

**ADVOCACY STRATEGIES USED BY ZAMBIA OPEN COMMUNITY SCHOOLS
(ZOCS) IN IMPLEMENTING INCLUSIVE EDUCATION: A CASE OF TWO
COMMUNITY SCHOOLS IN CHIPATA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF
MASTER OF EDUCATION IN SPECIAL EDUCATION**

UNIVERSITY OF ZAMBIA

LUSAKA

2020

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DECLARATION

I, Kabaka Musonda, do hereby declare that this dissertation represents my own work, except where otherwise acknowledged and that it has never been previously submitted for a degree at the University of Zambia or any other University.

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APPROVAL

This dissertation of **Kabaka Musonda** is hereby approved as fulfilling the requirement for a degree of Master of Education in Special Education by the University of Zambia.

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DEDICATION

This dissertation is dedicated to my lovely and precious children who endured my absence, my brothers Kachenga and Julius and my sisters Salome and Chitalu who rendered support and encouragements. It is also dedicated to my dear husband who for his support in my academic and professional journey has been relentless.

ACKNOWLEDGEMENTS

I am sincerely grateful to my **supervisor Mr. Thomas Mtonga** for providing both academic, guidance and supervisory role throughout my study. I say thank you for building me up.

I also wish to thank the following **Lecturers:** Dr. D. Ndhlovu, Dr. J.M. Mandyata, Dr. B. Matafwali and Dr. Simalalo. I also thank my classmates, namely: Nyembezi J, Kamima N, Mandumbwa M, Madam Crescent, Marvis, Macha, Madam Hachombwa and Bained N.

Further, I would like to thank all the individuals and institutions who provided data and other forms of help and support, such as DEBS of Chipata, Mshachantha and Chisitu community schools and the members of staff that participated in the study. Others were parents and children with disabilities at the named community schools.

The acknowledgements can never be complete without expressing my genuine gratitude to my husband and children for their encouragement, support and love during the entire course of my study.

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LIST OF ACRONYMS

CS	Community Schools
CSEN	Children with Special Education Needs
CSIE	Centre for Studies in Inclusive Education
CWDs	Children with Disabilities
EFA	Education for All
IE	Inclusive Education
LWDs	Learners with Disabilities
MDGs	Millennium Development Goals
MoGE	Ministry of General Education
OVC	Orphaned and Vulnerable Children
PCSC	Parents Community School Committee
SNE	Special Needs Education
UNCRC	United Nations Convention on the Right of the Child
UNCRPWD	United Nations Convention on the Rights of Persons with
UNDHR	United Nations Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNSREOPWD	United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities
UNZA	University Of Zambia
WDEA (Jomtien)	World Declaration of Education for All
WEFA	World Education Forum for Action
ZOCS	Zambia Open Community Schools

OPERATIONAL DEFINITIONS OF KEY TERMS

Advocacy: activities that challenge social justice issues in an attempt to bring about social change

Community school: is a community based learning institution that meets the basic primary education needs of pupils, who, for a number of reasons, cannot enter government schools.

Disability: is the long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others

Education: the process of receiving or giving systematic instruction especially at a school or university

Inclusive Education: Inclusive education is a practice of including children with special education need in the regular educational program.

Learner: is someone who is trying to gain knowledge

Strategy: a method or plan chosen to bring about a desired future such as achievement or goal to a problem

ABSTRACT

The study looked at advocacy strategies that ZOCS uses in implementing inclusive education in community schools in Chipata District. Particularly the objectives of the study were (1) to establish the role of ZOCS in implementing inclusive education in community schools, (2) to identify the advocacy strategies used by ZOCS in implementing inclusive education, (3) to establish the benefits of advocacy strategies and (4) to find out the challenges faced by ZOCS while implementing inclusive education in community schools. The study utilized 'Most Significant Change' (MSC) technique a qualitative approach to monitoring and evaluation. All community schools in Chipata were targeted, ZOCS officers, parents, and learners. Purposive sampling was used to select the teachers, parents and pupils while confirming and disconfirming to select ZOCS officers. The total respondents was 22. Semi-structured interviews and document review were used and data was analysed thematically. Findings revealed that the role of ZOCS was not known by the learners, parents and the teachers. But was more pronounced amongst the ZOCS personnel, school administrators and some PCSC members. The study identified DEBS – DAC engaged in dialoguing cross cutting issues affecting community schools, public Dialogue Forum. The creation of Students Council that empowers learners take part in decision making. PCSC are equipped. Though respondents were not able to explain ZOCS' role, they related to benefits trickled as a result of advocacy strategies. Benefits includes deployment of government teachers in community schools, learners empowered to participate in school matters and Chisitu pointed at administration block built through PCSC. Inclusive education posed a huge challenge, negative attitude towards learners, infrastructure barriers, lack of teaching materials and teachers lacking knowledge of special education needs. Based on the findings, ZOCS should lobby that special education teachers also be deployed in community schools, encouraged teachers to use local materials, PCSC and school managers to consider accessible infrastructure in future and MOGE and other stakeholders to ensure inclusive learning is practiced.

Keywords: *Advocacy, community schools, inclusive education, strategies.*

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The aim of this chapter is to highlight the background to the study, problem statement, and purpose of the study, specific objectives, and the research questions, delimitation of the study, significance of the study, theoretical framework and definition of terms and ends with the summary of the chapter.

1.1 Background to the study

Education is not simply a fundamental human right, but also a catalyst for the accomplishment of many other development goals. Globally, the Education for All (EFA) had a vision which was derived from the United Nations Declaration of Human rights of 1948 article 26 which states ‘that everyone has the right to education.’ Based on this premise, the International Community Organised and the World Conference on Education for All in Jomtien-Thailand which was held from 5th to 9th March 1990 where 155 governments of the world and 150 organizations agreed to provide free and compulsory primary education to all children regardless of their race, nature, condition or disability. The Convention on the Rights of Persons with Disabilities (CRPD), which entered into force in 2008, has 145 signatories also ensures that Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. At the World Education Forum held in Dakar-Senegal, in April 2000, the aims of EFA were reaffirmed and upheld. According to the EFA Global Monitoring Report (2010) reaching the marginalized, children with disabilities remain one of the main groups being widely excluded from quality education. Disability is recognized as one of the least visible yet most potent factors in educational marginalisation. Therefore, all nations and organisations that attended the conference came up with policies and laws to influence access to education.

The Zambian government has adopted a number of policies and legal frameworks aimed at enhancing the education and participation of people with disabilities in various social activities (Matafwali, 2007). For example, the Education Act of (2011) and the Persons with Disabilities Act of (2012) both acknowledge education as a right. Also Educating Our

Future (1996) recognizes the importance of people's right to education regardless of their abilities.

The existence of Education for All movement inspired the development of community schools projects and greatly facilitated the most favourable national-level policy response to the community schools. Since 1990 the Zambian government and other organisations have campaigned vigorously by setting national milestones and assumptions on universal basic education such as: total elimination of wastage through dropouts by 2008, no girl child should be withdrawn from school for marriage or any unjustified reasons by 2005 (MOE, 2008). The community school movement began in 1995 as a reaction to the overwhelming numbers of orphans and vulnerable children in Zambia who were out of school.

Originally the community school models were conceived to provide both simple and rapid expansion of education supply to the vulnerable children both in towns and villages and simultaneously through the work of Parent Community School Committees (PCSCs), to ensure high enrolment and high retention rates in community schools. Community schools have since developed to be the major provider of basic education to vulnerable children especially in rural areas. Ministry of education statistics shows that there were 55 community schools in 1996. In 2005 this number increased to 162, while in 2006 the number reached 2457 (Chondoka 2006). The 2010 estimates indicated that there were approximately 3500 community schools all over the country catering for an estimated 500 000 children (<http://www.zocs.org.zm/resources.php>). To achieve these policy milestones, the government came up with practical interventions such as abolition of school fees and school uniforms, re-entry policy which led to increased access to primary education. Besides, the government of Zambia allowed other players to participate in the provision of education to Zambian Children. As a result, an institution in the provision of education was established which sought to provide education through community schools (Chondoka, 2006).

DeStefano, Moore, Balwanz, and Hartwell (2007), define a community school as “a community-based learning institution, involving an active participation of the local community in their areas of operation in terms of management and organisation of the

school.” In Mali, a 1994 law define community schools as private schools created and managed by communities or associations to permit the maximum number of children to attain a basic level of education. These schools have “public utility” and the regional inspectorate gives a certificate of opening (called recipiss’e) if they have at least twenty students, offer a formal education, and respect the 7 ministry definitions. They must use the official curriculum or one recognized by the education authorities (Ciss’e etal. 2000). In a Zambian context a community school is a “community-based, owned, and managed, learning institution that meets the primary education needs of pupils, who for a number of reasons cannot enter government schools” (Chondoka, 2006; ZOCS, 2008:3). A committee of community representatives manage and organise these schools, which can be locally or externally initiated. Community schools target orphans, underprivileged children, and girls. Community schools provide educational opportunities for underserved groups such as rural poor, ethnic minorities and girls at a sustainable cost. They are located within communities that do not have easy access to public schools. Management of the community schools involves a partnership among private organisations, communities, and government.

The concept of community schools is not totally new to Zambia. The European missionaries had already established similar schools and called them village or bush schools (Choondoka, 2006). The first community school in post-colonial Zambia dates from 1992 when Dr Janice Stevens, an American in collaboration with the Sisters of Charity started a school in an open field in Misisi Compound south of Lusaka. The school was called Misisi Open Community School. Within a short time more such schools were opened in Lusaka. In 1995, these schools came under one registered organisation called Zambia Open Community Schools (ZOCS) (Chondoka, 2006).

DeStefano (2006) states that the country’s current education sector plan recognizes the critical role community schools play in contributing to realizing education for all (EFA), as evidenced by the following direct quote from the 2001 Ministry of Education “Policy and Guidelines for the Development of Community Schools in Zambia:”

The Ministry recognizes that over the last four years two kinds of successful alternative approaches that address enrolment of orphans and vulnerable groups have already been established. Therefore new agreements and memoranda of

understanding will be developed with community schools and interactive radio centres to provide specific access for out-of-school children. These agreements will increase Ministry support through grants and materials while still preserving strong community ownership

The existence of EFA inspired the development of community schools and greatly facilitated the most favourable national-level policy response to the community schools. Hence, Zambia Open Community Schools (ZOCS) was born in 1992 paying much attention to reach groups who have historically been disadvantaged from formal education such as orphaned and vulnerable children especially the girl child children with disabilities (ZCSS, 2005). ZOCS is a Non-Governmental Organisation (NGO) that was established in 1992 and is initiated on the principle that every child has the right to education. ZOCS assists 524 community schools in Zambia aiming to strengthen their ability to provide quality basic education to children with disabilities and vulnerable children who, for many reasons, lack access to the government school system (Chipoma, 2015). Since 1992, ZOCS has supported community schools and established itself as one of the prominent advocates for children's right to education. ZOCS' organisational vision is that: *'Every orphan and vulnerable child (OVC), especially the girl child, and children with disabilities, receives quality education, which enables him or her to build a sustainable livelihood.'* To making this vision a reality, ZOCS' mission is:

"To brighten prospects of Community School learners by empowering Community Schools, building partnerships, influencing policy, supporting learners and creating conducive learning environments."

As articulated in ZOCS' 2016-2020 Strategic Plan, ZOCS' work will be built around three Strategic Objectives. These are:

- i. By the end of 2020, ZOCS would like to achieve *increased access to equitable and quality education* by Community School learners especially OVC, girls and children with Special Education Needs
- ii. By the end of 2020, ZOCS will contribute to the development of *stronger, better resourced*, and more *self-sufficient* Community Schools in all its operational areas.

- iii. By the end of 2020, ZOCS would have developed into a professional, effective and accountable organisation.

ZOCS has long established its commitment to complementing the MoGE to provide learners with good quality education. Since 1992, ZOCS has been guided by many local and international declarations that provided for the inclusion of all school going age children. One such declaration is the United Nations Universal Declaration on Human Rights (1948) which proclaimed education a human right for all (UNDHR 1948, article 26). The subsequent international treaties focused more on education and elaborated further on how education was to be accessed by all people without discrimination (UNESCO 1962, Convention against Discrimination in Education).

ZOCS believes that advocacy is essential in generating sustainable solutions for community schools and in enhancing education for learners with special education needs through inclusive education.

Advocacy is defined as activities that challenge social justice issues in an attempt to bring about social change (Donaldson, 2008; Mellinger, 2014). Almog-Bar and Schmid, (2013) further describe advocacy as a means of providing a voice to marginalized persons, empowering such individuals and improving the quality of life for a specific population. Advocacy activities include lobbying, educating, skill building, mobilizing and organizing populations, researching and analyzing social justice issues, letter writing, protesting, boycotting, petitioning, building relationships, convening and facilitating (Donaldson, 2008; Mosley, 2009).

In order to carry out advocacy work, ZOCS has put in place a National Advocacy Committee which consist of independent people from different organisations whose work is to influence the government on issues relating to the education of vulnerable children and learners with special education needs in community schools. Advocacy programmes are also delivered through radio programmes broadcast across the country, meetings and community sensitisations. The committee also develop position papers and resolve problems faced by the committee (Chipoma, 2015).

ZOCS also advocates for inclusive education in community schools. As suggested by UNESCO (2004), inclusion is concerned with the process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. An inclusive school is a place where every pupil regardless of his or her disability belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. In addition, all pupils are expected to be provided with appropriate educational opportunities and resources within the mainstream environment (Ainscow 2003) and (Ndhlovu and Simui, 2009).

CSIE, UK (2000), inclusive education is primarily about restructuring school cultures, policies and practices so that they respond to the diversity of students in their locality. It sees individual differences not as problems to be fixed, but as opportunities for enriching learning and for education systems to embrace change. It is a dynamic, continuing process of facilitating the participation of all students, including those with disabilities.

Inclusive education is being questioned because by 2013 Zambia had 133,000 children with disabilities out of school despite being of school age. The majority of these children were the age of eight and above (ZOCS, 2013). Inclusive education can be successful when there is parents and community involvement as studies by Ndhlovu, (2004), Tanya and Amerena (2006), and UNESCO (2009) found that countries which have made the most progress towards inclusion in education are those countries with strong parents' organisations which have campaigned and advocated for their children to be included .

Table 1: Key international initiatives supporting inclusive education for children with disabilities

Date	Title	Key statements
1948	UNDHR	Article 26: Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.
1989	UNCRC	Article 28 (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest.
1990	WDEA (Jomtien)	Article 3: Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
1993	UN Standard Rules on Equalization of Opportunities for Persons With Disabilities	Rule 6: States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.
1994	Salamanca Statement and Framework for Action on SNE	Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.
2000	MDGs (2015)	Goal 2: Achieve universal primary education. Ensure that all boys and girls complete a full course of primary schooling.
2000	World Education Forum for Action, Dakar (restated the urgency to	(Restated the commitment of the Salamanca Statement) and: All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an

	reach marginalized groups)	education that includes learning to know, to do, to live together and to be.
2001	EFA Flagship on Right to Education for Persons with Disabilities	The goal of Dakar will only be achieved when all nations recognize that the universal right to education extends to individuals with disabilities, and when all nations act upon their obligation to establish or reform public education systems that are accessible to, and meet the needs of, individuals with disabilities.
2007	UN Convention on the Rights of Persons with Disabilities	Article 24: Education States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: <ul style="list-style-type: none"> • The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; • The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; • Enabling persons with disabilities to participate effectively in a free society

SOURCE: Centre for Studies in Inclusive Education, UK (2000).

Over this period of time ZOCS has put in place many interventions to ensure that quality education is provided for Children with special education needs. Most recently, ZOCS has immensely contributed to policy and legal documents such as the Operational Guidelines for Community Schools (2007) and the Education Act 2011.

In a study conducted in 2009 by ZOCS, indicated that out of 1.6 million children in the country only 1.2 million (75%) of the children were in school. The remaining four hundred thousand (25%) children were not accounted for in education (Ministry of education, 2009). The majority of the out of school children were certainly children with disabilities and orphaned children. By July, 2012, the Ministry of Education announced that there were 2859 community schools in the country: constituting a total growth of 6% of community schools (MOE 2012). This study shows how ZOCS has supported community schools and established itself as one of the prominent advocates for children’s right to education.

Today, ZOCS is involved in mobilising resources for selected community schools, promoting the education of all vulnerable children, advocating for the welfare of the vulnerable children and their education and collaborating with many other stakeholders in the provision of education. It also works with Community Schools (CS) in 43 districts across all 10 provinces of Zambia. Through its work, ZOCS strengthens the capacity of CS to provide quality basic education to their learners; fosters positive behaviour change in families and communities in support of education; and influences government and decision makers for greater support for CS. In working with and for CS, ZOCS is supporting Zambia's most vulnerable and disadvantaged children and communities. Therefore, this study sought to examine advocacy strategies used by ZOCS in implementing inclusive education in community schools.

1.2 Statement of the problem

By design, the advocates of inclusive education seek to ensure that all children, regardless their status, race, disability and gender are given an opportunity to learn with everybody in the same environment, class and social system. For this reason, the statistics presented in the studies by ZOCS (2009) and MOE (2012), show that much has been done for orphaned children through community schools which are under ZOCS, but little is known whether children with special education needs have been catered for through inclusive education as ZOCS advocates for it. Therefore, the researcher was prompted to examine advocacy strategies that ZOCS uses in implementing inclusive education in community schools in achieving the Education for All.

1.3 Purpose of the study

The purpose of the study was to examine advocacy strategies used by ZOCS in implementing inclusive education in community schools.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To explore the role of ZOCS in implementing inclusive education in community schools.

- ii. To examine advocacy strategies used by ZOCS in implementing inclusive education in community schools.
- iii. To investigate benefits from the advocacy strategies that ZOCS uses in implementing inclusive education in community schools.
- iv. To identify constraints ZOCS face in their advocacy for inclusive in community schools.

1.5 Research questions

The following were the research questions:

- i. What role does ZOCS play in implementing inclusive education in community school?
- ii. What advocacy strategies does ZOCS uses in implementing inclusive education in community schools?
- iii. How beneficial are the advocacy strategies that ZOCS uses in implementing inclusive education in community schools?
- iv. What constraints does ZOCS face in their advocacy for inclusive education in community schools?

1.6 Significance of the study

The study may help individuals with disabilities and those affected indirectly to voice out for their rights in meeting the EFA. The study may also assist the researcher and other stakeholders to have a deeper understanding of the challenges faced in advocating for learners with disabilities in community schools. It is hoped that the findings of the study will provide data to all stakeholders for improving education for learners with disabilities in community schools. The findings may also contribute to the body of knowledge on the subject of advocacy for learners with disabilities in schools and country wide.

1.7 Delimitation of the study

The catchment area of the study was Chipata district in Eastern Province targeting two community schools namely Mshachantha and Chisitu community schools. Chipata is the provincial capital of Eastern Province which is located on the mountainous plateau of

Eastern Province and it is about 573.36 kilometers from Lusaka the capital city of Zambia. Chipata was selected for this study because it has a large population of 554, 230 inhabitants and most of this population being the children who are likely to have challenges accessing schools due to the limited number of public schools in Chipata city.

Mshachantha community school is about 23 kilometers south away from Chipata town center. Mshachantha is an acronym made up of names of three villages Mshaba, Chanzala and Nthambusha. Mshachantha currently has a total number of 318 learners of which 152 are boys and 166 are girls from nursery to grade 7. Among these learners 4 are learners with disabilities (LWDs) where 2 are boys and 2 are girls.

Chisitu community school is about 8 kilometers away from town center. It caters for 912 learners where 455 are boys and 457 are girls. Among these learners 3 are LWDs that is to say all are boys. The school runs from nursery to grade 9.

1.8 Limitation of the study

Limitations according to Meredith et al. (2003) are restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. Best and Kahn (2009) postulated that limitation of the study are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of particular study. The study only sampled two (2) community schools in Chipata district of Eastern Province. Therefore, the sampling may not be very representative because of the various differences that exist in the geographical locations of other districts and the cultural values that exist in the different places. The other limitation was that, the study used the qualitative research approach to gather information. Therefore, the dependence on interviews and may not bring out the best information. As it may also be accepted that some people would not be willing to be interviewed. Regardless of these limitations, the findings are consistent with documents analysis which means results of the study may be generalized.

1.9 Theoretical framework

This study was anchored on the education theory of John Dewey who was one of the early 1900 vocal opponents. "Community schools" bring together multiple organizations and

their resources not only to serve and educate young people but also to democratically engage all members of the community in which the school is located. Essentially, this idea extends and updates John Dewey's theory that the neighborhood school can and should function as the core neighborhood institution one that provides comprehensive services and galvanizes community institutions and organisations to help solve the myriad problems individuals and communities confront in a rapidly changing world. American pragmatist philosopher John Dewey acknowledges that if the neighborhood schools were to function as a genuine community centers, it would require additional human resources and support.

Community schools can function as environment changing institutions, and can become strategic centers of broadly based partnerships that engage a wide variety of community organizations and institutions (Harkavy and Hartley, 2009). Community schools give many opportunities to be active and "learning by doing" in projects, peer tutoring, different group work and an entrepreneurship approach where older and younger pupils cooperate and help each other. Therefore, this theory is suitable for this study as it gives the conviction that a community has the most effective solutions to its own problems, because community members understand these problems best. In response to this, local communities are directly and actively involved in the management of schools in their area.

1.10 Chapter Summary

In chapter one, the following has been discussed the: background to the study, statement of the problem, purpose of the study, objectives from which the research questions that guided the study emanated, significance of the study, delimitation and limitation of the study, theoretical framework and the chapter ended with definitions of terms. The next is chapter two which presents review of relevant literature in accordance with the objectives of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

Literature review involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated (Msabila and Nalaila, 2013). Creswell (2012) in (Msabila and Nalaila, 2013) defines literature review as a written summary of journal articles, books, and other documents that describes the past and the current state of information on the topic of the study. Therefore, this chapter presents review of related literature to the study topic on advocacy strategies used by ZOCS in implementing inclusive education in community schools. The literature was presented in line with the set of objectives.

2.1 The Role of ZOCS in implementing inclusive education in Community Schools

An article by Naidoo (2009) on “Community schools and Education For All” stressed that, across Africa there is ample evidence that community schools increase access to education, in particular for girls and other marginalized groups; are more relevant to local development needs and conditions; are more cost-effective in providing comparable if not better instructional services for less money than public schools; and, have positive outcomes in terms of increased student achievement, greater teacher accountability and improved governance. The article further stressed that the key to the success of both existing and new community schools is the establishment of viable, collaborative partnerships among government, donors, local and international NGOs, and/or religious organization and the local communities hosting a school. Such partnerships of which should not only address finance and governance issues but also legal and regulatory issues that will enable community schools, their teachers and their students to meet standards of accountability and performance and be formally recognized as educational institutions. The study by Naidoo (2009) basically dealt with the Western Africa situation interims of the provision of education through community schools while most of the content areas seem to be addressing similar issues in Zambia. The Zambian context may not be exactly the same with the performance of the same community schools in other countries. Since the study was done outside Zambia and did not address the exact needs that may be current in

Zambia, it is imperative that a Zambian based research is undertaken to bring out the required information on the related subject matter.

According to a paper presented by ZOCS (2016), a community school is established and developed by the community members. The basic idea is that the people within the community are the ones who see the need for a school within their community. Therefore, according to ZOCS (2014), the involvement of parents in the establishment and development of that particular school add great value. Ultimately, this means that the parents and family members own the school. Further, the parents have an additional say on how children should learn or how they could influence the performance of their children. As a result, that parent and community involvement in education has a positive effect on student outcomes. In developing countries, planners and policy makers see the potential of community support in enhancing pupil outcomes. Community participation plays a role in increasing outcomes in three ways: (i) adding resources to education efforts; (ii) extending education coverage or increasing local demand for quality education; and (iii) enhancing the implementation of education, its relevance, and the accountability of the education system (Dowd 2001).

In view of the above, it is evident that the involvement of parents or the community in the daily running of community provides additional advantage. In fact, in Zambia, it is clear that ZOCS has made efforts to ensure that community schools are borne and drive by the community itself. According to the ZOCS operational guidelines (2007), for each community, a Parent Community School team is always elected to ensure that they provide parental advice to the running of the school. Unlike the common Parents' Teachers' Association whose members are drawn from various places or villages far away from the school, the Parents' Community School Committee (PCSC) is drawn from within the community where the school giving the school ability to access parents or relatives to the child in the nearby surrounding. A study conducted by the Ministry of Education in Malawi (2010) revealed that children who were adequately supported by parents in their education, performed better than the children whose parents were unconcerned and perhaps very far from school. This approach and understanding has been certainly the pillar of most community schools. However, while it is acceptable that the correct position is that in the

establishment of community schools and development of the same, parents should play a pivotal role, it is not known whether parents are playing a similar role in the education of learners with disabilities in community schools. Children with disabilities or special needs are usually marginalized and neglected by most of the parents because of the wrong the parents have towards such children (Mtonga and Mutinta, 2016).

In relation to the subject matter under-discussion in this context, a study conducted by Chondoka (2006) showed that the main factor determining the location of rural community schools was the distance from the nearest government school. In urban areas these schools were set up in locations with large concentration of children who were unable to access education in public schools due to the cost or other factors. While Zambia's Central Statistics Office, revealed Zambia's total population stands at approximately 13 million and out of this, 15% - 17% accounts for persons with disabilities (CSO, 2011). Having a disability is mostly associated with and perceived to be a shame to society, leading to persons with disabilities being mistreated, abused, victimized, tortured, neglected and marginalized throughout their growth. Hence, ZOCS works towards achieving its objectives in order to deal with the perceptions and problems mentioned above (ZOCS, 2012). As already stated, the purpose of ZOCS in Zambia was to fill in the gap in terms of educational provision by government. Where they fail to reach out for the children who are vulnerable, ZOCS would organize the community to establish such a school. Since community schools are found in most of the African countries, the principles of establishing, developing and implementing the community schools are not exactly the same. In Zambia, community schools have a special procedure to follow to establish and operationalize community schools. It is however important to explore how ZOCS and the communities ensure that children with disabilities are also fully included in the development of the said schools.

A study conducted by Chipoma (2015) reported that in order for ZOCS to effectively implement its vision and achieve its objectives, the organization employs a trio approach. ZOCS has carried out its mission of supporting vulnerable children, persons with disabilities and community schools through advocacy, capacity building, and direct service provision. ZOCS believes that this three-pillar approach is essential in generating

sustainable solutions for community schools and learners with disabilities. Chipoma's presentation was so important in the understanding of ZOCS and how the organization operates in the establishment and development of the schools under-review. However, the study did not examine advocacy strategies that ZOCS uses in implementing inclusive education in community schools, hence this study.

In the study conducted by Mwamba (2016) which looked at the 'provision and management of special education in community schools' results showed that though ZOCS, Community Schools were making education more accessible they had scanty information and data on children with special educational needs. Therefore, this study looked at advocacy strategies that ZOCS uses in implementing inclusive education in community schools.

2.2 The Advocacy Strategies used by ZOCS in implementing inclusive education in community schools

Coulby (2010: 10) describes advocacy as "an umbrella term that describes a method, approach and series of tools used to change policies and practices, reform institutions, alter power relations, change attitudes and behaviours and give project work a broader impact". In recent years, many civil society organization have used advocacy as a major tool to have policies whether by government or any other individuals changed. Advocacy involves a lot of adaptations. The advocate must understand several power environments between himself as an advocate and the organization where he goes for advocate.

ZOCS is an advocacy organization which influences decisions by government and educational stakeholders to establish, develop and support vulnerable children in the acquisition of education. As an advocacy organization, ZOCS uses several strategies to get things done (Simui and Mtonga: 2013). In a presentation by the Executive Director of ZOCS to parliamentarians in 2016, the director explained that ZOCS relies on a number of strategies to influence change towards the education of vulnerable children in the country. The director indicated that all the advocacy strategies were peaceful and heavily depended on the negotiation approach rather than confrontation. Among some of the commonest advocacy strategies highlighted by the director to the government included: position

papers, research evidence, negotiations using research, dialogue with stakeholders, lobbying, drama, radio programmes, the use of influential persons in society and so on: (ZOCS report: 2016). To support these views, Coulby (2010) shares that successful advocacy strategies require clear objectives, knowledge of the intended audience, language appropriate for that audience and content that is short, specific and to the point. Ideally, these advocacy communications should be supported by an advocacy communications strategy which should include a section on how different pieces of communications work will be monitored and evaluated. Commenting and in agreement with the above advocacy strategies, Elbers (2019) lists a number of advocacy strategies that can be useful in getting things done. These may include:

- i. Formal presentations of research and recommendations*
- ii. Policy reports
- iv. Lobbying decision-makers*
- iv. Using the media to get your messages across to policymakers or the public
- v. Lobby briefs
- vi. Managing a dynamic website
- vii. Campaigning to raise awareness and put pressure on decision-makers including:
 - Leaflets and fact sheets
 - Posters and banners
 - Petitions - written or email
 - Letter and postcard writing to decision-makers
 - Street theatre
 - SMS/text messages
 - Photographs
 - T shirts, badges, wristbands, hats, etc.
 - DVDs or CDs outlining your issues

An article by Grandvaux Yolande (2004) on “USAID and Community Schools in Africa: The Vision, the Strategy, the Reality” showed that USAID’s strategy in all countries in Africa was to fund international NGOs such as Save the Children, World Education, Africare, World Learning, CARE and others, to partner with and train national NGOs to

build local capacity and assist parents to organise and provide services to their own communities. NGO and local development agents were funded and trained by international NGOs under contracts with the agency, leading the local organisations to play an increasingly important managerial and pedagogical role in community schools. This indicates that the role of USAID is to fund other NGOs who can work directly to build local capacity and help parents in organising their communities. For example, in 2001, USAID funded 1,658 community schools in Mali over 30 percent of the total number of primary schools. Of these schools, 787 were supported by Save the Children (Ramin 2001b). The study did not focus on inclusive education in community schools, hence this study.

ZOCS responds to the socio-economic and health-related challenges of children in its schools by undertaking comprehensive advocacy efforts to enlist community support. ZOCS also seeks to generate income to fund its activities at both the local and national levels. The organization continuously seeks to mobilize resources through proposal-writing to donors (UNICEF, 2009). The report did not mention any advocacy strategies that ZOCS uses in implementing inclusive education in community schools. Hence this study.

Chipoma (2015) indicates that under ZOCS' advocacy approach, all interventions are aimed at policy engagement with government and other relevant stakeholders to create awareness and build capacity in communities to influence policies to benefit learners with disabilities and vulnerable children to access quality education. ZOCS also lobby for financial, human and material resources for community schools and sensitize communities on importance of education and advocate for rights of the child. Also trainings for volunteer teachers in pedagogical skills and trainings for PCSC members in advocacy, governance, entrepreneurship, and business skills. The paper did not mention advocacy strategies that are used by ZOCS in implementing inclusive educations in community schools. Hence, this study had to examine at advocacy strategies that ZOCS uses in implementing inclusive education in community schools.

2.3 Benefits of Advocacy Strategies used by ZOCS in implementing inclusive education in community schools

Advocacy should be able to produce results for the good of the people being advocated for. Elbers (2018) argues that good advocacy should be directed by good strategies. Therefore, a study by Longpre (2016) on advocacy for improved special education in Trinidad and Tobago findings show that effective advocacy campaigns include a combination of activities that produce changes at the legislative level while empowering constituents and building public awareness of salient social issues. These findings are in line with the presentation made by Mtonga (2015), 'Strengthening Linkages and Collaboration Among key Government Ministries.' It highlighted how signing of the 2013 memorandum of understanding between the Ministry in charge of Education and ZOCS, has brought valuable successes in Community Schools. Therefore, the study examined at advocacy strategies ZOCS used in implementing inclusive education in community schools.

A case study of ZOCS by Mwalimu (2011) on 'Access, Quality and Opportunity' findings show that in terms of advocacy and support for underserved youths, it was notable that ZOCS was the only community-based schooling program to provide grades eight and nine (in two of its schools) in the country. ZOCS (2012), postulates that, including children with disabilities increases the opportunity for their presence, participation and achievement in the local schools. Simui and Mtonga (2012), also acknowledge that there was presence of children with special educational needs in Community Schools though were learning under difficult conditions. These papers looked at access, quality and opportunity therefore, this study had to examine advocacy strategies ZOCS uses in implementing inclusive education in community schools.

Chipoma (2015) revealed that ZOCS has also successfully influenced government policy on education, resulting for example in, *The Operational Guidelines for Community Schools* (2007) and the Education Act 2011. However, with this achievement ZOCS feels there is need for more work to be done especially with regards to children with disabilities. While this paper did not mention ZOCS' advocacy strategies in implementing inclusive education in community schools, it does elaborate on similar strategies as adopted by ZOCS to enhance the provision of education to learners with special needs. However, there was need

to investigate advocacy strategies that ZOCS uses in implementing inclusive education in community schools in the context of Zambia.

2.4 Constraints Faced by ZOCS in implementing inclusive education in community schools.

Though community schools have scored a lot of success in Zambia in the past few years, it must be admitted that every learning institution has its own experiences of constraints. It may therefore be important to appreciate the Zambian experiences of ZOCS in the implementation of inclusive Education. Literature reveals that USAID community schools in Mali suffer in many cases from lack of materials and textbooks whether in the case of World Education, where communities mobilize resources but there are no books in the marketplace (the government is supposed to supply textbooks to World Education community schools) or in the case of Africare, where communities are expected to pay for textbooks in the third year of school when not all of them can afford to do so (Ramin 2001a; World Education/Mali 2000; Tounkara et al. 2001). A Save the Children evaluation in Mali found poor latrines and lack of cupboards to keep supplies. Furthermore, the community school teaching force is unstable. Because of the lack of training and the low and often irregular salaries, teachers are not always motivated. Additional report stated that the current challenge for the community schools was the lack of infrastructure and teaching materials (Tounkara et al. 2000). These challenges are faced generally by community schools in Mali but the literature did not show any information on inclusive education in community schools, hence this study.

There have been infrastructure problems over time, particularly in poor communities like rural primary schools for learners with SENs (UNESCO, 2015). At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Ainsow, 2010). In addition, most of the classrooms do not suit the needs of learners with SENs thereby denying them accessibility and equalization of opportunities in education provision. This has made the administrators and teachers to find it a difficult thing to implement inclusive education in rural schools. Data above did not include constraints faced by ZOCS in implementing inclusive education in community schools, hence this study.

Though ZOCS has impressive support from various organisations, especially when compared to other organisations responsible for certain community schools throughout Zambia it also has limited and unsustainable nature of funding. This makes it difficult for ZOCS to respond to demand among families to attend (Mwalimu, 2011). Further, findings by World Bank (2000) of community schools in eight countries claims that lack of specific legislation regarding community schools, the lack of political engagement in community schools, and the lack of contact between public and community school students not only threatens program functionality and growth, but has the potential to untie communities from schooling children altogether without government support. These documents only looked at the challenges ZOCS encounters sourcing for funds. Hence, the study looked at advocacy strategies ZOCS uses in implementing inclusive education in community schools.

Mwansa (2006) conducted a study on ‘the quality and relevance of educational provision in community schools in Mkushi district.’ Findings showed that most community schools lagged behind in teacher qualifications, educational supplies and staff professional support and instructional supervision and professional guidance. Also the study by Simui and Mtonga (2012) revealed that some factors that enabled learners’ access schooling in community Schools did not meet the minimum standard for providing and managing learners with special educational needs (LSEN) effectively. Away from access, quality and relevance, the study did not examine advocacy strategies used by ZOCS in implementing inclusive education in community schools.

Mainstreaming Disability Rights in Community Schools (MDRCS) project proposal by ZOCS (2014), pointed out that though children with disabilities are among target groups in the community schools, their cause has not adequately been catered for looking at the existing persistent economic and social barriers such as high poverty levels and myths surrounding disability issues. It further indicated that schools are not easily accessible due to the fact that classrooms, toilets, and recreational facilities are not built with the disabled children in mind due to lack of awareness of disability amongst teachers, parent’s community school committees (PCSC) and guardians of the children. Therefore, there was

need to look at advocacy strategies that ZOCS uses in implementing inclusive education in community schools.

2.5. Summary of the chapter

This chapter has reviewed relate literature in line with the title of the study and the set objectives from the global regional and national perspectives respectively. The literature showed that the role of Community schools across Africa there is to increase access to education, in particular for girls and other marginalized groups. , Elbers (2019) mentioned a number of advocacy strategies that can be useful in getting things done. These may include: (i) Formal presentations of research and recommendations (ii) Policy reports (iii) Lobbying decision-makers (iv) Using the media to get your messages across to policymakers or the public (v) Lobby briefs (vi).Managing a dynamic website (vii) Campaigning to raise awareness and put pressure on decision-makers including: Leaflets and fact sheets, Posters and banners, Petitions - written or email, Letter and postcard writing to decision-makers, Street theatre, SMS/text messages, Photographs, T-shirts, badges, wristbands, hats and DVDs or CDs outlining your issues. The literature revealed that ZOCS has also successfully influenced government policy on education, resulting for example in, *The Operational Guidelines for Community Schools* (2007) and the Education Act 2011. However, with this achievement ZOCS feels there is need for more work to be done especially with regards to children with disabilities. It was also pointed out that though children with disabilities are among target groups in the community schools, their cause has not adequately been catered for looking at the existing persistent economic and social barriers such as high poverty levels and myths surrounding disability issues. The following chapter presents the methodology of the study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The chapter focused on the description of the methods that were used in carrying out the research. It comprised of research paradigm, research design, target population, sampling technique, sample size, research instruments, data collection procedure, data analysis, ethical considerations and credibility and trustworthiness and ends with a summary.

3.1 Research Design

The researcher took on a qualitative approach using constructivism research paradigm by which 'several constructed realities' are presented through the shared investigation of meanings and explanations (Hughes and Sharrock, 1997). In particular social constructivism helped the researcher to view each learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional (Wertsch, 1997). The paradigm fits the study as it focused on advocating for learners with disabilities whose needs and backgrounds are unique as it mainly deals with types of knowledge and information that would not necessarily be quantifiable. The researcher used the 'Most Significant Change' (MSC) technique which is a qualitative approach to monitoring and evaluation. It was first developed in Bangladesh in the 1990s, by Rick Davies Since then the technique has been widely used by a variety of organisations (Davies and Dart 2005). It is a qualitative method as it involves the collection and systematic selection of "stories" of significant change from the field (Dart and Davies, 2003). Qualitative method was preferred in this research in that it provided the researcher with an opportunity to enter into the person's experience and there after got various responses pertaining the matter (Kombo and Tromp, 2006).

MSC is a participatory technique which relies on engaging stakeholders in a process of discussing, analysing actual data collected and in deciding the sorts of change to be recorded (Davies and Dart, 2005). There are two reasons why the researcher chose MSC method; (i) MSC can uncover unexpected findings and does not rely on pre-determined indicators (and (ii) Collected stories provide an insight into what people value, and

illustrate the way in which individuals make sense of situations (Choy and Lidstone, 2011; Fehring et al., 2006).

3.2 Target Population

The term population in research refers to a larger group of subjects to which the results can be generalized. Cohen et al (2000) contended that population is the total number of the respondents that ought to participate in the research. However, because of many factors such as distance, finances, time and availability of the research participants, a smaller group out of the entire population was recruited into the research. The chosen smaller group is called 'sample'.

The researcher targeted all community schools in Chipata, ZOCS officers, administrators, all parents of learners with disabilities, parents' community school committee (PCSC) and all learners with disabilities (LWDs) with relevant data on ZOCS's advocacy strategies in enhancing education for learners with disabilities.

3.3 Sample Size

Biklen and Bogden (1982) stated that in any research, a small group may be chosen to represent the population to which the results would be generalized. Therefore, the word 'sample' refers to a selected group of subjects or respondents who participate in a given study. The sample therefore, needs to be as representative as possible. In this study the total number of respondents was 22. That is 4 ZOCS officers, 4 teachers, 4 parents and 4 LWDs, 4 PCSC and 2 administrators. The researcher arrived at this sample size considering that in a non-probability sampling, other than quota sampling is unclear and no rules are applicable though it is vital to consider the relationship between sample selection, focus and purpose of the study (Saunders et al, 2012).

3.3.1 Description of Sample

A total of 19 respondents participated in this study. These comprised of 11 female of which 2 were pupils, 2 teachers, 3 parents and 4 parents community school committee (PCSC) and 9 were males of which 2 were administrators, 2 ZOCS personnel, 2 pupils and 2 teachers.

3.3.2 Personal Information

The respondents in particular the 4 teachers, 2 administrators and 2 ZOCS personnel were asked questions pertaining to their profession, the highest profession qualification and the duration of working in the organisation or school.

Table 2: Personal Information for ZOCS Personnel

Description of item	Respondent 1 (Z1)	Respondent 2 (Z2)
Profession	ZOCS Officer	ZOCS Officer
Highest Profession Qualification	Grade twelve	Diploma in Social work
Position in the organisation	District Advocacy Chairperson	District Advocacy Secretary
Working Years		
(0-5 years)		✓
(6-10)	✓	
(11-15)		
(16- above)		

Table 1 shows the qualifications of ZOCS officers whom I coded as Z1 and Z2 whose highest qualifications are Grade twelve and Diploma in social work respectively. Z1 is a district advocacy chairperson who has worked with ZOCS between 5-10years and Z2 is a district advocacy secretary and has worked with ZOCS between 0-5years.

Table 3: Personal Information for School Administrators

Description of item	Respondent (A1)	Respondent 2 (A2)
Profession	Teacher	Teacher
Highest Profession Qualification	Primary Diploma	Degree (Mathematics)
Position in the organisation	Acting Head teacher	Deputy Head teacher
Working Years		
(0-5 years)	✓	✓
(6-10)		
(11-15)		
(16- above)		

Table 2 shows personal information for administrators who have been coded as A1 and A2. Both are teachers by profession while A1 has diploma in primary teaching and is acting as

Head teacher and A2 has degree in Mathematics currently working as Deputy Head teacher. Both have worked with the schools between 0-5years.

3.3.3 Personal Information for Parents Community School Committee (PCSC)

The PCSC from both community schools who participated in the study have been coded as PCSC 1 who hold the position of a treasurer and PCSC 2 as a committee member are both from Mshachantha Community School while PCSC 3 as chairperson and PCSC 4 as a committee member from Chisitu Community School.

3.3.4 Personal Information for Parents of Learners with Disabilities (PLWDs)

Parents who participated in the study have been coded as PLWDs 1 whose relationship with the child is mother whose age is between 31-40, PLWDs 2 is also a mother to the child between the age of 31-40 while PLWDs 3 whose relationship to the child is mother as well between the age of 21-30. PLWDs 1 and 2 are from Mshachantha Community School while PLWDs 3 is from Chisitu Community School.

Table 4: Personal Information for Teachers

Description of Items	Respondents			
	T1	T2	T3	T4
Profession	Teacher	Teacher	Teacher	Teacher
Highest Profession Qualification	Primary Diploma	Primary Diploma	Primary Diploma	Primary Certificate
Position in the organisation	Class Teacher	Class Teacher	Class Teacher	Senior Teacher
Working Years				
(0-5 years)	✓	✓	✓	
(6-10)				✓
(11-15)				
(16- above)				

Table 3 represents the personal information for teachers at both community schools who have been coded as T1 and T2 from Mshachantha Community School while T3 and T4 from Chisitu Community School. All the 4 are teachers by profession of which 3 teachers have diploma in Primary teaching and 1 has a certificate in primary teaching. 3 of them hold positions of class teachers and have worked with the schools between 0-5years while

only one teacher hold the position of a senior teacher and has worked between 6-10 years with the current school

3.4 Sampling Procedure

According to Msabila and Nalaila (2013), sampling procedure is a plan that explains how the participants for the study were to be selected from the population. A sampling procedure simply helps the researcher in selecting those to participate in the study. The technique that was engaged to select the teachers, parents and pupils is purposeful sampling while confirming and disconfirming was used to select ZOCS officers. Confirming and disconfirming was preferred in the study in that it helped the researcher to find more cases that add depth to the study and confirm the results. It also helped to lend credibility to the study. Msabila and Nalaila, (2013) define purposeful sampling as the process that involve nothing but purposely handpicking individuals from the population based on the authority's or the researcher's knowledge and judgment. Therefore, purposeful sampling was fit in this study as the researcher targeted appropriate people with relevant information to the study.

3.5 Research Instruments.

Research instruments are pieces of information that may be written, orally, pictorial or symbolic in nature (Kombo and Tromp, 2006). These instruments are also referred to as tools for data collection. A researcher carefully prepares them in order to lobby the required information. The researcher used interviews and documents analysis as tools for data collection. These are appropriate in acquiring primary and secondary information (Msabila and Nalaila, 2013).

3.5.1 Document analysis

Mainza (2014) states that document analysis is the use of a variety of documents to collect data. The documents include policy documents; letters; agendas; minutes; administrative reports; files; books; journals; diaries; budgets; news clippings; photographs; lists of employees/pupils; syllabi. Some of these sources of document data may be published or unpublished. Document review is employed in the study to provide a behind the scenes data that participants would obstruct because of being sensitive in nature, as well as its

ability to provide a good source of background information (Mainza, 2014). Hence, the technique was suitably used in this study to examine advocacy strategies used by ZOCS in implementing inclusive education in community schools. Data from the review document analysis were triangulated with data from interviews. Documents were provided by the teachers, school administrators and ZOCS staff.

3.5.2 Interviews

According to Kombo and Tromp (2014), interviews allow the researcher to get more in-depth information from the key informants about an issue under investigation. Further Mugenda and Mugenda (1999) argue that interviews are preferred due to their flexibility in data collection and that they provide room for probing which yield in-depth answers about opinions, observations, perceptions, experiences, knowledge, descriptions of activities and actors. Therefore, in this study semi-structured interviews were used to collect data from the school administrators, teachers, parents, PCSC and LWDs. This was done in order to get more in-depth information so as to adequately answer all the research questions in an effort to examine advocacy strategies used by ZOCS in implementing inclusive education in community schools. Furthermore, the researcher used an interview because it is flexible in that it provides room for probing in order to get opinions, perceptions, knowledge and descriptions from these key informants (Mugenda and Mugenda, 1999).

3.6 Data Collection Procedure

Before commencing the research, the researcher was cleared by DRGS ethics committee. The researcher had to obtain an introductory letter from the Assistant Dean (Postgraduate) of the School of Education, University of Zambia. Then the researcher had to seek for permission from the Provincial Education Officer (PEO), the Chipata District Education Board Secretary's (DEBS) office, and ZOCS administration. Before administering any instrument, the researcher obtained permission from the head teachers of selected community schools. The researcher also obtained consent from the participants before administering the instruments.

3.7 Data Analysis

Data was analysed qualitatively. The researcher identified and categorized significant themes relevant to the research objectives. The researcher discussed emerging themes extensively before making some generalisations (Miles and Huberman (1994). Verbatives were also used to show the actual response of some respondents.

3.8 Credibility and Trustworthiness

To maintain research rigor it is recommended that MSC is used in conjunction with other research methods and that a triangulation strategy is adopted (Davies & Dart, 2005). The researcher determined the accuracy or credibility of the findings through triangulation. The use of multiple tools for data generation is called triangulation” (Lacey and Luff, 2001). Triangulation also facilitates richer and potentially more valid interpretation (Tindall, 1994). The credibility and trustworthiness of the findings was enhanced by generating data from multiple sources such as parents, teachers and staff from ZOCS through interview schedules, and documentary review (Mason, 2002). No alterations were done to recordings and collected data when presenting. Also member checking was used and expert check (supervisor).

3.9 Ethical Consideration

In carrying out this study, ethical issues were considered such as informed consent, avoiding stress of the participants, self-disclosure of the researcher, avoiding undue intrusion, conducting the research with professional integrity, anonymity and confidentiality (Denscombe, 2003).The purpose of the study was explained to the participants so that they could have voluntary involvement. In addition, during research, respondents’ responses were neither interfered nor contested by the researcher. Above all, the respondents were equally treated.

3.10 Chapter Summary

This methodology chapter, the following concerns have been addressed; the research paradigm on which the study was anchored on is constructivism. Qualitative method was preferred in this research in that it provided the researcher with an opportunity to enter into

the person's experience and there after got various responses pertaining the matter. There are two reasons why the researcher chose MSC method; (i) MSC can uncover unexpected findings and does not rely on pre-determined indicators (and (ii) Collected stories provide an insight into what people value, and illustrate the way in which individuals make sense of situations., . In this study the total number of respondents was 22. That is 4 ZOCS officers, 4 teachers, 4 parents and 4 LWDs, 4 PCSC and 2 administrators. The technique that was engaged to select the teachers, parents and pupils is purposeful sampling while confirming and disconfirming was used to select ZOCS officers. The researcher used semi-structured interview guide and thematic analysis of data was considered. The researcher considered ethical issues and determined the credibility and trustworthiness of the findings through triangulation. The next chapter contains the presentation of the study findings.

CHAPER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study on advocacy strategies that Zambia Open Community Schools (ZOCS) uses in implementing inclusive education: A case of two community schools in Chipata district. The findings are presented according to study objectives and these objectives were: to establish the role of ZOCS in implementing inclusive education in community schools; to identify the advocacy strategies used by ZOCS in implementing inclusive education in community schools; to establish the benefits of advocacy strategies that ZOCS uses in implementing inclusive education in community schools and to find out the challenges faced by ZOCS when advocating for inclusive education in community schools. Thereafter, a summary of the chapter is provided.

4.1 The Role of ZOCS in implementing inclusive Education in Community Schools

In this section, the researcher inquired from the respondents on what they knew as the role of ZOCS in their school or community. Respondents noted that ZOCS help the disadvantaged children through its three pillar approach of advocacy, service delivery and capacity building. The three pillars on which ZOCS builds its approach on enhanced education opportunities for children through policy engagement and increased community capacity to provide such opportunities.

Then Z1 said that:

“ZOCS’ role is to supplement the Ministry of General Education (MOGE) in the provision of quality education in Zambia through community schools and also to encourage the public on how to engage the government on issues affecting community schools.”

ZOCS officers mentioned the following as roles of ZOCS in community schools, (i) to advocate for inclusive and equal education among the vulnerable and orphaned children including children with disabilities. (ii) to build capacity in PCSC to enable the community to understand the governance issues, guidelines for operating community schools, education act and (iii) to educates the community about their roles and responsibilities in

school governance and how to engage the government in issues that affect the community schools. Both noted that ZOCS also empowers the people with knowledge on how to lobby the government and other organisations in matters pertaining to education for orphaned children and learners with disabilities.

In particular Z2 said that:

“ZOCS’ role is to empower or teach the community on how to lobby and engage stakeholders the so called service providers in the running of community schools.”

Administrators views pointed out that the main role of ZOCS is to see to it that there is collaboration between community schools and the communities so that the children have access to quality education.

A2 in his response mentioned that:

“ZOCS has been so supportive and instrumental in encouraging us to work with the PCSC and at some point they provided us with sports balls and exercise books where children can write.”

The response from A1 was that:

“The role of ZOCS in this school is to see to it that the child learns like those in full-fledged schools because the child is one regardless of their status. ZOCS also advocates that a community school be recognized as a normal school with all the activities that take place in full-fledged schools and have qualified personnel (teachers).”

Both administrators acknowledged capacity building and advocacy as ZOCS’ roles in enhancing education for learners with disabilities in community schools. Particular response came from A1 who said that:

“The organisation has been helping us (school) in mainly capacity building and advocacy. ZOCS has also been very supportive in terms of giving knowledge on how to lobby from different organisations.”

All the PCSC mentioned that ZOCS empowers us with knowledge on how to run the schools together with the school in that we make decisions together for the benefit of learners.

Below is the photo that shows the skills and knowledge the PCSC at Chisitu have learnt in lobbying other organisations to support learners through feeding programmes. The PCSC member shown in this picture is preparing porridge for learners.



Photo: 1. PCSC member preparing food for learners at Chisitu C

4.2 Advocacy strategies used by ZOCS in implementing inclusive education in community schools.

In this section, the researcher inquired from respondents on the advocacy strategies that ZOCS used in implementing inclusive education in their school. The views from the

respondents showed that ZOCS used dialogue, sensitization and workshops. In line with this, Z1 said that:

“One of the advocacy strategies has been created which is called District Education Board Secretary (DEBS) – District Advocacy Committee (DAC) engagement which dialogue on cross-cutting issues in an interface meeting.”

Z1 also mentioned “Public Dialogue Forum” as one of the strategies where the public is able to air out their views. This programme is under FACT-SEDECS project which stands for Fostering Accountability and Transparency in Service Delivery in Community Schools. He stated the 2 main objects of FACT-SEDECS project as (i) to build capacity in the PCSC members and (ii) is to enhance citizens to engage the government on issues that are affecting community schools for example ordinary interface and public dialogue forum.

ZOCS officers, PCSC, administrators and teachers pointed out the creation of students’ council in schools and training of the PCSC as advocacy strategies that ZOCS uses. This is what PCSC 2 had to say:

“Ba ZOCS banapanga camene tiitana kuti ‘students council’ kuonela kuti zinthu zilikuyenda bwino kuli aphunzi ndi aphunzitsi (ZOCS has created what we call students council to see to it that things move smoothly between pupils and teachers).”

This is what Z2 had to say:

“ZOCS uses workshops, paper presentations, drama to sensitise the public on child’s rights to education, radio programmes and to actively train and involve the PCSC to voice out the problems until solutions are found.”

Administrators and teachers mentioned how training of the PCSC’ members and workshops help in running the school smoothly and that the PCSC’ are the ones that take care of most problems faced in schools. For instance, to encourage parents to pay the schools fees, fundraise money to pay volunteer teachers that are not on pay roll and put up initiatives to expand the infrastructure.

Response from A1:

“Madam this three block classroom you see here is the result of the PCSC members’ hard work. Through lobbying skills they have learnt from ZOCS through workshops and meetings, they managed put up this building and they are still molding bricks with a plan to put up an administration block as you can see where we operate from.”

Below here is the picture showing how PCSC at Mshachantha CS have worked so hard to implement the skills learnt from ZOCS. They have built a 1 by 3 classroom block shifting learners from the tree were lessons used to take place. It was observed that building materials have been sourced through lobbying and fundraising. Their plan is to put up an administration block as the school administrators have nowhere to operate from. They are also planning to build atleast 2 teachers’ houses to support those who are not on government payroll.



Photo 2: 1 by 3 classroom block under-construction by PCSC to enhance IE at Mshachantha Community School

T2 had this to say:

“This school has two teachers who are not on government pay roll so in order for the school to sustain their living the PCSC members encourage parents to support the school by paying a k1 for each child as they will be coming to school this Friday in clothes to show case their future careers. And the payments are not restricted to only money but also food staffs.”

The statement above shows how accountable the PCSC are in order to sustain the school. They fundraise so as to pay the teachers who are not on government payroll.

4.3 The benefits of advocacy strategies that ZOCS uses in implementing inclusive education in community schools.

The researcher in this section inquired from the respondents on the benefits of ZOCS's advocacy strategies in community schools. The responses from the PCSC show that they are benefiting a lot in advocacy strategies that ZOCS is using to implement inclusive education in community schools in that schools are held accountable for finances.

PCSC 3 said that:

“Accountability is one of the benefits because the school cannot decide anything without our (PCSC) and students council concert for approval of any project in school. And we are also aware of all the expenses in school.”

The administrators pointed out that they had benefited a lot as they had learnt skills on how to lobby government and other organisations to come on board in ensuring the quality education of vulnerable children and the disadvantaged.

A2 pointed out that:

“Particularly our school has benefited through ZOCS advocacy strategies and capacity building which have encouraged the intervention of PCSC, which the school has been able to build an administration block and put up a water facility to provide learners with clean and safe water.

The photo below show the borehole drilled at Chisitu CS through the hard work and collaboration between the PCSC and school administration in ensuring that the school fees and other income realized through fundraising are put to good use.



Photo 3: Learners drinking water at a borehole drilled by ZOCS at Chisitu CS

Photos showing some of the works done by PCSC with the initiative of ZOCS to support the inclusion of LWDs in community schools. The results of these advocacies would be observed in the infrastructural adjustments to accommodate learners with disabilities. This is a girl's toilet at Mshachantha CS which is built in such a way that can accommodate a wheelchair user. There is also a provision of a shower to allow learners to bath in case they mess up themselves during the menstrual time. See the following photo presented.



Photo 4: Toilets constructed by PCSC to enhance IE at Mshachantha CS

Responses highlighted that through the strategies that are used by ZOCS, pupils are no longer inactive in schools. They have empowered pupils to have pupils' representation in school decision making process and have been offering training to schools' administration, pupils and community in effective management of schools resources.

A1 stated that:

“ZOCS has strengthened the schools to work with the PCSC who encourage parents to pay school fees and see to it that money is put into good use for the benefit of learners.”

Respondents happily pointed out that, the benefits are there in that there is direction of grant allocation to the community schools, deployment of qualified trained teachers and also consideration of supplying teaching and learning materials in community schools.

Z1 in relation to this said that:

“Through the participation of government and other stakeholders in reviewing the teaching and learning in community schools through continuous assessments, 71 community schools in Chipata district have been upgraded to basic schools.”

4.4 Constraints ZOCS faces when implementing inclusive education in community schools.

This section required the researcher to inquire respondent on the constraints faced in community school in implementing inclusive education. Responses pertaining to challenges brought out an issue which came out from almost all the respondents. Respondents mentioned of the infrastructure not being accessible and lack of trained personnel in special education. A2 pointed out that:

“Teaching learners with disabilities in community schools is so challenging in that teachers are not trained in special education and there are no special equipment to help the teachers to effectively teach beside that infrastructure is not accommodative so it’s better to take them to special schools.”

Teachers feel its time consuming including learners with disabilities in their classes and they disadvantage the so called normal. Instead of teaching 4 to 5 subjects they only end up teaching 3 which is not fair. T3 had to state that:

“In as much as we want these learners to be in school, its ideal to enroll them to special schools because they waste a lot of time, for example, work which has to be done in 10 minutes, them (LWDs) do it in 20 or even 30minutes which is so frustrating on others learners.”

Parents noted that the problem of LWDs being mainstreamed is that teachers are not considerate on the learning pace of children with disabilities such that they are disadvantaged. This is the reason why most parents keep LWDs at home because they feel there is nothing beneficial sending them to school. PLWD 4 confirmed when she said that:

“Ngati nichekinga muma buku ndimapedza work yosasila kambiri (when I am checking in my child’s books I find unfinished work most of the time) and not marked.”

Parents also noted negative attitudes of parents towards inclusion, often influenced by (i) lack of awareness of their children’s rights, (ii) lack of awareness of the educational alternatives for their children, (iii) fear of stigmatization and hostility from within their

communities, (iv) poverty motivating placement in residential special schools, thus transferring financial responsibility to the government and (v) lack of placement options near to home, particularly for families living in rural areas which act as a barrier towards inclusive practices from around the community.

“The attitude of the people is bad towards my child because they think that my child is useless in the community because she sleeps at any time unwilling anywhere. But my neighbours have started accepting her the way she is and the other children play with her” (response from PLWDs 1).

Learners with disabilities noted negative attitude among learners and teachers as a challenge. LWDs 1 who was very emotional said that:

“Bayangu bamaniseka kuti culalalala monga nimazifunila koma nimatenda (my friends laugh at me that I sleep anytime anywhere as if my wish to have this disease of sleeping sickness) so in return I beat them.”

Absteentism among learners including LWDs was another challenge to teachers. When asked why they absented themselves from school they pointed out that if they were told to go and remind their parents to pay school fees, parents simply told the children to stop going to school.

Additionally, administrators noted that there were few teachers especially at Mshachantha community school where there were only 4 teachers to cater from nursery to grade 7.

Document analysed shows that, persons with disabilities in Zambia were invisible to all but their care givers – usually women – and discrimination against them was legitimized by the social environment to the point where exclusion had become the accepted norm (UNICEF 2009).

Further, poorly equipped schools and inaccessible school infrastructure, and a lack of specialised services and facilities to help facilitate inclusive learning, were also major challenges facing learners with disabilities in Zambia. This can be seen in the picture below how poorly equipped this classroom at Chisitu is such that some learners sit on the floor which is not conducive for learners especially those with disabilities. The picture also

shows how overcrowding pose as a challenge in implementing inclusive education in Community schools.



Photo 5: A poorly equipped overcrowded IE classroom at Chisitu CS

4.5 Summary of Chapter Four

The chapter presented the findings according to the objectives. Verbatim were used to indicate the actual words that respondents uttered in relation the subject matter. Pictures and photos were included in the findings to show the works done in community schools through ZOCS' advocacy strategies. Accountability has been seen through the initiative taken by the PCSC in collaboration with the administration in building infrastructure in schools by using lobbying skills learnt in workshops. The next chapter discusses the findings of the study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

The chapter presents the discussion of the research findings that have been presented in the preceding chapter. In an effort to adequately discuss the research findings, the discussion is anchored on the following research objectives: to establish the role of ZOCS in implementing inclusive education in community school; to examine advocacy strategies used by ZOCS in implementing inclusive education in community schools; to establish benefits from the advocacy strategies that ZOCS uses in implementing inclusive education in community schools; and to identify constraints ZOCS faces in implementing inclusive in community schools.

5.1 The role of ZOCS in implementing inclusive education in community schools

In order to appreciate this study, the researcher sought to understand the role of ZOCS in community schools. And as already established, ZOCS has been one of the major non-governmental organisations that have lobbied and advocated for the establishment of community schools so that every child has an opportunity to go to school. Besides, ZOCS Operates in the national and international educational frameworks that seek to increase and provide the inclusion of every learner in school. To this effect, knowing that “Education for all” is the core issue of the 1990 Jomtien conference. ZOCS, while working with other organisations has managed to remain firm in supporting community schools. This in itself entails provision of education to all regardless of their different abilities. For this reason, the researcher had sought to establish the role of ZOCS in implementing inclusive education in community schools.

From the data collected in the field, it was revealed that there was a disparity in understanding the role of ZOCS in community schools and the surrounding areas. As observed already in chapter four, most administrators within the community schools knew the role of ZOCS in their institutions very well. On the other hand, the role of ZOCS was not known by the learners, parents and the teachers. This gap in understanding the role of a major cooperating partner like ZOCS raises a lot of questions. In order to appreciate the works of another person, one needs to appreciate the role played by that other significant

person. Frobish (2012) postulates that in order for any organization to grow and develop, the stakeholders in that organisation should understand and appreciate the roles of the different stakeholders. This way, the players in the institution will concentrate on their role and allow another stakeholder to accomplish another section. Mbewe (2008) presents that education is like a manufacturing company. Each section in a manufacturing company has a role to play in order to bring about a perfect product. As a result, because of the special roles each individual plays, consequently, they end up with a product of choice. Similarly, the understanding and appreciation of the role of ZOCS in community schools is crucial for the benefit of all players in the education of learners.

In view of the assertions presented above, the lack of knowledge of the role of ZOCS among teachers, learners and parents could be understood as leading to confusion and gaps in the manner the community schools would be run. Because of this gap in knowledge, it would be assumed that owing to the fact that teachers, learners and parents had little or no knowledge about ZOCS, they paid very little attention to supporting their own community schools. The realization that there is someone else seeking to help you usually leads to commitment towards your duty and task. This was not the case among the people of the community schools under-review. For instance, according to ZOCS, all members of the community ought to provide allowances for their own teachers. This is a role of the community. While ZOCS provides advocacy for the legal framework for community schools, lobbying for infrastructural development and sometimes provide financial support to the schools (ZOCS Operational guidelines 2014). In the understanding that teachers, learners and parents did not know the role of their stakeholder, they did not also provide the much support for the teachers and the school.

The researcher sought to establish the cause of this gap of understanding the role of ZOCS among the different stakeholders in community schools. One reason that seemed to keep recurring was that ZOCS did not engage parents, teachers and learners fully to explain its role and its presence in the community schools which was to supplement government's effort in the provision of education to its citizens. To this effect, some respondents indicated that they had never met ZOCS members. For instance, one parent said,

“”abo banthu ba ZOCS, ine sinibaziba. Koma ninamvapo cabe. Ise zinthu zonse zapasukulu apa, timacita theka”” (those people called ZOCS, we do not know them. All the things that happen here, we do them ourselves).

Apparently, the researcher came across booklets explaining about ZOCS in the administrators. The researcher found the Operational Guidelines (2014) on the head teachers table in the office. The book was written in English. Perhaps, the language in which the role of ZOCS was presented could not be comprehended by all. This is in line with Omondi (2006) who argued that communication is a fundamental part in community development programmes and language emerges as a key factor in effective communication and implementation of programmes. For instance, it is evident that the documents about ZOCS are published and presented in English without interpretation.

Besides the factors discussed above, the researcher also found that the frequency of sensitisation affects the rate of information dissemination. At times ZOCS would conduct one sensitization meeting in the whole year. The other times they visit the schools, ZOCS would only end at administration levels. This creates a gap because learners who are end users can not appreciate ZOCS's role.

Despite the above misunderstandings on the role of ZOCS among teachers, learners and parents, the researcher found that the main role of ZOCS is to see to it that there was collaboration between community schools and the communities so that the children have access to quality education. This emanates from the fact that one of the main objectives of ZOCS is to create a link between the school and community where the school is found. According to the ZOCS operational document (2008), ZOCS works through the PCSC to ensure that the community is fully involved in the running of the school. ZOCS also understands that collaboration in the provision of education is indispensable. However, the community must own the school before collaboration can take root. In any case, when the community, the school administration, the PCSC and the District Education Office work in collaboration with each other, there would be great improvement in the provision of education. This can be seen in the reports presented to ZOCS annually by the community schools. In the reports it was observed that schools that work in collaboration yielded better results.

For instance, in relation to the above presentation, at its annual general meeting in 2018, Chifwema community school head teacher reported tremendous improvements to the running of the school because of the continuous support and collaboration from ZOCS staff and the community. The head teacher indicated that ZOCS had helped the school acquire the examination status because of the advocacy from ZOCS with the Examination Council of Zambia. Besides, the head teacher also indicated that some children with physical disabilities received mobility aids in order to enhance their movements. The head teacher therefore observed that because of this collaboration to support children with disabilities, there was reduced absenteeism by learners with disabilities (ZOCS annual Report 2018).

Similarly, though the community in Chipata was not too sure about the role of ZOCS, the administrators testified to the effect that the collaboration with ZOCS had led to improved attendance by learners in school because infrastructure had become better. Therefore, both learners with disabilities and those without disabilities enjoyed school because of this link. These outcomes confirm the views of the theory by John Dewey who argues that education requires collaboration if true education must take place among the learners. John Dewey therefore urged that community itself and the government should pay special attention to the education of learners in community schools in that education would be futile without the support of the collaborating stakeholders. To a greater extent however, it remained questionable in the schools under review whether they were well coordinated and fully collaborated. John Dewey's theory that was used in this study was basically observed in that it believes that "Community schools" bring together multiple organizations and their resources not only to serve and educate young people but also to democratically engage all members of the community in which the school is located. A neighborhood school can and should function as the core neighborhood institution one that provides comprehensive services and galvanizes community institutions and organisations to help solve the myriad problems individuals and communities confront in a rapidly changing world (Harkavy and Hartley, 2009).

Furthermore, ZOCS officers mentioned a number of ZOCS's role in community schools which included; advocating for inclusive and equal education among the vulnerable and orphaned children including children with disabilities, to build capacity in PCSC to enable

the community to understand the governance issues, guidelines for operating community schools, education act and to educate the community about their roles and responsibilities in school governance and how to engage the government in issues that affect the community schools. These findings are in agreement with the findings of Chipoma (2015) who reported that the vision and objectives of ZOCS are to support vulnerable children, persons with disabilities and community schools through advocacy, capacity building, and direct service provision. This could be the reason why the PCSC are active in mobilizing school resources to pay volunteer teachers who are not on government payroll and funds to build classroom blocks. This confirms that advocacy activities include lobbying, educating, skill building, mobilizing and organizing populations, researching and analyzing social justice issues, letter writing, protesting, boycotting, petitioning, building relationships, convening and facilitating (Donaldson, 2008; Mosley, 2009). Furthermore, the findings are in line with the findings of Mwamba (2016) who looked at the ‘provision and management of special education in community schools’ whose results showed that Community Schools were making education more accessible to LWDs and vulnerable children.

Research findings also show that ZOCS empowers PCSC with knowledge on how to run the schools together with the school in making decisions together for the benefit of learners. This is in line with what Simui and Mtonga (2012) revealed that ZOCS actively supported community schools in Zambia and advocates on their behalf and train the PCSCs to claim their rights from duty bearers. This could be one of the reasons why Chisitu had all the teachers that are on government payroll. Simui and Mtonga (2012) further revealed that as a pioneer of Open Community School in the country, ZOCS prides itself in bringing hope to children who had no hopes of receiving formal education. Through its support to community schools, children with disabilities are receiving quality education through inclusive education and over 400 teachers have received support in teacher training since 2001.

The present study has shown that ZOCS’ role is to supplement the Ministry of General Education (MOGE) in the provision of quality education in Zambia through community schools and also to encourage the public on how to engage the government on issues affecting community schools. ZOCS also empowers the people with knowledge on how to lobby the government and other organisations in matters pertaining to education for

orphaned children and learners with disabilities. This was in line with what ZOCS (2012) revealed by stating that, including children with disabilities increases the opportunity for their presence, participation and achievement in the local schools.

5.2 Advocacy strategies used by ZOCS in implementing inclusive education in community schools.

The research sought to find out the advocacy strategies ZOCS was using in implementing inclusive education in community schools in Chipata district. The study revealed that ZOCS uses dialogue, position papers, drama activities, workshops and radio programmes to undertake the advocacy campaigns both in communities and to government. Elbers (2019) postulates that in order for advocacy to be effective, the stakeholders undertaking advocacy should agree on the strategies to be used in order to bring about the effective results. To this effect, it is evident that ZOCS has used different advocacy strategies in order to bring about the required change. For instance, in an interview with ZOCS, it was revealed that because of the ZOCS advocacy activities, a number of results can be attested in community schools. For example, Zambia was now home to 3,300 community schools with a total of more than 720,000 learners: those with disabilities and those other vulnerable conditions. ZOCS reports that this number of learners in community schools represented 20% of learners in schools. These are among the great achievements for the non-governmental organization.

As already indicated, the study revealed that dialogue is one of the advocacy strategies that ZOCS uses in implementing inclusive education in community schools. Dialogue means that the ability to bring together stakeholders in order to discuss a particular issue so that solutions are found. Therefore, dialogue is a fundamental aspect in advocacy as it helps stakeholders to discover the common ground and a greater desire and ability to work collaboratively to solve problems. Dialogue has to do with stakeholder participation through training, workshops, capacity building and lobbying for children's rights to education through meetings. The stakeholders that ZOCS collaborated with included the DEBS, the community, teachers, community schools administrators and the learners. For instance, DEBS – DAC (District Advocacy Committee) which is engaged in dialoguing

cross cutting issues that affect the operation of community schools. As a result, it is evident that dialoguing has resulted in partnership between the MOGE and the community schools.

Owing to advocacy by ZOCS, it was also discovered that community schools receive grant from the government (through MOGE). Government policy has provided for the use of public funds, channeled to registered community schools as a sector investment strategy. In 2005, the Ministry of Education directed districts to allocate their Sector Pooled Fund on the following basis: 70 percent to government basic schools and 30 percent to community schools. Only schools that had functioning PCSCs and that have been in operation for two years are eligible for these grants (DeStefano, 2006). These were considered the earliest efforts by ZOCS to get government involved in the education of learners in community schools. In 2014, the Ministry of Education and ZOCS with other players in community schools held the first symposium to discuss several issues on the running of community schools. In the symposium, members advocated for increased support to community schools by government. Because of the dialogue, government increased the allocation to community schools. The government began deploying trained teachers to community schools and allowed the trained teachers to remain on government pay-roll so that the burden of the communities were reduced (ZOCS Symposium Report: 2014). Besides, as already indicated, the grants were also increased to community schools. Instead of the 70% to 30% to government and community schools respectively, the grants were to be given to schools as needs arose. This meant the community schools were going to receive grants based on demand and the availability of resources at district office. The result of these policies is that the community schools have demonstrated the ability for reaching orphans, and disadvantaged children including learners with disabilities and for providing an inclusive education environment. Ultimately, all these achievements were basically influenced by the MOE (1996) which states that;

“Communities that wish to establish schools, that would operate as community schools outside the government or District Education Board system, will be strongly encouraged to do so. The ministry will contribute to the running costs of such schools through the provision of teachers and teaching supplies, or through a system of capitation grants.”

From the study, the researcher found that ZOCS used radio programmes to sensitise the public on child's rights to education and to actively train and involve the PCSC to voice out the problems until solutions are found. One administrator presented that ZOCS sometimes used radio programmes to speak about the need for education. Without doubt, radio programmes are a powerful tool to bring about human behaviour change. Sibeene (2016) narrates that radio programmes speak to a greater number of people at the same time yet with very little expenditure. It can therefore be concluded that radio programmes have helped some community schools receive attention because of the efforts of ZOCS to broadcast advocacy messages.

The results also showed that ZOCS used drama to sensitise the public in raising awareness on child's rights to education. Drama is a very powerful advocacy tool in transforming the lives of people. According to Thomas (2014) drama can be used to show the real life and the listeners take it so personal. This justifies that drama can change human life. In fact, the head teacher, Chisitu Community School admitted that through drama a lot of people had their understanding of the need renewed towards the education of children with disabilities. There is need for sensitisation of inclusive education to the community as pointed in the Guidelines for inclusion: ensuring access to education for all by UNESCO (2005), which states that there is likely to be a huge variation in social attitudes towards children with disabilities. In order to implement any policies or interventions there is need to change people's mind-set so as to create the chance of equity and equality. Therefore, a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware that such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society.

The fact that the two schools did not have a lot of learners with disabilities may be attributed to the deep rooted beliefs and myths about children with disabilities. As Lightfoot (2014) postulates, deep rooted beliefs and myths have potential to derail the understanding of people in a given community.

In relation to the above presentation, the researcher noticed that there were still so much beliefs and stigma towards children with disabilities. This was confirmed by some of the learners with disabilities that were found in the two schools. The learners confirmed that they were discriminated against and sometimes bullied by their fellow learners and sometimes teachers failed to protect their plight. This created a paradoxical challenge: the school used several advocacy tools to get learners with disabilities into schools but very little yield. The head teacher of Chisitu confirmed that his area still had a lot of difficulties in accepting children with disabilities in schools. It may therefore be concluded that ZOCS and the other stakeholders ought to combine the advocacy approaches in order to bring more parents on board to appreciate the education of their children with disabilities. It must also be appreciated that earlier, the researcher observed that parents did not know the role of ZOCS in their communities. It may therefore be deduced that because the parents did not know the role of ZOCS in their communities, it was also difficult to appreciate the efforts of ZOCS to get children with disabilities into schools. Perhaps, the information reaching the parents was poorly communicated or poorly prepared.

Furthermore, research findings revealed that “Public Dialogue Forum” is also one of the advocacy strategies where the public is able to air out their views. This programme is under FACT-SEDECS project which stands for Fostering Accountability and Transparency in Service Delivery in Community Schools. It was learnt that the 2 main objects of FACT-SEDECS project is (i) to build capacity in the PCSC members and (ii) to encourage the citizens to engage the government in issues that are affecting community schools for example, ordinary interface and public dialogue forum. These findings are in line with UNICEF (2009) which contended that ZOCS responds to the socio-economic and health-related challenges of children in its schools by undertaking comprehensive advocacy efforts to enlist community support.

The results further revealed that the community is equally involved in the advocacy through Public Dialogue Forum. It was observed that through this intervention the community is able to participate in advocating and lobbying for the learners in the community schools. The results are in line with the final paper by Chipoma (2015) which indicates that under ZOCS’ advocacy approach, ZOCS lobby for financial, human and

material resources for community schools and sensitise communities on importance of education and advocate for rights of the child.

This study also revealed on how training of the PCSC' members and workshops help in running community schools smoothly and that the PCSC' are the ones that take care of most problems faced in schools. For instance, the PCSC do encourage parents to pay the schools fees, fundraise money to pay volunteer teachers that are not on pay roll in the case of Mshachantha community school which has two volunteer teachers and they also put up initiatives to expand the infrastructure. This is in agreement with Chipoma (2015) who indicated that advocacy strategies that ZOCS used included trainings for volunteer teachers in pedagogical skills and trainings for PCSC members in advocacy, governance, entrepreneurship, and business skills. All interventions are aimed at policy engagement with government and other relevant stakeholders to create awareness and build capacity in communities to influence policies to benefit learners with disabilities and vulnerable children to access quality education. Chipoma (2015) further contended that ZOCS also lobby for financial, human and material resources for community schools and sensitise communities on the importance of education and advocate for the rights of the child. In the same vain, Mtonga (2016), in advocacy workshop with government officials, wrote: “since government cannot manage to take care of all children in the country, it is imperative that government supports the innovations by ZOCS to provide education to learners with disabilities in order to foster inclusion”.

5.3 The benefits of advocacy strategies that ZOCS uses in enhancing education for learners with disabilities in community schools.

This section looked at the benefits of ZOCS's advocacy strategies in community schools in implementing inclusive education. The findings clearly revealed that though the parents, learners and some teachers were not able to explain the role of ZOCS, they were able to relate to the benefits that have trickled to them as a result of ZOCS implementing its strategies. Among the benefits, Chisitu community school was able to point at the administration block that has been built at the community school due to ZOCS' strategies and Mshachantha mentioned that they have been able to build a three block classroom though not complete. It has been possible for the PCSC to accomplish these projects due to

knowledge got from workshops and sensitisation ZOCS has been doing. Community sensitisation is effective in providing first-hand reliable information to communities as the information is cascaded to those who could attend the sessions. The official role of the PCSC in the community schools is to encourage the communities at large to support education, according to the 2000 MOE Policy Guidelines. This is evidence that the PCSC has potential to influence school quality.

Another benefit of advocacy strategies ZOCS used was that of the creation of Students Council which has empowered the learners to take part in the administration of the community schools. According to Longpre (2016) effective advocacy campaigns produce changes at the legislative level while empowering constituents and building public awareness of salient social issues. The learners have representation which bridges the gap between the learners and the administration. The learners are equipped with the knowledge and skills of advocacy and lobbying skills. This is to mean that pupils are no longer inactive in community schools. UNESCO (2005), highlighted that, creating parent groups within schools, child-to-child groups and activities and community groups will also make inclusion more likely to happen and to be sustained. This was further supported by Mtonga (2015) who argued that ZOCS brought valuable successes in Community Schools through community school support programs.

Research findings show that through advocacy, community schools are established and learners with disabilities are enrolled. Communities started forming their own schools (community schools), usually in the absence of a nearby public school in response to the inability of families to meet the costs linked with government provided schooling. According to the Ministry's 2004 data, 1,338 community schools enrolled just over 230,000 students. The ZCSS reports 3,009 schools with a total enrollment of approximately 500,000. However, the failure of all community schools to return their annual school statistic returns has hampered the compilation of data on community schools by the Ministry. For this reason, the Ministry and ZCSS report drastically different numbers of community schools. The government through MOGE recognises the critical role that community schools play in contributing to realizing education for all (EFA), as

evidenced by the following direct quote from the 2001 Ministry of Education “Policy and Guidelines for the Development of Community Schools in Zambia:

“The Ministry recognises that over the last four years two kinds of successful alternative approaches that address enrolment of orphans and vulnerable groups have already been established. Therefore new agreements and memoranda of understanding will be developed with community schools and interactive radio centres to provide specific access for out-of-school children. These agreements will increase Ministry support through grants and materials while still preserving strong community ownership”

In relation to the issues raised above, at a seminar organized by ZOCS in January, (2020), it was reported that Zambia had 800,000 children out of ZOCS. At the same time, ZOCS and other non-governmental organization dealing with community schools hosted a minimum of 800,000 learners who included some learners with disabilities. To contextualize this understanding, if ZOCS and other organisations dealing with community schools were not providing any education at all, Zambia would have more than 1,700,000 children out of school. This huge number of children out of school would be equivalent to about 40% of school going children out of school. Certainly, this would be another huge violation to the policy of Education for All. As it is, advocacy has benefitted both the government and communities because a great number of children are still able to receive some form of education.

As already alluded to, further findings revealed that trained teachers are deployed in community schools who are on government pay roll. This is in line with the 1996 Ministry of Education “Educating Our Future, National Policy on Education which states that;

“The Ministry will assist communities and voluntary organizations that wish to develop their own schools by providing them with technical assistance and guidance, supporting their efforts to mobilize funds and resources, supplying the new schools with educational materials, and providing them with an agreed number of state funded teachers.” It is evident that with the continued provision of trained teachers to community

schools, results have also steadily improved. For instance, in 2016 and 2017 grade seven results, community schools scored 100% pass. This means that all children in community schools who wrote their seventh grade were able to transition from primary to secondary schools. This was a remarkable achievement. However, all these were emanating from the influence of sustained advocacy”.

Documents analysed show that ZOCS had been influential and contributed to government legal framework of community schools in Zambia. This was supported by Chipoma (2015) who revealed that ZOCS had successfully influenced government policy on education, resulting in the Operational Guidelines for Community Schools (2007) and the Education Act 2011 give a clear policy direction on community schools in Zambia. It was reported that through constant visits, inspection and assessment of community schools by DEBS, the government has upgraded 17 community schools to full-fledged government schools.

5.4 Constraints faced by ZOCS when advocating for inclusive education in community schools.

In this section the researcher discusses the findings on constraints in implementing inclusive education in community schools. A number of challenges that affect the inclusion of learners with disabilities were clearly mentioned by all the respondents. Research findings revealed that inclusive education has huge challenges in community schools. Therefore, the study identified the following as constraints in implementing inclusive education in community schools; negative stereotypes and attitudes, high teacher-student ratio, poorly equipped schools inaccessible school infrastructure, lack of trained teachers in community schools and, lack of specialised services and facilities to help facilitate learning and financial challenges.

Analysis of the results showed that negative attitude towards children with disabilities is one of the constraints in implementing inclusive education in community schools. This can be tied to having teachers who are not specially trained in special education. This is in support with the study that was carried out by Mandyata (2002) on the views of teachers on inclusive education in Kasama district of Zambia. The study revealed that teachers were not in favor of educating learners with special needs in the ordinary classes. Their views were influenced by lack of training and resources to equip them in handling learners with

special needs in ordinary classes. The findings are further supported by the study done by Muwana (2012) on the Zambian student teachers' attitudes towards including students with disabilities in general education classrooms, in Zambia. The findings showed that teachers looked at learners with disabilities as being slow learners and time wasters. This can be attributed to the problem of LWDs being mainstreamed due to the fact that teachers are not considerate on the learning pace of children with disabilities such that they are disadvantaged. Therefore, it could be one of the reasons most parents keep LWDs at home because they feel there is nothing beneficial sending them to school. Mtonga and Simui (2012), in a research conducted in five districts of Zambia observed that the majority of parents of children with disabilities refused to take their children to school because they considered children with disabilities as a liability. This emanates from the attitude challenge and it poses a huge challenge for advocacy because parents are the first stakeholders in the education of all learners. Therefore, if the parents are somewhat resistant to the education of learners with disabilities it would be extremely difficult to force them to take their child with a disability to school. If they are basically forced, they may also decide to abandon the child with disabilities. To this effect, Mtonga and Mutinta (2017) argue that in order to provide the best education for learners with disabilities, the society should first educate parents of children with disabilities to change their attitudes towards these children and later convince them to take their children to school. In supporting these views, Hornby (1988) states that parents pass through a painful process to accept a child with a disability in their families. Almost all of them require special counselling from professionals so that they accept their child and decide to move on with the investment into the education of learners with disabilities.

Further analysis of the results showed that high teacher-student ratio as a constraint in implementing inclusive education in community schools. Teachers indicated that attending to LWDs in an inclusive classroom was time consuming as it affected the covering of schemes of work and syllabus as outlined which is supposed to benefit other learners in class. It can be assumed that teachers did not pay much attention or give enough time to the needs of LWDs to do their work in classrooms during lessons. Therefore, the implication is that of poor performance. According to Mmbanga (2002) large classes force teachers to use lecture methods rather than pupil-centered strategies to enhance learning. Generally it

was discovered that teachers wanted to deliver the planned work in time and not repeating the same content over and over which proves to disadvantage CSENs in that they take time to grasp concepts and knowledge and in completing tasks, thus, the slowness in completing tasks and grasping concepts frustrates regular teachers.

Additionally, the findings revealed that the community schools did not have the infrastructure to accommodate the learners with disabilities and teaching and learning materials which is a challenge. This is supported by the Draft Report by Kalima (2016) which concluded that the provision of inclusive education requires a lot of money to procure specialised teaching and learning resources; improvements or construction of new school infrastructure to make them. It was observed that even where the infrastructure was in place, it was not adequate to cater for all the learners. Teachers had no proper accommodation especially the volunteer teachers. The current policy on inclusive education does not seem to provide guidelines for universal design of school infrastructure to support inclusive education initiatives in schools.

Further, the study identified lack of specialised services and facilities to help facilitate learning was noted as a constraint in implementing inclusive education in community schools. Inclusive education requires holistic changes and collaboration in all parts of the education system from the school facilities to curriculum, from state-policy at the macro-level to school interactions at the micro-level (Waitoller & Artiles, 2013; Williams, 2007). For instance, in the two community schools of Chipata, no teacher had the qualifications to teach learners with disabilities. Therefore, the remaining teachers taught the learners on trial and error bases. This may have significantly contributed to the poor attendance of the learners with disabilities in the community schools. As it may be appreciated, a trained teacher is an important asset in the dispensation of knowledge to a particular group of learners (Mtonga 2017).

The results reported that community schools faced the challenge of inadequate financial resources to implement inclusive education. This was attested at Mshachantha where the PCSC were fundraising by asking pupils to contribute k1 each to pay the volunteer teachers even though it was difficult for parents to pay. This was supported by MOGE (2016) which states that the Government had demonstrated commitment to supporting

community schools, especially in providing school grants. But money is not enough and do not come on time.

Document analysed show that there is diversity in understanding of the concept of inclusive education. Here education does not necessarily mean the inclusion of LWDs in education alone but it means the inclusion of learners with diverse needs such as the orphaned, the vulnerable and learners with disabilities in education collectively. Kalima (2016), stated that there was need for clarity or a collective understanding to minimize various interpretations surrounding inclusive practices in Zambia. It further states that the policies need to clearly establish what is, and what not inclusive education is in order to guide policy implementer at various levels of education. To support this, Amerena and Barron (1997) note that while NGO's, governments and other stakeholders advocate for inclusive education as a basis for creation of an inclusive society, there is lack of clear understanding of what this specifically entails. A failure to have a clear and concise understanding of what inclusive education means will always make its realisation difficult and almost unachievable more so, in developing countries such as Zambia.

Inclusion is seen as the most effective way of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994), however, this is not the case with the findings as Chilufya (2005) states that inclusive education emphasises the right to education, equal opportunities and participation. It is not just about access of children with disabilities to ordinary classes but it intends to transform the education system so as to provide the diversity of educational needs of all children in ordinary classrooms.

In all the challenges highlighted above, the two community Schools did not meet the standards for providing and managing learners with special educational needs effectively. There was need to adapt and modify the Community School system to accommodate learners with special educational needs. The study conducted by Mwansa (2006) on the quality and relevance of educational provision in community schools in Mkushi district concluded that most community schools lagged behind in teacher qualifications, educational supplies and staff professional support and instructional supervision and

professional guidance. Therefore, due to all these challenges inclusive education were not effectively implemented in community schools.

5.5 Summary of the chapter

The chapter discussed the findings of the study in line with the set objectives and the data collected in the field. The chapter has taken into consideration the views of other researchers that have done similar research works by either agreeing or disagreeing with their findings in line with the findings of this study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a summary of the findings from the study and also the recommendations emanating from the findings of the study anchored on the study objectives.

6.1 Conclusion

This study was about advocacy strategies that ZOCS in implementing inclusive education in community schools which was a case of two Community Schools in Chipata District. It could be acknowledged ZOCS' role is to supplement the Ministry of General Education (MOGE) in the provision of quality education in Zambia through community schools and also to encourage the public on how to engage the government on issues affecting community schools. The study also established that ZOCS advocates for inclusive and equal education among the vulnerable and orphaned children including children with disabilities. It also builds capacity in PCSC to enable the community to understand the governance issues, guidelines for operating community schools and the education act. ZOCS as well educates the community about their roles and responsibilities in school governance. Other than that as seen from the study, ZOCS also impart relevant people with knowledge on how to lobby the government and other organisations in matters pertaining to the education for orphaned children and learners with disabilities. These results agrees with ZOCS (2012), which suggests that, including children with disabilities increases the opportunity for their presence, participation and achievement in the local schools. Also the results are in line with Simui and Mtonga (2012), who acknowledge that there was the presence of children with special educational needs in Community Schools. ZOCS plays a critical role in the provision of inclusive education by ensuring that children with diverse need such as those with disabilities attend school in their communities with challenges. As can be observed in this report, ZOCS engaged advocacy through infrastructure development, material distribution and teachers training.

The study identified workshops, paper presentations, drama to sensitise the public on child's rights to education, radio programmes and the active training of the PCSC as

advocacy strategies that ZOCS uses in implementing inclusive education in community schools; to voice out the problems to the public and other stakeholders until solutions are found.

Deployment of qualified trained teachers was also pointed out as a benefit of ZOCS' advocacy strategies. LWDs have a representation by students' council in dealing with school matters pertaining to challenges faced and in making school rules and laws. PCSC and administrators have learnt advocacy skills and how to lobby government and other stakeholders pertaining education of LWDs.

The study identified the following as constraints in implementing inclusive education in community schools; negative stereotypes & attitudes, high teacher-student ratio, poorly equipped schools inaccessible school infrastructure, lack of specialised services and facilities to help facilitate learning and financial challenges.

Based on the findings, it was concluded that ZOCS has potential to educate children with disabilities in disadvantaged communities. Through advocacy strategies ZOCS uses, children with disabilities are found in community schools though in very few numbers. Yet, ZOCS faces numerous constraints to implement Inclusive Education. The two root problems underlying challenges are: (1) deeply rooted negative views towards children with disabilities, (2) financial constraints

These two underlying problems reinforce each other, therefore, the research findings raise critical question about the feasibility of providing quality IE in community schools under ZOCS in foreseeable future.

6.2 Recommendations

Based on the findings of this study, the following recommendations were made

6.2.1 Recommendations to the government

- i. Governments need to develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievement, and comprehensive plans for providing financing and training teachers equipped in handling inclusive classes.

- ii. Government to train and deploy qualified special education teachers in community schools.
- iii. Government to offer financial and material support to community schools.

6.2.2 To ZOCS

- i. ZOCS to lobby for more teachers from the government through the MOGE that are equipped with pedagogical methods that can enhance IE in CS.
- ii. ZOCS to enhance public awareness of the educability of children with disabilities, and eliminating established negative attitudes towards learners with disabilities, through large-scale awareness and sensitization campaigns on the issue of disability.
- iii. ZOCS in collaboration with PCSC to ensure accessible infrastructure in future to accommodate children with disabilities in Community Schools.

6.3 Areas for future research

The following are research suggestions to future researchers.

- i. There is need to explore the in-depth relevancy of the support given to education CWDs under all-inclusive education services by various NGOs in Zambia.
- ii. Future researchers need to investigate the extent of the sensitization/refresher courses for all teachers in inclusive education.
- iii. There is need for future researchers to investigate the efficacy of inclusion of children with disabilities in community schools.
- iv. There is need to look at the community school infrastructure in supporting the education of CWDs.

6.4 Summary of the chapter

This chapter has highlighted the conclusion of the study which has given the role, strategies, benefits and constraints of implementing inclusive education in community schools by ZOCS. The chapter has also highlighted suggestions for future researches similar to this one. This gives the end of the present research.

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APPENDICES

Appendix 1: Letter of Consent

Dear participant,

REF: REQUESTING FOR YOUR CONSENT

The bearer of the letter is a second year master’s Degree student of Special Education at the University of Zambia in the School of Education (postgraduate Department). The student is conducting a research and you are humbly requested to participate as one of the important stakeholders in the education for learners with disabilities in Zambia. The researcher aims at evaluating advocacy strategies used by Zambia Open Community Schools (ZOCS) in enhancing education for learners with disabilities: A case of two community schools in Chipata district. Be assured that there are no risks in taking part in the research and the information that will be shared will be for academic purposes. Participation is absolutely voluntary. The researcher also requests to record the interview for the sole purpose of accurateness in data analysis.

The researcher will highly priotise **anonymity** and **confidentiality** when collecting data and reporting the research findings.

Feedback to the findings of the study shall be made available on request to interested parties.

Your participation in this research will be highly appreciated.

Yours faithfully.

KABAKA MUSONDA

Signature.....

Date.....

Respondent’s signature.....

Date

Appendix 2: Interview Guide for Zambia Open Community Schools (ZOCS)

Section A: Personal Information

1. What is your profession?
2. What position do you hold in this organisation?
3. What is your highest profession qualification?
[] Diploma [] Bachelor's Degree [] Master's Degree [] PhD
4. How long have been working with this organisation?
[] 0-5 years [] 6-10 years [] 11-15 years [] 16 years and above

SECTION B: Interview

5. What is ZOCS?
6. What are the main objectives of ZOCS?
7. (a) How many community schools do ZOCS preside over in the country?
(b) Which community schools are under ZOCS in Chipata?
8. (a) How many learners do you have in your schools?
(b) Do all community schools include learners with disabilities?
(c) What is the total number of children with disabilities in your schools country wide?
8. What is the role of ZOCS in community schools?
9. How do you advocate for inclusive education in community schools?
10. From the time you joined ZOCS, are there any significant changes that have taken place in advocacy strategies that ZOCS uses in implementing inclusive education in community schools?
11. Have you found any benefits in advocating for inclusive education in community schools?
12. What constraints does face ZOCS face when advocating for inclusive education in this community school?
13. In your own opinion, what do you think can be done to address these challenges that ZOCS face when advocating for learners with disabilities?

Appendix 2: Interview Guide for Parents of Children with Disabilities in Community Schools

Section A: Personal Information

1. What is your relationship with the child?
2. What disability does your child has?
3. How and when did you discover that your child had a disability?
4. What is your perception about your child's disability?
5. What is your perception about disability?
6. When did your child begin school?

Section B: Interview

7. Is there any organisation helping your child in terms of education?
8. Why did you choose this community school and not any other?
9. Is inclusive education best for your child or do you think otherwise?
10. How can you encourage other parents who have learners with disabilities?
11. What challenges do you face in trying to provide education to child?
12. Do you think this community school also faces challenges while trying to educate your child? If yes explain.
13. What do you think is the best way of dealing with these challenges?

Appendix 3: Interview Guide for Parent Community School Committee (PCSC)

Section A: Personal Information

1. What position do you hold in the parent community school committee (PCSC)?
2. Do you have any child at this school?
3. How long have been working with the PCSC?

Section B: Interview

4. What is the role of PCSC in this community school?
5. How many children do you have in this school?
6. Are there any learners with disabilities in this school?
7. Is there any organisation that supports this school? If any which one is it?
8. Have you ever heard about Zambia Open Community Schools (ZOCS)? If yes what is the role of ZOCS at this school?
9. How does ZOCS help you and the school to implement inclusive education at this community school?
10. From the time you have been this office, how have you ensured all the children are included in community schools and that their needs are met?
11. What have you benefited ZOCS as PCSC?
12. What challenges do you think community schools face in implementing inclusive education?
13. In your opinion, what should be done to address these challenges?

Appendix 4: Interview Guide for Children with Disabilities in Community Schools

Section A: Personal Information

1. How old are you?
2. In what grade are you?
3. How many are you in your family?
4. Do all your siblings go school?
5. If yes to the above, which school(s)?

Section B: Interview

6. Is there any organisation helping you in terms of school material?
7. How did you come to know about this school?
8. How do you feel to be in school with other learners who in some case are different from you?
9. How do you relate with others and the teachers?
10. Which one do you think is better, being at the special school or here?
11. How is education important to you?
12. If people are talking about disability, what is your perception? And how do you perceive yourself?
13. What challenges do you face at home and school?
14. Do you know anyone with disability who is not in school? If yes, what do think is the reason?
15. What do you think should be done so that every child with disabilities goes to school?
16. What challenges does the community school faces while trying to help you in education?
17. What do you think should be done by the community school to deal with the challenges?

Appendix 5: Interview Guide for Administrators in Community Schools

Section A: Personal Information

What position do you hold in the Ministry?

What is your highest profession qualification?

Diploma Bachelor's Degree Master's Degree PhD

How long have been working with this organisation?

0-5 years 6-10 years 11-15 years 16 years and above

Section B: Interview

1. What do you consider when enrolling children?
2. How many children do you have at this school?
3. How many learners with disabilities do you have at this school??
4. How do you perceive learners with disabilities?
5. Which organisations run or support this community school?
6. What is the role of ZOCS in this community school?
7. What advocacy strategies are used by ZOCS in implementing inclusive education in community schools?
8. What have you benefited as a school through ZOCS' advocacy strategies in implementing inclusive education for learners with disabilities?
9. From the time you have been this office, how have you ensured all the learners including those with disabilities in this school are catered for?
10. What challenges do this community school face in implementing inclusive education?
11. In your opinion, what should be done to address these challenges?

Appendix 6: Interview Guide for Teachers in community schools

Section A: Personal Information

1. What position do you hold in this school?
2. What is your highest profession qualification?
[] Diploma [] Bachelor's Degree [] Master's Degree [] PhD
3. How long have been working with this organisation?
[] 0-5 years [] 6-10 years [] 11-15 years [] 16 years and above

Section B: Interview

4. How many children do you have in your class?
5. And how many learners with disabilities?
6. How do you perceive learners with disabilities?
7. Do you think inclusive education is working well? If yes how and if no why is it not working well?
8. Which organisations support this school?
9. What is the role of ZOCS in this school?
10. What advocacy strategies are used by ZOCS to enhance the education for learners including those with disabilities?
11. How do you ensure that all the learners are catered for?
12. What have the learners benefited from ZOCS' advocacy strategies in implementing inclusive education?
13. What challenges do you face when teaching while trying to also cater for learners with disabilities?
14. In your opinion, what should be done to address these challenges?