
Rapid Assessment Report on Teaching and Learning Materials for Learners with Disabilities

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LNFOD

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Acronyms

AGOA - Africa Opportunities Act

AIDS - Acquired Immune Deficiency Syndrome

ADA - Africa Disability Alliance

CAP - Curriculum and Assessment Policy

CCT - Child Cash Transfer

CEO - Chief Education Officer

CFS - Child Friendly School

CHE - Council on Higher Education

COSC - Cambridge Overseas School Certificate

CSOs - Civil Society Organisations

CSE - Comprehensive Sexuality Education

DM - Disaster Management

DETP - Distance Teacher Education Program

DDR - Disaster Risk Reduction

ECCD - Early Childhood Care and Development

ECI - Early Childhood Intervention

ECOL - Examination Council of Lesotho

EFA - Education for All

EFU - Education Facility Unit

EMIS - Education Management Education System

ESA - Education Sector Analysis

ESP - Education Sector Plan

FBO - Faith Based Organisations

FPCE - Free Primary Compulsory Education

FED - Faculty of Education

GOL - Government Of Lesotho

IDAL - Intellectual Disability and Autism Lesotho

IEP - Inclusive Education Policy

LD - Learning Disability

LNAPD - Lesotho National Association of the Physically Disabled

LNFOOD - Lesotho National Federation of Organisations of the Disabled

LNLVIP - Lesotho National League of the Visually Impaired Persons

MOET - Ministry of Education and Training

NADL - National Association of the Deaf Lesotho

NDMP - National Disability Mainstreaming Plan

NDRPD - National Disability and Rehabilitation Policy

NSDP2 - National Strategic Development Plan

ODPS - Organisations Of Persons With Disabilities

PD - Physical Disability

SEU - Special Education Unit

VI - Visual Impairment

UNCRPD - United Nations Convention on the Rights of Persons with Disabilities

UNICEF - United Nations Children's Fund

Acknowledgment

The Lesotho National Federation of Organisations (LNFOD) takes this opportunity to convey its sincere thanks to the management of the UNICEF Lesotho for financing the rapid assessment study on teaching and learning materials for children with disabilities in schools.

Without your generous support to the education of children with disabilities, the research would not have taken place.

A special word of thanks goes to the Ministry of education including the current principal secretary for basic education, Dr Khama, Chief Education officer for secondary education, and the special education manager for permitting LNFOD to conduct the research in the selected schools.

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LNFOD also notes with great appreciation the dedication and determination of its secretariat including Mr Rabasotho Moeletsi Projects Coordinator, and Mr Nkhasi Sefuthi, Executive Director for analysing, interpreting, and writing up the report.

Executive summary

With the support of UNICEF Lesotho, the Lesotho National Federation of Organisations of the Disabled (LNFOD) conducted a rapid assessment study in the district of Quthing, Mafeteng, Maseru and Leribe to identify and determine teaching and learning needs of teachers and children with disabilities; determine teachers' experience in teaching children with disabilities; and to find out the learning experiences of children with disabilities in the selected schools.

The study was conducted with the aim of informing the interventions which will be implemented by the Ministry of Education and Training, UNICEF Lesotho, development partners, private sector, and civil society organisations including organisations of persons with disabilities in addressing the gaps identified by the study in terms of teaching and learning resources needed. The study has been conducted in October 2021.

The study identifies a total of 3367 children with disabilities in schools. The study brings evidence that these children are learning without sufficient and adequate teaching and learning materials. In addition, most of their teaching and learning materials available in schools are not accessible to learners with disabilities.

22% of children with disabilities found in the study area are children with dyscalculia, 15% are children with dysgraphia, and 15% are children with dyslexia. These children are having difficulties in learning effectively in schools due to lack of regular in service training of teachers on disability inclusive education, and absence of teaching and learning materials which can support effective learning of children with disabilities. The study therefore recommends provision of teaching and learning resources accessible to all children with disabilities with the particular focus on invisible disabilities such as dyscalculia, and dysgraphia.

The study shows that deafblind children are emerging in the Lesotho's education system in which four children have been identified as deafblind. Although this number appears to be small, it calls upon Ministry of Education to capacitate teachers on teaching deafblind

learners so that they may not be left behind in education. Teachers reported that they do not have the capacity to provide education to the deafblind learners at all and they require extensive training and support to provide for the deafblind children. It is important for the ministry of Education and Training, and its partners to capacitate teachers on tactile communication and assistive technology which may assist teachers to interact with the deafblind children effectively.

18 children who are blind and visually impaired have been identified in regular schools with no appropriate teaching and learning materials. Blind and visually impaired learners require accessible and inclusive teaching and learning materials, and without appropriate interventions for these children, it is impossible for them to learn effectively. The recommendation is that; these children with visual disabilities should be provided with the educational assistive technologies and other accessible materials which may help them to learn on an equal basis with others. And their teachers must be introduced to disability inclusive education methods and how they can support the education of these children effectively. The Ministry of Education through its special education unit should be well resourced to timely support and provide schools with the knowledge and accessible teaching aids they need to support children with disabilities in schools.

215 deaf children have been identified in both the special and integrating schools with insufficient teaching and learning resources accessible and inclusive of their needs. These include insufficient sign language dictionaries to improve their vocabulary; television sets to promote accessible visual learning and insufficient number of sign language interpreters to facilitate effective communication between a teacher and a deaf learner. The study therefore recommends that accessible and inclusive learning resources for the deaf learners should be identified and procured and distributed to the identified schools alongside training on the use of the resources for sustainability.

Teachers report that, the support they get from ministry of Education and Training relating to the teaching and learning of children with disabilities in their schools is limited, inadequate, and it is not provided as and when it is required since it takes a long time for the special education officers from the district education offices to reach out to the school in need of their interventions. The

recommendation is that special education officers from the district education officers should be capacitated on regular basis on the new and updated assessment methods and disability inclusive methods for diverse types of children with disabilities so that their interventions they provide to schools may be relevant and effective.

Teachers of children with disabilities are struggling to instruct children with disabilities not only because of the lack of teaching and learning disability friendly materials. Teachers' skills and knowledge on teaching children with disabilities is incredibly low and elementary, which in turn hinder teachers to reach children with disabilities effectively. School based in service training for teachers on inclusive education should be held at least annually to improve their skills and remove attitudinal barriers towards children with disabilities.

In terms of the experiences of children with disabilities in schools, the study reveals that children with disabilities experience discrimination, mocking, name calling from peers and are usually bullied with no consequences to the perpetrators. Schools remain physically accessible to learners with disabilities which make it difficult for children with disabilities to stay in schools. It is therefore recommended that; the Ministry of education and training should design and implement disability accessibility guidelines for the inclusion of learners with disabilities in all schools and learn from other countries how they promote meaningful inclusion of children with disabilities in the regular schools.

The study concludes by highlighting the recommendations which should be implemented by the Ministry of Education and Training and partners to ensure effective teaching and learning of children with disabilities in the schools.

BACKGROUND

Despite the adoption of the inclusive education policy (2018) by the Ministry of Education and Training, children with disabilities continue to face structural and systematic barriers in the education system. The enrolment of children with disabilities in the regular

schools is low, and resources for the effective implementation of the Lesotho inclusive education policy are not adequate to meet the needs of inclusive education. (Case study of UNICEF 2017).

World bank Lesotho inclusive education situational analysis and policy recommendation (2020) states that, there is a lack of clarity as to the system for identifying and supporting children with disabilities. The focus in Lesotho is on identification of disability rather than on learning.

The respondents in this study anonymously agreed at all levels that, the infrastructure both within and outside schools, is generally not accessible for children with disabilities. Many school buildings are dark, poorly maintained, with inappropriate or insufficient furniture.

In the schools that were visited during this study, there was little evidence that learning was taking place in those schools as there was no display of learning materials which can demonstrate that learning is being realised.

The teaching and learning materials are scarce in schools which makes it difficult for teachers to reach out to children with disabilities who are in the special, and mainstreamed schools.

INTRODUCTION

With the support of UNICEF Lesotho, the Lesotho National Federation of organisations of the Disabled (LNFOD) commissioned a rapid assessment study to assess and determine the teaching and learning needs of teachers and learners with disabilities in early childhood care and development centres, reception classes, primary, post primary and special schools.

Purpose

The purpose of the study is to strengthen provision and service delivery of inclusive education for children with disabilities in schools.

Objectives

1. To assess and evaluate teaching and learning resources required to ensure effective teaching and learning for teachers and children with disabilities. To identify and determine teachers' experience in teaching children with disabilities in the selected schools.
2. To understand the provision of education for children with disabilities in schools located in the selected district
3. To map out number of special schools, integrating, and mainstreaming schools and identify experiences of children with disabilities in learning in the selected schools.
4. To identify teaching and learning needs of children with disabilities in one hundred schools
5. Identify the number of children with disabilities enrolled in schools and the type of educational interventions they require to learn effectively.

PROBLEM STATEMENT

According to the Lesotho situational analysis study on persons with disabilities commissioned by the Ministry of Social Development, co-sponsored by UNICEF Lesotho and UNFPA in 2019, the inclusive education policy creates and pledges to support inclusive

education in which all learners are able to learn on the basis of equality and non-discrimination. However structural and systematic barriers within the education system impede the good intentions of the policy.

Children with disabilities are not enrolled adequately in pre-primary education and there are no adequate means of assessment particularly for children with mental disabilities.

Structural barriers including the education system, built environment in schools; lack of proper training on pedagogies of inclusive education, coupled by lack of teaching and learning materials hinder effective participation of children with disabilities in schools.

It is therefore imperative for the education sector, development partners, and civil society organisations including organisations of persons with disabilities to deepen their knowledge and understanding of the barriers which hinder children with disabilities from learning on an equal basis with others and design and implement appropriate educational interventions.

The outcomes of the rapid assessment will go a long way in assisting the Ministry of Education and Training and other stakeholders in finding sustainable solutions to the problems facing meaningful inclusion and participation of learners with disabilities in schools.

The outcomes of the study will further inform the disability inclusive strategy and resource mobilisation from the donors and well-wishers.

Study methodology

The methodology of the study is the combination of qualitative and quantitative method. The qualitative method part of the study has been used to understand the experiences of teachers in teaching children with disabilities from early childhood care and development centres, pre-primary, primary and post primary. The quantitative part of the study was analysed through the use of excel.

This study is mainly situated within a qualitative methodological framework. Qualitative research aims to understand a given research question from the perspectives of the population involved, and it is particularly effective in obtaining specific information about opinions, behaviours and social context of specific populations (Bernard, 2000). Qualitative research is especially notable in obtaining socially detailed information about specific populations' values, opinions, behaviours, and social contexts. The intensity of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. Comprehensive review of the literature has been done to understand the factors affecting supply of teaching and learning resources in schools.

A sample size of 100 focused group discussions were planned to be conducted in 100 schools, including, ECCD centres, reception classes, primary, post primary, and special schools. A focused group discussion structured tool was developed and administered during the commission of the research in the five districts.

12 ECCD centres; 54 primary schools; 21 post primary schools; 6 special schools and 7 reception classes have participated in this assessment.

However, eighty-nine teacher focused group discussions and 13 individual interviews have been conducted. The deviation from the focused group discussions to individual interviews in other schools has been caused by the fact that, there is only one teacher in some ECCD centres whilst, in some schools only one teacher in ECCD centre was made available for the interview by the school management on the basis that he or she has been designated to disability within a school.

355 teachers have participated in this assessment including, 17 ECCD teachers; eight reception teachers; 230 primary teachers; 77 post primary teachers; and 23 teachers from special schools.

Policy context

The Ministry of Education and Training is mandated to provide inclusive, quality, and equitable education services to the Basotho nation in order to enable them to become active and productive citizens of Lesotho.

The quality issues are addressed through provision of teaching and learning materials equipping schools and education centres; investing in teacher training; reforming the curriculum. The efforts towards improving teaching and learning resources should also be accessible and inclusive of persons with disabilities to enable them to become productive citizens capable of contributing positively to the economic growth. (Lesotho national education sector plan (2016-2026).

The Ministry of Education and Training (MOET) has adopted inclusive education policy in 2018 as the inclusive education framework through which access to quality and equitable education for all learners including learners with disabilities will be provided. (Lesotho inclusive education policy 2018).

The Lesotho inclusive education policy requires education transformation, which is unachievable if viewed as an add on to the existing education system, rather than a basis for the transformation of education. Inclusive education requires a transformation with accessibility to enable full participation; it is not an add on to existing education system.

The inclusive education policy requires transformation in education. Inclusive education setting takes place where learners with disabilities and their peers learn together in the local community school, and where learners with disabilities receive the support service they require in order to realise their full potential without discrimination and on the basis of equality. (IDA inclusive education report 2020).

The Lesotho inclusive education policy calls on all education stakeholders including the teacher training institutions to embrace the principles of inclusion in their teaching methods and ensure that the teachers are competent to apply principles of inclusive teaching, universal design for learning; teachers view and value learning diversity as an integral part of human existence; teachers fully understand that learners with disabilities have the right to education and should not be discriminated against on the basis of disability.

Lesotho has gone further to recognise the right to inclusive education for persons with disabilities by enacting Persons with Disability Equity Act which explicitly protect the right to inclusive education for persons with disabilities and creates a sanction for any school for failure to provide inclusive education to a learner with disability (Persons with Disability Equity Act s23).

Section 23 of the Persons with Disability Equity Act states that, the Persons with Disability advisory council working together with the Ministry of education and training shall ensure that a person with a disability is provided with inclusive education; educational assistive device, and the teacher of such a student is qualified in the use of accessible formats.

The Act prohibits any principal, instructor, or school proprietor to deny admission to a learner with disability on the basis of disability as that constitutes discrimination on the basis of disability. This is a great milestone achieved by the disability inclusive education stakeholders to protect the right to inclusive education for persons with disabilities in Lesotho.

[International policy framework for inclusive education](#)

Lesotho is committed to implementing education policies which are aligned to its international obligations in relation to the provision of education to its citizens. (Education sector analysis report 2020-2023).

The sustainable development goals (SDGs requires Lesotho to design and implement education policies which promote inclusive, quality, and equitable education for all and promote lifelong learning opportunities. (SDGS 2015).

The SDGS explicitly mention disability in SDG 4 as one of the components of education which should be fully addressed by the member states to ensure full and effective participation of persons with disabilities in the education sector.

SDG4 has been aligned to article 24 of the UNCRPD to which Lesotho is a state party. Article 24 of the CRPD requires the state parties to provide inclusive education to persons with disabilities by facilitating the learning of braille; alternative script, augmentative and alternative means of communication, sign language and the promotion of the linguistic for the deaf, for the deaf children, and in particular to employ teachers with disabilities and provide Braille and tactile communication to the deafblind children and appropriate

materials. The employment of teachers with disabilities in the regular schools promotes inclusion in schools, and availability of accessible and inclusive teaching and learning maximise the social and academic development of persons with disabilities.

One of the relevant goals of the Lesotho education sector plan (2016-2026) states that the Ministry of Education shall strive for the provision of relevant curricula and materials which responds to the needs of learners and improve and ensure empowerment of the disadvantaged groups including persons with disabilities.

The plan identifies lack of regulatory policy on supply of teaching and learning in Lesotho as one of the factors which negatively affect effective learning for all learners in Lesotho.

Research indicates that inadequacy of teaching and learning materials in schools negatively affect teachers' effectiveness in the use of teaching methods as well as focus on the individual learner. It is exceedingly difficult if not impossible for learners to obtain good learning results without inadequate teaching and learning materials. Similarly, it scarcity of learning and teaching materials accessible to learners with disabilities means that, effective learning can not be obtained and the curriculum requirements will not be achieved.

The structure of the Ministry of Education and training

The ministry is headed by the minister who is assisted by the deputy minister. The Ministry of education and training have two principal secretaries, (basic education and higher education), deputised by the deputy principal secretaries.

The ministry has six technical programs or departments, each headed by the chief education officers (CEOs) or directors. This includes teaching department, assessment, and curriculum ETC.

The role of the minister of education is to provide policy direction and leadership within the ministry and initiate legislative and policy framework for the development of education and training in Lesotho.

The special education unit is situated in the department of inspectorate in the ministry of education whose main function is to facilitate integration, inclusion, and implementation of the inclusive education policy in the Lesotho general education system.

The special education unit within the Ministry of Education and training is answerable to the chief secondary education officer and headed by the Special education manager.

The special education manager supervises the staff at the unit at the national level and liaise with the head of the district education managers to support itinerant teachers whose function is to support schools at the district level about the integration and inclusion of learners with special educational needs in schools. (Ministry of education and training 2018).

Lesotho education system

The education system in Lesotho is organised into formal and non-formal education.

The formal education is divided into six components namely, pre-primary education, primary education, secondary education (junior and senior) post-secondary education, vocational training, and tertiary education.

Research findings

Figure 1: Learners with disabilities in schools by types of disability:

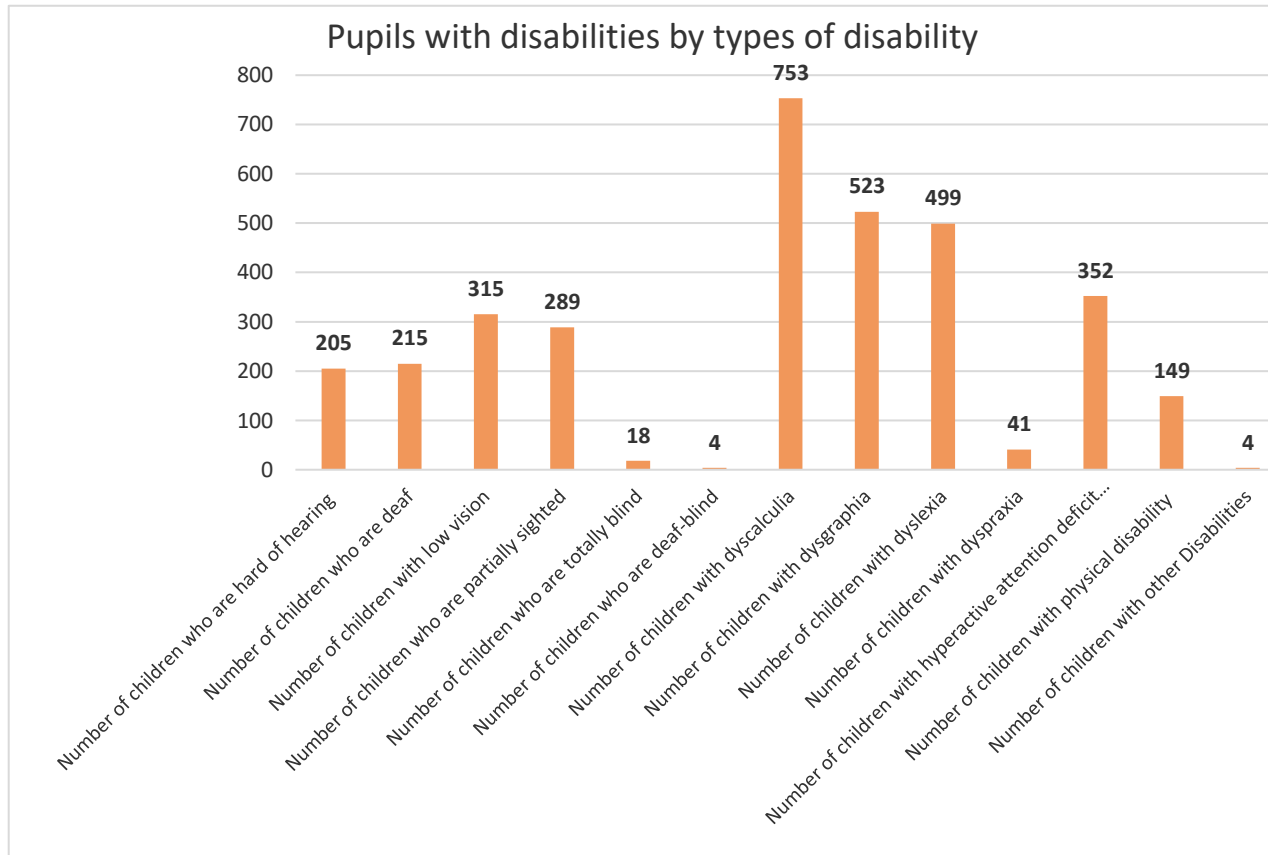


Figure 1 above shows the learners with disabilities in schools by types of disability in the 104 schools where data was collected. The results show that most learners in schools were learners with dyscalculia at 753 learners (22%), followed by those with dysgraphia at 523 learners which constitutes 16% of this type of disability in the study area, then learners with dyslexia at 499 learners. This constitutes 15% of the children identified in the study area.

The study also reveals materials such as Mathematics kit, Plastic number charts, computer as well as Doctor Treatment as materials which are regarded as needs of the learners with disabilities. There has been this mentality to education providers that learner with disabilities cannot do Science and Maths subjects in the country and this is proven by a few numbers of natural science and maths professionals who have disabilities. If this misconceptions' can be rooted out and learners with disabilities be provided with these learning materials at young thing could turnout for the better in future and the country see more scientists and mathematicians with disabilities coming and thereby defying the statuesque. The needs for learners with dysgraphia were recorded as Sandpaper, Spelling app, laptop, tracing book, and special education teacher. For learners with dyslexia, findings revealed their dire needs as Teaching Aids.

Learners with hyperactive attention deficit disorder (ADHD) is recorded at 10.5 percent. They have a wide range of teaching and learning needs including building blocks, iPad, parcels as well as story books. Proportion of learners with dyspraxia consist of 1.2 percent of total learners with disabilities in the 104 study schools. The urgent need for these learners is muscle ball as well as body scan.

On the other hand, types of disabilities which constitutes the least number of learners as those who are Deaf-blind, and at 0.1 percent of the total learners with disabilities in schools. The same number is for the ones categorised as other disabilities. Deaf-blind learners is emerging disability not only to education fraternity but also to the Basotho society at large. So, for them to have meaningful access to education in schools, ministry of education and partners should dig deeper to ensure that these learners do not continue to remain in the cold.

The assessment further reveals that there are 18 learners who are totally blind in the schools in study area. This constitutes 0.5 percent of the total learners with disabilities in schools. These learners are integrated in the regular schools though there still challenges they face with regards to learning and teaching materials. These materials include Perkins Brailers, Braille Paper to facilitate easy learning fir these learners. The proportion of learners with low vision recorded at 9.4 percent and those who are partially sighted are recorded at

8.6 percent of the total learners with disabilities in schools. Their needs are spectacles, magnifying glass, large font books as well as audios and voice recorders.

There is a proportion of learners with physical disability recorded at 4.4 percent of the total learners with disabilities in schools. They have a wide range of educational needs ranging from muscle stretching ball, alphabet post, abacus, physically accessible classroom, accessible ramps, walkways, walking stand, aesthetic shoe, physio therapy, as well as wheel-chairs.

On the other hand, the assessment shows 215 learners who are Deaf, comprising of 6.3 percent of the total learners with disabilities in schools. The whole of this number is in primary school and special education school, which means their progression to Secondary school is in question as ministry of education has not facilitated smooth transition to further classes for these learners. A lot need to be done in secondary education to level ground for learners who are Deaf in order for them to access equal learning opportunities with their fellow learners without disabilities. Learning materials recorded for learners who are Deaf include Sign-Language in classes, TV sets, computer and Projector as well as sign-language dictionary. The number of learners who are hard of hearing also make up 6 percent. For them the situation is different as they are found in special school as well as in integrated schools.

Research shows that, poor quality primary education in Lesotho is a matter of concern and has various causes including overcrowding, caused by shortage of teachers and classrooms, and high repetition rate, shortage of furniture and learning materials for learners with disabilities is another constraint.

Teacher experiences

Almost all teachers report that, they do not have adequate skills to address educational needs of children with disabilities; there is no adequate and effective support provided to teachers to enhance their knowledge and understanding of disability inclusive education; children with disabilities require various accommodations to learn of which teachers are not aware of; children with disabilities are not able to learn with the same pace as others and they require more time which is not available since they need to reach more children in the classroom. And there are no incentives for becoming a special and or inclusive teacher.

Teachers report that they are not competent to identify impairments of children and they are required to assess impairments of children of which they find it hard to do since they are not professionally trained on disability identification and resources required to provide to a child once it has been discovered that she or he has a disability. Teachers further report that, the officials from the Ministry of Education and Training are not always available to support them in identification of impairments which force them to refer all children with disabilities to special schools. This simply means that, there are children with disabilities in special schools who should not be there by virtue of their disability since they can enrol in the regular schools provided, they are supported.

Teachers report that, they are not competent to assess impairments from children but, they are required by the Ministry to fill up a form which needs data on children with disabilities. This means that, disability-based data from school is not accurately collected and may have serious errors in terms of identification of impairments.

This was confirmed by the fact that some schoolteachers would say that there are no children with disabilities in their schools during the preparations of the focused group discussions but only to find that they are there during the interview when the questions are being posed.

LNFOOD has observed that the current data collection tool used to collect data of children with disabilities from schools is not aligned to the United Nations standards on the collection of data on children with disabilities and is promoting invisibility of other types of persons with disabilities by incorporating provisions such as others” or ‘Multiple disability’.

Some schools have disability focal teachers who are mandated to deal with children with disabilities and all other related matters. However, what is worrisome is that such teachers are burdened with disability related matters without any support from the school management and any other disability matter relating to disability is thrown at such a teacher even if it is not within his or her scope of work.

What stands out from the interviews is that even though there are special education teachers placed in some schools to support teaching and learning of children with disabilities, these teachers are not used to facilitate inclusive teaching and learning by other teachers. However, special education teachers placed in schools are required to deal directly with children with disabilities. This practice does not build on disability inclusive teaching methods in which all teachers regardless of whether they are considered as special education teachers or not are expected to have the capacity to teach all learners including those with disabilities.

Observations:

Teacher attitude makes us to change some of the school; teachers state that they do not have children with disabilities in their schools; primary schools shown interest in inclusive education.

Picture of inclusive education within the districts teacher prefer special education over inclusive education and are not aware of inclusive education policy obligations.

Children with disabilities are still referred to special schools in other districts: Children with disabilities are denied admission in schools due to inaccessible infrastructure; and sometimes we provide accommodation such as to make a child with disability to learn in one classroom through the whole period.

Experiences of learners with disabilities

Teachers report that, there is high drop out rates by children with disabilities in schools because of the inaccessibility of infrastructure, information, and communication, including the integrated curriculum. Teachers from special school's report that the current integrated curriculum is not accessible to children with disabilities despite the understanding of the Ministry of Education and Training that it is accessible and inclusive of children.

Children with disabilities continue to experience discrimination and stigma, and bullying arising from their peers with and without disabilities. They experience name calling humiliation and isolation from their peers on the basis of disability.

Children with disabilities are experiencing difficulties in learning due to the inadequate number of the learning resources available at schools.

teachers further report that most of children with disabilities come from extremely poor backgrounds, and their parents are not able to purchase learning equipment for their children due to poverty.

Teachers said that the negative attitudes against children with disabilities is mainly arising out of frustration from teachers when they see that they cannot reach out to children with disabilities effectively due to inadequate provision of accessible teaching and learning materials. (Ralejoe 2017) states that children with disabilities have the capacity of learning with other children and teachers tend to refer them to special schools because it is not easy for the regular schools to procure teaching and learning resources accessible to children with disabilities with the and end up taking them to the special schools with the belief that they have resources which can ensure effective learning for children with disabilities.

Teachers report that teacher willingness to support children with disabilities can be greatly boosted with the provision of Teaching and learning materials for learners with disabilities Computers, photocopier, magnifiers, disability inclusive libraries, solar panels for computers, WIFI, projectors, large print, borehole, voice recorder, computers with advanced software to accommodate learners with

disabilities, assessment kit, slates and book picture, special education teachers, TV sets, sign language dictionaries, counsellors and social workers for learners with disabilities.

Improvement of teaching and learning materials for learners with disabilities further involves the following.

- Intensive training on inclusive teaching and learning technologies.
- Sign language teachers.
- Teachers need sign language professional training.
- Supply of face shield so that children who leap read can still learn.
- White boards.

Recommendations

The research identifies three thousand three hundred and sixty-seven children with disabilities from schools with no sufficient teaching and learning materials. This has a potential of affecting teaching and learning negatively. This may eventually lead to high dropouts of learners with disabilities and unwillingness by teachers to support children with disabilities.

Lack of accessible teaching and learning materials for teachers of children with disabilities seriously compromise the future of children with disabilities because they cannot perform to their best of abilities in the absence of the appropriate technologies. It is imperative for the Ministry of Education and Training and its partners to consider supporting the identified schools through procurement of the teaching and learning materials. This time children with dyscalculia and dysgraphia should not be left behind in

the provision of teaching and learning technologies and materials since the evidence is demonstrating that they encounter barriers in learning.

Teachers have demonstrated willingness and commitment to the principles of inclusive education. However, they point to the lack of accessible teaching and learning materials as one of the serious factors which hinder their inclusion objectives. It is therefore imperative for the Ministry of Education and Training to put in place appropriate disability inclusive teaching and learning trainings for these teachers so that they can enhance their skills and knowledge in delivering inclusive education. Nevertheless, teachers must be monitored, guided and supported to deliver on inclusive learning outcomes. In addition, the Ministry of Education and Training through all its departments should understand that inclusive education requires all of them to play their role in the delivery of inclusive education through design, planning, implementation and evaluating. The special Education unit should simply coordinate, and support inclusion led by other departments. This can be achieved by institutionalising inclusive education framework within the Ministry in which all departments will dedicate an official responsible for turning around the programming within his or her department to be disability inclusive and promote accountability on this matter by putting in place performance appraisal system.

In terms of children with disabilities, the study shows striking evidence that, children with disabilities experience discrimination, stigma, mocking and bullying on the basis of disability by the peers in schools. This calls for the strengthening of disciplinary measures against perpetrators of bullying; creating awareness for other children about the acceptance of children with disabilities in regular schools and providing children with disabilities with the teaching and learning to increase their independence and maximise their academic and social development opportunities. Ministry of Education and Training and civil society organisations are better placed to devise disability inclusive strategies to be employed in schools to promote inclusion of children with disabilities.

Special schools can play a significant role in supporting the regular schools to become inclusive of learners with disabilities.

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Annexure A on the list of schools and contacts

No:	Full Names	Gender	Organisation	Contacts	Email Address
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	07/10/2021		ABIA HIGH SCHOOL		
	NTUBA MPHO	M		58973289	ntubampho2gmail.com
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Annexure B list of teaching and learning materials proposed by the schools under the study

MAFETENG

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
St. Thomas' HS	Post primary	Hard of hearing Partially blind Deaf blind Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability autism	8 18 1 30 11 15 23 2 1	Hearing aids Spectacles Transcriber Textbooks for practices Crutches specialist
Lerato PS	Primary school	Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability	30 11 8 5 2	Textbooks for practice Textbooks for practice Textbooks Not sure
St. Gerad PS	Primary School	Hard of hearing Partially blind Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder Physical disability Other disabilities	1 9 22 15 12 2 19 1 1	Hearing aids Sign language interpreter Spectacles and magnifiers Typing machine Textbooks for referral and practice Books with large margins Assessment kids Crutches and sweatable

				desks Health professional
Mathula HS	Post Primary	Hard of hearing Low vision Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder Gifted and talented	6 20 42 15 10 1 1 1	Hearing aids Spectacles, magnifiers, Braille devices Typing machines Textbooks for referral and practice
Material PS	Primary School	Hard of hearing Deaf Low vision Partially sighted Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder Physical disability	2 1 1 2 2 11 9 1 1 1	Sign language interpreter Spectacles Spectacles Not sure Not sure Textbooks for practice Crutches
Emaus PS	Primary School	Hard of hearing Low vision Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability	1 2 20 15 10 4 1	Spectacles Textbooks for practice Textbooks with large margins
St. John's HS	Post Primary	Hard of hearing Deaf	1	Hearing aids

		Partially sighted Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder	1 10 20 11 8 2 7	Sign language interpreter Spectacles Typing machine Textbooks for referral and practice Books with improved margins
Matsepe ECCD	ECCD	Dyscalculia Dyslexia Hyperactive disorder	1 3 1	Not sure Different materials to keep them busy
Thabaneng PS	Primary School	Hard of hearing Partially sighted Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability	5 3 2 3 20 7 1	Hearing aids Spectacles Not sure Not sure ramps
Har'aMokoatsi PS	Primary school	Partially sighted Dyscalculia Dysgraphia Dyslexia Hyperactive disorder	1 30 25 5 3	Spectacles Not sure Not sure
Motsekuoa HS	Post Primary	Hard of hearing Low vision Partially sighted Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder	12 1 4 28 20 18 2 4	Hearing aids Spectacles Typing machine Not sure 20 Wheelchairs and 10 crutches

		Physical disability	30	
Motsekuoa Ps	Primary School	Hard of hearing Deaf Partially sighted Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder Physical disability Autism epilepsy	2 3 2 20 6 4 2 5 7 1 1	Sign language professional Spectacles Typing machines Textbooks for practice Books with large margins Crutches and sweatable desks
Mount Eber PS	Primary School	Partially sighted Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability	2 14 10 10 5 1	Spectacles Not really sure crutches
Bofihla ECCD	ECCD	Physical disability	1	ramp
Lekoatsa PS	Primary School	Dyscalculia Dysgraphia Dyslexia Hyperactive disorder Physical disability	1 5 3 2 1	Not really sure crutches
King's Gate HS	Post Primary	Hard of hearing Partially sighted Dysgraphia Dyslexia Hyperactive disorder Physical disability	9 15 5 10 5 2	Sign language interpreter Hearing aids Spectacles Textbooks for practice ramps

Matholeng ECCD	ECCD	Dysgraphia Hyperactive disorder	2 2	Textbook for practice
Mafeteng LEC PS	Primary School	Low vision Partially sighted Dyscalculia Dysgraphia Dyslexia Dyspraxia Hyperactive disorder	1 9 12 17 16 2 10	Spectacles Not sure Textbooks for referral and more practice Books with improved line margins
Mat'saba PS	Primary School	Hard of hearing Partially sighted Dyscalculia Dysgraphia Dyslexia Hyperactive disorder	1 1 5 5 3 4	Not sure Spectacles Any material that can keep them busy
St. John's PS	Primary School	Hard of hearing Deaf Low vision Partially sighted Dyscalculia Dysgraphia Hyperactive disorder Physical disability autism	1 2 1 30 1 4 1 2 1	Resource person such as sign language professional Spectacles Not sure Books with improved large margins Improved desks Disability specialist
King's Gate PS	Primary School	Low vision Partially sighted Dyscalculia Dysgraphia Dyslexia Hyperactive disorder	2 20 11 8 5 4	Spectacles and white board Books with improved line margins Disability friendly desks

		Physical disability	1	

MASERU SCHOOLS

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
Loretto Primary School	Primary School	Heart of hearing	1	Hearing aids
		Partially sighted	2	spectacles
		dyscalculia	1	treatment
		Hyperactive attention deficit disorder	2	counselling
Fatima Primary School	Primary School	Intellectual Disability	8	Special Programms
		dyscalculia	3	counselling
		Hyperactive attention deficit disorder	3	treatment
Seleso Primary School	Primary School	Heart of hearing	3	Teacher concentration and face shields
		Low vision	5	Magnifiers and spectacles
		Dyscalculia	7	They need medical doctor to confirm and decide their cure or treatment
		dysgraphia	10	Teaching aids
		dyslexia	6	Teaching aids

		dyspraxia	4	Teaching aid and doctors' confirmation
		Physical disabilities	26	Crutches, wheelchairs, and walkways +proper built ramps

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
Masie Primary School		Hard of hearing	3	Hearing aids
		Low vision	4	Magnifiers and spectacles
		dyscalculia	1	No idea
		dysgraphia	3	Medical attention
		dyslexia	1	
		dyspraxia	1	No idea
		Hyperactive attention deficit disorder	4	Medical attention
		Physical disability	1	School surrounding needs levelling, ramps, and walkways
Mabathoana High School	High School	Heart of hearing	1	Hearing devices
		Physical disabilities	2	More accommodating entrances, wheelchairs crutches and first aid kit

Life High School	High school	Hard of hearing	2	Sign language interpreter
		Low vision	2	Perkins brailier, braille paper, mount buttons
		Partially sighted	12	Magnifiers and audios and voice recorders
		dysgraphia	1	Medical attention
		Physical disability	1	Crutches, walkways, wheelchairs

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
Abia High School	High School	Hyperactive attention deficit disorder	10	No idea
		Physical disability	15	Wheelchairs and crutches
Hooхло Primary School	Primary School	Partially sighted	1	spectacles
		dysgraphia	7	counselling
		Hyperactive attention deficit disorder	1	counselling
St Catherine's	High School	Low vision	21	Computers, continuous braille paper 35 voice recorders
		Partially sighted	21	Computers, continuous braille paper and 35 voice recorders

		Totally blind	16	Braille notes touch and boxes of continuous braille paper
Mabote Primary School	Primary School	Low vision	4	Spectacles and white boards and magnifiers
		dysgraphia	1	Special education teacher
		dyscalculia	1	Special education teacher
		Hyperactive attention deficit disorder	1	Kept busy
		Physical disability	2	Introduction of walkways and improvising
Kananelo	Special school	Hard of hearing	4	Hearing aids
		deaf	42	Hearing aids
		dysgraphia	4	Teacher trained, medical attention, speech therapists
		dyslexia	2	Teachers skilled
		dyspraxia	2	Skills development, resources teacher training
		Hyperactive attention deficit disorder	1	Should be kept busy
		Physical disability	4	Ramps, walkways
Matukeng Primary School	Primary School	Hard of hearing	7	Hearing aids, audios
		vision	6	Audios and magnifiers
		Intellectual disability	14	Counselor, medical attention, teacher ratio revisited and revised

Resource centre for the blind	Special school	deaf	3	Do not know what could be used to help them
		Low vision	21	Use of large print and magnifiers
		Partially sighted	22	Use of large print, magnifiers, and brailled books
		Dyscalculia	10	Also thinks the doctor can advise what could best help them
		dysgraphia	13	Advice from the doctor
		Physical disability	1	Ramps and proper paving
St Bernadette Primary School	Primary School	Hard of hearing	2	Hearing aid, language interpreter, supply of face shield
		Low Vision	27	Magnifiers, books designed for them, braille pen and walkways
		intellectual disability	11	Need advice from the Doctor
		Physical disability	1	Ramps, walkways, 3 dimensional objects

LERIBE SCHOOLS:

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
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St Paul school for the Deaf	Special school	Deaf	32	Tablets or laptop. TV or projector
		Hard of hearing	1	tablet
		ADHD	23	Toys
		Multiple disabilities	14	
Khomonalo Pre school	Pre-primary	Deaf	1	Sign Language Dictionary
Lota Pre school	Pre-primary	Deaf	1	SL Dictionary and tablet
Pitseng Primary school	Primary	Hard of hearing	2	
		Partially sighted	6	Eyes glass
		dyslexia	13	
		Physical disability	2	
MT Royal primary school	Primary (inclusive)	Deaf	43	Laptop or tablets and TV or projector
		Hard of hearing	2	tablets
		Dyslexia	4	
Mamello Primary school	Special school	Hard of hearing	13	Tablets or laptop and hearing acids, projector
		Deaf	5	Tablets, projector
		Low Vision	5	
		Partially sighted	7	Eyes glass, white boards
		Totally blind	2	braille
		Dyscalculia	3	Maths's kit

		Dysgraphia	10	
		dyslexia	15	
		ADHD	11	
		Physical disability	46	
		Multiple disabilities	46	
MT Royal High School	Post-primary	Hard of hearing	11	Tablets or laptop
		Deaf	77	Tablets or laptop, SL Dictionary
		Dyscalculia	9	
		Low vision	7	
		Dyslexia	16	
		Physical disability	3	
Thuso E Tla Tsoa Kae	Special school	Physical disability	10	Wheelchairs, grip, walker, stretches, crutches, calipers
		Multiple disabilities	79	Specialized wheelchairs
Ferrando	Special school	Multiple disabilities	78	Picture books, story books, writing books, picture with names, writing materials, wool, sewing needles, sewing machines, special-shoes, knee garters, braille and spectacles.
Maryland primary school	Primary	Dyscalculia	10	

		Dysgraphia	13	
		Dyslexia	31	
ST Monica's Primary school	Primary	Hard of hearing	12	Hearing acids
		Deaf	2	Tablet and sign language dictionary
		Low vision	6	Eyes glasses
		Partially sighted	7	Eyes glass
		Dyscalculia	18	
		Dysgraphia	34	
		Dyslexia	58	
		Dyspraxia	14	
		ADHD	5	
		Physical disability	1	
		Multiple disabilities	2	
ST Gerard primary school	Primary	Partially sighted	1	
		Dyscalculia	1	
		Dyslexia	2	
		ADHD	3	
		Multiple disabilities	1	

Kotola Primary school	Primary	Dyslexia	1	
		Physical disability	1	
St Phillip Primary school	Primary	Physical disability	1	Artificial foot
Cyprian's High school	Post Primary	Hard of hearing	2	Hearing aids and sign Language
		Partially sighted	3	Eyes glasses
		Physical disability	1	
		Multiple disabilities	1	
Maboe Primary school	Primary	Hard of hearing	2	Hearing aids and sign language
		Low vision	3	
		Partially sighted	2	Eyes glass
		Dysgraphia	3	
		Dyslexia	9	
		Dyspraxia	3	
		Physical disability	1	
ST Luke Primary school	Primary	Hard of hearing	5	TV, Hearing aids and Sign Language dictionary
		Low vision	33	braille
		Partially sighted	5	Eyes glass ,white boards
		Dyscalculia	150	Tablets and maths kits

		Dysgraphia	103	tablets
		Dyslexia	197	
		Dyspraxia	3	
		ADHD	1	
		Multiple disabilities	2	

MOHALESHOEK Schools:

Name of school	Type of school	Type of disability	Number of Children with disability	Teaching and learning materials needed
Goog shepard	primary	Hearing	10	Hearing aid, vitual
		Low vision	4	Spectacle
		dyscalculia	30	Plastic number, chard
		dysgraphia	7	Words card and letter cards,sentence strip
		Hyperactive (ADHD)	7	Parcles,book with different stories
		Physical disability	4	Class room which are accessable and parcles
Makhaleng	primary	Hearing of hearing	1	Picture ,hearing aid
		dyscalculia	2	Conter,dies,abacus,coulaar shapes and maths kit
		dysgraphia	3	Work book,tracing flash card,parcles and picture
		Hyperactive(ADHD)	2	Parcles,jacksor,powder paint and

				brushes
Qalasi	primary	Hard of hearing	1	Hearing aid and projector
		Dyscalculia	10	Maths kit on updated and abacus
		Dysgraphia	20	Cards with labled and cards of letter sounds
		Hyperactive(ADHD)	10	Computers,literature books and extensive readers
		Physical disability	2	Walking stand,crog and helping shoe
Mofumahali oa Rosari	Primary	Low vision	1	Spetecles and white board
		Partially sighted	1	Spetecles
		dyscalculia	9	Build blocks and maths kit with updated
		dysgraphia	4	Tracing writing
		hyperactive	1	Book different languange
Naleli	Primary	Hard of hearing	10	Vitual device
		Low vision	40	Large printed books or chards
		Dysgraphia	5	Modeling and drawing chards
		Hyperactive(ADHD)	100	Books with different stories and languange
		Physical disability	2	Muscle starching ball

St Marys	ECCD	Hard of hearing	10	Hearing aid
		Dyscalculia	50	Flash cards and game board
		Dysgraphia	4	Flash cards and shell
		Hyperactive(ADHD)	4	Number cards and deading books
		Physical disability	3	Abacus
Maphohloane Home Base	Pre-primary	Hard of hearing	1	
		dyscalculia	5	Mathematical kit
		Hyperactive	1	Reading book with different stories
		Physical disability	1	Crog
Siloe	Primary	Low vision	1	Chard large printed and spetecles
		Dysgraphia	3	Tracing wrting
		Hyperactive(ADHD)	3	Reading books with different stories
Maneo Reception	Primary	Dyscalculia	3	Chards,chops,bets blocksand soild shape,books and parcels, white board
		dysgraphia	4	Alphabet,chard,parcles,books,pictures,mo deling and parten,voice recorder
		Hyperactive(ADHD)	1	Books with different stories and laptops
Makhetheng	Primary	Hard of hearing	3	Hearing aid and voice recorder

		Low vision	4	Spetecles,magnifying and white board
		Dyscalculia	1	Chards sign with large printed ,picture with different sign and science and maths kit
		Dysgraphia	3	Tracing writing
		Hyperactive(ADHD)	2	Story booka and computers
Mohale's hoek	Primary	Hard of hearing	25	Hearing aid,recording voice and vidual
		Partially sighted	8	Large printed books and posters,contrite concemps
		Dyspraxia	1	Viceo muscles
		Dysgraphia	6	Out let,book with large printed
		Hyperactive	2	Books with different stories and languange
		Physical disability	2	Viceo muscles
Mohale's hoek	Post-Primary	Low vision	100	Magnifying and spetecles
		Dyscalculia	7	Models and solids
		Dysgraphia	7	Tracing writing
		Hyperactive(ADHD)	1	Reading books with different languange
		Physical disability	4	Wheel chair and helping shoe
Hope	ECCD	Low vision	1	White chark board and spetecles as well

				as medical aid
		Dysgraphia	3	Drawing book colouring and tracing
		Hyperactive(ADHD)	1	Powder printing and brushes,building blocks
Mesitsaneng	Primary	Hard of hearing	4	Projectors and laptop
		Low vision	10	Large form books
		Partially sighted	1	Assessment eye spetecles
		Dyscalculia	40	Maths forcablary post and learning number
		Dysgraphia	1	Tracing book
		Hyperactive	5	Reading book and shell card, building box
		Physical	2	Alphabet post
Bothoba-pelo	primary	Hard of hearing	1	Hearing aid
		Low vision	3	Spetecles
		dyscalculia	1	Mathematical kit
		Dysgraphia	6	Laptops
		Hyperactive(ADHD)	14	Fixed parcel,dominoes
		Physical disability	2	Helping shoe
Naleli	Post-primary	Hard of hearing	3	

		Low vision	15	Spetecles and subpliment medication
		Dyspraxia	1	Helping device
		Dyscalculia	18	Maths kit and chard board
		Hyperactive(ADHD)	2	Reading books
		Physical disability	1	Crog
Siloe	Post-Primary	Low vision	1	Voice recorder
		Partially sighted	5	Typing equipment
		Dyspraxia	1	Scanning body
		Dysgraphia	6	Spelling app
		Hyperactive(ADHD)	1	Reading books
Likoena	Post-Primary	Hard hearing	16	
		Partially sighted	31	Magnifying sheet and clicker softwire
		Dyslexia	1	
		Physical disability	1	
St Patricks	Post-Primary	Hard of hearing	6	Hearing aid
		Low vision	19	Magnifying machine
		Dyscalculia	1	Calculating sign
		Hyperactive(ADHD)	15	Reading books
Potsane	Primary	Hardofhearing	5	Hearing aid and voice recorder

		Low vision	23	Spetecles,large printed book and chards
		dyspraxia	1	Muscle ball
		Dyscalculia	9	Abacus,counter number cards and compter
		DYSgraphia	2	Tracing writing and sand paper
		Hyperactive(ADHD)	1	Ipad,parcles and build blocks
		Physical disability	1	Helping shoe

QUTHING Schools:

Name of school	Type of school	Type of disability		Number of Children with disability	Teaching and learning materials needed
1. Villa Maria Primary School	Primary	Hard of hearing		2	Flip charts, reading books , Audio equipment and laptops.
		Low vision		2	
		Hyperactive Disorder		4	
		Physical disability		3	
		Other Disabilities		5	
2. Tipping Secondary school	Post -Primary	Hard of hearing,		1	Flip charts,markers, bostic, tablets/laptops and soler.
		Low vision,		1	
		Dyscalculia		5	
		Disgraphia		4	
		Hyperactive		8	

3. Mjanyane Primary School	Primary	Hard of hearing Low vision Disgraphia Hyperactive		1 1 5 2	Tabled Audio
4. St. Gabriel secondary school	Post Primary	Hyperactive Low vision		1 2	White booth_ tablets, markers
5. Masiu Primary school	Primary	Hard of hearing Deaf Hyperactive Physical disability		4 1 6 1	Audios vidiul,pictures, chards and laptops.
6. Tiping primary school	Primary	Dysgraphia Dyslexia Hyperactive attention/ physical disabled		3 8 12 1	Odio tapes,posters, pictures and tablets/laptops
7. Masitise primary school	Primary	Hard of hearing Low vision Dyscalculia Hyperactive attention disorder Physical disability		1 2 1 8 3	Video tapes,texts books, pictures and tablets.
				1 1	

				1 20 1	
8.moleleki pre-school	Pre-school	Physical disability		2	Flipchards,texts books,and odio equipment.
9.quthing lcsa	Primary	Hard of hearing Low vision Dysgraphia Dyslexia Hyperactive attention disorder Physical disability		1 3 1 2 5 1	Square books, flipchards, equipment.
10. Moorosi high school	Post_Primary	Hard of hearing Physical disability Other Disabilities		1 1 4	Odio vissiul, pictures, chards and laptops
11. Mopholosi high school	Post Primary	Low vision Partially sighted Dysgraphia Dyslexia Physical disability		1 1 1 3	Digriams, graphics, pictures and tablets
12. Holy trinity high school	Post_Primary	Low vision Hyperactive Physical disability		1 1 3	Flip charts,visual tapes visual laptops/Tablets
13. Holy infat primary school	Primary	Hard of hearing Deaf Low vision		1 1 1	Hearing aids,magnifier, spactlels,pictures, odio

		Hyperactive attention disorder		3	equipment tablets.
14.reitumetse English medium primary school	Primary	Hard of hearing Low vision Dysgraphia Physical disability		1 5 32 2	Projector, tablets, flipcharts and reading books.
15. Reitumetse English medium primary school	Reception	Hyperactive attention disorder		2	Flipcharts, odio tapes parcels and reading books
Qomoqomong primary school	Primary	Hard of hearing Low vision Dyscalculia Dysgraphia Hyperactive attention disorder		1 1 1 20 1	Science kit,home economics kit ,square books parcels and laptops
Leseli eccd center	Eccd	Hyperactive attention disorder		2	Parcels, chards, makers and Pictures
Love the kids/Ramosoeu	Eccd	Hyperactive attention disorder		1	Toys,pictures, makers and chards.
Holy trinity primary school	Primary	Dyscalculia Dysgraphia		29 27	Assessment kit,chalkboards, reading

		Hyperactive attention disorder	4	books, square books and laptops
Moyeni primary school	Primary	Hard of hearing Low vision	5 1	Slights visual equipment