AN INVESTIGATION OF THE EFFECTIVENESS OF THE COMMUNICATION STRATEGIES USED BY ZAMBIA FEDERATION OF DISABILITIES ORGANISATION (ZAFOD) IN PROMOTING EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION (ECCDE) OF CHILDREN WITH DISABILITIES IN COMMUNITY SCHOOLS OF MONGU DISTRICT.

By

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A report submitted to the University of Zambia in Partial fulfillment of the Requirements of the Master Degree of Communication for Development.

The University of Zambia

2014

I, KafulaNalungwe, declare that this report:

(a)   Represents my own work;

(b)   Has not previously been submitted for a degree at this or any other University; and

(c)   Does not incorporate any published work or material from another dissertation.

Signed:…………………………………………

Date:………………………………………………

APPROVAL

This report of KafulaNalungwe is approved as fulfilling the partial requirements for the award of the Master Degree of Communication for Development by the University of Zambia.

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ABSTRACT

The study investigated the effectiveness of the communication strategies used by Zambia Federation of Disabilities Organisation in promoting Early Childhood Care and Development Education (ECCDE) of children with disabilities in community schools. The study was conducted in both community and government schools in Mongu District of western province.

It seems that children with disabilities have been highly affected by the way they are perceived and treated by communities. Many children with disabilities seem to be denied access to education because of the negative attitudes of their communities, teachers and the education system based on lack of awareness and understanding of the disabled.

Data was collected through questionnaires, in-depth interview, focus group discussions and analysis of documents. Qualitative data was analysed thematically through identification of themes that emerged from data. The statistical Package for Social Sciences (SPSS 16.0) was used to generate descriptive statistics such as frequencies, percentages or tables.

The study revealed that for children with disabilities to be effectively communicated to in Early Childhood Care and Development Education classes, there is need for a combination of communication strategies and channels such as television, radio, charts and other various print media but currently in all the schools surveyed, only print media was found.

The researcher recommends the following; employment of more teachers especially those trained in special education so that they can also handle children with special needs, there is need for a combination of communication strategies and channels in ECCDE classes and more sensitisation to parents and communities on the importance of ECCDE to children with disabilities should be done.

DEDICATION

This report is dedicated to my parents, Christopher and BibianSilungwe, for their timely encouragement and support in my academic pursuit and for nurturing me into a responsible person. And also to Mrs. Harriet Miyato the Director of Zambia Open Community Schools for her constructive criticism which inspired me to work extremely hard in my academic programme.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS   Acquired Immune Deficiency Syndrome

CSO Central Statistics Office

ECCDE   Early Childhood Care and Development Education

EFA   Education for ALL

HIV   Human Immune Virus

IYDP   International Year of Disabled Persons

IDDP   International Decade for Disabled Persons

MCD   Master of Communication for Development

MESVTEE   Ministry of Education, Science, Vocational Training and Early Education

SESO   Senior Education Standards Officer

SHN   School Health and Nutrition Programme

SPSS   Statistical Package of Social Sciences

UN   United Nations

WPACDP   World Programme of Action Concerning Disabled Persons

ZAFOD   Zambia Federation of Disability

ZAPD   Zambia Agency of Persons with Disabilities

ZNBC   Zambia National Broadcasting Cooperation

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CHAPTER ONE

1.1 Introduction

This report investigated the effectiveness of the communication strategies used by ZAFOD in promoting Early Childhood Care and Development Education (ECCDE) in community schools. The study was conducted in both community and government schools in Mongu District of western province.

This report is as a result of the research and an attachment that was undertaken due to that,children with disabilities' access to quality education,appeared to have been much affected by the way they are perceived and treated by communities. It seems that many children with disabilities have been denied access to education because of negative attitudes by their communities, teachers and other professional educators which may be based on lack of awareness and understanding of the disabled.

1.2 Historical Perspectiveof Disabilityin Zambia

Traditionally, the Zambian society believed that disability was as a result of some misfortune in the family, brought about by witchcraft or offending ancestors. Giving birth to a disabled child or having someone disabled in the family was considered a taboo and an embarrassment, disabled people were hidden or cast out from society, at times killed instantly or abandoned to die on their own by family members. Persons with disability were considered incapable of doing anything on their own and were therefore denied the opportunity to engage in any meaningful activities. Ignorance, neglect, superstition are social factors that throughout history of disability have, interfered with the development of people with disabilities and led to their isolation as well as delayed their development. (Zambia Agency for Persons with Disabilities ZAPD; 1996)

Previously, the educational experience of children with disabilities was characterised by neglect, inequity, and mistreatment. "Prior to the 1970s, most physically and mentally disabled students were, in fact, excluded from public schools or were not

identified as disabled" (Otto 1998, p. 9). Where programs and facilities did exist to serve disabled children, they tended to be centralized and segregated. While the educational advantages of neighbourhood schools were touted on behalf of able-bodied students, those with disabilities were often bussed en masse to special schools.

Children with disabilities were educated in special school and some institutions that catered for the disabled. At the moment, societies are advocating for inclusion of children with disabilities in to the wider community. This implies that social institution such as schools ought not to segregate nor isolate children with disabilities but to include them in the school system, in an ideal situation, children with disabilities should be included in ordinary schools to the greatest extent possible and they should receive the necessary support while enjoying inclusive education provided. (Lipsky and Gartner 1989) This would enable them to have equal educational opportunities.

In addition, parental involvement is important because parents who are part of their children's education will understand the importance of reading. These parents will read to their children beginning at a young age. Also, these Parents will ensure that their child can read on the right grade level throughout the education process. The reading foundation that the parent are developing will assist the child in its future education endears as well as life goals.

Accessibility of schools is also an important component in the education of children with disability; children spend most of their time in school and if the school is not accessible it becomes very difficult for them to learn. Therefore for the children to achieve their goals, the schools should be accessible to them, the environment and the curriculum should be more suitable for them. This can equally promote inclusive Education where both children with disabilities can learn side by side with the non disabled.

Placing children in specialist units attached to mainstream schools is a way of providing specialist expertise nearer to home. In some ways it is a half-way house between segregated provision and full inclusion. Units are a Western model, however, and their effectiveness, like that of special schools, is being questioned in the West. The current term being used in the UK is 'resource base' or 'resourced

provision'. The emphasis is therefore on the resources allocated to the school, rather than the physical structure of a separate unit.

Since independence, there has been recognition that persons with disabilities require government intervention to be integrated in the mainstream of society. This has been done through the formulation of policy guidelines and enactment of laws to govern disability issues.

Legislation pertaining to persons with disabilities dates back to the colonial time. In 1961, the Blind Persons Ordinance was enacted under which the Northern Rhodesia Society of the Blind was created to provide services to the blind people.

After independence, the Zambian government decided to have all categories of persons with disabilities covered under one Act and their affairs administered under one umbrella organisation. It was assumed that persons with disabilities would be more united if their affairs were governed by one Act. The persons with disabilities were referred to as ''handicapped'' without being categorised as the blind, the physically handicapped, the deaf and mentally handicapped. The Handicapped Persons Act enacted in 1968, provided for the establishment of the Zambian Council for the Handicapped. The council was given the responsibility of providing the facilitating access of persons with disabilities to specialised services. The council was also responsible for coordinating programmes for persons with disabilities. Under the Act, sheltered employment was provided to persons with disabilities and fourteen employment centres were established throughout the country (Zambia Agency for Persons with Disabilities ZAPD; 1996)

The United Nation declared 1981 as the international Year of Disabled Person (IYDP). The most important outcome of the year was the formulation of the World Programme of Action Concerning Disabled Person (WPACDP), adopted by the General Assembly on 3rd December 1982. The IYDP and WPACDP provided a strong impetus for progress in this field. They both emphasised the right of persons with disabilities to the same opportunities as other citizens and to an equal share in the improvements in living standards resulting from economic and social development. The period 1983 to 1992, which was declared as the International

Decade for Disabled Persons (IDDP) by the United Nations, resulted in increase awareness on the rights of persons with disabilities. Consequently, many associations and organisation of and for persons with disabilities pressurised government for increased services to persons with disabilities in order to improve their welfare. (Ibid)

The Handicapped Persons Act of 1968 proved to be inadequate to effectively deal with disability issues. The Zambia Council for Handicapped was also not providing adequate services to persons with disabilities as had been expected. Therefore in November 1996, Government enacted the Persons with Disabilities Act, No.33, which provides for the establishment of the Zambia Agency for Persons with Disabilities (ZAPD). The Act also provides for the elimination of all forms of discrimination on the grounds of disability.

In 1994, the United Nations adopted the standard Rules on the Equalisation of opportunities for Persons with Disabilities. The purpose of the Standard Rules is to encourage the elimination of all forms of discrimination against persons with disabilities so that they can exercise their rights and obligations like others, hence promoting their status (ZAPD; 1996).

1.2.1. Poverty

According to the Central Statistics Office (2010), poverty is a serious problem in Zambia, which was once a middle-income country, Zambia begun to slide into poverty in the 1970s when copper prices declined on world markets. Currently, this country is among the poorest nations in the world. Furthermore among the poor people, 20% of persons with disability live in extreme poverty.

Zambia is rated 166th out of 177 countries rated on Human Development Index with a Human Development Index value of 0.394. Low government expenditure on the rural development has meant that, many primary schools and rural health centres have deteriorated to a deplorable state. The capacity of existing educational and health centres are not in tandem with the 2.3% annual population growth.

A large proportion of children with disabilities in Zambia do not have access to education, the majority of both urban and rural children with disabilities are unable to have access to education at all times, especially those in the rural places. This has resulted in lower school participation from these children. For the few who go to

school, they drop out early and some of them are not prepared to go to school because of the unfriendly environment.

According to Ministry of Education 2009 Educational Statistical Bulletin, about 92% children with disabilities do not access education due to lack of appropriate teaching and learning materials and equipments as well as inaccessible school environment.

Furthermore, most parents do not understand their role in securing education for children with disabilities and the children's rights; this has also greatly increased the lack of access to education for children with disabilities. And due to high poverty levels, education is not high on the priority list of most parents, particularly for girls and children with disabilities. Parents of children with disabilities lack capacity to advocate for their children and themselves. This has also been made difficult because of the high levels of illiteracy among these parents, hindering them from conducting effective advocacy activities, and claim the rights of the children from office bearers, or improvement of their own lives in the communities.

1.3 Statement of the Problem

It seems that, most children with disabilities do not have access to education and the few that do, do not access Early Childhood Care and Development Education. Due to the way the education system has been structured, inadequate special schools and because education for the disabled has been considered least important for a long time in this country, children with disabilities have access to education at a late age compared to able bodied children and have a weak educational foundation. According to UNESCO (2003), 60% of children with disabilities in Zambia do not access education.

Children with disabilities equally face challenges when it comes to participating in primary school tasks, they are very slow to catch things and unsuccessful. These children are more likely to repeat grades or drop out of school, which reduces human development income for the nation (Evans: 2000).

In addition, it appears that, most children with disabilities have had to enrol in special schools which separate them from their families; this has made these children to feel very lonely and perform badly in school.

Despite education being a fundamental human right imbedded in the African Charter and UN Convention on the Economic, Social and Cultural Rights to which Zambia has signed a signatory by accession since 1984 (MoE: 2009). It appears, the Zambian Government fails to acknowledge its commitments to providing education for all allocating too little resources, and also failing to include ''Education'' and other fundamental ESC-Rights into the Bill of Rights in the Zambian Constitution. This has had an adverse effect on children with disabilities as they are the ones who have really been affected when it comes to accessing education, hence the need for this research.

1.5 Rationale

This study, investigated the impact of ECCDE to children with disabilities, it is hoped that this study brought out pertinent and significant issues that may positively contribute to the strengthening of the communication strategies used by ZAFOD in the promotion of ECCDE.

It is hoped that, the information obtained from this research may also be used by the organisation firstly, to ensure that ECCDE classes are environmental friendly to all children, and secondly, as an advocacy tool to see to it that children with disabilities have increased access to education and also that, their rights are recognised and respected.

1.6 Objectives of the Study

In this research project, the researcher hoped to achieve the following objectives:

- To identify the communication strategies used by ZAFOD in promoting ECCDE of children with disabilities in Mongu district.
- To determine the most effective channels of communication in promoting ECCDE for children with disabilities
- To determine the parents in communities' knowledge on the importance of ECCDE to children with disabilities
- To establish parents of children with disabilities attitudes concerning ECCDE of children with disabilities
- To establish the education qualifications of ECCDE teachers

CHAPTER TWO

2.0 Methodology

2.1 Introduction

In this chapter, the researcher described in detail the research method of the study and described the procedures of how each of the research method had been used, and been operationalised. The methods had been used as tools in answering the research questions. The study gave an indication on the impact Early Childhood Care and Development Education (ECCDE) has on children with disabilities in Mongu district and the chapter ends with a brief statement of the limitations.

2.2 Research Questions

1. What are the communication strategies used by ZAFOD to promote Early Childhood Care and Development Education of children with disabilities in schools?

2. What communication channels does ZAFOD use to communicate the relevance of ECCDE to the community?

3. How are the parents of children with disabilities and children with disabilities attitudes towards Early Childhood Care and Development Education?

4. How does ZAFOD integrate local initiative expertise, flexibility, adaptability and feedback to the process of meeting local needs to maintain constant feedback and initiating social change?

5. Do ECCDE teachers fully understand the objectives and operations of ECCDE?

2.3 Methods

A case study design was used which combined qualitative and quantitative methods in data collection and analysis. A case study design offers an opportunity to consider a situation, individual, invent, and group, organisation or whatever is appropriate as the object of study. One of the advantages of using a case study methodology is that it provides in-depth study of a phenomenon in its real life context using a multiple sources of evidence (Robson, 1993). The study did combine both qualitative and quantitative methods as a way of reducing on the biases that come with using one

paradigm and to also increase the validity of the research findings. 'The use of both quantitative and qualitative paradigms in a study increases the quality of the final results and does provide a more comprehensive analysis of the phenomena being investigated because the results got using one paradigm could be clarified by the use of the other one' (Greene et al; 1989)

2.4 Qualitative In-depth Interviews

This interview was used because it is based on interpersonal communication, where there is face to face interaction in which information is extracted in details and the interaction permits the interviewer to encourage the informant to talk or express him or herself about the subject under discussion. In – depth discussion aimed at asking questions and answering critically in a reflective generative sphere. The interview was conducted in such a manner that:

1. The research purposively selected the respondents who happened to be the program coordinator (running of the program), Ministry of Education Principle Education Standards Officer and Senior Standards Officers.
2. The interview was scheduled and conducted within 30 – 60 minutes
3. The interview was recorded using a tape recorder, while the researcher also listened and took notes and probed where necessary, as the interviews progressed.
4. The researcher there after, had the discussion transcribed into text and analysed.

2.5 Focus Group Discussion

The researcher used Focus Group Discussions to collect data. The advantage of this method just like the in – depth Interview, was that it allowed the researcher to view the situation without artificiality that comes with experiments. This method also provided a deeper understanding of phenomenon by digging more information than expected.

2.6 Quantitative Survey

Quantitative method implies the use of systematic scientific approach and statistics in order to study the topic. This is a quantitative method of data collection. Quantitative survey of questionnaires had been administered to ECCDE teachers, ZAFOD staffs and parents of children with disabilities.

2.7 Sampling Procedure

Since there were several categories of disabilities in ECCDE classes, the researcher wished to have a representation in the sample that would cover all the disabilities and used community and government schools that had the characteristics of ECCDE Class and children with disabilities. Therefore Purposive Sampling procedure was used.

The researcher chose informants efficiently and wisely as well as also chose the level of analysis necessary to answer certain objectives. Informant selection was highly relevant for this research, as people are constantly looked upon for knowledge and information. The purposive sampling technique was the most effective to this study due to the cultural domain involved.

The advantage of using the Purposive Sampling in this research is that this sampling may be used with both qualitative and quantitative research techniques and the inherent bias of the method contributes to its efficiency, as well as the method stays robust even when tested against random probability sampling. Lastly with Purposive sampling all disabilities will be represented and this will provide a true picture of our findings.

2.8 Data Analysis

Data has been analysed through the use of Statistical Package of Social Sciences (SPSS). SPSS has been used because it helps to obtain frequencies, percentages and charts in an accurate, precise, easier and faster way.

CHAPTER THREE

3.0 CONCEPTUAL AND THEORETICALFRAMEWORK

3.1 Introduction

This chapter presents the concepts and theories that are related to this study. The concept and theories explained how they had been operationalised; they were a foundation, guide and an extensive description of the conceptual and theoretical framework upon which there was deeper understanding of certain terms used in the paper.

3.2 Participation

Participation is sharing in an activity or process that was traditionally organised and implementation in hierarchical or exclusive way in order to encourage partnership, power delegation and empowering people define their world.

White et al (1994) defines participation as the involvement of people in all stages of communication project, interpersonal, mass media based, or traditional media based. Its emphasis is on communication that is planned, developed, organised, and implemented with outside help and in the beneficiaries are not merely receivers.

In this study, participation was operationalised to gage the extent to which Zambia Federation of Disabilities Organisation has given children with disabilities and their parents a platform to identify opportunities to meet their needs and also to what extent the Early Childhood Care and Development Education (ECCDE) program that is being promoted has created a climate for development, in partnership and control of the learning content.

3.3 Empowerment

The researcher defined empowerment as a process through which children with disabilities and parents of children with disabilities increase their awareness of participation in their communities in order to reach a level of control over their own environment.

In this study the concept of empowerment was operationalised to measure the role the organisation played to increase awareness of participation of ECCDE centres in the program in order to reach a level of control over their own environment.

3.4 Development

Rogers (1962) defines development as a type of social change in which new ideas are introduced into a social system in order to produce higher per capita income and level of living through more modern production methods and improve social organisation.

Michael Todaro (2006) suggests that improving living standards must ensure wider economic and social choices. He argue that development should ''expand the servitude and dependence, not only in relation to other people and nation states but also to the forces of ignorance and human misery.''

The researcher defined development as a process of up lifting people's living standards to a level of sustainability enabling them to live effectively and efficiently within their environment.

Development in this study was operationalised to give a measure of the social change that had taken place in the rural areas, to measure the levels of income and levels of living through modern teaching methods that the organisation was promoting.

3.5 Communication

The researcher defined communication as a process that involves co-orientation and sharing of meaning to inspire action and also in order to be understood.

According to Infant et al (1997), it is important to communicate because it helps us create cooperation and interaction with one another, acquire information and entertain ourselves. He adds that communication is important because without it development would not be possible. Even to be able to be aware that development has taken place, one should be able to communicate within self (intra personal) and with others.

In this study communication was used to gage the extent to which ZAFOD has managed messages to create meaning to the development of educational culture among children with disabilities to improve their productivity and enhance sustainable development. It further showed how communication serves as a link

between children and their environment and the role it played in enabling children to bring more satisfying relationships between themselves and their environment.

3.5.1 Type of Communication

Communication is contextual because of the type of situation in which it occurs. As such, communication in one context will differ from communication in another context. In general, the most notable communication contexts include:

1. Intra personal communication – this is the communication that takes place within oneself. It could be through mediation or deep thoughts on something before making decision.
2. Interpersonal communication – is the communication between two individuals and a group e.g. face to face interaction or cab is mediated through the telephone. In this type of communication, feedback is immediate.
3. Mass communication – this is the sending of messages from the source or originator to an audience which is large, heterogeneous and unorganised through a medium which could either be electronic or print. The former refers to television, radio, and internet while, the latter points to the newspaper, books, magazines. In this mode of communication is usually delayed.
4. Intercultural communication – this is the type of communication that occurs between people sharing information and human experiences from different cultural backgrounds.

3.6 Participatory Communication

According to Brecht (1979) participatory communication is a political activity based on changed power equation by which a scarce societal resource of the means of communication, power is handled over to the people themselves so that their voices can be heard. In this process the ''inconsequentiality'' of the dominate media, notes the radio can change, from being a medium that is based on distribution systems by which two way communication and dialogue can emerge.

This is the process that involves the people in addressing their needs based on realistic and pragmatic understanding of the potential and limitations and allows

people to become the subject of their own development and not simply objects of technology or process.

Participatory communication can be further defined as that type of communication in which all interlocutors are free and have equal access to the means to express their viewpoints, feelings and experience. Collective action aimed at promoting their interest, solving their problems, and transforming their society, is the means to an end.

In this study, participatory communication is operationalised to measure the limit to which the ECCDE Classes established by ZAFOD are self-expressing themselves with authentic voice and to the extent that the media acts as a tool for diagnosis of ill education practices that prevent the promotion of rights to education, parental responsibility, school responsibility , Disability Awareness, barriers to Access. The concept will show how Early Learning Activities will focus on engaging the disabled children in the positive learning environment where they are encouraged to explore and develop their skills and capacities.

3.7 Disability
Various terms are used in disability issues such as;

3.71 Children with Disabilities: These are children with any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or with the range considered normal for a human being

3.7.2 Inclusive Education: an inclusive education as a constant process of change and improvement within schools and the education system to make education more welcoming, learner friendly, and beneficial for a wide range of people (disabled children inclusive).

3.7.3 Community School: A community school is a public school that acts as the hub of its community by engaging community resources to offer a range of on-site programs and services that support the success of students and their families. Every community school looks slightly different, because it is developed through mutually beneficial partnerships with students, families, community agencies, businesses, and residents that are unique to that community. The community school

model is often characterized by these four components: According to the federation for community schools

3.7.4 Accessibility: Accessibility is a general term used to describe the degree to which a product, device, service, or environment is accessible by as many people as possible. Accessibility can be viewed as the "ability to access" and possible benefit of some system or entity. Accessibility is often used to focus on people with disabilities and their right of access to entities, often through use of assistive technology.

3.7.5 ECCD: Early Childhood Care and Development education is an organized form of educational provision for children between the ages of three and six. Such provision is made in the form of preschools. Childhood education often focuses on children learning through play, based on the research and philosophy. This belief is centred on the "power of play". It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. Researchers and early childhood educators both view the parents as an integral part of the early childhood education process. Often educators refer to parents as the child's "first and best teacher".

3.7.6 Children with special needs: these are children who are mentally or unable to do activities expected of their stage of development.

3.7.7 Special Education: refers to an area within the framework of general education that provides appropriate facilities, specialised materials and methods and teachers with specialised training or (Rogers:1968) Education designed and adapted to suit the needs of unfortunate children who may be suffering from mental or physical disabilities (Educational Reforms).

3.7.8 Intellectual disabilities: Refers to the delayed intellectually growth of a person and as seen in immature reaction to the environment.

3.8 Theories applicable to the study

3.8.1 Agenda Setting Theory

The theory claim that, there is a relationship between the way the mass media treats an issue or event and the opinion that mass media audience develops about this issue or event. Therefore if the news media attached particular significance to an event, then the public believes that the event is important.

Theory was developed by Professor Maxwell Mc Comb Shaw in their Chapel Hill study (1968) argues that, mass media set the agenda for public opinion by highlighting certain issues. Studying the way political campaign were covered in the media, Shaw at el found out that, the main effect of news media was agenda setting, that is, telling people what to think and not what to think about. This theory explains the correlation between rates at which media cover a story and the extent to which people think that this story is important.

3.8.2 Two Step- Flow Theory

Put simply, the Two-Step Flow Theory is about how key people affect other people. This hypothesis was first introduced by Paul Lazarsfeld, Bernard Berelson and Hazel Gaudet in a 1944 study which focused on the process of making decisions around the time of a Presidential election campaign called 'The People's Choice'. The expected result was that the mass media's messages would have a direct influence of people's votes however the researchers were surprised to find out this was in fact not the case at all. It was the personal and informal contact that had more of an impact on voting behaviour as opposed to exposure to radio or newspapers. With the results of the research, they developed the two-step flow theory of mass communication.

The Two-Step Flow Theory claims that the information we receive from the mass media moves in two stages.

1. Firstly, individuals: - the opinion leaders, who take into account the media and the messages and receives the information it is outputting. There are opinion leaders in all groups, whether that be occupational, social, community or otherwise. The leadership may change from time to time and are dependent on the issue but they are the most influential when interest is shared by the group. There are two types of opinion leaders. The first being monomorphic,

meaning they are only influential on one topic and the other, polymorphic which means the leader is influential on a variety of topics.

2. These opinion leaders will then pass their own interpretations of the information as well as the actual content the media put out, to opinion receivers/seekers.

Relevance of the theory to the research

The Two Step- Flow theory was relevant to the research as it provided the reality of how children with disabilities are affected. The theory helped with our understanding of how the media influences our decisions as well as refining our ability to predict the effects of the media's messages on audience behaviour.

This theory also illustrates to us how teachers can play a role of an opinion leader to both the children they teach and these children's parents, because children hold their teachers in high esteem and easily accept the information these teachers pass on to them.

3.8.3 Diffusion of Innovation Theory

This theory encompasses very well with our everyday life and how we either adopt or eliminate certain elements.

Rogers (1962) defines diffusion as the process by which an innovation is communicated through certain channels over time among the members of a social system. Roger's definition contains four elements that are present in the diffusion of innovation process. The four main elements are:

1. Innovation – an idea, practices, or objects that is perceived as new by an individual or other unit of adoption.
2. Communication channels – the means by which messages get from one individual to another.
3. Time – the three time factors are:
   a) Innovation – decision process
   b) Relative time with which an innovation is adopted by an individual or group

c) Innovation's rate of adoption

4. Social system – a set of interrelated units that are engaged in joint problem solving to accomplish a common goal.

The theory brings a lot of players on board in communication process. It also examines how ideas among people develop (Nkunika: 2006). Diffusion of Innovation Theory deals with the conditions that increase or decrease the likelihood that members of a given society will adopt a new idea, product or practice.

In diffusion of innovation the communication process between the media and the point of decision- making by the audience passes through many hands. Therefore, the role of the opinion leaders is of paramount importance.

Rogers (1962) defines the diffusion process as one ''which is the spread of a new idea from its source of invention or creation to its ultimate users or adopters. Rogers differentiates the adoption process from the diffusion process in that the diffusion process occurs within society, as a group process; whereas, the adoption process pertains to an individual. Rogers defines the adoption process as the mental process through which an individual passes from first hearing about an innovation to final adoption.

The five stages of adoption

Rogers breaks down the adoption process into five stages;

1. Awareness: it is at this stage that the individual is exposed to the innovation but lacks complete information about it.

2. Interest or information stage: here the individual becomes interested in the new idea and seeks additional information through inquiries and consulting the media.

3. Evaluation or assessment level: the individual mentally applies the innovation to his present and anticipated future situation, and then decides whether or not to try it.

4. Trial stage: here the individual makes full use of the innovation.

5. At the adoption stage: the individual decides to continue the full use of the innovation

The above description of innovation – decision process is similar to what Nkunika (2006) illustrated as five important points people should be convinced of before the adoption of an innovation: he writes,

1. Relative advantage to the innovation – this refers to the degree to which an innovation is perceived better than the one it is superseding.

2. Compatibility – this is concerned with the degree to which an innovation is perceived as being consistent with the existing values, past experience and needs of potential adopters.

3. Complexity – refers to the degree to which an innovation is perceived as difficult to understand. Is it easy to understand or appreciate?

4. Triability – this points to the degree to which an innovation may be experienced on a limited basis.

5. Observability – this is concerned with the degree to which others can see the results.

Only after going through the above stages would the society or people adopt the innovation and integrate it into their day to day life. The heaviest load in this process lies with the one who conceives and introduces the innovation to the would – be adopters. This is crucial as the point adoption of the entire process resides at this level.

Relevance of the theory to the research

In the past people used to have a wrong perception about people with disabilities. They viewed them as burdensome and had nothing to offer to society. It was also believed that it was a waste of time and resources to educate a child with a disability because they would amount to nothing. However, with the passage of time society has come to accept and appreciate their potential to contribute positively to society. This theory was applicable to the research as it helped break the cultural beliefs and barriers that had hindered the disabled children developing accordingly. If children with disability are given a good educational start in life they can do what the able bodied do, even more.

For innovation to take place among the children with disabilities during Early Childhood Care and Development Education (ECCDE) the five stages of adoption as illustrated by Rogers apply.

CHAPTER FOUR

4.0 LITERATURE REVIEW

In this chapter we explored the concept of early childhood care and development as well as education generally, and its implications for children with disabilities. Our aim in this chapter was to review available literature on Early Childhood Care and Development Education for children with disabilities.

4.2Education of Children with Disabilities

It has been observed that most children with disabilities have been sidelined to access education and the few that access it usually have poor education and have to be segregated from other people.

According to the EFA Global Monitoring Report (2010), children with disabilities remain one of the main groups being widely excluded from quality education. Disability is recognised as one of the least visible yet most potent factors in educational marginalisation.

An even greater tragedy is the estimated 200 million childrenunder the age of 5 who fail to reach their full potential because of poor policies, poverty, poor health, malnutrition, and inadequate care. In Sub-Saharan Africa alone, 71 million children under the age of 5 lack the nurturing, care, and stimulation they will need to fully benefit from primary education. Less than 12% of African children ages 4–6 are enrolled in any form of early childhood program, a much lower proportion than that in East Asia (40%) or North America and Europe (77%).

In addition, Children with disabilities have lower educational attainment than other childrenwhich leads to lower economic status. Stainback (1994) observed that, children with disabilities are more likely to leave school earlier with fewer qualifications. He further argued that the schooling gap between children with and without disabilities starts at Grade 1 and then widens throughout schooling. One of the important exit routes out of poverty is identified as formal education, especially where it improves the quality of labour, but due to discrimination and stigmatisation, the chances to access education and employment are very restricted for people with disabilities. This means that the disabled poor are likely to remain poor, as are their children.

4.3 Education of Children with Disabilities in Zambia

In Zambia there has not been much research dealing with children with disabilities. However, from the little literature reviewed, it has been observed that children with disabilities have particular difficulties in dealing with an environment designed for non disabled people. It is important that these problems are addressed and full weight is given to finding ways to remove the barriers that prevent these children from accessing quality education.

According to policy document 'Educating Our Future'(MOE, 2006), basic education aims at providing each pupil with a solid academic and practical foundation that will serve as the basis for a fulfilling life and that will equip each one with pre-requisites needed for a working life, various forms of training, or the continuation of school education. This is in line with the Education for All (EFA) vision of the 1990 Jomtien (Thailand) World Conference derived from the Universal Declaration of Human Rights (1948), which emphasizes that everyone has the right to education. The aim of EFA was re-affirmed and operationalised at the World Education Forum held in Dakar (Senegal) in April 2000.

The Ministry of Education hoped to achieve the above aims through BESSIP by increasing the enrolment levels and improving the quality of education country wide. To this effect, issues of infrastructure, education materials, teacher education, curriculum development and capacity building were to be addressed. Furthermore, cross cutting issues such as HIV and AIDS prevention and impact management, environmental education, drug abuse would be integrated in the school curriculum.

Other issues to be addressed were access to education regardless of gender, social-economic status and the provision of food and health facilities to disadvantaged children through the School Health and Nutrition (SHN) programme. These strategies are in line with Millennium Development Goals, and the concept of education for Sustainable Development adopted by UN General Assembly in December 2002.

As the demand for basic education increased, Government schools alone could not provide places for all the school going children in the country. This was due to

limited resources. To address this problem, the government encouraged alternative modes of education delivery such as grant-aided schools, private schools, community schools and Interactive Radio Instruction (IRI) centres. From this effect most community schools started operating in Zambia.

Rutherford and Billig (1995) conducted research that focused on how schools and districts involve families and the community as partners in education reform, and how schools and districts create partnerships that acknowledge the roles of the family, school, and community in the growth of the child. They concluded that relationships are the essence of family and community involvement. One-on-one communication between families and teachers, and the addition of school personnel to deal with family issues, as well as, community contact with children in their roles as consumers and workers help to build support. Responsibility and decision making are shared by a broad array of players, including the child. Sustained parent, family, and community involvement depend on active advocacy by leaders. A system of supports for teachers is critical to parent and family involvement. Families need connections to the curriculum. This enhances inclusive education for children with disabilities.

4.4Children with disabilities education in Western Province
According to Central Statistics Office (2010), western province receives the least enrolment in special education comparing to the other provinces in Zambia.
In most schools there is lack of appropriate teaching materials and equipments and the school environment is not accessible. About 92% children with disabilities do not access education due to lack of appropriate teaching and learning materials and equipments as well as inaccessible school environment.

The whole province only has 15 special units and these are distributed as follows: 6 Mongu: 1 residential school for the visually impaired, 1hospital unit, 3 special units for mentally retarded and 1 special unit for the hearing impaired; 3 in Senanga: 1

residential school for hearing impaired,1 hospital unit and 1 special unit for the hearing impaired,1 hospital unit in Sesheke ;2 in Kaoma: 1 hospital unit and 1 special unit for the mentally retarded; 2 in Kalabo: 1 hospital unit and 1 special unit for the mentally retarded; and 1 hospital unit in Lukulu.

According to Ministry of Education (2009), about 70% of teachers in western province lack knowledge and skills needed for teaching pupils with disabilities. This can be attributed to many reasons among them is, lack of inclusive practices in teacher training curricula. There are about 65 special education teachers in the province. Although inclusive education is not so widespread understood, among the children with disabilities that are enrolled in school, it has been observed that many parents found it easier to enrol their children with disabilities in the mainstream schools and many teachers handle them without proper training and suitable teaching and learning materials.

4.5Children with disabilities have a right to education.

Since the UN Universal Declaration on Human Rights was released in 1948, there has been legislation on providing education for all children.

For instance,in 1994, governments and international organisations gathered for the World Conference on Special Needs Education in Salamanca in Spain. The governments and international organisations produced a statement and a framework for action on the education of children with disabilities. The Salamanca Statement states that: "Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning," and "every child has unique characteristics, interests, abilities and learning needs…" The statement further says, "Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs," and "those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting those needs."

Furthermore, the Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified by the UK in 2009, has 145

signatories (as at June 2010) including all PSA countries except Afghanistan and Zimbabwe

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Article 24 of the Convention is on education and includes the following: State Parties shall ensure that:

i. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

ii. 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;

iii. Reasonable accommodation of the individual's requirements is provided;

iv. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

vi. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

4.5 Early Childhood Care and Development Education

The General Assembly of the United Nations recently added a resolution as an addendum to the Convention on the Rights of the Child concerning the implementation of child rights in early childhood. According to UNESCO (2003), 'the resolution discusses the responsibility of individuals and nations to protect children, ensuring their survival and development. It recognizes children as active participants in the world who deserve respect and support. Early Childhood Care and Development programs improve the health, nutrition, and education outcomes of children'.

Research shows that Early Childhood Care and Development Education interventions benefit the poorest and most disadvantaged children the most even though these children currently are the least likely to have access to them.

It has been observed that children who participate in quality ECCDE programs are able to participate in primary school tasks more quickly and successfully. They are less likely to repeat grades or drop out of school, which reduces overall costs in the education system. Unlike adults, their learning potential is higher and they are less likely to engage in crime.

According to Evan at el (2000), Education can reduce discrimination against children with disabilities and tackle poverty.Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together.

In addition, education also gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty.

The best way to improve education for children with disabilities is to improve the education sector as a whole. In countries where teachers are untrained, working with large class sizes and few resources in structurally unsafe classrooms, pragmatic context-specific and cost- effective decisions are necessary.

Resources are important, but equitable access to them is crucial. More resources per se do not necessarily result in better services, but in many circumstances, when access is inequitable, poor children receive inferior services. The reality is, though, that many countries in the South are simply too poor to contemplate the goal of equitable access in the short-term. But the failure to consider the possibility in long-term planning is to perpetuate inequalities.

CHAPTER FIVE

PRESENTATION OF FINDINGS

Introduction

This chapter presents the findings of the study in accordance with the research questions which were as follows:

6. What are the communication strategies used by ZAFOD to promote Early Childhood Care and Development Education of children with disabilities in schools?
7. What communication channels does ZAFOD use to communicate the relevance of ECCDE to the community?
8. How are the parents of children with disabilities and children with disabilities attitudes towards Early Childhood Care and Development Education?
9. How does ZAFOD integrate local initiative expertise, flexibility, adaptability and feedback to the process of meeting local needs to maintain constant feedback and initiating social change?
10. Do ECCDE teachers fully understand the objectives and operations of ECCDE?

To make the analysed data much easier to comprehend and interesting to the reader, the presenter used tables, pie and bar charts to present it.

ZAFOD'S communication channels

- ZNBC
- Radio Liseli
- Radio,TV and phone
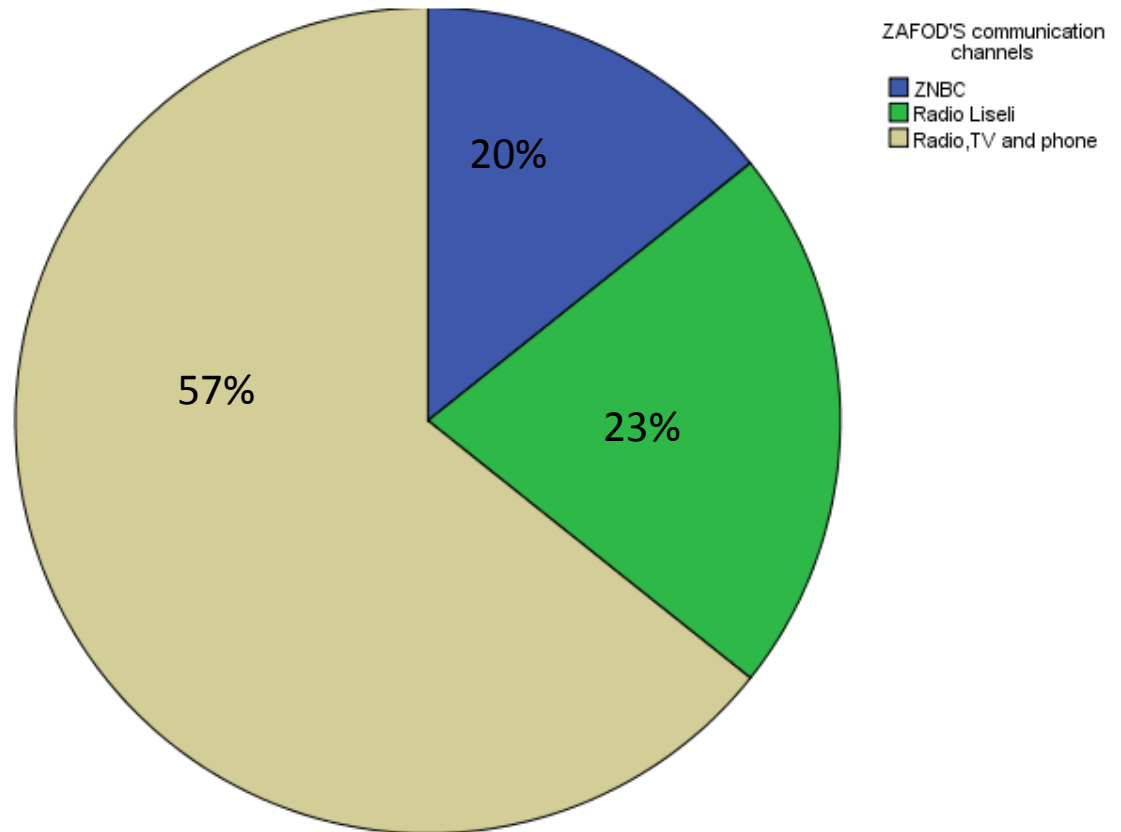
Figure 1 show that ZAFOD mostly uses the combination of radio, television and phones to communicate to the community on Early Childhood Care and Development Education.

Figure 2: The frequency of watching television.
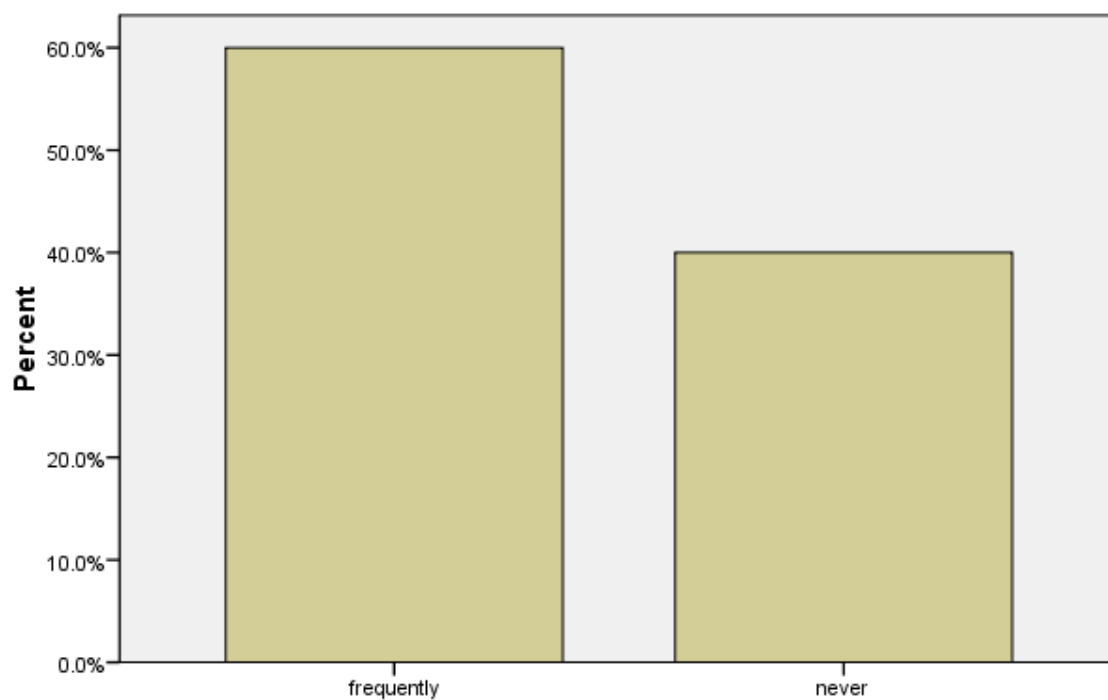
Figure 2 show that 60% of the respondents watch television frequently while 40% never watch.

Figure 3: Frequency of listening to the radio
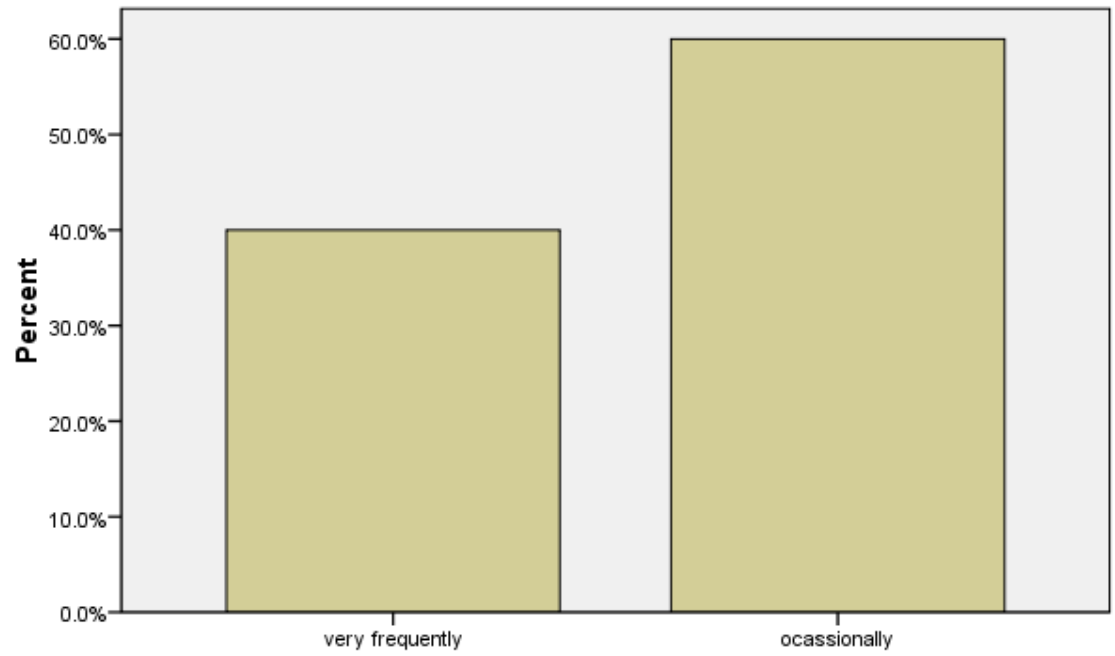
Figure 3: Bar chart showing the respondents listening to the radio frequency.

Figure 4: Bar chart showing whether the respondents are satisfied with ZAFOD's communication channels.
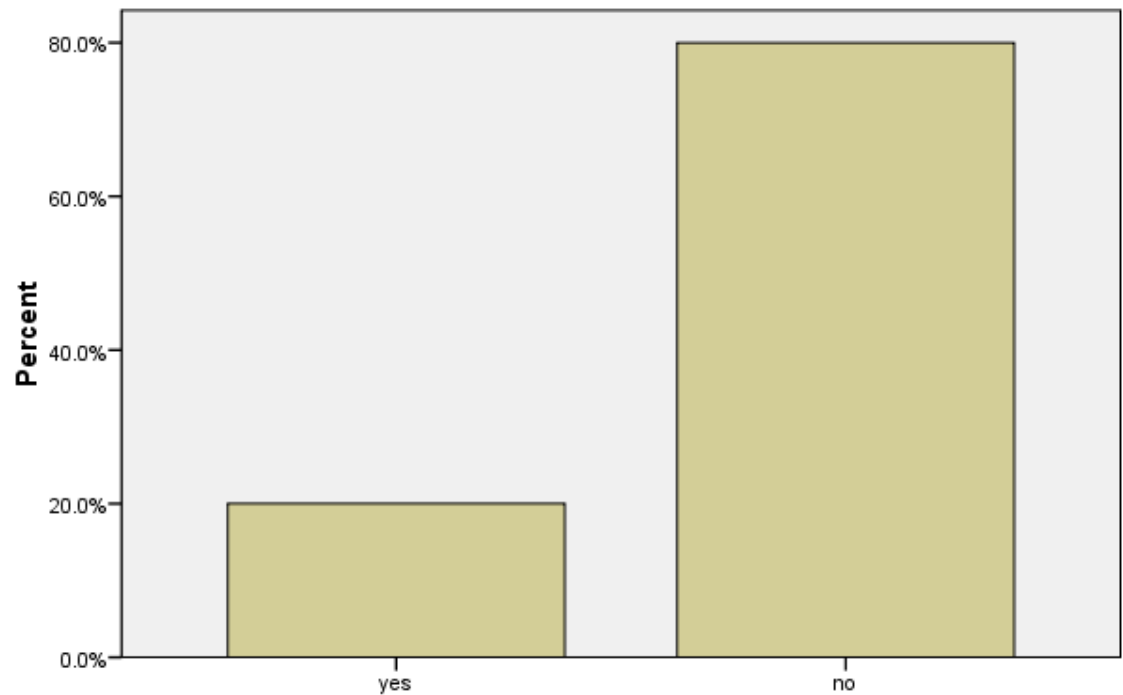
Figure 4: Bar chart showing whether the respondents are satisfied with ZAFOD's communication channels.

Figure 5: Bar chart showing repondents views on the importance of ECCDE
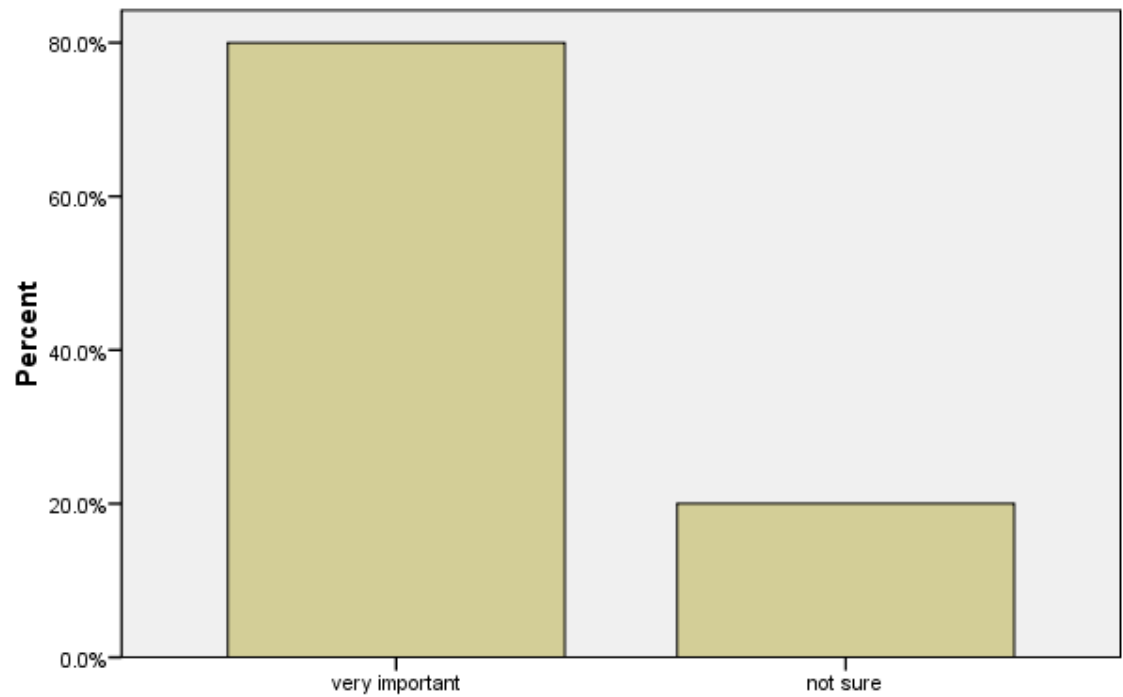
Figure 5 shows that most parents regard early childhood education to be very important as seen by the 80% while 20% were not sure if early childhood education was important to children or not.

Figure 6: Bar chart showing disabled children's presence in the ECCDE class.
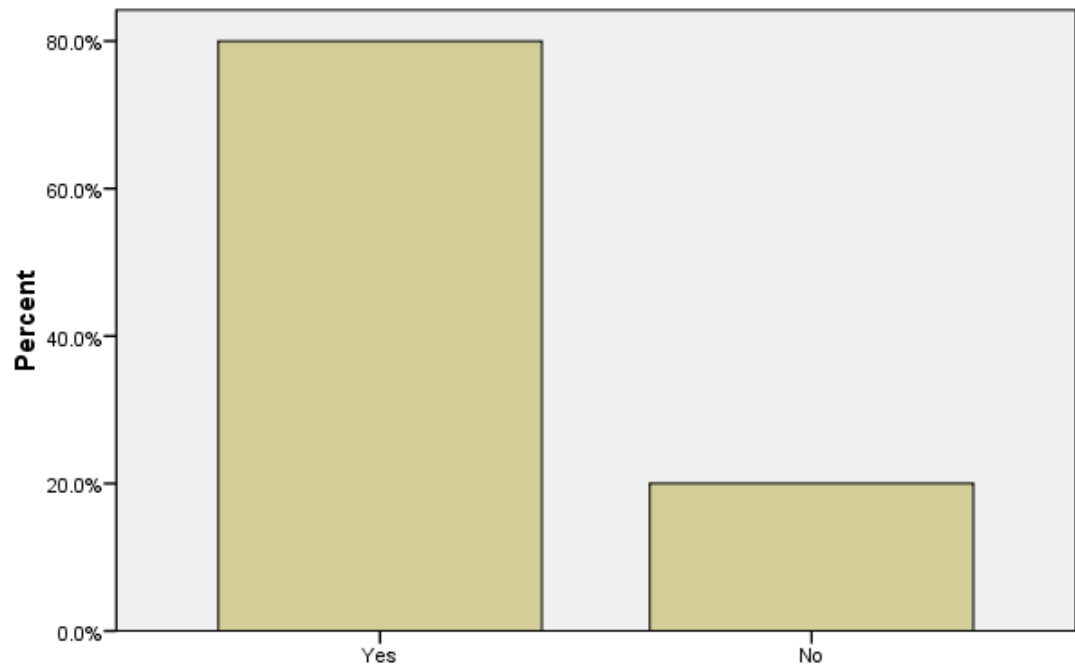
Figure 6 shows that among the schools interviewed 80% had children with disabilities in the early learning class while 20% didn't have.
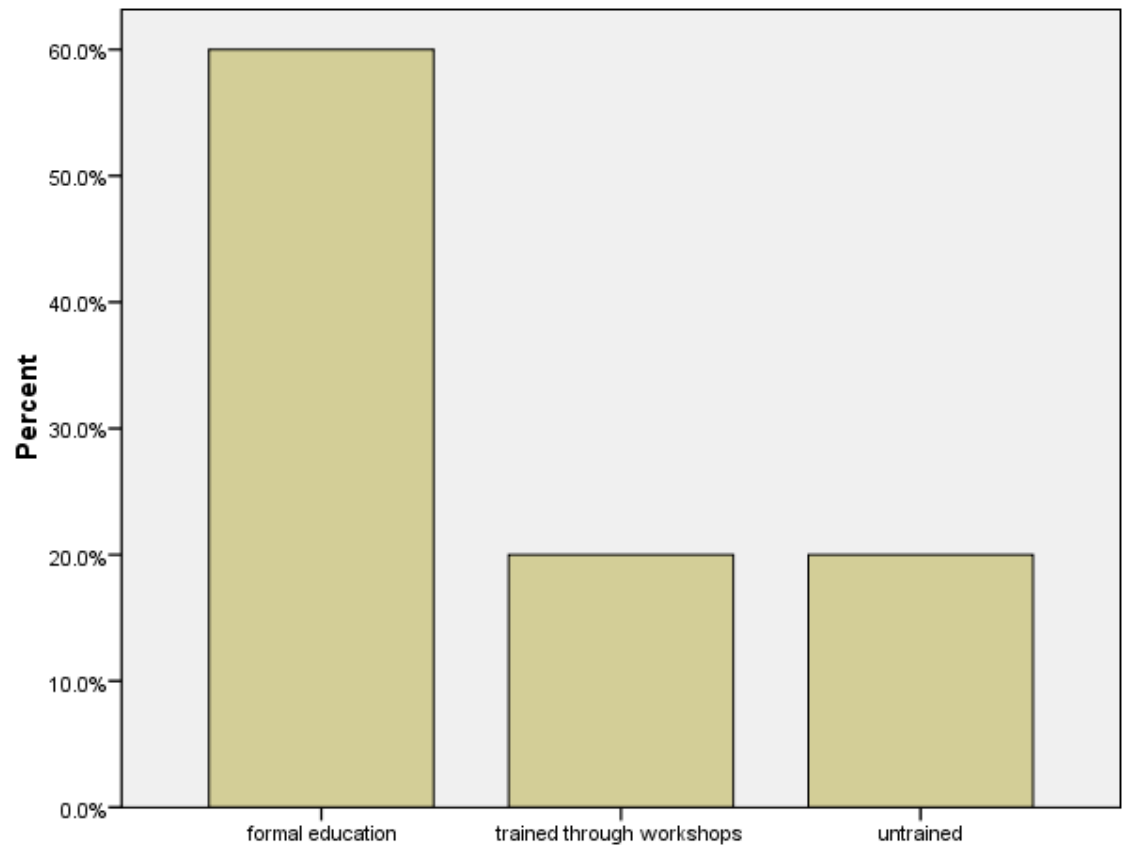
Figure 7 shows the educational qualification of the teachers' interviewed.

Figure 8: Pie chart showing respondents views on schools being far away as a hindrance to disabled children access to education
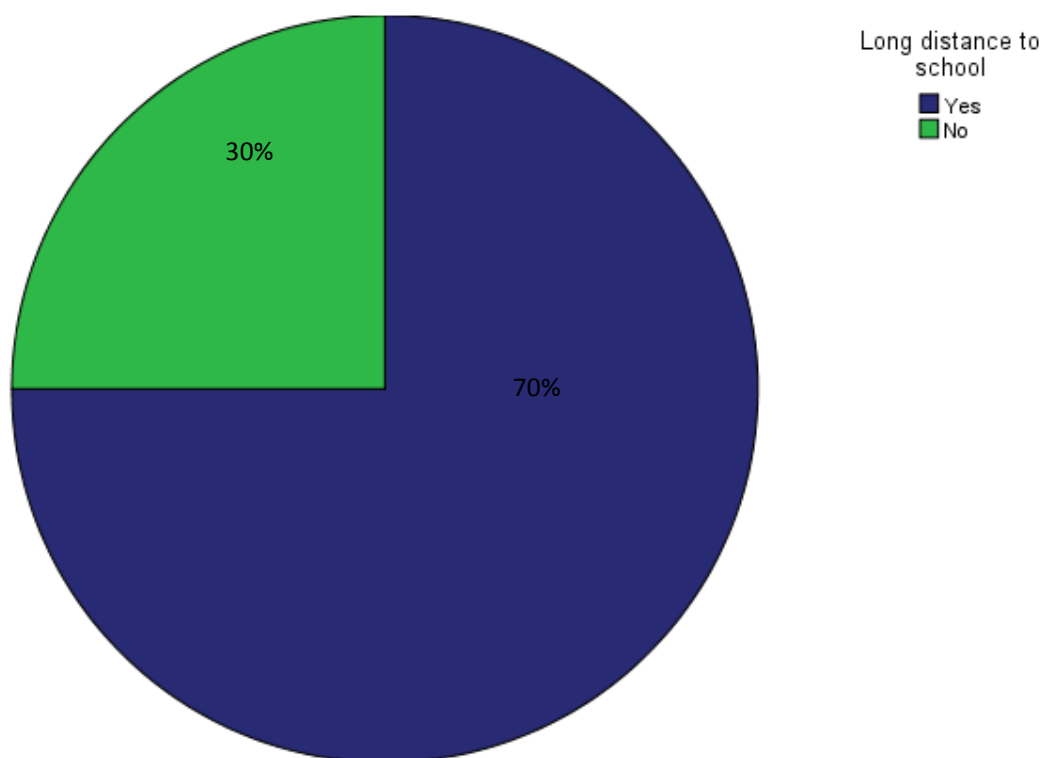
Figure 8: Pie chart showing that most respondents regard long distances toschools as a hindrance to children with disabilities accessing education.
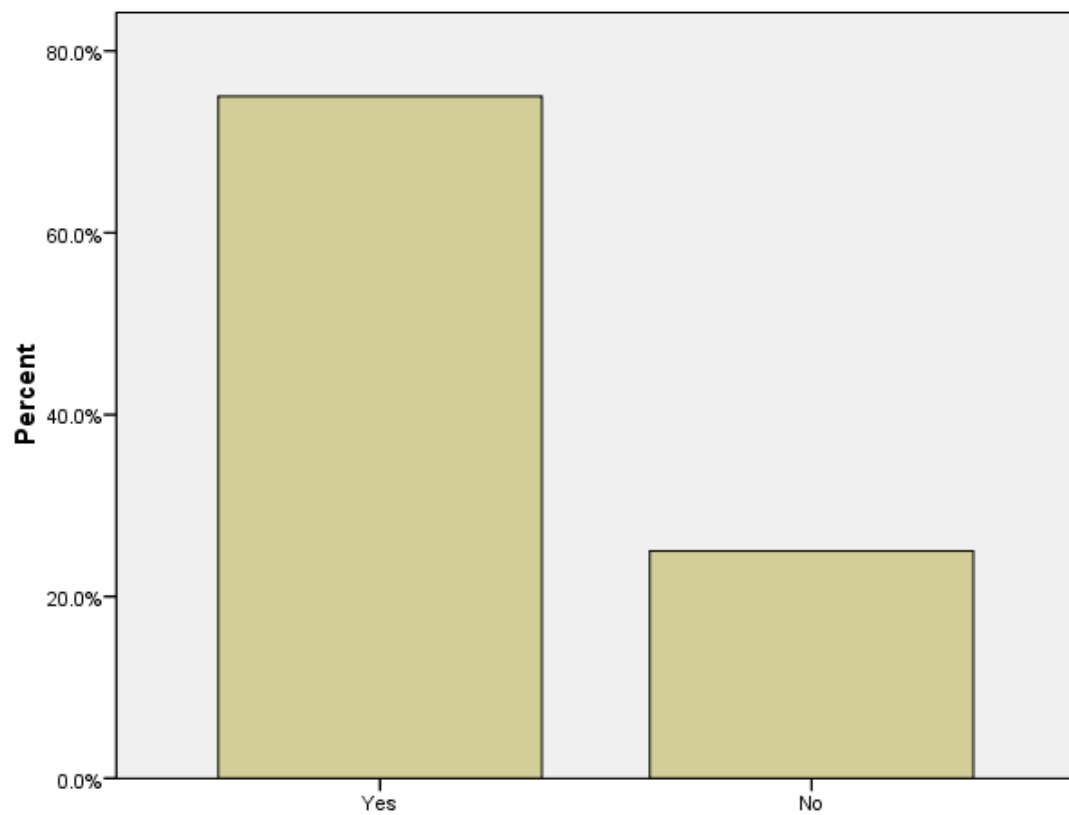
Figure 9: Bar chart showing responses on lack of parental interest as a reason why some parents have not enrolled their children in ECCDE classes.

Figure 10: Table showing ECCDE literacy and language syllabus.

COMPONENT	Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1 Listening and Speaking	0.1.1 Names	0.1.1.1 Recognise own names and of familiar things and people	Names e.g Own name, names of familiar people, animals and objects.	• Communication • Attentiveness	• Self aware ness
		0.1.1.2 Identify names of immediate family members	Names of immediate family members e.g. mother, father, brother, sister.	• Attentiveness • Communication • Listening	• Sense of belong ing • Appre ciation
		0.1.1.3 Tell their own names and names of family members	-Own names -Names of family members	• Identification • Communication	• Appre ciation

0.1.2 Greetings	0.1.2.1 Demonstrate different forms of greetings. 0.1.2.2 Respond to greetings	-Good morning, good afternoon, good evening. -Gestures	• Communication	• Courtesy • Appreciation • Awareness
0.1.3 Oral comprehension	0.1.3.1 Listen to simple stories and answer simple questions based on the stories.	-Number of characters (names), source of story (Place)	• Communication • Attentiveness	• Appreciation
0.1.4 Conservation	0.1.4.1 Express themselves in simple conservations	-Turn taking	• Communication	• Confide e • Patience
0.1.5 Drama	0.1.5.1 Listen to short interesting plays	- Introduction, apex, ending -Voice	• Communication • Attentiveness	• Self confidence • Appreciation

| | 0.1.6 Instruction | 0.1.6.1 Respond to short and clear orders/Instructions | - Following simple instructions -E.g. close the door, sit down, clean the board. | • Communication
• Attentiveness | • Respect |
| | 0.1.7 Sounds | 0.1.7.1 Identify simple familiar sounds | -Different sounds e.g. moving vehicle, singing birds, crying baby | • Communication
• Attentiveness | • Awareness |

Figure 10: A table showing the components, topics, contents and specific outcomes of the literacy and language syllabus for Early Childhood Care and Development Education

Findings from the focus group discussions

Parents

During the in-depth Focus Group discussion conducted among parents to establish the attitudes of parents towards their children with disabilities, it was observed that most of them had a positive attitude; only a few had struggled in the beginning to accept their children's disabilities but most of them lack an in depth understanding of disability. As for the attitudes of members of communities towards children with disabilities both teachers and parents in the schools surveyed indicated that there were instances when people in the communities would laugh or rather discriminate against children with disabilities, and in reaction to such behaviour, parents of children with disabilities pointed out that they would sensitise those who discriminated against the disabled children but that there was need for more sensitisation.

Coming to participation of parents in Early Childhood Education, most parents considered participation as only checking the books, hearing their children sing songs and seeing them do other demonstrations of what they (children) learnt at school, none of the parents went to attend classes and observe how teaching and learning was being conducted. Parents said that they stayed away from classes because they didn't know that there was such a provision. However, some said couldn't attend classes to avoid disturbing the classes because with their presence, the children wouldn't be free and some children would cry wanting to knock off upon seeing their parents.

Importance of Early Childhood Education to children with disabilities

All parents acknowledged that Early Childhood Education is important to children for pre writing skills. They said ECCDE is where they learn the basics before going to grade 1, in other words it is the educational foundation for children. Some parents who had children who had undergone ECCDE and some who started direct in grade 1, said that those who had undergone ECCDE were performing much better than those who had gone direct to grade 1.

When asked whether other parents in the communities were aware of ECCDE and its importance, parents responded that those in the communities were aware but some

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didn't really understand the importance of it. As for the reasons to why some parents in the communities had not enrolled their children in ECCDE classes, most parents interviewed said that schools had limited ECCDE spaces and school fees were the major hindrances but that they were also few parents who felt that it was just wasting money enrolling a child in ECCDE instead of just waiting for grade1 and that it was troubling the small children enrolling them in school when still too young.

Teachers

During the focus group discussions with teachers, it was observed that teachers in government schools had gone through formal education while those in community schools had gone through informal education (mostly trained through workshops) except for Lourdes community school where there was a form ally trained teacher.

When asked about communication channels, the most communication channel in ECCDE is print media (pictures from books and wall charts) and demonstrations of objects, despite most of the schools interviewed not having a variety of communication channels for children with disabilities, when asked for the ideal channels, they pointed out that a combination of television, radio and print media would be effective because it would cater for the blind and deaf children who currently pose a greater challenge to teach among the various types of disabled children.

As for the communication strategies, most schools used singing songs before teaching the lessons, drama, dancing, drawings and teaching aids, they also suggested that there was need for a sign language interpreter for deaf children to fully enjoy class like other children but none of the schools had an interpreter.

Measures Ministry of Education has put in place concerning ECCDE

A number of Ministry of Education officials were interviewed during the in-depth interview so as to get the views of the ministry concerning the communication strategies used in promoting the delivering of the Early Childhood Education. The communication channels mostly used were; public meetings, workshops, community radio and print media i.e. letters. In addition, it was established that to inform parents

in the communities on the establishment of Early Childhood Education in schools, school children were used to pass on the information to their parents and according to the SESO-Special Education, this strategy had been effective.

But on the other hand, the Ministry of Education Officers pointed out that the use of workshops, meetings and radio was limiting in the spreading of the information, while these methods seemed to be effective to those in the urban they weren't so with people in the rural areas because most of them have no access to these channels.

The SESO-Special Education pointed out that ECCDE implementation had not been effectively done to address the needs of Early Childhood Education pupils with disabilities. He further said that they were inadequate facilities and teaching and learning materials for children with disabilities. While TESS Coordinator said that the new curriculum was posing a challenge on the implementation of ECCDE, new texts books had not yet been printed; hence they oriented and trained teachers without books.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

Chapter 6 discusses the findings according to the objectives of this study. The purpose of this study was to evaluate the effectiveness of the communication strategies used by ZAFOD in promoting Early Childhood Care and Development Education (ECCDE) in community schools. The objectives of the study were as follows:

- To identify the communication strategies used by ZAFOD in promoting ECCDE of children with disabilities in Mongu district.
- To determine the most effective channels of communication in promoting ECCDE for children with disabilities
- To determine the parents in communities' knowledge on the importance of ECCDE to children with disabilities
- To establish parents of children with disabilities attitudes concerning ECCDE of children with disabilities
- To establish the education qualifications of ECCDE teachers

The communication strategies used by ZAFOD in promoting ECCDE of children with disabilities in Mongu district.

During the period under review, the results of the study showed that the ZAFOD's usage of a combination of channels was at more than 70% while the use of ZNBC and radio independently was 30%. When it came to access to radio all the people interviewed owned radios in their homes but when it came to listening frequency about 80% of the respondents often listened while only a small fraction listened frequently. From these result of the research it can be deduced that if ZAFOD has to be very effective in its communication strategies and the channels it uses to communities, it has to ensure that it uses mostly radio which most people have access to.

Furthermore, the findings indicated that the people in the communities interviewed were not satisfied with the organisations communication as derived from the responses of both teachers and parents. The people felt that the organisation needs to do more in communication.

According to the findings it can be said that two lines of communication strategies were mainly used in promotion of ECCDE, interpersonal and mass communication. Interpersonal communication was observed to be among the effective communication strategies when it came to the class set up. 'Interpersonal communication is also referred to as dyadic communication, or communication between two individuals. This type of communication can occur in both a one-on-one and a group setting. This also means being able to handle different people in different situations and making people feel at ease. Gestures such as eye contact, body movement, and hand gestures are also part of interpersonal communication. The most common functions of interpersonal communication are listening, talking and conflict resolution. Types of interpersonal communication vary from verbal to non-verbal and from situation to situation. Interpersonal communication involves face-to-face communication in a way that accomplishes the purpose and is appropriate'. (Sharma, et el: 2003) While, mass communication was more effective when communicating to communities concerning the effectiveness and the importance of early childhood care and development education.

The most effective channels of communication in promoting ECCDE for children with disabilities

Results of this study reviewed that the communication channels mostly used by in Early Childhood Care and Development Education in the schools interviewed was print media in form of wall charts, which the teachers called talking walls. When asked if the communication channels were adequate most of the respondents said the channels were not, and that the ideal situation would be to have print media, radio and television but due to limited funds, schools were only able to acquire books and charts which in some instances are not even enough to cater for all learners.

This supports the Central Statistics Office (2010) report which claims that, 'Western province receives the least enrolment in special education comparing to the other

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provinces in Zambia. In most schools there is lack of appropriate teaching materials and equipments and the school environment is not accessible. About 92% children with disabilities do not access education due to lack of appropriate teaching and learning materials and equipments as well as inaccessible school environment.'

In addition, when it came to effective channels for children with disabilities, most teachers interviewed said since there are various types of disabilities, a combination of the communication channels would be more effective.

The findings of the study indicated that, for learning to be delivered effectively to ECCDE learners' demonstration of lessons is vital because children learn through observations and play. The communication strategies mostly used in early childhood education class are demonstrations, drama, role plays, group work, games, quizzes, imitation and discussions. Despite most teachers teaching in hash conditions and with very limited facilities, teachers were trying to replicate a conducive environment. Furthermore, in all schools interviewed, the outcry was on the lack of play parks in these schools which reduced the children's motivation for school as one teacher was quoted saying that 'we can't conduct expressive arts as we would we love to, because we have no play park. And as you may be aware ECCDE is 60% play and 40% teaching and because of this, the children get bored.'

MESVTEE Working Document (2013) supports these findings as it states that 'Children learn through play; a child centred approach should always be adopted during the teaching and learning process at this level. Teachers should provide stimulating environments that build on the child's existing knowledge, skills values and experiences. These experiences should be enjoyable for effective learning. The activities at this level should lay a foundation for life-long learning.'

Parents' knowledge on the importance of ECCDE to children with disabilities

The results of this study showed that 80% of parents interviewed considered early childhood education to be very important but other factors constrained some parents from enrolling their children, such as school fees, long distance to school, school space and feeding program. The parents even went further to say that there was a difference between their children whom they had sent to grade 1 directly and those

whom they had enrolled in ECCDE classes. They said those who had started with ECCDE were doing were better than those enrolled directly in grade 1.

This can be supported by the Ministry of Education, Science, Vocational Training and Early Education Working Document (2013) which states that 'In Early Childhood Education we do not aim at teaching children so that they are able to do certain things. Instead we expect children to achieve and acquire life skills that are useful in their later life. Therefore Early Childhood Care and Development Education are not only necessary but also vital for total development of the child. The ECCDE curriculum is important as it is not an end in itself but a means to an end. The syllabus attempts to transmit to the young children the learning outcomes through social studies, environmental science, literacy and languages, mathematics and expressive art as the learning areas at this level of education. The syllabus is divided into two sections. Sections one provides syllabus for ages 3 to 4 years where as section two is a syllabus for children between the ages of 5 to 6 years.

One of the main aims of Early Childhood Education in Zambia is to provide services that are respectful of families and societies and their ability to transfer knowledge, skills, positive attitudes and value that will allow children to live and grow into resourceful and useful members of their communities. Early Childhood Education programs will therefore offer opportunities for children to succeed in an environment of care and feeling valued. The other aims are; to acquire social knowledge and develop skills, values and positive attitudes, develop children's intellectual and cognitive skills, develop children's language and communicative skills, develop children's emotional intelligence and self-regulation, develop children's physical expressive arts and creative skills and provide early intervention to children with special education needs.'

Parents also acknowledged that ECCDE had positive impact on children with disabilities, according to the parents, this was observed in these children's' ability to interact and also attempts to speak by producing certain sounds as well as other skills such as dressing themselves up and feeding themselves. Looking at the contents of ECCDE curriculum the expressive arts is very vital to children with disabilities as it acts as physiotherapy to these children.

Gallahue (1993) writes 'children move through a progression in acquisition of motor skills. The progression includes the reflexive movement phase, rudimentary movement phase, the fundamental movement phase and the specialised movement phase; the sequence of the appearance of these phases is universal but the rate acquisition of motor skills varies from child to child. Preschool children gain precision in fine motor development. Children use their hands and fingers between the ages of 3 to 5 years, they acquire control of their finger movements and become proficient in using materials as they advance in age. They are able to grasp and control objects as they learn to work with them. For example, they are able to handle and manipulate small blocks, brushes and pencils. They use fine motor skills in self help to dress themselves and button their clothes as they grow up.'

Education qualifications of ECCDE teachers

Most teachers from government schools were formally trained while those from community schools were informally trained, but when it came to disability awareness most of the teachers were ignorant.

These results support the Ministry of Education (2009)'s argument that, about 70% of teachers in western province lack knowledge and skills needed for teaching pupils with disabilities. This can be attributed to many reasons among them is, lack of inclusive practices in teacher training curricula. There are about 65 special education teachers in the province. Although inclusive education is not so widespread understood, among the children with disabilities that are enrolled in school, it has been observed that many parents found it easier to enrol their children with disabilities in the mainstream schools and many teachers handle them without proper training and suitable teaching and learning materials.

However, despite the teachers in community schools being informally trained and those in government being formally trained the findings showed that both groups were able to deliver satisfactory teaching services as observed during oral testing of the pupils. Hence the researcher feels that the teacher should simply be qualified regardless of formal and informal education to make pupils learn effectively and other factors are at play to enable children with disabilities to be communicated to effectively in early childhood care development class.

The other factors that could be at play in lack of effective communication in the early childhood class were hunger and poor health. This was established as 60% of parents raised this as one of the reasons that prevented them from bringing their children to school consistently. Furthermore, children are unable to concentrate when they are hungry or sick.

In addition, the EFA Global Monitoring Report (2010)'s claim that, children with disabilities remain one of the main groups being widely excluded from quality education is in line with these findings. Disability is recognised as one of the least visible yet most potent factors in educational marginalisation. An even greater tragedy is the estimated 200 million childrenunder the age of 5 who fail to reach their full potential because of poor policies, poverty, poor health, malnutrition, and inadequate care.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS
Introduction

In this chapter, a conclusion was drawn from literature and the results presented. It also presents the recommendations made based on the findings of the study and a proposed future research.

Conclusion

In accordance with the findings of this research, among other factors, the study found that for children with disabilities to be effectively communicated to in Early Childhood Care and Development Education classes, there is need for a combination of communication strategies and channels such as television, radio, charts and various other print media but currently in all the schools surveyed, only print media was found.

Play parks were a major requirement in all schools visited but were absent except for one school, the lack of play parks in schools reduced the motivation of children to learn as children learn through play. Besides play parks, it was generally established that the ECCDE classes lacked teaching and learning materials, educational facilities and conducive environment for children.

As for the parents, it was found that the situation was 50-50, while those with enrolled children in ECCDE classes acknowledged the ECCDE was very important, the research showed that besides school fees and long distances to school, most parents who didn't enrol their children lacked interest.

Most teachers were equipped with ECCDE skills but they couldn't handle children with disabilities and were generally ignorant on issues of disabilities. This posed as a hindrance to children with disabilities acquiring quality education.

Finally, in this research it was also discovered that other factors affecting ECCDE were; school fees, lack of school places, absence of feeding programme for ECCDE children and long distance to school. Currently Ministry of Education, has made efforts to implement and improve standards of ECCDE by putting it as a requirement

in all schools, while ZAFOD has previously distributed ECCDE materials and sensitised communities. However, there is need to do more by all stakeholders.

Recommendations

- Ministry of Education should employ more teachers especially those trained in special education so that they can also handle children with special needs.
- The ministry should also build more accessible ECCDE classes to accommodate those who are willing but can't enrol their children because of limited school places.
- There is need to open more centres so as to reduce the distance that these children have to travel for them to access ECCDE.
- There is need to adopt a curriculum that is adaptive to children with special education and special health care needs.
- There is need to train communities in self sustenance so that they can become reliable partners in ECCDE provision.
- More human resource (nannies) should be trained in child care so that they can help the teachers.
- Ministry of Education in partnership with line ministries should improve health care facilities because children are very delicate human beings who require proper health care. And some disabilities can be corrected if the children are attended to, quickly.
- To effectively communicate to children with disabilities, there is need for a combination of communication strategies and channels.
- There is need for more sensitisation to parents on the importance of ECCDE to children.
- School feeding programmes that cater for ECCDE children too should be introduced in schools and schools fee for ECCDE should be removed, or if possible scrapped off.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear Respondent,

You have been selected to participate in providing information for this research. This questionnaire is intended to collect information on the communication strategies used by ……………………… in promoting Early Childhood Care and Development Education to children with disabilities. The information to be collected will help evaluate the communication strategies of the organisation with the view of improving the welfare of children with disabilities access to quality education. Names of the respondents will be kept strictly confidential.

Questionnaire No: ………

INSTRUCTIONS

a) Tick in the appropriate box for your response to the questions or statements with boxes in the questionnaire.

b) Write brief responses to questions that have spaces provided (open ended) in the questionnaire.

RESPONDENTS IDENTIFICATION

1. Is there a child with a disability in the ECCDE class?

    (1) Yes

    (2) No

2. What is the child's gender?

    (1) Male   [   ]

    (2) Female   [   ]

3. What is the child's age group?

    (1) 0 – 3 years   [   ]

    (2) 4 – 7 years   [   ]

    (3) 8 – 11 years   [   ]

    (4) 12 and above   [   ]

4. Highest education level of the parents

(1) None   [   ]

(2) Primary   [   ]

(3) Secondary   [   ]

(4) College   [   ]

(5) University   [   ]

5. Religion

(1) New Apostolic   [   ]

(2) Roman Catholic   [   ]

(3) Jehovah's Witness [   ]

(4) Methodist   [   ]

(5) UCZ   [   ]

(6) Pentecostal   [   ]

(7) Hindu   [   ]

(8) Muslim   [   ]

(9) Other   [   ] Please

specify……………………………………………………………………

6. Marital status of parents

(1) Married   [   ]

(2) Single   [   ]

(3) Widow/widower   [   ]

(4) Divorced   [   ]

7. Residential area

Specify

………………………………………………………………………………

………………………………….

8. What facility do you need to use to communicate to children with disabilities?

(1) Hearing Aid   [   ]

(2) Braille   [   ]

(3) Sign language   [   ]

(4) Large print   [   ]

(5) Other   [   ] please

specify………………………………………………………………

9. What are the most effective channels of communication in promoting Early

Childhood Care and Development Education from your point of view?

(1) Teaching aids

(2) Radio

(3) television

(4) Radio and television

(5) Text books

(6) Combination of various channels

10. Tick communication medium that ZAFOD uses to pass on information on Early Childhood Care and Development Education to parents and schools:

(1) ZNBC   [   ]

(2) Muvi TV   [   ]

(3) Radio Liseli   [   ]

(4) Radio Lyambai   [   ]

(5) Newsletter   [   ]

(6) Letters   [   ]

(7) Phone   [   ]

(8) Other   [   ]   please specify……………………………………………………………..

11. Do parents of children with disabilities have access to the radio?

(1) Yes   [   ]

(2) No   [   ]

12. If the response to question 9 is 'YES' how often do you listen to the radio?

(1) Very frequently   [   ]

(2) Frequently   [   ]

(3) Often   [   ]

(4) Occasionally   [   ]

(5) Never   [   ]

13. Do you have access to a television?

(1) Yes   [   ]

(2) No   [   ]

14. If the response to question 12 is 'YES' how often do you watch television?

(1) Very frequently   [   ]

(2) Frequently   [   ]

(3) Often   [   ]

(4) Occasionally   [ ]

(5) Never   [ ]

15. How important is ECCDE to children with disabilities?

(1) Very important   [ ]

(2) Important   [ ]

(3) Not sure   [ ]

(4) Not important   [ ]

(5) Useless   [ ]

16. What educational training has the ECCDE teacher obtained?

(1) Formal   [ ]

(2) Trained through workshops   [ ]

(3) Untrained   [ ]

17. What are the four most serious schooling problems for children with disabilities from your point of view in this community? [4] (rank up to four)

(1) There is no problem   [ ]

(2) Lack of school building   [ ]

(3) Insufficient furniture   [ ]

(4) Lack of qualified teachers   [ ]

(5) High cost of school fees   [ ]

(6) Lack of textbooks/stationary   [ ]

(7) Lack of accommodation for teachers   [ ]

(8) Lack of empathy   [ ]

(9) Lack of access roads/routes   [ ]

(10)   Poor teaching   [ ]

(11)   Facilities in bad condition   [ ]

(12)   Other: [ ]

Specify……………………………..

18. What are the reasons why children with disabilities do not attend school? (Rank up to three)

(1) Lack of parental interest   [ ]

(2) Lack of interest by the child   [ ]

(3) The school is too far   [ ]

(4) Dangers faced by children on their way to school [ ]

Specify………………………………………….

(5) Floods   [ ]

(6) Inadequate facilities for children with disabilities   [ ]

(7) Disability   [ ]

(8) Stigma   [ ]

(9) Other   [ ]

    Specify…………………………………………….

19. Do you think the organisation is doing enough to promote communication in Early Childhood Care and Development Education?

(1) Yes   [ ]

(2) No   [ ]

(3) Sometimes it does   [ ]

(4) I am not sure   [ ]

20. Are you satisfied with the way ZAFOD communicates with the community?

(1) Yes   [ ]

(2) No   [ ]

21. If the answer to question 16 is 'NO', could you write why…………………

…………………………………………………………………………….

………………………………………………………………………………

……….

APPENDIX II

Ministry of Education officers' in-depth interview guide

1) Could you outline the communication strategies ZAFOD is currently using in promoting Early Childhood Care and Development Education?

2) Are you satisfied with the level of communication that is obtaining in the promotion of Early Childhood Care and Development Education? If not why?

3) Do Early Childhood Care and Development Education teachers understand the purpose of Early Childhood Care and Development Education?

4) What could be done to improve communication in Early Childhood Care and Development Education among children with disabilities?

5) What is the most effective channel of communication in promotion of Early Childhood Care and Development Education among children with disabilities?

APPENDIX III

FOCUS GROUP DISCUSSION FOR TEACHERS AND PARENTS

1) What do you understand by ECCDE?

2) What is the importance of ECCDE to children with disabilities?

3) How did you get to know about ECCDE? (communication channels used: community radio programmes, workshops, publications, print media, street theatre, video shows)

4) Do all parents understand what disability is?

5) If they do, what makes you think they do?

6) Is the community aware of ECCDE?

7) What tools do you need to communicate effectively in Early Childhood Care and Development Education?

8) Is there any progress or difference, since your child begun ECCDE classes?

9) What do you think could be done to assist improve communication in Early Childhood Care and Development Education for children with disabilities?

10) What can parents of children with disabilities do to help improve communication in Early Childhood Care and Development Education?

11) What challenges do you encounter in teaching children with disabilities?