

# Report on albinism workshop at Machinga teacher training college, Malawi

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# Albinism in Malawi: workshop report

## **Project title: Integrating community and media networks to promote educational inclusion of children and young people with albinism**

Funded by Sightsavers through their strategic partnership with the Department of International Development (DFID) and Coventry University, UK

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Local organiser: Conceptor Nyamadzawo, lecturer at Machinga Teacher Training College

**Venue:** Machinga Teacher Training College, Liwonde, Malawi

**Date:** 9 July 2013

### **Overview:**

Workshop participants N=18 (7 female; 11 male)

The workshop at Machinga Teacher Training College in Liwonde, Malawi on 9 July brought together key lecturers and decisions makers at Machinga Teacher Training College (which trains primary school teachers) and Domasi College of Education (which trains secondary school teachers) as well as officials from the South East Education Division of the Ministry of Education in Zomba. The project team and Principal of the College decided to identify key participants to attend, rather than opening it up to all the lecturers. These participants would then be responsible for training their colleagues. Discussion focussed on identifying ways in which issues of albinism could be integrated into different existing accredited modules in the teacher training curricula. A detailed action plan was developed by each group, with the strategy, time line and allocation of a named person responsible for its implementation. Once embedded in the curriculum, this will have a huge multiplier effect, training thousands of teachers on albinism each year, just at this one college. This year the college has 635 trainee teachers (306 male; 329 female) as well as 2064 Open Distance Learning teachers in post who attend the college for short

courses. As teachers are respected members of the communities where they live, their influence will go far beyond the classroom.

The project team were delighted that the Principal of the college attended most of the day, opening the workshop and giving a very eloquent summing up at the end of the day. His strong leadership bodes well for the successful implementation of the action plan. This will be assessed at a return visit in March 2014.



**Partnership: Dr Patricia Lund, project manager, with Mr Macauden Msakatiza, Principal of Machinga Teacher Training College**

**Framework:**

This interactive workshop focused on albinism but was set in the broader context of disability issues and inclusive education practices, using albinism as the lens through which to explore inclusive education as a means of achieving education for all (EFA).

**Aim:**

To discuss issues surrounding albinism (health, educational, social) to empower the group to develop an action plan for incorporating issues of albinism in named existing courses at their colleges, with key individuals identified to be responsible for each stage of its implementation

**Participatory activity prior to development of an action plan**

Adapting a class lesson using open access TESSA teaching material in order to accommodate a child with albinism



Above: Participants in small group discussions

Left: The Principal of Machinga TTC receives educational material on albinism from Mr Bonface Massah, project officer in Malawi and director of The Albino Association of Malawi (TAAM)

## Outline of the day

# Albinism in Malawi

Promoting inclusive education for children with albinism

Welcome to the Albinism Workshop

Machinga Teacher Training College Tuesday 9<sup>th</sup> July 2013

Dr Patricia Lund (Coventry University) [p.lund@coventry.ac.uk](mailto:p.lund@coventry.ac.uk)

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Tel: 0881006474

Dr Elizabeth Kamchedzera (Chancellor College, Malawi)

Participants from Machinga Teacher Training College & Domasi College of Education and officers from the Education Division Manager's office of the Ministry of Education in Zomba

### Programme for the day:

8.30 Welcome, prayer, introductions, norms and opening

Morning sessions:

- Introduction to albinism and booklets (Lund and Massah)
- Adapting a lesson plan to accommodate a learner with albinism (Dart)

### Refreshment break with entertainment

Afternoon sessions:

- Experiences of albinism- anecdotes and case studies
- Evaluation of current teacher education materials; modifications to integrate issues of albinism including use of project materials; action plan
- Advocacy for The Albino Association of Malawi (TAAM)
- Review, Questions & Answers and Feedback

End of Day: 4.30 pm

**Certificates of Attendance** from Coventry University will be available for participants who attended all the sessions.

## Report of the day

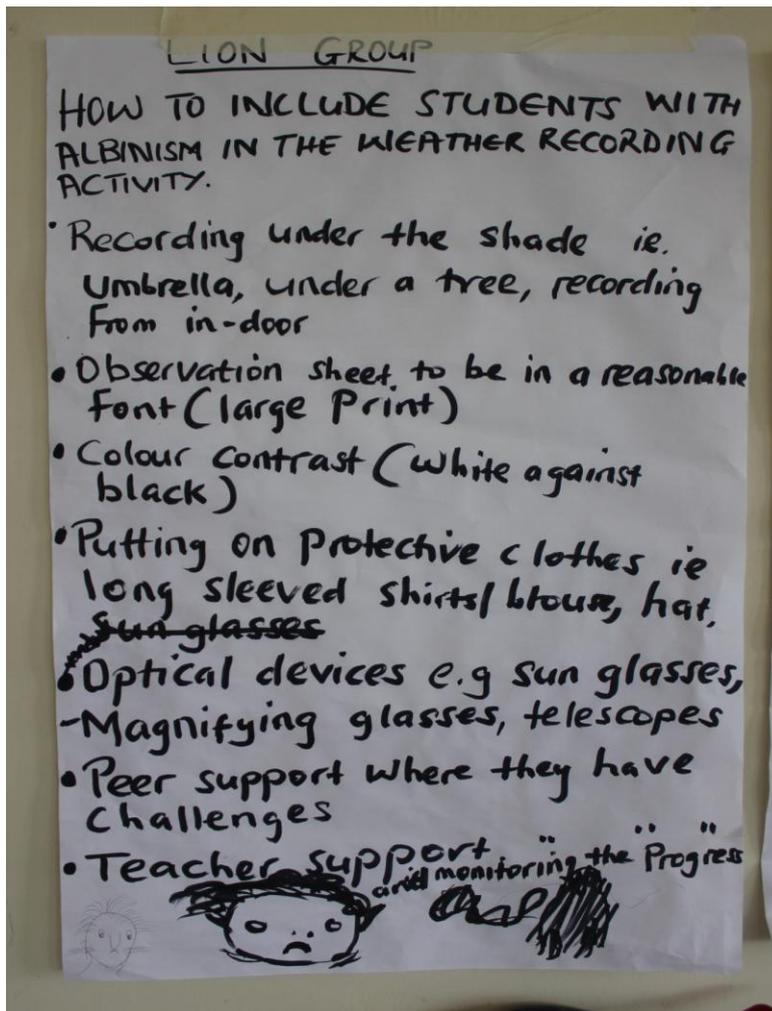
**Adapting a lesson to accommodate a learner with albinism** (after the mid-morning break)

The cohort was split randomly into four groups of between four and five. The groups were given a set of TESSA materials (two groups looked at *Developing an Understanding of Place: Investigating Weather* and the other two at *Investigating Measurement and data Handling: Introducing Measurement* ).

They were told very briefly about the TESSA resource and then asked to complete an exercise in which they had to adapt the teaching activities contained in the materials given them, to show how the teacher could include a child with albinism.

They were encouraged to cross check their ideas against the information in the project teacher's booklet. The ideas that the groups developed are captured below, in their own words.

<i>Lesson: Developing an Understanding of Place: Investigating Weather</i>	
Lion group	Leopard group
Recording under the shade i.e. umbrella, under a tree, recording from indoors	Use of chalkboard: use special board or write the folklore on the piece of paper and give to the albino learner to easily read
Observation sheet to be in a reasonable font (large print)	Identify another learner to support the albino learner in reading out what is on the chalkboard
Colour contrast (white against black)	The learner should sit in front to easily read on the chalkboard
Putting on protective clothes i.e. long sleeved shirts / blouse, hat.	Encourage the learner with albinism to put on protective clothes all the time
Optical devices e.g. sun glasses, magnifying glasses, telescopes	Give the learner the responsibility of recording / presenting findings to class
Peer support where they have challenges	Encourage the learner with albinism to record how they feel about the weather
Teacher support when they have problems and monitoring the progress	



The outcome of each group's deliberations were recorded and shared with the others

Lesson: Investigating Measurement and data Handling: Introducing Measurement	
Cheetah group	Hyena group
<p><i>Measuring devices</i> Hand lens, alternative forms of measurement e.g. physical counting, bigger wall clock, plastic bottles of different volumes.</p> <p><i>Activities</i> Role playing a shopping scene, measuring.</p> <p><i>Key terms</i> Writing the units in large font. Introducing distance using time.</p> <p><i>Organisation</i> Giving leadership roles to VI Providing adequate waiting time.</p>	<p><i>Measuring</i> Ropes / strings Bottle tops Cups Plates Buckets Counting no of leaves of vegetables</p> <p><i>Activities of practice</i> Collect sand Ask learners to practise how many filled cups, spoons, plates of sand can fill a bucket. Using strings, ropes ask learners to measure lengths of different items e.g. desks, chalkboard: find out how much each has taken.</p>

## **Action planning (after the lunch break)**

The cohort were split into four groups; two from Machinga (one of SNE lecturers and the other of others including the principal), one from Domasi and the other the educational team from the EDM's office (two members).

Each group was asked to write an action plan stating how they would include the ideas and materials that they had been engaging with. They were encouraged to keep the plans simple and achievable. None of the completed plans required any further external resources and thus offer a high degree of potential sustainability.

Machinga 1 – Participants included the Principal

<b>TASK</b>	<b>TARGET GROUP</b>	<b>STRATEGY</b>	<b>TIME</b>	<b>RESP. PERSON</b>
Sensitisation	<ul style="list-style-type: none"> <li>- Lecturers</li> <li>- Demo school teachers</li> <li>- Community</li> </ul>	Workshop Workshop  PTA meeting	August to September 2013	HOD – Foundation of Education Head, Demonstration School
Monitoring implementation	<ul style="list-style-type: none"> <li>- Lecturers</li> <li>- Demo school teachers</li> <li>- Community</li> </ul>	Checking schemes of work Lesson observation	Ongoing	Dean of academics  Demo Headteacher
Orientation of student teachers	Students	Presentations	September 2013 as they go for Basic Teaching Practice	Chief Teaching Practice coordinator
Monitoring and implementation	Students	Lesson observation	Ongoing	Lecturers

Machinga 2 – SNE lecturers & trainers

<b>Date</b>	<b>Activity</b>	<b>Responsible Office</b>
August	Orientation of lecturers	Workshop participants
September	Orientation of IPTE 8 (TP)	All lecturers
December	IPTE ODL 3 / 4	All lecturers
September - June	IPTE 9; fusing albinism information into core subjects such as foundation studies and life skills	All lecturers

Domasi College of Education

<b>Courses</b>	SNE	History & SS	Languages	Sciences	Mathematics
<b>Action</b>	<p>Having special course in albinism (within existing validated modules)</p> <p>Making albinism stand out in Education courses</p>	<p>Background of albinism: beliefs myths and misconceptions</p> <p>The influence of Christian missionaries</p> <p>Major trends in Special Needs Education in Malawi and globally</p>	<p>Use of short stories, poems and case studies on albinism for teaching creative writing, note making etc.</p>	<p>Genetics of albinism</p>	<p>Mathematical problems on statistical information about albinism</p>

Education officers from EDMs office (South East Education Division (SEED))

<b>S.E.E.D. : ACTION PLAN FOR SNE</b>			
<b>Planned Activity</b>	<b>Objectives</b>	<b>Targeted Group</b>	<b>Expected Outcome</b>
Sensitisation meetings	Facts and myths about albinism	Staff at Education Division Office.	Change of attitude toward people with albinism
Sensitisation meetings	Facts and myths about albinism	Secondary School heads and their deputies	Change of attitude toward people with albinism
INSETs on inclusive education – adaptive teaching and learning methodology	How to handle learners with albinism	Teachers	Expertise on using methodology that is inclusive
Monitoring and Evaluation			

## Results of evaluation questionnaire at the end of the day

**Table 1: Details of participants at albinism training workshop at Machinga Teacher Training College**

N= 18

<b>Gender</b>	<b>Position</b>
Female n=7  From Machinga TTC & Machinga Demonstration School	4 Lecturers  Head of Mathematics & Science Department  Specialist SNE teacher  Headteacher
Male n=11  From Machinga TTC & Domasi College of Education and EDM office, Zomba	4 Lecturers 1 senior lecturer Education Foundations lecturer  Head of Department  Head of Languages Department  Specialist teacher for the Blind  Manager (Principal of Machinga TTC)  Dean of Faculty (Domasi College of Education)

Participants were asked to rate their level of satisfaction with the workshop by circling one of the following options:

Very satisfied    Satisfied    Partly satisfied    Not satisfied

A further two questions asked them to rate the usefulness of the albinism project materials to 'you as a professional' and to 'your students and teachers'

**Table 2: Feedback from participants on workshop and level of usefulness of albinism materials developed on the Albinism in Malawi project**

Gender	Satisfaction score for workshop	Usefulness of project materials to participant as a professional	Usefulness of project materials to student teachers
Female n=7	4 very satisfied 3 satisfied	7 very useful	6 very useful 1 useful
Male n=11	7 very satisfied 4 satisfied	7 very useful 4 useful	6 very useful 5 useful

An open ended question asked which of the project materials/ideas they would include in their programmes. All participants said they would use project materials or ideas in their programmes, giving examples e.g. in genetics, mathematics, foundation studies; vision; SNE.

Specific comments:

*Many ideas can be included as it will not be difficult to incorporate them as the channels are already there.*

*Materials will be included in school activities academically and outside school activities- meetings with the community*

*I will be adapting teaching, learning and assessment activities to fit the learners with albinism*

**Table 3: Feedback comments from participants on the albinism project & workshop**

<i>This aspect, albinism really needs to be advocated for, so that learners with albinism can be supported adequately</i>
<i>This workshop has benefited me as I now know what really happens to an albino; also will be able to stand up for them</i>
<i>We need more of these workshops on the issues of albinism and inclusive education at the tertiary level</i>
<i>The project is good because knowledge of albinism was not really stressed in the curriculum</i>
<i>I hope the workshop will assist in changing the mind set of others whom we interact with</i>
<i>Let all teachers and lecturers know these issues; they are very pertinent to inclusive education in Malawi</i>

One male participant made the important comment that most classrooms are poorly lighted to the disadvantage of a person with albinism. He asks: *What measures can be put in place to improve the situation?*

The Dean of Faculty, Domasi College of Education commented on the need to involve curriculum specialists in this project as they are currently revising and refining teacher guides and learner’s books for the primary school curriculum.



The Principal of Machinga TTC handing out a Certificate of Attendance for the workshop from Coventry University to a participant lecturer