. The documents mentioned above were scrutinized and analyzed, to establish evidence of existence and practice of inclusive education by teachers.

4.1.8 Teacher’s interview guide

In addition to the official policy document and other written materials obtained from the schools, an interview guide was used to investigate Head-teachers and teachers’ implementation practices of the inclusive education policy. In this study, an interview guide was used as another source to obtain further information and clarify aspects of the ‘intended’ implementation approaches of the inclusive education policy prescribed mostly in the National Inclusive Education Strategy. The interview guide therefore helped to validate data obtained through document review.

The questions sought to elicit information on the following; firstly, identity of the primary school. Secondly, teacher’s teaching experience. Thirdly, pre-service and in-service courses on inclusive education attended by the teacher. Fourthly, the teacher’s inclusive education methodologies in teaching their subject. Fifthly, the teacher’s opinion on inclusive education teaching methods for teaching their particular subject as stipulated in the inclusive education policy documents. My supervisor and some educationists looked at the interviews guide to

ascertain if they elicited desired information. In addition to my supervisor and other educationists, before administering the interview, it was piloted to some English, Mathematics and Bible Knowledge teachers. The pilot results helped me to refine the interview guide.

4.1.9 Classroom observation

The other main source of data for the study was classroom observations. In this study, it was envisaged that observation of teachers teaching English, Mathematics and Bible Knowledge would be conducted during a number of lessons. During the observation, data was collected using two methods; voice recording using a digital recorder and completing a classroom lesson observation form to capture teaching practices of teachers. Teachers were requested for their permission to have their classroom interactions recorded.

4.1.10 Interviews

Interviews were used to solicit information from the head teachers and teachers. Key issues from lesson observations were followed up in detail with the teacher during the post lesson observation interviews in order to seek clarification and confirming the teaching patterns to be mapped out in the lesson observations. Interviews were also used to collect information from the inclusive education support service providers such as the District Education Managers, Special Needs and Inclusive Education coordinators, zonal Primary Education Advisors and the Special Needs and Inclusive Education Division Coordinators, from the Ministry of Education, Science and Technology as well as the officials from the civil society organizations (CSOs) and the non-governmental organizations (NGOs).

The key source of data in this study, however, was the school: involving teachers and head teachers. In the case of teachers, probing interviews were used at the end of a lesson observation. The interviews followed the pattern described by Fetterman (1989). According to Fetterman (1989), interview questions may be open ended or closed-ended (Fetterman, 1989, p.54). As suggested by Fetterman (1989), open-ended descriptive questions such as ‘tell me about ...’ or ‘give me an example of ...’ were frequently used in interviews. Closed-ended questions, on the other hand, ‘are useful in trying to quantify behaviour patterns’ (Fetterman 1989, p.54). An example would be ‘what inclusive education teaching methods did you use in your lesson?’ According to Fetterman, ‘researchers typically ask more open-ended questions during the discovery phases of their research and more closed-ended questions during conformational periods’ (1989, p.54). The interview techniques described above were used in this study. The interviews were semi-structured rather than structured, although specific questions were developed to provide guidance during the interviews. The advantages of semi-structured interview are well documented in the literature. According to Cohen and Manion (1989), the semi-structured interview allows the interviewer greater scope and depth to probe and expand the interview responses. Cohen and Manion (1989, p.309) argue that, ‘the semi structured interview is an open situation having greater flexibility and freedom.’

All the interviews were transcribed. Two copies of the transcripts were made for each interview and one copy was sent to the interviewee for comments where interviewees felt that the transcripts had not fully represented what they intended to say. The details about the interview sample and the type of interviews which were conducted in this study are described below.

i). Pre-observation interviews

I interviewed the teacher before each lesson was observed. The purpose of this instrument was to establish what the class was going to do in particular subjects, and the inclusive education teaching methods the teacher was going to use. Pre-observation interviews enabled the researcher to collect data about what a teacher had planned to do in a particular lesson and the strategies the teacher would use and the reasons behind the choice of those teaching strategies.

ii). Post-observation interviews

After observing each lesson, I interviewed the teacher again. The interviews were designed to follow up issues noted during classroom observations. The pattern and nature of questions varied from one individual to another depending on issues that emerged during lesson observation. Also, during post-lesson observation interviews, the teacher was given a chance to elaborate and clarify some points which would be made during the lesson.

iii). Head-teacher interview

The Head-teacher interview sought to elicit information on the following; firstly, identity of the primary school. Secondly, head-teachers' teaching experience. Thirdly, head-teachers' experience as a school head. Fourthly, in-service orientations on inclusive education attended by the head-teacher. Fifthly, the school's capacity to implement the inclusive education policy in terms of availability of qualified teachers to implement the policy, availability of teaching and learning materials for implementing inclusive education policy, availability of school based support structures for aiding or assisting with the effective implementation of the inclusive education policy, policy documents on inclusive education, infrastructure, support by the community, supervision of inclusive

education practices in the schools by the Ministry of Education officials and the head-teacher, the head-teacher's opinion on the strengths or success of his/her school in the implementation of the inclusive education guidelines. Sixthly, the head-teacher's opinion on challenges he/she and his/her teachers are facing in the implementation of the inclusive education policy. Seventhly, head-teachers' opinion on the ways of improving the implementation of the inclusive education policy. Eighthly, and lastly, head-teachers' any other general comments on the design and the implementation approach of the inclusive education policy prescribed by the Ministry of Education, Science and Technology.

4.2 Data management

Data obtained from the analysis of the instructional system which is the National Inclusive Education Strategy and from the Learning Milieu (the school setting) through classroom practice observations as well as interviews were kept in form of notes and transcripts.

4.2.1 Ethical considerations

In respect of the legal framework of Research Policies or Ethical Issues, the researcher sought permission from the office of the Academic Registrar from Mzuzu University to conduct this study. Permission was also sought from the Education Division Manager of the South East Education Division and the Head-teachers of the schools envisaged to participate in this study for me to be allowed to collect data from the schools.

All names of Head-teacher and teacher participants and those of their schools are represented with pseudonyms throughout this study in accordance to the standard requirements of Mzuzu

University. Letters of consent were sought from relevant authorities and an agreement was made on the dates to carry out the research. Refer to appendices, appendix B.

4.2.2 Data analysis method

The results of the study were analyzed using the thematic content analysis method (Stake, 1995). According to Creswell (2009), this method of data analysis is described as a way of analyzing data by organizing it into categories on the basis of themes, concepts or similar features. With this model of data analysis, the interview and class observation data were first coded. According to Cornbleth (1990), coding is the process of dividing or segmenting data into topics or categories. The different codes represented different themes. The themes used were to be broadly related to the strategies for implementing inclusive education as prescribed by the Ministry of Education, Science and Technology. The coding procedure assisted in reducing and categorizing large quantity of data into more meaningful units for interpretation. After the coding, the findings on the school's practices in the implementation of the inclusive education policy and the matches and mismatches or the similarities and the differences between the Ministry of Education, Science and Technology's intended strategies for implementing inclusive education policy have been presented in order to answer the research questions.

4.3 Summary

The study on the *challenges facing the implementation of inclusive education* used the qualitative approach and employed a case study design. The study conveniently sampled the site but purposively sampled the participants. It also used document review, face to face interviews and classroom observations as instruments for collecting data. Data was analyzed using the thematic content analysis.

CHAPTER FIVE: FINDINGS

5.0 Introduction

The aim of this study was to investigate the challenges being faced by schools in the implementation of inclusive education as stipulated in the Ministry of Education Science and Technology's inclusive education policy known as the 'National Inclusive Education Strategy' in the primary schools of Zomba district. The study was conducted in four primary schools of Zomba district which have been assigned pseudonyms as schools A, B, C and D. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy, in order to facilitate effective implementation of inclusive education in the primary schools, various stakeholders including various ministries, government departments, civil society organizations (CSOs) as well as non-governmental organizations (NGOs), Malawi National Examination Board (MANEB) as well as Teacher Training Colleges have been identified to play different roles in the implementation of inclusive education in Malawi primary schools. These have therefore been included in this study as presented in subsection 5.3 below.

This chapter consists of four sections: Section one presents the description of the research sites, section two presents the description of the research participants, and finally section three presents findings of the study. The study used a qualitative research approach. Data was collected through document review which is the review of the National Inclusive Education Strategy and other relevant documents related to inclusive education, semi-structured face to face interviews and classroom observations. Data was analyzed using thematic analysis approach. Boyatsi (2008), further argues that thematic analysis is carried out by reviewing data, making notes and then sorting them into categories. Boyatsi (2008) further argues that thematic analysis is used in

qualitative research to focus on identifying themes within data through the process of coding, to create meaningful patterns. Themes were drawn from the ‘intended’ ways for the implementation of inclusive education espoused by the Ministry of Education in the National Inclusive Education Strategy and the ‘enacted’ practices of implementation of inclusive education by schools. The detailed approach taken to analyze the data is presented in subsections below.

5.1 Analysis of the data

5.1.1 Analysis of face to face interviews data

Interview data were analyzed first by the researcher listening to the recordings of the data several times and transcribing the data. After the completion of the transcription of the data, the researcher had to read through all the interview transcripts to get better sense of all the data. In the process, attempts were made to identify key themes from the data. It was a to and fro process as argued by Lichtman (2010) that qualitative research is a cyclic process following data collection and not a linear process.

5.1.2 Analysis of the classroom observations

Data obtained from the lesson observations were first transcribed and themes were identified from them. The classroom observations were done to triangulate data from the head teachers and teachers to establish if what the respondents had expressed during interviews was the reality of their classroom practices. These findings from the data are presented in the following subsections, starting with the description of the research sites and the participants.

5.2 Characteristics of the research sites

This section presents the characteristics of the research sites involved in the study. The district and the schools have been described to provide information on the characteristics about the inclusive education context in which the study was conducted. The study was conducted in Zomba district and in four schools that were assigned pseudonyms A, B, C and D.

5.2.1 Characteristics of the research district: Zomba

Zomba district was chosen because it was a convenient research site for the researcher. The researcher is based in Zomba as his work place.

5.2.2 Characteristics of the schools

There are 127 primary schools in Zomba district. Four government primary schools were selected: two rural and two urban schools. The schools have been assigned pseudonyms A, B, C and D to provide anonymity. Provision of anonymity to all schools was according to the recommendations of the Research Ethics Committee of Mzuzu University, on the importance of ensuring confidentiality through anonymity of all participating institutions and participants in academic research. The schools involved in this study are described below.

School A

The environment

The school is located in a rural area, approximately 20 kilometers from Zomba city. It is a state primary school in the Domasi area of Zomba district.

Resources

The school has a combination of old and modern buildings. The modern buildings were built through a donation of the British International Development Agency. The school was established as a demonstration school where student teachers who were being trained as primary school teachers at the then Jean's Training College, now turned the National Curriculum Development Centre since 1982, were doing their teaching practice. The new classrooms which are in three rows facing each other are separated from the old classroom buildings, which are in one row, by a concrete pavement which joins the National Curriculum Development Centre's offices and its Cafeteria and the pavement passes amidst two of the rows of the school's classroom buildings. The new buildings accommodate Standards (Grades) 4, 5 and 6. The old buildings accommodate Standards (Grades) 1, 2, 3, 7 and 8. The school has four brick built toilets. The classrooms have no electricity and are slightly dark with broken window panes. The head teacher's office is in a new separate block which also contains the deputy head teacher's office and a small staffroom room. At the school, furniture is limited to the senior section of the school, a scenario which is common in most Malawian primary schools. The infants (standards one and two) and the juniors (standards three to five) have no furniture. Consequently, the pupils sit on the floor. The teachers' houses are within the school compound. The provision of teachers' houses at schools in the rural area is one of the major differences with schools in urban areas where teachers' accommodation is not provided, except for the head teachers.

The community

Learners come from a number of neighbouring villages covering a wide geographical area because the school has a strong reputation for producing good results. There is strong parent participation with an active Parents and Teachers Association (PTA).

Management

The organizational structure of the school consists of the head teacher, deputy head teacher, heads of sections and heads of classes. This structure is the same in all the other schools studied in this research and all other primary schools in Malawi. Other responsibilities given to teachers include heads of examinations, sports, clubs and traditional dances. The school has committees which look after the different activities at the school. For example, there is a discipline committee and a sports committee. The head teacher is answerable to the District Education Manager. However, he is an ex-officio member of an elected school committee which runs the school.

School B

The environment

The school is situated within Zomba city. It was established in 1926 by the Blantyre Synod of the Church of Central Africa Presbyterian as a Christian mission school.

Management

At present, the responsibility of running the school is shared between the government and the church. The government employs the teachers of the school. The school head teacher has to be a member of the Church of Central Africa Presbyterian (CCAP). The church is responsible for maintenance of the school and provision of the physical resources while the government is responsible mainly for paying the teachers' salaries. The school is said

to run on Christian ethics although the school enrolls pupils from different religions. There is a church hall within the school premises which signify the strong religious attachment the school still has with the church. The head teacher and the deputy head teacher's offices are attached to the church hall block. On the notice board in the head teacher's office are the Mission Statement of the school and rules for both the pupils and teachers. The Mission Statement of the school reads, 'To effectively educate young boys and girls to the high standards so as to attain a very good background for higher learning.'

Resources

The school has a combination of both old and new classroom buildings. A deeper look into the school structures showed that the old classrooms and offices are well maintained. The school has a brick fence with a gate for controlling outsiders to enter. It also has a spacious yard grown with ornamental flowers and grass. The yard is also interspersed with trees which provide good shade where pupils sit and enjoy fresh air during break times. The school has also a Feeding Programme where learners are given porridge between 10:00 to 10:30 a.m. every school day. The Feeding Programme is said to have tremendously improved school attendance and has consequently reduced absenteeism of learners. The school also provides meals to a good number of street kids as a way keeping them in school and away from the streets.

School C

The environment

The school is located in a rural area, to the north of the main township of Zomba district. The school is located approximately 21 kilometers from Zomba Main Township. It was

established in 1948 and it is named after the Chief (Traditional Authority) of the area because he offered the ground where the school was constructed. The surrounding areas are fairly poor. The school is surrounded by grass thatched village houses and some small-scale farming land.

Resources

The school has 16 classrooms and standard one has double streams. Standards seven and eight classrooms have yellow plastic chairs and wooden desks. The staffroom is within the newly constructed block. The staffroom is furnished with plastic chairs and there are no tables. The head teacher's office contains the school library and the storage room. Next to the staffroom is the feeding shelter which was constructed by the 'Gift of Givers' who also provide a school feeding programme where learners are given porridge between 10:00 to 10:30 a.m. every school day. The classrooms have no electricity. The teachers also take advantage of the programme for them to also get a share of the porridge which they take from their staffroom.

Management.

The school has the same organizational structure as school 'A.' The school has female head teacher and deputy head teacher. The school enjoys a strong relationship with the parents' teachers' association (PTA). Because of its proximity to school A (which has a strong reputation for sending many learners to secondary schools), it has been losing a lot of learners to school A especially at standard 7 because many parents believe that the school is not as good as school A. This tendency translates into poor performance at Primary School Leaving Certificate Examinations at school C and large classes at school A.

School D

The Environment

The school is located in the heart of the main township of Zomba district, behind a Shoprite supermarket. The school was formerly named after a prosperous Indian entrepreneur, a Mr. Gandhi. This is because the school used to mainly cater for children of Indian traders in the township. The government however later directed that schools should not be named after people. The school therefore took up the name of a river close to it. The school now mainly caters for black children.

Resources

The school has a combination of old buildings and modern buildings. The modern buildings have been built through a donation of the British International Development Agency. The school lies close to a Teacher Development Centre (TDC). The old buildings accommodate infant and junior classes, standards (Grades) 1 to 4. The new buildings accommodate senior classes, Standards (grades) five to eight. The old classrooms, the head teacher's office and staffroom offices are well maintained. The school is well resourced in terms of physical facilities, such as desks. It has a spacious yard grown with ornamental flowers. The school yard is also interspersed with trees which provide good shade where pupils sit and enjoy fresh air during break time. The school has also a Feeding Programme where learners are given porridge between 10:00 to 10:30 a.m. every school day. This is believed to have tremendously improved school attendance and consequently reduced absenteeism of learners.

Management

The school has the same organizational structure as school 'A.' The school has two head teachers -female and male, and two deputy head teachers. School A enjoys a strong relationship with the parents and teachers' association (PTA).

5.2.3 Description of teacher training college (TTC) A

According to the National Inclusive Educational Strategy, teacher training colleges are expected to support the implementation of inclusive education through the provision of quality pre-service inclusive education training to the student teachers. The effectiveness of the teachers in the implementation of inclusive education from these teacher training colleges depends on the quality of the pre-service inclusive education training being offered in the colleges. The college involved in this study opened its doors in September, 2010, and was officially opened in 2011. This study was therefore interested in finding out about the nature of inclusive education training being offered in the teacher training colleges. One Teacher Training College, designated college A, was therefore involved.

The environment

Teacher Training College A is located in Machinga district near Liwonde town-ship. It was chosen to be involved in this study because of its proximity to Zomba district. The college is along the lakeshore road in the area of the Traditional Authority Sitola.

Resources

The college started with only 19 academic staff and currently the college has 53 academic staff and 25 administrative staff.

Management

In 2012, the college developed a Charter to guide its operations and was effected in 2013. The Charter comprises vision statement, mission statement and the core values guiding operations of the college. According to the National Inclusive Educational Strategy, the teacher training colleges are expected to support the implementation of inclusive education through the provision of quality pre-service inclusive education training to the learner teachers. The effectiveness of the teachers in the implementation of inclusive education from these teacher training colleges depends on the quality of the pre-service inclusive education training being offered in the colleges. This study was therefore interested in finding out the nature of inclusive education being offered in the teacher training colleges.

5.3 Description of the participants

The characteristics of the participants in every study are very important and, especially in a qualitative research where the population sampling is purposive. The sampling of the participants in this study focused on those officers from the institutions and organizations involved with the implementation of inclusive education in Zomba district. The study therefore was interested in finding out more about the characteristics of the sampled officers involved in the implementation of inclusive education in Zomba to see if these characteristics are telling any part of the inclusive education implementation story in the district. Among the characteristics of the participants, training/orientation of the participants as well as their academic qualifications are crucial to the implementation of inclusive education in schools. For instance, the District Education Managers are expected to provide leadership in the implementation of inclusive education in the district. Their training empowers them to be able to guide others in the inclusive education endeavours.

Participants in the study were mainly those from the Ministry of Education, Science and Technology, Ministry of Health, Ministry of Gender, Physical Disabilities and Social Welfare, and the Civil Society Organizations (CSOs), non-governmental organizations (NGOs) and head teachers and subject teachers. The characteristics of these participants are described in detail in the subsections below.

5.3.1 Description of the four head teachers and twelve teachers from the four study schools

5.3.1.1 Description of the head teachers from the four study schools in Zomba district

This study involved four head teachers in the four study schools. Two of them were female and two of them were male. The ages of the head teachers in the four study schools ranged from 49 to 54. All the head teachers in the four study schools have Malawi School Certificate of Education (MSCE) as their highest qualification. Their teaching experience ranged from 12 to 30 years. These findings on the demographic data for the head teachers in the four study schools have been summarized in Table 5.1 below.

Table 5.1: Characteristics of the head teachers at the four study schools

Head Teacher	Gender	Age	Qualification	Teaching Experience	School
1	M	50	MSCE	25 years	A
2	M	49	MSCE	12 years	B
3	F	54	MSCE	30 years	C
4	F	51	MSCE	27 years	D

Teachers are the actual practitioners involved directly with the implementation of inclusive education in the classroom situations in schools. This study involved twelve teachers (four Bible

knowledge teachers, four English teachers and four Mathematics teachers). Seven of these were female and five were male. Their ages ranged from 28 to 56 years. Their qualifications ranged from Malawi School Certificate of Education to Diploma. Their work experience ranged from 1 to 25 years. The findings on their demographic data have been summarized in Table 5.2 below

Table 5.2: Description of the teachers from the four study schools

Teacher	Gender	Age	Teaching class	Academic qualification	Teaching experience	Teaching subject	School
1	Female	28	5	MSCE	7 years	English	C
2	Female	41	7	Diploma		Bible knowledge	B
3	Male	35	7	MSCE	3 years	Bible knowledge	A
4	Male	52	7	MSCE	19 years	Bible knowledge	C
5	Female	56	7	MSCE	31 years	Bible knowledge	D
6	Male	48		MSCE	17 years	English	A
7	Female	45	5	MSCE	17 years	English	D
8	Female	28	4	MSCE	3 years	Mathematics	D
9	Male	38	4	MSCE	19 years	English	A
10	Female	47	4	MSCE	12 years	Mathematics	A
11	Male		4	MSCE	25 years	Mathematics	C
12	Female	29	5	MSCE	1 year	English	B

The study also involved three lecturers from one college designated a pseudonym College A. One of the lecturers was female and the two others were male. Their ages ranged from 48 to 56

years. Their work experience ranged from 7 to 15 years. Their qualifications ranged from the Bachelor's Degree to a Master's Degree. These findings have been summarized below Table 5.3 below.

Table 5.3: Description of the lecturers from the teacher training college A

Characteristics of the lecturers at teacher training college A

Lecturer	Sex	Age	Qualification	Experience	Subject
1	M	48 years	Bachelor's Degree in Education	7 years	Mathematics
2	M	53 years	Bachelor's Degree in Biblical Studies	15 years	Religious Education
3	F	56	Bachelor's Degree in Education	15 years	English

5.3.2 Description of the participants in the District Education Managers' offices

According to the National Inclusive Education Strategy, the District Education Managers are expected to carry out the ministry's educational plans at the district level. The study involved two District Education Managers: District Education Manager1 for Zomba urban and District Education Manager 2 for Zomba rural. Both District Education Managers were male. Their ages were 56 and 58 years. Their qualifications were a Diploma and Bachelor's Degree. Their work experiences were 6 and 7 years. The findings on their characteristics have been summarized in table 5.4 below.

Table 5.4: Characteristics of the District Education Managers

District Education Manager	Sex	Age	Qualification	Experience
1	Male	58 years	Bachelor's Degree in Education	7 years
2	Male	56 years	Diploma in Education	6 months

Other officers in the office of the District Education Managers involved in the study were the Special Needs and Inclusive Education (SNIE) Coordinators in the offices of the rural and urban District Education Managers 1 and 2. The Special Needs and Inclusive Education Coordinators in the offices of the District Education Managers are responsible for special needs education as well as inclusive education. The study found that the two Special Needs and Inclusive Education Coordinators in the offices of the District Education Managers1 and 2 were both male. Both of them were 45 years old. Their qualifications were a Diploma and a Bachelor’s Degree. Their work experience was between 4 and 13 years. The findings on their demographic data are presented in the table 5.5 below.

Table 5.5: Characteristics of the Special Needs and Inclusive Education Coordinators in the offices of the rural and urban District Education Managers

Officer	Sex	Age	Qualification	Experience
Special Needs and Inclusive Education Coordinator in the office of the District Education Manager1	M	45	Diploma in Community Development	4 y ears
Special Needs and Inclusive Education Coordinator in the office of the District Education Manager 2	M	45	Diploma in Special Needs Education	13 years

5.3.3 Characteristics of the Coordinating Primary Education Advisors (PEAs)

The National Inclusive Education Strategy (2017-21) recognizes the role of the Primary Education Advisors independently of that of the District Education Managers despite that they are expected to work under and in close collaboration with the District Education Managers. This

study involved two Coordinating Primary Education Advisors also called the zonal officers. They have been given the pseudonyms Primary Education Advisor 1, for the Zomba rural, and 2 for the Zomba urban. Both Coordinating Primary Education Advisors involved in the study were female. Their ages were 55 and 56. Their highest qualification was the Malawi School Certificate of Education. Their work experience was 9 years and 10 years. The findings on their demographic data have been summarized in table 5.6 below.

Table 5.6: Characteristics of the Coordinating Primary Education Advisors

Coordinating Primary Education Advisor in the office of the District Education Manager	Sex	Age	Qualification	Experience
1	Female	55 years	Diploma in theology	10 years
2	Female	56 years	MSCE	9 years

5.3.4 Characteristics of the Special Needs and Inclusive Education South Eastern Education Division Coordinator

The study also involved the Special Needs and Inclusive Education Coordinator for South Eastern Education Division. She is female and 45 years old. She has a Bachelor's Degree in Special Needs Education. She has served in her capacity as the Special Needs and Inclusive Education Coordinator for South Eastern Education Division for 5 years. Her demographic data is summarized in table 5.7 below.

Table 5.7: Characteristics of the Special Needs and Inclusive Education South Eastern Education Division Coordinator

Officer	Sex	Age	Qualification	Work experience
Special Needs and Inclusive Education South Eastern Education Division Coordinator	Female	45 years	Bachelor's Degree in Special Needs Education.	5 years

5.3. 5 Characteristics of the Malawi Institute of Education Inclusive Education Curriculum Specialist

According to the National Inclusive Education Strategy, the Malawi Institute of Education as the national curriculum development center is expected to produce and provide to schools the teaching and learning materials for inclusive education. This study therefore involved one officer, the special needs and inclusive education curriculum specialist. He has a Master's Degree in Special Needs Education. He is 55 years old. He has served in this capacity with Malawi Institute of Education for 3 years. His demographic data is summarized in Table 5.8 below.

Table 5.8: Characteristics of the Malawi Institute of Education Inclusive Education Curriculum Specialist

Officer	Sex	Age	Qualification	Work experience
Malawi Institute of Education Inclusive Education Curriculum specialist.	Male	55 years	Master's Degree in Special Needs Education.	3 years

5.3.6 Characteristics of the officer from Malawi National Examination Board

According to the National Strategy for the Implementation of Inclusive Education in Malawi, the Malawi National Examination Board has a role to play in the implementation of the Ministry of Education, Science and Technology’s inclusive education plans by ensuring that examination practices are inclusive. One officer, the Examination’s Logistics Officer was involved. He is aged 36 and has a Bachelor of Arts in Biblical Studies. He has 5 years working experience with the Malawi National Examination Board. These findings on demographic data for the Examinations Logistics Officer at the Malawi National Examination Board have been summarized in table 5.9 below.

Table 5.9: Characteristics of the Examinations Logistics Officer from the Malawi National Examination Board

Officer	Sex	Age	Qualification	Experience
Examination’s Logistics Officer	M	36 years	Bachelor of Arts in Theology	10 years

5.3.7 Characteristics of the Social Welfare Officer from the Ministry of Gender, Disabilities and Social Welfare

According to the National Inclusive Education Strategy, the Ministry of Gender, Disabilities and Social Welfare is one of the key stakeholders expected to provide inclusive education support services to schools for the effective implementation of inclusive education. This study, therefore, involved one officer, the Social Welfare Officer. He is 43 years old. He has a Bachelor’s Degree in Social Science. He has served in his capacity as the Social Welfare Officer for 19 years. Table 5.10 below summarizes the findings on the Social Welfare Officer’s demographic data.

Table 5.10: Characteristics of the Social Welfare Officer from the Ministry of Gender, Disabilities and Social Welfare

Officer	Sex	Age	Qualification	Experience
Social Welfare Officer	Male	43 years	Bachelor's Degree in Social Science	19 years

5.3.8 Characteristics of the Officers from the Ministry of Health (District Health Office and Zomba Central Hospital)

According to the National Inclusive Education Strategy, the Ministry of Health has a role to play in the implementation of inclusive education by providing medical support to learners in schools. The Ministry of Health is expected to work hand in hand with the Ministry of Education in managing both long term and short term health issues affecting the education of special educational needs learners. The study therefore involved five health workers from the District Health Office and Zomba Central Hospital. Four of them were male and one was female. Their ages ranged from 28 to 53. Their qualifications ranged from Diploma to a Master's Degree. The findings on the demographic data of these officers from the Ministry of Health have been summarized in table 5.11 below.

5.11: Description of the participants from the Ministry of Health (District Health Office and Zomba Central Hospital)

Title or rank of the medical officer	Sex	Age	Qualification	Experience
Clinical Coordinator	M	53 years	Master's Degree	23 years
Chief Orthamic Clinical Officer	M	49 years	Diploma	5 years
Physiotherapist	M	50 years	Diploma	25 years
Rehabilitation Technician	M	39 years	Diploma	19 years
Nurse in-Charge and the School Health and Nutrition Coordinator	F	28 years	Bachelor's Degree	3 years

5.3.9 Characteristics of the officers from the civil society organizations (CSOs) and non-governmental organizations (NGOs)

According to the National Strategy for Inclusive Education, non-governmental organizations are among the important stakeholders expected to participate in supporting the implementation of inclusive education in the primary schools of Malawi. The study engaged three organizations: Save the Children –Zomba office, Youth Net and Counseling (YONECO) and the Catholic Education Commission for Zomba (CECZ). The study involved four officers from these organizations: two officers from Save the Children –Zomba office, one officer from Youth Net and Counseling (YONECO) and one officer from Catholic Education Commission for Zomba. Their ages ranged from 26 to 59. Their qualifications ranged from Diploma to a Bachelor's Degree. Their work experience ranged from 3 to 10 years. The findings on the demographic data of the participants from Save the Children –Zomba office, Youth Net and Counseling

(YONECO) and the Catholic Education Commission for Zomba (CECZ) have been summarized in table 5.12 below.

Table 5.12: Characteristics of the officers from Save the Children, Youth Net and Counseling (YONECO) and the Catholic Education Commission for Zomba

ORGANIZATION	OFFICER	SEX	AGE	QUALIFICATION	EXPERIENCE
Save the Children	Literacy Boost Officer	F	59	Diploma in Education	3 years
Save the Children	Monitoring, Evaluation, Accountability and Learning Coordinator	M	45	Bachelor of Education	3 years
Youth Net and Counseling	Community Mobilization officer	M	39	Diploma in Agriculture	10 years
Zomba Catholic Commission for Education	the Program Officer for Inclusive Education and Acting Education Coordinator	M	26	Bachelor of Social Welfare	4years

5.4 Findings on the challenges facing the implementation of inclusive education in the four study primary schools of Zomba district

The main research question asked in the study was: *What are the challenges facing schools in the implementation of inclusive education in Zomba district?* The head teachers, teachers and other key stakeholders such as officers from District Education offices, the Malawi Institute of Education (MIE), Malawi National Examination Board, the Ministry of Gender, Physical Disabilities and Social Welfare, the Ministry of Health as well as the Civil Society Organizations and non-governmental organizations were the key informants or sources of data for investigating the challenges which schools are facing in implementing inclusive education. The main findings on this research question have been presented in the subsections below.

5.4.1. Ineffective orientation of head teachers and teachers

The Ministry of Education, Science and Technology's National Inclusive Education Strategy which is a policy document guiding the implementation of inclusive education in the primary schools in Malawi, recommends the orientation of the head teachers and teachers as prerequisite for the effective implementation of inclusive education in the schools. This study was therefore interested in finding out if the head teachers in the four study schools as supervisors of inclusive education implementation at school level as well as the teachers had received any orientation on inclusive education and if they considered their orientation as effective enough for them to implement inclusive education effectively. The study found that most of the Head Teachers in the four study schools did not receive effective in-service inclusive education orientation. Data revealed that all the Head Teachers in the four study schools did not receive meaningful inclusive education orientation to enable them to effectively discharge supervisory roles and

provide professional support to teachers as expected by the Ministry of Education, Science and Technology's National Inclusive Education Strategy. For example, the head teacher at school A, commenting on the nature and quality of inclusive education he received had this to say:

Generally, we have not received any meaningful orientation training on inclusive education so that we can be better advisors of our teachers in schools. My teachers, for instance don't know sign language and I don't know it too. What advice can I give? The orientation I got was only for two days and inclusive education involves a lot. We are just trying to do this but we are never sure what to do.

Similarly, the head teacher at school C expressed her dismay regarding the training she received and said;

The orientation training I received was too short and there was too much to be covered within the three days of the orientation.

Thus the study has found that the Head Teachers in the four study schools in Zomba district did not receive effective inclusive education orientation and this is highly likely to compromise their effectiveness in guiding their teachers in the implementation of inclusive education in their respective schools. In addition to the head teachers being ineffectively oriented on inclusive education, data also revealed that none of the head teachers involved in the study had pre-service training in inclusive education. This is likely to affect the quality of the guidance which the head teachers can give to their teachers on how they can effectively implement inclusive education.

Again, just like the head teachers involved in the study, the study also revealed that teachers too, did not have effective inclusive education orientation training. According to the National Inclusive Education Strategy, teacher orientation has to be a priority in preparing teachers for the

effective implementation of inclusive education. Teacher training in inclusive education is critical to their ability to deal with classroom dynamics in cases of learner diversity. This study therefore sought to find out if the teachers in the four study schools were oriented on inclusive education and the nature of the quality of their orientation. This study found that the majority of the teachers were not oriented on inclusive education and for those who were oriented the orientation was not effective enough to enable them to effectively implement inclusive education. Data revealed that 3 out of the 12 teachers interviewed in this study did not receive any orientation training in inclusive education. For example, responding to whether she was oriented on inclusive education, teacher 10, a Mathematics teacher at school A, had this to say:

I did not receive any inclusive education orientation and I am not sure what it really is.

Similarly, teacher 4, a Bible Knowledge teacher at school D, responding to whether she had received any inclusive education training, she said: *Not yet*. Likewise, commenting on the quality of his orientation, teacher 11 at school C said:

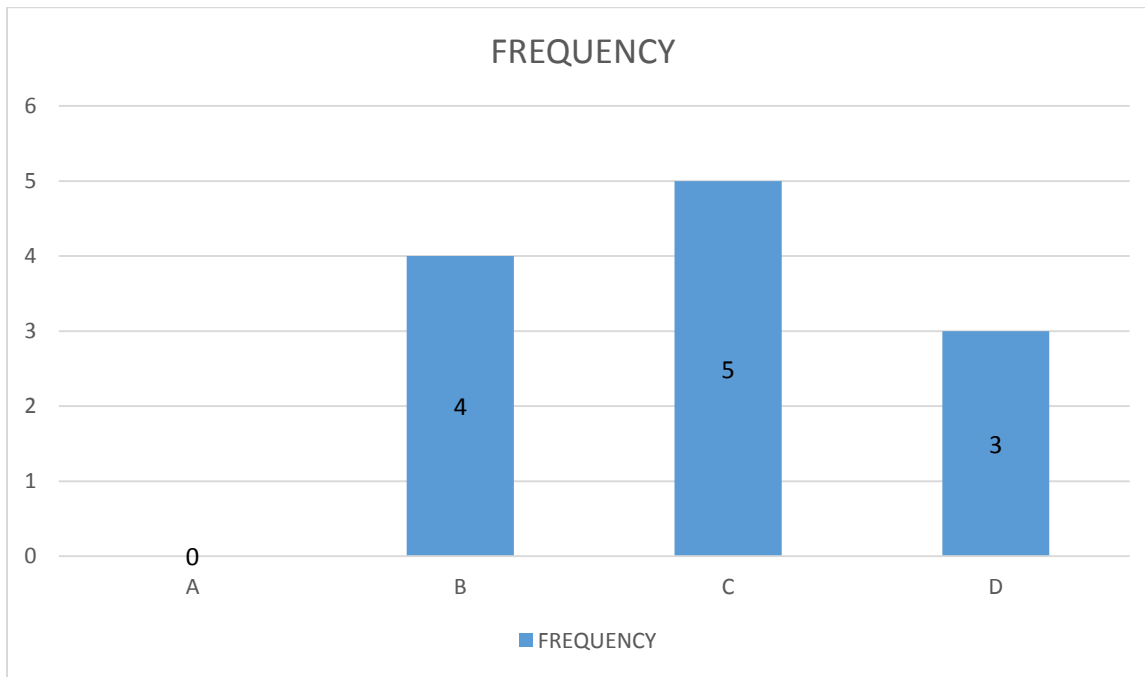
The training I received was too short. I don't think I really know much about inclusive education.

The study has thus found that the majority of the teachers in the four study schools were not oriented on inclusive education. The data of the has revealed that lack of effective orientation training in inclusive education of teachers contributed to the teachers' not being able to implement inclusive education effectively.

5.4.2 Lack of supervision of implementation of inclusive education by the head teachers at school level

According to the Ministry of Education, Science and Technology's National Inclusive Education strategy, head teachers are expected to provide professional support to the teachers in their implementation of inclusive education by supervising the teachers' lesson plans and lesson delivery in classrooms to establish the teachers' inclusive education classroom practices. This study, therefore, sought to find out if the head teachers do supervise their teachers by observing them while teaching. The study found that school A did not have even one inclusive education supervision by the head teacher throughout the 2018/2019 academic year. Schools B, C and D had supervisions which were not even enough. For example, school B had four supervisions, school C had five supervisions while school D had six supervisions. On average, the four study schools had three supervisions in the 2018/2019 academic year. This represents one supervision per term for each school which is far less than enough for the effective implementation of inclusive education in the mainstream schools. The results have been summarized in the bar graph below.

Figure 5.1: Frequency of head teachers supervising teachers' classroom inclusive education practices



This study has therefore found that generally, there is no effective inclusive education supervision by the Head Teachers in the four study schools. The study therefore recommends that the Ministry of Education, Science and Technology should encourage head teachers to take the role of inclusive education supervision more seriously. Lack of inclusive education supervision by the head teachers may result in ineffectiveness among the teachers in their preparation and delivery of inclusive lessons.

5.4.3 Ineffective preparation and delivery of lessons that are inclusive of special needs learners by the teachers

Another challenge facing the implementation of inclusive education in the four primary schools of Zomba district involved in this study is the ineffective preparation and delivery of lessons that are inclusive of special needs learners by the regular teachers. Data has revealed that the

ineffective inclusive education orientation for the teachers and the apparent lack of pre-service training of teachers in inclusive education has resulted in teachers being ineffective in planning or preparing and presenting lessons in a manner that is inclusive of learners with special education needs. For example, responding to whether she was able to prepare lessons that were inclusive of learners with special needs, teacher 10 at school A simply said; *No*. When probed further to explain why this was the case she responded and said:

I have many pupils with different challenges. Nobody taught me what to do with them. We teachers share information about inclusive education here sometimes but it's just too little information to help. I use the regular approach when planning a lesson. If I lie to you, I may be denying help that can come as a result of your research sir.

Likewise, responding to whether she was able to plan lessons that were inclusive of learners with special educational needs, teacher 8, the English teacher at school D had this to say:

I have a learner with speech impairment. I feel limited when planning a lesson and even teaching English. I have no idea how to plan. I feel very bad that I am not good enough to help this special need learner. Sometimes I feel she should not have come to this school as we cannot help her. I really need someone to teach me how to help learners with special needs.

Out of the twelve lessons observed, data revealed that only one lesson, which was presented by teacher 11, a Mathematics teacher at school B, on the 10th of June, 2019, had elements of inclusivity in all phases of the lesson, that is in the introduction, presentation and conclusion. Excerpts of the teacher's lesson below show the elements of inclusivity.

At 08:05 hours teacher 11, Mathematics teacher at school B progressed with the lesson as follows:

Mwaonana talandira alendo, iwowa anamva za mbiriyathu kuti ife ana a sitandade 4 tonse ndife ana okonda sukulu, ogwrizana, anzeru ndi olimbikira. Ndiye abwera kuti adzaone okha. Okay ... (You have seen that we have a visitor. He heard that all the standard 4 children here, we love school, we are cooperative, we are intelligent and we are hard-working too. So he has come to see it for himself. Okay...).

In the extract above, the teacher is demonstrating a positive attitude to the learners. By saying that ‘all’ are intelligent and hardworking, some learners suffering from low self-esteem due to physical or socio-cultural circumstances felt uplifted and appreciated. In this class, there was a learner with a speech impairment and a good number of slow learners. By referring to the whole class as ‘all standard four learners’ as being intelligent and hardworking, these special educational needs learners might have felt motivated by their teacher. According to the National Inclusive Education Strategy (2017-21), one of the barriers facing the implementation of inclusive education is the teachers’ attitude towards learners with special educational needs. Some learners just need reassurance that the teacher has not yet lost hope for them. Reassurance heals the pain of not being able to compete well with the better able learners.

According to Nieman (2004, p.58-70) in Hodkinson and Vickerman, one important thing that allows the learners with special educational needs to integrate easily with their regular counterparts is playing. Both special educational needs learners and regular learners have one need that easily brings them together, a need to play. The best way a teacher can play with the pupils in the lesson is by singing and dancing with them.

Nieman (2004, p.58-70) in Hodkinson and Vickerman talk about attention deficit: “Attention deficit disorder also occurs fairly frequently. Affected learners get bored with a task within few minutes. In some cases, the learners are also hyperactive. Hyperactive learners have difficulty in sitting still, feel restless all the time, and are usually overactive”.

Teacher 11, the Mathematics teacher at school B, believed that singing and dancing did provide a useful break to the learners with concentration problems. Teacher 11 explained how the jovial atmosphere brought about by singing and dancing in her class contributes to inclusivity in her lessons:

A playful atmosphere in the classroom motivates the learners with the learning difficulties and without self-motivation. One important reason some of the special educational need learners have in my class for coming to school is to enjoy singing and dancing with fellow learners. When they come, they also learn. I just look for as many reasons as possible to make my kids want to come again to school the next morning because some kids do not have the motivation. The best way to involve special needs learners in classroom activities is to create a ‘play and learn’ environment. Some learners may not be interested in learning, but every child is interested in playing. Playing is part of a child’s life. If you want to invite a disinterested child to learn, put the lesson in the middle of playing. When they stay at home, they do so to have time to play. When you play with them in class, and especially during a lesson, teaching and learning becomes playing and the learning is supposed to be playing as you saw.

In addition, throughout her lesson, teacher 11, a standard four Mathematics teacher at school B always talked on top of her voice. Speaking loudly when teaching also helped learners with low

concentration levels to refocus on what was being taught in the lesson. In addition, while talking on top of her voice, she also made a deliberate effort to maintain an eye contact with certain learners she knew had hearing defects. All these demonstrated that the teacher had effective communication strategies for supporting the learning of the special needs learners.

At 08:07 teacher 11, Mathematics teacher at school B proceeded with the lessons as follows:

Okay! Tiyeni tikhale pansi tiyambepo. Mwakonzeka? (Okay, let's sit down and start learning. Are you ready?)

The teacher asked the learners if they were ready for the lesson. She then moved closer to, and looked into the eyes of some of her special educational needs learners. One of them, had a speech impairment but could hear very well demonstrated understanding of what was going on in the lesson by nodding his head. In her lesson, the teacher used strategies which assisted learners with concentration deficiencies to refocus on the lesson.

The Mathematics teacher made the Mathematics lesson to be inclusive of both slow learners and hyperactive learners as shown in the extract of the teacher's lesson below:

At 08:19 the teacher progressed with the lesson as follows:

Now you will be in groups of six learners. I want each group to solve one problem.

After working out a number of examples, she assigned the learners group work. They were supposed to work together and, to her surprise, two minutes later three out of the five groups finished too soon. She realized that some of her learners did not benefit and therefore, the teacher intervened in the lesson in order to make the lesson cater for both slow learners and fast learner or the hyperactive learners and she thus interjected in the lesson as follows:

Ah? Okay, go back to your places. Each of the groups will now be represented by one person. The representatives together with their groups will be teaching us. When it is your turn, you will all come here in front, sit down and the teacher you have chosen will lead your group in solving the problem. Now, the rest of us will be following carefully. If they make mistakes we should be able to tell them right?

The extract above of the teacher's lesson demonstrated that the teacher considered inclusion of her special educational needs learners in the lesson. She was not just excited that some of her learners can work so fast. She did not allow the fast learners or the hyperactive better able learners to hijack the learning process at the expense of the slow learners in the class.

After the learners had finished the group work, the teacher wanted to assess the individual learners' understanding of the lesson. One special need learner with a speech impairment (with imperfect speech and unclear utterances) did not wait for the teacher to give him an opportunity to take his turn and teach his friends. The teacher allowed him to come forward to teach his friends. The teacher committed herself to follow the special educational need learner with a speech impairment step by step, interpreting and explaining to the class as the speech impaired boy solved the problem on the chalkboard. Consequently, every learner was able to follow the speech impaired learner as he solved the problem. The teacher provided the needed support to the learner with speech impairment for effective classroom implementation of inclusive education. The fact that the boy could not communicate with his fellow learners due to his speech problem was solved by the teacher through interpreting and explaining step by step to other learners as the boy solved the problem on the chalk board. When he finished the teacher asked the class if the learner had successfully worked out the problem to which the class agreed.

At 08:27, teacher 11 proceeded to include the speech impaired learner in the lesson as follows;

Ukufuna m'manja motani? (What kind of hand clapping do you want?).

The speech impaired learner responded in a way other learners could not understand, except the teacher herself who got it as *M'manja mwantchentche* (house fly hand clapping) which goes; 'Ntchenje inati, m'mbuyo mwabwino, m'tsogolo mwabwino, wautali' (The house fly said, 'the back is good, the front is good, let's go'). (This depicts the behavior of a house fly of putting its front legs together and then the hind legs together before it flies off). The teacher got close to the speech impaired learner who was being celebrated for having successfully worked out the problem he was assigned to work on and patted him on the back. The teacher took advantage of the culture of celebrating the correct responses to celebrate this special needs learner in a personally intimate way. This went a long way in establishing a strong bond between the special needs learner who needed emotional support from the teacher in the course of teaching and learning. Data revealed further that ineffective training has led to teachers' inability to include in their lessons activities that promote the teaching and learning of special educational needs learners. This finding has been presented in the next the subsection below.

5.4.4 Lack of lesson activities that promote the teaching and learning of the special educational needs learners

Another challenge facing the implementation of inclusive education in the primary schools involved in this study in Zomba district is the teachers' lack of use of activities that promote the teaching and learning of special educational needs learners. Inclusive educational learning activities of a lesson are pivotal to the special educational needs learners' participation in the learning process. This study was therefore interested too in finding out the extent to which

teachers in the four study schools engage learners in classroom activities that promote the participation of all learners including those with special educational needs. This study found that most of the teachers in the four study schools were not able to include teaching and learning activities that promoted the learning of the special educational needs learners. Data has revealed that 8 out of the 12 teachers involved in the study are not able to include meaningful activities that promote the learning of the special educational needs learners. For example, when asked whether she was able to include activities that were inclusive of the special educational needs learners, teacher 2, a Bible Knowledge teacher at school B, said:

Honestly no as I have never received any training in these things like I said before.

Similarly, teacher 1 at school C had this to say on whether the teaching and learning activities in his lesson promoted the learning of learners with special education needs:

I have problems in imagining the right kind of activity that will work for the deaf and the dumb.

Similarly, teacher 4, a Mathematics teacher at school D had this to say about whether his learning activities were tailored in such way that would promote the learning of learners with special educational needs:

'I actually know that I am supposed to include activities that will help learners with special needs to learn. But how can I communicate with the learners that are deaf or dumb to include them in that activity and yet I cannot use the sign language'.

This study has thus found that most of the teachers in the four study schools are not able to include in their lessons teaching and learning activities that promote the teaching and learning of

the special educational needs learners. This might be attributed to the teachers' ineffective inclusive education training both in-service orientation training to inclusive education and pre-service inclusive education training. The study therefore recommends that the Ministry of Education, Science and Technology as well as other stakeholders involved in the implementation of inclusive education should step up their efforts in the provision of inclusive education in-service trainings for the teachers. Data revealed further that apart from the non-inclusion of the activities that promote the teaching and learning of the learners with special educational needs, inclusive education implementation in the four study schools of Zomba district is also facing lack of use of teaching aids that promote the learning of special educational needs learners by the regular teachers. This finding is presented next in the subsection below.

5.4.5 Lack of use of teaching and learning aids for learning of the special education needs learners

Another challenge facing the implementation of inclusive education in the four study schools is lack of use of teaching and learning aids that promote the learning of the special needs learners by the teachers. Teaching and learning aids are the tools used by teachers in explaining and conveying a concept. They add meaning to the teacher's efforts to relay the message. According to Pound (2008), teaching materials reduce teacher's abstract talking and allows meanings to be conveyed through the use of objects (teaching materials) that learners can observe. This study was therefore, also interested in finding out the extent to which teachers in the study schools in Zomba district promote the learning of the children with different learning abilities by using teaching aids to enhance the learning opportunities for the special educational need learners. The study found that most teachers in the four study schools do not use teaching aids to promote the learning of the learners with special educational needs. Data revealed that most teachers in the

four study schools do not use the teaching aids that promote the learning of the special educational need learners because they are not sure which teaching aids would work for which special educational need learner. For example, teacher 5, Bible Knowledge teacher at school D, said that she does not use teaching aids that work for the special educational need learners: *No, honestly, I do not use the teaching aids to include learner with special educational needs. I do not know how to do that.* Similarly, teacher 12, the English teacher at school B commenting on whether she used teaching aids to include learners with special educational needs in her lessons, here is what she had to say:

I have a girl in my class, standard 7, who cannot speak. Honestly, I mostly do not include her in my lessons by using teaching aids.

The study therefore found that most teachers in the four study did not use teaching aids that promoted the effective learning of the special educational need learners. The study therefore sought to find out why the teachers did not use the teaching aids that promote the effective learning of special educational need learners. Data revealed that most teachers do not have adequate knowledge of the right kind of teaching and learning aids that promote the learning of specific special educational need learners. For example, when asked as to why he did not use teaching aids that promote teaching learning of the special educational need learners, teacher 6, at school A had this to say;

I have told you that I am not a specialist teacher. I do not know what kind of a teaching aid I would use to teach a visually impaired learner.

The study therefore has found that inclusive education is not being effectively implemented in the four study schools as teachers are not using teaching and learning aids that promote the

learning of special educational needs learners. The study therefore recommends that teacher inclusive education orientation should be a more practical exercise showing teachers how they can effectively use teaching aids to promote the learning of the special educational needs learners. Furthermore, data also revealed that unavailability of teaching and learning resources for inclusive education is another important challenge facing the implementation of inclusive education in the four study schools of Zomba district. This finding has been presented next in the subsection below.

5.4.6 Unavailability of teaching and learning resources in schools for special education needs learners

An effective use of teaching and learning aids to achieve lesson inclusivity depends not only on the teacher's effective orientation but also on the availability of the relevant resources. This study was therefore also interested in finding out about the availability of teaching and learning aids that promote the learning of special needs learners in the four study schools. The study found that inclusive education implementation in the four study schools of Zomba district is facing an acute teaching and learning resource challenge. Data revealed that the schools lack teaching and learning resources for special education needs learners in the four study schools in Zomba. For example, when asked as to why she did not use any teaching aids in her lesson, teacher 10, the Mathematics teacher at school A, complained about lack of resources and said:

We cannot only be depending on self-made teaching aids all the time. We also need standard teaching aids for example in Mathematics, we need resources like rulers and protractors.'

Similarly, when asked why she did not use any teaching aids in her lesson, teacher 7, the Bible Knowledge teacher at school B had this to say:

I do not have the resources. The school does not have them.

But perhaps a more enlightening response on the issue of availability of teaching and learning resources at the school came from the Bible Knowledge teacher at school D who also did not use teaching aids that promote the participation of learners with different special educational needs. When asked why she did not use teaching aids in her lesson to promote the teaching and learning of learners with special education needs, she has this to say:

We lack even the basic teaching and learning materials for special educational needs learners here. Inclusive education is being forced upon us without suitable resources for special needs education learners in the schools. Can it work sir? Okay, imagine sir, I have a learner who cannot hear. I cannot use the sign language to communicate with her. What teaching aid can I use to include her fully in my lesson and how can I do that without sign language? I do not think I really know how to use a teaching aid in a class with the deaf and the dumb or the blind'.

This study has thus found that teachers' practice in the implementation of inclusive education in the four study schools is being affected by lack of teaching and learning resources for inclusive education and teachers' lack of knowledge of how to use those resources effectively in cases where there are some available. For example, teacher 5, the Bible Knowledge teacher at school D, alluded to the fact that even if the teaching and learning materials can be physically available, she will still not be able to use them because she still lacks the required knowledge on how to use the teaching and learning materials effectively for learners with special education needs. Table

5.13 below summarizes the status of the availability of teaching and learning materials for special needs education learners in the four study schools.

Table 5.13: The status of the availability of the teaching and learning materials for inclusive education in the four study schools in Zomba district

School	Teaching and learning materials for inclusive education	Number	Condition(good/poor/very poor/adequate for the teaching and learning of the special educational needs learners)
A	1. Teachers' guide in Braille	0	
	2. Students' textbooks in Braille	0	
	3. Pictures raised diagrams	0	
	4. Assistive devices for students with varied education needs	0	
B	1. Teachers' guide in braille	0	
	2. Students' textbooks in Braille	0	
	3. Pictures raised diagrams	0	
	4. Assistive devices for students with varied education needs	0	

C	1. Teachers' guide in Braille	0	
	2. Students' textbooks in Braille	0	
	3. Pictures & raised diagrams	Many	
	4. Assistive devices for students with varied education needs	0	
D	1. Teachers' guide in braille	0	
	2. Students' textbooks in Braille	0	
	3. Pictures raised diagrams	Many	
	4. Assistive devices for students with varied education needs	0	

Table 5.14 above shows that all the four schools involved in this study did not have any of the four categories of teaching and learning materials for special needs earners.

Commenting on the availability of the teaching and learning materials for the implementation of inclusive education, the head teacher at school A complained that;

We are expected to do a good job of teaching learners with special educational needs and yet the government has not shown real commitment by providing us with the resources we need.

Similarly, when asked to comment on the availability of teaching and learning materials for the implementation of inclusive education, the head teacher at school C had this to say:

There is no way we can work without tools. We will wait until the government provides these materials. This school has the biggest number of special needs learners in this area and we depend on the neighboring Demonstration school where we send them to be assisted because there are no materials for the teaching of the special needs learners here.

The study has thus found that all the four study schools did not have adequate teaching and learning materials for the effective implementation of inclusive education. The study therefore concludes that unavailability of teaching and learning materials for special needs education learners is one the main challenge facing the effective implementation of inclusive education in the four study schools. The study therefore recommends that the Ministry of Education, Science and Technology, Civil Society Organizations and Non-Governmental Organizations should support schools by making available teaching and learning materials in the schools of Zomba district and probably the country at large. The study also recommends that the Ministry of Education Science and Technology should ensure that regular teachers are given effective pre-service and in-service inclusive education training for them to acquire skills of how to improvise teaching and learning aids for inclusive education in the absence of factory made inclusive education teaching and learning aids.

5.4.7 Lack of specialist teachers to support inclusive education implementation in the mainstream schools

Another challenge facing the implementation of inclusive education is the unavailability of specialist teachers for special needs education in each of the four study schools. According to the National Inclusive Education Strategy, the Ministry of Education Science and Technology is expected to deploy qualified specialist teachers for special needs education in all schools to provide guidance and professional support to the regular or general education teachers. This study, therefore, sought to find out about the status of the availability of qualified specialist teachers to support the regular teachers in the implementation of inclusive education, and number of general (regular) education teachers handling learners with different special education needs and whether they were trained or not to handle learners with different special education needs.

The study found that there are a lot of special educational needs learners belonging to different needs categories who did not have specialist teachers to support them in the four study schools. The finding on the various categories of the special educational needs learners vis-à-vis the specialist teachers available in the four study schools has been presented below.

Table 5.14: Status of the specialist teacher’s available, types of learner educational needs, number of regular teachers handling learners with special educational needs and well oriented on inclusive education, number of regular teachers handling special educational needs learners but not well oriented to handle diverse needs learners in the four study schools in Zomba

School	Type of learner special education needs	Number of specialist teachers available	Number of general education teachers handling learners with special education needs and oriented on inclusive education	Number of general education teachers handling learners with special education needs but not oriented on special education needs
A	Hearing impairment; visual impairment; Learning difficulties	1	3	28
B	Low vision; Hearing impairment; Dumb; Learning difficulties.	0	0	22

C	Physically challenged; Hearing impairment; Short sight	0	0	16
D	Hearing impairment; Dumb; Reading disabilities	1	3	29

The table above shows that all the four study schools have a challenge in terms of specialist teachers as well as regular teachers who have been oriented to the teaching of inclusive education to handle learners with varied special education needs. Data has revealed that all the four study schools are acutely short of specialist teachers in relation to the various categories of the special education needs learners in the four study schools. For example, schools A and D have only one specialist teacher available at each school to provide support to the 31 and 32 regular teachers respectively. Data revealed further that School D also serves as a resource center in Zomba urban being managed by one specialist teacher who is also singlehandedly providing inclusive education professional support services to 17 schools in Zomba urban. When probed to comment on the issue of lack of specialist teachers in Zomba urban, the specialist teacher at school D, one of the schools which also serves as a resource center in Zomba urban bemoaned the situation as follows:

I am the only specialist teacher here at this school. Besides, I am also the only itinerant teacher in the entire Zomba urban. That means I have to help individual regular teachers in resolving various issues they face when handling special education needs learners in 17 schools of Zomba urban using a bicycle.

Table 5.15 above has further revealed that Schools B and C have no single specialist teacher to provide support to the regular teachers in the implementation of inclusive education. When asked to comment on the lack of specialist teachers at the school, the head teacher at school A had this to say:

The ministry of Education is not helping us. How can we teach special needs education learners without training and without support of the specialist teachers? This is impossible. There is no inclusive education in Malawi yet.

Similarly, when asked to comment on the issue of availability of specialist teachers to provide professional support to the regular teachers in the implementation of inclusive education, the head teacher at school C had this to say:

Teachers meet a lot of problems here. We just look at some of the special needs learners moving around the school because we have no specialist teachers to help us handle them. There is one student born in 1991 and is always in standard 7. We do not really know how we can help her. Teachers have abandoned special needs learners for two reasons: there are no resources and they have no useful skills. At one point G12, the Japanese organization that supports inclusive education in schools supported teachers that made special effort in inclusive education. But this stopped. There has not been sustainability of projects that support inclusive education.

The study has thus found that lack of specialist teachers to provide professional support to the regular teachers in the implementation of inclusive education is one of the main challenges facing the implementation of inclusive education in the studied schools in Zomba district. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education

Strategy which stipulates that the Ministry of Education, Science and Technology will deploy specialist teachers in the schools of Malawi to provide professional support to the regular teachers for effective implementation of inclusive education in classroom situations. The study, therefore, recommends that the Ministry of Education, Science and Technology should consider scaling up its efforts in ensuring that specialist teachers are deployed in the mainstream schools of Zomba district, and probably, the country at large, to provide professional support to the regular teachers for the effective implementation of inclusive education. But alongside the lack of specialist teachers to support inclusive education is the unavailability of the inclusive education policy documents to raise the teachers' awareness of the inclusive education. This finding is discussed next in subsection 5.4.8 below.

5.4. 8 Unavailability of inclusive education policy documents

The unavailability of policy documents for the implementation of inclusive has been found to be one of the main challenges facing the effective implementation of inclusive education in the four study schools of Zomba district. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy, schools are supposed to have policy documents to guide their practice for the effective implementation of inclusive education. For the effective implementation of inclusive education, teachers need to get better acquainted with the inclusive education implementation guide lines. The study therefore, also sought to find out about the availability of inclusive education policy documents in the studied primary schools of Zomba district. These include National Education Standards for Primary Education (2015), Special Needs Education Implementation Guided Lines, the National Education Policy on the Equalization of Opportunities, Persons with Disabilities (2006), The Disability Act (2012), Child Protection and Justice Act (2010) Code of Ethics for Teachers, the National Youth Policy and the

National Gender Policy (2011). The study has found that most of the policy documents related to inclusive education are not available in the four study schools. The status on the availability of the policy documents in the four studied schools has been summarized in the table 5.15 below.

Table 5.15: The availability of the inclusive education related policy documents in the four study schools

School	Policy documents	Availability status
A	1.Special needs education implementation guidelines (2008)	Not available
	2.National education standards (2015)	Available
	3.National policy on the equalization opportunities of persons with disabilities	Not available
	4.The disability Act (2012)	Not available
	5.Code of Ethics for Teachers.	Not available
B	1.Special needs education implementation guidelines (2008)	Not available
	2.National education standards (2015)	Available
	3.National policy on the equalization opportunities of persons with disabilities	Not available
	4.The disability Act (2012)	Not available
	5. Code of Ethics for Teachers.	Available
C	1.Special needs education implementation guidelines (2008)	Not available

	2.National education standards (2015)	Available
	3.National policy on the equalization opportunities of persons with disabilities	Not available
	4.The disability Act (2012)	Not available
	5.Code of Ethics for Teachers.	
D	1.Special needs education implementation guidelines (2008)	Not available
	2.National education standards (2015)	Available
	3.National policy on the equalization opportunities of persons with disabilities	Not available
	4.The disability Act (2012)	Not available
	5. Code of Ethics for Teachers	Available

The study has thus found that the four study schools in Zomba district do not have most of the inclusive education related policy documents inquired about in this study. Data has revealed that out of the six inclusive education related policy documents enquired about in the four study schools, only one document was available in all the four study schools that is the National Education Standards, which also only partially talks about inclusive education implementation. When asked to comment on the availability of policy documents at his school, the Head teacher 1 at school A remarked as follows:

We need those documents here but I'm not sure how we can find them. You have to know that I have never heard of some of the documents you have mentioned here.

Similarly, the head teacher 4 at school D commenting on the lack of inclusive education related policy documents ha this to say:

It is the duty of the government to make these documents available for use in schools.

Inclusive education has just started and we really do not know much about it.

The study therefore has found that there are no inclusive education policy documents to guide teachers in their implementation of inclusive education in the studied schools in Zomba district. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that the Ministry of Education, Science and Technology should ensure the availability of inclusive education policy documents in the schools of Malawi to guide the regular teachers' implementation of inclusive education in the mainstream schools. Data of the study has further revealed that the unavailability of the inclusive education policy documents is really affecting the implementation of inclusive education as it reduces the chances of the regular teachers in the mainstream schools increasing their knowledge of inclusive education implementation issues in addition to the pre-service or in-service orientation. For example, a medical officer at Zomba Central hospital commenting on his inclusive education orientation explained that he did not have any formal inclusive education orientation, but that he simply had to read a Zambian article on inclusive education that gave him a starting point in his understanding of inclusive education matters. The study therefore concludes that the unavailability of inclusive education policy in the studied schools of Zomba is one of the important challenges facing the effective implementation of inclusive education in the four study schools of Zomba district. The study therefore recommends that the Ministry of Education, Science and Technology should ensure the availability of these inclusive education policy documents in Malawi schools to guide the teachers' practice in the implementation of inclusive

education. Data of the study has also revealed that an equally important challenge facing the effective implementation of inclusive education in the four study schools of Zomba district is the unavailability of infrastructure that is suitable for learners with physical disabilities in the mainstream schools. This finding is presented next in the subsection 5.5.5 below.

5.4.9 Unavailability of infrastructure suitable for the learners with special education needs in the mainstream schools

Another challenge facing the implementation of inclusive education in the four study schools of Zomba is the unavailability of school infrastructure that is suitable for the implementation of inclusive education in the main stream schools. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy, the Ministry of Education, Science and Technology and other stakeholders that support inclusive education have a role of ensuring that schools in the country have the infrastructure that is suitable for the learners with special educational needs. This includes the availability of ramps and spacious toilets to allow learners using wheel chairs to access the mainstream schools and the classrooms. This study therefore was interested in finding out the extent to which the four study schools in Zomba district have infrastructure that is suitable for the learners with special educational needs. The study has found that most of the schools involved in the study have no infrastructure that is suitable for the learners with special educational needs learners. These findings have been summarized in table 5.16 below.

Table 5. 16: The availability status of the availability of the infrastructure that suitable for the learners with special educational needs

School	Infrastructure	Number
A	1.Total number of ramps (paths for the physically challenged) around the school	8
	2.Spacious toilets for learners with physical disabilities	0
	3. Total number of classrooms at the school	19
	4.Clsrooms with ramps	8
B	1.Total number of ramps (paths for the physically challenged)	4
	2.Spacious toilets for those with disabilities	2
	3. Total number of classrooms at the school	12
	4.Clsrooms with ramps	3
C	1.Total number of ramps at the school(paths for the physically challenged)	16
	2.Spacious toilets for those with disabilities	0
	3. Total number of classrooms at the school	16
	4.Clsrooms with ramps	16
D	1.Total number of ramps (paths for the physically challenged)	6
	2.Spacious toilets for those with disabilities	0
	3.Total number of classrooms at the school	16
	4.Clsrooms with ramps	6

The study has thus found that most of the schools involved in the study do not have the infrastructure that is suitable for learners with special education needs. Data has revealed that most of the schools involved in the study do not have adequate ramps around the schools to provide easy access to classrooms and other school facilities by learners with physical disabilities. For example, out of the four schools involved in the study, only one school, School C, has ramps on all the classrooms. Similarly, data has also revealed that most of the schools involved in the study do not have spacious toilets for the special needs learners that use the wheelchairs. For example, out of the four schools involved in the study, only one school, School B, has toilets suitable for use by the special educational need learners using wheelchairs. The study has thus found that lack of infrastructure to accommodate inclusive education learners is one of the main challenges facing the implementation of inclusive education. Data has revealed that another important challenge facing the implementation of inclusive education in the four study schools is lack of coordination of inclusive education efforts between schools and the communities.

5.4. 10 Lack of support from the communities for the effective implementation of inclusive education in schools

Another challenge facing the effective implementation of inclusive education in the four studied is lack of support from the communities for the effective implementation of inclusive education. According to the National Inclusive Education Strategy, communities are supposed to provide support to the schools for effective implementation of inclusive education. This study was therefore, interested too, in finding out if communities are providing any support to the schools for the effective implementation of inclusive education in the four studied schools. The study found that the communities are not providing any support to the schools for effective

implementation of inclusive education in the four studied schools. For example, when asked to comment on the issue of support by the community to the school for effective implementation of inclusive education, teacher 11, a Mathematics teacher at school C, complained that:

Apart from the issue of the feeding programme which brought parents together to discuss the school feeding programme, the parents do not support the school much on the issue of the education of learners with special needs. We do not have any kind of support yet'.

Similarly, teacher 12, the English teacher at school B who took the unprecedented step to meet a parent of a special educational need learner at school B had this to say:

There is no forum for parents and teachers to discuss issues affecting special needs learners. There has never been one meeting here that I know of. But this is a big challenge really because there is a lot we could be able to learn about these learners from their parents and perhaps advise them on what kind of support the special education needs children may need from their guardians in their homes depending on the learner's educational challenges. When we meet parents during PTAs (parent –teacher's associations) it is general issues that dominate in our meetings. However, one day I called a parent to tell me how they communicate with their child. This child has a hearing problem. I wanted to learn from the parent on how best the child can be handled by teachers at school. It is quite unfortunate that there is not much cooperation between the parents and the teachers to share ideas on how learners with special education needs can be better handled.

This study has therefore found that lack of support from the communities to the schools to ensure effective implementation of inclusive education in the schools is another important challenge

facing the implementation of inclusive education in the four study schools. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that there must be support by the communities to the schools to enable the schools implement inclusive education effectively. Data of the study has also revealed that another challenge facing the implementation of inclusive education in the four schools which participated in this study is lack of effective support from the Ministry of Education, Science and Technology in the implementation of inclusive education. This finding is presented next in the subsection below.

5.4.11 Lack of adequate support from the Ministry of Education, Science and Technology in the implementation of inclusive education

Another challenge facing the implementation of inclusive education in the four study schools is lack of adequate support from the Ministry of Education, Science and Technology to the mainstream schools in their efforts to implement inclusive education effectively. For example, according to the National Inclusive Education Strategy (2017-2021; p.43.), the Ministry of Education, Science and Technology is expected to ensure coordination of efforts of various stakeholders involved in the provision of support services to schools in their implementation of inclusive education efforts. At district level for example, the Ministry of Education, Science and Technology is represented by the offices of the District Education Managers that helps the mother Ministry of education to implement its educational plans at the district level. This study therefore, wanted also to find out if the offices of the District Education Managers in Zomba district are effectively coordinating the efforts of the various stakeholders involved in the provision of support services to the schools in their implementation of inclusive education. The study found that the offices of the District Education Managers in Zomba district were not

effectively coordinating the inclusive education efforts by various stakeholders in the district. Data has revealed that different stakeholders involved in inclusive education efforts in the district have no forum that would allow them an opportunity for collective decisions on how they would better support schools to implement inclusive education effectively. This was evidenced through an interview with the physiotherapist at Malawi Against Physical Disabilities (MAP) who lamented that there is no coordination of inclusive education efforts in the district. When asked to comment on how inclusive education is being implemented in the schools of Zomba district, he had this to say:

I am surprised that in Zomba unlike in places like Mzimba where I have worked before, we are not invited to attend what they call District Executive Committee (DEC) meetings where every important government department at the district level is involved. It is at a forum like this where all the issues that matter at district level are collectively considered, including issues related to education, such as inclusive education issues. In Zomba here, that is not the case. Everyone is just doing their own thing.

This was also echoed by the Chief Clinical officer from the District Health office who also expressed dissatisfaction with the way inclusive education efforts are being managed in the district:

I know very little of what is happening in this area. We are not involved in these things in any serious way.

The study has thus found that the Ministry of Education, Science and Technology is not doing enough ensuring that inclusive education efforts are effectively coordinated among the different stakeholders involved in the provision of inclusive education support services to schools. This

contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that the Ministry of Education Science and Technology is supposed to play a leading role in ensuring effective implementation of inclusive education in the schools by ensuring effective coordination of efforts of the various stakeholders providing inclusive education support services to schools. Data revealed further that lack of effective coordination of the inclusive education implementation support services efforts of the stakeholders to the schools by the Ministry of Education, Science and Technology's is crippling the efforts of the Ministry of Health in providing inclusive education implementation support services to the schools. According to the Ministry of Education Science and Technology's National Inclusive Education Strategy, the Ministry of Education, Science and Technology is expected to ensure that the Ministry of Health is actively involved in managing learners' health related issues that have a bearing on the learner's education. When asked about his opinion of how effectively he thinks that inclusive education is being implemented in the primary schools of Zomba district, the physiotherapist (the physician dealing with bone related problems) at Zomba Central Hospital, of Malawi against Physical Disabilities (MAP) had this to say:

We are being underutilized. When we are treating children of school going age, we ask if the children go to school. For the learners with disabilities in most cases we get responses in terms of the challenges they face. For instance, if a child cannot do toileting on their own, long distances to school as well as the issue of acceptance, these are some of the barriers. We encourage some of them to go to the nearest school and we provide the help we can afford. We have a form in our department as Malawi against Physical Disabilities which shows the characteristics of our clients. We have a column which shows whether the child goes to school or not. We fill 'YES' if the child goes to school or 'NO' if the child does not go to school. We also show age, class (level of educational

achievement), location etc., which reflects the client's educational history and place of residence. We encourage parents to send such children back to school if the child dropped out of school. If there was coordination at all, this information could help other stakeholders interested in tracing those children with disabilities needing help, or those learners with disabilities not in school.

This study has therefore found that lack of coordination of inclusive education support efforts of the various stakeholders by the Ministry of Education, Science and Technology is another main challenge facing the implementation of inclusive education in Zomba district. This also contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that the Ministry of Education, Science and Technology must ensure the effective coordination of provision of inclusive education support services efforts by the various stakeholders for the effective implementation of inclusive education in the mainstream schools. The study therefore recommends that the Ministry of Education Science and Technology should reinforce District Education Managers' role of inclusive education coordination at the district level.

Data revealed further that the ineffective coordination of inclusive education efforts in the district might be due to the ineffective training of the officers in the offices of the District Education Managers. According to the National Inclusive Education Strategy, the offices of the District Education Managers have an important leadership responsibility for the implementation of inclusive education at the district level. However, to be able to effectively coordinate the inclusive education efforts in the district, the ministry officials are expected to have the most effective education training to enable them to effectively execute leadership in inclusive

education efforts. This study therefore was interested in finding out about the nature of inclusive education training the ministry official received. The study has found that most of the officials from the Ministry of Education Science and Technology did not have the effective training to fulfill the leading role expected of them. For instance, this study set out to find out about the nature of inclusive education the District Education Managers received. The study has found that only one District Education Manager out of the two received inclusive education training. Data has revealed that the urban District Education Manager does not have any knowledge about inclusive education. In an interview with the District Education Manager 2, when asked to define inclusive education, the District Education Manager insisted that the researcher should first enlighten him on what this term meant. Convinced that the officer could not define inclusive education, the researcher went on to define the term for him and the District Education Manager exclaimed and said:

Oh, I only knew of special needs education.

This one is new. By referring to the term inclusive education as ‘new’ and failing to define it, it was telling that he did not receive effective inclusive education training. This means that this District Education Manager 2 may not be in a position to effectively lead the implementation of inclusive education in the schools of his district. Compounding his ineffectiveness due to lack of effective inclusive education training, data revealed further that the officer did not have relevant educational qualifications to give him the necessary basic educational grounding. Data has revealed that the District Education Manager 2 has a Diploma in Theology as the highest qualification. Similarly, data revealed that the Primary Education Advisors are equally facing the same ‘training and qualification’ challenge which is compromising their effectiveness in executing inclusive education leadership role. The National Inclusive Education Strategy

identifies the Coordinating Primary Education Advisors as the key implementers of inclusive education at the district level to work hand in hand with the District Education Managers. The study was therefore interested in finding out about the quality of the inclusive education training the two Coordinating Primary Education Advisors in Zomba district received. The study found that the Coordinating Primary Education Advisors in the district did not receive effective training for the implementation of inclusive education. This was evidenced by the very attitude of the Coordinating Primary Education Advisors towards the inclusive education training they received. For instance, the Coordinating Primary Education Advisor for Zomba 2 for Zomba urban lamented the fact that the training she received was too short. Here is what she had to say:

The worrisome aspect was that some of the topics were very broad demanding longer time to be understood. Some topics still, are generally hands on requiring practice and we had no learners around or something like micro teaching for a practical experience. For example, topics like 'How to help learners with learning difficulties such as hearing impairments' may require practice.

Similarly, the Primary Education Advisor for the District Education Manger¹, for Zomba rural, also complained and said:

The topics we covered included the use of sign language and supervision of mainstream schools and resource centers. All these are practical topics which cannot be understood in the practical sense in the absence of the learners with diverse special educational needs. Interestingly, our trainers touched on the use of the sign language. Can the use of the sign language be meaningfully understood in a two or three-day training?

The study thus concludes that the is the Ministry of Education, Science and Technology is not effectively coordinating the inclusive education efforts by the various stakeholders involved in

the provision of inclusive education efforts in Zomba district. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that the offices of the District Education Managers and the Primary School Advisors are expected to play a leading role by coordinating the efforts of the various stakeholders involved in the inclusive education implementation support services in schools. This might be due to lack of effective inclusive education orientation for both the District Education Managers and the Primary Education Advisors. The study therefore recommends that the Ministry of Education should take the training of the District Education Managers and the Primary School Advisors more seriously for the effective implementation of inclusive education at the district level. The data of this study revealed further that apart from lack of coordination of effort among the stakeholders involved in the provision of inclusive education support services to schools by the District Education Managers and the Primary Education Advisors, inclusive education implementation in the four study schools in Zomba is also being affected by lack of effective inclusive education supervision by the District Education Managers and Primary Education Advisors.

5.4.11.1 Lack of effective inclusive education supervision by the District Education Managers and Primary Education Advisors

Another challenge facing the effective implementation of inclusive education in the four study schools in Zomba district is lack of effective inclusive education supervision by the ministry officials, namely the District Education Managers and the Primary Education Advisors. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy, Ministry of Education, Science and Technology through the offices of the District Education Managers and the Primary Education Advisors are supposed to supervise the

implementation of inclusive education in the schools. This study was therefore interested too in finding out whether there was effective inclusive education supervision by the District Education Managers and the Primary Education Advisors in the four study schools in Zomba. The study found that there was no effective supervision of the implementation of inclusive education in the schools of Zomba district by the District Education Managers and the Primary Education Advisors in the four study schools in the district. Data has revealed that inclusive education supervisions in schools by the officials from the District Education Office and the Primary Education Advisors are very few and irregular. For example, commenting on whether the District Education Managers and the Primary Education Advisors conduct school and classroom inclusive education implementation supervisions, the head teacher 1 at school A responded that:

Well, they do come once in a while. But they have not come for the past two years.

Similarly, commenting on whether or not the Primary Education Advisors do conduct inclusive Education implementation classroom and school supervisions, the Primary Education Advisor 2 responded that:

I do visit schools sometimes when the financial resources are available. The biggest challenge is money. We are painfully limited when it comes to the financing of inclusive education here in Zomba urban.

The challenge of lack of financial resources impinging on effective implementation of inclusive education in the schools of Zomba district was echoed by the Special Needs and Inclusive Coordinator in the office of the District Education Manager 2, who complained that:

Zomba urban is the worst funded compared to Zomba rural when it comes to inclusive education. Personally I do not have the motivation to do any supervisions frequently

because I also have a resource center which I manage single handedly. If I want to visit schools, I use a bicycle. My bosses do not even push me because they know I will need money for transport and for out of pocket.

The study has thus found that ineffective supervision of the implementation of inclusive education by the District Education Managers and the Primary Education Advisors is one of the main challenges facing the effective implementation of inclusive education in the four study schools in Zomba district. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy which stipulates that apart from the head teachers in schools, the offices of the District Education Managers and the Primary Education Advisors are also expected to conduct supervisions of the implementation of inclusive education in schools. The study therefore would like to recommend that the District Education Managers and the Primary Education Advisors step up supervision of the implementation of inclusive education in the schools and provide professional guidance to the schools on how they can effectively implement inclusive education.

Data of this study also revealed that lack of adequate funding is affecting effective implementation of inclusive education. This finding is presented next in the subsection below.

5.4.11.2 Inadequate funding to schools for implementing inclusive education activities

Another important challenge facing the implementation of inclusive education in the four study schools in Zomba district is inadequate funding for the inclusive education activities. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy (2017-21), the Government is expected to increase funding to schools to enable them implement

inclusive education effectively. Sufficient funding is needed for development and provision of teaching and learning materials for special needs children as well as for conducting effective orientation training in inclusive education to the teachers. This study, therefore, was interested also in finding out about the sufficiency of funding for implementing inclusive education activities in the primary schools of Zomba district. The study found that inclusive education implementation activities in Zomba district are facing critical insufficient financial support from the Ministry of Education, Science and Technology to the schools. Data revealed that inclusive education activities implementation is not being financially prioritized by the education authorities. This was evidenced in an interview with officers from Zomba District Education Office. When asked to comment on the sufficiency of financial allocation for implementation of inclusive education for the mainstream schools of the district, the Special Needs and Inclusive Education Coordinator in the office of the District Education Manager 2 had this to say:

It is very unfortunate that we the Special Needs and Inclusive Education Coordinators are not part of the budgeting and yet we are the ones doing the hardest part of the work. Inclusive Education is facing critical funding budget challenges. There have been years when inclusive education in our office (District Education Office 2) has been allocated only MK265,000.00, or even MK66,000.00 for all the inclusive education activities throughout the year. We always have good plans but we do not implement them due to lack of funds. Imagine, how can I move around to 17 schools by a bicycle, to provide support to regular teachers and yet I have a resource room to mind too? My counterpart in the other office (District Education Office 1) has a motor bike and has no resource room. I think inclusive education cannot work without financial commitment. Some issues just need money.

Data revealed further that even the office of the South Eastern Education Division is equally facing a big financial funding challenge to support the implementation of inclusive education activities. South Eastern Education Division Special Needs and Inclusive Education Coordinator also echoed the District Education Managers' concern about insufficient financial funding for implementation of inclusive education activities in Zomba district. For example, commenting on the sufficiency of financial support for implementing inclusive education activities to schools by the Ministry of Education, Science and Technology, to the schools of her education division, she had this to say:

The Division Office is a very big office that is supposed to oversee inclusive education activities in the entire division. But there is no motor cycle and no vehicle to serve inclusive education implementation activities at this office. There is no way of ensuring that our plans and programs are inclusive if the government budget cannot be inclusive. Despite being a supposedly 'big office', it is the worst funded for inclusive education related activities compared to the District Education Manager's offices although we always try to take some initiatives to ensure that our plans are inclusive as we are responsible for all the districts in the division, regardless of the fact that this is a goal we are not able to achieve due to limited resources. There are no meaningful financial resources for inclusive education in Malawi.

Data further revealed that even other stakeholders involved in providing various support services to schools for implementation of inclusive education concurred with the District Education Managers and the Education Division Manager that there was apparent lack of commitment on the part of the Ministry of Education Science and Technology to sufficiently finance inclusive education activities. When asked to comment on the effectiveness of the implementation of

inclusive education in the schools of Zomba district, the Programme Officer for the Catholic Education Commission for Zomba had this to say:

Three things are crucial to the implementation of inclusive education: teachers' methodologies come first, then there is teaching and learning materials and, thirdly, the school infrastructure. When we want to support a school, we need to strive to solve some of these problems in meaningful way. But it is difficult to solve these problems if we can look at the amount of money allocated to inclusive education activities implementation in the schools if the amount allocated by the Ministry of Education, Science and Technology as indicated in the National Inclusive Education Strategy, which is a five-year plan to guide the implementation of inclusive education in the mainstream schools of the country is to go by. For example, there is only MWK 22 billion allocated for implementation of inclusive education in all the mainstream primary schools of the country. From experience, this amount is too small for the period of five years given, also, that there have been a lot of proposed inclusive education activities expected to be implemented during this period.

This study has thus found that inclusive education implementation in Zomba district is facing a critical financial support challenge. This contradicts the Ministry of Education, Science and Technology's National Inclusive Education Strategy (2017-21), which stipulates that the Ministry of Education, Science and Technology will provide sufficient funds for effective implementation of inclusive education activities in the schools of the country. The study therefore recommends that the Ministry of Education, Science and Technology should consider prioritizing sufficient funding for inclusive education implementation in the country. Data has revealed that lack of teaching and learning materials is another challenge facing the

implementation of inclusive education in the schools of Zomba district. This is presented next in the subsection below.

5.4.11.3 Lack of special needs textbooks and other special needs instructional materials in the schools

Another main challenge facing the implementation of inclusive education is lack of special needs textbooks and other special needs instructional materials in the schools. The new primary school curriculum which was implemented in 2007 was developed by the Ministry of Education, Science and Technology through the Malawi Institute of Education in order to respond to the needs of special needs learners in the mainstream schools. According to the Ministry of Education, Science and Technology's National Inclusive Education Strategy, the national primary, secondary and primary teacher education national curriculum development center, the Malawi Institute of Education is expected to develop special needs education textbooks and other instructional materials. The study therefore was also interested in finding out if the Malawi Institute of Education is developing and providing special needs textbooks and other instructional materials for implementation of inclusive education in the primary schools in Zomba district. The study found that the Malawi Institute of Education is currently not yet developing special needs textbooks and other special needs instructional materials for implementation of inclusive education in the mainstream schools of the country. For example, when asked to comment on the extent to which the Malawi Institute of Education is fulfilling its role producing and providing special needs textbooks and other instructional materials for effective implementation of inclusive education in mainstream schools in the country, the Malawi Institute of Education's special needs curriculum specialist responded that:

Yes, this an important part of our work. But the development of special needs textbooks and other instructional materials is facing huge financial challenges to the extent that we are not able to fulfil our roles.

The Special Need and Inclusive Education Division Coordinator confirmed lack of special needs textbooks in the schools. She commented that:

If you move around the schools in this division, you are not going to find large print materials for those learners with low vision and yet this is one big problem affecting a majority of the special educational needs learners. We have just received now large print text books for standard 4 (grade 4) which may not even suffice for all the schools in Zomba district.

The study has thus found that the implantation of inclusive education in Zomba district is being ineffectively implemented because of lack of special needs textbooks and other instructional materials as the national curriculum development center in Malawi, the Malawi Institute of Education is currently not able to produce the special needs textbooks and instructional materials because of financial challenges.

Data of this study also revealed that the implementation of inclusive education in Malawi is ineffective because of lack of inclusive national examination practices. This finding is discussed next in detail in the subsection 5.4.11.4 below.

5.4.11.4 Lack of inclusive examination practices

Another challenge facing the implementation of inclusive education in in the schools of Zomba district is lack of inclusive national examination practices by the Malawi National Examination Board. According to the National Inclusive Education Strategy (2017-21), the Malawi National Examination Board is expected to support the implementation of inclusive education in the country by ensuring that examination materials and practices do not disadvantage the special educational need learners. This study was therefore, also interested in finding out whether examination practices in the mainstream schools effectively address the needs of the special educational needs learners. The study found that examination practices are not effectively addressing the needs of the diverse special educational needs learners. Data revealed that very little is done in the conduct of national examinations to address the needs of special needs learners. For example, in commenting on whether the national examination practices in Zomba district address the needs of the diverse special educational needs learners, the Special Needs and Inclusive Education Division Coordinator lamented the ineffectiveness of Malawi National Examination Board's 'special room' policy. According to the Special Needs and Inclusive Education Division Coordinator, a special room is a room in which special needs learners take their examinations at an examination center. Commenting on this policy, this is what she had to say:

For an examination center to have a 'special room' (a room in which special educational needs learners take their examinations at an examination center), the policy requires that there should be at least five learners with special educational needs whose conditions necessitate a special room for an examination center to qualify to have a special room. This means that if there are less than five special educational needs learners at an examination center, no matter their condition, they will not be given the special room.

Furthermore, what happens when these special needs learners are denied the special room so that they sit for their examinations in the regular examination room is that for every one hour of the examinations, a special need learner is allowed only 12 minutes extra to complete writing the examination paper. Unfortunately, this time is not fully utilized by the special educational need learners because when regular learners are told to stop writing, the special educational needs learners are distracted by the noise and hustle that follow as the regular candidates leave the examination room. I therefore feel that it is important that MANEB should consider the degree of the special need of learners to consider providing them with a special room other than just basing the provision of special room on the numbers of the special needs candidates.

Commenting on the issue of the special room policy, the Examinations Logistics officer at the Malawi National Examinations Board admitted that that this policy is there:

Yes, that policy is there.... But it might not be working perfectly well. There is need of improvement here and there.

The study concludes therefore that the Malawi National Examination Board' special room policy which requires that there should be at least five learners with special needs whose conditions necessitate a special room for an examination center to qualify to have a special room is a challenge facing the effective implementation of inclusive education. The study consequently recommends that Malawi National Examination Board needs to reexamine the 'special room' policy to address the needs of all the learners with special needs at a mainstream school regardless of their numbers. Another main issue undermining examination inclusivity in the four study schools involved in this study is lack of effective coordination between the Malawi

National Examinations Board and the mainstream schools to achieve inclusive education examination practices. This has been discussed next in subsection 5.4.7.5.1

5.4.11.5 Lack of effective collaboration between Malawi National Examinations Board and mainstream schools to achieve inclusive education examination practices.

The National Inclusive Education Strategy expects the Malawi National Examinations Board to collaborate with mainstream schools in order for special needs learners to be provided with inclusive national examinations. This study thus was also interested in finding out if there was effective collaboration between the Malawi National Examinations Board and the main stream schools in order for special needs learners to be provided with inclusive national examinations. The study has found that there is no effective collaboration between the Malawi National Examinations Board and the schools to enable special needs learners to be provided with inclusive national examinations. For example, when asked as to whether the Malawi National Examinations Board prepares special national examinations which are inclusive for special needs learners, the National Examination Board's Logistics Officer had this to say:

There is a gap when it comes to the management of examinations of Special needs candidates. The policy is that all special needs learners have to be registered normally like all the other regular learners. Thereafter, school management should write us to tell us more about this learner specifying the problem. There have been situations when Malawi National Examinations Board does not have special educational needs learners' data for certain schools and yet some special educational needs learners are supposed to sit for exams.

The study has thus found that there is no effective collaboration between the Malawi National Examinations Board and the mainstream schools. This is resulting in the Malawi National Examinations Board to be unable to prepare inclusive national examinations and this is consequently affecting the effective implementation of inclusive education in the mainstream primary schools of the country.

The data of the study also revealed that lack of support from the Civil Society Organizations and Non-Governmental Organizations to the schools is affecting the effective implementation of inclusive education in the mainstream schools. This finding is discussed next in the subsection below.

5.4.12 Lack of adequate support from the civil society organizations (CSOs) and non-governmental organizations (NGOs) to the schools for effective implementation of inclusive education in the mainstream schools.

Lack of support from the Civil Society Organizations and Non-Governmental Organizations to mainstream schools is another main challenge affecting the effective implementation of inclusive education in the mainstream schools of Zomba district. According to the National Inclusive Education Strategy, the Civil Society Organizations and Non-Governmental Organizations are expected to support schools in the implementation of inclusive education. The study involved two Civil Society Organizations. These are Youth Net and Counseling Organization and the Catholic Education Commission for Zomba and one Non-Governmental Organization, Save the Children. The study found that there is inadequate support being offered by the Civil Society Organizations and Non-Governmental Organizations to mainstream schools in the implementation of inclusive education in the four study schools in Zomba district. For example,

the Malawi National Inclusive Education Strategy stipulates that Civil Society Organizations and Non-Governmental Organizations are expected to support mainstream schools by assisting the Ministry of Education, Science and Technology in providing in-service trainings in inclusive education to mainstream schools' teachers. This study thus was therefore also interested in finding out the extent to which the Civil Society Organizations and Non-Governmental Organizations are supporting the implementation of inclusive education in the mainstream schools through assisting the Ministry of Education, Science and Technology in providing in-service trainings to mainstream school's teachers in inclusive education. The study found that Civil Society Organizations and Non-Governmental Organizations have not been adequately supportive to schools by providing in-service trainings to mainstream schools in inclusive education in Zomba district. Data has revealed that very few Civil Society Organizations and Non-Governmental Organizations are committed to assisting the Ministry of Education, Science and Technology in providing in-service trainings in inclusive education to mainstream schools in Zomba district. For example, out of the three organizations involved in this study, these are Save the Children, Catholic Education Commission for Zomba and Youth Net and Counseling, only one organization has been reported to be among the providers of inclusive education in-service training to teachers in the district that is Save the Children. The teachers involved in this study indicated that Save the Children is assisting the Ministry of Education, Science and Technology in providing in-service trainings to the teachers. The study has thus found that Civil Society Organizations and Non-Governmental Organizations are not adequately supporting inclusive education in-service training for teachers. The study therefore recommends that Civil Society Organizations and Non-Governmental Organizations are not adequately supporting inclusive education training for teachers. The study therefore recommends that Civil Society Organizations and Non-Governmental Organizations should prioritize supporting the provision of effective

inclusive education orientation because this is one of the most important challenges facing the implementation of inclusive education.

5.4.12.1 Lack of coordination among the civil society organizations (CSOs) and non-governmental organizations (NGOs) in providing support services for the effective implementation of inclusive education in schools

Another challenge facing the implementation of inclusive education in the four study schools of Zomba district is lack of coordination of efforts among the Civil Society Organizations and Non-Governmental Organizations in the provision of inclusive education support services to schools in Zomba district for the effective implementation of inclusive education. Various stakeholders are expected to coordinate their support efforts in the implementation of inclusive education in the country. This may allow for collective effort in the implementation of inclusive education where necessary. This study was therefore interested too in finding out the extent to which Civil Society Organizations and Non-Governmental Organizations are coordinating their efforts for effective implementation of inclusive education. The study found that Civil Society Organizations and Non-Governmental Organizations are not coordinating their efforts for effective implementation of inclusive education. Data revealed that there is noncooperation among the Civil Society Organizations and Non-Governmental Organizations involved in inclusive education efforts in Zomba district which is paralyzing the effective provision of the inclusive education support services in the four study schools in Zomba district. This was evidenced in an interview with the Nurse In-charge at the health center X in Zomba city. For example, when asked to comment on the ways inclusive education is being implemented in Zomba district, this is what she had to say:

There is one important barrier though, especially to us the medical workers. We are not allowed to freely move around Zomba district to do mass screening. For example, I cannot go to certain schools because they are 'Save the Children zone'. I can only go there if Save the Children hires my services. But that is a problem because Save the Children can only hire my services as long as they have money. We are on a project to visit all schools we can without waiting to be hired by an organization.

The Nurse In-Charge at the health center X in Zomba city has revealed the rift between the organizations involved in inclusive education implementation support efforts in Zomba district. Organizations have divided up the district into zones of influence instead of coordinating their efforts. But more of this noncooperation was revealed by the fact that there was nothing to show that the Civil Society Organizations and Non-Governmental Organizations involved in the study had any point of contact in their inclusive education efforts in the district. A good example is that apart from the Catholic Education Commission so far involved in equipping the teachers with the use of sign language as discussed in subsection 5.4.1 above, no other organization claimed to be making similar efforts in the district despite the fact that teachers involved in the study claimed that their inability to use the sign language during lesson delivery is one of the most important challenges they face in the classroom situations in implementing inclusive education. The study therefore concludes that lack of coordination of inclusive education implementation support efforts among the Civil Society Organizations and Non-Governmental Organizations for the effective implementation of inclusive education is another important challenge facing the implementation of inclusive education in the primary schools of Zomba district. The study therefore recommends that Civil Society Organizations and

Non-Governmental Organizations should establish a forum that will ensure their coordination of inclusive education implementation support services in the district.

5.4.12.2 Lack of effective resource mobilization strategy for the implementation of inclusive education

An equally important challenge facing the implementation of inclusive education in the four study schools in Zomba district is lack of effective resource mobilization strategy by the Civil Society Organizations and Non-Governmental Organizations. According to the National Inclusive Education Strategy, stakeholders involved in the implementation of inclusive education efforts in Malawi are supposed to come up with a strategy for effective resource mobilization. These include human, financial and material resources. This study therefore sought to find out if there is any effective strategy for resource mobilization among the stakeholders in Zomba district. The study found that there is no effective strategy for resource mobilization in Zomba district, resulting, among many others, in serious financial challenges. Data revealed that there is no commitment among the stakeholders to strategically mobilize resources to solve the most immediate challenges crippling the effective implementation of inclusive education in the country. For example, there is a huge financial challenge facing the implementation of inclusive education in Zomba district. This was evidenced in an interview with the special Needs and Inclusive Education Coordinator for Zomba 2 who was also drawn to comment on the issue of resource mobilization by the Civil Society Organizations and the Non-Governmental Organizations and said:

So far there is no evidence as far as I know of the impact of the Civil Society Organizations and the Non-Governmental Organizations in terms of effective resource mobilization for the implementation of inclusive education. Not when the entire budget for inclusive education in the District Education Manager's office can be MK66,000.00

for the whole year. We definitely would have felt their impact if they were doing any meaningful resource mobilization for inclusive education in the district.

Furthermore, the Eastern Division Special Needs and Inclusive Education Coordinator complained about a longstanding problem of transport in her office. When asked to comment on the issue of the resource mobilization for the effective implementation of inclusive education in the Eastern Division Special Needs and Inclusive Education Coordinator repeated what she had said when commenting on the role of the Malawi Institute of Education in producing and providing inclusive education teaching and learning materials to schools in subsection 5.4.7.4, emphasizing that there is no effective resource mobilization strategy among all the stakeholders in Malawi and concluded by saying that: *Inclusive education in Malawi is receiving a lot of lip service.* The report by these ministry officials reveal that little is being done in terms of resource mobilization by the Civil Society Organizations and Non-Governmental Organizations for the effective implementation of inclusive education in the four study schools of Zomba district. This is in contradiction with the Ministry of Education Science and Technology's National Inclusive Education Strategy which stipulates that Civil Society Organizations and Non-Governmental Organizations are also expected to mobilize resources for the effective implementation of inclusive education. The study therefore recommends that the Civil Society Organizations and Non-Governmental Organization should take upon themselves this responsibility and find an effective strategy for the mobilization of resources towards the implementation of inclusive education in the primary schools of Zomba district.

5.5 Summary

This chapter has presented challenges facing the implementation of inclusive education in four study mainstream primary schools in Zomba district. The study has found that the implementation of inclusive education is facing challenges in terms of the way various stakeholders are playing their roles vis-à-vis government's expectations as stipulated in the National Inclusive Education Strategy. The main challenges are: ineffective orientation of head teachers and teachers on inclusive education, ineffective supervision of inclusive education implementation, unavailability of teaching and learning materials for the special educational needs learners in the mainstream schools, lack of effective collaboration between Malawi National Examinations Board and mainstream schools to achieve inclusive education examination practices, lack of specialist teachers, lack of infrastructure suitable for the diverse special educational needs learners, poor coordination of inclusive education efforts and lack of support from the Civil Society Organizations and Non-Governmental Organizations to the mainstream schools for effective implementation of inclusive education in the schools. These challenges have contributed to the ineffective implementation of inclusive education in the four study schools of Zomba district.

CHAPTER SIX: DISCUSSION

6.0 Introduction

The main aim of this study was to investigate the challenges facing the implementation of inclusive education in the four study primary schools of Zomba district. The study has found the following as the main challenges facing the implementation of inclusive education in the four study schools of Zomba district: ineffective orientation of head teachers and teachers as well as other stakeholders on inclusive education, ineffective supervision of inclusive education implementation, unavailability of teaching and learning materials for the special educational needs learners in the mainstream schools, lack of effective collaboration between Malawi National Examinations Board and mainstream schools to achieve inclusive education examination practices, lack of specialist teachers, lack of infrastructure suitable for the diverse special educational needs learners, poor coordination of inclusive education efforts and lack of support from the Civil Society Organizations and Non-Governmental Organizations to the schools for effective implementation of inclusive education in the school.

The study has established through these challenges mismatches between the 'Instructional System', that is the Ministry of Education, Science and Technology's expectations of how inclusive education can be effectively implemented in the mainstream schools as stipulated or espoused in the National Inclusive Education Strategy (2017-21) and the 'Learning Milieu', that is what is actually happening at the school level in the implementation of inclusive education according to Parlett and Hamilton (1976). These challenges have been discussed in relation to the literature reviewed in this study in detail below.

6.1 Ineffective orientation of head teachers and teachers on inclusive education

The study has found that the orientation of head teachers, teachers and other stakeholders in Zomba district was not effective. This is in contradiction with the government expectation as reflected in the National Inclusive Education Strategy (2017-2021) which emphasizes the importance of orientation of teachers and other practitioners for effective implementation of inclusive education. One of the main challenges facing regular teachers in the implementation of inclusive education is communicating with the learners with hearing impairments, necessitating the use of sign language which they cannot use. This renders teachers ineffective in their implementation of inclusive education in the classroom situations. This finding agrees with Passe (2006) and Thornton who argued that the effective implementation of school innovation is affected by poor preparation of teachers. Passe (2006) further alludes to the fact that teachers cannot implement an innovation project without the basic skills they need to do so. The study has indicated that the ineffective orientation of the head teachers and teachers is affecting the effective implementation of inclusive education in Zomba district. The study, therefore, recommends the Ministry of Education, Science and Technology to consider orientation or reorientation of the head teachers and teachers to improve the implementation of inclusive education in mainstream schools in Zomba district.

6.2 Ineffective supervision of inclusive education implementation

The study has also found that inclusive education implementation is being ineffectively supervised in the schools involved in this study. According to the National Inclusive Educational Strategy (2017-21), the Ministry of Education, Science and Technology officials such as District Education Managers, and Primary Education Advisors and head teachers are expected to conduct

school and classroom supervisions to ensure that learners with diverse educational needs are receiving diverse special educational support from the teachers for them to participate fully in the educational processes. This finding concurs with Ololube & Major (2014), who argue that school inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. Ineffective inspection therefore, negatively affects the implementation of inclusive education, disadvantaging those learners with diverse special educational needs because there is no means for establishing the standards and the quality of the education being offered (Ololube & Major, 2014). The argument by Ololube & Major (2014) reveals how critical inspection is for the implementation of every educational innovation. Based on this argument, this study proposes that the Ministry of Education, Science and Technology should take the supervision of inclusive education implementation more seriously.

6.3 Unavailability of teaching and learning materials for special needs learners in the mainstream schools

The study has found that generally, there are no teaching and learning materials for effective implementation of inclusive education in the schools involved in the study in Zomba district. According to the National Inclusive Education Strategy, the Ministry of Education Science and Technology and other stakeholders are supposed to ensure that teaching and learning materials are available in schools for the effective implementation of inclusive education. This finding concurs with Hodkinson and Vickerman (2007), who argue that for the inclusion of the special educational needs learners to be effective in the mainstream schools, the mainstream schools should be able to accommodate all the diverse special educational needs within the mainstream

settings by incorporating modifications of teaching activities, among other things, to ensure the involvement of all the learners with diverse special educational needs. Therefore, the unavailability of teaching and learning materials for the special educational need learners in the mainstream schools is affecting the effective implementation of inclusive education in the four study schools of Zomba district. The findings of this study confirm the argument by Hall and Hord (2001), who said that although policy makers and curriculum developers want teachers to implement the innovation, most resources are allocated to the development process rather than to the implementation process and teachers are expected to implement the innovation with limited resources. Ratsatsi (2005) stresses the need for instructional materials for the implementation of a curriculum innovation. Lack of the instructional materials results in the ineffective implementation of an innovation. On the basis of these findings, it can therefore be argued that lack of teaching and learning materials for special educational needs learners is one of the main challenges facing the effective implementation of inclusive education in the four study schools in Zomba district.

6.4 Lack of specialist teachers to provide professional support to the regular teachers in the mainstream schools

The study has found that there is a shortage of specialist teachers to provide professional support to regular teachers in mainstream schools to ensure effective implementation of inclusive education. According to the National Inclusive Education Strategy (2017-2021), qualified specialist teachers are supposed to be deployed in mainstream schools so that they can provide professional support to the regular teachers. This means that in the absence of qualified specialist teachers, the implementation of inclusive education cannot be effective. Most teachers involved

in this study complained that they are not able to communicate with learners who have speech and hearing problems. This finding concurs with Lindsay (2004) and Carpenter (2006), who argue that sufficient specialized skills are necessary for effective implementation of inclusive education. This finding also agrees with Muchangi (2010) and Sabola (2007) who argued that when education innovations are conceptualized, the Ministry of Education, Science and Technology does not first of all ensure that the factors that affect the effective implementation of the innovation are minimized before the innovation is put into practice in the classrooms of schools. For example, according to Muchangi (2010), the Ministry of Education, Science and Technology does not first of all ensure that qualified teachers are available prior to introducing an innovation. Thus inclusive education is not being effectively implemented in the schools involved in this study because of lack of specialist teachers to provide professional support to regular teachers in the mainstream classroom.

6.5 Lack of infrastructure suitable for the diverse special educational needs learners

The study has found that most schools in Zomba district lack infrastructure that suits all learners of diverse special educational needs. According to the Malawi National Inclusive Education Strategy, the Ministry of Education Science and Technology has to ensure that infrastructural modifications have taken place in schools of the country to take care of the learners with diverse special educational needs. According to Hodkinson and Vickerman (2007), inclusion in education must incorporate the modification of buildings, among other things, to accommodate learners with diverse special educational needs. Data has revealed that most schools have not yet been modified in response to this requirement. For example, out of the four schools involved in the study, none had toilets for special needs learners and some of the classrooms and strategic points did not have ramps. This also means that schools are not yet ready to accommodate

learners with diverse special educational needs such as learners with physical disabilities that use wheel chairs to access the school and the classroom. Therefore, lack of infrastructure suitable for learners with diverse special educational needs is also contributing to the ineffective implementation of inclusive education in the schools of Zomba district. The study therefore proposes that the government through the Ministry of Education Science and Technology should ensure that all the schools have infrastructure that suits the learners with diverse educational needs.

6.6 Poor coordination of inclusive education support services to mainstream schools

The study found that there is poor coordination of inclusive education services efforts in Zomba district. According to the Malawi National Inclusive Education Strategy (2017-21), the Ministry of Education, Science and Technology is supposed to ensure coordination of inclusive education support services from various stakeholders to mainstream schools. Data revealed that inclusive education there is lack of coordination of inclusive education support services efforts among various stakeholders involved in inclusive education efforts in Zomba district. For example, the Nurse-In charge at Health Centre X in Zomba city bemoaned that their operations in the area were restricted by the fact that certain areas were designated ‘Save the Children Zone’ and so they were not allowed to go to such schools to conduct mass screening of the learners with special educational needs. Similarly, only Catholic Education Commission for Zomba was providing sign language training in the six schools of Zomba district and no other stakeholder was involved in this effort. Given that the use of sign language is one of the most important skills teachers need to be able to communicate with learners with visual and hearing impairments in mainstream schools, most stakeholders in Zomba district could have learnt from the Catholic

Education Commission if there was coordination of effort and sharing of information among the inclusive education stakeholders in the district.

This means that lack of coordination of effort among the stakeholders providing the inclusive education support services is resulting in the ineffective implementation of inclusive education in the schools of Zomba district. This study therefore recommends that the Ministry of Education, Science and Technology should ensure that there is an effective system for the coordination of inclusive education efforts in the districts of the country.

6.7 Summary

This chapter has discussed the findings of this study in relation to the literature reviewed in this study. This chapter has shown that most of the findings in this study are consistent with the reviewed literature on the factors affecting the implementation of inclusive education. The study has found that inclusive education implementation is facing challenges in the four study schools in Zomba district. These challenges are in terms of ineffective orientation of head teachers and teachers as well as other stakeholders on inclusive education, ineffective supervision of inclusive education implementation, unavailability of teaching and learning materials for the special educational needs learners in the mainstream schools, lack of effective collaboration between Malawi National Examinations Board and mainstream schools to achieve inclusive education examination practices, lack of specialist teachers, lack of infrastructure suitable for the diverse special educational needs learners, poor coordination of inclusive education efforts and lack of support from the Civil Society Organizations and Non-Governmental Organizations to the schools for effective implementation of inclusive education in the school.

The study has also established mismatches between the Ministry of Education, Science and Technology's inclusive education implementation plans and what is actually happening in the mainstream schools. This study therefore proposes that various stakeholders involved in the implementation of inclusive education should scale up their efforts and collaborate effectively so that the various challenges affecting the implementation of inclusive education as established in this study can be effectively addressed.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

The aim of this study was to investigate the challenges facing the implementation of inclusive education in the schools of Zomba district. In response to the main research question: *What are the challenges facing the implementation of inclusive education in the schools of Zomba district?*

The study has found that the implementation of inclusive education in the schools of Zomba district is facing a number of challenges. The main challenges facing the implementation of inclusive education in the four schools involved in the study are ineffective orientation of the head teachers and teachers on inclusive education, unavailability of specialist teachers to provide specialist inclusive education support to the regular teachers in mainstream schools, unavailability of inclusive education teaching and learning materials suitable for the special educational needs learners, unavailability of inclusive education policy documents to guide teachers on how teachers can implement inclusive education effectively, unavailability of infrastructure that is suitable for the learners with diverse educational needs, poor coordination of inclusive education support services, ineffective internal and external supervision of the implementation of inclusive education by the head teachers, Primary Education Advisors and the District Education Managers and lack of funds. These issues have contributed to the ineffective implementation of inclusive education in the schools involved in the study. Other critical challenges facing the implementation of inclusive education in the schools involved in the study are the unavailability of specialist teachers to provide professional support to the regular teachers in the mainstream schools. Lack of supervision in schools goes hand in hand with lack of coordination of inclusive education efforts in the implementation of inclusive education in the district. Lack of teaching and learning materials for the effective implementation of inclusive

education has the effect of crippling the efforts of some of the teachers committed to ensuring the effective implementation of inclusive education in schools of Zomba district. Finally, lack of funds makes the situation even more hopeless as there is no way of solving some of the challenges that could easily be managed if funds were available.

7.1 Summary of the findings

Challenges facing the implementation of inclusive education tend to combine to make it very difficult for the effective implementation of inclusive education the primary schools in Zomba district. One challenge tends to strengthen the effect of another. This implies that to have the effective implementation of inclusive education in the schools of the country, efforts have to be made to address these challenges by all the stakeholders involved in the implementation of inclusive education in the district

7.1.1 Ineffective orientation of the head teachers and teachers on inclusive education

This study found that the head teachers and teachers did not receive effective inclusive education orientation. The implication is that, since orientation gives practitioners in every field a good starting point for the effective practice, ineffective orientation of the head teachers and teachers can be rated as the number one factor as the head teachers and teachers are left to operate without direction, like sailors without a map chart, thereby decreasing the chances for the effective implementation of inclusive education.

7.1.2 Unavailability of specialist teachers to provide specialist inclusive education support to the regular teachers in mainstream schools

Based on the findings of this study, the unavailability of the specialist teachers in the study schools in Zomba district is compounding the already challenged ineffectively oriented teachers. This is because there is no one to give them the much needed support teachers need to effectively handle the learners with diverse educational needs. The implication is that it reduces the prospects for the effective implementation of inclusive education as regular teachers have no one to turn to for support in the face of challenges emanating from their limited knowledge in the best inclusive practices. It therefore can be suggested that the government ensures that specialist teachers are deployed in the mainstream schools to provide the necessary support the regular teachers.

7.1.3 Unavailability of inclusive education teaching and learning materials suitable for the special educational needs learners

Based on the findings of this study, the unavailability of inclusive education resources in schools of Zomba district is seriously compromising the effective implementation of inclusive. The unavailability of the teaching and learning resources adds to the other factors and makes it hard even for the few teachers capable of teaching inclusively to fail to do so because the absence of the teaching and learning materials takes away from them the means to include the learners with diverse educational needs in the classroom.

7.1.4 Unavailability of inclusive education policy documents to guide teachers on how teachers can implement inclusive education effectively

Based on the findings of this study, unavailability of the inclusive education policy documents is contributing to the ineffective implementation of inclusive education. The study established that some people involved with inclusive education implementation have been able to improve their practice elsewhere by simply reading materials on inclusive education practices. The implication is that the unavailability of the policy documents takes away from the teachers the chance to increase their inclusive education awareness. It can therefore be suggested that the government and other stakeholders ensure the availability of the inclusive education policy documents in the mainstream schools of the country.

7.1.5 Unavailability of infrastructure that is suitable for the learners with diverse educational needs

Based on the findings of this study, unavailability of suitable infrastructure compromises effective inclusive education implementation in many ways including access to the classrooms and the toilets, the comfort of the learners in the classroom, light in the classroom, the sitting plan et cetera et cetera. The implication is that, such schools do not provide the suitable environment for the effective inclusion of diverse needs learners. It can be suggested the government takes seriously the issue of school infrastructure that is inclusive of the diverse needs learners.

7.1.6 Poor coordination of inclusive education support services

Based on the findings of this study, lack of coordination among the stakeholders involved in providing inclusive education support services is leading to knowledge gap among the

stakeholders due to lack of information sharing and causing negative politics among them. The implication of the situation is that the inclusive education efforts in Zomba district are paralyzed. It can therefore be suggested that the Ministry of Education be at the helm of the coordination of the inclusive education efforts of the support service providers by providing them with a rallying point.

7.6 Ineffective internal and external supervision of the implementation of inclusive education by the head teachers, Primary Education Advisors and the District Education Managers

Based on the findings of this study, lack of inclusive education supervision by the head teachers, Primary Education Advisors and the District Education Managers has the effect of creating laxity and complacency among the teachers as there are no checks and balances for the effective implementation of inclusive education. The implication of this is that it takes away the necessary push for the teachers to do more in ensuring the effective implementation of inclusive education. It can therefore be suggested that the head teachers, Primary Education Advisors and the District Education Managers take their role seriously for the effective implementation of inclusive education.

7.1.7 Lack of funds

Based on the findings of this study, lack of funds crowns the ineffective inclusive education implementation situation in the four study schools in Zomba district. The implication of lack of funds is tremendous because money is needed for inclusive education orientation, money is needed for the purchase of the teaching and learning resources et cetera et cetera. The challenges

facing the implementation of inclusive education therefore tend to intertwine and failure to solve one challenge strengthens or gives way to another challenge.

7.2 Conclusion

Generally this study has found that there is in effective implementation of inclusive education in the four study primary schools in Zomba District. This is generally due to lack of effective inclusive education orientation of the head teachers and teachers, lack of inclusive education teaching and learning materials and of course lack of inclusive education funding for the effective implementation of inclusive education activities. Despite these changelings facing the effective inclusive education implementation, it has to be acknowledged that teachers in the four study schools have demonstrated a willingness to embrace effective inclusive education implementation. This, however, can be more meaningful if they can be equipped with basic implementation skills and the teaching and learning resources for inclusive education are made available to them.

7.3 Contribution of the study to the education community

This study on the challenges facing the implementation of inclusive education has helped in revealing some of the challenges facing the implementation of inclusive education in mainstream schools in Zomba district. The results of the study have the potential of helping schools and other stakeholders to understand the challenges facing the implementation of inclusive education in the four study schools in Zomba district. The findings of the study have also the potential of helping the Ministry of Education, Science and Technology to add to the knowledge bank on the challenges facing the implementation of inclusive education in Zomba district so that they may

consider ways to improve the implementation of inclusive education in the country. For instance, the study has found that the Ministry of Education, Science and Technology through the offices of the DEMs and PEAs have not been effectively supervising the implementation of inclusive education in the four study schools in Zomba district. The study also provides detailed information on how the lack of funds is actually negatively affecting the implementation of inclusive education in the four study schools. Finally, the results of the study have the potential of adding to the theoretical knowledge on the challenges facing the implementation of inclusive education in the mainstream schools in Zomba district. Such knowledge can provide a basis for further research on issues related to the effective implementation of inclusive education.

7.4 Recommendations

The findings of the study have revealed a number of challenges facing the implementation of inclusive education in the mainstream schools. To overcome these challenges, the study has made several recommendations to the Ministry of Education, Science and Technology, Malawi Institute of Education and other stakeholders concerned with the provision of support services to the mainstream schools for effective implementation of inclusive education.

7.4.1 Recommendations to the Ministry of Education, Science and Technology

- This study proposes that the Ministry of Education, Science and Technology should scale up the inclusive funding so that inclusive education can be effectively implemented in the schools.

- The Ministry of Education, Science and Technology should make sure that the teaching and learning materials for inclusive education are available in the mainstream schools of the country.
- The Ministry of Education, Science and Technology should establish school-based continuing professional development in inclusive education to complement the efforts of other stakeholders such as the Catholic Education Commission for Zomba who are currently training teachers in sign language in six primary schools in Zomba district.

7.4.2 Recommendations to the Malawi Institute of Education (MIE)

- The Malawi Institute of Education should consider providing text books as well as teachers' guide in Braille in primary schools of the country.

7.4.3 Recommendations to the Malawi National Examination Board (MANEB)

- Malawi National Examination Board should consider having data base on special educational needs learners to sit for examinations so that proper arrangements for inclusive examinations are made prior to the examinations.
- The Malawi National Examination Board should ensure that special educational needs candidates are familiar with the use of examination materials prior to the examinations. These include Braille materials and large print.

7.5 Suggestions for further study

This study has revealed a number of challenges facing the implementation of inclusive education in Zomba district. This study has made the following suggestions as other possible areas for further study:

- The study has found that one of the main challenges facing the implementation of inclusive education in Zomba district is lack of funds. The study therefore suggests that a study could be conducted on the cost-effective ways of providing inclusive education in the mainstream schools in Malawi.
- The study has found that teachers' inability to use the sign language in schools is one of the main challenges facing the implementation of inclusive education in the schools of the country. The study therefore suggests that a comprehensive study could be conducted to establish best ways to train teacher's country-wide in sign language use.
- The study has found that teachers and other stakeholders feel that Malawi National Examination Board could do better in making examinations more inclusive. The study therefore suggests that a comprehensive study could be done on how Malawi National Examination Board can make examinations more suitable for learners with diverse special educational needs.
- The study has found that the Malawi Institute of Education inclusive education plans are never fulfilled due to limited funds. The study therefore suggests that the Malawi Institute of Education should conduct a study on the cost-effective ways for improving its capacity to provide inclusive education textbooks and other various instructional materials to schools of the country.

- A study on the challenges facing the implementation of inclusive education could be done in secondary schools or tertiary education institutions of the country.
- A study could also be done on the degree of inclusivity of the teaching and learning materials developed by the Malawi Institute of Education.

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APPENDICES

APPENDIX A1: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER

Instrument for collecting data on the role of ministry of education, science and technology in the implementation of inclusive education in the primary schools in Malawi.

Interview guide for the role of the district education office (district education manager in the implementation of inclusive education in the primary schools in Malawi

Research title:

A. Section a: biographic data

1. Institution:
2. Name of the District Education Manager interviewed:
3. Sex:
4. Age of the District Education Manager interviewed:
5. Academic qualifications of the District Education Manager:
6. Professional experience of the District Education Manager in the current position:
.....
7. Name of researcher:
8. Date:

B. Training/orientation on inclusive education

1. What is your understanding of inclusive education. What does inclusive education mean?
2. Were you training on inclusive education?
(i) Yes..... No..... Can't remember.....

- (ii) By whom?.....
- (ii) Where?.....
- (iv) How long was the training?.....
- (v) What areas of inclusive education did the training cover?
- (vi) What were the strengths of the training?
- (vii) What were the weaknesses/strengths of the training?
- (v) Did the training prepare you to support schools of your district in implementation of inclusive education?
- (a) Yes..... No.....
- (b) Explain your response to question 2(v) above.

C. The extent to which the ministry of education’s inclusive education plans are being put into practice by the district education manager.

1. What role does your office play in ensuring effective implementation of inclusive education in the primary schools of your district?
2. How do you ensure that your district’s education plans, programmes and budgets are inclusive or promote inclusive education in the schools of your district?
3. How does your office ensure that inclusive education activities are effectively coordinated in your district?
4. According to your records, do you conduct research to collect data on learners with diverse needs in the schools of your district? Do you have specific figures of learners with diverse needs for the schools of your district?

5. Does your office guide the schools of the district for referral system for further clinical and psycho-social assistance for learners with special needs who may need specialist assistance?
6. According to your records, do you conduct research to collect data on the nature of accessibility of infrastructure and facilities of the schools of your district?
7. Does your office coordinate any collaboration between special schools and Resource centres for inclusive education and mainstream schools in the implementation of inclusive education in the mainstream schools of your district?
8. What do special schools and resource centres for inclusive education in your schools play to support effective implementation of inclusive education in mainstream schools?
9. Do you have any comments on the ways you ensure that your office supports the implementation of inclusive education in the primary schools of your district?

APPENDIX A2: INTERVIEW GUIDE FOR ZONE OFFICERS

Instrument for Collecting Data on the Role of Ministry of Education, Science and Technology in the Implementation of Inclusive Education in the Primary Schools in Malawi.

Interview guide for the role of the zone officers (the zonal coordinating primary education advisor) in the primary schools in Malawi

Research Title:

A. Section a: biographic data

9. Institution:

10. Name of the Coordinating Primary Education Advisor interviewed:

11. Sex:

12. Age of the Coordinating Primary Education Advisor:

13. Academic qualifications of the Coordinating Primary Education Advisor:
.....

14. Professional experience of the Coordinating Primary Education Advisor:
.....

15. Name of researcher:

8. Date:

B. Training/orientation inclusive education

1. What is your understanding of inclusive education? What does inclusive education mean?

2. Were you training on inclusive education?

(i) Yes..... No..... Can't remember.....

- (ii) By whom?.....
- (ii) Where?.....
- (iv) How long was the training?.....
- (v) What areas of inclusive education did the training cover?
- (vi) What were the strengths of the training?
- (vii) What were the weaknesses/strengths of the training?
- (v) Did the training prepare you to support schools in implementation of inclusive education?
- (a) Yes..... No.....
- (b) Explain your response to question 2(v) above.

C. The extent to which the ministry of education’s inclusive education plans are being put into practice by the primary education zonal coordinating primary education advisors.

- 10. What role does your office play in ensuring effective implementation of inclusive education in the primary schools of your zone?
- 11. Does your office provide supervisory, advisory and mentorship services to schools and teachers in your zone on Inclusive education? Please specify the supervisory, advisory and the mentorship services which you provide to the schools in your zone on inclusive education?
- 12. According to your records, do you conduct research to collect data on learners with diverse needs? Do you have specific figures of learners with diverse needs for each school of your zone?
- 13. Do you guide head teachers of the schools of your zone on identification of learners with diverse needs? What is the current situation about learners with diverse needs according to the head-teachers?

14. Do you conduct Continuing Professional Development activities on Inclusive Education in the schools of your zone?

15. Do you have any comments on the ways you ensure that your office supports the implementation of inclusive education in primary schools in Malawi?

APPENDIX A3: INTERVIEW GUIDE FOR HEAD TEACHERS

Instrument for Collecting Data on Practice of Inclusive Education in the Primary Schools in Malawi.

Interview Guide for Head-Teachers on practice of Inclusive Education in Malawi

Research Title:

A. Section a: biographic data

16. District:

17. School/Institution:

18. Proprietor of the school/Institution:

19. Sex of head teacher interviewed:

20. Age of head- teacher:

21. Academic qualifications of Head-teacher:

22. Teaching experience of the Head- teacher:

23. Number of students in the school.....

(i) Number of boys:(ii) Number of girls:

24. Name of researcher:

10. Date:

B. Training/orientation inclusive education

1. What is your understanding of inclusive education. What does inclusive education mean?

2. Were you training on inclusive education?

(i) Yes..... No..... Can't remember.....

- (ii) By whom?.....
- (ii) Where?.....
- (iv) How long was the training?.....
- (v) What areas of inclusive education did the training cover?
- (vi) What were the strengths of the training?
- (vii) What were the weaknesses/strengths of the training?
- (v) Did the training prepare you effectively for inclusion of learners with diverse needs at your school?
- (a) Yes..... No.....
- (b) Explain your response to question 1(v) above.

C. Training of teachers in inclusive education

Number of teachers trained	Where trained	Duration of the training

D. The extent to which the ministry of education’s inclusive education plans are being put into practice

1. Availability of qualified specialistteachers at the school

(Please indicate the kind of special educational needs of children in the school and availability of specialist teachers and general education teachers qualified to handle the learners following the columns of the table below).

Type of learner education need	Number of specialist teachers	Number of general education teachers handling learners with the education need and well informed about learner education needs or qualified to handle children with varied education needs	Number of general education teachers handling learners with the education need but not well informed about learner education needs or qualified to handle children with varied education needs
---------------------------------------	--------------------------------------	---	---

Any other general comments on availability of specialist teachers and general education teachers handling learners with varied education needs at the school?

2. Availability of school infrastructure for implementing inclusive education

Infrastructure	Number	CONDITION(Good/Poor/Very poor/Adequate for students with varied education needs)
1.Classrooms		
2. Classroom furniture		
3.Ramps (paths for the physically challenged)		
4.Water points		
5. Toilets for those with		

disabilities		
6. play grounds for learners with varied education needs		

Any other general comments on availability of school infrastructure for effective implementation of inclusive education?

3. Availability of teaching and learning materials for inclusive education

Teaching and learning materials	Number	Condition (Good/Poor/Very poor/Adequate for students with varied education or learning needs)
Teachers' guides in Braille		
Students' textbooks in Braille		
Raised pictures		
Raised diagrams		
Assistive devices for students with varying education needs		
Other teaching and learning materials(specific)		

Any other general comments on availability of teaching and learning materials for effective implementation of inclusive education?

4. Availability of policy documents for effective implementation of inclusive education at the school/institution

Policy document	Availability(indicate whether or not available)
National Education Standards for primary education (2015)	
Special needs Education Implementation Guidelines (2008)	
The Education Act (2013)	
National policy on the equalization of opportunities of persons with disabilities (2006)	
The disability Act (2012)	
Child Care, Protection and Justice Act (2010)	
National Youth policy (2011)	
National Gender policy (2011)	
Code of ethics for teachers	
Other international policies on inclusive education(specific)	

Any other general comments on availability of policy documents for effective implementation of inclusive education at the school/institution

5. Sensitization of teachers at school to policy documents for effective implementation of inclusive education at the school/institution

POLICY DOCUMENT	Status of teacher sensitization to policy (indicate whether teachers have been sensitized to policy or not)
National Education Standards for primary education (2015)	
Special needs Education Implementation Guidelines (2008)	
The Education Act (2013)	
National policy on the equalization of opportunities of persons with disabilities (2006)	
The disability Act (2012)	
Child Care, Protection and Justice Act (2010)	
National Youth policy (2011)	
National Gender policy (2011)	
Code of ethics for teachers	
Other international policies on inclusive education(specific)	

Any other general comments on sensitization of teachers at school to policy documents for effective implementation of inclusive education at the school/institution.

6. Inspection monitoring of the implementation of inclusive education by ministry of education

- (i) Does the Ministry of Education, Science and technology visit this school to inspect the implementation of Inclusive Education?
- (ii) According to your records, how many times in the past five years has the Ministry of Education, Science and Technology visited the school to inspect the implementation of inclusive education?
- (iii) According to your records, what aspects of inclusive education has the Ministry of Education, Science and Technology's visit focused on in their inspection of the implementation of inclusive education at the school?

7. Supervision by the head-teacher in the implementation of inclusive education

- (i) According to your records, how many times have you observed teachers teaching since the beginning of this academic year, 2018-2019?
- (ii) What type of teaching and assessment strategies which promote inclusive education have you observed the teachers using in their teaching?

8. School-based in-service trainings on inclusive education

- (i) Has the school organized any School-Based in-service training for teachers on inclusive education?
- (ii) What has been the content of the school-based in-service trainings on inclusive education?
- (iii) How do these trainings help teachers to implement inclusive education better?

9. Zonal trainings on inclusive education attended by the teachers of the school

- (i) Have the teachers of the school attended any zonal trainings on inclusive education?
- (ii) What was the content of the zonal trainings?

- (iii) How do these trainings help teachers to implement inclusive education policies better?

10. Role of the community in effective implementation of inclusive education

- (i) What activities does the community do to help learners with varied needs, including learners with special needs to help in improving their learning at the school?
- (ii) How do these activities done by the community contribute to improving the learning of the learners at school?

APPENDIX A4: INTERVIEW GUIDE FOR BIBLE KNOWLEDGE TEACHERS

Instrument for Collecting Data on Practice of Inclusive Education in the Primary Schools in Malawi.

Interview Guide for Bible Knowledge Teachers on Practice of Inclusive Education in Primary Schools in Malawi

Research Title:

A. Section A: Biographic Data

1. District:
2. School/Institution:
3. Name of teacher interviewed:
4. Sex:
5. Age of teacher:
6. Academic qualifications of teacher:
7. Teaching experience of teacher:
8. Number of students in class:
9. Name of researcher:
10. Date:

B. Training/orientation on inclusive education

1. What is your understanding of inclusive education. What does inclusive education mean?
2. Were you training on inclusive education?
(i) Yes..... No..... Can't remember.....

- (ii) By whom...?
- (ii) Where...?
- (iv) How long was the training...?
- (v) What areas of inclusive education did the training cover...?
- (vi) What were the strengths of the training...?
- (vii) What were the weaknesses/strengths of the training...?
- (v) Did the training prepare you effectively for inclusion of learners with diverse needs in your Bible Knowledge lessons...?
- (a) Yes..... No.....
- (b) Explain your response to question 2 (v) above

C. Planning/designing lessons which include all learners of diverse education needs in bible knowledge

1. Do you feel able to prepare lessons which include learners of all diverse education needs in Bible Knowledge?
 - (i) Yes/No
 - (ii) Please explain your response:
 - (ii) Please explain your response:
3. Which problems do you have in planning designing lessons which include all learners with diverse education needs in Bible Knowledge?
4. What do you do when you have a problem with lesson planning/design which include all learners with diverse education needs in Bible Knowledge?

D. Teaching and assessment strategies which include learners of diverse special educational needs used by teachers

1. What are the Ministry of education's prescribed teaching strategies for including all learners of diverse education needs in teaching Bible Knowledge?
2. What teaching strategies do you mostly use for including all learners of diverse education needs in your teaching of Bible Knowledge?
3. Do you think these teaching methods you use are the most suitable for effective inclusion of all learners of diverse education needs in your Bible Knowledge lessons?
4. Give a reason for your answers to question 3?
5. Apart from teaching methods, what measures do you use to ensure effective inclusion of learners with diverse education needs in your teaching of Bible Knowledge?
6. What are the Ministry of education's prescribed assessment strategies for assessing all learners of varied education needs in Bible Knowledge?
7. What assessment strategies do you mostly use for assessing all learners of varied education needs in Bible Knowledge?
8. Do you think these assessment methods you use are the most suitable for effective assessment of all learners of varied education needs in Bible Knowledge?
.....
9. Give a reason for your answers to question 8...
10. What teacher self-made teaching and learning resources do you use in your class for ensuring inclusion of all learners with varying education needs in your teaching of Bible Knowledge?
14. What challenges do you face in including all learners of diverse education needs in your teaching of Bible Knowledge?

15. How do you manage or deal with challenges you face in teaching including all learners of diverse education needs in your teaching of Bible Knowledge?
16. What challenges do your learners with special educational needs face in learning Bible Knowledge?
17. How do your learners with special educational needs manage or deal with the challenges they face in learning Bible Knowledge?
18. Do you have any comments about the teaching and learning and assessment methods for including all learners of diverse education needs prescribed by the Ministry of Education, Science and Technology for teaching Bible Knowledge?

THANK YOU FOR SPARING YOUR PRECIOUS TIME IN THIS RESEARCH

APPENDIXA5: LESSON OBSERVATION PROTOCOL

Lesson observation protocol for inclusive education practices of teachers.

A. Demographic data

School:

Teacher's name.....

Gender:

Teaching Experience:

Class: Number of learners in class.....

Subject...

Lesson duration: From.....to:

Date of lesson observation:

2. Lesson preparation (to be completed before the lesson)

2.1 Lesson plan available? Yes/No

2.2 Topic of the lesson:

2.3 Outcome (Success criteria) of the lesson:

2.4 Teaching and learning materials to be used in the lesson

2.5 Learning activities to be used in the lesson

2.6: Teaching method to be used in the lesson

2.7: Assessment method to be used in the lesson:

3. Class room Observation (observation of what actually happens in the lesson, including what the teacher and learners do and say in the teaching and learning process for ensuring inclusion of all learners of varied education needs)

LESSON PRESENTATION	YES	NO	COMMENT
Demonstrates knowledge of selection of suitable methods for inclusion of all learners of varied education needs in teaching the subject matter or the topic			
Establishes classroom culture for inclusion of all learners of varied education needs in the teaching and learning process			
Creates equal opportunities for participation of all learners of varying education needs in the teaching and learning process for all learners			
Demonstrates knowledge of learners including those with special educational needs			
Motivates all the learners including those with special educational needs			
Uses appropriate teaching and learning aids and resources for inclusion of all learners of varied education needs in the teaching and learning process			
ASSESSMENT	YES	NO	COMMENT
Selects and uses assessment strategies appropriate for inclusion of all learners of varied education needs			
Evaluates the effects of class activities on the learning of individual learners with varied education needs			
Class management	Yes	No	Comment

Organizes, allocates, manages time, space and activities in a way that is conducive to learning of all learners of varied education needs			
Considers learners with special needs			

APPENDIX A6: POST-LESSON OBSERVATION INTRVIEW

Post-lesson observation interview for teachers' practices of inclusive education

A. Demographic data

School...

Gender:

Teaching Experience:

Class: Number of learners in class.....

Subject:

Lesson duration: From.....to:

Date of lesson observation:

Examples of probing questions to be asked to establish what teachers 'actually do' to include learners of varied special educational needs in the lessons observed

1. I want to get a clearer picture of the lesson you have just taught your learners. Please tell me about it, what was happening in the lesson to include all learners of varied education needs?
2. Can you also tell me more about how you used your teaching and learning materials and resources (e.g. teachers' guide, learners' books and other materials) in your lesson, how did they help you to teach the lesson and all your learners of varied education needs to learn what you wanted them to?
3. Can you tell me more about the teaching methods you used in the lesson to include all learners of varied education needs?
4. How did those methods help your learners of varied education needs to learn what you wanted them to?

5. Can you say something about the methods you used in the lesson to assess all learners with varied education needs learning? In other words, how did you know if all learners of varied education needs understood what you taught them in the lesson?
6. Would you say that you achieved the objectives of your lesson? Explain.
7. What can you say are the things you liked about your lesson and the things you did not like about it especially concerning the inclusion of learners with special educational needs?
8. Is there anything else you wish me to know about your lesson which you taught today especially concerning the inclusion of learners with special educational needs?
9. Reflecting on this research, what feelings do you have about the methods I have used in this research to collect data evaluate at your school? What are the shortcomings of the methods I have used? What improvements do you feel I could make in my methods in the future if I were to collect data about your teaching practice concerning inclusion of all learners with varied education needs?

THANKS SO MUCH FOR YOUR TIME

APPENDIX A7. INTERVIEW GUIDE FOR RELIGIOUS AND MORAL EDUCATION TEACHERS

Instrument for collecting data on the role of the Malawi national examinations’ board in the implementation of inclusive education appropriate assessment in the primary schools in Malawi.

Interview guide for bible knowledge subject examination on inclusive education appropriate assessment in primary schools in Malawi

Research title:

A. Section a: biographic data

- 11. Institution: Malawi National Examination Board (MANEB).
- 12. Name of Bible Knowledge examination officer interviewed.
- 13. Sex:
- 14. Age of examination officer:
- 15. Academic qualifications of examination officer:
- 16. Professional experience of the examination officer:
- 17. Name of researcher:
- 8. Date:

B. Training/orientation inclusive education

- 1. What is your understanding of inclusive education? What does inclusive education mean?
- 2. Were you training on inclusive education?
 - (i) Yes..... No..... Can’t remember.....

(ii) By whom...

(ii) Where...

(iv) How long was the training...

(v) What areas of inclusive education did the training cover?

(vi) What were the strengths of the training?

(vii) What were the weaknesses/strengths of the training?

(v) Did the training prepare you effectively for development and conduction of national examinations, especially primary school leaving certificate examinations for learners with diverse needs?

(a) Yes..... No.....

(b) Explain your response to question 2(v) above

D. The extent to which the ministry of education's inclusive education plans are being put into practice by the Malawi national examination's board

16. Do you provide examinations in different formats to respond to learner diversity in the primary schools in Malawi?

17. Do you conduct research to collect data on candidates with diverse needs from primary schools to inform the development of examination items and determine special examination provisions for learners with diverse special educational needs?

18. Do you engage or involve Special Needs Education and Inclusive Education experts in the setting of examination items, invigilation and marking?

19. Do you have policy guidelines for ensuring inclusive assessment for primary leaving certificate examinations?

20. Do you have any comments on the ways you ensure that your assessment responds to learner diversity in primary schools in Malawi?

APPENDIX A8: INTERVIEW GUIDE FOR MALAWI INSTITUTE OF EDUCATION

Instrument for collecting data on the role of Malawi institute assisting in the implementation of inclusive education in the primary schools in Malawi.

Interview guide for Malawi institute of education role in the implementation of inclusive education in the primary schools in Malawi.

Research title:

A. Section a: biographic data

18. Institution:

19. Name of Officer interviewed:

20. Sex:

21. Age of the officer:

22. Academic qualifications of officer:

23. Professional experience of officer:

24. Name of researcher:

8. Date:

B. Training/orientation inclusive education

1. What is your understanding of inclusive education. What does inclusive education mean?

2. Were you training on inclusive education?

(i) Yes..... No..... Can't remember.....

(ii) By whom?.....

- (ii) Where?.....
- (iv) How long was the training?.....
- (v) What areas of inclusive education did the training cover?
- (vi) What were the strengths of the training?
- (vii) What were the weaknesses/strengths of the training?
- (v) Did the training prepare you to develop national curriculum which is responsive to diverse needs of learners?
- (a) Yes..... No.....
- (b) Explain your response to question 2(v) above

D. The extent to which the ministry of education’s inclusive education plans are being put into practice by the Malawi institute of education in promoting inclusive education in Malawi primary schools

- 21. What role does your organization play in ensuring implementation of inclusive education in the primary education sector of the country?
- 22. How does your organization ensure that the primary school national curricula are responsive to the needs of diverse learners?
- 23. Does your organization conduct in-service training for teachers on inclusive education?
- 24. How do you ensure inclusivity in the process of developing teaching and learning materials for the primary school?
- 25. Do you have any comments on the ways you ensure that your organization, the Malawi Institute of Education as a national curriculum development center support the implementation of inclusive education in primary schools in Malawi?

APPENDIX A9: INTERVIEW GUIDE FOR DISTRICT HEALTH OFFICER

Instrument for collecting data on the role of ministry of health in the implementation of inclusive education in the primary schools in Malawi.

Interview guide for the role of the district health officer in the implementation of inclusive education in the primary schools in Malawi.

Research title:

A. Section a: biographic data

25. Institution:

26. Name of the District Health Officer interviewed:

27. Sex:

28. Age of the District Health Officer interviewed:

29. Academic qualifications of the District Health Office:

30. Professional experience of the District Health Officer in the current position :.....

31. Name of researcher:

8. Date:

B. Training/orientation inclusive education

1. What is your understanding of inclusive education? What does inclusive education mean?

2. Were you training on inclusive education?

(i) Yes..... No..... Can't remember.....

(ii) By whom...?

(ii) Where...?

(iv) How long was the training...?

(v) What areas of inclusive education did the training cover?

(vi) What were the strengths of the training...?

(vii) What were the weaknesses/strengths of the training...?

(v) Did the training prepare you to support schools of your district in implementation of inclusive education...?

(a) Yes..... No.....

(b) Explain your response to question 2(v) above.

C. The extent to which the ministry of education’s inclusive education plans are being put into practice by the district health office.

26. What role does your office play in ensuring effective implementation of inclusive education in the primary schools of your district?

27. Does your office conduct any school clinics to identify children with health problems and disabilities?

28. What assistive services and devices does your office provide to learners with disabilities in the schools of your district to enhance inclusive education in the schools?

29. Does your office conduct any trainings to teachers and parents in different areas of disability in the schools of your district?

30. Does your office provide any guidance and counseling services on different areas of disability in the schools of your district?

31. Does your office facilitate linkage of learners with health problems and disabilities to appropriate referral services?

32. Do you have any comments on the ways you ensure that your office supports the implementation of inclusive education in the primary schools of your district?

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX A10: INTERVIEW GUIDE FOR CIVIL SOCIETY ORGANIZATIONS AND NON-GOVERNMENTAL ORGANIZATIONS.

Instrument for collecting data on the role of civil society organisations and non-governmental organisations assisting in the promotion of education in Malawi in the implementation of inclusive education in the primary schools in Malawi.

Interview guide for civil society organisations and non-governmental organisations assisting in the promotion of education in Malawi in the implementation of inclusive education in the primary schools in Malawi.

Research title:

B. Section a: biographic data

32. Institution:

33. Name of Officer interviewed:

34. Sex:

35. Age of the officer:

36. Academic qualifications of officer:

37. Professional experience of officer:

38. Name of researcher:

8. Date:

B. Training/orientation inclusive education

1. What is your understanding of inclusive education? What does inclusive education mean?
2. Were you training on inclusive education?

- (i) Yes..... No..... Can't remember.....
- (ii) By whom...
- (ii) Where...
- (iv) How long was the training...
- (v) What areas of inclusive education did the training cover?
- (vi) What were the strengths of the training?
- (vii) What were the weaknesses/strengths of the training?
- (v) Did the training prepare you effectively for promoting inclusive education in the primary schools in Malawi?
- (a) Yes..... No.....
- (b) Explain your response to question 2(v) above

D. The extent to which the ministry of education's inclusive education plans are being put into practice by the civil society organisations and non-governmental organisations in promoting inclusive education in Malawi primary schools.

- 33. Is your organization involved in lobbying and advocating for Inclusive education for schools in Malawi?
- 34. Is your organization involved in supporting government in the provision of inclusive vocational skills training to ensure effective inclusive education in the education sector?
- 35. Is your organization involved in assisting government in resource mobilization for implementation of inclusive education in the education sector in Malawi?
- 36. Is your organization involved in mobilizing and educating communities on Inclusive Education?

37. Do you have any comments on the ways you ensure that your organization supports the implementation of inclusive education in primary schools in Malawi?

APPENDIX B1: LETTER TO THE DEPARTMENT OF TEACHER EDUCATION DEVELOPMENT (DTED).

Mzuzu University

P/Bag 201,

Luwinga.

Email: josterjoster2@gmail.com.

Department of Teacher Education Development (DTED)

LILONGWE.

Dear Sir/Madam,

REQUEST TO CARRY-OUT A RESEARCH AT A TEACHER TRAINING COLLEGE.

I am a post graduate student at Mzuzu University pursuing a Master's Degree in Educational Leadership **and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district**. as a partial fulfillment of the requirements of the award of the Master's Degree.

I am therefore writing to request your good office for permission to carry out this study in the four primary schools in Zomba district.

My study will involve lesson observation, interviews with lecturers and principals. I will request them to sign a consent form accepting involvement in my research. I also intend to protect the

anonymity of the colleges to be involved in the research, the teachers ‘anonymity and the principals’ anonymity by using pseudonyms.

Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

Francis Joster Lingolwe (0881 338 917/ 0991 290 557)

APPENDIX B2: LETTER TO THE DISTRICT EDUCATION MANAGER

Mzuzu University

P/Bag 201,

Luwinga.

Mzuzu.

Cell:

0991290557/0881338917josterjoste

r2@gmail.com

The Education Division Manager,

Eastern Division,

P.O. Box

Zomba.

Dear Sir/Madam

REQUEST TO CARRY OUT A RESEARCH IN SELECTED PRIMARY SCHOOLS IN ZOMBA DISTRICT.

I am a post graduate student at Mzuzu University pursuing a Master of Education in Education. I am carrying out a study titled **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree.

I am therefore writing to request for permission to carry out this study in some of the schools within your division.

Attached is an introduction letter from Mzuzu University

Yours faithfully,

Francis Joster Lingolwe

APPENDIX B3: CONSENT FORM FOR THE ZONE OFFICER' PARTICIPATION IN THE RESEARCH.

Dear Sir/Madam,

My name is **Francis Lingolwe**, a post graduate student at Mzuzu University. I am pursuing a Master of Education in **Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. The purpose of this study is to evaluate the implementation of the current primary curriculum school that is a maid at achieving inclusive education in primary schools.

The activities you will be involved in are participating in semi-structured individual interview which might take about **an hour on an agreed day and time**. Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant.

Your benefits as a participant will be information that the study is apt to generate as we discuss the subject under investigation at your institution and the opportunity to participate in the study.

Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

(Participant).

Name: _____ **Signature:** _____

Date: _____

Francis Joster Lingolwe (Researcher).

APPENDIX B4: CONSENT FORM FOR THE HEADTEACHER'S PARTICIPATION IN THE RESEARCH.

Dear Sir/Madam,

My name is **Francis Lingolwe**, a post graduate student at Mzuzu University. I am pursuing a Master of Education in **Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements for the award of the Master's Degree. The purpose of this study is to evaluate the implementation of the current primary curriculum school that is a maid at achieving inclusive education in primary schools.

The activities you will be involved in are participating in semi-structured individual interview which might take about **an hour on an agreed day and time**. Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant.

Your benefits as a participant will be information that the study is apt to generate as we discuss the subject under investigation at your institution and the opportunity to participate in the study. Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

(Participant).

Name: _____ **Signature:** _____

Date: _____

Francis Joster Lingolwe (Researcher).

APPENDIX B5: CONSENT FORM FOR TEACHERS' PARTICIPATION IN A RESEARCH

Dear Sir/Madam,

My name is **Francis Lingolwe**, a post graduate student at Mzuzu University. I am pursuing a Master's Degree in **Educational Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. The purpose of this study is to evaluate inclusive education implementation challenges facing the Malawi schools, so that the right interventions may be recommended.

The activities you will be involved in are participating in pre-lesson observation interviews, the second is that I will observe classroom lesson. The last activity is for you to participate in is a post-lesson interview after I observe your lesson.

Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant. Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

(Participant)

Name: _____ **Signature:** _____

Date: _____

Francis Joster Lingolwe (Researcher).

APPENDIX B6: LETTER TO THE MALAWI NATIONAL EXAMINATION BOARD

Mzuzu University,

P/Bag 201,

Luwinga.

Email: josterjoster2@gmail.com.

The Chief Examiner,

Bible Knowledge,

Malawi National Examination Board.

Dear Sir/Madam,

REQUEST TO CARRY-OUT A RESEARCH IN AT INSTITUTION.

My name is **Francis Lingolwe**, a post graduate student at Mzuzu University. I am pursuing a Master of Education in **Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. The purpose of this study is to evaluate the implementation of the current primary curriculum school that is a maid at achieving inclusive education in primary schools.

The activities you will be involved in are participating in semi-structured individual interview which might take about **an hour on an agreed day and time**. Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of

protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant.

Your benefits as a participant will be information that the study is apt to generate as we discuss the subject under investigation at your institution and the opportunity to participate in the study.

Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Yours Sincerely,

Francis Joster Lingolwe (Researcher)

.

Francis Joster Lingolwe ((0881 338 917/ 0991 290 557)

APPENDIX B7: LETTER TO THE MALAWI INSTITUTE OF EDUCATION

Mzuzu University,

P/Bag 201,

Luwinga.

Email: josterjoster2@gmail.com.

The Malawi Institute of Education,

MIE.

Dear Sir/Madam,

REQUEST TO CARRY-OUT A RESEARCH IN AT INSTITUTION.

I am a post graduate student at Mzuzu University pursuing a Master Degree Educational **Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. My study will involve observing classes and interviews with respective lecturers. I will also request to have an interview with you which are related to the topic of my study. I intend to protect the anonymity of your institution, of the lecturers and yourself by using pseudonyms.

I am therefore writing to request for permission to carry out this study in your college. Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

Francis Joster Lingolwe ((0881 338 917/ 0991 290 557)

APPENDIX B8: LETTER TO THE DISTRICT HEALTH OFFICER

Mzuzu University,

P/Bag 201,

Luwinga.

Email: josterjoster2@g.mail.com.

Zomba Central Hospital.

P.O Box

Zomba.

Dear Sir/Madam,

REQUEST TO CARRY-OUT A RESEARCH IN AT YOUR INSTITUTION.

I am a post graduate student at Mzuzu University pursuing a Master Degree Educational **Leadership and Management**. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. My study will involve observing classes and interviews with respective lecturers. I will also request to have an interview with you which is related to the topic of my study. I intend to protect the anonymity of your institution, of the lecturers and yourself by using pseudonyms.

I am therefore writing to request for permission to carry out this study in your college. Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

Francis Joster Lingolwe ((0881 338 917/ 0991 290 557)

APPENDIX B9: LETTER TO THE YONECO DIRECTOR

Mzuzu University,

P/Bag 201,

Luwinga.

Email: josterjoster2@g.mail.com.

The Director, YONECO.

P.O Box

Zomba.

Dear Sir/Madam,

REQUEST TO CARRY-OUT A RESEARCH IN AT YOUR INSTITUTION.

I am a post graduate student at Mzuzu University pursuing a Master Degree Educational Leadership and Management. I am carrying out a study on **challenges facing schools in the implementation of inclusive education in Malawi: a case study of four primary schools in Zomba district** as a partial fulfillment of the requirements of the award of the Master's Degree. My study will involve observing classes and interviews with respective lecturers. I will also request to have an interview with you which are related to the topic of my study. I intend to protect the anonymity of your institution, of the lecturers and yourself by using pseudonyms. I am therefore writing to request for permission to carry out this study in your college. Attached is an introduction letter from Mzuzu University.

Yours Sincerely,

Francis Joster Lingolwe ((0881 338 917/ 0991 290 557)