SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR LEARNERS WITH SPECIAL EDUCATION NEEDS (SEN- VISUAL IMPAIRMENT) IN EIGHT DISTRICTS OF ZAMBIA
Research team

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Foreword
The Situational Analysis of the provision of Inclusive Education for learners with Special Education needs (SEN-Visual Impairments) in eight districts of Zambia was conceived on the basis of the Sightsavers’ and Zambian Open Community Schools (ZOCS) Mission which is not only to provide access to orphans and vulnerable children (OVCs) through the provision of alternative forms of education and child friendly schools but also to ensure those children with learning disabilities such as visual impairments are accorded equal opportunities to quality education.

ZOCS and other cooperative partners such as Sightsavers know that the contribution of education towards Vision 2030 and achievement of Education for All goals can only be visible if we create a child friendly school environment to all the children in Zambia regardless of their challenging situations such as being visually impaired or OVC. The putting in place of a new education system of combining Primary and High School Education, Tertiary Education and Adult Literacy and Skills Development through Vocational training can only yield tangible results if opportunities to learn are provided if children are in these institutions regardless of their learning disabilities and abilities. This requires enough research to see how best we can identify children with SEN and find ways of promoting inclusive education. Research like this Situational Analysis of the provision of Inclusive Education for learners with Special Education needs (SEN-Visual Impairments) in eight districts of Zambia is testimony enough to show that ZOCS and Sightsavers are determined enough and geared to help government and the Ministry of Education and Vocational Training, in particular, to meet Education For All (EFA) goals and other millennium goals.

Above all, the goal of this Ministry’s new education system that every child in Zambia should have access to good quality education will be in vain if inclusive learning is not promoted to cater for children with special education needs such as those with visual impairments. Education providers and planners need such situational analysis so that they make informed decisions. Findings from this research will guide the ZOCS, Sightsavers and the Ministry of Education and Vocational Training to come up with policies and interventions to ameliorate the possible factors reducing opportunities to learn in our schools and other learning institutions promoting inclusive learning.
This study has highlighted possible factors affecting the promotion of inclusive learning in government, private, grant aided and community schools and how these may impact on pupil achievement.

In conclusion, I wish to express my sincere gratitude to the many individuals and institutions for the passion they exhibited for education during the research. I would like to acknowledge the contributions of Sight savers for the financial support they gave without which this important research may not have been successfully accomplished. Special thanks go to USAID for their financial support to Sight savers. I want to thank every one that contributed in one way or the other in making this research a success.

COORDINATOR,

ZOCS
Acknowledgment

ZOCS and Sightsavers are thankful to Mr. Geoffrey Tambulukani, Dr Dennis Banda, and Beatrice Matafwali for taking up the task of carrying out this study on behalf of ZOCS and Sightsavers. This study could not have taken place without the cooperation of many stakeholders and our cooperative partners. Special thanks go to European Union (EU) for the financial support rendered to Sightsavers for this study to be undertaken. Both ZOCS and Sightsavers reviewed drafts which were produced by the consultants so that the work was not only finely tuned but also packaged in a reader-friendly manner. I salute ZOCS for being very instrumental in ensuring that this research took place.

Finally, I would like to acknowledge and thank all the research assistants drawn from the eight districts of Copper belt and Southern provinces for the job well-done and the DEBS for the cooperation rendered to the research team. May God reward abundantly all those who made a contribution to the production of this report. This is a job well done.

Director

Sightsaver
Executive summary

This is a research undertaken by COCS and the Sight Savers. The research was a Situational Analysis of the Provision of Inclusive Education for Learners with Special Education Needs (SEN) in eight districts of Zambia.” The focus of this study was on pupils with visual impairment. The study made use of education standards officers for special needs as data collectors.

Education for individuals with visual impairments is not a new phenomenon in Zambia. As far back as 1905, a school for the visually impaired was opened at Magwero in Chipata by the Dutch Reformed Church. Other missionaries opened schools between 1905 and 1963 in various parts of Zambia. The works of these missionaries did not only shape the education provision for the visually impaired but it also helped change societal attitudes towards the blind. The 1977 Education Reform further recognized visual impairment as one of the disability categories. It is clear from these efforts that the Ministry of Education (MoE) aims at providing quality education for all which is accessible, all-encompassing and relevant to individual, national and global needs.

For this to be attained, opportunities to learn in schools must exist for all the children regardless of their learning disabilities. To guarantee that inclusive learning takes place in the institutions of learning, research is vital. It is only research like this one that can establish the availability of opportunities to learn being accorded to all the children in a friendly and an inclusive manner.

To ascertain the happening of inclusive or none of it prevailing in schools, Sightsavers, in conjunction with ZOCS, funded a wide research in 80 schools and Early Child Centers (ECC) drawn from eight districts (two from the copper belt province and six from the Southern province) in Zambia to establish factors affecting the promotion of inclusive learning. In order to establish a baseline on the opportunities to learn by visually impaired children once they are in school, the study covered a total of 80 head teachers, 80 Grades one (1) and 80 grade four (4) teachers sampled from the 80 schools (10 schools per each district of the eight). Detailed Head teacher questionnaires and Grade one (1) and Grade four (4) teachers’ questionnaires were administered. Pupils with special education needs were interviewed. Their views on various issues that would affect quality opportunities to learn in an inclusive learning environment were captured through structured Focus Group Discussions involving
10 pupils in each of the sampled schools. Structured Focus Group Discussions involving parents of children with visual impairments were conducted. An observation protocol was used to assess the learning opportunities for children with visual impairment in all the sampled schools which were reached. This did not involve classroom observation, though this should have been the case had the logistics for the study included that scope. This study has helped in providing some answers to the following key questions:

1. What data exists of all existing schools of all types (governments, community and private) in the eight target districts (school mapping)?
2. What numbers of blind and visually impaired children are in these schools?
3. What opportunities to learn are being provided by the schools for the children with special education needs especially the blind and the visually impaired?
4. What challenges are being met in these schools in the provision of quality education to blind and visually impaired children?
5. What data base exists of teachers trained in offering special education needs and are implementing it effectively.

This research has not only raised many issues but has also provided recommendations that the government, and the Ministry of Education in particular, must execute if the delivery of quality inclusive education at all levels were to be assured.

The study findings show that there are many factors prevailing in and outside school which impact on the promotion of inclusive education. These are family factors, Child factors, School factors, Class environment, School environment, Community factors, Support Service, Locational factors and policy factors.

The following were some of the findings of this study in terms of the strengths and weakness identified through this situational analysis:

**Strengths**

The study found a number of practices that promote inclusion of learners with visual impairments. However there were variations across the schools.

- Nature of Impairment. The study found various categories of disabilities in the sampled schools such as visual impairments, hearing impairments, physical disabilities, intellectual disabilities, specific learning disabilities.
• Nature of visual impairments. The study found that the most prominent visual impairment was low vision and few children were totally blind.

• Implementation of inclusive schooling. Generally all the schools visited were found to embrace inclusive education practices although there were variations in the quality of education being provided.

• Classroom intervention strategies. Teachers were found to be using proactive interventions strategies aimed at meeting the needs of learners with visual impairments. For instance, making learners with low vision sit in front and sometimes preparing separate work for learners with visual impairments.

• Generally, performance of visually impaired learners was rated as being satisfactory.

• Attitudes towards learners with visual impairments. The attitudes of teachers, pupils and the community towards learners with visual impairments were generally found to be positive.

• Community participation. The study found out that communities were actively involved in inclusive education activities.

Weaknesses
The study also revealed a number of challenges in the implementation of inclusive education which included among others the following:

• Teacher qualification. There is a serious shortage of specialist teachers in community schools, a fact which does not favour the promotion of inclusive education.

• There are lots of challenges that teachers are facing in the process of inclusion. They are expected to be ‘a solution’ for any kind of situation that might come up in an inclusive classroom and be competent to respond to it efficiently. Teachers are also expected to differentiate curricula to suit each student’s needs. Besides this, loads of administrative work creates extra pressure for the teachers. The results of this study also indicate many concerns that teachers have in the process of inclusion such as:
  1. Lack of specialized teaching and learning materials.
  2. Few schools had materials printed in Braille.
  3. There was an absence of large print for learners with low vision.
4. Large class sizes, an element which does not support effective implementation of inclusive education.

- Number of visually impaired children out of school. The study revealed that a large number of children with visual impairments especially those who are totally blind are out of school. Clearly, this is an indication of lack of awareness among the parents and community members on the importance of education for learners with visual impairments. It would also reflect lack of early identification procedures at the community and school levels.

- Lack of policy implementation framework. While the national education policy (Educating our Future) supports inclusion of learners with disabilities within the mainstream, there seems to be a general lack of implementation framework to guide the teachers in the field.

**Recommendations**

**Teaching and Learning**

- The structure put in place by the government through Ministry of Education to support inclusive education must work. All institutions of learning must establish units for children with special education needs as such children are found in all institutions of learning.

- Standards officers at all levels and other designated officers (Head quarters, Provincial, District and School levels) in - charge of education for children with special needs must have regular visits to all units and help head teachers establish such units where they do not exist. Record keeping at all levels must be maintained so that statistical data on children with SEN id made available to all including well wishers.

- In order for inclusive education to be effectively implemented, there is need for specialist trained and qualified teachers. At most of the schools visited, there were few teachers with formal training and out of these, only a few had undergone training in special education. Thus, there is need for the Ministry of Education to equitably deploy qualified teachers in community schools if quality education is to be realized. Access to free quality education is the key to the uniquely Zambian promise of equal opportunity for all. This promise was extended to all children regardless of their abilities and circumstances with the declaration of Free Primary Education in 2002. Therefore, the absence of specially trained teachers in community schools is tantamount to denying access to education for children various types of impairments.
Further, teaching in an inclusive classroom is a challenge for teachers who are accustomed to teaching in the regular classroom because of the diverse needs of learners with disabilities. It therefore, becomes imperative to provide teachers with specialized in-service training to enable them effectively handle individual needs of learners in inclusive classrooms.

Lack of specialized teaching and learning materials was the general outcry at almost all the schools visited. There is need to recognize a significant relationship between teaching and learning resources with effective implementation of inclusive education for learners with diverse needs. Adequate supply of specialized teaching and learning materials such as Braille and large print would definitely enhance inclusion of learners with visual impairments.

Related to the above is the need for resource rooms at the school level. Resource rooms enable learners with disabilities access services over and above what is provided in the classroom.

Class size is another hurdle in the effective implementation of inclusive education. At most of the schools visited, it was found that the classes were too large to allow the much needed interaction between teachers and pupils. This was mainly as a result of inadequate infrastructure. It is therefore, recommended that infrastructure expansion by the Ministry of Education be extended to community schools if equitable access to quality education is to become a reality Zambia.

There is need for routine screening of visual impairments at the community and school levels so that children with visual impairments can be identified at an early age and receive appropriate intervention. Routine screening is also important in establishing the nature of visual impairments such as low vision and blind. Currently, teachers are not able to differentiate among other things, the levels of visual impairments. This, in turn, creates challenges in the providing appropriate intervention for the identified children.

Community participation

While community participation was found to be generally satisfactory, the study revealed lack of community awareness and sensitization on visual impairments. This was evidenced by a number of respondents who indicated they were aware of children with visual impairments within their communities who were out of school. There is need to establish a strong linkage between the school and
community so that parents are sensitized on the importance of education for the visually impaired and the availability of services at the school level. This community-school linkage would also enhance early identification of children with visual impairments.

- Parents should also be provided with basic knowledge on the developmental patterns of children with visual impairments so that they are involved in stimulating their children through play. This is also to ensure that there is harmony and continuity in what children learn at school. Parents would also be involved in school activities such as home work if they were empowered with necessary knowledge and skills.

**Policy implementation**

- While the national policy aspires to have children with disabilities in the mainstream, there seems to be no clear implementation framework of how this aspiration would be achieved at the school level. The lack of a well coordinated implementation framework casts a lot of challenges in the effective implementation of inclusive education especially for children like the visually impaired whose learning modalities substantially differ from the other children in class.

- The Ministry of Education with the help of other stakeholders should therefore, ensure that there is a harmonization of the special education policy with a well defined implementation roadmap. In the absence of a well coordinated policy implementation framework, the principles and tenets of inclusive education would merely be rhetoric.
Figures:

Figure 1: Possible factors that influence inclusion of children with visual impairment

Figure 2: Performance of SEN Schools and Units Compared to the Normal Schools

Figure 3: Special Education Need (% Mean)

Figure 4: Performance among Different Special Education Needs

Figure 5: The eight districts covered in the study

Figure 6: Number of Basic Schools (grade1-9) By Agents from 200-2009

Figure 7: Numbers of Basic and Secondary schools by Running Agency FROM 2000-2009

Figure 8: Numbers of Basic and Secondary Schools by Running Agency and Province

Figure 9: The school type

Figure 10: The Number of Head teachers interviewed at district level in the Sampled Schools

Figure 11: Leadership/governance structure in MoESVT for inclusive learning

Figure 12: Number of CSEN pupils in Grade Groups by Gender and Province (Grade 1-9)

Figure 13: Number of learners with various types of visual impairments in the sampled schools

Figure 14: Types of disabilities in the sampled schools

Figure 15: Results showing that children with visual impairments do learn together with those without

Figure 16: Number of children with disabilities at district level in the sampled schools

Figure 17: Results of whether or not learning and teaching materials in the visited schools are transcribed into Braille

Figure 18: Results of whether or not specialized teaching and learning materials are available in the schools
Figure 19: Availability of specialized learning and teaching materials per district
Figure 20: Results of whether or not schools have resource rooms with specialized equipment for the visually impaired children
Figure 21: Professional qualification of teachers per district in the sampled schools
Figure 22: Teacher Qualification per district in the sampled schools
Figure 23: Number of teachers trained in SEN (especially in visual impairments)
Figure 24: Number of Standards Officers with Special Education Training
Figure 25: Positions in class (front, middle, behind) where children sit by preference to mitigate their possible visual impairments:
Figure 26: Results showing whether or not children are screened for SEN before admission
Figure 27: Schools that conduct assessment for identification of SEN children
Figure 28: When parents discover the disability of their children/child
Figure 29: Attitudes of children towards other children with visual impairments
Figure 30: Attitudes of teachers and fellow pupils towards children with visual impairments (perceptions of parents with children with SEN)
Figure 31: Attitudes of other children toward visually impaired children
Figure 32: Children with visual impairments in the community but not in school
Figure 33: Visually impaired children not at school in communities near sampled schools per district
Figure 34: Attitudes of members of community towards children with visual impairments (perceptions of parents with children with SEN)

TABLE
Table 1: Six Education For All (EFA) Goals
TABLE OF CONTENTS

Research team .................................................................................................................. iii
Foreword .......................................................................................................................... iv
Acknowledgment ........................................................................................................... vi
Executive summary .......................................................................................................... vii
Strengths .......................................................................................................................... viii
Weaknesses ...................................................................................................................... ix
Recommendations ........................................................................................................... x
Teaching and Learning ..................................................................................................... x
Community participation ............................................................................................... xi
Policy implementation .................................................................................................... xii
Figures: .......................................................................................................................... xiii
TABLE ................................................................................................................................ xiv
TABLE OF CONTENTS ................................................................................................. xv

CHAPTER ONE ................................................................................................................. 1

INTRODUCTION AND BACKGROUND INFORMATION ................................................. 1

Introduction ...................................................................................................................... 1

Background ...................................................................................................................... 1

Statement of the problem ............................................................................................... 4

Conceptual framework .................................................................................................. 4

  Child factors: ............................................................................................................... 5
  Class environment: ..................................................................................................... 5
  School environment: .................................................................................................. 5
  Family factors: ............................................................................................................ 5
  Community: ................................................................................................................. 6
Classroom Intervention strategies ................................................................. 36
Screening of visual impairments ............................................................... 37
Attitudes of pupils in an inclusive school towards the visually impaired .......... 41
Community participation ........................................................................... 45
Policy on Inclusive Education .................................................................. 47
CHAPTER FIVE .......................................................................................... 48
CONCLUSION AND RECOMMENDATIONS .............................................. 48
Strengths ................................................................................................... 48
Weaknesses .............................................................................................. 49
Recommendations ..................................................................................... 50
Teaching and Learning ............................................................................. 50
Community participation .......................................................................... 51
Policy implementation ................................................................................ 52
REFERENCES ......................................................................................... 53
APPENDICES .......................................................................................... 54
CHAPTER ONE
INTRODUCTION AND BACKGROUND INFORMATION

Introduction

Inclusion of children with disabilities in regular schools has been a topical issue of most educational systems in the world. The Salamanca Declaration, under Article 6:11, to which Zambia is a signatory, underscores the importance of inclusive education thus: Inclusion and participation are essential to human dignity and to the enjoyment and exercises of human rights. Experience in many countries demonstrates that integration of children and youths with educational needs is best achieved within inclusive schools that serve all children within the community (Salamanca Statement Article 6). This situation analysis provides a snapshot of the opportunities for inclusive education in community schools of children with disabilities with particular emphasis on visually impaired students. It highlights the achievements, barriers to inclusion and issues related to attitudes.

Background

Education for individuals with visual impairments in Zambia has a long history which can be traced from as far back as 1905, when the first school for the visually impaired was opened at Magwero in Chipata by the Dutch Reformed Church (Kalabula, 2007). Other missionaries opened schools between 1905 and 1963 in various parts of Zambia. The works of these missionaries did not only shape the education provision for the visually impaired but it also helped change societal attitudes towards individuals with visual impairments. The Zambian government recognises the basic right of every Zambian to good quality education. It is clear from this commitment that the Ministry of Education (MoE) aims at providing quality education for all which is accessible, all-encompassing and relevant to individual, national and global needs. For this goal to be attained, certain conditions must be put in place to allow children who are visually impaired to be successfully educated in the regular schools.

It must be noted however that real advancements in the provision of education for children with visual impairments were made in the early 1990s following the international thrust toward enhancing access to education for all particularly the disadvantaged groups, children with special educational needs inclusive. The international commitment was renewed following the 1989 Convention on the Rights of the Child which Zambia ratified in 1991, the Convention on the Rights of Persons with Disabilities, and the Jomtien World Summit on the
declaration of Education For All in 1990 gave impetus for the inclusion of learners with disabilities within the mainstream. At the Jomtien World summit for instance, countries were urged to have an expanded vision for meeting the basic learning needs of all especially the poor disadvantaged and the disabled children through formal and community interventions. These commitments were articulated into the six EFA goals as follows:

Table 1: Six EFA goals;

<table>
<thead>
<tr>
<th>1. Improving comprehensively ECCE especially for OVC</th>
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<tr>
<td>2. Ensuring that by 2015, all children, particularly girls, have access to and complete free and compulsory primary education of good quality.</td>
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<tr>
<td>3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.</td>
</tr>
<tr>
<td>4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.</td>
</tr>
<tr>
<td>5. Achieving gender equality in education by 2015, with a focus on ensuring and achievement in, basic education of good quality.</td>
</tr>
<tr>
<td>6. Improving every aspect of quality of education, and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</td>
</tr>
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</table>

Source: UNESCO, 2006

It is clear from the six EFA goals that the first three goals are addressing the needs of children with special education needs among other children.

Following the Jomtien conference, national governments and international organizations have signalled their commitment to EFA by embarking on reforms designed to improve equitable access to quality basic education. Among other things, efforts have been made to address many of the common obstacles to quality education provision: school construction, administrator and teacher training, supervisory guidance and support, educator career structures, curriculum and materials development, examination reform, decentralization, and community participation. The EFA framework was synthesised by the Salamanca framework
of action which arose from the Salamanca conference which took place in 1994 in Spain. The conference was about “Special Educational Needs: Access and Quality”. In the final report, participants at this conference proclaimed that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

- Every child has unique characteristics, interests, abilities, and learning needs.

- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

- Those with special educational needs must have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting these needs.

- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994par 2). Focus on Learning (GRZ, 1992),

Zambia is certainly no exception to this trend. As already alluded to, the Zambian promoted the goals of achieving universal access to basic education (grades 1-9) and improving educational quality in an initial policy document, Focus on Learning (GRZ, 1992), and then elaborated on these issues in Educating our Future (MoE, 1996). While much has been done on providing access in general, it is not very clear how much the Zambian government and other stakeholders in education delivery have progressed in providing equitable access to education for children with special education needs particularly for learners with visual impairments.
Statement of the problem
Zambia introduced the new education policy document, Educating Our Future in 1996 and along with it the Inclusive Schooling strategy which aimed at benefiting among others, children with special education needs. It is not, however, known to what extent these policy initiatives have impacted on the provision of appropriate and quality education to children with special education needs especially the visually impaired whose learning modalities might be more challenging than the other disability groups. It is not also clear on whether the education provided to these learners of quality in terms of teaching and learning. It is against this background that Zambia Community school Secretariat has seen it imperative to conduct an evaluation to establish how Zambia has fared in the implementation of inclusive education for learners with visual impairments particularly for the most disadvantaged children. While a similar evaluation has been done before by Sight-savers in two districts of the Copper belt Province, it is important that a similar situational analysis is conducted in more districts and in more than one province. It is for this reason that Zambia Open Community Schools (ZOCS) sought to widen the scope in the present situation analysis by extending to eight districts covering two provinces.

Conceptual framework

Success in education could be defined in a number of ways, but for practical purposes the degree of the child’s participation in the processes of education was seen as a useful general indicator of success. In order to identify the critical factors that enhance success in education, it was necessary to establish the broad range of possible factors that might influence successful inclusion of children with visual impairment. One way of capturing this range was to consider the problem at several thematic areas of analysis such as the ones shown in Figure 1. below.
Child factors:
These included amount of vision, presence of additional disabilities, gender, personality, academic ability, attitudes towards education, etc.

Class environment:
Under class environment, factors included; class size, attitude of the class teacher, training of teacher (general qualifications/specialist knowledge about visual impairment), teaching methods, access to resources, specialist equipment, and attitudes of other children.

School environment:
Attitude of head-teacher and teaching staff, size and location of school, policy, culture and practices within the school, retention rates

Family factors:
These included social/economic status of family, attitudes towards disability, proximity to school of family/home, and family awareness of educational possibilities.
Community:
Attitudes towards disability, leadership, access to medical/assessment facilities, access to vision services, access to rehabilitation services, etc.

Locational factors:
The main one under this was the issue of accessibility of school.

Support Services:
Availability of Braille books, assistive devices, and other learning materials.

Policy factors:
These included national educational policies in relation to curriculum, legislation and practice with regard to inclusive education.

The above figure explains possible aspects under various factors that might influence the successful inclusion of children of visual impairments.

Aim of the research
The research aimed to determine the effectiveness of inclusive education in community schools and to further establish measures that have been put in place to allow children who are blind and who have low vision to be successfully educated in local primary schools.

Research questions
The following questions will guide the situation analysis:

1. What data exists of all existing schools of all types (governments, community and private) in the eight target districts (school mapping)?
2. What numbers of blind and visually impaired children are in these schools?
3. What opportunities to learn are being provided by the schools for the children with special education needs especially the blind and the visually impaired?
4. What challenges are being met in these schools in the provision of quality education to blind and visually impaired children?
5. What database exists of teachers trained in offering special education needs and are implementing it effectively.
CHAPTER TWO
LITERATURE REVIEW

The Ministry of Education has put up a number of initiatives to reform the education system. These include among others Inclusive Schooling Programme which envisage provision of education to learners with disabilities within the mainstream where possible and in a least restrictive environment (MoE, 1996). In principle, the philosophy of inclusive school has led to the integration of learners with various types of disabilities including the visually impaired within the mainstream.

What is visual impairment?
The term visual impairments have been defined differently by various scholars. The two main groups are low vision and blindness. Low vision refers to a level of visual impairment where vision is still useful for learning or the execution of a task. Blindness refers to not having a functional use of sight (Smith, 1998). Blindness can be divided into two major categories namely congenital and adventitious blindness. The former refers to an inborn visual impairment while the latter refers to loss of sight after birth, especially after age of two. Such people retain some memory of what they would have seen while they were sighted (Smith, 1998). Causes of visual impairment includes: diseases such as glaucoma, cataracts and retinopathy; trauma or injury and Journal of Sustainable Development in Africa (Volume 13, No.1, 2011) ISSN: 1520-5509 Clarion University of Pennsylvania, Clarion, Pennsylvania 279 refractive errors (Vaughn, Bos & Schumm, 1997). It must be stated from the outset that the term ‘visual impairment’ will deliberately be used loosely to encompass partial sight, low vision, and blindness. In short, the term will refer to the condition whereby because of one’s vision or lack of it one ends up needing the services of a special school or an ordinary school with special accessories. The figure below describes what visual impairment as described in this report refers to:
Definition of inclusive education

UNESCO (2005) defines inclusion precisely thus: “as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and form education. It involves change and modifications in content, approaches, structures and strategies, with a common vision which cover all children of the appropriate age range and a conviction that is the responsibility of the regular system to educate all children”. Thus, inclusion is a process of addressing and responding to the diversity of needs of all learners through the increasing participation in learning and communities. It also involves change and modifications in content, approaches, structures and strategies with a common vision which cover all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate them all. Further, inclusion refers to maximum integration of students with disabilities into general classrooms (Sailor, 1991, in Turnbull, Turnbull, Shank, & Leal, 1995). According to Buttler (1990), inclusion occurs ‘where students with disabilities are educated in the company of their regular age peers to the fullest extent possible’ Inclusion is ‘a value that is manifested in the way we plan, promote and conceptualize the education and development of young children…in inclusion programs, the diverse needs of all children are accommodated to the maximum extent possible within the general education curriculum’ (Salisbury, cited in Turnbull, Turnbull, Shank, & Leal, 1995). Inclusive education has six major components namely:

1. All students receive education in the school they would attend if they had no disability.
2. A natural proportion of students with disabilities occur at each site.
3. A zero-reject philosophy exists so that typically no student will be excluded on the basis of type or extent of disability.

4. School and general education placements are age- and grade-appropriate so that no self-contained special education classes exist.

5. Co-operative learning and peer instruction are the preferred instructional methods.

6. Special education supports exist within the general education class and in other integrated environments (Sailor, cited in Hallahan & Kauffman, 1994).

Inclusion means that all children are taught subjects as other children and generally in the same manner. It further implies that children with disabilities interact socially with many different people making them better prepared to take their places in society when schooling is completed. Educating visually impaired students with their sighted peers was advocated by Dr. Samuel Gridley Howe in 1866 when he declared that ‘with a view to lessening all differences between blind and seeing children, I would have the blind attend the common schools in all cases where it is feasible’ (Gearheart, Weishahn, & Gearheart, 1988).

**Rationale for inclusion of visually impaired**

There are many arguments about the educational, social, and ethical issues due to the inclusion of the students with special needs in regular classrooms. Many educationalists believe that social inclusion would help disabled students to integrate better into society. It may also enhance the perception of the normal student of the disabled student, and improve social and communication skills of both groups. Inclusive education can therefore be considered a pathway to attain social inclusion. From a societal perspective, inclusion education is clearly and substantially linked to the discussion around the type of society to be attained; the kind of well-being desired for all citizens; and the quality of democracy and social participation we wish to pursue. Inclusion helps change the negative attitude and misconceptions people have of the blind and low vision and is an opportunity to prepare them for their future roles in society. Blind and low vision children will interact with other children in regular school settings; they will play and share ideas and things together. It will further help them appreciate each other’s strengths and limitations. They will learn the norms and values of the community in which they are and this will prepare them for the outside world of school. Students who have been with them in schools will know their potentials and will give them the chance to participate in social functions and other programmes.
On a long-term basis, education in relation to social inclusion implies an understanding of the former as the key to citizenship and as an essential component of social policy. In addition, the academic and social benefits enhance opportunities for the disable students and can lead to social adjustment, social sufficiency and reduce the negative effects that would appear as a result of their isolation. It has further been observed that Inclusion helps blind /low vision children go to schools within their own localities and interact with children within their own communities and adopt norms and values of their own communities (Nyoni, Marashe & Nyoni, 2011).

A Situational Analysis was conducted in 2007 by Sightsavers in two districts of Zambia, namely, Mufulira and Ndola on the provision of inclusive education for children with special education needs at basic school level of education. The study revealed that the National policy on Education, Educating Our Future (MOE 1996) was not explicit on providing inclusive education for learners with special education needs. It, however, revealed that the policy clearly provided for integration into mainstream schooling system of children with special education needs. This meant that the policy provided for children with special education needs to be integrated and learn together with their more able colleagues in the same classrooms. Further, the Examinations Council of Zambia National Assessment Survey of 2008 gave a picture of the achievement levels of children with special education needs in English, Life skills and Numeracy and it is clear that much more needs to be known and done in order to support the education of these children. This survey further revealed disparities in performance among the disability groups particularly in English, Mathematics, and life skills. Figure 1: below is showing the performance of learners with special education needs in comparison with the rest. The Mean performance of special education schools is higher than those of the rest although generally, the means are low, 44.1 percent in English, 42.4 percent in Mathematics and 46.5 percent in Life Skills.

Figure 2: Performance of SEN Schools and Units Compared to the Normal Schools

<table>
<thead>
<tr>
<th>Normal school</th>
<th>SEN School/ Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>35.3</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>39.3</td>
</tr>
</tbody>
</table>
Figure 3: Special Education Need (% Mean)

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Mean</th>
<th>NO</th>
<th>Std.D</th>
<th>Mean</th>
<th>No.</th>
<th>Std.D</th>
<th>Mean</th>
<th>NO</th>
<th>Std.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION</td>
<td>41.8</td>
<td>65</td>
<td>20.7</td>
<td>33.4</td>
<td>7</td>
<td>14.2</td>
<td>55.8</td>
<td>19</td>
<td>22.8</td>
</tr>
<tr>
<td>HEARING</td>
<td>41.9</td>
<td>64</td>
<td>16.8</td>
<td>38.4</td>
<td>7</td>
<td>19.1</td>
<td>45.5</td>
<td>19</td>
<td>15.2</td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY</td>
<td>44.1</td>
<td>69</td>
<td>23.4</td>
<td>30.6</td>
<td>7</td>
<td>14.3</td>
<td>60.6</td>
<td>19</td>
<td>22.3</td>
</tr>
</tbody>
</table>

Figure 4: Performance among Different Special Education Needs

<table>
<thead>
<tr>
<th></th>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION</td>
<td>41.8</td>
<td>41.9</td>
<td>41.1</td>
</tr>
<tr>
<td>HEARING</td>
<td>33.5</td>
<td>38.4</td>
<td>30.6</td>
</tr>
<tr>
<td>MENTAL</td>
<td>55.8</td>
<td>45.5</td>
<td>60.6</td>
</tr>
</tbody>
</table>

The number of learners in these schools and units are small and there is individualized or learner-centred learning in contrast to government basic schools were the teacher-pupil ratio in some cases is 1:100. It was also expected that the normal schools would perform better than the SEN schools and Units, this was not possible, in that, the learners from the SEN schools were given concessions or special consideration in terms of time, and some assistance others, hence, the seemed higher performance. All in all, it could be stated that even among the learners with special education needs the learning achievements are still low. The areas of challenge for the learners surveyed were; Vision, hearing, and mental. It is clear from the
2008 NAS that the mentally challenged learners performed better than those with vision and hearing impairments.

It must be noted however that these comparisons might not be fair in themselves given that each of the impairment has got its own considerations during the assessment processes. Everything being equal the order of performance is that the mentally challenged were the best, followed by the visually impaired learners and lastly the hearing impaired learners. A plausible reason to this pattern of low performance among the visually impaired in particular could be the poor teaching, inadequate and inappropriate learning environment and to some extent, it could be the negative attitudes among teachers within the mainstream. Learners with visual impairment could face considerable challenges. Adjustments are required in teaching such learners to ensure a curriculum which is delivered in both non-visual and visual ways. The development of learners with visual impairment before they reach school may have been limited; therefore, teachers need to create an environment in which physical, intellectual and social capacities may be extended. Notwithstanding these challenges however, inclusion will promote healthy competition amongst students who are blind or low vision and the regular students. If Blind/low vision children perform well in class, this will motivate the regular students to strive to work harder for they will think that if a blind/low vision child can do well they can do the same. This will help raise the profile of the blind/low vision child.
CHAPTER THREE
METHODOLOGY

Research Design
Both qualitative and quantitative research paradigms will be utilized to collect data. This methodological triangulation will give the study a depth which a single approach cannot provide.

Population
In order to have a comprehensive evaluation, the target population for this study comprised all community schools drawn from eight districts which included, Mufulira and Ndola in Copper belt province and, Choma, Kalomo, Kazungula, Livingstone, Mazabuka and Monze districts of Southern province.

Figure 5: The eight districts covered in the study

Specifically, the population for the study included all pupils at basic school level in all the eight districts, all the teachers in the eight districts, all the head teachers, all standards officers and their District education Board Secretaries (DEBS) in the eight districts.

Sampling procedure
The study employed purposive sampling procedure based on the identified districts by the commissioning authority. Convenient sampling was used to select the Community and Early Childhood Centres (ECC). This was because of the limited number of such centres in some of
the districts in the sample. Distance to some community schools was also a limiting factor as data was to be collected within a short period of time (10 days). In that respect we would say both purposeful and convenient sampling were employed to select the ten schools in each district. It must be noted that there are more GRZ schools than community schools countrywide. There is, again, very limited number of ECC especially in some of the sampled districts.

Figure 6: Number of Basic Schools (grade1-9) By Agents from 2000-2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>5324</td>
<td>5777</td>
<td>5902</td>
<td>5773</td>
<td>6728</td>
<td>8467</td>
<td>7639</td>
<td>8013</td>
<td>8195</td>
<td>8111</td>
<td>4.3%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>GRZ/GA</td>
<td>4310</td>
<td>4310</td>
<td>4360</td>
<td>4400</td>
<td>4962</td>
<td>4927</td>
<td>4709</td>
<td>4918</td>
<td>4790</td>
<td>4983</td>
<td>1.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>PRIV/</td>
<td>131</td>
<td>131</td>
<td>205</td>
<td>287</td>
<td>395</td>
<td>540</td>
<td>354</td>
<td>387</td>
<td>411</td>
<td>381</td>
<td>11.3%</td>
<td>-7.3%</td>
</tr>
<tr>
<td>CHURCH</td>
<td>883</td>
<td>1336</td>
<td>1337</td>
<td>1086</td>
<td>1371</td>
<td>3000</td>
<td>2576</td>
<td>2708</td>
<td>2994</td>
<td>2747</td>
<td>12.0%</td>
<td>-8.2%</td>
</tr>
</tbody>
</table>

Source: MoE, 2009

Figure 7: Numbers of Basic and Secondary schools by Running Agency FROM 2000-2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>5595</td>
<td>6046</td>
<td>6210</td>
<td>6091</td>
<td>7047</td>
<td>8863</td>
<td>8183</td>
<td>8596</td>
<td>8794</td>
<td>8783</td>
<td>4.6%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>GRZ/GA</td>
<td>4554</td>
<td>4554</td>
<td>4613</td>
<td>4644</td>
<td>5213</td>
<td>5237</td>
<td>5156</td>
<td>5377</td>
<td>5525</td>
<td>5514</td>
<td>1.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>PRIVATE/CHURCH/COMMUNITY</td>
<td>1041</td>
<td>1494</td>
<td>1597</td>
<td>1447</td>
<td>1834</td>
<td>3626</td>
<td>3027</td>
<td>3219</td>
<td>3540</td>
<td>3269</td>
<td>12.1%</td>
<td>-7.7%</td>
</tr>
</tbody>
</table>

Source: MoE, 2009
**Figure 8: Numbers of Basic and Secondary Schools by Running Agency and Province**

<table>
<thead>
<tr>
<th>Province</th>
<th>BASIC SCHOOLS</th>
<th>SECONDARY SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRZ</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>NATIONAL</td>
<td>4687</td>
<td>381</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>493</td>
<td>41</td>
</tr>
<tr>
<td>C/BELT</td>
<td>388</td>
<td>156</td>
</tr>
<tr>
<td>EASTERN</td>
<td>680</td>
<td>12</td>
</tr>
<tr>
<td>LUAPULA</td>
<td>391</td>
<td>15</td>
</tr>
<tr>
<td>LUSAKA</td>
<td>210</td>
<td>70</td>
</tr>
<tr>
<td>N/WESTERN</td>
<td>448</td>
<td>7</td>
</tr>
<tr>
<td>NORTHERN</td>
<td>886</td>
<td>18</td>
</tr>
<tr>
<td>SOUTHERN</td>
<td>619</td>
<td>53</td>
</tr>
<tr>
<td>WESTERN</td>
<td>572</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: MoE, 2009

This study was unable to segregate the number of schools in the sampled districts due to limited time allocated for data collection and the unreliable record keeping at school level. However, the numbers of schools (GRZ, Private/Church, GA, and Community) in the sampled provinces are 1009 for Copper belt and 1213 for Southern province. This shows that Southern Province has the second highest number of schools in the country. Northern Province has the highest number (1451). The number of community schools in the sampled districts, at least of the Southern provinces showed that Kalomo district had more Community schools (72) than any other districts in the province followed by Kazungula with 45. The district with the least number of Community schools in the sampled district was Livingstone. However, when considering all the districts in Southern province, Itezhi-tezhi has the least number of Community schools (22):

**Community schools in Southern Province**

<table>
<thead>
<tr>
<th>Name of District</th>
<th>No. of schools</th>
<th>No. of males teachers</th>
<th>No. of females teachers</th>
<th>Total</th>
<th>No. of boys</th>
<th>No. of girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livingstone</td>
<td>15</td>
<td>40</td>
<td>54</td>
<td>94</td>
<td>2,078</td>
<td>2,150</td>
<td>4,228</td>
</tr>
<tr>
<td>Kazungula</td>
<td>45</td>
<td>117</td>
<td>58</td>
<td>175</td>
<td>4,685</td>
<td>4,313</td>
<td>8,998</td>
</tr>
<tr>
<td>Kalomo</td>
<td>72</td>
<td>35</td>
<td>15</td>
<td>50</td>
<td>7,474</td>
<td>7,004</td>
<td>14,478</td>
</tr>
<tr>
<td>Choma</td>
<td>44</td>
<td>22</td>
<td>28</td>
<td>50</td>
<td>4,583</td>
<td>4,515</td>
<td>9,098</td>
</tr>
<tr>
<td>Monze</td>
<td>40</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>2,235</td>
<td>2,092</td>
<td>4,327</td>
</tr>
<tr>
<td>Mazabuka</td>
<td>36</td>
<td>51</td>
<td>82</td>
<td>133</td>
<td>5,911</td>
<td>5,523</td>
<td>11,434</td>
</tr>
<tr>
<td>Namwala</td>
<td>43</td>
<td>74</td>
<td>48</td>
<td>122</td>
<td>2,976</td>
<td>3,958</td>
<td>6,934</td>
</tr>
<tr>
<td>Sinazongwe</td>
<td>31</td>
<td>07</td>
<td>06</td>
<td>13</td>
<td>2,944</td>
<td>2,846</td>
<td>5,790</td>
</tr>
<tr>
<td>Siavonga</td>
<td>22</td>
<td>02</td>
<td>04</td>
<td>06</td>
<td>2,503</td>
<td>2,398</td>
<td>4,901</td>
</tr>
<tr>
<td>Gwenbe</td>
<td>40</td>
<td>91</td>
<td>48</td>
<td>139</td>
<td>6,366</td>
<td>6,380</td>
<td>12,746</td>
</tr>
<tr>
<td>Itezhi-tezhi</td>
<td>22</td>
<td>09</td>
<td>05</td>
<td>14</td>
<td>1,756</td>
<td>1,567</td>
<td>3,323</td>
</tr>
</tbody>
</table>

**TOTAL: 12**

| No.          | 410 | 464 | 363 | 827 | 43,511 | 42,746 | 86,257 |

Source: MoE, 2009
The figure above shows that Kalomo, has not just the highest number of Community schools, (72), but has also the highest number of pupils totalling 14,478. Gwembe has only 40 Community schools, yet has 12,747 pupils suggesting that most of the classes could be overcrowded. In terms of gender, female teachers in Community schools in Southern province only make 44% of all the teachers.
Due to a limited number of the ECC, more community schools were visited than the ECC as can be seen from the figure below:
Figure 9: The school type

The researchers further used purposive sampling to identify learners with special education needs, the Teachers who teach these children, Heads and other education managers who are working in the selected districts with children who are visually impaired and the parents of the children with visual impairments. At the initial stage only grade1 and grade 4 pupils were targeted for the learners’ focus group discussion. The rationale for this was that at grade one, learners have just been in school and procedures for identification of their learning disabilities have just taken place. At grade 4, learners have been in schools for a considerable period that could enable the schools to properly identify their learning disabilities and at this grade learners are about to leave lower basic and progress into middle basic where it would be considered too late to assist them catch up in their learning. It was also envisaged that by the end of grade 4, school managements and teachers would have arrived at a much more specific categorisation of learners beyond just the general category of “visually impaired children” to more specific ‘children with partial sight, low vision, and blindness’.

16
Sample size
At the beginning of the study, the projected sample size was as follows; 80 Head teachers, 80 grade one teachers, 80 grade four teachers, 80 grade four learners, and 80 parents. However, due to a number of logistical challenges encountered in the field, the sample size was reduced to the following; 75 Head teachers, 62 grade one teachers, 62 grade four teachers, 61 parents, and 58 grade four learners. It must noted that in all the districts sampled, all the schools projected (10) were visited. The reduction is not in the number of schools visited but the head teachers interviewed. In fact in some districts such as Ndola and Choma, more than the stipulated number of (10) schools were visited. This was partly because of the personal interest of the assistant researcher in the research. Some districts like Kalomo had fewer heads interviewed because on the material day the head was reported out of station and the data collectors were not able to make a return visit due to the tight field work duration of ten days. However the general picture shows that districts which had fewer head teachers interviewed than others were Kalomo and Kazungula while Ndola and Choma had a larger number of head teachers interviewed. The percentages are based on the total number of schools visited 10 per district bringing the total number of schools to 80.

Figure 10: The number of head teachers interviewed at district level in the sampled schools

Data collection
The study employed the following data collection methods:

1. Interview with head teachers and district education managers.
2. Questionnaire for teachers.
3. Focus group discussion with pupils
4. Observation protocol to observe for environment that facilitates for special education needs.
5. Document analysis of pertinent issues on inclusion of learners with disabilities.

**Data analysis procedure**

Qualitative data was analysed using thematic categorization procedures while the statistical package for social sciences (SPSS) was used to analyse the data which was quantitative in nature. Graphs and tables were used to bring out the picture.

**Ethical Requirements**

Ethical requirements are of critical importance in all social science research as Babbies (2003) observes, because often researchers have to come into intimate contact with their subjects. Some of the ethical principles that have to be fulfilled include: getting informed consent from respondents; ensuring that there is confidentiality, avoidance of inflicting harm to the respondents; respecting the respondents, and being honest. In order to fulfil these important ethical requirements, a letter of introduction was obtained from Team leader. The letter outlined the scope and rationale of the study. Before commencing data collection at all locations, the letter of introduction was presented to the people in authority. Where the respondents did not speak English, as was the case with most parents and children, the letter was explained to the respondents in their local language by the researcher. At each research site, respondents were assured that all the information that they would provide would be kept confidentially and that it would only be used for the purposes of the study.

**Challenges encountered in the field**

There were a number of challenges that were met by the eight research officers. These included the following:

- Since the sampled schools in the eight districts were not stratified to control various variables, such as the population of pupils in those schools, we did not come up with a list and percentages of children with learning disabilities in each of the ten schools in each district as doing so would mean giving misleading and alarming percentages. This was because the head teachers did
not have a record of how many children with learning disabilities were in their schools. The few (166) who attended the FGD did not constitute the actual numbers of children with learning disabilities in the sampled schools. In the absence of a reliable data of children with learning disabilities and the type of their disability like in the case of the visually impaired children, the report could not come up with any list of such children (see Figure 13 below). Besides, putting pupils ‘names in the report could have been against ethical issues agreed upon by the respondents in this study.

• The duration planned for the field work of ten days did not prove practicable. In the first place, because of challenges in getting logistics ready for the teams to travel, the district officers could not start the field work on the same date. The delay pushed the research period to enter the general election week.

• Many of the assistant research officers (data collectors) were involved in the conduct of the general elections, some as returning officers. This meant that during that week data collection was completely put off.

• Difficulties in sending the research findings to Lusaka were experienced. The research assistants could not bring to Lusaka the filled in instruments after data collection as this undertaking required funding. The remaining option was to send the research instruments by public transport (Mazhyandu bus, in the case of Southern province).

• Poor staffing in some cases meant that one teacher was interviewed for both grade 1 and grade 4 instead of two. This may explain why only 124 teachers were interviewed instead of 160.

• Some head teachers were not on station at the time of data collection. This may explain why only 75, instead of 80 head teachers were interviewed.

• Organizing pupils for Focus Group Discussion was difficulty on the Copper belt as data was collected during the holidays when schools were on holiday save one centre which had activities during the week of the visitation. This may explain why only 58 FGDs were conducted instead of the projected 80.

• Organising parents for the interviews and possible focus group discussions proved to be a challenge as most of people were in the election mood and busy with voting issues. Only 61 focus group discussions with parents were conducted instead of the projected 80.
• Transporting the research findings and instruments to Lusaka proved to be a challenge as no logistics were put in place. Public transport was the last resort, though with a cost as some envelopes could not be found in good time.

• Some data collectors expected more than the small allowance given to them and this took some negotiation over some valuable time. This was more pronounced with one town in the Southern province.

• Poor staffing in some schools. In some schools, there were only untrained teachers handling some grades and such teachers could only supply scanty information. This was the case with a number of community schools in some districts.

• Poor management of school data such as attendance registers, number of pupils with learning challenges. So it proved difficult to get some data out of them.

• In a number of schools screening mechanism for learners with learning challenges e.g. sight and hearing impairments were not there as school head teachers only depended on parents to alert them.

• Absenteeism of key informants (heads and teachers) attending funerals or chasing salaries. This led to teams returning to some schools on the second day thereby cutting on time for other schools and in some cases data collectors failed to go back to those schools.

• Lack of proper information on learners with learning disabilities and staffing levels since no such records are kept by some schools.

• Ignorance or lack of knowledge on the part of teachers on pupils with visual impairment resulting in sending pupils seeming unable to read properly to the front of the class as if they were all short sighted (one solution approach).
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF FINDINGS

This section presents the findings of the study. The findings are presented based on six broad themes. The first theme deals with biographical information reflecting nature of school and impairment. In the second part, we present school factors highlighting aspects such as; availability of specialised teaching and learning materials, classroom factors such as class size, teaching and intervention strategies, teacher qualification, and attitudes of teachers and pupils towards visually impaired learners. Issues relating to assessment of pupils are dealt with in the third part. The fourth part presents community factors reflecting family involvement, community participation and awareness, and community attitudes towards children with visual impairments. Section five deals with monitoring and evaluation whereas section six deals with issues of policy. In order to make the report easier to follow, the presentation and discussion of findings have been combined based on the main areas of focus as outlined above. Both quantitative and qualitative data have been presented simultaneously. Responses from the qualitative data have been used to consolidate the quantitative findings.

Leadership/governance structure for inclusive learning in the Ministry of Education, Science and Vocation Training (MoESVT)

The study established that there is leadership/governance structure to oversee the implementation of inclusive education as seen from the figure below. At all levels of the education system, (MoESTV head quarters, provincial centers, district and school levels, see Fig. 11 below) there is a provision of an official in charge of special education. At district level, this responsibility is under the charge of Education Standards Officers (Special). What the study found out was that the structure does not work as effectively in some districts as expected. In most districts, the ESO (Special) is also given the Distance and Open Learning portfolio. Consequently, during school monitoring visits, most of the officers designated to monitor the implementation of inclusive education do general work instead of focusing on the particular job assigned to them. For example, there is no reason why schools should not have a unit for children with special needs if these schools were appropriately monitored on
regular basis. Failure by schools to have a record of children with learning disabilities in their schools could be an indication of lack of monitoring and quality assurance mechanisms put in place. All schools reported that they did not have screening mechanisms which would have helped to identify children with visual impairment; hence the absence of school based numbers of children with visual impairment. It was noted that there was need to strengthen existing especially those at district and school levels.
Nature of Impairment
As already alluded to, inclusive education refers to integration of learners with various types of disabilities within the mainstream. In this study, it was imperative to capture the nature of impairment found in both government and community schools as a way of gauging the
effectiveness of inclusive education in the school setting. The national assessment report (2009), reflects six impairments namely; visual, hearing, intellectual impairment, physical disabilities, specific learning disabilities, and speech problems (MoE, 2009). These categories of disabilities have also been confirmed in the present study. The table below presents the national statistics for children with special educational needs (CSEN) by gender and province (2008).

Figure 12: Number of CSEN pupils in Grade Groups by Gender and Province (Grade 1-9)

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
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<tr>
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<td>91842</td>
<td>202115</td>
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<tr>
<td>Provinces</td>
<td></td>
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<td>7491</td>
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<tr>
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<td>11130</td>
<td>22416</td>
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<tr>
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<td>9367</td>
<td>32570</td>
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<tr>
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<td>8562</td>
<td>7970</td>
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</tr>
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<td>11521</td>
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<td>16401</td>
<td>34653</td>
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<tr>
<td>SOUTHEN</td>
<td>12046</td>
<td>11647</td>
<td>23693</td>
</tr>
<tr>
<td>WESTERN</td>
<td>10633</td>
<td>9692</td>
<td>20325</td>
</tr>
</tbody>
</table>

The table above clearly shows that there is a substantial number of children with special educational needs on the Copper belt (22,416) and Southern Province (23,693) compared to Lusaka which only had 11,521. It must be noted that these figures include community schools as well. However, the present study revealed a small proportion of children with special educational needs in the sampled community schools in Southern and Copper belt provinces respectively. Regarding children with visual impairments, the study has revealed that there were a total of 166 in the selected community schools that is 99 boys and 67 girls. Of the visual conditions that were mentioned, low vision
was the commonest. However, statistics were not provided of children with low vision, total blindness or partial sight. It was revealed during this study that the known screening centres for children with learning disabilities were those at the University of Zambia and at the University Teaching hospital. Although the law provides for the establishment of Units for children with learning disabilities in all learning institution, this is not done.

Figure 13: Number of learners with various types of visual impairments in the sampled schools

<table>
<thead>
<tr>
<th>VISUAL IMPAIRMENT</th>
<th>BLINDNESS</th>
<th>LOW VISON</th>
<th>PARTIAL SIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 schools in the sampled 8 districts</td>
<td>166 (99 Boys &amp; 67 girls)</td>
<td>Number unknown but fewer than those with low vision</td>
<td>Number unknown but more than the blind</td>
</tr>
</tbody>
</table>

Due to lack of diagnostic measures it was not possible to come up with figures of children with particular visual impairments. Even where an attempt was made to come up with estimates, such figures were found to be unreliable, and therefore, not reflected in the table above nor in the appendices.

This may be an indication that even when children are identified as visually impaired, the details of the nature of their visual impairment are not communicated to the teachers in the field. This low representation in the sampled schools of children who are totally blind could be as a result of absence of appropriate provision for these children within community schools. Since community schools are meant to increase access to education to children by bringing schools closer to the community, it was envisaged that there would be a high percentage of children with special educational needs particularly those with visual impairments. The findings have shown that in the 80 schools sampled, there were children with various disabilities as indicated in the figure below:
Although no statistics have been provided to segregate levels of visual impairment, the findings have shown that there is low representation of children who are totally blind (no statistics were provided). Thus, the low representation of children with visual impairments particularly those who are totally blind in the sampled community schools may be an indication that these children have limited access to education.

However, on whether children with visual impairments learn together with non disabled pupil in the same classrooms, the study revealed that most of the schools are implementing inclusive schooling. Specifically, 82.5 indicated that their schools integrated children with visual impairments and only 17.5 percent did not have children with visual impairments as can be seen in the Figure 6 below:
Figure 15: Results showing that children with visual impairments do learn together with those without

However, with the absence of specialized learning and teaching materials, lack of trained teachers in teaching children with SEN, and in particular, children with visual impairment, it is hard to know if quality inclusive education really takes place. We can conclude that if inclusive education is the physical presence of disabled students within the classroom, then the visually impaired children are receiving inclusive education. However, if inclusive education means all children participating in a full range of classroom activities, then these children may not be receiving inclusive education but merely experiencing inclusive presence in these classrooms.
Although there was no segregation of numbers of children with learning disabilities at school level, Figure 15 above gives a rough picture of which district in the sampled districts seems to have a large number of learners with learning disabilities. For example, Monze followed by Mufulira and Livingstone seem to have more children with visual, mental and hearing disabilities than Kalomo with the least. Mazabuka district seems to have the highest number of children with visual impairment disabilities only followed by Choma. Ndola district, on the other hand, seems to have the highest number of mentally disenabiled children compared to other districts.

On the importance of teaching children with visual impairments in an inclusive classroom, the school administrators and the teachers noted that inclusive education allows children with visual impairments to learn with sighted friends and this enhances their interpersonal skills. The school administrators further reaffirmed their commitment in promoting quality education for all children regardless of their abilities and disabilities.

Availability of Specialized Teaching and Learning Materials
The quality of teaching in an inclusive classroom is mainly measured by the availability of appropriate teaching and learning materials. Although children with visual impairments can learn alongside regular children in an inclusive classroom, their level of participation in the
curriculum would depend on specialized learning materials being available. As mentioned earlier, children with visual impairments use a different mode of communication particularly when it comes to print. The present study sought to establish whether schools had appropriate teaching and learning materials aimed at promoting inclusion of visually impaired learners. Specifically, it was imperative whether the schools had Braille print for the totally visually impaired and large print for children with low vision. To capture this information therefore, teachers, school administrators, and pupils were asked to indicate the availability of these materials. It was found out that few schools representing 42.5 percent indicated having teaching and learning materials transcribed into Braille whereas 57.5 percent did not have. Results are presented below:

**Figure 17:** Results of whether or not learning and teaching materials in the visited schools are transcribed into Braille

Large print materials for children with low vision were generally unavailable in all the schools. It must be assumed therefore, that children with low vision often rely on some other means of assistance from teachers or fellow learners to access print and their learning may be predominantly oral. There were no indications of children who used low vision magnification device in any of the sampled schools. Thus, when asked on whether the schools had specialised teaching and learning materials, 89.7 percent of the respondents indicated that their schools did not have specialised teaching and learning materials and only 10.3 percent indicated that their schools had specialised materials. Results are presented in the figure below:
Figure 18: Results of whether or not specialized teaching and learning materials are available in the schools

At district level, the picture of the availability of specialized learning and teaching materials as follow:

Figure 19: Availability of specialized learning and teaching materials per district

The figure above shows that the lack of specialised teaching and learning materials was more acute in the sampled schools from Ndola and Choma and slightly better off in Mufulira and Monze. Further, the study sought to establish whether the schools had resource rooms where visually impaired children could receive remedial work and access specialized equipment.
The graph below indicates that only 20 percent of the sampled schools had resource rooms whereas 80 percent did not have:

**Figure 20:** Results of whether or not schools have resource rooms with specialized equipment for the visually impaired children

The general lack of specialised teaching and learning materials for children with visual impairments was also mentioned by parents during the focus group discussions. For example, one parent at one of the community schools in Southern Province observed that:

“In accordance with the way children with visual impairments learn, they need specialised equipment, Braille and large print. These materials are not available here....”

Clearly, the importance of specialised teaching and learning materials cannot be overemphasised. Thus, the non-availability of specialised teaching and learning materials for the visually impaired in most of the sampled schools is worrisome. It is thus, not surprising that there are low percentages of children with visual impairments in the sampled community schools which might be an indication of lack of capacity for these schools to accommodate individual needs of learners with visual impairments. Some teachers observed that there was need to furnish all schools with equipment and learning facilities for teaching and learning that will accommodate both disabled and non disabled children.
Class Size

Class size is another consideration in relation to quality of education being offered in Zambian schools. The introduction of free primary education in 2002 has led to an increase in class size due to large numbers of children attending school in both government and community schools. For instance, the student population has increased in community schools over the past few years. The study evaluated the suitability of classroom size. It was revealed that most of the schools visited had inadequate classroom space with children crowded in small classrooms which barely had enough space to move around. This situation was exacerbated by insufficient desks for children in most schools. The huge class sizes raise questions about the quality of education for all children but they are likely to be even more disadvantageous to children with visual impairments since they may restrict the opportunities for individual attention and the teacher may not be able to meet the individual needs of learners in an inclusive classroom. Successful inclusion for children with special educational needs, visually impaired inclusive, depends on the quality and may be quantity of individualised instruction (McWilliam et al., 2001). High quality inclusive settings should aim at promoting positive and skilled teacher/child interaction that utilises reinforcement-based and peer mediated strategies, balances the promotion of participation with promotion of independence. All this can only be achieved with conducive classroom environments. Thus, adequate space that promotes various forms of play and that are adaptable for use in a variety of learning activities is critical in an effective inclusive setting. Teachers on the other hand become more warm, sensitive and nurturing, show greater responsiveness and encouragement, and are less negative when classrooms have lower ratios.

Teacher qualification

Teacher qualification has been identified as one of the indicators of successful and quality inclusive education. The picture obtained is that there are more teachers with primary school certificates than the other qualifications. Those teachers with only seminar/workshop training are in the category of the untrained teachers. Their presence in the community schools is not a surprising phenomenon. Until recently when government started sending qualified teachers to community schools, untrained or the so-called volunteer teachers have been manning many of these community schools. The figure below shows the percentages of teachers’ qualifications in the sampled schools:
Figure 21: Professional qualification of teachers per district in the sampled schools

The picture on teachers’ qualifications at district level in the sampled schools is as shown below in figure 18:

Figure 22: Teacher Qualification per district in the sampled schools
The figure above has shown that there are more teachers with certificate qualification in Choma followed by Ndola and Mufulira schools in the sample. Monze seems to have a higher number of untrained teachers. However, this was not a stratified sample and can, therefore, not be used as the only basis for identifying teachers who have the list professional qualifications. However, it must be noted that research has shown that teachers tend to provide high quality services when they have had specialised training in special education as this would help them understand the dynamics of inclusive schooling (Katze, 1995). Effective inclusive education practices is based on knowledge about how children with diverse needs learn. To understand the learning styles of learners with visual impairments therefore, all teachers need to understand the learning modalities that these learners utilise and how best to support these children and this requires that teachers receive specialised training. The teacher qualification being one of the indicators of quality inclusive schooling and outcomes was of particular interest in this study.

Figure 23: Number of teachers trained in SEN (especially in visual impairments)

The overall picture of the training levels of the teachers in special education was that 57.5 percent had no specialised training, 25 percent had less than three teachers at the school level
with specialised training and only 17.5 percent had above three teachers with specialised training. It must be noted that most of these teachers received their specialised training through short workshops organised by SightSavers International. It is therefore, likely that the number of teachers without formal training in special education is even higher.

One parent at one of the schools in Southern Province observed that:

*Teachers are not trained, they teach such children and there is a problem of acceptance in class. We need people who have a heart for the disabled and able bodied children so that they are provided with what they need.*

What we can deduce from this picture is that, a massive number of teachers in the sampled community schools do not possess the necessary knowledge and skills required for the successful implementation of inclusive education. As Matafwali and Munsaka (2011) have aptly observed, training of teachers is an important aspect of the curriculum in that without proper training of staff, even the most comprehensive can be rendered useless. An effective teacher in the inclusive classroom thus, should possess such characteristics as:

- Efficient use of time
- Good relationships with students
- Provides positive feedback
- Provides support for the students with and without disabilities.

We must be mindful that when we consider effective teaching, we mean the work of effective teachers. There are five key behaviours for effective teaching: lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate, all of which are the teachers' responsibility. These responsibilities are evident in a regular classroom. However, in an inclusive classroom the situation is more critical because the term (inclusive) means integrating children of mixed abilities. In this situation the teachers must be especially skilled in organisation, management, appropriate teaching strategies and behaviour management among other things.

Qualification of Administrators

Related to teacher qualification is that of administrator. The study sought to establish the level of qualification for standard officers in the sampled districts. It is gratifying to note that at least 83 percent of the standard officers in the sampled districts are trained in special
education and only 17 percent did not have training in special education. Results are presented in the figure below:

Figure 24: Number of Standards Officers with Special Education Training

The high number (83%) of specially qualified standards officers found in this study was such a positive element in the sense that these administrators have an intimate knowledge of special education and would therefore be expected to spearhead the principles of inclusive schooling within their areas of supervision.

Classroom Intervention strategies
Related to teacher qualification is the teachers’ ability to utilise various intervention strategies directed towards improving the quality of learning. In the present study, teachers were asked to list some of the methods they use to assist children visual impairments in the classroom. The following were the responses from teachers:

1. Let the short sighted learners sit in front while long sighted ones sit at the back, and ensure that the classroom is well lit.
2. Give extra time and attention to such learners to finish their work.
3. Having them screened from time to time by the specialists.
5. Involve one to one teaching methods and provide more special instructions to such learners.
6. Pupils are helped by their desk mates who are not impaired
7. Through pace grouping and inclusive sitting arrangement in class
8. Allow pupils free movement, to stand up move closer to the board to see what is written there.
9. Some teachers prepare separate work on the same board for them:

**Figure 25:** Positions in class (front, middle, behind) where children sit by preference to mitigate their possible visual impairments:

When asked on where they preferred sitting in class, most of the children (86.7 percent) indicated that they preferred sitting in class. It is clear from these findings that teachers are aware of the challenges faced by learners with visual impairments in the classroom and as such they endeavour to provide supportive inclusive environments. When asked whether they knew how to read braille, 80.9 percent of the pupils indicated they did not know how to read braille and only 12.1 percent could read braille. This finding is not surprising however because the most prominent category of the identified visually impaired pupils in the sample were those with low vision who may not necessarily require braille print.

Screening of visual impairments

Assessment is a vital component in inclusive schooling. Assessment if properly conducted would help teachers understand the nature of visual impairments, learning styles that children with visual impairment utilise, and improve educational programmes. The issue of assessment or screening for visual impairments was therefore, considered to be cardinal in the present study:
Figure 26: Results showing whether or not children are screened for SEN before admission

The overall picture with regard to screening of children was that 57.5 percent of teachers indicated that they screened children at admission, whereas 42.5 percent said they did not conduct any screening. When asked on who identifies children with visual impairments, the following were the responses obtained from school administrators:

(i) Teachers
(ii) Health personnel
(iii) Parents
(iv) The primary reading program coordinator

Some of the teachers indicated they had received training on basic screening techniques from Sight Savers International. The teachers observed that these basic skills were useful in identifying children who might be having low vision. They, however, observed that it was difficult for them to determine the nature of visual impairments. This information is cardinal if teachers are to provide effective teaching strategies for the identified children. It is also clear from the findings that a good number of community schools (42.5 percent) do not have any screening taking place. Clearly, inclusive schools should be seen as an avenue for early identification practices for children with various types of visual impairments so that the secondary effects of the condition can be ameliorated through systematic appropriate intervention. The figure below shows that at district level in the sampled schools, many
schools do not have the screening abilities to identify children with SEN before they are enrolled into school:

Figure 27: Schools that conduct assessment for identification of SEN children

Figure above shows that the majority of the schools in the sample did not have the capacity to screen their learners before they are enrolled into school with the highest being Choma and Ndola. This is a contradiction to the earlier position as illustrated in Figure 22 which gave a much more positive picture (57.50%) on whether schools screen children for visual impairment before admission. The other findings suggest that schools do not conduct screening sessions at admission time or ever at all as learner responses indicate.

When learners were asked as to when their visual impairment was discovered, they stated the following:

- In class when I failed to read letters or words far from me
- At home when I discovered my eyes were itching when I looked at the TV
- When I was about three years old.
- When I was five months old as told by my mother.
- When I failed to see while sitting near the board
- At five years as told by my parents
- At 7 years old when I could not see on the board
At 9 years old when eyes started appearing red.

When my eyes starting paining

When I could stumble on objects and failing to find the way home especially in the evening

I was born with the problem.

These comments given by pupils show that schools do not conduct screening sessions when enrolling children to find out various special education needs children may have. It is also clear that there is no individualised assessment to evaluate academic achievement of learners with visual impairments. Clearly assessment of cognitive skills will provide a guide for appropriate school placement.

Further, findings have shown that parents also find it a challenge to identify children with visual impairment especially the low vision and partial sight. However, there are more parents who discover the learning difficulties of their children at birth or few months after birth:

Figure 28: When parents discover the disability of their children/child.

The figure above shows that parents may need some help and support to maintain regular checks for their children for learning disabilities like low vision and partial sight. Parental education may be considered as a viable intervention here through community sensitization programmes
Attitudes of pupils in an inclusive school towards the visually impaired

One of the most important factors for the successful inclusion of pupils with disabilities into regular classes is the attitudes of teachers, parents/community and fellow pupils towards them and their disability. This is an important factor in the sense that if the school and the wider community are not welcoming to learners with diverse needs, then the tenets of inclusive education may be merely rhetoric. In the present study it was imperative to establish the attitudes of teachers, parents/community, and fellow pupils vis-à-vis inclusive education. This, we felt, was an important indicator to measure the effectiveness of inclusion of learners with visual impairments. This study reveals a positive trend in teachers’ attitudes, learners’ attitudes, and community attitudes towards inclusion as presented in the figures below:

Figure 29: Attitudes of children towards other children with visual impairments:

Teachers and school administrators were asked to rate the attitude of ordinary pupils in the sampled schools towards learners with visual impairments. 57.5 percent of the respondents indicated that the attitude is positive and supportive, whereas 42.5 percent did indicate that the attitude is negative and not supportive. It is clear from these findings that the school environment has mixed reactions towards inclusion of children with visual impairments in the regular school. Notwithstanding these mixed attitudes however, those teachers who indicated the attitudes as being positive and supportive cited the followings behaviours among the more abled children towards their visually impaired counterparts:
Disability children don’t feel left out in class and school as they are not discriminated against, they get accepted by other children and play together.

All children are learning together without segregation.

Sitting together and helping them during lessons in class and outside they play together.

By holding and helping them to walk especially those with crutches outside class.

They read stories for them in class and play with them outside class.

Help them to write correct spellings and word reading in class while outside, they allow them to participate in the games they are playing.

To synthesise these observations by teachers, we further asked the visually impaired pupils themselves on whether or not they receive any support from teachers and their fellow pupils in school. As can be seen from figure 26 below, 76.5 percent indicated they receive support and only 23.5 percent said they did not receive any support:

Figure 30: Attitudes of teachers and fellow pupils towards children with visual impairments (perceptions of children with SEN)

However, although the attitude of majority of teachers and regular pupils towards the visually impaired has been found to be generally supportive, the low percentage levels of visually impaired learners that have been revealed in the sampled schools raises some questions as to whether teachers adequately appreciate the problem of visual impairment in their learners. To this effect, we asked the school administrators on this low proportion of
learners with visual impairments despite the school environment being welcoming to them.

The school administrators observed that:

- **Parents and the community think these children cannot learn, hence they don’t bring them to school.**
- **Children are not brought to school by parents and have no means to be in school.**
- **Fear of victimization especially being laughed at by friends and parents tendency to feel that their children cannot learn**
- **Poverty and negative attitude from parents and the community**
- **Their parents are financially hit, they do not encourage their children to go to school and mostly they have a negative attitude about the education of the visually impaired.**
- **Communities do not know that such children can learn adequately and contribute to the development of our country.**
- **They always underrate them that they cannot make it in life.**

Below is a picture at district level on attitudes exhibited towards children with visual impairments by the more able learners given by teachers and school managers:

**Figure 31: Attitudes of other children toward visually impaired children**

![Attitude of other children to visually impaired children in class per district](image)

Generally, a positive attitude is presented towards those with visual impairment, especially in the sampled schools in Choma, Livingstone, Monze and Mufulira. In all the eight districts there is still a considerable proportion of more able learners passing negative comments to the visually impaired learners.

When visually impaired learners themselves were asked about their fellow pupils’ attitudes towards them, 98% said it was very negative: The following were the common responses:

- **They laugh at me and never help me**
They mock me all the time
Others help me but many do not help

We further asked the parents on whether they were aware of any children with visual impairments within their local communities and figure 16 below explains:

**Figure 32: Children with visual impairments in the community but not in school**

As can be seen from the figure above, 60 percent of the parents indicated they were aware of several children with visual impairments who are not in school and only 40 percent said they were not aware. Clearly, this is a worrisome picture in that it indicates that a number of children with visual impairments do not have access to education despite the schools being situated within their vicinity. Education is so fundamental to an individual and should therefore be seen as a human right to all citizens regardless of their abilities and disabilities. This therefore, calls for concerted efforts on the part of the schools and other stakeholders to sensitise the community awareness on the plight of children with visual impairments, importance of their education, and on the availability of appropriate facilities within their communities. There is also need to cultivate trust in parents about the benefits of inclusive education by strengthening parental and community involvement. Mandyata (2011) has observed that the success of inclusive education practices in regular primary schools much depended on several factors including but not limited to; need for competent teaching personnel, availability of adequate and appropriate instructional resources, ability to identify, assess, and provide focused intervention to all children and promotion of high level parental involvement in the learning of pupils in regular primary schools.
Figure 33 below shows visually impaired children not at school in communities near sampled schools:

Figure 33: Visually impaired children not at school in communities near sampled schools per district

![Bar chart showing visually impaired children not at school per district](image)

The figure above shows that in almost all schools in the sampled districts, with Choma leading, teachers and administrators were aware of children with visual impairments not in school. However, it was difficult to come up with an estimated number of these children. A much more focussed kind of census would be required among the communities surrounding the target schools and this would require more time than was available for this study.

**Community participation**

Community participation is of critical nature for successful inclusion of learners with special educational needs within the school system as well as the community structures. This is simply because children spend most of their time in the community than they do at school. Thus, successful integration of learners with visual impairments can only be achieved when there is a strong home-school relationship as this would yield a wide range of commitments and benefits which might include among others; awareness and sensitisation and attitude change. This would in turn enhance integration of these learners into society.

The study aimed at establishing the level of community participation in inclusive schooling and the nature of participation. Particularly, we were interested in establishing the attitude of
the wider community towards children with visual impairments. The parents were asked to rate the attitude of the community as to whether or not it is negative:

Figure 34: Attitudes of members of community towards children with visual impairments (perceptions of parents with children with SEN)

The figure above shows that most of the parents (55.7 percent) indicated that the attitude is generally positive while 44.3 percent indicated the attitude is negative. However, 44.3% is still too high a figure to encourage community members send their visually impaired children to school. Below are some of the sentiments reportedly said by some community members towards visually impaired children in their communities:

*Iwe mpofu ufuna chiyani kuno?* (you blind, what do you want here)

*Uyu sangapite kusukulu ali mpofu. Palibe chamene angaphunzire* (This one cannot go to school because he is blind. There is nothing he can do at school)

*Sangapite kusukulu. Kulibe mateacher ophunzitsa ana osapeny*a (This one cannot go to school because there are no teachers at this school who can teach blind people)

On community participation, the study revealed varied levels of community participation. Some school administrators observed that community members were actively involved in the construction work and payment of the minimal fees required by school managents. However, none of this participation related specifically to the challenges of inclusive schooling or support to visually impaired children.
**Policy on Inclusive Education**

On whether the policy on inclusive education was effectively being implemented, the school administrators observed that while the policy was important in bringing the disabled and non-disabled children together, the schools were facing a lot of challenges in effectively implementing the programme. The school administrators and the Standards officers who participated in this study echoed the views of the teachers that community schools lacked appropriate facilities and qualified teaching personnel to support successful implementation of inclusion.

Commenting on the policy on inclusive education, one head teacher made the following observations:

*Inclusive education cannot work well because disabled children learn slowly and they need more time and specialized equipment like magnifiers than others. Also most teachers are not trained to handle able bodied children not those impaired ones.*

Mandyata’s (2011) study revealed a significant relationship between school infrastructure, learning resources to teacher acceptance of pupils with disabilities in the sampled regular schools in Kasama District of Northern province. Kasonde-Ngandu and Morbeg (2001) further observed that there is need for qualified teachers, workable policies on inclusive education, positive attitudes and high level of parental involvement for inclusive education to be successful.
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

This section presents a summary of findings of this study and the recommendation thereof. The recommendations have been presented under the following categories; child factors reflecting nature of impairment, school factors highlighting aspects such as; availability of specialised teaching and learning materials, class size, classroom intervention strategies, teacher and pupils attitudes, teacher qualification, assessment of visual impairments, community participation, and policy issues. In order to make the findings easy to follow, we present strengths, weaknesses and recommendations.

The study aimed at determining the effectiveness of inclusive education in community schools and to further establish measures that have been put in place to allow children who are blind and those with low vision to be successfully educated in local primary schools. The study further sought to highlight the attitudes of pupils, teachers and the community towards inclusion of learners with visual impairments.

Strengths
The study found a number of practices that promote inclusion of learners with visual impairments. However there were variations across the schools.

- The existence of the structure at all levels of the education system is strength enough as it is a starting point for any intervention.

- Nature of Impairment. The study found various categories of disabilities in the sampled schools such as visual impairments, hearing impairments, physical disabilities, intellectual disabilities, specific learning disabilities.

- Nature of visual impairments. The study found that the most prominent visual impairment was low vision and few children were totally blind.

- Implementation of inclusive schooling. Generally all the schools visited were found to embrace inclusive education practices although there were variations in the quality of education being provided.

- Classroom intervention strategies. Teachers were found to be using proactive interventions strategies aimed at meeting the needs of learners with visual
impairments. For instance, making learners with low vision sit in front and sometimes preparing separate work for learners with visual impairments.

- Generally, performance of visually impaired learners was rated as being satisfactory.

- Attitudes towards learners with visual impairments. The attitudes of teachers, pupils and the community towards learners with visual impairments were generally found to be positive.

- Community participation. The study found out that communities were actively involved in inclusive education activities.

- It would also have been interesting if you had discussed this issue with the visually impaired students and their sighted peers.

**Weaknesses**

The study also revealed a number of challenges in the implementation of inclusive education which included among others the following:

- Teacher qualification. There is a serious shortage of specialist teachers in community schools, fact which does not favour the promotion of inclusive education.

- There are lots of challenges that teachers are facing in the process of inclusion. They are expected to be ‘a solution’ for any kind of situation that might come up in an inclusive classroom and be competent to respond to it efficiently. Teachers are also expected to differentiate curricula to suit each student’s needs. Besides this, loads of administrative work creates extra pressure for the teachers. The results of this study also indicate many concerns that teachers have in the process of inclusion such as:

  5. Lack of specialised teaching and learning materials.
  6. Few schools had materials printed in Braille.
  7. There was an absence of large print for learners with low vision.
  8. Large class sizes, an element which does not support effective implementation of inclusive education.

- Number of visually impaired children out of school. The study revealed that a large number of children with visual impairments especially those who are totally blind are out of school. Clearly, this is an indication of lack of awareness among the parents and community members on the importance of education for learners with visual
impairments. It would also reflect lack early identification procedures at the community and school levels.

- Lack of policy implementation framework. While the national education policy (Educating our Future) supports inclusion of learners with disabilities within the mainstream, there seems to be a general lack of implementation framework to guide the teachers in the field.

- Although this study explored this subject with the teachers, it would have been good if the study had included classroom observation to observe some lessons to see if the visually impaired children really were interacting with their sighted peers.

- The study should have included the visually impaired children with the normal ones in the Focus Group Discussion to hear what the so-called normal children would have said on the negative attitude some children with visual impairment said were experiencing from the other children.

**Recommendations**

**Teaching and Learning**

- In order for inclusive education to be effectively implemented, there is need for specialist trained and qualified teachers. At most of the schools visited, there were few teachers with formal training and out of these, only a few had undergone training in special education. Thus, there is need for the Ministry of Education to equitably deploy qualified teachers in community schools if quality education is to be realised. Access to free quality education is the key to the uniquely Zambian promise of equal opportunity for all. This promise was extended to all children regardless of their abilities and circumstances with the declaration of Free Primary Education in 2002. Therefore, the absence of specially trained teachers in community schools is tantamount to denying access to education for children various types of impairments.

- If nothing is done to improve the training of teachers in SEN and the provision of specialised teaching and learning materials, inclusive education will merely be the physical presence of disabled students within the classroom without participating in any range of classroom activities. As long as children are not participating in a full range of classroom activities, then these children cannot be said to be receiving inclusive education at all.

- However, if inclusive education means all children participating in a full range of classroom activities, then these children may not be receiving inclusive education.
Further, teaching in an inclusive classroom is a challenge for teachers who are accustomed to teaching in the regular classroom because of the diverse needs of learners with disabilities. It therefore, becomes imperative to provide teachers with specialised in-service training to enable them effectively handle individual needs of learners in inclusive classrooms.

Lack of specialised teaching and learning materials was the general outcry at almost all the schools visited. There is need to recognise a significant relationship between teaching and learning resources with effective implementation of inclusive education for learners with diverse needs. Adequate supply of specialised teaching and learning materials such as Braille and large print would definitely enhance inclusion of learners with visual impairments.

Related to the above is the need for resource rooms at the school level. Resource rooms enable learners with disabilities access services over and above what is provided in the classroom.

Class size is another hurdle in the effective implementation of inclusive education. At most of the schools visited, it was found that the classes were too large to allow the much needed interaction between teachers and pupils. This was mainly as a result of inadequate infrastructure. It is therefore, recommended that infrastructure expansion by the Ministry of Education be extended to community schools if equitable access to quality education is to become a reality Zambia.

There is need for routine screening of visual impairments at the community and school levels so that children with visual impairments can be identified at an early age and receive appropriate intervention. Routine screening is also important in establishing the nature of visual impairments such as low vision and blind. Currently, teachers are not able to differentiate among other things, the levels of visual impairments. This in turn creates challenges in the providing appropriate intervention for the identified children.

There is need to conduct classroom observations to see if children with visual impairments are able to interact freely with the rest of the class. This was beyond the perimeters of this research.

Community participation

While community participation was found to be generally satisfactory, the study revealed lack of community awareness and sensitisation on visual impairments.
This was evidenced by a number of respondents who indicated they were aware of children with visual impairments within their communities who were out of school. There is need to establish a strong linkage between the school and community so that parents are sensitised on the importance of education for the visually impaired and the availability of services at the school level. This community-school linkage would also enhance early identification of children with visual impairments.

- Parents should also be provided with basic knowledge on the developmental patterns of children with visual impairments so that they are involved in stimulating their children through play. This is also to ensure that there is harmony and continuity in what children learn at school. Parents would also be involved in school activities such as home work if they were empowered with necessary knowledge and skills.

**Policy implementation**

- While the national policy aspires to have children with disabilities in the mainstream, there seems to be no clear implementation framework of how this aspiration would be achieved at the school level. The lack of a well coordinated implementation framework casts a lot of challenges in the effective implementation of inclusive education especially for children like the visually impaired whose learning modalities substantially differ from the other children in class.

- The Ministry of Education with the help of other stakeholders should therefore, ensure that there is a harmonisation of the special education policy with a well defined implementation roadmap. In the absence of a well coordinated policy implementation framework, the principles and tenets of inclusive education would merely be rhetoric.
REFERENCES


Kalabula, D.M (2007), Special Education in Zambia. Lusaka: ZEPH


Ministry of Education (1992), Focus on Learning. Lusaka: ZEPH


APPENDICES

Appendix 1: Interview guide for Head teachers

ZAMBIA OPEN COMMUNITY SCHOOLS/SIGHTSAVERS

SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS IN SELECTED DISTRICTS OF SOUTHERN AND COPPERBELT PROVINCES

INTERVIEW GUIDE FOR HEAD TEACHERS

1. PROVINCE

2. DISTRICT

3. NAME OF SCHOOL

4. AGE

5. GENDER
   MALE [ ] FEMALE [ ]

6. QUALIFICATIONS
   DEGREE

   DIPLOMA LEVEL TRAINING
   CERTIFICATE LEVEL
   WORKSHOP TYPE TRAINING

7. IS THE HEAD TRAINED IN SPECIAL EDUCATION (YES/NO)

8. IF YES TO 4, WHICH INSTITUTION

9. IF YES TO QUESTION 4, WHAT QUALIFICATION/DURATION?

10. NUMBER OF TEACHERS

11. NUMBER OF TEACHER WITH SOME TRAINING IN SPECIAL EDUCATION
   A. DIPLOMA LEVEL TRAINING
   B. CERTIFICATE LEVEL
   C. WORKSHOP TYPE TRAINING

12. TOTAL ENROLMENT OF PUPILS
   A. BOYS
   B. GIRLS

13. ARE THERE CHILDREN WITH SPECIAL EDUCATION NEEDS?

14. ARE THERE CHILDREN IN YOUR SCHOOL WITH VISUAL IMPAIRMENTS?

15. List the types of disabilities found among your school children

16. TOTAL NUMBER OF PUPILS WITH VISUAL IMPAIRMENTS
   A. BOYS
   B. GIRLS

17. DO YOU SCREEN CHILDREN AT ADMISSION STAGE TO IDENTIFY THE VISUALLY IMPAIRED?

18. HOW ARE THESE CHILDREN IDENTIFIED

19. WHO IDENTIFIES THESE CHILDREN WITH VISUAL IMPAIRMENTS IN SCHOOL

20. DO CHILDREN WITH VISUAL IMPAIRMENTS LEARN TOGETHER WITH OTHERS IN THE SAME CLASSROOM?

21. HOW WOULD YOU DESCRIBE THE ATTITUDE OF TEACHERS TOWARDS THESE CHILDREN?
   A. Positive
   B. NEGATIVE
C. SUPPORTIVE
D. NOT SUPPORTIVE

22. LIST DOWN SOME OF THE STRATEGIES TEACHERS TO HELP CHILDREN WITH VISUAL IMPAIRMENTS IN AN INCLUSIVE CLASS

23. DOES THE SCHOOL HAVE A RESOURCE ROOM WITH SPECIALISED EQUIPMENT?

24. IF THE ANSWER IS YES, NAME THE EQUIPMENT AVAILABLE

25. IS THE SPECIALISED EQUIPMENT ADEQUATE TO CARTER FOR ALL THE CHILDREN WITH VISUAL IMPAIRMENTS? YES [ ] NO [ ]

26. IS THE TEACHING AND LEARNING MATERIAL TRANSCRIBED INTO BRAILLE?

27. WHAT IS THE ATTITUDE OF THE OTHER CHILDREN TOWARDS THEIR COLLEAGUES WHO ARE VISUALLY IMPAIRED?
   A. POSITIVE
   B. NEGATIVE
   C. SUPPORTIVE
   D. NOT SUPPORTIVE

28. LIST DOWN WAYS IN WHICH THE OTHER CHILDREN SUPPORT THOSE WHO ARE VISUALLY IMPAIRED IN:
   A. IN CLASS
   B. OUT OF CLASS BUT IN SCHOOL

29. ARE THERE VISUALLY IMPAIRED CHILDREN IN THE COMMUNITY AROUND THE SCHOOL WHO ARE NOT IN SCHOOL?

30. WHAT NUMBER DO YOU ESTIMATE THESE CHILDREN NOT IN SCHOOL COULD BE?

31. WHAT COULD BE SOME OF THE REASONS WHY THESE CHILDREN ARE NOT IN SCHOOL?

32. DO YOU BELIEVE THAT THE POLICY OF INCLUSIVE EDUCATION IS WORKING TO THE BENEFIT OF THE VISUALLY IMPAIRED CHILDREN IN YOUR SCHOOL?

33. IF THE ANSWER IS YES, GIVE REASONS FOR THE SUCCESS IN YOUR SCHOOL

34. IF THE ANSWER TO (24) IS NO, GIVE REASONS WHY IT IS NOT WORKING IN YOUR SCHOOL

35. WHO COORDINATES THE EDUCATION OF VISUALLY IMPAIRED CHILDREN AT THESE LEVELS?
   A. NATIONAL LEVEL
   B. PROVINCIAL LEVEL
   C. DISTRICT LEVEL
   D. SCHOOL LEVEL
   E. CLASS LEVEL

36. WHO MONITORS THE EDUCATION OF VISUALLY IMPAIRED CHILDREN FROM THESE LEVELS?
A. NATIONAL LEVEL

B. PROVINCIAL LEVEL

C. DISTRICT LEVEL

D. SCHOOL LEVEL

37. DO YOU MAINTAIN RECORDS OF PROGRESS / PERFORMANCE OF VISUALLY IMPAIRED CHILDREN IN YOUR SCHOOL?

38. IF THE ANSWER IS YES, WHAT IS THE GENERAL PICTURE OF PERFORMANCE OF THESE CHILDREN?
   A. GOOD
   B. NOT GOOD
   C. AS GOOD AS THE OTHER CHILDREN
   D. NOT AS GOOD AS THAT OF OTHER CHILDREN

39. DO YOU HAVE A SCHOOL POLICY THAT GUARANTEES GOOD LEARNING ENVIRONMENT FOR VISUALLY IMPAIRED AND OTHER SPECIAL EDUCATION NEEDS CHILDREN IN YOUR SCHOOL?

40. STATE THE POLICY HERE BRIEFLY

41. WHAT IS YOUR ASSESSMENT OF THE ATTITUDE OF THE COMMUNITY AROUND THE SCHOOL TOWARDS CHILDREN WITH SPECIAL EDUCATION NEEDS IN GENERAL AND VISUALLY IMPAIRED CHILDREN IN PARTICULAR?
   A. POSITIVE
   B. NEGATIVE

42. WHAT REASONS DO YOU HAVE FOR THE ANSWER IN (33)?

ANY OTHER COMMENT YOU MAY HAVE ON THE PLIGHT OF CHILDREN WITH VISUAL IMPAIRMENTS AND CHALLENGES HEAD TEACHERS FACE IN DEALING WITH TEACHERS HANDLING CHILDREN WITH IMPAIRMENTS AND WITH PUPILS THEMSELVES

43. ________________________________

THANK YOU
Appendix 2: Interview guide for Grade 1 teacher

ZAMBIA OPEN COMMUNITY SCHOOLS/SIGHTSAVERS

SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS IN SELECTED DISTRICTS OF SOUTHERN AND COPPERBELT PROVINCES

INTERVIEW GUIDE FOR TEACHERS

1. PROVINCE

2. DISTRICT

3. SCHOOL

4. PROFESSIONAL QUALIFICATION

5. ARE YOU TRAINED IN SPECIAL EDUCATION

6. IF THE ANSWER IS YES WHAT FORM OF TRAINING WAS IT AND WHERE?
   A. DEGREE
   B. DIPLOMA
   C. CERTIFICATE
   D. WORKSHOP/SEMINAR

7. WHAT INSTITUTION

8. DO YOU HAVE CHILDREN WITH SPECIAL EDUCATION NEEDS IN YOUR CLASS?

9. IF THE ANSWER IS YES, WHAT TYPES OF DISABILITIES ARE REPRESENTED IN YOUR CLASS?
   A. VISUAL
   B. MENTAL
   C. PHYSICAL
   D. OTHER

10. HOW MANY VISUALLY IMPAIRED CHILDREN DO YOU HAVE IN YOUR CLASS?

11. CAN YOU CATEGORISE THOSE CHILDREN (GIVE NUMBERS)?
   A. BOYS
   B. GIRLS
   C. LOW VISION
   D. PARTIALLY IMPAIRED
   E. TOTALLY BLIND

12. DOES THE SCHOOL CONDUCT ASSESSMENT TO IDENTIFY CHILDREN WITH DISABILITIES? YES [ ] NO [ ]

13. IF THE ANSWER IS NO, HOW DO YOU IDENTIFY THE VISUALLY IMPAIRED CHILDREN? WHAT SIGNS DID THEY EXHIBIT?

14. WHAT IS THE ATTITUDE OF THE OTHER CHILDREN IN CLASS TOWARDS THE VISUALLY IMPAIRED CHILDREN?
   A. POSITIVE
   B. NEGATIVE
   C. SUPPORTIVE
   D. NOT SUPPORTIVE

15. WHAT IS THE ATTITUDE OF THE VISUALLY IMPAIRED CHILDREN AMONG THEIR COLLEAGUES IN CLASS?
   A. POSITIVE
   B. NEGATIVE

16. WHAT CHALLENGES DO THE VISUALLY IMPAIRED CHILDREN FACE IN CLASS?

17. WHAT STRATEGIES DO YOU USE TO ACCOMMODATE THE VISUALLY IMPAIRED CHILDREN DURING YOUR LESSONS?

18. WHAT CHALLENGES DO YOU FACE IN SUPPORTING CHILDREN WITH VISUAL IMPAIRMENTS IN YOUR CLASS?

19. DO YOU ADEQUATE TEACHING AND LEARNING MATERIALS FOR CHILDREN WITH VISUAL IMPAIRMENTS?

20. IF THE ANSWER IS YES, NAME THE MATERIALS AVAILABLE
21. WHO COORDINATES THE EDUCATION OF VISUALLY IMPAIRED AND OTHER SPECIAL EDUCATION CHILDREN IN YOUR SCHOOL? _____________________________________________

22. ARE YOU AWARE OF ANY VISUALLY IMPAIRED CHILDREN IN THE COMMUNITY AROUND THE SCHOOL WHO ARE NOT IN SCHOOL? -----------

23. HOW MANY WOULD YOU ESTIMATE THEM TO BE IN NUMBER? ----------

24. DO CONDUCT AWARENESS ACTIVITIES TO SENSITISE THE COMMUNITY ON THE IMPORTANCE OF EDUCATION FOR THE VISUALLY IMPAIRED? ..........

25. WHAT ATTITUDES ARE THERE AMONG COMMUNITY MEMBERS AROUND THE SCHOOL TOWARDS CHILDREN WHO ARE VISUALLY IMPAIRED?
   A. POSITIVE---------------------------------------------------------------
   B. NEGATIVE---------------------------------------------------------------

26. GIVE REASONS FOR YOUR ANSWER IN 25 ABOVE

27. GIVE EXAMPLES OF SUPPORT, IF ANY, THAT COMMUNITY MEMBERS GIVE TO CHILDREN WHO ARE VISUALLY IMPAIRED ---------------------------------

28. HOW MANY TEACHERS IN YOUR SCHOOL HAVE SOME TRAINING IN HANDLING CHILDREN WITH VISUAL IMPAIRMENTS------------------------

29. DO YOU BELIEVE THAT THE POLICY OF INCLUSIVE EDUCATION IS WORKING WELL IN YOUR:
   A. CLASS---------------------------------------------------------------
   B. SCHOOL---------------------------------------------------------------

30. IF THE ANSWER IS NO, LIST SOME OF THE CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION? ...........................................

31. DO YOU BELIEVE THAT CHILDREN WITH VISUAL IMPAIRMENTS HAVE THE SAME OPPORTUNITIES TO LEARN AMONG THEIR FRIENDS IN YOUR CLASS? ------------------

32. ANY OTHER COMMENT YOU MAY HAVE ON THE PLIGHT OF CHILDREN WITH VISUAL IMPAIRMENTS AND CHALLENGES TEACHERS FACE IN DEALING WITH THEM IN INCLUSIVE LEARNING CLASSES

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Appendix 3: Focus Group Discussion guide for Grade 4 Pupils

ZAMBIA OPEN COMMUNITY SCHOOLS/SIGHTSAVERS

SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS IN SELECTED DISTRICTS OF SOUTHERN AND COPPERBELT PROVINCES

FOCUS GROUP DISCUSSION FOR CHILDREN

DO YOU HAVE PUPILS WITH SPECIAL NEEDS IN YOUR CLASS?

NAME THE TYPE OF IMPAIRMENT YOU HAVE.

PHYSICAL: .................................................................

VISUAL: .................................................................

MENTAL RETARDATION: ...........................................

HEARING IMPAIRMENT: ...........................................

HOW AND WHEN DID YOU DISCOVER THAT YOU HAD VISUAL IMPAIRMENTS

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

WHERE DO YOU PREFER TO SIT IN CLASS?

IN FRONT [ ] AT THE BACK [ ] ANYWHERE [ ]

WHAT CHALLENGES DO YOU FACE IN CLASS?

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

DO YOU RECEIVE ADEQUATE SUPPORT FROM THE TEACHERS AND FELLOW PUPILS?

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

ARE YOUR PARENTS SUPPORTIVE ENOUGH?

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

ARE THERE SPECIALISED TEACHING AND LEARNING MATERIALS IN THE SCHOOL?

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

DO YOU KNOW HOW TO USE BRAILLE?

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

WHAT IS THE ATTITUDE OF TEACHERS TOWARDS YOU

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

WHAT IS THE ATTITUDE OF PUPILS IN THE SCHOOL TOWARDS YOU?

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

WHAT IS THE ATTITUDE OF THE MEMBERS OF THE COMMUNITY TOWARDS YOU?

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

WHAT IS THE ATTITUDE OF YOUR SIBLINGS?

DO YOU HAVE ANY SUGGESTIONS OF HOW YOUR LEARNING COULD BE IMPROVED?

.............................................................................................
Appendix 4: Focus Group Discussion guide for parents of children with visual impairments

ZAMBIA OPEN COMMUNITY SCHOOLS/SIGHTSAVERS

SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS IN SELECTED DISTRICTS OF SOUTHERN AND COPPERBELT PROVINCES

INTERVIEW GUIDE FOR PARENT

AGE [ ]
GENDER MALE [ ] FEMALE [ ]
EDUCATION BACKGROUND:
PRIMARY [ ] SECONDARY [ ] CERTIFICATE [ ] DIPLOMA [ ] DEGREE [ ]
HOW MANY CHILDREN DO YOU HAVE
BOYS [ ] GIRLS [ ]
DO YOU HAVE A CHILD WITH VISUAL IMPAIRMENTS?
YES [ ] NO [ ]
IF THE ANSWER IS YES, WHEN DID YOU DISCOVER THAT YOUR CHILD HAS A DISABILITY?
WHAT SUPPORT DO YOU GIVE TO THE CHILD?
DO YOU HELP THE CHILD WITH SCHOOL WORK?
HOW WOULD YOU DESCRIBE COMMUNITY ATTITUDE TOWARDS YOU AND YOUR CHILD?
WHAT IS THE ATTITUDES OF THE OTHER SIBLINGS TOWARD THE CHILD WITH VISUAL IMPAIRMENTS
DO YOU RECEIVE ANY SUPPORT FROM THE COMMUNITY OR ORGANISATIONS
DO YOU INTERACT WITH THE TEACHERS OF YOUR CHILD? PLEASE EXPLAIN
DO YOU THINK THE SCHOOL IS SUITABLE FOR YOUR CHILD? EXPLAIN
IF THE ANSWER IS NO, WHAT DO YOU THINK WOULD BE THE BEST SCHOOL FOR YOUR CHILD?
WHAT KIND OF SUPPORT WOULD YOU LIKE TO RECEIVE TO HELP YOUR CHILD?
DO YOU HAVE ANY FUTURE PLANS FOR YOUR CHILD?
Appendix 5: Questionnaire for Senior Standards Education officers for SEN

ZAMBIA OPEN COMMUNITY SCHOOLS/SIGHTSAVERS

SITUATIONAL ANALYSIS OF THE PROVISION OF INCLUSIVE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS IN SELECTED DISTRICTS OF SOUTHERN AND COPPERBELT PROVINCES

QUESTIONNAIRE FOR SENIOR STANDARDS’ EDUCATION OFFICERS FOR SEN

44. PROVINCE---------------------------------------------------------------------------------------------------------------------
45. DISTRICT----------------------------------------------------------------------------------------------------------------------
46. NAME OF DISTRICT/PROVINCE------------------------------------------------------------
47. IS THE STANDARDS’ OFFICER TRAINED IN SPECIAL EDUCATION (YES/NO)----------------
48. IF YES TO 4, WHICH INSTITUTION--------------------------------------------------------
49. IF YES TO QUESTION 4, WHAT QUALIFICATION/DURATION? ---------------------------------
50. NUMBER OF SEN TEACHERS IN THE DISTRICT/PROVINCE--------------------------------------

51. NUMBER OF TEACHERS IN THE DISTRICT/PROVINCE WITH SOME TRAINING IN SPECIAL EDUCATION-------------------------
   D. DIPLOMA LEVEL TRAINING INSTITUTION-----------------------------------------------
   E. CERTIFICATE LEVEL INSTITUTION------------------------------------------------------
   F. WORKSHOP TYPE TRAINING INSTITUTION---------------------------------------------------

52. TOTAL ENROLMENT OF PUPILS---------------------------------------------------------------
   C. BOYS----------------------------------------------------------------------------------
   D. GIRLS---------------------------------------------------------------------------------

53. ARE THERE CHILDREN WITH SPECIAL EDUCATION NEEDS?---------------------------------------
54. DO THE SCHOOLS SCREEN CHILDREN AT ADMISSION STAGE TO IDENTIFY THOSE WITH VISUAL IMPAIRMENTS? (YES/NO/DON’T KNOW)---
55. ARE THERE CHILDREN IN SCHOOLS WITHIN YOUR DISTRICT/PROVINCE WITH VISUAL IMPAIRMENTS?  
56. LIST THE TYPES OF DISABILITIES FOUND AMONG SCHOOL CHILDREN IN YOUR DISTRICT/PROVINCE--------
57. TOTAL NUMBER OF PUPILS WITH VISUAL IMPAIRMENTS----------------------------------------
   C. BOYS----------------------------------------------------------------------------------
   D. GIRLS---------------------------------------------------------------------------------

58. HOW ARE THESE CHILDREN IDENTIFIED-------------------------------------------------------

59. WHO IDENTIFIES THESE CHILDREN WITH VISUAL IMPAIRMENTS IN SCHOOLS IN YOUR DISTRICT/PROVINCE---------
60. WHAT IS YOUR UNDERSTANDING OF INCLUSIVE EDUCATION?----------------------------------------
61. DO CHILDREN WITH VISUAL IMPAIRMENTS LEARN TOGETHER WITH OTHERS IN THE SAME CLASSROOM?
62. WHAT IS THE ATTITUDE OF TEACHERS TOWARDS THESE CHILDREN?
   E. POSITIVE--------------------------------------------------------------------------
   F. NEGATIVE--------------------------------------------------------------------------
   G. SUPPORTIVE-----------------------------------------------------------------------
   H. NOT SUPPORTIVE--------------------------------------------------------------------
63. LIST DOWN SOME OF THE WAYS WHICH TEACHERS USE TO ASSIST THESE CHILDREN LEARN LIKE THE OTHER CHILDREN IN CLASS

64. WHAT CHALLENGES DO TEACHERS FACE IN HANDLING VISUALLY IMPAIRED CHILDREN?

65. WHAT IS THE ATTITUDE OF THE OTHER CHILDREN TOWARDS THEIR COLLEAGUES WHO ARE VISUALLY IMPAIRED?
   E. POSITIVE--------------------------------------------------------------------------
   F. NEGATIVE--------------------------------------------------------------------------
   G. SUPPORTIVE-----------------------------------------------------------------------

61
66. List down ways in which the other children support those who are visually impaired in:
C. In class
D. Out of class but in school

67. Are there children in the community around the school who are not in school?

68. What number do you estimate these children not in school could be? ------

69. What could be some of the reasons why these children are not in school?

70. Do you believe that the policy of inclusive education is working to the benefit of the visually impaired children in your school? 

71. If the answer is yes, give reasons for the success in your school

72. If the answer to (24) is no, give reasons why it is not working in your school

73. Who coordinates the education of visually impaired children at these levels?
F. National level
G. Provincial level
H. District level
I. School level
J. Class level

74. Who monitors the education of visually impaired children from these levels?
E. National level
F. Provincial level
G. District level
H. School level

75. Do you maintain records of progress/performance of visually impaired children in your schools?

76. If the answer is yes, what is the general picture of performance of these children?
E. Good
F. Not good
G. As good as the other children
H. Not as good as that of other children

77. Do you have a policy that guarantees good learning environment for visually impaired and other special education needs children in your school?

78. State the policy here briefly

79. What is your assessment of the attitude of the community around the school towards children with special education needs in general and visually impaired children in particular?
C. Positive
D. Negative

80. What reasons do you have for the answer in (35)?

Any other comment you may have on the plight of children with visual impairments and challenges head teachers face in dealing with teachers handling children with impairments and with pupils themselves

Thank you