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CCAP SYNOD OF LIVINGSTONIA EDUCATION DEPARTMENT

(Nkhatabay, Chitipa & Karonga Districts)

INCLUSIVE EDUCATION PROJECT

**“Promoting equal access to education in Malawi Northern
Region**

(PEATEMA North) Project”

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Project Background

- Funded by Scottish Government in partnership with Sense Scotland.
- Total grant is £1,238,488 from 2018 October – 2023 March (4 and half years).
- This project has been built upon the previous Scottish Government funded project called Malawi Deaf Awareness and Communication Training (M-DACT) project (2013 - 2016).
- This project will be implemented in Nkhatabay, Chitipa & Karonga Districts.
- To be implemented in 14 zones in Chitipa, and 13 zones in Nkhatabay & Karonga districts, 40 zones in total for three districts.
- The project will work in the areas of all traditional authorities in Karonga, Chitipa and Nkhatabay.



SUMMARY ON NUMBER OF ZONES & SCHOOLS PER DISTRICT.

District	Zones	Primary Schools	Secondary Schools	Total schools
Chitipa	14	175	14	189
Karonga	13	174	13	187
Nkhata Bay	13	185	13	198
Total	40	534	40	574



OVERALL GOAL:

The project aims at achieving equal access to education for all children and young people regardless of disability through community empowerment.

PROJECT IMPACT:

Improve education & life choices for young people with additional learning needs in the Northern region of Malawi, thereby contributing towards Global Goals 4. (Quality education & reduced inequality)



The Three Outcomes of the Project

- **Outcome One:** Children & young people with additional learning needs in mainstream primary and secondary schools of Chitipa, Karonga & Nkhata Bay will have improved educational progression and learning outcomes.
- **Outcome Two:** Parents, families and community members in Chitipa, Karonga and Nkhata Bay districts take action to support children with additional needs attain their right to education and protection, both in and out of their school communities.
- **Outcome Three:** Education authorities, teachers, school managers and other service providers demonstrate increased capacity, coordination and motivation to provide quality inclusive education for learners with additional needs in safe and inclusive learning environments.



Project Progress as of December, 2018

- Baseline Study is done
- Orientation of the project to District Local authorities (DEC meetings) done.
- Project sensitization meetings to School Governance structures including teachers, SMCs, Mother Groups, PTA, village leaders, ADCs etc are done.
- Recruitment of the Project Staff in all the districts is done.
- Establishment of offices in all the districts is done.




SUSTAINABILITY

- Initiation of Parent Support Groups
- Involvement of the local government and School Structures from the initiation of the project to the phase out
- Working with teachers, PEA, DEM, village leaders etc as frontline workers, TOTs
- Working with TTCs
- Child peer educators i.e. a club of learners using MY School My Voice Model

KEY BASELINE STUDY FINDINGS


Outcome One: Children & young people with additional learning needs in mainstream primary and secondary schools of Chitipa, Karonga & Nkhata Bay will have improved educational progression and learning outcomes.

- The study found a lack of up-to-date and accurate data on the population of SNE learners across the three districts, in part due to the irregularity of screening and disability assessments.
- Data on pass rates, repetition, progressions, etc, are not often disaggregated for disability.
- Despite their surmounting challenges, learners with additional needs displayed positive attitudes and perceptions towards their education.



Outcome Two: Parents, families and community members in Chitipa, Karonga and Nkhata Bay districts take action to support children with additional needs attain their right to education and protection, both in and out of their school communities

- An increasing proportion of parents reported to appreciate the need for SNE learners to access education in mainstream schools.
- The greatest load of care for children with additional needs was notably higher on women (61%), compared to men (11%).
- Confidence levels and capacity to support children was deemed low amongst parents/carers, expressed by only 20% of the survey participants.
- Most parents/carers identified financial challenges as a major barrier to their ability to effectively care for their children.
- More than half of parents/carers (60%) had failed to pay fees or make other financial contributions to the school for their children with additional needs within 12 months preceding this study.
- Community level support was found low. About one in four survey participants, i.e. family, community leaders and children (26%), reported that children with additional needs were protected from potential forms of violence in the community, including but not limited to, child abuse, stigma and discrimination.



Outcome Three: Education authorities, teachers, school managers and other service providers demonstrate increased capacity, coordination and motivation to provide quality inclusive education for learners with additional needs in safe and inclusive learning environments.

- Some teachers still hold the opinion that it is difficult to include children with disabilities in mainstream schools since their needs are better met in special needs schools.
- Other respondents felt that the inclusion of learners with additional needs could negatively influence the progress of other mainstream children.
- Some teachers also reported that they were not well trained to handle SNE learners, highlighting that they were often overwhelmed by large numbers of learners in a class, averaging to 78 learners per class.
- It was clear that most school environments were not disability friendly.
- Just 3% of the participants reported knowledge of meetings of stakeholders and partners meet with local development structures to discuss issues affecting children with additional needs.
- Up to 79% of survey participants were not aware of any organisation supporting SNE learners across the three districts of Chitipa, Karonga and Nkhatabay.



END



THANK YOU!!!