

# CASE STUDY 2

## MALAWI (MQ)

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## Table of contents

<b>1</b>	<b>INTRODUCTION: DESCRIPTION OF THE SCHOOL AND ITS CONTEXT .....</b>	<b>4</b>
	SCHOOL BLOCKS .....	5
	THE RESOURCE ROOM.....	5
	THE HEAD TEACHER’S OFFICE.....	6
<b>2</b>	<b>MICRO LEVEL .....</b>	<b>7</b>
2.1	CONCEPT OF INCLUSIVE EDUCATION.....	7
	(a) Parents.....	7
	(b) Professionals .....	7
2.2	ACCESS.....	7
2.2.1	Specific measures .....	7
2.2.2	Material resources.....	10
2.2.3	Attitudes and Beliefs.....	11
2.2.4	Infrastructure.....	13
2.3	ACCEPTANCE .....	14
2.3.1	Specific measures .....	14
2.3.2	Beliefs and Attitudes.....	16
2.4	PARTICIPATION .....	19
2.4.1	Specific Measure.....	19
2.4.2	Attitudes .....	20
2.4.3	Observations.....	21
2.4.4	Transition.....	22
2.4.5	Professionals.....	23
2.5	MOST DISADVANTAGED GROUPS .....	24
2.5.1	Specific measures .....	24
2.6	OPPORTUNITIES.....	25
2.6.1	Access .....	25
2.6.2	Acceptance .....	26
2.6.3	Participation .....	26
2.7	CHALLENGES .....	27
2.7.1	Lack of material/technical resources.....	27
2.7.2	Inadequacy of seating facilities .....	27
2.7.3	Uniforms .....	27
2.7.4	Time factor .....	28
2.7.5	Language barriers.....	28
2.7.6	Physical Infrastructure.....	28
2.7.7	Shortage of teachers’ houses and inadequate teaching methodologies .....	28
2.7.8	Development fund .....	29
2.7.9	Attitudes and beliefs.....	29
2.7.10	Child rights.....	30
2.7.11	Motivation .....	30
2.7.12	Security.....	30

- 2.8 RECOMMENDATIONS ..... 31
  - Recommendation regarding the motivation of teachers* ..... 31
  - Recommendation regarding participation* ..... 31
  - Recommendations regarding physical infrastructure* ..... 31
  - Recommendations regarding access and acceptance*..... 31
- 2.9 DISCUSSION - OCCURRING GENERAL THEMES ..... 32
  - Contrasts/ differences regarding perspectives*..... 32
- 3 MESO LEVEL..... 34**
  - 3.1 CONCEPT OF INCLUSIVE EDUCATION..... 34
  - 3.2 ACCESS..... 35
    - 3.2.1 *Specific Measures* ..... 35
    - 3.2.2 *Most disadvantaged groups*..... 36
    - 3.2.3 *Community* ..... 38
  - 3.3 ACCEPTANCE ..... 38
    - 3.3.1 *Specific Measures* ..... 38
    - 3.3.2 *Most disadvantaged groups*..... 38
  - 3.4 PARTICIPATION ..... 41
    - 3.4.1 *Specific Measures* ..... 41
  - 3.5 PROFESSIONAL DEVELOPMENT ..... 42
  - 3.6 TRANSITION ..... 42
  - 3.7 OPPORTUNITIES..... 43
  - 3.8 BARRIERS..... 43
  - 3.9 RECOMMENDATIONS ..... 44
  - 3.10 DISCUSSION AND SUMMARY ..... 44
- 4 DATA BASE ..... 46**
  - MICRO-LEVEL ..... 46
  - MESO-LEVEL ..... 47

## 1 Introduction: Description of the school and its context

This school was established in 1958 by the Government. Currently the school has a special project called the School Improvement Project which is funded by the Government to improve the school's status. It is worth noting that this school has also been part of a UNICEF project (School Friendly Programme) in the past few years. The language of instruction in the school is both English and Chichewa. Thus, Standards 1-4 are taught in Chichewa whilst Standards 5-8 are taught in English in all the subjects except for the Chichewa language lessons.

According to the school records, the school has 1007 learners of which 498 (49 per cent) are boys and 509 (50.5 per cent) are girls. Of the 1007 learners, 49 are learners with disabilities of which 32 have been identified with learning difficulties, 5 with hearing impairment and 10 with visual impairment, one with autism as well as a child with Down syndrome. These children were identified by the specialist who has undergone specialist training at Montfort College for three years and obtained a diploma. He specialised in learning difficulties.

There are also other vulnerable learners and these include orphans (161: 15.9 per cent) and children from the streets.

There are 18 teachers with one specialist teacher who is also a deputy head teacher. He is based full time at the school and does not work as itinerant teacher for neighbouring schools. The following tables show the number of teachers at the school by gender and academic qualification and number of teachers at the school by gender and professional qualification

*Number of teachers at the school (by gender and academic qualification)*

Academic qualification	Number of teachers		
	Male	Female	Total
Degree	0	0	0
Diploma	1	2	3
Malawi School Leaving Certificate (MSLC)	1	11	12
Junior Certificate (JC)	1	2	3
Primary School Leaving Certificate (PSLC)	0	0	0
TOTAL	3	15	18

*Number of teachers at the school (by gender and professional qualification)*

Professional qualification	Number of teachers		
	Male	Female	Total
P8	0	0	0
PT2	2	2	4
PT1	0	0	0
PT3	1	3	4
PT4	0	10	10
TOTAL	3	15	18

**School Blocks**

The school blocks (3 in total) are located within the same area in a rectangular shape and two of the blocks are much older than the other one. There are 10 classrooms in the 3 blocks. Since there are 1007 learners in the school, the average total of learners per class is 100. There are 18 teachers which translates into teacher/student ratio of 1 to 55. The school does not have enough desks for all the learners, only classes in the senior section have desks, the junior and infant sections do not have desks for learners, but in each classroom there are 2 desks that are used by the teachers. Some classrooms have good blackboards but other blackboards are rough and have white spots. There are clear paths between the buildings whilst some areas of the playgrounds are uneven. There are holes that are left uncovered when they were planting trees. There are steps going to some of the classrooms. There is only one ramp that is at the entrance of the resource room. Toilet facilities seem adequate but not in good condition and some of the toilets do not function properly. The entrance to the toilets has a step making it difficult for those learners who use wheel chairs to have access.

**The resource room**

The resource room is just a room of average size with desks that were donated by a well-wisher. Apart from these desks, there is nothing else that the learners use. It had some toys which were bought by the School Management Committee but the toys were stolen. There are learners who are specifically placed fulltime in the Resource Room, especially those who are regarded as having severe learning difficulties due for example to visual impairments. Those with mild problems are placed in the mainstream classrooms. Whenever a learner with special need has been identified by the regular teachers, they report to the Specialist teacher who takes that learner into the resource room for assistance, either on a full time or pull-out basis.

**The head teacher's office**

This is the small building facing the rest of the blocks. Inside the office, there are various notices, the organizational structure of the school, master school timetable, the structure of School Management committee and Mother Committee, PTA, duty roaster for the teachers and other notices and reminders.

## 2 Micro Level

### 2.1 Concept of Inclusive Education

Internationally inclusion is a contested concept and its definition varies from country to country and from culture to culture. The SMC, PTA and Mother Group defined inclusion as a providing equal opportunity to acquire education to every citizen of this country, every child should have access to education". The specialist teacher believes that the school is making efforts to practice inclusive education by the establishment of a resource room for learners with what he calls 'special needs', he further added that the bringing in of children from the streets is another sign of inclusive education therefore providing access to the school for vulnerable learners. As mentioned earlier the school has a resource room that accommodates learners with various needs and it also provides access to other vulnerable children.

#### (a) Parents

Members of the School Management Committee (SMC), Parents Teachers Association (PTA) and Mother group were interviewed.

A member of the Mother group defined inclusion as a "giving equal opportunity to acquire education to every citizen of this country, every child should acquire education" (MW\_MQ\_FG\_SMC/PTA/MG\_EC\_3.3 04.06.2014).

#### (b) Professionals

According to the specialist teacher inclusive education seems to mean access to the school for learners who are disadvantaged. He pointed out that the school established a resource centre for this reason and further pointed out that even children from the streets are allowed into the school. "We have established a resource centre which is accommodating learners with special needs and we have also tried very hard to have some street kids here, they are learning here so we have done that to improve education for all." (MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014)

## 2.2 Access

### 2.2.1 Specific measures

As mentioned in the previous section, in order to improve access to education at this school, several different measures have been implemented by different groups.

#### (a) Learners

The Malawi Government through The Ministry of Gender is making efforts on macro level to increase access to education for disadvantaged children. The Ministry of Gender has a Rehabilitation Centre, where disadvantaged children are accommodated and 'rehabilitated' before sending them to various institutions for further support and to be enrolled in primary schools. These disadvantaged children

include children from the streets, orphans and other vulnerable children especially those who are victims of abuse. The Ministry of Gender also works with other non-governmental organisations (NGOs) whose objectives are the improvement of the welfare of children.

The Ministry of Gender established a children's shelter close to the school, where disadvantaged learners who are provided with access to education at this school are accommodated. According to the learners, the composition of the learners who reside at this government shelter is those who are victims of abuse, orphans, children who separated with their parents and children from the streets:

*My mother was working at [name of company], got fired so she asked me to go and live at our home village, but I was illiterate there, I lacked peace. They would tell me to take a bucket and empty the contents, this was an elderly, a grandparent. She was telling me not to sleep in the house, so I would sleep in trees, in maize fields. I have experienced this.*

*(MW\_ MQ\_FG\_STU\_EC\_3.5\_03.06.2014, 279)*

The Ministry of Gender officials have made efforts to bring children to this specific school by receiving children brought by NGOs like Social Welfare for Children (SOWEC) bringing them to the rehabilitation centre and later take them to the children's shelter. A good example is that of learner who lived with her father after the parents had divorced, the father eventually died leaving her destitute, without the knowledge of the mother's where-about. It was SAWEC that brought this child to the Rehabilitation Centre, where the mother later went to look for her child. The mother was by then working at the children's home close to the school. The child stayed at the Rehabilitation Centre for some time before being taken to the children's shelter by The Principal Secretary. *"They took me to Rehabilitation Centre at City Centre, where I met my mother. I was taken from there by Mary Shaba (Principal Secretary in The Ministry of Gender) to here."*(MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014

It should be noted here that some children from the street are brought from The Rehabilitation Centre while others are actually picked from the streets by officials from the children's shelter. During rehabilitation at the children's shelter, the children are at a certain time brought to the school for orientation, showing them where they would be learning, and they take them back to the shelter. When schools open the children are then taken to the school for enrolment:

Parents too are making some efforts to have their children in the schools. During the discussions with learners from Standard 3 and 4, it was found that some parents administer punishments to their children who do not go to school. The learners said that there are some parents who threaten to deny their children food if they do not go to school *"they are told at home that if they do not go to school, they would not be given food."* (MW\_ MQ\_FG\_EC\_3.5\_03.06.2014). According to the learners, this makes some learners come to school, but they do not learn since they come to school just to please their parents. What these learners meant was that parents think that their children have gone to school to learn but these learners come to school just play outside the classrooms or disturb their fellow learners during class activities, other learners go to video shows that operate within the city. At the end of the day they go back home pretending they went to school to learn. The efforts of the parents are being defeated by the children's attitude towards education. (This is also discussed in the sub-topic attitude.)

**(b) Parents**

The SMC as the main school management body regards the retention of learners in the school as important, and has come up with several initiatives, such as painting the school buildings including the resource room, making it attractive to the learners. *“We also try as much as possible to have their classrooms clean, as you can see, we have the school buildings painted, we have also painted the classroom for the learners with special needs.”* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 75)

The SMC collaborate with officials from the Ministry of Gender children’s shelter to improve access to education to a certain extent. The SMC together with teachers have made efforts to make sure that the disadvantaged learners from the shelter should have access to the school by working together to sort out misunderstandings between the regular learners and those from the shelter. There have been fights, cases of food snatching and use of abusive language involving learners from the shelter, which resulted in the school expelling these learners. The SMC took a part in uniting the two groups of learners by inviting the officials from The Ministry of Gender children’s home for discussions on how to end the differences in order to have the disadvantaged learners in the school. *“This means that the way we have started we are in good cooperation with the staff from Gender, since we had a meeting so we can see that this whole term we did not have many such cases, because we are working together.”* (MW\_ MQ\_I\_HT\_ETK\_3.5\_04.06.2014) (Please also see section on acceptance)

The SMC as the name entail, monitors learner attendance and targets both learners with disabilities, as well as other disadvantaged learners who require closer monitoring than the regular learners. When the SMC member notices that attendance is poor they embark on home visits to find out the cause of poor attendance by the learners with special needs.

*If some do not come this term, we members of PTA follow learners who stop coming to school, We go to their parents to find out, some parents say that their children had some problems or illnesses but would come when they get better, that is what we have been doing.*  
(MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014)

**(c) Professionals**

In order to improve access the teachers and school head teacher assist vulnerable learners such as orphans and children from the streets in different ways. Owing to the fact that the school is working hard to practice inclusive education, the school, as mentioned earlier, has different types of disadvantaged learners such as those in the resource room, orphans, children from poor families and those who are accommodated in the Ministry of Gender children’s shelter.

Most of these disadvantaged learners lack basic necessities like school uniforms, shoes, exercise books and writing materials. Children from the Ministry of Gender children’s shelter did not have the necessary school uniforms and this resulted in their expulsion from the school. In order to solve this problem teachers made financial contributions in order to purchase uniforms for these learners and the other disadvantaged learners so that they can attend school. *“We organized a day whereby we bought school uniform for all vulnerable children that is those orphans and even the street children we helped them.”* (MW\_ MQ\_I\_HT\_ETK\_3.5\_04.06.2014)

The school demands examination fees from the learners from all learners in order to print examination papers for the senior section termly examinations. Since some learners cannot afford to pay because

they are either orphans or come from poor families who cannot manage to pay, some teachers take it upon themselves to assist these learners by paying examination fees on their behalf *“we teachers on our own assist the learners on individual basis, if a learner says that s/he does not have examination fee, we assist.”* (MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014)

### 2.2.2 Material resources

Before the introduction of multiparty democracy in Malawi, primary school learners were required to pay school fees. This meant that many children of school going age did not have access to formal education so there were fewer learners in the primary schools. As a result the government of Malawi was then able to provide sufficient text books, exercise books and writing materials for all learners. In 1994 the first multiparty government introduced free primary education and this resulted in primary schools being overwhelmed by large numbers of learners and as a result surpassing the government’s capability of supplying sufficient learning materials. This then resulted in limited access to education. The learners, SMC, PTA and Mother group members and teachers all pointed out that the school does not have adequate learning and teaching resources. Children from poverty stricken households also lack basic necessities which hinder their access to education.

#### (a) Learners

According to the groups of regular learners and learners with for example disabilities who were interviewed the school does not have sufficient teaching and learning resources. The learners specifically mentioned the resources that they directly need to use on a daily basis, such as desks with chairs, dusters, chalk, textbooks, toys, exercise books and writing materials. *“There are inadequate school materials, desks, even at the office there is lack of chalk, and dusters.”*(MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014)

#### (b) Parents

The SMC, (PTA) and Mother group members all said that lack of adequate teaching and learning materials hinder access to education. In other words even if the children come to school they do not have full access to education because they cannot learn effectively, due to the unavailability of sufficient teaching and learning materials. The parents argued that the government is not doing enough: *“Most of the times, the complaints are about the way our country is, our government especially, they complain about lack of resources for example, they receive exercise books once a term, yet previously resources were abundant.”* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014) While some learners may not be accessing education in this manner, there are others who do not access education because of lack of basic necessities, like school uniform and shoes, the majority of them being orphans.

#### (c) Professionals

Although the teachers concurred with the SMC, the PTA and the Mother group and the learners on the issue of lack of resources, they pointed out that the lack of sporting materials also play a part in access

to education as the availability of a variety of resources act as motivation factors. They pointed out that some learners would go to school more regularly if a school has sufficient sporting materials. This is not the case at this school *“Let me add on to what madam said about materials, things like balls those things motivate the learners to come to school regularly.”* (MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014)

#### **(d) Observations**

In the classrooms which do not have desks the learners sit on the floor. If the class has fewer learners the teachers make the learners to sit in rows leaving enough space for them to walk in while supervising learners work, but, if the class is over-crowded it is difficult for the teacher to arrange the learners to sit in rows making it difficult for the teacher to closely monitor the learners' work. This results in some learners clearly not paying attention to the teachers hence they do not learn. *“The classroom does not have desks, therefore all learners sit on the floor. There are only 2 desks placed at the back which are used by teachers.”* (MW\_ MQ\_OB\_Sch\_EC\_05.06.2014, 59)

Due to lack of teaching materials, the teachers resort to using any available materials to teach the learners for example one Standard 1 teacher did not have counters, but had several text books that she used as counters to demonstrate a subtraction method in a Mathematics lesson *“The teacher does not have counters, she uses a number of text books as counters.”* (MW\_ MQ\_OB\_Sch\_EC\_05.06.2014, 46) Another teacher in Standard 4 was using pieces of chalk to draw pictures of a watch to demonstrate different time readings.

Although the teachers demonstrated their creativity when they do not have adequate resources, some of the methods they used were too technical for some learners who had some difficulty in understanding the contents of the lessons. The use of textbooks confused the learners because these were English textbooks, so when the teacher started asking the learners questions some thought that the teacher had switched the subject and gave wrong answers. The drawing of a watch on the blackboard, was for example confusing since the teacher was not a good artist and to make matters worse, the lighting in the classroom was poor with the result that the learners sitting at the back could not clearly see what was being written on the board

### **2.2.3 Attitudes and Beliefs**

#### **(a) Learners**

According to the students there are some parents who do not want to send their children to school, they want their children to either do piece works or sell commodities at the markets in the city in order to increase the income of the family.

The majority of Malawian families are large so for most of those who live in townships in the city financial survival is tricky, and as a result they resort to either doing piece work or conducting small businesses. If parents find themselves in a situation whereby they cannot afford to feed the families, they themselves together with their children do outside work to put food on the table. Some of the kind of work that they do are chopping fire wood, washing clothes, digging in gardens, baby-sitting for other families, loading and unloading goods at markets or shops. There are other families who buy and

sell agricultural produce they buy from others and sell food items for example bread while others sell second hand clothes. The parents involve the children in these activities during school time.

*If the children insist to go to school, some parents beat them up others they tell them to do piece works in other peoples' houses, so they are denied the opportunity to go to school, if the children argue that they want to go to school their parents ask, what are you going to eat after school?*  
(MW\_ MQ\_FG\_STU\_EC\_3.6.03.06.2014, 96)

While some parents prevent their children from going to school, others send their children to because they want them to become functionally literate. They encourage their children to go as far as completing secondary education although there is scarcity of work for many people who completed secondary education. The lack of work also contribute to some parents having negative attitudes towards secondary and tertiary education and they *"tell their children that they should go to school only to learn how to read and write a letter"* (MW\_ MQ\_FG\_STU\_EC\_3.6\_03.6.2014, 115)

There are also some learners who drop out of school because they feel they are too old for primary school. In Malawi a child is expected to start primary school at the age of Six (6), but due to different reasons, some children only enrol in primary school when they are older than six, so these are the ones who find themselves to be too old for their classes. *"There are some people who do not go to school because they are too old in the class, yet the majority of class members are young children."* (MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014)

While some older children leave school because they feel out of place, there are others who do not have any interest in being educated; these are also the ones who influence others not to go school. There are some who are influenced by their friends not to go to school. *"Let us just stay at home and sweep and do other things."* (MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014)

## **(b) Parents**

Some communities believe that if a couple has a child with any kind of disability it is as a result of a curse for some wrong doing by either the couple or its parents.

As a result the wider society sometimes regards children with disabilities as useless, and members of Both SMC, PTA and Mother Group and parents of learners with disabilities pointed out that society seems to have a traditional negative attitude towards children with disabilities. The SMC, PTA and Mother Group members said that society looks at these children as useless but they believe that they are useful citizens who should be educated. *"They are perceived by society to be useless, but they are useful, these too are expected to be educated, there too should be education suitable for different nature of learners."* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 26). The parents of learners with disabilities are in agreement with the statement that children with disadvantages are sometimes hidden from the public and according to one parent *"Yes I want to add on that, most disadvantaged children are locked up in houses. I know of a family that locks up their child as a result the child cannot come to school."* (MW\_ MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014)

It can therefore be concluded that the education of some disadvantaged learners are not regarded as necessary and important ...

### (c) Professionals

According to the teachers learners from the Ministry of Gender children shelter have negative attitude towards learning. They do not want to learn, but cause disturbances in class with the result that other learners find it difficult to concentrate and learn. .

*They do not sit at one place they want to disturb the class, when you are teaching they want to be making silly comments. You can discipline them, this does not last long after ten to fifteen minutes, and you find that he or she has changed again.*

*(MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014, 135)*

## 2.2.4 Infrastructure

### (a) Learners

In terms of physical infrastructure, the major setback as far as access is concerned is the poor condition of toilets. They are in a dilapidated state and not user friendly. The school has separate flush toilets for boys and girls but most of the cisterns are not in working condition and there are some blocked sewer pipes as a result of this some of them are blocked and producing bad smells. Due to the bad stench learners do not want to go near the filled up toilets so they defecate and urinate on the floors. *“What I do not like is that some learners cannot use the toilets because they are in dilapidated state, when one has flashed, the stool does not go, so many learners leave them like that. It is not possible to flush so there is filth.”* (MW\_ MQ\_FG\_STU\_EC\_3.6.06.2014)

The general infrastructure of the school including for example uneven playgrounds and the condition of windows in the classrooms also influence access:

*There are no ceiling boards in some classrooms and some windows are broken, the classrooms get heated up during hot weather and become very cold during cold weather hence some learners attend classes sporadically.*

*(MW\_ MQ\_FG\_STU\_EC\_3.6.06.2014)*

### (b) Parents

The SMC, PTA and Mother Group members and parents of learners with disabilities all mentioned poor condition of toilets as one of the major issues regarding infrastructure. Other infrastructure challenges include the unavailability of ramps for use by learners with physical disabilities, shortage of teachers' houses and the poor condition of one of the classroom blocks.

*The classrooms do not have ramps. (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014)*

There are only two teachers' houses at this school, therefore the other teachers reside some distance away. Some of the teachers live very far away so they cover long distances travelling to and from school. This results in some of the teachers arriving at school already exhausted, therefore they do not teach effectively, according to the parents. *“The teachers who operate from far from the school come to school tired and disturbed”* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 166).

As already mentioned the school has one classroom block without any windowpanes but with concrete breeze blocks made of cement which are fixed in the windows covering the whole window leading to

poor visibility in the classrooms. This poor visibility especially affects learners with low vision. *“The other thing we should say is that this classroom block here is different from the others. When you get inside there is darkness, while the other has windowpanes and glasses.”* (MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 178-180)

### **(c) Professionals**

Female teachers feel that the lack of good toilets affects the attendance of female learners particularly those who have reached puberty. During menstruation periods girls prefer to stay at home rather than to come to school because there are no adequate toilet facilities

*There are some girls who may leave blood stains at the toilet during menstruation or do not have a place to throw away pads so as result they stay at home waiting to complete menstruating. We observe that some adolescent girls disappear, so these things hold them back from school.*  
(MW\_MQ\_FG\_T\_EC\_3.7\_05.06.2014)

The specialist teacher thinks that inadequate classrooms are also a challenge to the progress of inclusive education. Inadequate classrooms as well can also be a challenge, which can make this inclusive education not to be a progress. (MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014)

### **(d) Observations**

There are steps leading to the toilets, which means a learner in a wheel chair may have difficulty accessing them. There are no ramps leading to classrooms but to the resource room only, this then means that learners with disability in a wheel chair may have problems entering the regular classrooms hence affecting his/her access to education.

## **2.3 Acceptance**

### **2.3.1 Specific measures**

Some learners with disabilities and other vulnerable learners are accepted by regular learners and teachers, but some learners who are in the resource room say that they are sometimes beaten up by the regular learners when they go out of the resource room and that some teachers too practice discrimination. In order to improve acceptance of learners with disadvantages at this school, several different measures have been implemented by different groups.

### **(a) Parents**

According to the SMC, PTA and Mother Group members, different groups require different measures because it seems that some disadvantaged learners were victims while others were perpetrators as well as victims. The Ministry of Gender Shelter also accommodates orphans and other vulnerable children who experience serious risks to their development due to for example domestic violence and neglect from other districts in the country. There are learners who were brought to the school from Thyolo, Chiradzulu and Salima by Ministry of Gender Officials and these learners are accessing education while staying at The Ministry of Gender Shelter. Parents pointed out that children from the streets brought many problems in the school as they are fond of using bad language, snatching food

from other learners, disturbing lessons as well as fighting. This school decided to expel all the learners who were operating from The Ministry of Gender children's shelter. When the officials from the shelter took an initiative through The Ministry of Education to have the learners reinstated, discussions were held at the school involving the teachers, officials from the children's shelter and SMC, the PTA and Mother Group members. From the discussions, it was discovered that the learners from the children's home were not being accepted because they looked different from the regular learners, they lacked school materials like school uniforms and bags. It was agreed that the disadvantaged learners should be united with the regular learners. The stakeholders made financial contributions towards the purchase of school uniform for the disadvantaged learners. A big function was held, whose guest of honour was the former vice president Honourable Justin Malewezi, during which the disadvantaged learners were given school uniforms. The former vice president made a speech uniting the learners. This function attracted both print and electronic media and it was broadcasted on Malawi Television. *"We bought beautiful school uniforms, so they also look like children who come from rich families. This assisted us to unite the learners."* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 40) *"Even when we distributed uniforms, there were some special needs learners who benefited"* (ibid, 74).

The members of the SMC, PTA and Mother Group mentioned that apart from the uniform distribution ceremony, teachers took another step in easing tensions between the regular learners and the disadvantaged learners by assigning them leadership roles and teachers informed all learners at the assembly about diversity in the school and they should interact. This was taken by the disadvantaged learners as a good gesture of acceptance.

*Previously there were many problems such as fighting, use of bad language, causing trouble in classrooms so the teachers would give these learners leadership roles, such as being class leaders. They would take this as a good gesture of acceptance.*  
(MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014)

Although the children from the street and other disadvantaged learners from the shelter was the largest group which required a much more serious support initiative to be accommodated successfully in the school a different approach had to be used for other groups (e.g. those with disabilities) because due to acts of discrimination some of them started isolating themselves from the regular learners. As a result the SMC, PTA and Mother Group members advised the regular learners to assist the learners with disabilities, to interact with them so that they should not feel discriminated against. The SMC, PTA and Mother Group members observed lessons and took actions to rectify problems by discussing it with the school head teacher and also discussing their observations with the teachers: *"We are able to know because we do find time to come and observe the teachers teach in the classrooms. We sit at the back and observe, if there is anything that did not go well we simply observe and record, but when we are out of the classroom that is when we consult The School Head Teacher to summon the teacher to have a discussion concerning the way he or she handled the class"* (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014).

Apart from this initiative the groups also take the time to advise the learners not to laugh at learners with physical disabilities, those from poor families, those who are not intelligent and those without a school uniform.

*What we do is that when we have observed a class, we ask the teacher to leave the class, so when the teacher is outside, we start advising the learners telling them that we too were children like themselves.*

*We tell them that in the class, there are different types of learners some have physical disability others are from poor families, some intelligent and others not, not to laugh at the ones who are not intelligent. If we have one who does not have school uniform, not to laugh at him/her, we should all be equal, so it seems we are now speaking the same language.*  
(MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 121)

Some parents and guardians of learners with disabilities take other initiatives to enhance the acceptance of their children. Sometimes when teachers become angry they mock the disadvantaged learners calling them bad names. When the learners report this to their parents or guardians, the guardians ask some older learners to report the incidents to the head teacher, so that action should be taken. The head teacher then summons the teacher to discuss these issues: *“One time I even asked an elder boy to meet Standard three teacher on this issue. When the head teacher summoned the Standard three teacher, she apologized.”* (MW\_ MQ\_FG\_Pts\_ETK\_3.3\_04.06.2014, 36)

### **(b) Professionals**

Looking at what the head teacher, specialist teacher and regular teachers said it seems as if the major approach which they use in order to further develop the acceptance of learners with diverse educational needs in the school is the provision of advice and counselling. The head teacher stressed that the school advocates acceptance and the specialist teacher said that they conduct guidance and counselling sessions, using role models such as notable people in society and the teachers simply advise the learners to behave well: *“We have role models when we are conducting counselling and guidance we give them examples of role models so they admire if I can be like this one, so much the better. We have used like teachers, male teachers, female teachers and other notable people here in Malawi.”* (MW\_ MQ\_FG\_Pts\_ETK\_3.3\_04.06.2014, 60)

*We advise the regular learners, but you see these days children grow differently from those of the past, they do not listen.*  
(MW- MQ\_FG\_T\_EC-3.7\_05.06.2014)

A local Non-Governmental Organisation, The Samaritan, also conducted capacity building sessions with the teachers, training them in how to handle children from the street with different disadvantages *“so the Samaritan’s trust came and gave us capacity building on the learners so right now we have them and we do take them as our own children.”* (MW\_ MQ\_I\_HT\_ETK\_3.5\_04.06.2014)

## **2.3.2 Beliefs and Attitudes**

### **(a) Learners**

According to the views of learners from Standard 7, there are some regular learners who mock orphans, and learners from poor families. They laugh at them because they do not have parents and do not bring money to school with the result that eventually the disadvantaged learners drop out of school.

*They do not come because may be there are some whom we can classify as orphans. If they come here and meet a learner who comes from a rich family, share a desk, because this one does not bring money*

*because he does not have parents, so they mock him that he does not have parents as a result he stays at home, instead of coming to school to learn.  
(MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 85).*

Even the learners from The Ministry of Gender children's shelter cannot bring money to school for the purchasing of snacks during break time, because this institution does not provide money. While some learners mock the orphans and the poor learners, there are others who discriminate against and laugh at learners with disabilities because of the way they were born. *"Those that are discriminated against, I should say that they are mocked according to the way they were created because they have a disability."* (MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 126)

Most parents of primary school learners give their children some money when they go to school so that they should use it to buy snacks during break time as most schools in Malawi have mini markets operating either within or just outside school grounds. The most commonly items that are sold at these markets are boiled potatoes, cassava, bananas, cooked fresh groundnuts, fried ground nuts, fritters, biscuits (cookies), home- made drinks etc.

Standard 3 and 4 learners hinted that some regular learners do not want to interact with the disadvantaged learners to the extent that they do not even want to share food with them. The regular learners neither want to accept food from for example learners with disabilities or to share theirs with them: *"Avoiding them is another thing, yes we do not chat with them, for example Grace here, one day I asked her to share with me her popcorn, she accepted but I changed my mind I told her to eat it all."* (MW\_ MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 128) (Grace is a learner with physical disability and speech impairment who took part in the discussions); *"When those special needs learners enter classrooms and beg, the others avoid and deny them food."* (MW\_ MQ\_FG\_STU\_EC\_3.5\_03.06.2014, 221)

According to the views of the Standard 3 and 4 learners, some teachers have negative attitudes towards learners with disabilities as well as other vulnerable learners, especially those from the children's shelter. The participants said that some teachers do not want to assist learners when they ask questions. The teachers mock the learners instead. Others ask, *"Who has a question?"* and when you say *"me"* they would ask *"you, do not you have ears?"* but they asked who has a question. (MW\_ MQ\_FG\_STU\_EC\_3.5\_03.06.2014, 260)

## **(b) Parents**

Parents and guardians of learners with disabilities as well as other vulnerable children including orphans agree with the learners, that learners from The Ministry of Gender children's shelter are very aggressive because among other things, they are not given money when they are going to school. Some of the learners from the shelter are children from the streets who are used to having money all the time from begging in the streets, so they become hostile to the other learners in the school.

*There may be some reasons. In our shelter, we don't give them money to use during school breaks, we just give them porridge and nsima [local food] at lunch hour. During break time they see their friends buying snacks and they envy them. They complain that they don't have money.  
(MW\_ MQ\_FG\_Pts\_ETK\_3.3\_04.06.2014, 34)*

On the issue of attitudes, although the SMC, PTA and Mother Group at some point during the discussions, agreed that learners from The Ministry of Gender children's shelter were causing different

kinds of problems in the school, the group also thought that there were other vulnerable learners from the shelter who isolate themselves from the rest of the learners because they had different dressing and eating habits.

*Yes, we can say boys and girls from Gender, there was a big problem concerning these learners because they were isolating themselves from the rest before we had the uniform distribution ceremony, because of their dressing and eating habits were different from those of their fellow learners.  
(MW\_ MQ\_FG\_SMC\_EC\_3.7\_04.06.2014)*

Due to the persistent trouble making of the learners from The Ministry of Gender children's shelter at the school, the school management decided to expel them (as discussed earlier).

*These children as we know are coming from different families and when they come here each of them portrays his or her behaviour. When our twenty-one learners came to school, they were expelled from school. We came here to plead with the head teacher, and tried to explain to them how we deal with them but he refused to re-admit them. The children stayed for nearly two months without going to school. What the teachers wanted was for the Ministry of Gender to open the school for the street kids only so that they should not be learning with the other learners.  
(MW\_ MQ\_FG\_Pts\_ETK\_3.3\_04.06.2014, 37)*

According to the views of the parents of learners with disabilities, some teachers have negative attitudes towards all vulnerable learners especially those from the children's shelter. The participants argue that some teachers do not want to involve learners with disabilities or those coming from poor families, during lessons these teachers nominate the very same regular learners whom they nominate always and ignore other learners. The participants believe that the teachers do this because these learners dress well and are from rich families, one guardian said.

*There are three children who came to me to complain that their teacher do not nominate them to answer questions even if they raise their hands. They explained that their teacher always nominate the same learners the teacher believes are intelligent. The complainants said it is the same learners being asked to answer questions and they are the ones who have good clothes and coming from rich families and they said one of the favoured learners is also a singer and rich. These children come from the rich families and they wear nice cloths, they bring food to school and they lack nothing.  
(MW\_ MQ\_FG\_Pts\_3.3\_04.06.2014, 44)*

Parents and guardians of so called special needs learners clearly think that their children are not accepted. They argued that having some learners in the resource room and the regular learners in other classrooms means they are not accepted. "We notice that the regular learners are taught in their own classrooms. Those with special needs, whether older, whatever their condition, whether they are in Standard 8, 2, 4, all of them are taught in the same class and we do not know where the teachers learnt that. To us this is unacceptance. On the other hand, we don't know how the Ministry of Education think about that, as for us we regard this as unacceptance." (MW\_ MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014, 39)

### **(c) Professionals**

The professionals have problems accommodating children from the streets because they cause problems in the school (This has been explained in other sections). The learners who are segregated from regular learners and those with disabilities are avoided and mocked by their peers, when they go out of the resource room, because of this some are even afraid to go to the toilets. According to the

views of the specialist teacher the regular learners do this because they look at learners who are regarded as different as people who cannot perform. Some of them fail even to go to the toilets “*maybe because if I can go there I will meet that one and that one will be laughing at me.*” (MW\_MQ\_I\_HT\_ETK\_3.3\_3.06.2014, 33).

While some learners mock vulnerable learners there are others who understand their fellow learners’ predicaments. One teacher narrated that she discovered that there was a learner with disability in her class through the regular learners, she said.

*I was surprised with what one learner who came to my class was doing, I could not understand, so regular learners are the ones who told me that that particular learner had a problem and needed not to be pressurised, that is when I discovered that the regular learners accept the special needs learners.*  
(MW\_MQ\_FG\_T\_EC\_3.7\_05.06.2014, 93)

Another teacher added,

*There is one boy who is mentally challenged, yesterday he came to my class I knew that he is not fine. I was expecting the regular learners to chase him, he left the door opening and went to peep through the window, but there was no regular learner who paid attention to him. I was fascinated with this, it means the regular learners accept these learners otherwise they could have chased him away.*  
(MW\_MQ\_FG\_T\_EC\_3.7\_05.06.2014, 95)

The participants in the focus group interview with teachers claimed that the teachers in the school accept the learners in the resource room by taking them into their mainstream classrooms when the specialist teacher (the specialist teacher also works as a deputy head teacher) goes away. However one participant pointed out that there are other teachers who practise segregation. “*We can say that the learners are segregated by their teachers.*” (MW\_MQ\_FG\_T\_EC\_3.7\_05.06.2014, 78-80)

## 2.4 Participation

### 2.4.1 Specific Measure

In order to increase participation of all learners different specific measures are carried out by different groups. As revealed by the FGDs and lesson observations, the groups that do not participate consist of the orphans, less fortunate, learners who are regarded as too naughty, learners with hearing impairment, visual impairment and learning difficulties. The head teacher clarified this, “*someone who is autistic faces a lot of difficulties to interact because he or she is in her own world so to accommodate such learners we need some skills so they always remain quiet. They don’t take instructions at the fastest rate.*” (MW\_MQ\_DI\_ETK\_3.5 03.06.2014) The other group that does not participate in class are the children from the street because the teachers favour the other learners as stated by the parents/guardians. (Read section on acceptance)

#### (a) Learners

According to the learners three specific measures are carried out to increase participation. Teachers summon parents of learners who are not active participants. When the parents come to school, the teachers want to find out what kind of problems the learners face in the home that could be the cause of poor participation. Once the parents leave, the teachers turn to the learners to hear their side of their stories: “*Sometimes they summon parents to ask them problems, which the learner has at home,*

*he or she does not concentrate, the parents should be explaining, so when the parents have gone, they take the learner and ask her/his side of the story, the things that hinder her from understanding.” (MW\_MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 169)*

Furthermore in an effort to increase participation, some of the learners are brought to school for part time lessons in the afternoon: *“Part time lessons are lessons that are conducted by teachers after normal school time, they can either be for free or for a fee) and the teachers too ask the parents to teach their children at home”.* (MW\_MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 167)

### **(b) Parents**

It seems as though there are some efforts by the parents to increase the level of participation of the learners because the SMC, PTA and Mother Group members and parents of learners with disabilities all said that they bought items for the learners to use at school. The SMC members come to school to monitor school activities to enhance learning. They talk with learners asking them about their problems and also encourage the girls to work hard using the examples of role models of women, they also talk to teachers. There is now an improved relationship between learners and teachers; the SMC, PTA and Mother Group members distribute some gifts as incentives to learners, encouraging them to work hard: *“Last time we bought dolls, pails for hand washing, dusters and other things, we try to assist indeed” (MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 74).* *“We have a lot of children here, we try as much as possible to buy them school bags, shoes.” (MW\_MQ\_FG\_Pts\_ETK\_3.3\_04.06.2014, 44)*

### **(c) Professionals**

The professionals claim that they try to increase participation by sensitising parents and some communities about various disabilities and learning difficulties because they could not understand these learners could perform in class.

*We started sensitizing parents and other communities we had problems because they could not understand what we were talking about if we had to about special needs. They said these cannot perform, these are just people but when it comes to class work they cannot manage it. (MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 82)*

The teachers also encourage participation by praising the learners that do well in class. *“In class room situation we have some learners who do better in various maybe activities or subjects so we usually say can you see this one, he has done well so tomorrow you work hard you will do better than this one.” (MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 64)*

## **2.4.2 Attitudes**

### **(a) Learners**

The Standard 3, 4 and 7 learners agreed that the negative attitudes of some learners hinder active participation among learners in class. Negative comments and mockery cause learners to be quiet in class. It is even worse when a teacher tells the learners to ask other learners for correct answers. There are also other learners who make noise for the sake of disturbing the lessons. There are some learners

who comment that when they do not understand some of their peers would say, *“that simple thing, that simple thing, they start laughing so this makes some learners to backtrack, fearing that others would say that it is simple, yet another has not understood, what should one do? As result one simply stays quiet without asking because of other learners.”* (MW\_ MQ\_FG\_EC\_3.6\_03.06.2014, 149); *“There are some learners, who make noise in class while teachers are teaching with the aim of disturbing their colleagues.”* (MW\_ MQ\_FG\_EC\_3.6\_03.06.2014, 153); *“They tell us to ask our colleagues, so the colleagues mock you, saying, ‘don’t you have ears?’”* (MW\_ MQ\_FG\_EC\_3.5\_03.06.2014, 246)

### **(b) Professionals**

The disadvantaged learners, especially orphans and those with disabilities do not participate actively because of feeling inferior. The orphans lose concentration because they think of the reasons why they do not have parents while those with disabilities are afraid of raising their hands fearing they would be laughed at: *“The other groups may be those who are orphans because to them having no parents, they think is something that is bad for them because most of the times they think of themselves as why me so they don’t concentrate, they lose concentration.”* (MW\_ MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 30)

*You know these physically challenged learners, they are shy in a way that may be if I can raise my hand people will be laughing at me yet things like that doesn’t happen, so they just have inferiority complex.*  
(MW\_ MQ\_I\_HT\_ETK\_3.5\_04.06.2014, 77)

### **2.4.3 Observations**

Although the teachers use methods that encourage learners’ participation such as a more learner centred approach, which requires teachers to arrange the learners to work in groups, some learners do not participate as expected. Almost all vulnerable learners including those with disabilities as well as some regular learners do not participate and it was also observed that some teachers do not pay attention to what is going on during lessons in class or they do not want to involve vulnerable learners in the learning processes. It seems as though the teachers are focussed on completing the planned lesson activities within the allocated time of 30 minutes. *“The language of the medium of instruction is English and the subject is English. The topic is Letters of the Alphabet. The teacher is using learner-centred approach.”* (MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 45)

*The teacher tries to complete all lesson activities within the allocated thirty minutes period, but due to the size of the class, she does not manage to complete the activities within the lesson, especially marking learners’ exercises.*  
(MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 50)

In Standard 1 during the English lesson, there were two learners with disabilities, one with Down syndrome and another with autism. The learner with Down syndrome was sitting on the floor together with the rest of the learners but was not participating in the learning process and the one with autism kept on changing her sitting places, playing with her hands clapping and humming without paying any attention to what was going on in the classroom, but the teacher was not moved by this. During Mathematics lesson, the learner with Down syndrome started eating, when the teacher noticed this, she instructed her to go out and eat her food which she did. In Standard 4 a learner with learning difficulty raised his hand several times in order to be nominated to answer teachers’ questions but was

not and when another learner with special needs struggled to answer a question, the teacher shifted her attention to other learners.

*Most of the learners are following instructions whilst a few are not. In addition, the learner with Down syndrome is not participating in the teaching and learning process and one with autism is in her own world. She is just playing with her hands, clapping hands, and hamming. The teacher is not paying any attention to her.*

*(MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 45)*

*The special need learner, one with Down syndrome starts to eat, and the teacher asked her to go outside and continue eating.*

*(MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 46)*

*The teacher asks questions at random. The special needs learner has raised his hand several times but he is not nominated.*

*(MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 62)*

*Learners raise their hands to be nominated. One special need learner with learning difficulty struggles to respond to a question, the teacher does not spend much time with him, she goes to nominate another learner. When some learners were not paying attention, the teacher did not make any effort to bring them into the lesson.*

*(MW\_ MQ\_OB\_Sch\_EC\_05.09.2014, 68)*

#### **2.4.4 Transition**

There is silence on transition from Early Childhood Development centres to primary schools, however some disadvantaged learners from this school are progressing to secondary schools. In the academic year 2012-2013 several of them were selected to secondary schools. One learner whose uncle is a beggar was selected to [name of government secondary school], this learner was staying at children's shelter, and two other learners with physical disabilities went to [name of secondary school]. The teachers and SMC members made financial contributions towards the purchase of basic necessities for one of them.

*We only assisted the street kids and orphans, we have one child at [name of secondary school, are there two? We are paying school fees for these students, the school committee members made financial contributions and paid school fees for the student. We have paid school fees for the first two terms, because the bursary is not materialising.*

*(MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 64)*

*I wanted to say that last year one learner with physical disability was selected to go to secondary school, yet others went to secondary school, but this one went to a boarding secondary school.*

*(MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 133)*

In conclusion: it is clear that lack of adequate teaching and learning materials, inappropriate teaching methodology attitudes and conduct of learners and teachers as explained under access are adversely affecting the learning processes within this school.

## 2.4.5 Professionals

### (a) Learners

According to the learners from the three focus group discussions, the school has enough, intelligent, well qualified and experienced teachers who teach well and encourage learners to work hard. *“They tell us to work hard because school is very important. They tell us that there are people who do piece work (ganyu) in town because they dropped out of school.”* (MW\_MQ\_FGD\_5&6Ls\_ETK\_3.1\_02.06.2014, 90) (Read section on pedagogics under participation-learners.) Although the learners think that the school has an adequate number of teachers, they pointed out that one specialist teacher is not enough for the school. *“He slightly manages since he is alone, we cannot say that he can reach a point which others reached.”* (MW\_MQ\_FG\_STU\_EC\_3.6\_03.06.2014, 201)

The learners also mentioned that some teachers ill-treat learners by not assisting them in class.

### (b) Parents

The parents especially the SMC, PTA and Mother Group members seem to appreciate the presence in the school of a specialist teacher who is skilled in handling learners with special needs. *“We are lucky here, we have a specialist teacher who knows how to handle each learner differently. If regular teachers mishandle the learners, he comes in to advise how to handle the learners,”* (MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 112). They are also of the opinion that regular teachers are not well looked after by the government, because they are not paid on time, they reside very far from the school and are not provided with adequate teaching material resources as a result some of them become unmotivated. Their salaries could be adequate but they should be disbursed in good time so that the teacher should be able rely on for their daily upkeep.

*Currently, teaching is regarded as a part-time work, teachers no longer rely on this job they have many things to do because they say that even if they work hard their pay would be disbursed on fifteenth of the other month.*

*(MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 57)*

*Teachers become lazy because they do not have teaching and learning materials, and also if teachers are operating from far, for example at this school [name of school] a teacher is operating from [name of area], by the time the teacher reaches the schools he or she is already tired, he or she may have walked part of the journey in order to save some money.*

*(MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 59)*

While the SMC, PTA and Mother Group members bemoaned the poor welfare of teachers, parents and guardians of learners with for example disabilities know that there are some teachers who do not treat learners well by among other things using abusive language and favouring some learners some learners during lessons. The parents have argued that this is because the current group of regular teachers was not trained in psycho-social support, due to lack of funds, the parents rely on two female teachers who counsel the teachers when such incidences occur. *“Regarding street children, there is a need to train teachers on psycho-social issues so that they know the stages the disadvantaged children pass through. Then they would appreciate the problems the street kids face, therefore there is need for teachers not to torture these children. Those who were trained were transferred to another school. We only have*

*two lady teachers who help us, when they see that other teachers are using abusive languages on these children they counsel the other teachers.” (MW\_ MQ\_FGD\_Pts\_3.3\_04.06.2014, 61)*

The parents, especially the SMC, PTA and Mother Group members feel to a certain extent that there is no good relationship between teachers and learners. The parents refer to male teachers more especially who have unethical relationships with learners e.g. a case at the school involving a male teacher who was in such kind of relationship with a female learner, currently the case was reported to Ministry of Education, the teacher was prevented from teaching but he is still on the school premises., *“I am saying this because there are some male teachers who are abusing the girls. We currently have a case in which a teacher was in intimate relationship with a school girl. This is very bad. We wished we had proper procedures of sorting it out, it could have been a good thing.” (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 183-185)*

## **2.5 Most disadvantaged groups**

Different groups who are regarded as disadvantaged were mentioned at this school, these include children from the streets, girls, regular learners, orphans, HIV/AIDS infected learners, out of school children, children from poor families and learners with disabilities.

The identified disabilities include one learner with physical disabilities who uses a wheel chair, learners with speech, visual and hearing impairments and a learner with Down Syndrome as well as a learner with autism as well as learners with a variety of learning difficulties.

At school level orphans were singled out as the group at a greatest disadvantage according to the specialist teacher, while the head teacher feels that learners with physical disabilities are the most disadvantaged. The specialist teacher believes orphans are at a great disadvantage because they lose concentration most of the times since they wonder why they became orphans. *“I understand that learners with special needs are at a disadvantage in form of accessibility to better learning The other groups may be those who are orphans because to them having no parents, they think is something that is bad for them because most of the times they think of themselves as why me so they don’t concentrate, they lose concentration.” (MW\_ MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 28-30)*

While the head teacher believes that learners with physical disability are the ones who are at a greatest disadvantage, teachers say that the school only has one learner with a physical disability. *“I feel those who are physically challenged learners are the ones, yes am thinking of that.” (MW\_ MQ\_I\_HT\_ETK\_3.5\_04.06.2014, 52)*

### **2.5.1 Specific measures**

#### **(a) Parents**

Although the SMC, PTA and Mother Group members pointed out that they do not know the exact figures of orphans at the school, they took part in providing for the orphans so that they should be in

school. They bought and presented uniforms to learners from the streets and orphans (Read section on acceptance).

Guardians from The Ministry of Gender children's shelter are taking care of orphans including those from the streets. *"So we take these children and provide for them so that they differentiate between being in the street and being here whether they are orphans or not."* (MW\_MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014, 23).

### **(b) Professionals**

While some teachers send to the names of orphans to the District Education Manager's (DEM) other teachers do not really know who orphans are: *"Let me say the truth, these learners are not easily identified, I do not know about the other classes."* (MW\_MQ\_FG\_T\_EC\_3.7-05.06.2014, 132) but they took part in providing for the orphans so that they should be in school. The teachers undertake individual initiatives assisting orphans when they lack teaching materials. Although the orphans are there they are difficult to identify them.

## **2.6 Opportunities**

The learners so far do not see any opportunities since no group mentioned any but the two groups of parents did.

### **2.6.1 Access**

#### **(a) Parents**

The SMC, PTA and Mother group members and teachers discussed activities to improve the relationship between the disadvantaged and the regular learners and pointed out that a good working relationship exists between the school management committee, officials from the children's shelter and the teachers. This has created an opportunity for more learners to enrol in the school comparing to the previous years, at the time of the visit, the school had an enrolment of approximately 1000 learners according to the SMC, PTA and Mother group members.

#### **(b) Professionals**

The teachers regard the fact that the government is assisting by providing some teaching and learning materials as an opportunity but would like this provision to increase: *"Yes, we have been given, like those special learners though the materials are not enough but we have been provided by the government."* (MW\_MQ\_I\_HT\_ETK\_3.5\_04.06.2014, 81)

## 2.6.2 Acceptance

### (a) Parents

Parents and guardians of learners with special needs see opportunities in the presence of a specialist teacher in the school to teach their children as well as the presence of a head teacher who is effective in addressing issues of abuse. When cases of teachers abusing the learners reach her office she takes action to prevent this happening again. The parents and guardians also see the small number of enrolment as an opportunity: *“There are fewer learners in this school compared to other schools in the city. We like this school because Sir takes care of these children.”* (MW\_MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014, 13)

*Nowadays the teachers understand them as we see that when we complain, the head teacher summons the concerned teacher, discuss on how to handle the disadvantaged children and that is why we see changes now and as has been said some have sat for Malawi School Leaving Certificate of Education.* (MW\_MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014, 36)

*There are also few learners so they learn well. For example, standard one it is only a stream and few learners yet when we go to other schools we find six streams of standard one. This makes it impossible for a teacher to know and concentrate on a learner. Here there are less than fifty learners in standard one that is why some of the children come from far places to this school. For example at [name of area] standard one goes up to F and G streams which is very difficult for a teacher to follow up on the performance of the learner.* (MW\_MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014, 13)

### (b) Professionals

As mentioned earlier the teachers regard the provision by the government of some teaching and learning materials as positive but point out that more resources are needed to enhance learning. *“Learners with disabilities are accepted into the secondary schools. Yes we have been given, like those special learners though the materials are not enough but we have been provided by the government.”* (MW\_MQ\_I\_HT\_ETK\_3.5\_04.06.2014, 81) *“Last year we had two who were selected to Naiveté and they were physically challenged learners but they were able to get selected to secondary school so I take it as a positive.”* (MW\_MQ\_I\_HT\_ETK\_3.5\_04.06.2014, 17) *“Every year we are sending learners to secondary schools in those categories and this year we have four who have sat for primary school leaving certificate examination and we have a hope that these will succeed.”* (MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 78)

## 2.6.3 Participation

### (a) Parents

The SMC, PTA and Mother Group members see opportunities in the introduction of a fund to the school by government, part of which is going towards the implementation of inclusive education through the procurement of support materials for the learners in the resource room. *“We are saying that*

government has introduced a certain funding which goes to the school, so when we are using this fund at this school, we take part of that fund and ask the Special needs teacher what he would like to buy for the learners.” (MW\_ MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 74)

## 2.7 Challenges

Findings indicate that there are many challenges the school is facing in the implementation of inclusive education. *“The most notable challenges relate to material/technical resources, attitudes and beliefs, time allocated per lesson is not enough, infrastructure, motivation, security, curriculum, child rights, human resources, financial resources, learner behaviour, language, inadequate training institutions for SNE, development fund and cooperation.”* (MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014)

### 2.7.1 Lack of material/technical resources

Another challenge related to learning and teaching resources including assistive devices (e.g. braille and large print books), as well as other resources like toys:

*Not only that, even you know some of them are young in a way that they have to find something to play with may be during break time you know they can't go out and play with other normal learners. So what we are saying is these learners have to be provided with playing materials so that during break time instead of going out may be being mocked by other normal learners they have to be accommodated in their rooms and play games with those toys.*  
(MW\_ MQ\_DI\_ETK\_3.5 03.06.2014)

The SNE teacher feels that the learners with special needs cannot learn effectively due to the of lack resources *“The learners with special needs or anybody who is regarded as vulnerable is not taken on board most of the times when it comes to learning process. Why? Because the materials as I have said already, they are not there, they are not enough.”* (MW\_ MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014)

### 2.7.2 Inadequacy of seating facilities

It was found that there is not enough seating facilities (desks and chairs) and that some classrooms are overcrowded and learners sit on the floor in the classrooms.

### 2.7.3 Uniforms

Although wearing a uniform is not compulsory in all the schools, the parents indicated that uniforms and the school's insistence that all learners wear it is a barrier to the learners who reside at Gender shelter, because they do not feel comfortable looking different from the regular learners *“As you have seen some of those you have met do have uniforms while others do not. These are some of the things that make them be unhappy.”* (MW\_ MQ\_FGD\_PTS\_ETK\_3.3 04.06.2014)

#### 2.7.4 Time factor

The teachers seem to have problems completing the teaching activities in class because of time, “*you know a period is about 30 minutes or 35 minutes so a lesson is taught within the range of that time and for a learner who is having a special problem cannot take the information within that period.*” (MW\_MQ\_DI\_ETK\_3.5 03.06.2014)

#### 2.7.5 Language barriers

Learning through a second language (in this case English as language of instruction from Grade 3 onwards) is creating barriers for some learners to learn effectively. Some Standard 3 & 4 learners, specifically pointed out that some people are not able to learn because they do not understand English. They gave an example of Mathematics and Social studies, which they do not understand because of English as a medium of instructions. In Malawi all subjects are expected to be taught in vernacular language from Standard 1 to 4, except for Chichewa.

#### 2.7.6 Physical Infrastructure

In relation to physical infrastructure, the school does not have adequate classrooms, teachers’ houses, resource rooms, offices, and learners’ toilets. “*What we do not like at this school is that as you know there is only one resource centre and it has only one teacher while there are children out there who have disability.*” (MW\_MQ-FG\_STU\_EC\_3.6\_03.06.2014) (Read more in section on infrastructure under Access)

#### 2.7.7 Shortage of teachers’ houses and inadequate teaching methodologies

The school does not have sufficient teachers’ houses, there are only two teachers’ houses and both are old, small and in a bad condition with the result as mentioned earlier that, the majority of the teachers reside far away from the school, hence arriving too tired to teach effectively

*These teacher’s houses are just dilapidated you know the school was built in 1958 so the house which was built in 1958 you cannot compare with today’s life. The houses which are there they are the ones maybe we can say they are supposed to be may be taken by the watchmen. The way they are dilapidated so that thing demoralize many teachers, they don’t like to stay at that place.*  
(MW\_MQ\_DI\_ETK\_3.5 03.06.2014)

Moreover the learning process in the mainstream classes favours regular learners according to the views of the specialist teacher, because there is scarcity of resources and the teaching methodologies are not accommodative of the learners with disabilities and learning difficulties.

*The learners with special needs or anybody who is regarded as vulnerable is not taken on board most of the times when it comes to learning process, because the materials as I have said already are not there, they are not enough, the teaching methodologies are not all that accommodative to some of these learners.*  
(MW\_MQ\_DI\_SNET\_ETK\_3.3\_03.06.2014, 112)

The SMC, PTA and Mother Group members commented that teachers do not mark learners work because of tiredness and learners do not complete exercises. *“In most cases teachers do not mark the exercises because of tiredness and learners do not complete exercises.”* (MW\_MQ\_FG\_SMC\_EC\_3.3\_04.06.2014, 56)

### 2.7.8 Development fund

The development fund is an agreed amount of money, which a parent pays for every learner in the school; the money varies from school to school, usually depending on the intended purpose. In urban schools the money is used for payment of security guards salaries, payment of water and electricity bills, maintenance of toilets, desks among other things, while in the rural schools, the money is used for school development such as moulding of bricks and construction of classroom blocks and teachers' houses and maintenance of boreholes. Currently in most urban schools it is at k500 per student. Usually it is the school management committee, which supervises the administration of this fund. The focus group discussion with the parents revealed that the further development of this fund is a challenging because some parents cannot afford to make such a financial contribution. If a parent fails to pay this fund his or her children are not allowed access to the school. There are some learners who come from poor families who cannot afford to pay the fund and eventually these learners drop out of school.

*In the past we used to hear that primary education is free and when we go into the villages learners are paying nothing, but here in town the learners pay development fund. I just want to know how that money is used because we can see that toilets here are in bad shape, learners do not use them anymore, and they go in the bush. So what type of development is it since the toilets are not working? We do not know the Ministry of Education's programme regarding this because they need to help since toilet is one of the things, which is very important in the school. If you were to go there yourselves, you wouldn't enter the toilet but what are they doing with the money because the children are paying development fund? What is needed is that when the children pay development fund, the money should be used for its purpose.* (MW\_MQ\_FGD\_Pts\_ETK\_3.3\_04.06.2014)

### 2.7.9 Attitudes and beliefs

Some of the particular attitudes and cultural beliefs of some parents and learners create barriers to the implementation of inclusive education. According to the teachers there are some parents who are not interested to have their children educated, they just do not see why their children should be educated *“The other problems start from home because the way some of the learners grew up. It shows that even the parents at home do not have interest, other learners do not come to school because their parents do not have interest in education.”* (MW\_MQ\_FG\_T\_EC\_3.7\_05.06.2014)

The SNE teacher concurred, *“Some of the learners take those learners with special needs as learners who cannot perform. They say that these people cannot perform and yet we say disability is not inability. When it comes to learners with special needs, they regard these as learners who cannot perform and can't do anything but it is not what is on the ground.”* (Read section on Attitudes and beliefs under Access.)

### 2.7.10 Child rights

The teachers are of the views that there is an over emphasis on the rights of children and this is a challenge to the implementation of inclusive education. For instance they are not supposed to be subjected to corporal punishment.

*Should teachers really be afraid of young children? There is no respect from the learners; the teaching job is no longer enjoyable. Even if you meet a learner who has not come to school, he or she happily greets you yet during our time we used to run away from teachers if we had not gone to school on that day. Even if the learner is late, you cannot punish her or him because of the rights of the child.*  
(MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014)

### 2.7.11 Motivation

Another identified challenge is lack of motivation due not only to the already stated issues related to the housing of teachers as well as salaries that are paid late but also because there are some teachers who were qualified a long time ago but are still at the same position. The teachers further pointed out that they do not have a career path and this demotivates them.

*Chances that one can progress with education are not there either, the end result is that we accept that we are the oppressed people, for example, myself I am now twenty-one years in the service and I do not see any benefit, I am saying I have done my part I think I better stop, do some income generating activity. I could be doing fine.*  
(MW\_ MQ\_FG\_T\_EC\_3.7\_05.06.2014)

One teacher stated that when she started she used to put up charts on the walls of the classrooms and protected them by taking them home and put them up again the following day but was never promoted. The teachers also felt that they are heavily oppressed, the district management does not consider them favourably when they would like to attend workshops and seminars “*whenever there is a workshop concerning a teacher, the teacher does not go instead officials from the office go, even if there is an opportunity for a teacher to go, heor she does not receive sufficient financial allowances, we are given K250 per day so such things discourage us*” (ibid).

### 2.7.12 Security

According to the participants the school is experiencing persistent cases of theft. For instance, the thieves uproot water taps; steal computers, dolls from the resource centre, metals and timber from the chairs. Due to this lapse of security, the Standard 5 & 6 learners stated that they do not like the school because

*Some people who hold their meetings here, they take desks out of classes but do not take them back, so some people come who want burglar bars from the metals on the desks so they steal the desks, we the owners lack desks to sit on, especially among the girls, because if a girl sits on the floor, it is difficult for her to stand to respond to a question because everyone’s eyes are usually on her.*  
(MW\_ MQ\_FG\_STU\_EC\_3.5\_03.06.2014, 5-6)

## **2.8 Recommendations**

### **Recommendation regarding the motivation of teachers**

The government should take better care of the teachers by motivating them for example by recognising the qualifications of specialist teachers and rewarding them accordingly although the government does fund the training of specialist teachers at Montfort College, they do not receive a salary increase at all after qualifying as specialist teachers. Furthermore teachers' salaries are sometimes not disbursed on time; the government should devise a way to make sure that the teachers' salaries are disbursed in good time.

### **Recommendation regarding participation**

In order to improve participation the government should supply the school with adequate resources including teaching and learning materials and human resources. These include the further development of teachers in the use of effective child centred teaching methodologies that accommodates all learners. Based on the findings it also seems as though increasing lesson time from 30 to 35 minutes could be helpful in increasing participation in classrooms and more teachers should be deployed to the school to reduce learner teacher ratio. A better equipped resource room should be constructed to cater for all different categories of learners and more specialist teachers with different types of skills should be deployed to the school.

### **Recommendations regarding physical infrastructure**

The findings clearly indicate the urgent and necessary improvement of the school's physical infrastructure to increase access. Learners and the specialist teacher suggested the construction of new toilets further away from the classroom blocks while parents suggested the improvement of the current ones and construction of accessible toilets for learners with physical disabilities as well as three new pit latrines for the adolescent girls. More teachers' house (4 or 5 houses) should be constructed. Some parents recommended that one classroom block which has open concrete block as windows should be demolished to construct a new one or that it could be renovated by fitting some transparent sheets on the roof and proper windows with glasses to improve visibility. The government should supply furniture for the learners, and the resource room should be supplied with appropriate furniture and wheel chairs for the learners with physical disabilities. Furthermore, a school feeding scheme should be introduced in order to increase the access of learners from poverty stricken households.

### **Recommendations regarding access and acceptance**

Teachers also suggested that the government should pass stiff laws to make sure that there are no children living in the streets and that all parents should send their children to school in order to increase access for all. The learners recommended that people from outside the school should be invited to advise them to accept each other. As for teachers' attitudes and conduct, the parents suggested that the teachers should be trained in psycho-social support so that they know the stages the disadvantaged learners go through and in this way improve access and acceptance.

## 2.9 Discussion - Occurring general themes

Looking at education for all at this school several challenges are playing major roles in the effort to develop inclusive school communities:

- The lack of adequate teaching, learning and playing materials,
- Attitudes of learners and teachers with specific reference to negative attitudes towards learners from the streets.
- Parents of learners with disabilities have reservations concerning the way in which teachers handle especially learners with disabilities, while teachers also complained about the attitudes of learners from the streets towards education. Some parents' attitudes towards education are playing a part either by negatively or positively influencing access, since there are some parents who want their children to be educated while others rather want their children to drop out of school to generate income. The lack of learning and teaching materials as mentioned by almost all respondents has a major impact on access and participation. If learners do not have enough text books in a class for example individual work is not possible and learners cannot study on their own at home.
- Lack of sport equipment and general materials to play with in the school also has an impact on the number of learners who want to go to school, because it was argued that some learners go to school because they are attracted by sporting materials.
- Apart from teaching and learning materials adequate seating facilities for the learners was mentioned by all participants as a challenge. There are few desks in the school with the result that all learners in infant and junior sections sit on the floor, this negatively affect participation on the part of the girls who are too shy to stand up to answer teachers' questions.,
- Overall inadequate physical infrastructure such as classroom blocks, teachers' houses and the most importantly learners toilets.
- Lack of motivation of both specialist teacher and regular teachers took centre stage among interviews and discussions with teachers and parents also with reference to inadequate government policies that are affecting education.

**Common views about possible challenges that have an impact on the implementation therefore focus on** children from the streets who reside at The Ministry of Gender Shelter, poor infrastructure and lack of teaching and learning materials. As discussed earlier challenges with reference to children from the streets focus on their behaviour which affects their acceptance in the school and their participation in class. Poor infrastructure also has a bearing on access to education particularly for learners with physical disabilities and adolescent girls because of poor condition of learners toilets and bad condition of classroom blocks, whilst lack of teaching and learning materials have an important bearing on access to quality education and participation of all groups of learners in the school.

**Contrasts/ differences regarding perspectives**

Teachers, regular learners and parents of regular learners think that the children from the streets cause problems in the school but parents and guardians of both children with disabilities and other vulnerable children believe that the problem is in the school because both the learners and the teachers do not understand the needs of these groups of children. The parents say that the teachers do not have the skills to handle children from the streets. Regular learners discriminate against them and the teachers do not involve them in class activities.

Regarding the physical infrastructure various participants focused on different aspects e.g., the teachers and the learners regard the problem of poor condition of toilets as the greatest challenge while the teachers also think that the school does not have adequate classrooms. Furthermore some parents regard the condition of one classroom block with poor lighting as challenging and that is why the members of SMC, PTA and Mother Group suggested the fitting of some transparent sheets on the roof and fitting of window frames with glasses.

Parents and learners consider lack of learning materials in general as a great challenge but teachers also include teaching material and their skills in applying new teaching skills as a challenge as well.

### 3 Meso Level

Five interviews were conducted on the meso level and participants included, Desk Officers for Primary Education (urban), City AIDS Coordinator (district), Social Welfare Officer, Special Needs Desk Officer (district) and a District Education Officer (district) who all, described their work as coordinative their own focus is therefore not on the implementation of specific measures but more on the coordination of different groups which are involved in developing quality education, which means inclusive education, and improving education for all.

Speaking in terms of the data analysis all interviewed professionals referred to the conditions that affect access, participation and acceptance and efforts to identify improvement strategies. In their analysis they refer to specific determinants, which from their point of view, contribute to “good” education such as teacher training and community involvement with specific reference to teacher qualifications and dealings with the situation of children from the streets.

In general, one might state that the professionals from various contexts e.g. rural/urban, cooperation with other institutions have different perspectives on educational processes. They are all experts in their own field and describe issues related to access, acceptance and participation against their own work context that results in slightly varying opinions on the same topic.

#### 3.1 Concept of Inclusive Education

The position and working fields of the interviewed persons influenced their views on inclusion and inclusive education and they described their work within the development of inclusive education mainly as “*advocacy work*” (MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 12).

*We do a lot of advocacy on making sure that education is inclusive of apart from the learning, we do a lot of advocacy with the community encouraging parents to keep their kids in school...” (ibid.) So, one might sum up their common understanding of their work as overviewing all essential determinants for inclusive education.*

*I think the need for all the aspects you mentioned for us to have like for there to be like a comprehensive programme to ensure that the programme is working there is a need for programme management to have quality school management, working and learning environment, community involvement for me I think is one of the important elements because you may have a good school infrastructure, you may have good teaching and learning environment, a good school management and so on and so forth but when parents especially that we are so embedded in our culture, as a result when the culture is not supportive of this education for all policy, it can fail so I think, the community involvement is very crucial in my own opinion.*

*(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 14)*

This statement from a City AIDS Coordinator already provides a formulation of elements of what can be regarded as “good” education. Furthermore all interviewed professionals describe their job as “*interpreting government policy so government policy as we know we have issues to do with all children including those with learning difficulties, disabilities and with special needs. ... so it is my responsibility to ensure that as I am preparing the district plan where I include all children, all their needs so I feel in that aspect I am able to cater for those as well.*” (MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 14) The professionals on meso-level especially talk about linkages between community, access and acceptance

or qualifications of teachers, access, participation and acceptance. These linkages seem to be regarded as essential for implementing and improving access to education for disadvantaged groups in that area.

As a basis for a simplified understanding of Special Needs Education Desk Officer defines inclusive education as: “[school] involves learners with learning difficulties. In other words, special needs learners are included in normal classes” (MW\_ MQ\_EI\_EX\_ETK\_3.4\_07.05.2014, 12)

### 3.2 Access

The District Education Officer states, that the knowledge that they have available about learners consists of information of those who are registered in school. The main problem is that there is a big group that is outside of the school system and that there should be measures to reach and identify those children. “I only know those who are in school but I know that the majority of these learners are outside our school system so I can only give you figures of learners that are in the school so that is why I am saying it is quite low.” (MW\_ MQ\_EI\_ETK\_3.4\_09.05.2014)

*Yes, like I said most of our interventions are in school so we really don't have control over those that are out of school and they are quite many for example, orphans you see that they absentee themselves from schools because of issues that are outside the school, We fail to intervene in those areas and I think that is also a major problem. Most of the issues are out of the school. (ibid.)*

This circumstance keeps the professionals busy, which is why they are wondering what might be the best specific measure to reach those out of school children. There are attempts to approach this problem on different levels. One way might be to intensify contact to and within communities; another might be more research to gain some data on that issue and cooperation with NGOs like FEDOMA.

*I know this because of the meeting that we have with community members. There is an outcry from some of the community members saying that there are quite a number of learners with special needs that are out there. But also through FEDOMA because FEDOMA continuously laments this you know we are not reaching out to many people with special needs as we want so I understand that they have carried out a research where I am yet to see the results but it was also through the formal report that they told us that at least quite a number of learners are outside our school system. I think FEDOMA is also running an inclusive education programme through funding from certain organisation. (ibid.)*

#### 3.2.1 Specific Measures

As specific measures the officers on district level organize in cooperation with teachers and head teachers the so called PTA meetings with parents in order to talk about the “girl related access to school” (MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014). Also, during assemblies, head teachers talk about stigmatisation of different groups of learners. For the group of children of the streets an own office exists, where teachers and head teachers can talk to these children and assist them. In order to increase the school enrolment numbers the office implemented The School Improvement Programme (SIP), which contributed positively to enrolment. “Every year we train mother groups, PTAs, SMCs more especially about orphans and learners with disabilities. We include those things and we can now see that more learners with special needs are enrolling in the schools. We started with very few but now the figure is going up.” (MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014)

So, specific measures in order to enlarge access are already in place in many contexts and involve essential role players, such as families and communities. Especially for families in rural areas specific measures to make parents aware of the fact that their children need to go to school are put in place

on a more practical level. *“Some of the penalties that I am aware of are that parents are charged chickens, not anything like a goat, and they are called to report to a community kind of court and also schooled on the importance of sending their children to school, yah.”* (MW\_MQ\_EI\_ETK\_3.2\_07.05.2014, 18)

Also, schools continue to improve their infrastructures and become more “child friendly” (MW\_MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 98) *“[T]here are steps, a ramp is also constructed for the learners on wheel chairs. The ramps are in most schools, but still the construction of many schools are in such a way that learners do not have problems moving around.”* (ibid, 101/2)

### 3.2.2 Most disadvantaged groups

#### 3.2.2.1 Female Students

Especially for girls access to school is regularly prevented due to the lack of sanitary installations. *“[W]e don’t have enough toilets in town mainly for these elderly girls when it comes to their periods, they don’t come because of these toilets so they don’t access school.”* (MW\_MQ\_EI\_ETK\_3.4\_07.05.2014, 46)

#### 3.2.2.2 Students with disabilities and learning disabilities/difficulties

*Another group could be the LDs-the learning difficulties because we don’t have enough competent teachers to accommodate them or to assist them. They don’t see anything good when going to school. So they don’t come as we expect them to. The problem could be shortfall of special needs teachers, yah.* (MW\_MQ\_EI\_ETK\_3.4\_07.05.2014, 26)

#### 3.2.2.3 Children from child headed households

*These child headed families like these we get some complaints from some learners saying we are five or six in our family and we lost both parents so I am responsible for my fellow brothers and sisters so it’s a problem in that case so they don’t come to school timely sometimes they just drop out.* (MW\_MQ\_EI\_ETK\_3.4\_07.05.2014, 26)

#### 3.2.2.4 HIV/AIDS Learners

HIV/AIDS learners face different measure of access according to the area and city they go to school to. A ‘Special Needs Education’ Desk Officer tells about issues in his zone.

*Like those with HIV/AIDS, we feel that there should be a frequent follow up when we talk of medication. There are some learners who don’t get the drugs they receive from the hospital as a result, they don’t follow whatever was said from the hospitals as a result they normally fall sick time and again so we feel if schools had an access of knowing their status at the same time following how they take the medicine they could be assisted.* (MW\_MQ\_EI\_ETK\_3.4\_07.05.2014, 44)

Another Desk Officer (MW\_MQ\_FG\_EX\_EC\_3.1\_07.05.2014) talks about fewer problems for HIV/AIDS learners because the students feel free to tell their teachers about their illness and the need for medication. But this fact also leads back to the existence of HIV/AIDS Officer, who assists teachers as well as learners and their families. So, the situation for HIV/AIDS learners also depends on the teachers’ commitment and the existing infrastructure in their wider school community.

Another perspective comes from a City AIDS Coordinator who describes his expertise and the importance of community based work.

*Here we keep a record of different groupings of young people who are living positively, who have formed networks. We work closely with community based organisations and within those community based organisations, like in [name of place] we have about over one-hundred operational community based organisations working with HIV/AIDS programming: they work with the elderly, they work with the youths, and they work with the support groups of people who are living positively. So even within the support groups there are youths but they also have youth component. They make sure that for us, what we do as a council we register them for them to be operational on the ground and like my office specifically we make sure that we coordinate funding from especially aids commission to be funded.*  
(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 22)

### 3.2.2.5 Children from the streets

Children from the streets take a special position in the educational system in the area. As a special theme for this region it was possible to note that the group of children from the streets need attention including the fact that they are on the streets for a variety of reasons *“especially here in [name of place] is a problem.”* (MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 68)

Nearly all interviewed professionals describe this group as a “problem”, which is why this topic is depicted as a theme in the data analysis:

*Yah, we have got schools not necessary they are there for especially for street kinds but we have got some schools which accommodate such street kids like [name of school], [name of school] which is a Government school. So we have these schools, which accommodate street kids. Not all the schools in my zone accommodate street kids or in the district, no.*  
(MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 18)

In comparison to other vulnerable groups children from the streets seem to be the most disadvantaged, *“the group which is most dangerous and not mostly accepted is that of the street kids.”* (ibid, 60)

Specific measures concerning this group seem to be the idea of developing different, separated schools for them but also an office, *“where they go so we go there to meet with those big people they live with like at [name of school], it is their village so we go there and speak with them. They try to assist but with difficulties, they try to speak to the kids.”* (MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 62)

A Special Needs Education Desk Officer describes the issue with children from the streets as followed.

*Street children normally form groups and when there is a conflict between two groups, they use violent problem solving strategies. Teachers have a lack of knowledge how to deal with situations like these and tend to just ignore the child, especially when they do not know anything about the children’s backgrounds and histories. Proper assistance in that case is aggravated and complicated progression already takes place. Sometimes if the others say ‘you just live in the streets’, then because of being hurt with those remarks, the child becomes angry and can do anything and does not go back to school.*  
(MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 58)

The Officer somehow describes a vicious circle including a lack of knowledge about the variety of reasons why some children are on the street, which takes place for all involved parties. Another aspect he points out is the stealing.

*The other problem is that the street kids like stealing, so once they steal they don't come back to school. Some children who are partially blind because they sit with their friends on the same desk, if they need assistance from the friend, the friend says, 'you are delaying me because I should do my own work'. So their friend just remains quiet and when asked, he or she says, 'my friend is not assisting me'. (ibid.)*

Finally one might state, that this regional theme is strongly connected with the second theme of not having enough specialized teachers in schools.

### 3.2.3 Community

As already mentioned above community involvement plays a very special role in educational developments in the city and Malawi in general. It is also possible to differentiate between community involvement in urban and rural areas.

*What we do like in the city, we work closely with other NGOs in the city, yes, because it is not so much as the rural. The rural is had got like the chief and so on and so forth even within the city set up we also have what we call block leaders and going to the high density areas we still have got like part of the city we've got like [name of area], {[name of area],[name of area]}, they are all in the city. And we also have got the group head men within the city, so we work closely with these traditional leaders to enforce by-laws within their own community when parents are not supportive towards the education process of their children.*

*(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 16)*

## 3.3 Acceptance

### 3.3.1 Specific Measures

In terms of acceptance there seems to be a high dependence on the teacher and how s/he personally handles the situation. Teachers might be taken as role models. *"There are many fascinating things in the schools that have special needs teachers, because the teachers sensitise all learners at morning assembly asking other learners to assist the disadvantaged learners, so we feel this is assisting very much."* (MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 114) Another example for already existing sensitivity to diverse educational needs is the following statement by a Desk Officer.

*[T]those who cannot walk go to school, their fellow children like them very much. You find that they carry them on their backs even to the toilets. If there are any, I do not think they are here in town. With the meetings that we usually have if there are any they would be encouraged to come to school. (ibid, 79)*

This shows a high level of acceptance and the wish to include all learners.

### 3.3.2 Most disadvantaged groups

A Special Needs Desk Officers gives a general overview/definition of acceptance, which might be regarded as a regional and practical working term for learners and their situation in class.

*We don't see them physically that they are complaining. We just see that they are always together with their friends happily. They are playing well. In class they respond well. So to us we feel that they are accepted because someone with problems can easily be noticed. You can tell that there is something wrong with this one.*

*(MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 80)*

Talking about acceptance, it is noticeable that acceptance takes place on two different levels. On the one hand there is a political point of view, which focuses on aspects like new policies, governmental decisions and support such as funding and on the other hand there is acceptance on ground level, which is noticeable in classes and communities and is established through specific measures and/or cooperation of different parties and focus groups. Regarding the political point of view funding is crucial and indicates how much value society or politicians ascribe to educational processes.

*I think acceptance is at all levels even at central level because looking at the funding that we have last year we had 2.3 million in the budget, now it has been cut to 1.2 million, already that shows that in terms of acceptance it is quite low we are failing to accept that this is a special group that needs special attention in order for us to provide equal opportunities to all.*  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 47)

A pragmatic other aspect of acceptance is the visible and concrete acceptance as observed by the Officers, teachers and the specific pragmatic measures take place.

### **3.3.2.1 Children from the street**

*At the schools itself, I also feel that we are still struggling with acceptance like the issue with street kids as I said the schools we were pushing them out to say, no we don't want these here, they should go to [name of place], we don't know how to handle them here. They are just causing a lot of indiscipline among our learners, that's again an indication of non-acceptance.*  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 47)

One Special Needs Education Desk Officer gives his personal opinion why he personally thinks, these children struggle with acceptance.

*[They are n]ot accepted because they are violent. Normally during assemblies, they listen to God's words, preaching, singing gospel songs and prayers. Also calling their parents and explain to them what happens. So many times the children acknowledge that they didn't do well. But still at the end you will see that by two to three days they are doing that again. I feel they have a problem that may be they don't care about it, for example, they are people who have money and most of the times they go begging so if they are in school they find it difficult so they are very violent.*  
(MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014, 76).

Another Desk Officer from an urban area says that when

*They interact with other learners, they feel they are missing some things. As she has explained, PSIP assists in the procurement of uniforms for these learners, so that they should look similar to their other colleagues. In some schools, teachers make financial contributions towards the purchasing of soap so that the street kids should be able to wash their clothes wherever they live. Some of these street kids are orphans.*  
(MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 55)

A District Education Officer expressed the view that behavioural problems of children from the streets are the main problem at the schools he is working with. They show "their own behaviours" (MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 32). This is linked with the fact, that teachers do not know how to react and how to handle this behaviour. Out of their helplessness they do not want these children in their classes and school anymore.

*We had behavioural problems because these street kids have their own behaviours so there was a lot of violent incidences in the classrooms to the extent that the school management committee, parents' teacher association approached me saying they do not want these street kids in the schools any more.*

*But through negotiations talking to them we have seen that the level of acceptance is increasing they did not chase away the street kids on the contrary they tried to engage them, counselling that kind of thing so up to now we still have the street kinds in some of our schools.  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 32)*

So, in terms of accepting specific groups it is clear that the teachers' commitment and level of interpersonal interactions play a big role in combatting discrimination in the context of the classrooms.

### **3.3.2.2 Learners with HIV/AIDS**

The City AIDS Officer describes challenges these learners face. From his point of view it is the same situation as for children with disabilities.

*There is a lot of groundwork that needs to be done because of stigma and discrimination that they face. There is more than need to be done for them to get full acceptance because acceptance means that stigma and discrimination is not present.  
(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014)*

### **3.3.2.3 Learners with disabilities and learning difficulties**

The District Education Officer reports that in the urban area he does not hear any stories or complaints from schools and on his visits he does not observe anything to the contrary. Learners do not get categorized but just called "learners". But at one school, for example, he observed learners with specific disabilities as being "in the resource rooms with their specialised teacher and then during the break time the same plight, they don't mingle with others, you will see that they are isolated in some cases but in some cases you cannot tell. Identification is a problem as I said." (MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 53)

### **Shortage of well qualified teachers**

Speaking of establishing acceptance through specific measures professional qualification of teachers is stressed

*In terms of acceptance, as we have said we still continue to target our regular teachers that they have some knowledge and skills of how to handle these kids, we believe that once they have that knowledge acceptance levels will go up because it starts with a teacher because if a teacher is able to accept them it means that the other learners will be able to accept these learners but the teacher can only accept them if she/he is confident that he/she will be able to handle them.  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 58)*

Moreover as nearly all interviewed professionals mentioned that there is a shortfall of specialised teachers in the area it seems reasonable to depict this topic as a regional theme. Next to targeting specific groups of learners all professionals stress that they offer workshops and specific training opportunities for the teachers. Target groups are regular in-service teachers. These teachers have accepted learners with various learning needs in their classrooms but do not know how to handle them and lack the necessary knowledge and skills to provide support.

A Special Needs Education Desk Officer describes how his work gets easier by cooperating with a specialised teacher.

*We are given these specialist teachers who help us because we can't do without them but they are inadequate. Sure, and like there are some special trainings sometimes when the funds are available from the government so that there should be interaction between specialist teachers and regular teachers so it really helps. This happens per term.  
(MW\_ MQ\_EI\_ETK\_3.4\_07.05.2014)*

The Special Needs Education Desk Officer thinks in order to implement new structures and guarantee access to education for all learners it is necessary to “*find one person per district, the person cannot manage it but be active because you have specialist teachers in all zones, these should be assisting you. So like myself I get support from these specialist teachers, very much so and I am not regretting that I am not trained in special needs education and I have also learnt from them that this field does this and that and when you come you will be seeing this and that so we really work together.*” (ibid.)

### 3.4 Participation

#### 3.4.1 Specific Measures

*In terms of participation, yah, we are trying to address some of the issues that might deter them to participate like I said schools are buying uniforms for the orphans because once the learners have uniforms they are at the same footing so that will also encourage them to participate. We also provide them with simple materials like note books, pencils that will help them and once they have that we believe that they will be able to be motivated to be able to participate.  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014)*

In already existing systems participation in classroom learning activities is created by trying to establish (visual) equality. Mostly this succeeds because of financial and material support from governmental and non-governmental organisations or the community. There is again a high linkage between participation and special teacher training because most of the interviewed professionals believe that the more qualified a teacher is the more he or she will be able to coordinate the development of inclusive education that will involve all parties like learners, parents and community.

Next to buying general learning materials officers on district level have gone a step further and added “*an activity specifically targeting the girls-to promote girls education because we have noted that in [name of area] there is quite a lot of learners – girls specifically, that are dropping out due to early marriages, early pregnancies and we want to find out why?*” (MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 76) This also shows a high sensitivity to learners’ needs and the readiness to develop more interpersonal and comprehensive ways of working to increase access, acceptance and participation.

Additionally in order to increase learners’ participation, officers on district level encourage head teachers to engage parents.

*But we are also encouraging our head teachers to deliberately engage parents of learners that they have spotted that they are having problems, for example, maybe absentees is quite high, they are missing classes, we are encouraging our teachers and head teachers to track these learners. Talk to their parents, find out what their problem is that would also encourage participation, we are also trying to open up our office so that if the parents have problems they can come straight to complain to say that our learner has this problem the school is not able to handle them, how can we assist them. So we have an open door parents to say that any parent is free to come to complain to ensure that the learners have that access.  
(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014)*

This again, indicates a collaborative level of working together and engaging parents more into school processes and current developments and at the same time finding out, which problems learners and their families face at home.

In the area non-governmental organisations also take part in improving participation for learners.

*FEDOMA is carrying out a project that is promoting inclusive education in schools. And so in [name of region], there are 27 or so schools where FEDOMA is working in those schools to find out how many learners have special needs. They are coming up with that data bank. And they are also saying that they will support these schools with grants so that they can choose whatever they want to do to enforce inclusive education whether they want to build a disability friendly classroom or they want to purchase teaching and learning materials, depending on the needs of the school so they are in these 27 or 28 primary schools in [name of region].*  
(MW\_MQ\_EI\_ETK\_3.5\_09.05.2014)

### 3.5 Professional development

Professional qualifications can be identified as a subcomponent of participation, but also represents a key element in all interviews for improving access, participation and acceptance for the most disadvantaged groups. One might therefore state that levels of qualification are an overarching issue in the findings.

The target group for continuing professional development workshops are regular teachers, who need specific training in order to recognise various kinds of disabilities including visual, intellectual and behavioural disabilities as well as the knowledge to create equal learning environments for all learners. Schools lack specialised teachers, “so sometimes we really don’t even know because we haven’t identified them unless they have a physical disability. But these type of disabilities is difficult unless they are visual something that we can see right but mental disability sometimes they go unrecognised and in that way we unable to assist them because the teachers do not have the skills they just say these are troublesome kids.” (MW\_MQ\_EI\_ETK\_3.5\_09.05.2014, 45)

The more professional qualification or specific training a teacher gets the more s/he will be able to provide a supportive learning environment for all, which will increase access, acceptance and participation.

### 3.6 Transition

Due to adjusted support and specified measures transition from primary to secondary school is possible. Some of the learners are even selected to National Secondary Schools and some to Community Day Secondary Schools

*So we feel that is a positive development for us because we are doing well. When we have a lot of dropouts and we have gone through meeting their relatives and learners we find out that they come as they dropped, when we visit them and back to school so we feel that’s another positive development because we went there, we checked with their relatives and they have adhered to whatever we wanted them to do. To sum up, much of what we feel proud of is that they are taken into secondary schools, yah.*  
(MW\_MQ\_EI\_ETK\_3.4\_07.05.2014)

This quotation shows that a great deal of collaborative work on personal and individual levels is necessary to effectively communicate with the learners, their families and the communities they live in. Teachers get involved with the families, their background and history in order to prepare the learners for transition and minimize drop outs at the same time. One might state, that collaborative relationship building might be one key element for minimizing drop outs in that area. Another important component is teachers' qualification and their knowledge of assessment especially when marking students' work including learners with various learning difficulties.

*I noted that when it comes to marking special needs learners at standard 8, their scripts are marked by regular teachers not specialised teachers. I think that is also another indication that acceptance is not there because we know that why do we have specialised schools if we feel that regular teachers can handle them. We argue at class level to say we need specialised teachers to handle them but when it comes to marking, MANEB says any other teacher can mark, how can they understand those scribbles that they do may be some learners depending on their disability we don't know but their special teachers know they would be able to mark, that again is a problem.*

(MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 47)

**Which success factors of and barriers to inclusive educational systems can be identified in order to draw conclusions for the further development of cooperation measures?**

### 3.7 Opportunities

In the school improvement grants have created a new outer appearance of some of the schools. This is regarded as a new opportunity to motivate learners to attend classes on a regular basis. For teachers supervision is an offer to guarantee their professionalism and gives them support in all day teaching.

*As for positive developments, the Malawi government is providing School Improvement Grants, the schools are now wearing new faces they have been painted, some furniture has been repaired, this is encouraging learners to go to school regularly, so it is like quality education is being achieved, but also PEAs supervision is contributing positively, because when the PEAs make visit to schools, the learners observe that, and feel, that they learn a lot on such days.*

(MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 138)

Another opportunity, which according to the City HIV/AIDS Officer should be regarded as crucial, is working with community and creating improved structures for implementing good educational systems, infrastructures and improvements.

*We use the community to implement the programmes rather than just from here I see the positive development as: through our work we are able to increase community support towards education process. Yah, so which is crucial.*

(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 40)

### 3.8 Barriers

Building strong relationships with communities and their existing structures and cultural norms is not always easy, and can create challenges or barriers in promoting inclusion. It always depends to which extent communities and their leaders are ready to open up to new measures and structures. Especially in rural areas this might form a challenge.

*Cultural norms are not supportive of education process so that is one of the main barriers that we need to break down when we work with the communities. For example, you know the initiations that happen in the communities for the girls when they reach of age, you find that sometimes the community will prioritise those by taking the girl children out of school and during those activities instead of leaving them in schools. The communities are not very supportive. Some of the cultural norms that are there that the communities believe in are not always supportive to the education of their children. (MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 48)*

Other barriers are related to material and financial resources, which complicate educational processes.

*“As for the challenges, there are high enrolments per class, there are eighty to one-hundred learners in one class, so this is affecting education, because some learners feel that they are being side lined, because there are too many learners in one class. Another reason is the shortage of desks.” (MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 137) “Shortage of teaching and learning materials, the materials needed for smooth learning.” (ibid, 151)* Next to these material challenges there are as already mentioned personal or human resources as not enough qualified teacher, which might be seen as challenging as well.

### 3.9 Recommendations

With specific reference to activities, which would have a positive impact on acceptance and participation the City AIDS Coordinator suggests following way to deal with it:

*I would suggest general sensitisation of the school, of course, in terms if training of school management to be more specific, for example, in the first day of the school, I would expect some school management to hold some kind of talk, for example, may be in an assembly they should mention some kind of these things. The school management need to be well trained in order to handle these kids. When teachers treat the students differently obviously the friends it will be just an extension of how the teacher treats the students. But when the school management does not support any discrimination of any sort and the school management puts its foot down on if any student behaves in this way or treats any student differently because of being any different we will not tolerate it. Having a supportive school management to support these kids would make them more socially acceptable within the school environment. (MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 72)*

This vision also fits the common understanding of implementing quality education, which begins with developing an effective education system, which is well structured, well-coordinated and financed and not only consists of isolated and uncoordinated intervention measures.

### 3.10 Discussion and Summary

The community plays a very special role in educational developments in Malawi because education is highly connected with tradition and culture. The implementation of interventions is dependent on the value a community ascribes to education and the concept of inclusion. The support of the community is crucial in the development of quality education for all; Community is *“one of the important elements because you may have a good school infrastructure, you may have good teaching and learning environment, a good school management and so on and so forth but when parents especially that we are so embedded in our culture, as a result when the culture is not supportive of this education for all policy, it can fail so I think, the community involvement is very crucial in my own opinion.” (MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 14)*

Therefore building effective collaborative partnerships with the community as one of the most important cooperation partners for professionals in developing new interventions in the development of inclusive education is crucial. This might be an opportunity but also a barrier for the work with communities because

*Cultural norms are not supportive of education process so that is one of the main barriers that we need to break down when we work with the communities. For example, you know the initiations that happen in the communities for the girls when they reach of age, you find that sometimes the community will prioritise those by taking the girl children out of school and during those activities instead of leaving them in schools. The communities are not very supportive. Some of the cultural norms that are there that the communities believe in are not always supportive to the education of their children.*  
(MW\_ MQ\_EI\_ETK\_3.2\_07.05.2014, 48)

This complexity makes cooperation and communication between all involved parties indispensable.

Teachers hold the key to transforming education processes and not having enough specialized teachers plays a role in access, acceptance and participation According to one professional the key issue is “identification” (MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 45), because “Sometimes we really don’t even know because we haven’t identified them unless they have a physical disability. But these type of disabilities is difficult unless they are visual something that we can see right but mental disability sometimes they go unrecognised and in that way we unable to assist them.” (ibid.)

This interdependence between codes such as groups, participation, access and acceptance gets obvious at this point. So, as a conclusion on might state at this point, that a higher qualification of teachers means more participation and acceptance for learners (cp. MW\_ MQ\_EI\_ETK\_3.5\_09.05.2014, 58).

Established continuing professional development workshops and training opportunities are needed for teachers so that they can improve their teaching quality, which in turn influences learner’s performance in class directly. So, not only material resources need improvement but also human resources need further attention.

*We impart effective teaching skills to teachers so that our learners should get quality education. Our department’s main focus here together with Primary Education Advisors is to enhance quality education, making sure that all children are going to school, there is effective learning, with quality trained teachers which are recruited by the ministry and post them to various schools equitably. Our schools have adequate teachers so that the learners receive quality education.*  
(MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 14)

*The lessons which the teachers do not prepare well, lack full content, and if the learners hand writing is not checked, the learners’ work does not look neat and note books do not last long. The learners do not perform well during examinations if the lessons lack proper contents due to poor preparation by teachers, even selection to secondary school will be compromised.*  
(MW\_ MQ\_FG\_EX\_EC\_3.1\_07.05.2014, 144/5)

This again shows a long-term value for transitional processes.

## 4 Data Base

### Micro-level

Date of Data Collected	Kind of Data Collection (Interview/FGD /Observation)	Interviewee / Participants of FGD	Name of Transcript / Audio File
04.06.2014	Interview	Head teacher	MW_MQ_DI_HT_ETK_3.5 04.06.2014
03.06.2014	FGD	Parents	MW_MQ_FGD_Pts_ETK_3.3 04.06.2014
04.06.2014	FGD	SMC/PTA/Mother Group	MW_MQ_FG_SMC_EC_3.3_04.06.2014
05.06.2014	FGD	Teachers	MW_MQ_FGD_Ts_ETK_2.2 03.06.2014 MW_MQ_FG_T_EC_3.7_05.06.2014
02.06.2014	FGD	Learners with SNE (resource room)	MW_MQ_FGD_LSNE_ETK_3.2_02.06.2014
03.06.2014	FGD	STD 7 Learners	MW_MQ_FG_STU_EC_3.1_03.06.2014
02.06.2014	FGD	STD 5 and 6 Learners	MW_MQ_FGD_5&6Ls_ETK_3.1_02.06.2014
03.06.2014	FGD	STD 3 and 4 Learners	MW_MQ_FG_STU_EC_3.2_03.06.2014
03.06.2014	Interview	SNE teacher	MW_MQ_DI_SNET_ETK_3.3 03.06.2014
03.06.2014	Interview	School Health Nurse	MW_MQ_DI_SHN_ETK_3.2 03.06.2014
03.03.2014	Lesson Observation	STD 7b Numeracy	MW_MQ_OB_LES_EC_ETK_3.3_EF 3.06.2014 MW_MQ_OB_LES_EC_ETK_EF3 3.06.2014
03.03.2014	Lesson Observation	STD 7b Literacy (English)	MW_MQ_OB_ETK_3.2 L & N 03.06.2014 MW_MQ_OB_LES_EC_ETK_EF2 03.06.2014
02.06.2014	Lesson Observation	STD 1 Literacy and Numeracy	MW_MQ_OB_ETK_3.1 L & N 02.06.2014 MW_MQ_OB_LES_EC_ETK_3.1 EF 02.06.2014 MW_MQ_OB_LES_EC_ETK_EF1 03. 06. 2014
03.06.2014	Lesson Observation	STD 4 Numeracy	MW_MQ_OB_LES_EC_ETK_EF2_03.06.2014 MQ
03.06.2014	Lesson Observation	STD 4 Literacy (Chichewa)	MW_MQ_OB_LES_EC_ETK_EF3_03.06.2014 MQ

**Meso-level**

<b>Date of Data Collected</b>	<b>Kind of Data Collection (Interview/FGD /Observation)</b>	<b>Interviewee / Participants of FGD</b>	<b>Name of Transcript / Audio File</b>
07.05.2014	FGD	Desk Officer for Primary, Coordinating PEA	MW_ MQ_ FG_ EX_ EC_ 3.1_ 07.05.2014
08.05.2014	Interview	Social Welfare Officer	MW_ MQ_ EI_ EX_ EC_ 3.3_ 08.05.2014
07.05.2014	Interview	Primary Education Advisor/Special Needs Education Desk Officer	MW_ MQ_ EI_ EX_ ETK_ 3.4_ 07.05.2014
07.05.2014	Interview	Aids Coordinator	MW_ MQ_ EI_ EX_ ETK_ 3.2_ 07.05.2014
09.05.2014	Interview	District Education Manager	MW_ MQ_ EI_ EX_ ETK_ 3.5_ 09.05.2014