

**Exploring Donor Support on Educational Advocacy for Persons with  
Disabilities in Zambia: A case of Zambia Federation of Disability  
Organisations (ZAFOD)**

**By  
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the Degree of Master of Education in Special Education of the University of Zambia**

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## DECLARATION

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## **APPROVAL**

This dissertation of Mandumbwa Mandumbwa, is hereby approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Special Education of the University of Zambia

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## **ABSTRACT**

Among many, the barriers of access to education have produced adverse effects and have impacted on the economic well-being of persons with disabilities. This resulted into many persons with disabilities having no means to sustain their lives. It seems that the government hardly puts into practice what is stipulated in most policies concerning persons with disabilities. There is a gap between Rhetoric and practice. For this reason, the involvement of civil society organization in advocating for the education of individuals with disabilities is important. The purpose of the study; explore the consequences of donor support on educational advocacy for PWD, focusing on ZAFOD and DPOs. The objectives were to; explore how donor support has enabled ZAFOD advocate; to assess the extent to which donor support improves educational access for PWD; to examine the achievements made by ZAFOD, in educational advocacy as a result of donor support; and to establish the constraints of donor support on the operations of ZAFOD towards educational advocacy. The population consisted of ZAFOD and DPO personnel, Donor agencies and persons with disabilities, 50 participants. The study was a descriptive design, analyzed through qualitative methods, using thematic analysis. The study was conducted in Lusaka and Mongu District of Zambia. The sample consisted of 14 respondents. The sample size comprised of four from ZAFOD, three from DPOs, and six PWD, one from donor organizations. The study employed purposive sampling. Primary data collection was through Interview Guides and Focused Group Discussions. The study revealed that Donor support has enabled ZAFOD and DPOs to bring out their mandate to persons with disabilities. ZAFOD entirely depends on donor support for all its activities; hence donor support enables it to fulfil its advocacy agenda. The study also found that the increased advocacy due to donor support has brought about increased access to education for PWD. In relation to objective three the study found that ZAFOD has made notable achievements after establishing Zambia Inclusive Education Project (ZIEP) through donor support. The study further found that donor support has its own constraints for example; advocacy priority are set by donors, cooperating partners not willing to fund core costs, lack of continuity of support (one off funding). Certain donor fund comes with conditions that will make an organization have no room for any initiative. Some cooperating partners demand too much than what can be delivered within its support. The Researcher recommended that, the works of ZAFOD and DPOs should not be left to donor support alone, the government and the local community to supplement.

## **DEDICATION**

This Dissertation is dedicated to my mother Ruth Mandumbwa, my children; Kawengo Ferry, Brighton, Ngambo , Chitumbo, all my brothers and sisters. And, to the memory of my father – Mr. Joseph Wankie Mandumbwa and my Brother Vincent Mandumbwa (Posthumously).

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## **LIST OF ABBREVIATIONS**

<b>ZAFOD</b>	Zambia Federation of Disability Organisation
<b>ZNAD</b>	Zambia National Association for the Deaf.
<b>DPO</b>	Disabled People’s Organisation.
<b>ZOCS</b>	Zambian Open Community Schools
<b>USAID</b>	United States Agency for International Development
<b>ZEIP</b>	Zambia Inclusive Education Project
<b>NGO</b>	Non-Governmental Organisations
<b>ECCDC</b>	Early Childhood Education for Community Development Centers
<b>CDC</b>	Curriculum Development Center
<b>IDEA</b>	Individuals with Disability Education Act
<b>ZNAPPD</b>	Zambia National Association for People with Physical Disabilities
<b>PWD</b>	Persons with Disability.

## **LIST OF APPENDICES**

**Appendix i:** Interview Guide for Zambia federation of Disability Organization and  
Disability peoples Organisations

**Appendix ii:** Interview Guide for Donors

**Appendix iii:** Focused Group Discussion Guide for Zambia federation of Disability  
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**Appendix iv:** Focused Group discussion For Persons With Disabilities.

**Appendix v:** Ethical clearance, Approval form

## DEFINITION OF KEY TERMS

**Educational Advocacy;** is a process of empowerment that ensures children with disabilities receive appropriate education in a least restrictive public education setting and receive equal educational opportunities.

**Advocacy;** an attempt to influence policy and resource allocation decisions within political, economic and social attempting to influence public policy, it may be motivated from moral, ethical or faith principles through education, lobbying and political pressure.

**Donor Support;** loan, a grant or other materials, administered with the Objective of promoting sustainable social and economic development and welfare of the Recipient country or organisations.

**Implementation;** refers to making something that has been officially decided to start or happen or to be used, in this case, the curriculum.

**Influence;** refers to effect on a particular situation and the way it develops.

**Rights;** these are entitlements

**Strategies;** these are laid down methods or theories of tackling problems.

**Challenges;** problems that hinder something from happening.

**Disability;** permanent physical, mental, intellectual or sensory that alone, or in a combination with social or environmental barriers, hinders a person to effectively participate in society on an equal basis with others.

**Policy;** course of action, guiding principle, or an operational procedure.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter presents the following sections, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study. It would further include delimitation and limitations of the study and finally definition of terms.

#### **1.2 Background**

##### **1.2.1 Education and Disability**

Education is a lifelong process of acquiring and developing desirable knowledge, specific skills, positive attitudes and values in order to enable an individual to develop into a responsible member of society. Education brings about individual development. It develops an individual's potential to the highest level. It also prepares an individual to adjust well in society and to develop a high sense of responsibility to self and to society. It enables a person to think critically and constructively (Farant 1991).

Education preserves and transmits cultural values, practices, beliefs and norms of the society. It prepares members of society for changes and adjustments to modern life, since culture is dynamic and changes from time to time. Education is used to bring about changes in the economy, affecting both the nation and an individual. It enhances accumulation of knowledge and wisdom, and transmits the same from generation to generation (Snelson 1974).

The Persons with disabilities Act No.6 of 2012 defines disability as “a permanent physical, mental, intellectual or sensory impairment that alone, or in a combination with social or environmental barriers, hinders the ability of a person, to fully or effectively participate in society on an equal basis with others” (Article No. 6 of , Disabilities Act, Cap 65 ,2012) (GRZ 2012). Persons with disabilities experience barriers in their day to day life that, limits them from conducting their personal activities, thereby needing strategies that enable

them to have a levelled playing field to participate and contribute to development (WHO, 2011).

Among many, the barriers of access to education have produced adverse effects and have impacted on the economic well-being of persons with disabilities. This resulted into many persons with disabilities having no means to sustain their lives; as a result they have resorted to begging in the streets of the main towns such as Lusaka and Kitwe (MOE 1992).

Education is a right for each individual. It is also a means for enhancing the well-being and quality of life for the entire society, in other words, it is an economic tool for development. According to federal law, in the United States, all learners with disabilities, are expected to receive as much of their education as possible in a general setting. However, they are entitled to a variety of support and services. The law is called individuals with disabilities education act (IDEA). It is based on how accessible education should be to the learners with disabilities and it states, “Free appropriate, public education in the least restrictive environment appropriate for the student (Spungin 2002).

Education being a right, it is supposed to be enjoyed by every individual. However, persons with disability do not benefit fully from this type of education especially in most inclusive schools. This is because in most cases, the inclusive classes are handled by ordinary teachers who do not teach them effectively. In most cases, they don’t attach value to the individual needs of persons with disabilities, giving an excuse that they are not trained to handle such learners (MOE 1996).

Knowing the importance of education, the Zambian government introduced skills training programmes in 1968, which was meant to empower every Zambian citizen including those with disabilities, with practical skills to enhance self-reliance and national economic development (Kelly, 1999). In bringing this to fulfilment, the school curricular was diversified by introducing practical subjects and skills as means of broadening the school activities for subsequent Tertiary training programs, in higher learning institutions. Hence, during the 1977 educational reforms, a number of school institutions including special



schools and units, were established. This was in view to improve access and academic provision of learners with disabilities.

In another policy document (educating our future), educational access is further emphasized. According to the Ministry of Education (1996:6), “*the Ministry upholds the principle that every individual should have an equal access to educational opportunities.*” This, then, means that every individual regardless of personal circumstances or capacity has the right of access to, and participation in education. The system ensures full equality and benefits for all, at all levels. However, despite such policy pronouncements, the greatest challenge is the implementation of the policies in order to put the stipulated law into practice. It suffices to state that the government hardly puts into practice what is stipulated in most policies concerning persons with disabilities. There was a gap between Rhetoric and practice, hence the need for the civil society advocacy for persons with disability. This study was important because very little literature has examined advocacy for disability rights on the African continent.

Although the Zambian government and higher institutions have made tremendous strides in improving access to education for learners with disabilities, there was still need to improve it further throughout the country. Improved Access to education for persons with disabilities can be supplemented through advocacy by ZAFOD and DPOs through donor support.

In order to respond to the educational needs of the country and individuals, the Ministry of Education developed a number of policies locally and ratified to international conventions on education generally. Among the policies that were developed locally are the 1977 educational reforms, 1992 focus on learning and 1996 educating our future (CDC 2013). There are also legislature such as; Disability Act of 2012 and Education Act of 2011. These have various stipulated rights for persons with disabilities, which could have been implemented to improve education access for persons with disabilities. Despite receiving donor support, ZAFOD and DPOs, don’t seem to fully advocate and achieve their goals in order to improve the access to the rights stipulated in the policy documents mentioned

above. Hence the need to study the consequences of donor support on educational advocacy for persons with disabilities.

The vision of the education system in Zambia as highlighted in the documents above was that, it should make a real difference to learners in schools and in their lives. This vision aimed to produce self-motivated lifelong learners, confident and productive individuals, holistic and independent learners with values. This was a very important aspect that the organizations for persons with disability needed to seriously advocate for proper implementation of the educational activities and provide appropriate materials for persons with disabilities.

A fundamental aspect in the education system of Zambia was the effective and proper implementation of education, to meet the needs for learners with disabilities. Educators in today's classrooms must ensure that the curriculum has been implemented with integrity for all learners, prior to making general assumptions about suspected learning or behavior problems as intrinsic to the learners. As a result, we are faced with the challenge of implementing the education strategies in the manner in which it is intended to be implemented. This was significant in the process due to the increased emphasis on providing sufficient opportunities to learn within a curriculum that has been implemented with integrity (Tshirendo 2013).

The implementation however, is disrupted in most cases due to a lot of changes going on, in the educational curriculum with intentions to improve general livelihood of persons with disabilities, with little implementation being done. The study in this case was trying to explore the consequences of donor support on educational advocacy of disabled people's organizations for learners with disabilities. The main question of the study is: how have cooperating partners enabled and constrained disability advocacy work by Zambia Federation of Disability Organizations (ZAFOD).

According to Newton (2001), civil society organization is a dense network of voluntary association and citizen organisations that help to sustain community relationship in a way that generates trust and cooperation between masses and the high level civic engagement.

Therefore, civil society organization is an umbrella term that encompasses non-Governmental organisations, nonprofit organisations, social movements, interest groups, professional associations, religious groups, political parties and community based organisations. Civil society organisations are essential in creating conditions for social integration, public awareness and democratic stability.

These organisations stand in the gap between persons with disabilities and the government, in order to advocate for the needs of these individuals. They bring the government officials to the understanding of the fact that persons with disabilities are human beings that need to enjoy their rights like any other person in society.

There are various civil society organizations in Zambia that advocate for the well-being of persons with disabilities. At the federal level, we have the Zambia Federation of Disability Organizations (ZAFOD) which is an umbrella organization representing several disabled people organizations (DPOs) (ZAFOD 2009; Unpublished). ZAFOD was formed in 1985 with the main aim of advancing and protecting the rights of persons with disabilities. The mission statement is; facilitating the unification, capacity building and efficient networking of disability organisations in Zambia as instruments of positive change in the lives of persons with disabilities in their communities. The primary goal of the organisation is to advocate for the promotion and protection of the rights of persons with disabilities. It has a vision of society where persons with disabilities enjoy equal rights and opportunities that are generally available in society and are necessary for the fundamental elements of living and development such as education, employment, health, housing financial and security. Its main activities include advocacy and awareness-raising, leadership training, conduct Research and to support Researchers. It also provides small loans to people with disabilities and training in small-scale business management. The organization monitors on behalf of persons with disabilities and later give feedback to the affiliate Disability organisations. The main objectives of this organization are to provide checks and balances on the aspects of provision and fulfilment of the rights of persons with disabilities. Others are Awareness raising, advocacy and influence, capacity building, to carry out and promote research concerning the rights and welfare of persons with disabilities. They also provide a platform to deliberate concerns for Disability People's Organization (DPO's) to

Government on behalf of persons with disabilities. The organization is answerable to the wellbeing of persons with disabilities (ZAFOD 2009; Unpublished).

ZAFOD, partners with stakeholders, such as Opportunity Zambia, MHNZA, and disability rights watch, ZOCS. The collaboration with these organisations is for sharing good practices and joint actions on commonly agreed activities. Other linkages are with government and quasi- government institutions especially the Ministry of Community development, the Human Rights Commission, the legal Aid Board and Parliament. Their role is to avail programs, provide policy guidance and trainings. The linkages provide the organisations an opportunity, to inform and influence government policies and decisions.

The following DPO's are members of Zambia Federation of Disability Organizations (ZAFOD): - Zambia National Association of Disabled Women , Zambia National Association of the Deaf ,Zambian National Association of the Hearing Impaired, Zambian National Association of the Partially Sighted, Zambian National Association of the Physically Handicapped, Zambian Association of Children and Adults with Learning Disabilities , Zambia Association of Parents of Children with Disabilities, Mental Health Users Network of Zambia (MHUNZA). Other significant organizations are: Zambian National Federation of the Blind, Disa-care (Wheelchair Centre). These also have the responsibility to advocate for the wellbeing of persons with disabilities including education advocacy.

The implementation of the aims and objectives for ZAFOD and DPOs requires support from cooperating partners as the organisations has no resources of their own. This implies that the organisations depend entirely on Donor support. ZAFOD therefore has been supported by various donor organisations. The donor support however, comes with conditions attached which may influence educational advocacy positively or negatively. The study dwelled on the consequences of donor funding on the operation of the organization under study. It also looked at such aspects as relationship with other organizations, funding arrangements, project implementation and also established who makes decisions on key issues. Hence the question of the study; how has donor support impacted on advocacy and sensitization for persons with disabilities.

ZAFOD puts in certain measures to mitigate negative donor effects (advocacy priority are set by donors, cooperating partners not willing to fund core costs, Lack of continuity of support, one off funding).The measures are to create good relationships with the cooperating partners, engage external and independent evaluators in order to provide image building strategies as well as recommendations. In the event where the donor community has lost confidence in an organization, such an organization may undergo restructuring in order to regain public and donor confidence.

The resource dependency of disabled people's organizations on international development partners, results in their ideologies and strategies being driven by the latter. This has not only fragmented their resources, but also made their endeavors less relevant to the needs of people with disabilities. This may act to prevent such organizations from building a common ground for collective action, and from effectively pressing for social change (Monyrath Nuth 2018), about reporting requirements, funding arrangements, strategies, project implementation. It is ultimately about finding out who makes the decisions on key issues and establishing the ability of ZAFOD in its relation with donors to pursue its own priorities (as opposed to donor priorities). The fact that ZAFOD is an umbrella organisation that promotes cooperation to harmonise the operations of the Disability People's Organization (DPOs) that are heterogeneous as they have different ideologies, receives funding from donors in order to support its operations and those for the DPOS it represents. This fact signifies that the operation of ZAFOD could be constrained or enabled in one way or another to promote advocacy, hence the study focus on the exploration of donor support on educational advocacy for persons with disabilities.

### **1.2.2 Disability Advocacy**

One of the major solutions to the barriers that hinder participation of persons with disabilities is advocacy. The word advocacy originates from the Latin noun *advocatia*, which means a call to one's aid and is defined in the Oxford Dictionary of English as a public support for a recommendation of a particular cause or policy. The term advocacy has its roots in various disciplines. For instance, in social work, advocacy is considered to be a process with or on behalf of clients to change policies and practices, attain resources,

and promote new legislation for people who have been denied access to equal rights and resources (Hepworth & Larsen, 1986; Schneider & Lester, 2001; Henderson & Pochin, 2001).

According to Brandon and Brandon (2001), advocacy is a process of empowerment that both psychologically and structurally impacts individuals by enhancing their confidence, power, assertiveness and choices. Particularly in citizen advocacy, this empowering relationship between advocates and those who risk marginalization and oppression is central in amplifying the self-esteem of the disadvantaged (Atkinson, 1999). Advocacy is giving a person support to have their voice heard, it is a service aimed at helping people understand their rights, express their views. This is done through lobbying, meeting face to face with policy makers, creation of awareness platform to discuss rights of persons with disabilities to government officials. This is awareness that is done through media platforms.

When used in relation to the NGO sector, advocacy can be defined in many ways, and it is often influenced by the political histories and socio-cultural contexts of different countries as well as the changing global context, which affects the relationship between NGOs and the government. According to Andrews and Edwards (2004), nonprofit advocacy remains an important subject of interest for researchers from various disciplines including political science, sociology, and the nonprofit sector. In the 1950s, the early nonprofit organizations in the United States, such as Scope and the National Association for Parents of Backward Children, defined advocacy in compliance with the principle of normalization and concentrated on the promotion and protection of rights of marginalized people, particularly the persons with disabilities (Almog-Bar & Schmid, 2014).

### **1.3 Statement of the Problem**

Education is one of the most important rights that must be accessed by all human beings regardless of status. According to the United Nations (2016), an educated mind can uplift the standard of living of an individual and move them out of poverty and become aware of their human rights. However, in every society there are some people who may not be able to access such rights because of their vulnerability. In Zambia, people with disabilities are

many, they are the most vulnerable and marginalized. The government has nice policies for the education of people with disabilities on paper however, as of yet, they are not sufficiently implemented.

Most of the people with disabilities have no access to education, the few that are able to have access to education are not fully supported materially in order to enable them attain it in full. Such minorities may require advocacy by the civil society and other stakeholders in order to improve educational access, consequently uplift their standard of living. In this context disability people's organizations have a task to ensure the government actually implements its policies so that quality education, in conformity with the needs of the society, with all the revised components, is provided to all persons with disabilities on an equal basis with others. Civil society organizations however, have depended on donor support to accomplish the duty of advocacy for persons with disabilities. Civil society organizations such as ZAFOD have been receiving donor support to address this gap between access to education and policy implementation by government through advocacy. Despite advocating for the education for PWD there hasn't been much change in terms of improvement of educational access. The study therefore was trying to find out the consequences of donor support on educational advocacy by ZAFOD and DPOs. To this effect it is evident that since time immemorial no research has ever been done to determine the consequences of donor support on educational advocacy for learners with disabilities in Zambia. The study focused on exploring donor support on disability advocacy, in order to improve and develop education for PWDS.

#### **1.4 Purpose**

The purpose of the study was to explore donor support on educational advocacy for persons with disabilities in Zambia.

#### **1.5 Specific Objectives**

The study was guided by the following objectives;

- (i) Explore how donor support has enabled ZAFOD advocate for learners with disabilities.

- (ii) Describe the extent to which donor support improves educational access for persons with disabilities through advocacy
- (iii) Describe the achievements made by ZAFOD in educational advocacy as a result of donor support.
- (iv) Explore the constraints of donor support on educational advocacy in the operations of ZAFOD.

## **1.6 Research Questions**

Research Questions, Based on the exploration to tease out the various ways in which international agencies can both enable and constrain local advocacy, according to the perceptions of those involved.

- (i) How does donor support, enable ZAFOD, advocate for learners with disabilities.
- (ii) To what extent does donor support improve educational access for persons with disabilities?
- (iii) What are the achievements made by ZAFOD in educational advocacy as a result of donor support?
- (iv) What are the constraints of donor support on educational advocacy in the operations of ZAFOD?

## **1.7 Significance**

The findings of the study will help the civil society organizations, to identify the gaps in the process of educational advocacy. In order to identify what needs to be done, so as to improve awareness of disability rights in the society. It is also significant in the sense that it contributes more to the literature on advocacy in relation to donor funding.

The findings may be an eye opener to all stakeholders in the provision of special education services. Curriculum development center specialists and other stakeholders country wide will be helped to identify challenges in advocacy and how to resolve them in the process. The study strengthened the positive roles that donors can play in the process of educational



advocacy for persons with disabilities; it also helped identify the roles of each stakeholder in sharing the special education cake.

The study findings were useful to both cooperating partners and civil society groups. Cooperating partners will be able to reflect on their practices towards civil society and civil society will also become aware of how donor support can influence their work. It is my sincere hope that the study stimulates further research and provide direction and support on all the stake holders such as the cooperating partners, the World Bank, UNESCO, as well as the local umbrella organizations such as ZAFOD and other organization, for them to identify the gaps that the Zambian government might have failed to provide for, in the process of education for learners with disabilities.

The findings may also help the Ministry of Education, Zambia to achieve its desired vision on partnering with these organizations and provide support that is required to improve the education of learners with disabilities.

### **1.8 Limitations**

The findings of the study are not generalized to other organizations apart from disability people's organizations; as the findings may not give a true representation of the situation across the country. The absence of the ZAFOD staff at their office created an additional limitation to accessing information. Therefore, this denied the researcher, an opportunity to examine documents effectively. This could have created an incomplete gathering of information hence distorting the ultimate outcome of the study. However the researcher managed to follow respondents to their new places of work. Some were invited to the University of Zambia where the interview was conducted successfully. The accountant was followed at FAWEZA offices where he was interviewed and gave much detail in relation to donor support in their documents.

### **1.9 Delimitation**

The study was only confined to the exploration of donor support on educational advocacy for persons with disabilities. It was confined to Zambia Federation of Disability Organizations (ZAFOD) and its disability organizations. This is because the organisations

were formed with the objective of fighting for the rights of PWD, and they receive donor support to advocate for the same. It was focus on how donor Support enables and constrains their operations of advocacy to promote the provision of educational services. The study was carried out in Lusaka and Mongu District of Zambia. The districts have been selected for the following reasons, Lusaka is where the head office for ZAFOD is located in the country and it is the control point of the disabled people's organization. This is where most of the activities are generated from. Mongu district is on the receiving end; and there are affiliate DPOs therefore, it will stand for the reality of the happenings in the districts that are in other provinces of Zambia. In Lusaka, the study was based within town, in Kabulonga Township at the ZAFOD offices located along Bauleni Road behind ZAPID offices. This was the location of the head office for ZAFOD. The other site, Mongu, located about 580 kilometers west of Lusaka. Mongu is the provincial headquarters of western province. In this case data was collected from disability activists, former office bearers of ZAFOD, since the office was closed in that province, though activities are still going on. Data was further gathered at one of the community schools located in Sefula area along Senanga Road constructed through donor funding. It was selected purposively because it is one school that accommodates learners with disabilities in most cases. It also involved the donors such as OXFAM who have offices based in Zambia as they had also offered donor support to ZAFOD.

### **1.10 Theoretical Framework**

The study adopted two theories; the first one is called Agency theory. This theory was first written by Alchian and Demsetz (1972), and then developed by Jensen and Meckling (1976). Agency theory addresses the relationship where, in a contract, one or more persons (the principal) engage another person (the agent) to perform some service on their behalf which involves delegating some decision making authority to the agent. As demonstrated by Odedukun (2003), in this case, the donor can be referred to as the Principal, whereas the recipient country is the agent. The donor determines the level of funds to be disbursed and channels the same to the borrower, who acts based on aid conditions or agreements, thereby, deciding on expenditure patterns, which eventually lead to outcomes such as economic growth, infrastructure development, access to education and health care. The

donor reviews these outcomes based on a structured monitoring and evaluation system and chooses the funding level to influence the choice of action by the government and hence outcomes (Nasma 2014). The theory addresses the gap in the study on the aspect of donor support being an indirect way of using ZAFOD as an Agent to benefit cooperating partners and not fulfilling the objectives of the recipient organisations. The theory gives an impression in the study that the cooperating partners engage ZAFOD and DPOs as agents to achieve their hidden gander and not as partners really. Instead of the cooperating partners giving a normal support they provide it with an intention to gain something. The second theory is Dependency theory, which originates from two papers published by Hans Singer, and Raul Prebisch (1949), in which they observed that, the terms of trade for underdeveloped countries relative to the developed countries had deteriorated over time. The underdeveloped countries were able to purchase fewer and fewer manufactured goods from the developed countries in exchange for a given quantity of their raw materials exports (Jeffrey 2012).

Dependency theory also posits that, the degree of dependency increases as time goes on wealthy countries are able to use their wealth to further influence developing nations into adopting policies that increase the wealth of the wealthy nations, even at their own expense of the developing Nations. This therefore implies that Donor support comes from developed nations to developing Nations. The cooperating partners provide the funds to Disability People's Organization (DPO) with conditions that make the Disability People's Organization (DPO) remain dependant on Donor support. DPOs are further influenced to adopt policies, that makes them have no suggestions on how the funds can be disbursed, implying that the even if DPOs have good policies, they cannot be used. They will have to follow the foreign policy as prescribed by the Donors, which means working in favor of the donor support organization (Nasma 2014).

### **1.11 Chapter Summary**

The chapter above is an introduction of the study; exploring donor support on educational advocacy for PWD in Zambia. It has highlighted on the background of the study and why the study is necessary. Being an introductory chapter it has dwelled much on the

clarification of the topic in general. The next chapter will review some related literature to this particular study.

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## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Overview**

The previous chapter presented an introduction to the study by giving a background on the study; exploration of donor support on educational advocacy for persons with disabilities. Furthermore, it presented a statement of the problem, purpose, objectives, research questions and significance of the study. It also looked at definitions of operational terms.

This chapter therefore, reviews some important literature according to Global, African and Zambian context, based on the consequences of support on educational advocacy for persons with disabilities. However it should be noted that, there is very little literature in African and Zambian context, most of the literature reviewed in the chapter are on global basis.

#### **2.2 Donor Support and Advocacy for Learners with Disabilities.**

##### **2.2.1: Donor Support**

Donor support refers to the official developmental assistance in form of a loan, a grant or materials administered with the objective of promoting sustainable, social and economic development and welfare of the recipient country or organisations. Donor support may comprise bilateral aid flowing directly from donor to the recipient and multilateral aid received through an intermediary institution such as International Monetary Fund (IMF) (Abuzeid, 2009 in Nasma 2014).

At national level donor Support is acquired through a National treasury that is designated to coordinate donor finances. The national body acts as an intermediary between external donors and the government line ministries. It is also responsible for soliciting for funds from cooperating partners with a focus on developmental priorities in various ministries. While in an organisation, a specific department is identified to solicit for the funding, through writing project proposals to various cooperating partners, who fund the organisations according to the written proposals in relation to their policies (Nasma 2014).

### **2.2.2: Donor Support Enabling Advocacy**

Donor support enables recipient organizations or countries. It promotes organizational sustainability of the recipient organisations or country, as this funding acts as a lifeblood of the civil society organisations to continue the implementation and expansion of their activities. Similarly in a study on advocacy in Israel, Berkovitch and Gordon (2008) found that donor support allocated to domestic civil society organisations enabled them to recruit staff, rent office spaces and covered other project expenses. It suffices therefore, to say that donor support has a greater influence, as it enables civil society organisations fulfil their mandate to society. However the gap in the study is that we are not certain if this is true with ZAFOD in Zambia, hence the need for this study.

In a study by Elbers et.al (2018), it was found that donors and civil society organizations can play a key role in strengthening the professional capacity of civil society organizations through assistance in governance and policy reforms. In Indonesia for example, Agencies including the United States agency for international development (USAID), have enabled capacity of local civil society organizations, perform advocacy through government reforms and promoting democracy. Brumley (2010) in Elbers et al (2018), describes how CSOs in Mexico have also benefited from donor assistance in strengthening their professional capabilities, enabling them to perform advocacy with greater confidence. The study gap is that it is not known how donor support enables ZAFOD to advocate.

A study by Chahim and Prakash (2014) stipulates that, Donor support creates incentives for NGOs to focus on projects with short-term measurable outcomes, which do not encourage broad-based community participation. This also leads organizations to adopt less radical activities that do not challenge donor policies or interests. The study has a gap however, in that it never focused on the consequences of the incentives provided in relation to continuation of the project after the provision of these incentives.

In another study, Nasma (2014) stated that, other benefits of donor support includes, improved wages and salaries received by employees for services rendered as well as Discretionary payments. Generally, better benefits or packages promote higher

performance. The soft aspects of human resource management, such as employee satisfaction and morale, are considered to be the most important drivers of performance. This means that donor support with improved wages and discretionary payments, is a catalyst for improved performance of an organization. This could be true with support given to ZAFOD hence the need to investigate through the study.

Chahim and Prakash (2014), further purports that a substantial section of non-governmental organizations (NGOs) in the global South, depend on foreign funds to conduct their operations. They explored how the availability of foreign funding affects their downward account- ability, abilities to effect social change, and their relative influence in relation to traditional grassroots, membership-based organizations, which tend not to receive such funding. Drawing on a case study of Nicaragua, it was noted that foreign funding of domestic NGOs leads to the evolution of civil society organizations, which have incentives and abilities to organize the marginalized sections of society, in ways to effect social change in their interests. Foreign funding enhances the visibility and prestige of the "modern" NGO sector over traditional GROs. This has grave policy implications because foreign-funded NGOs tend to be more accountable to donors than beneficiaries and are more focused on service delivery than social change-oriented advocacy. The fact that NGOs are more accountable to donors enables them to be more focused on service delivery. The knowledge gap in this case is that it is not known how effective donor support was in relation ZAFOD providing for beneficiaries, i.e. persons with disabilities.

Donor support brought the formation of civil society organisations. It also enabled various upcoming organisations to have capacity building programs and provided employment. Donor support has further enabled both the government and disability organisations manage to undertake their projects effectively. However, in most cases donor support has not been supplemented with local funds, this means that civil society organisations have not taken initiative to source for more funds locally. This needs to be confirmed with ZAFOD through the study.

### **2.3 Extent to which Donor Support Improves Educational Access**

Donor support has been practiced for a very long time. Most donors have had positive influences in the recipient organisation's country, through improved educational system, economically as well as socially. Donor funding practically has helped improve educational access for persons with disabilities. Through advocacy, the society has been made aware of the need to promote the education for persons with disabilities. Over the years, in comparison with the time before formation of civil society organisation, it has been proved that donor support has helped improve educational access for persons with disabilities (Elbers et.al 2018). This however, may not be true for ZAFOD, hence the need to conduct the current study.

The study by Egüez (2008), explains that Disabled Peoples' International is a network of national organizations and assemblies of persons with disabilities, established to promote human rights for persons with disabilities through full participation and equalization of opportunity and development. The organization stated goals which have been aligned, to enable advocacy for persons with disability. The goals are; to promote the human rights for persons with disabilities such as access to quality education; promote economic and social integration of persons with disabilities; develop and support organizations of persons with disabilities, this support is through funding organizations that advocate for the well-being of persons with disabilities in Africa, such as ZAFOD in Zambia and other DPOs.

The study mentioned above, further states that there are also local NGOs who have a partnership with larger regional or international organizations as well as a handful of exceptions of smaller independent organizations, with a focus in a particular country or region that have unique programs such as those in the arts, person to person financial support for orthopedic interventions and rehabilitation, or training for professionals working with persons with disabilities as it is stated by Morariu and Brennan (2009), Suarez and Gugerty (2016), in Elbers et.al (2018). Many organizations provide direct services while others focus on training, or awareness raising and advocacy, yet others cover all the above mentioned activities. The above sentence indicates the influence of donor support on various programs for persons with disabilities. It therefore indicates that



it has influence on access of educational advocacy through funding organizations that works directly with persons with disabilities. The study gap is that it is not known if this is true with ZAFOD hence this study.

Children with disabilities should receive whatever supports and services they need in order to successfully participate in community programs and their neighborhood schools. According to this study every child must be included effectively and must be provided for. Inclusion means a child can be in regular classes or programs, all the time, with appropriate aids, services, and supports, to the benefit of all of the children in the classroom. However the effectiveness of this inclusion is the basis of advocacy, hence this study has a gap, which is the extent to which donor support improves educational through advocacy (Alan Berger et. al 1996). In this case, cooperating partners through funding, can enable and constrain educational advocacy in the way they would administer their funds to disability organizations, the guidelines given by donors of how the finances should be spent may enable or constrain advocacy, consequently determining the education access for persons with disabilities.

Carnegie Corporation of New York, (1982) provided financial support to a number of advocacy groups that worked for school reform. In 1977, Carnegie Corporation asked Designs for Change, to carry out a research study concerning the effectiveness of child advocacy in the schools. Designs for Change agreed to conduct an applied research study that would distinguish among various approaches to child advocacy as they were actually carried out in practice, would assess the impact of these various approaches on the educational programs and services actually provided to children day-to-day. This would yield useful recommendations both for policymakers and for the advocacy groups themselves. To this effect, Carnegie Corporation enabled organizations through donor support to advocate in schools and improve educational access. The knowledge gap however, is that While, the study looked at advocacy in general terms, the current study is looking at how donor support enables and constrains educational advocacy for persons with disabilities.

Kandyomunda, Dube, Kangere, and Gebretensay (2001), States that International donors and the government should build the capacity of local NGOs into their plans and programs, so that complementary activities such as educational advocacy can take place, and the coordinated approach can thereby, safeguard against wasting resources. This study emphasized on the collaboration of international donors, the governments and a particular NGO, that is to receive the funding so that accountability can be monitored effectively. The knowledge gap in this case is that the study did not focus on donor support in relation to educational advocacy; however it just concentrated on international cooperate partners collaboration with the government in order to grow the capacity for civil society organisations.

Zambia has benefitted from donor support for a long time. In most of the donor funded projects, the lives of the people involved can clearly be seen. For example, in the donor support, on the HIPCI (Highly Indebted Poor Countries' Initiative), the money was channelled towards the renovation of schools and health centers. As it was reported by Zulu (2004), most schools received a face lift and the learning environments for most learners were improved. The improved learning also created advantages and conducive teaching situations hence, leading to improvement of education access. To this extent, donor support was worth negotiating. However, in most Zambian situations donor support has not always yielded the required results. For instance, in 2018, the international community protested against Zambia, for misschannelling the funds intended for social cash transfer, to something else (national daily mail: 14<sup>th</sup> October, 2017:6). In his words, the British high commissioner to Zambia said, "we are committed as a country to provide support to Zambians as much as we can. However, when the resources are misused or misschannelled, we get concerned. As a result, we are suspending aid to Zambia in order for us to reflect on the future arrangements with Zambia". This statement implies that whenever Zambia or ZAFOD gets into an agreement with a cooperating partner, the funding has to be used in accordance with the stipulated conditions. Deviation of funds will always result into the partners withdrawing their support. Cooperating partners however need to be tolerance and flexible in such situations. They also need to look at where the funds were channeled to and find out if it benefited the nation or organisations in relation

to the goals of the particular organisation. They also need to realize that withdrawing support is not the best as it punishes the innocent vulnerable citizens such as persons with disabilities, who should benefit and have an improved life standard.

## **2.4 Achievements made in Educational Advocacy**

Donor Support has brought about notable achievements in various countries and organisations, generally and specifically in the area of education for learners with disabilities. These achievements have been captured by various studies world over as identified below.

Study by Bootel and Jaclyn (1995) indicated that, the Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities, by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice. These are achievements due to donor support. The gap in this study however is that it did not focus on how donor support enables and constrains educational advocacy for persons with disabilities.

In a study By Kadzamira, et al., (2002), most NGOs in education have adopted a multi-sectoral approach to development and are implementing education programs alongside agriculture, food security, orphan care and others. Community empowerment has been part and parcel of their strategies and this is an area where government lacks capacity, hence the need for civil society advocacy through donor support. Therefore this study seeks to investigate the impact of donor support on educational advocacy by ZAFOD.

Capacity building mainly in form of training is a major strategy for empowerment. First a needs assessment acts as an entry point into the community. The NGOs involve community leaders at all relevant levels thus, establishing the necessary linkages. In so doing, the NGOs offer opportunities for the grass-root communities, to link up with policy

makers in a bottom-top direction. Similarly, NGOs are increasingly using government field personnel thus promoting linkages between various ministries. NGOs have also acted as donors to other NGOs to increase the linkage and networking (Kazamira, et al., 2002).

The Children's Workforce Development Council commissioned this project to explore training and support issues for those working with children. In education services, despite significant progress, issues of access, attendance and attainment, remain a matter of concern, especially for secondary age students. The Every Child Matters (ECM) agenda and the Race Relations (Amendment) Act (2000) are drivers of change for these communities which require coordination of services, and sharing of effective practice, underpinned by appropriate training programs. The achievements indicated above were as a result of donor support. The study has a gap as it is not known that the achievement stated above also applies to ZAFOD in Zambia (N.F.E.R. 2008).

Through donor support Zambia has achieved, teaching and learning materials, infrastructure modification to suit the needs of persons with disabilities. The benefits are visible in various schools. The faces of various schools have actually changed to disability friendly schools due to donor support. However the implementation of such projects is very slow.

## **2.5 Constraints of Donor Support on the Operations towards Educational Advocacy**

Various studies reviewed, have indicated that, while donor support has enabled and influenced achievement in organisations, evidence has been found that it has also exerted constraints on the operations of the recipient organisations or government (Juliet, Andrew, Aubry and Mrenica 2001). Over the years, organisations and governments in developing countries have been receiving donor support, but to date they still need more, they are at the same level, what could this mean? It could possibly mean that the support received does not give in room for initiative, the funds are meant for specific projects that are nonprofit making in nature. Therefore the more projects they would plan for the more support they would require (Elber et al 2008). The study is investigating if this scenario is true with ZAFOD and DPOs.

Most (disability umbrella) organizations in the African continent depend on donor support. Once the cooperating partners stop funding, then in most cases the project in an organization stops running, workers will also stop getting their emoluments; this is due to the aspect of dependency on donor support. However, it is important to note that donor support has its own advantages and disadvantages, therefore, if an organization's operations entirely depends on donor support, then the operations of such organizations may be disturbed. It is however imperative to note that donors can strengthen advocacy work through capacity building, information and protecting activists involved (Elbers et al 2018).

A study by Elbers et.al (2018) indicates that dependence of Southern CSOs on donor resources, results in flows of aid operating in an environment that is power asymmetrical. Being the players who hold the resources, cooperating partners have the upper hand in establishing which advocacy agendas to focus on. Donors' decisions on priority areas for advocacy often arise from their own national and political interests. These decision making process have major influences on the advocacy that takes place at the grassroots and local levels. Moreover, the setting of priority areas by donors with little or no input from Southern CSOs, can produce unintended consequences such as having no sense of ownership of the advocacy Projects. This therefore, entails that the end result of the projects that are donor funded in this case will directly be inclined to benefit donors and not persons intended to advocate for. This could be true with ZAFOD; hence the study is required in order to affirm this allegation.

A study by Nasma (2014) also indicates that, over the last half century, donor support/foreign aid has emerged as a dominant strategy for alleviating poverty in the third world. Not coincidentally, during this period major international institutions, such as the United Nations, World Bank, and International Monetary Fund gained prominence in global economic affairs. Yet it seems that a number of years later, the lesser developed countries of the world continue to suffer from economic hardship, raising questions of whether foreign aid is a worthwhile and effective approach to boosting growth and development in recipient economies. The study gap is that it is not known if this is true with ZAFOD, hence the study to investigate (Hjertholm and White, 2003).

Nasma (2014) further identified that Donors do set a number of conditions that govern the entire disbursement of funds to recipients. It also sets out the accountability criteria for previously disbursed funds before additional tranches are released. The process is rigorous and time consuming and moreover, the borrower must abide by all rules and regulations for disbursement of funds, failure to which may lead to suspension of aid. This may constrain advocacy as the entire process consumes a lot of time, and the civil society are required to fulfil certain tasks within their stipulated plans. To some extent it is not good because the strict rules and regulations will hinder operation by disability organizations. The study in this case is trying to find out, if this applies to ZAFOD and DPOs.

Morrissey (2001) claimed that, donor support works well conditional, on other variables in the growth regression, Boone (1996), and Jensen and Paldam (2003), found evidence to suggest that donor support has no impact on growth and performance. Many other authors find no evidence that donor support affects growth in developing countries. This assessment signifies that Donor support brings about more of constraints towards educational advocacy than benefits. Relating to this study, donor support constrains operations of civil society organizations.

The study found that, Kenya has experienced major standoffs with the donor community, which has sometimes led to aid freezes (Wawire, 2006). As a result, donor funding disbursements were short-lived due to the continued uneasiness amongst the donors with Kenya's implementation of aid conditionalities. For example, the World Bank in July 1982 did not release the second tranche of US\$50 million on the basis that Kenya was lax in undertaking policy reforms. The resumption of funding in 1984 was partly attributable to the humanitarian gesture of providing large volumes of food aid in response to the devastating drought that year. Further freezes were experienced in 1992 and 1997. In this view, there are constraints that are related to donor support towards operations of educational advocacy for learners with disabilities, such as; cooperating partners come with their own agenda that is dictated on civil society organisations. The gap in this study however is that donor support was towards general activities, and not specifically looking at educational advocacy by civil society organization such as ZAFOD.

Kimani (2015) further alluded that, external financing tends to favor large NGOs who are considered (rightly or wrongly) to be a safer bet for the effective use of the scarce funds. This implies that external financing may constrain disability advocacy. In this case advocacy will rely on a few organizations that are considered reliable. However, this consideration may be rightly or wrongly determined, meaning that it may not be accurate; funds may be entrusted to wrong organizations that may not effectively use the funds to the benefit of the intended beneficiaries, in this case persons with disabilities; while leaving out some organizations that can actually use the funds effectively. External financing is often dependent on bilateral agreements that dictate terms to beneficiaries for example only for use with specific target groups or regions. Dependence on external finance may bring about political dependency: 'pawns of foreign interests'. External financing is usually in the form of time-limited, project-specific grants there will always be a need to return to cooperating partners for additional financing. External finance can also lead to a lack of cost-efficiency and over-ambitious programs, in particular dependency on donor funds can result in lack of attention paid to options for cost recovery, cost effectiveness and sustainable program. The study in this case will investigate if the findings of the study above are in relation to ZAFOD.

Kadzamira and Kunje (2002), further stipulated that, the nature of relationship and collaboration between Donors and NGOs is again determined by the nature of programs being implemented. Where government is perceived to lack capacity, cooperating partners have relied on NGOs' expertise and experience to implement aspects of their support. NGOs have also depended on donors to fund NGO designed programs. However, this tends to compromise the initial proposals because donors exact their own interests and priorities. This entails that while donor support may constrain and enable educational advocacy by disability organizations, it is important to note that the two aspects actually depends on the nature of the relationship and collaboration, as well as the nature of the program being under taken. Sometimes cooperating partners would rely much on the expertise and experiences of the NGOs. On contrary some donors may exert their own interests and priorities due to selfish motives, and the project may turn out to benefit the donor and not the people who are supposed to benefit, this is where constraints come in to

affect advocacy resulting from donor support. The study therefore is investigating to find out if this is true with ZAFOD.

Kadzamira and Kunje (2002) further states that there are a number of challenges that exist in NGO and donor relationships. Some donors are reluctant to use NGOs because the later have questionable financial management and human resources capacities. It has also been noted that once agreements are made donor funds are slow to materialize, of which to some extent it becomes a constraint on advocacy as the activities may not be done according to the plan. It is also the case that once time frames demanded by donors have been exceeded NGOs find it extremely difficult to retrieve promised funding. This means that cooperating partners will always want to work within stipulated timeframes and so if civil society organizations do not stick to these operational stipulated times, cooperating partners may lose trust and consequently may discontinue funding such an organization. Such will negatively affect the smooth operations of the organization; hence disability advocacy can be negatively affected. The study therefore portrays that donor support has an influence over the operations of civil society organizations and the influence can be positive or negative, however in this case the study focuses on negative influences.

In a study by Malin, & Lubienski (2015) an advocacy approach to practice involves responding to and supporting the perceived needs and aspirations of community members rather than imposing agendas on them. Imposing agenda on the projects by donors will constrain the funded organizations to use the funds according to the planned projects. Therefore, the project may not really benefit the agenda of the donor recipients, but will benefit the cooperating partners indirectly because the cooperating partner's hidden agenda will be fulfilled according to their demands stipulated in the agreement signed by both parties, i.e. cooperating partners and civil society organisations. This entails that a cooperating partner should provide support without any strings attached to that support. This approach has been recommended, due to its underlying concern for trust building, and supporting community members towards greater control over service delivery. This is required because it will help the beneficiaries, to develop a sense of ownership as they will have greater control over the activities in the project and give regulations according to their wish; hence, they will protect the project because they understand what is involved in it.



However, there is a gap in the Knowledge that it is not known if ZAFOD is constrained in this manner due to donor support concerning the positive part of donors enabling disability advocacy. The review is guided by the main research question; how have donors enabled and constrained disability advocacy work undertaken by ZAFOD.

In Zambia there are several civil society organisations that stand in the gap to provide services that the government may not have prioritize. These organisations have received donor support, but the projects have not lasted to benefit the intended individuals in most cases. The organisations or the government have not taken any initiative to utilize the funds so that they become independent and stop soliciting for donor funds. This is because the cooperating partners do not want the recipient organisations to become independent. Therefore, civil society organisations have remained loyal to the conditions attached to the support and have continued moving from one donor to another from one funding to another. This is an indication that the funds are restricted therefore, constrain the operations of disability organisations.

Below is a table showing a summary of various ways in which donors enable and constrain advocacy by civil society organizations (Elbers et al 2018).

	<b>ENABLE</b>	<b>CONSTRAIN</b>
<b>DONORS</b>	<ul style="list-style-type: none"> <li>- Enable advocacy through government Reforms and promoting democracy</li> <li>- it has helped to better the position of organizations through lobbying.</li> <li>- helps organizations perform advocacy with greater confidence</li> <li>- donor funding creates incentives for NGOs to focus on projects with measurable outcomes</li> <li>- improving wages/ salaries and consequently improves advocacy which promotes higher performance</li> <li>- Donor funding is a catalyst of improving performance.</li> <li>- build the capacity of local NGOs</li> <li>- Develop a coordinated approach between international donors and local civil society in order to build trust and to safe guard wasting resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Dependency on donor resources, donors have an upper hand in establishing which advocacy agenda to focus on.</li> <li>- Donors will decide on priority areas for advocacy basing on their own national and political interests.</li> <li>- Donors set conditions to govern the entire disbursement of funds to recipients the borrower must abide by all rules and regulations, failure to which may lead to suspension of funding.</li> <li>- Donor funds have no impact on economic growth and performance.</li> <li>- Donor funding tend to favor large organizations that have been considered safer and effective in utilizing funds</li> <li>- May lead to lack of cost- efficiency and over ambitious programs.</li> <li>- no attention to cost effectiveness, cost recovery and having a sustainable program.</li> </ul>

## **2.6 Chapter Summary**

The chapter above was reviewing the literature from various studies in relation to the topic under study; exploring donor support on educational advocacy for persons with disabilities focusing on ZAFOD. Most of the studies were focusing on various topics in relation to Donor support. The gap in the studies can be summarized that it is not known how donor support positively and negatively influences educational advocacy by ZAFOD and its DPOs.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

The previous chapter gave a review of some important literature on educational advocacy with respect to the exploration of donor support on educational advocacy for learners with disabilities. The current chapter presents the methodology in the study which will include the following: research design, population, sample and sampling techniques that will be employed in the study. It will further explain on the research instruments analysis procedures, and finally ethical considerations.

#### **3.2 Research Paradigm**

All research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research methods are appropriate, for the development of knowledge in a given study. In order to conduct and evaluate any research, it is important to know what these assumptions are. This component of the study, outlines the philosophical assumptions and the design strategies underpinning this research study. In order to ensure trustworthiness of the research, appropriate criteria for this study will be explained here (Cohen et al. 2011).

The research study adopted a philosophical assumption known as ontology, where the assumption stipulates that, it is concerned with identification and understanding the entities that exist. Ontology is about theorizing reality of what the world is, and what it contains, despite the knowledge we have about it. In this case, relating to this study, ontological assumption helped the researcher to seek for the reality of what is obtaining, concerning educational advocacy by disability people's organizations in relation to provision material support, financial support, educational policy and human rights. The researcher used the assumption to question reality that is obtaining in the organizations about educational advocacy for learners with disabilities, unlike relying on the precise knowledge of what happens in the system.

In reference to ontology, we are questioning reality, thus, questioning about general characteristics that anything must have in order to count as knowledge based on the world view. Going by this view, individuals or researchers exist in two worlds exhibiting its own reality, thus social world and personal world of self (Guba and Lincoln 1994). Therefore ontological assumption of realism holds that the world has an objective nature, meaning that there are facts about the world that are external to individual interpretation. Generally, the realist ontology believes that the outer world is composed of properties that are real. So the task of social research is not only to collect observations on social world, but also to explain them through conceptual frame works that examine the underlying mechanisms. Ontological assumption focuses on the question; what is there to be known (Cargile 1975)? In this case, ontological assumption was used in the study, to question the reality obtaining concerning the consequences of donor support in educational advocacy for persons with disabilities. Using this assumption the study was finding out the underlying facts on donor support in ZAFOD and DPOs.

### **3.3 Research Design**

A research design is a systematic plan to study a scientific problem. The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic). Research design is the framework that has been created to seek answers to research questions. Burns and Grove (2003:195), define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”.

The research design for this study was a descriptive design that is analyzed through qualitative methods. Researchers, who use qualitative methods, seek deeper truth by aiming at collecting true feelings from the respondents in their natural setting, thereby attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them by using a holistic perspective which preserves the complexities of human behavior (Black, 1994).

The function of a research design is to ensure that the evidence obtained, enables us to answer the initial question as clearly as possible. Obtaining relevant evidence, entails specifying the type of evidence needed to answer the research question (How has donor support enabled and constrained educational advocacy of ZAFOD), to test a theory, to evaluate a program or to accurately describe some phenomenon.

The researcher used a descriptive design because, it helped to explore and describe the nature and consequences of donor support, on educational advocacy for learners with disabilities (Creswell 2009). The design was also used to structure this because, very little is known in this area of study. Therefore, the researcher wanted to show the reality on the ground, in disabled people's organizations. The design enabled the researcher to describe the events that really goes on, thus the reality of the phenomenon in these organizations, in relation to education advocacy for persons with disabilities.

### **3.4. Study Population**

The population consisted of Zambia Federation of Disability Organizations (ZAFOD) personnel and all the organizations of persons with disabilities under ZAFOD- DPOs, donor agencies with an office in Zambia i.e., Oxfam and persons with disabilities themselves. Donor organisations were included as respondents because; we want them to give their views in relations to the impact of the support they provide on educational advocacy for persons with disabilities.

#### **3.5.1. Sample Size**

Sample size, is the specific number of respondents identified from the study population. The total sample for the study was 14 respondents. The total sample was arrived at this figure through purposively selection of respondents. To a certain extent the availability of the respondents also affected the number, initially donor organisations were supposed to be two but only one was available for interview. The sample size comprised 4 from Zambia Federation of Disability Organizations (ZAFOD), these are Federal Director, Finance and administration Manager, Provincial Coordinator, Information and Advocacy Officer; 3 from Disability organizations, which were Executive Director ZNAPPD, ZNAD Technical Director, District coordinator and 6 persons with disabilities; 1 donor organizations that

may have their offices in Zambia- Oxfam-Program quality manager. The study preferred ZAFOD to other organisations because advocacy for persons with disabilities is centered on ZAFOD while the other DPOs are just affiliate to ZAFOD. Therefore the nature of the topic guided the researcher to select ZAFOD as opposed to other organisations.

### **3.5.2. Sampling Techniques**

The study employed purposive sampling. This involves purposely selecting individuals from the population based on the researcher's knowledge and judgment, according to what is known can provide appropriate information to the research (Msabila and Nalaila, 2013). According to Orodho and Kombo (2002), the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied.

Black (1999) observes that, purposive sampling ensures that, those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate, than those achieved with an alternative form of sampling (Orodho and Kombo, 2002). Guided by purposive sampling, the study adopted a technique called critical case sampling. This technic is useful in exploratory qualitative research with limited resources, and if a research is a single case or a number of cases, can be decisive in explaining the phenomenon. The decisive nature of the case is the basis of the importance of this technic.

### **3.6. Protocol of Instruments for Data Collection**

The research instruments for the study were focus group discussion guides and semi-structured interview schedules. This implies that subjective responses were collected using focus group discussions.

The purpose of focus group discussion was to obtain in-depth information on concepts and ideas of the group due to its open-endedness that enables it to collect subjective views from respondents. Semi-structured interviews were used to collect data from technocrats. Kombo and Tromp (2006), states that semi-structured interviews are based on the use of an interview guide, which is a list of questions or topics to be covered by the interview.

Stephen, Jean and Magaret (1999), Further stipulates that a semi- structured interview, consists of predetermined questions related to the domain of interest, administered to a sample of respondents so as to confirm the study domains. They are designed to have a number of interview questions prepared in advance, and designed to be sufficiently open that the subsequent questions cannot be planned but must be improvised carefully (Wengraf 2001). Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding, from both closed and open ended questions. Therefore, using focus group discussions and semi-structured interviews enabled the study to get firsthand information.

### **3.7. Data Collection Procedure**

Data collection procedure is the actual process of gathering specific data that is aimed at proving or disproving a phenomenon (Ng'andu, 2013). In this study therefore, following the data collection procedure, the researcher in the first place, asked for permission to conduct the research from the University of Zambia, the respective directors of disability organizations as well as the respective Managers and persons with disabilities. After getting permission to conduct the research, the researcher then, went to the selected organizations and administered the instruments stated in this document.

A voice recorder was used to record the conversations to capture opinions and views of the respondents. The researcher then, categorized the statements and summarizes them in a narrative form. Key statements were quoted.

### **3.8 Data Analysis**

Data analysis is a strategy that describes research findings from the respondent's perspective. The determinant of data analysis is the approach used in the study. In this case, since the study used qualitative approach, data analysis was tailored in that perspective. This means that data was analyzed qualitatively using thematic analysis. Valsiner (2006) contends that thematic analysis involves the researcher asking broad questions and collecting word data from participants and, he or she then looks for related themes and describes the information in themes and patterns exclusive to that set of

participants. This implies that, data was then classified into identified themes and categories after which interpretations and discussions were done thematically.

### **3.9. Trustworthiness of Data**

In research process, determining credibility and trustworthiness of the data collected through instruments is extremely imperative. The credibility of the study therefore was determined as the researcher asked for expert view and also member check to prove, authenticity of data collected. This was done at a learning event conducted at Crestar Golf view Hotel, where ZAFOD and DPOs, ZAPID, ZOCS, Sight savers, Oxfam, UNZA, were invited to listen to presentations. It was at this event where the researcher asked for approval of the experts and member checking.

### **3.10. Ethical Consideration**

Ethical issues were upheld in the study. As such, firstly a clearance letter was obtained from the Directorate of postgraduate studies and the researcher seek consent from the University of Zambia relevant authorities, Zambia Federation of Disability Organizations (ZAFOD) and Disability People's Organization (DPO) directors, and other respondents to find out whether or not they were willing to participate in the study. The data collected was kept confidential and only be used for research purposes. The researcher further assured the respondents that names and personal details would not be published.

### **3.11 Chapter Summary**

The above chapter, has thoroughly presented the methodological aspects of study with regards to research objects, questions, procedures and techniques used in order to provide insights around issues raised in chapter one.



## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.1. Overview

The chapter presents the collected information/data pertaining to the problem in question. Data was collected from Zambia Federation of Disability Organizations (ZAFOD), Disability People's Organization (DPOs) Directors, persons with disabilities, and Donor support organizations that support advocacy work for the organisations. It was collected through interview guides and focused Group discussions. The findings are arranged in themes in relation to the study objectives.

#### 4.2 Demographic Information about Participants

The table below shows the characteristics of the respondents

**Table 1: Demographic information about instruments and participants**

Participants	Instruments	No Interviewed	Not interviewed	percentage
ZAFOD- Federal director, Provincial Coordinator, Finance manager, Information and advocacy manager.	Interview Guides	4	Nil	
DPOs(ZNAPPID, ZNAD,ZACALD,ZNFD)	Interview guides	3	NIL	
Donors- OXFAM	Interview guides	1	1	
PWD, (ZNAD, ZNAPPD ZACALD, ZNFD).	Focused group	6	Nil	
Total		14		93.3%

The figure above indicates information of the instruments used and how many participants were involved in interviews and in focused group discussions.

### 4.3 Donor Support and Advocacy

Participants were asked to explain how donor support enabled educational advocacy by Disabled people's organisations for learners with disabilities. The following were the findings from various respondents. Donor support enables organizations especially Zambia Federation of Disability Organizations (ZAFOD), that is a nonprofit making organization and not government funded, it has no assets therefore, entirely depends on donor support for all its activities. It suffices therefore to say that donor support has an influence on educational advocacy for persons with disabilities, because ZAFOD has only managed to advocate for access to education due to donor support.

In response to the question on how donor support enables ZAFOD and its Disability People's Organization (DPOs) advocate for persons with Disabilities, participant one, Female Federal director, stated that

*“Donor support helps these civil society organisations to raise awareness, among stakeholders, also helps to engage the Government in the process of Disability human rights awareness, making sure that Disability Rights are respected. ZAFOD stands on the principle of leaving no one behind, therefore, donor support enables ZAFOD to bring everyone on board. Donor support also enables to build capacity for DPOs.*

Participant two (ZAFOD2), stated that donor support has enabled advocacy for persons with disabilities through implementation of such conferences like CBR that was held last year (2018). Donor support enabled this conference to be held and within which a lot of advocacy talks for persons with disabilities were done.

*“Through donor support ZAFOD and other DPOs organized a lot of sensitization workshops pertaining to educational advocacy for persons with disabilities. Meaning that, in advocacy every stakeholder in disability issues has to be involved and it is donor support that has enabled all these activities for ZAFOD.”*

According to participant four, DPO1 donor support has enabled the organization to conduct a series of human rights workshops to its members; their quarterly funding takes care of this activity. Due to this training, their members are more assertive, and have come to know their rights. *“As a disabled people’s organisation, we are happy because, before cooperating partners came, we were not able to use sign language openly and freely. When donors came, they trained us using sign language. And it was made known to us that it was a human right to communicate using sign language.”*

The participant further indicated that, donor support has enabled their organization (ZNAD), to have the fundraising ventures, arising from the offices, guest rooms and the restaurant, and these ventures have assisted the organization to generate funds and manage to pay employees, and have also managed certain activities pertaining to advocacy for persons with disabilities in a small way.

Participant five, DPO2 stated that”

*Funding enables us to run certain projects that we have failed to sustain on our own, therefore donor support comes in as a mitigating factor to boost our achievement of our planned activities that have failed to take off due to lack of finances.”*

Participant six, ZAFOD 3 also indicated that, disability inclusion is the key aspect on the goals of Zambia Federation of Disability Organizations (ZAFOD).

*“The institution is instrumental in getting disability agenda on the table. Donors have positioned ZAFOD strategically in the past years in order to push-drive disability agenda, so that persons with disabilities are not left out in every activity, in this case education. However, of late, ZAFOD in the past two years seems to be having challenges with funding. This has reduced on the educational advocacy activities for persons with disabilities.”*

Participant seven, DPO3 indicated that, donor support enabled ZAFOD to construct the school which is benefiting learners with special education needs. *“There are so many children with disabilities around our area that are learning from the school that was constructed by ZAFOD through donor support.”*

Participants eight, ZAFOD 4 further stated that, despite closing the ZAFOD office in Mongu, the benefits of donor Support have been seen in the province especially in Mongu district. Donor support has enabled construction of schools, brought awareness in the need to educate persons with disabilities.

*“Most children with disabilities were hidden in homes. It took efforts and careful approach to have them brought in the open. The community has come to be aware that children with disabilities can be educated and have a successful life like any other person. This is as a result of advocacy and sensitization through workshops and radio. Donor support gives us impetus to advertise disability advocacy through sensitization. Donor support enables us to reach more people, in various communities. “*

Participant nine, Person with disabilities PWD 1 stated that donor support has done quite a lot especially with ZAFOD,

*” donor support has done a lot, it has built schools for persons with disabilities in Sefula, harbor and actually there is another one in Senanga District. There is a plan to construct another one in Limulunga. It is just that for the past two year ZAFOD has not been receiving funding and closed the office in Mongu, otherwise much would have been done. Donor support gives us impetus to advocate for the rights of persons with disabilities.”*

The major finding of this objective is that donor support enables ZAFOD and DPOs to raise awareness among stakeholders; it also enabled them to organize sensitization workshops. The communities have come to be aware that children with disabilities can be

educated. Donor support has enabled civil society organisations to reach more people in the communities.

#### **4.4 Extent to which Donor Support improves Educational Access**

Participants were asked to explain the extent to which donor support improves educational access for persons with disabilities. The following were the responses from various participants.

Some participants (PWD, ZAFOD), alluded to the fact that donor support has influence on education access for persons with disabilities, done by Zambia Federation of Disability Organizations (ZAFOD) and its affiliate Disability People's Organization (DPOs). The 14 respondents indicated the fact that donor support can enable educational advocacy yet it also has some constraints.

Participant one ZAFOD1 stated that,

*“Despite ZAFOD being a hundred percent donor dependent, there isn't much influence from cooperating partners in the way it operates. Once funded, the organization just implements according to the agreement signed. The institution (ZAFOD) writes project proposals and budgets, all what cooperating partners do is to approve. However, the only influence is at times when donors see changes internationally and they would want to see to it that these changes are also effected in Zambia that is when they have some kind of influence in the operations of the organization.it should be noted for ZAFOD to undertake any advocacy work it was due to donor support. Therefore, it suffices to say that donor support improves education access.”*

Participant three, ZAFOD3 stated that, donor Support influences Zambia Federation of Disability Organizations (ZAFOD) and Disability People's Organization (DPOs) to implement its activities as they hold the government accountable. It helps the organisations provide checks and balances to the government of the day.

*“We put pressure on government to implement policies in relation to education for persons with disabilities, as a result the Ministry of Education in Zambia, has responded by trying to implement inclusive education policy country wide. This is because of availability of donor funds.”*

Participant four from DOP2 stated that *“there were no negative influences because there is an agreement on the expectations and donor support has provided for all our activities even the current workshop on advocacy.”* This organization has a donor that is funding all her projects, including salaries for fulltime workers. This has enabled to have their members have improved access to educational services;

*“Some of our members have received sponsorship to access educational services.”*

According to participant five, ZAFOD4 donor support has greater influence on educational advocacy. For a project to run it needs funds, donor support plays a major role in disability advocacy.

*“For the success story of DEA project to come, it was due to donor support. Donor support also enables organisations to come together and operate as a consortium like it happened in DEA project where ZAPSID, ZOCS and ZAFOD worked together towards achievement of education access for persons with disabilities.”*

The participant further stated that, through donor support the organization was able to advocate for education access through the project mentioned above.

*“Most of the schools were not inclusive. Therefore, the construction of the center of excellence in western province was an advocacy platform for the promotion of inclusive education. We went round schools to provide user friendly materials for both disabled and non-disabled learners. We also opened Early Child*

*Hood Education Community Development Centers, (ECCDC)  
trained parents and a teacher that was to monitor the parents.”*

Participant six, DONOR 1 stated that, to engage fully in advocacy different donors have different areas of focus; donor support adds impetus to advocacy work for the organisations. The government struggles with a lot of challenges, there are always deficits and donor support helps to mitigate the gaps. And these gaps have proved to improve education access for persons with disabilities

*“Part of donor money is used for capacity building, to ensure sustainability of the activities in the organisations in order to improve education access.”*

Participant Seven, (persons with disabilities)

*“Nowadays persons with disabilities are able to access education services to a certain extent. Though it is not every one, this is because of donor support”*

Donor support improves education access to a greater extent, the Ministry of Education in Zambia has responded positively, in relation to implementation of inclusive education policies. It has been found that donor support has improved educational access through, the construction of community schools that have accommodated learners with disabilities.

#### **4.5 The Achievements made in Educational Advocacy**

Participants (All) were asked to explain what achievements were made, in educational advocacy by Disabled people’s organisations resulting from the usage of support from cooperating partners. The following are the tabulated responses from various participants.

According to Participant one, ZAFOD1, there are a lot of activities that organizations do when they are funded by cooperating partners, which is an indication of achievement as a result of donor support. The participant further said that;

*“The organisations do their best to achieve the Goals set. The organisations have successfully put up projects such Disability*

*Education Access Rights (DEAR) to empower civil society to reduce barriers in education for children with disabilities.”*

The participant also attributed to the fact that as civil society organisations they find challenges in advocating for persons with disabilities due to ignorance, meaning ZAFOD and DPOs employ people that have no expertise in the field of advocacy, hence advocacy is done haphazardly. Some schools are not accommodating persons with disabilities, as a result of attitude of administrators, ignorance of parents- they still think a child with disabilities cannot be educated, long distances to schools and that the schools are not constructed to accommodate persons with disabilities. However, with donor funds most of these challenges have been reduced to certain levels though not completely eradicated.

According to participant two, ZAFOD2 there has been tremendous achievement in relation to educational advocacy.

*“Most schools now are accessible to persons with disabilities, there are ramps, parking slots for persons with disabilities. The University of Zambia especially School of education has become more accessible to persons with disabilities. However more can be done.”*

Participant three, ZAFOD3 stated that,

*“Much of the achievement done is that of inclusive education activities, such as the inclusive education project for the low vision and blindness, though implementation has not yet been perfected, there is need to push the government further to implement the inclusive education policies, fully.”*

According to participant four, DPO3 Zambian National Association for the Deaf (ZNAD), there are several achievements as a result of donor support. The institution was able to conduct sensitization workshops, engaging the government to provide checks and balance, and pushing for implementation of policy in relation to education of persons with disabilities. Promoting sign language culture in the society, sign language trainings at all levels. These are the results of educational advocacy through donor support.



*“Donor support has seen this organization where it is now. The building structure where we are operating now was constructed through donor support. So we can proudly say that donor support has made us achieve the current status of our organization.”*

According to participant five, ZAFOD4, ZAFOD made head way progress, there was massive sensitization to the community of western province, despite the resistance from officers due to the negative connotation about disability issues by office bearers,

*“the fact that we had a role model, a person with disabilities made the communities beginning to think positively about education for persons with disabilities.”*

ZAFOD made a good impact and good progress in advocacy for persons with disabilities. Information concerning the education rights for persons with disabilities was disseminated, schools were constructed.

#### **4.6 Constraints of Donor Support on the Operations towards Educational Advocacy.**

Participants were asked to identify constraints of donor support on the operations of Disabled people’s organisations, towards educational advocacy for persons with disabilities. Below are the tabulated responses from various respondents.

Participant one, ZAFOD 1 said,

*“The biggest constraint is the fact that Zambia Federation of Disability Organizations (ZAFOD) is a hundred percent donor dependent therefore, they have no choice but to accept any conditions that come with the funds. Once funds are disbursed they cannot be used elsewhere. No adjustments can be allowed from the stipulated funds.”*

Therefore, even when the organization realizes the need for any adjustment that can favor educational advocacy, it becomes difficult to adjust and suit the needs of the organization

and the beneficiaries. This may result into being a barrier to the progress of the organization.

Participant two, ZAFOD 2 stated that; some cooperating partners provide their funds with rigid restrictions, such that ZAFOD and DPOs have to follow without fail. A named Donor for example provided funding to buy a land Cruizer, however the organization bought 5 vehicles, as they realized that they could intensify advocacy, with more vehicles than having only one. The cooperating partner asked the organization to refund the money. So the organization was made to sell its assets but still more, they could not manage to pay back. This has made the recipient organization to become unpopular, and since the donors have a network, every other cooperating partner, refuses to provide support to this organization because of this label. This has affected the particular disability organization since 2013. *“As a result of donor dependency the organisations is not operating fully as it is expected, compared to the years back before 2013, when it had full support from the cooperate world.”*

Comparing the operation between the two different periods, there is evidence that donor support has exerted constraints on the operations of this particular organization. Previously the organization was able to undertake various projects, unlike this time when they are not able to have a program on the table because there is no cooperating partner to support their projects.

The other constraint sighted was that in most cases donors don't provide funds for salaries and administrative expenses. Those that have agreed just give smaller percentages. *“This aspect has actually led to most staff in ZAFOD Leave the organization for greener pastures elsewhere.”*

The participant further indicated that donor support has negative influences besides the positive obvious ones. In this case; *“the constraints are that, in most cases when a budget is drawn by ZAFOD, it includes all the costs including administrative costs; however, the donors in most cases ignore administrative costs and only give funds for the activities of the project.”* This means that donors don't see the importance of providing for

administrative costs and salaries for the full time workers. As a result, Zambia Federation of Disability Organizations (ZAFOD) currently is facing a challenge of staff turnover.

*“There is a lot of sacrifice without pay. The organization has to bend towards the principle of donors. Most people have left the organization; those that are remaining are working without pay. Looking at the greater role ZAFOD plays in society, I am even tempted to suggest that the government looks in the plight of ZAFOD, just to enable the organization run its programs when there is no funder on board.”*

The participant further indicated that, one other constraint was that, cooperating partners don't relate with domestic happenings, therefore they are not open to change; like the land cruiser issue still standing with one of the disability organisations.

According to participant Three, ZAFOD 3, donor support has several constraints on disability advocacy. He said,

*“Donor funds were restricted funds, as they come with restrictions. In most cases organisations end up applying for what is not a priority and implement activities because they want to fulfil the demands by cooperating partners and not there needs according to the demands in the community.”*

In response to questions on objective four, participant four, from ZNAPPD stated that the only constraint is that donor funding allocation is not always enough to cater for persons with disabilities the whole country. He indicated that the number of persons with disabilities in Zambia is very big such that some are not even known to be on records. To this effect, most funds only have impact on those that are found in urban and peri-urban areas, this is where, in most cases the disability organisations are established and operate from there.

*“Very few activities or none at all are seen to be happening in rural and remote places of the country side. Evidence has it that*

*Luapula and western provinces have the highest number of persons with disabilities because of the war in the neighbouring countries Angola and Namibia.”*

However, the most unfortunate thing is that the disability organisations are concentrated in Lusaka and the copper belt provinces, such that when the funds are given they only cater for the few that are in these places, they don't affect those in the extreme rural areas.

According to participant four (ZNAD),

*“One of the constraints of donor support is discontinuity. When cooperating partners stop funding a project, there is no continuation of the project. Since the DPO has no capacity to continue on its own.”*

Participant five, DPO2 stated that their project was well funded; in full therefore they did not really face any constraints in that particular project. However she stated that donor support can hamper implementation of activities in an event where, the cooperating partners fail to remit the funds.

*“The funds come with conditions, however, most of the conditions are drawn from the laid down agreements signed by both the donor and the receiving organization. Therefore it is not always that the conditions are independently coming from donors, they emanate from a signed contract”.*

Participant six DONOR1 stated that donor funding is key to dependency.

*“Organisations remain crippled at the end of the project when donors pull out of the project. Donor funds can be restricted; it becomes difficult to sustain the institutions even beyond funding. It becomes a wrong investment for an institution. Even as Oxfam institution we need to rethink on how we can reduce on dependency syndrome.”*

Participant seven, DONOR1b from the same organization further said,

*“Through advocacy the government should be made to realize/ understand that, it is their responsibility to provide education and health services to all its citizens, regardless of their status, disabled or non-disabled. There is need to influence the government to invest in these areas in order to reduce dependency on donor support by disability organisations.”*

According to participant eight, DPO3 some cooperating partners have conditions that can truly constrain educational advocacy. She gave an example;

*“There was donor support which had conditions, which we were not compatible with the objectives of our institution, we therefore rejected because we realized that it would not be of help to the institution.”*

So this is to say that some donor organisations subject donor recipients to conditions that would disadvantage the operations of that particular organization.

Participant nine, ZAFOD 4 communicated that, when cooperating partners realize that the organization that is being funded is not using the funds for the intended purpose, they put up measures to punish the organization. Such an organization may not be allowed to get any funding from any other funder.

*“The organization will be blacklisted and all the other donor organization in the network will be aware of this blacklisted organization. I suggest that the government to regulate the operations of Zambia Federation of Disability Organizations (ZAFOD). It is my sincere hope that ZAFOD be handed over to ZAPID (Zambia agency for persons with disabilities).”*

Participant ten, (Person with disabilities)

*“Donor support has strings they follow the budget strictly. The money donor is restricted money.”*

Another participant from persons with disabilities indicated that,

*“If you request for donor money and given a certain amount when prices go higher than what is stipulated on the budget, we get affected because the money is strictly supposed to be used in the same way it was planned for initially.”*

The major findings according to this objective is that donor support comes with restrictions that compels a donor dependent Organization like ZAFOD to have no alternative but to abide the rigid restrictions.

#### **4.7 Summary**

The chapter presented the findings of the study. The major findings are that Donor support can enable and constrain educational advocacy by civil society organisations. Donor support has enabled and improved educational accesses for persons with disabilities. Through advocacy a good number of persons with disabilities are able to be admitted into schools. The communities have also come to learn the importance of educating persons with disabilities. According to study findings donor support also poses constraints on educational advocacy for persons with disabilities. Financial dependency is the main cause underlying constraints. Complete dependency on donor support disturbs continuity of disability advocacy projects.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview**

The chapter discusses the research findings on exploration of donor support on educational advocacy for persons with disabilities. The discussion is followed according to the themes derived from the study objectives. The findings were gathered from employees of Zambia Federation of Disability Organizations (ZAFOD), affiliate Disability People's Organization (DPOs), cooperating partners as well as persons with disabilities. The chapter offers an analysis on this donor support debate. It teases out factors of convergent and divergent views. Conclusions have been made from the findings. That may help to find a way to re-theorize donor support and its administration so as it becomes less harmful to the recipients in order to for the support to become beneficial to the recipients.

#### **5.2 Donor Support enabled Advocacy**

Exploring donor support on educational advocacy for learners with disabilities, the study findings indicated that, civil society organisations depend on donor support for all their advocacy activities for persons with disabilities. Donor support helps these civil society organisations to raise awareness, among stakeholders, also helps to engage the Government in the process of Disability human rights awareness making sure that Disability Rights are respected. In adherence to the study findings, Elbers et.al (2018), stated that cooperating partners and civil society organizations play a key role in strengthening the professional advocacy of civil society organizations through assistance in governance and policy reforms. In Indonesia for example, Agencies including the United States Agency for International Development (USAID), has enabled local civil society organizations perform advocacy through government reforms and promoting democracy

Donor support has enabled ZAFOD and DPOs to successfully conduct educational advocacy programs for persons with disabilities. Through implementation of CRPD conference done in support of donor funding, the organisations have managed to advocate immensely for the educational rights for persons with disabilities. They have been enabled

to organize a lot of sensitization workshops pertaining to educational advocacy for persons with disabilities.

Donor support enables organisations to run programs that the government fails to fund or otherwise neglects. It provides funds otherwise not available to run some important projects. This is very true, because most of the programs done by civil society organisations are not funded by the government and they are equally extremely important. To some organisations, donor support comes in as a mitigating factor. *“Donor support enables us to run certain projects that we have failed to sustain on our own, therefore it comes in as a mitigating factor to boost our achievement of our planned activities that have failed to take off due to lack of finances.”*

Donor support also enables capacity building. This is in agreement with Brumley (2010) in Elbers et al (2018), who describes how CSOs in Mexico have benefited from donor assistance in strengthening their professional capabilities, enabling them to perform advocacy with greater confidence. After receiving donor funds, Zambia Federation of Disability Organizations (ZAFOD) has been involved into capacity building for employees and those for Disability People’s Organization (DPOs), for effective management of projects as it strengthens capacity for the organisations. This in most cases is done even before the start of projects. It also acts as a control measure by the cooperating partners to make sure that, the funds are put to good use by capable and well trained staff.

Chahim and Prakash (2014) further purports that, substantial section of non- governmental organisations in the global south, depends on foreign aid to conduct their operations. This explored how the availability of donor support enables various abilities, account abilities, social change and advocacy abilities. Donor support further enables brokering between relevant stakeholders. It helps to create new relationships between organisations. *“Donor funding also enables organisations to come together and operate as a consortium like it happened in DEA project where ZAPSID, ZOCS and ZAFOD worked together towards achievement of that goal.”* This kind of operation brings about togetherness and enables effectiveness in the projects towards persons with disabilities. It also promotes harmony as the organisations will work towards a common goal.



In so many ways, the government has been put to task by ZAFOD in the quest to remove barriers in the education of persons with disabilities. As a result of implementation of projects (Peri-urban WASH project, Independent Monitoring Unit, Zambia Inclusive Education project) through the funds provided by cooperating partners, the organisations are enabled to engage the government to provide checks and balances in relation to the provision of education to the persons with disabilities. This in other word is telling us that donor support enables the organisations to follow up the government ministries to check with them, to make sure they are implementing the policy statements pertaining to the rights of persons with disabilities. This has been done by ZAFOD to make sure that inclusive education programs are fully implemented and the required materials are provided satisfactorily. This however does not make the government provide everything, the fact that the government is aware that ZAFOD is following it to provide checks and balances would help in the implementation of policies towards the education of persons with disabilities.

Donor support enabled the organisations to conduct sensitization workshops that were able to provide new information and knowledge to the Zambian community at large. This aspect has enabled the community to have a different perception towards the education of persons with disabilities. It is through sensitization that even the stakeholders in education have come to understand the importance of education for learners with disabilities. Even people that are holding strategic positions in the education system were a barrier to the effective provision of educational services to persons with disabilities. People have come to understand inclusive education (though not fully being practiced) through sensitization and advocacy activities by ZAFOD and DPOs who are enabled by donor support.

### **5.3 Extent to which Donor Support improves Educational Access**

It has been found that donor support improves educational Access for learners with disabilities, including those without disabilities. The study findings have been discussed below.

Despite the constraints outlined, (no funding of core costs, advocacy priority set by donors, Luck of continuity), the study has also founded that donor support has improved

educational access for persons with disabilities to a greater extent. This is in line with a study by Berger et. al(1996) who purports that every child must be included effectively and must be provided for, inclusion is the basis to increase access to education for learners with disabilities, however the effectiveness of the inclusion is the basis of advocacy. The evidence of increased access is seen through the number of units, special schools, inclusive schools that have accommodated learners with disabilities as compared to 1985 when ZAFOD was established. This has been achieved through the wide campaigns and persuasion of the government through advocacy programs by ZAFOD and DPOs promoted by donor support.

There are various reforms and policy statements that have been implemented due to donor support and have brought about increased access to education for persons with disabilities. In agreement with the findings of the study, Equez (2008), explains that Disabled people's international organisations promotes human rights for persons with disabilities, through participation and equalization of opportunities, whose goals is to increase access to education. The adoption and ratification of CRPD is one major aspect that has helped to break barriers in the education process for learners with disabilities which has consequently increased educational access. The level of disability discrimination in schools was extremely high. Persons with disabilities were denied places in schools, however of late after domesticating the CRPD into Disability act of 2012, such discriminations have greatly reduced.

#### **5.4 Achievements made in Educational Advocacy to relate to Donor support**

There are various achievements made in educational advocacy for learners with disabilities as a result of donor support, below is a discussion according to the study findings.

The study found that, ZAFOD has notably made a number of achievements in the area of educational advocacy Example; inclusive education project for children with low vision, communities of practice in disability mainstreaming, capacity building. This is in adherence to the study by Bootel and Jaclyn (1995), who postulated that the council for Exceptional children was able to achieve its objectives, such as advocating for appropriate

policies and providing professional development to civil society organisations through donor support.

Through donor support from sight savers, ZAFOD established a project called Zambia inclusive education project (ZEIP). The project was established to empower civil society to reduce barriers in education for learners with disabilities in community schools. In support of this view N.F.E.R. (2008) stated that, advocacy for the disadvantaged assisted in breaking barriers to human rights for persons with disabilities. The project was implemented in western, north western and Northern provinces of Zambia. It has since seen the opening of some community schools. With the support from Zambia Open and community schools (ZOCS) two community schools were constructed in Mongu district, one of which is a center of excellence for learners with disabilities. This was done, however, continuity of such projects after pulling out by cooperating partners seems not to be satisfactory. The Ministry of Education is not putting much resource in the schools so as to yield better results. Currently the administrations of the schools are struggling to manage the schools. The findings were in agreement with Kadzimira et al (2002) who identified that civil society organisations achieved greater things to the benefit of the disadvantaged in society.

Notable achievement has been seen in various schools as a result of the advocacy by ZAFOD and its affiliate Disability Peoples organisations (DPOs). Various schools have been turned into inclusive schools where learners with disabilities have easy access. This is in line with Morse (1979) who stated that, most societies are also recognizing the need to dismantle other barriers making the physical environment more accessible, providing information in a variety of formats, and challenging attitudes and mistaken assumptions about persons with disabilities. And Susan (2002) who further alluded that, if the above barriers to achievement of education of persons with disabilities are dismantled in our education system, and all people develop positive attitude towards persons with disabilities through intensive sensitization, we will definitely have no debate about having the philosophy of educating persons with disabilities. This is because the outcomes of all that is stipulated in all the policy documents would be visibly seen.

There are a lot of adjustments made in school infrastructure to accommodate learners with disabilities. In order to reduce barriers for learners with disabilities, the organisations have advocated constructing disability friendly schools that have ramps and reduced stair cases, wider doors to classrooms to allow learners on wheel chairs, allowing more light or reducing more light in classrooms in certain cases. Despite that, much of the achievement through advocacy has been promotion of inclusive education as one respondent stated; *“one most achievement is that of inclusive education activities, though implementation has not yet been perfected, there is need to Push the government further to implement the inclusive education policies.*

This implies that there is still much to be done in the area of inclusive education in order for the learners with disabilities to totally benefit as expected. We need more advocacies in this area *“some people openly discourage that Inclusive education will never be possible, it can't work out.”* In certain cases even high profile people, with greater influence, holding influential positions in the ministry/ Government are not supportive. They are good at talking about inclusive education when there are funded workshops, where they can benefit, but when it comes to implementation, very little or nothing is done at all.

Due to the factors discussed above, the funded projects have no continuous impact because there is lack of continuation. As stated that lack of continuity renders the projects useless and in most cases it becomes of no use to the beneficiaries. The lack of continuity is as a result of not having the sense of ownership. The community will not feel part and parcel of the project and so they don't fill the pinch of the loss, because they feel they have not spent anything on it since it is just donors who contributed to the project. In support of this, a study by Malin, & Lubinski (2015) purports that, an advocacy approach to practice involves responding to and supporting the perceived needs and aspirations of community members rather than imposing agendas on them. This approach has been recommended, due to its underlying concern for trust building, and supporting community members towards greater control over service delivery. This is required because it will help the beneficiaries to develop a sense of ownership, as they will have greater control over the activities in the project and give regulations according to their wish; hence they will protect the project

because they understand what is involved in it. And will be in support and plan for continuity of the project once cooperating partners stop supporting.

There is need for the organisations such as ZAFOD to request the funder even before they sign an agreement so that they put the aspect of continuation into consideration. This will help to avoid what is stipulated in dependency theory where, donors provide the funds to Disability People's Organization (DPO) with conditions that make the DPO remain defendant on Donor support. DPOs are further influenced to adopt policies that makes them have no suggestions on how the funds can be disbursed implying that even if DPOs have good policies, they cannot be used. They will have to follow the foreign policy as prescribed by the cooperating partners, which means working in favor of the donor support organization.

Similarly more achievement can be attained only when ZAFOD selects funding organisations that will not subject them to unfair conditions, just to use them as an agent to fulfil the donors' objectives. This is in line with agency theory which purports that the principal (donor) will give funds to an Agent (organization) with conditions strictly to be followed that will end up with little or no benefit to the organisations, but more benefits to funding organisations (Donor). This is the aspect that limits achievement of the objectives of donor dependent organisations (Nasma 2014).

Chahim and Prakash (2014), foreign funding has grave policy implications because foreign-funded NGOs tend to be more accountable to donors than beneficiaries and are more focused on service delivery than social change-oriented advocacy. The fact that NGOs are more accountable to cooperating partners enables them to be more focused on service delivery. From the practical perspective the alignment sometimes tend to favor the cooperating partner at the expense of the recipient organisations, to an extent that funds disbursement becomes so erratic and unpredictable.

### **5.5 Constraints of Donor Support on the Operations towards Educational Advocacy.**

Donor support can constrain operations of an organisation towards educational advocacy. Here below is a discussion in relation to the findings of this study.

The study identified that donor support constrain the operations of disability organisations in a very special way. It is evident from the study that without donor support none of the disability organisations would be carrying out educational advocacy satisfactorily as one respondent stated, “*We entirely depend on donor support for all our activities.*” This is in line with the study by Elbers *et al*, (2018), as they state that advocacy by CSOs depends on donor resources to undertake their activities and to ensure Organizational Survival. Despite this assertion the study findings indicate that, due to the fact that disability organisations entirely depends on cooperating partners, the discontinuity of the project when donor support stops flowing, brings about hardships for the projects to continue effectively, hence forth resulting in the constraints.

It is therefore worthwhile to state that the discontinuity of donor support on a specific project brings about the constraints because of the fact that disability organisations entirely depends on the support through donor support, as they fail to stand on their own as organisations. This is because of the fact that the funds that they are provided with, have a lot of conditionality that gives the organisations have no room to use them in line with the unveiling situations. They have to stick to the conditions previously signed for, in the agreement. As one respondent said “*donor funds were restricted funds, as they come with restrictions. In most cases organisations end up applying for what is not a priority and implement activities because they want to fulfil the demands by donors and not there needs according to the demands in the community.*” This is in line Kadzamira and Kunje (2002) who stipulated that, the nature of relationship and collaboration between cooperating partners and NGOs is again determined by the nature of programs being implemented. On contrary some cooperating partners may exert their own interests and priorities due to selfish motives, and the project may turn out to benefit the cooperating partner and not the people who are supposed to benefit, this is where constraints come in to affect advocacy resulting from donor support.

The above discussion is responsive to Agency theory applied in this study that addresses the relationship where in a contract between the principal (donors) and the agent (civil society organization) to perform some service on their behalf which involves delegating some decision making authority to the agent which is ZAFOD in this case, as stated in Nasma (2014). Cooperating partners in this case determine the level of funds to be disbursed and channel the same to the disability organization who acts basing on the aid conditions and agreements. The cooperating partner decides on expenditure patterns and then reviews the outcomes based on a structured monitoring and evaluation system and chooses the funding level to influence the choice of action.

A study by Elbers et. al. (2018) stated the similar constraints that, dependency on donor resources results in flows in terms of operations in organisations. As stated by one respondent” *the biggest constraint is the fact that Zambia Federation of Disability Organizations (ZAFOD) is a hundred percent donor dependent. Once funds are disbursed they cannot be used elsewhere. No adjustments can be allowed from the stipulated funds.*” Cooperating partners have an upper hand in establishing the advocacy a gender to focus on. The decisions on priority areas for advocacy arise from their own national and political interest. These decisions constrain on the advocacy that takes place at grassroots and community level affecting the effectiveness of the said on the educational advocacy. This marries with the dependency theory which posits that wealthy nations use their wealthy to influence developing nations into adopting policies that increase wealthy of rich nations at the expense of developing nations (Nasma 2014). As cooperating partners provide funds to Disability People’s Organization (DPOs) with conditions that make DPOs remain dependent on donor funding, the DPOs get constrained and influenced to adopt policies or conditions that give them no room to have their own suggestions on how the funds should be disbursed. This implies that even when DPOs have good policies, they cannot be implemented; they have to follow the foreign policies as prescribed. Due to the fact that they have no other means, they are compelled to acknowledge by signing on the agreement as a sign of concerting, (Nasma 2014).

According to the study findings, one other constraint cited was that of cooperating partners not providing for staff salaries and administrative expenses. This is in agreement with

Elbers et al (2018) as he stated that, as part of these funding arrangements, most donors traditionally prefer project- based funding which is characterized by the absence of core or overhead funding. This affects service delivery as workers will not work hard to deliver more due to lack of extrinsic motivation. On Contrary, Nasma (2014) stated that, other benefits of donor support includes, improved wages and salaries received by employees for services rendered which is a driver of performance, meaning that donor support is a catalyst for improved performance of an organization.

However, in agreement with the study findings, Elbers et al (2018) stated that being players who hold resources, cooperating partners have an upper hand in establishing which agenda to focus on and even decide not to fund salary and administrative cost. This implies that organisations have to use initiative; they have to forfeit certain privileges in order for them to implement their activities within the allocated funds. They have to sacrifice in most cases in order to maintain a good name to the corporate world, if they are to receive another support from the same cooperating partner or receive a recommendation for another cooperating partner to provide funding. Sometimes this sacrifice fails and the fact that the workers need to sustain their lives, through this initiative, they would fail to account for some funds and they are held accountable for misuse of the funds. This signifies that the operation focus of these organizations is to please the corporate world at all cost for future funding and not to effectively provide the services to persons with disabilities going by the objective of the organisations.

Further, it suffices to indicate that the employees for ZAFOD have faced challenges for survival, as they have no permanent salary. In times when there is no funding they have no allowances to sustain their livelihood, they survive through doing part time Jobs yet others entirely depend on their personal resources, family members or spouses. Others end up begging from friends and relatives.

The constraint under discussion has led to another constrain of organisations such as ZAFOD to lose the most credible staff for other organisations, leading to brain drain for such an organisations. This has resulted into the organisations recruiting new staff which is



an expensive venture as the organization will require capacity building every time new members are recruited.

The study therefore, has found that there is need for diversification of income generating for disability organisations advocacy projects. This is in agreement with Elbers et al(2018) who states that, diversification of funding sources helps advocacy of civil society organisations in order to attract new revenue, hence forth reduce on dependency. It is a big lesson for stakeholders in disability issues to organize local funding for these organisations.

According to the study by Nalima Gulrajani (2011), the criticism of foreign aid as both mechanism and administrative apparatus for achieving higher living standards in the developing world is not a new concept. Therefore in relation to the constraints above, the radical perspective unites neo-Marxist and neo-liberal perspectives and denounces donor support as unnecessary and that it bring more harm than any good at all. In affirmation to this aspect, Nalima cotes some writer such as Bill Easterly in his book entitled white man's burden, which stated that not only does donor support fail to achieve its developmental aims, it creates dependencies that keep civil society organisations poor and worsen the burden of poverty. Foreign Aid hinders operations of free market; it encourages corruption and foresters reliance on foreign munificence to the detriment of self-help and innovation. The above writer tabulated factors that are related to the findings of this study that, donor support constrains operations of ZAFOD and DPOs, evidently ZAFOD has been operating for 13 years while receiving donor support. However, dependency has grown even worse as of today.

However, it is worthy to note that there are immediate gratification benefits of donor funds to an organisation, which may have less impact on society. Therefore, due to the fact that we have no alternative source the organisations becomes short sighted and ignores the serious future negative impact of the funds.

According to Nasima's findings donor support imaged solely to alleviate poverty in third world countries, coincidentally international organisations such as World Bank, United Nations and I.M.F., gained prominence in global economic affairs. Yet to date developing countries have continued to suffer economic hardships. Similarly, Morrissey (2001) also

claimed that donor funding work in reggration, while Boone (1996) and Jensen, paldam (2003) suggested that donor support has no impact on growth and performance. They proved that donor support brings more constraints towards educational advocacy than benefits. Therefore, it is worthy saying that donor support is not an effective approach to relay on in the process of educational advocacy by civil society organisations.

## **5.6 Summary**

The chapter was a discussion of the study findings on the title exploring donor support on educational advocacy for persons with disabilities. Donor support enabled ZAFOD and DPOs to raise awareness and to successfully conduct advocacy programs. The study also found that donor support helps in brokering between organisation, it helps create new relationship between organisations e.g. formation of a consortium between ZAFOD, ZOCS and ZNAPPD and brought their resources together to construct a disability center of excellence in Mongu. The study has also found that, despite the achievement and enabling factors, donor support, constrain educational advocacy for persons with disabilities. Discontinuity of donor support brings about hardships for the project to continue effectively. It has been found that the so called cooperating partners have an upper hand in the decision making process of donor support. They decide on the level of funds to be disbursed and expenditure pattern. There is no room for the recipient organisations to adjust in relation to the unfolding situations. Cooperating partners have an upper hand in establishing the advocacy agenda to focus on. The conditions attached to the support makes ZAFOD and DPOs remain dependent on donor support.

The study further found that donors don't provide for staff salaries and administrative costs, which have led to ZAFOD, lose the most credible employees. It is important for DPOs to have initiative of having other income generating activities in order for them to reduce on the complete dependency.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

The chapter presents the conclusion and recommendations emanating from the findings and the discussions of the study. The objectives of the study were; to explore how donor support has enabled ZAFOD advocate for learners with disabilities; to assess the extent to which donor support improves educational access for persons with disabilities through advocacy; To examine the achievements made by ZAFOD in educational advocacy as a result of donor support; and to establish the constraints of donor support on the operations of ZAFOD towards educational advocacy.

#### **6.2 Summary**

The study was based on the exploring donor support on educational advocacy for persons with disabilities, focusing on ZAFOD and its DPOs. Data was collected using interview guides and focused group discussions. The study respondents were persons with disabilities, Donor organisations whose offices are based in Zambia, ZAFOD and DPOs. Donor support is a critical debate topic in African continent and world over, while other scholars have written to support it, others have criticized it. There are different views to this effect. However according to the study findings donor support has enabled and constrained the operations of DPOs to advocate for persons with disabilities. Implying that, donor support has influenced DPOs to advocate effectively. On contrary donor support has also made the operations for DPOs very difficult to some extent.

#### **6.3 Conclusion**

Based on the study findings, the study concludes that donor support enables and constrain education advocacy for persons with disabilities. Financial dependency is the main cause of the underlying constraints making diversifying funds a key priority. This means that, Zambia Federation of Disability Organizations (ZAFOD) and its Disability People's Organization (DPOs) lack financial capacity of their own to undertake their projects, or to continue the started projects, they entirely depend on donor support which comes with

restrictions that may enable or constrain advocacy operations of civil society organisations. The conditions attached to the funds will enable the organisations to be focused so as to avoid misappropriation, however due to the fact that the conditions don't give room for initiative by the organisations, hence forth they are constrained to a greater extent.

The study also found that complete dependency on donor support disturbs continuity of disability advocacy projects by the same organisations. When a project comes to an end the donor stops providing funds. The organisations concerned have no financial resources to continue the project therefore the project comes to an end, when it would have continued through the local financial support. It is also worthy to say that donor support, has to some extent contributed to breaking the barrier of access to education for learners with disabilities. This can be seen in the number of schools that are practicing special education, as compared to the period before the establishment of ZAFOD. However, this could merely be immediate gratification benefits of donor funds to an organisation, which may have less impact on society.

#### **6. 4 Recommendations**

The study, exploring donor support on educational advocacy for persons with disabilities recommends that:

- I. The civil society organization should:
  - -be more strategic when looking for funds; they should select donors with favorable
  - Conditions that would not constrain advocacy programs
  - -Require to promote beneficiary involvement at different phases of advocacy process, in order to promote continuity of projects, as top down decision-making undermines the ability of local civil society to maintain strong beneficiary linkage.
  - (ZAFOD) to restructure the organization in order to build confidence among the donor Community.
  - (ZAFOD) to put up measures in order to avoid donor dependency.

- II. Cooperating partners should:
  - Rethink how they can strengthen, add value and mitigate the constraints they pose.
  - Create a conducive environment that would enable Zambia Federation of Disability Organizations (ZAFOD) and Disability People's Organisations (DPOs) to effectively use the funds according to the unfolding situations.
- III. The Zambian government
  - Consider providing support, in order promote project continuation for sustainability and ownership after donors have pulled out.

### **Suggested Future Studies**

- Impact of donor financing on the operations of civil society organisations
- An investigation on advocacy and sensitization and how it helps to improve access to human rights for persons with disabilities.
- Challenges encountered by disability organisations in fulfilling their mandate.
- The roles of ZAFOD in relation to DPOs

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## APPENDICES

### **Appendix i: Interview Guide for Zambia federation of Disability Organization and Disability peoples Organisations**

Dear Respondent,

You have been chosen to take part in this research on exploring Donor Support on Educational Advocacy for Learners with Disabilities in Zambia: A Case of Zambia Federation of Disability Organizations (ZAFOD). You are requested to participate by providing information needed in the interview. Your openness and sincerity will be appreciated. The information collected shall be used for academic purposes only and confidentiality is guaranteed to you as a respondent.

Kindly sign below.

Sign Respondent

Sign Researcher

## **PERSONAL DETAILS**

1. Sex of the Respondents \_\_\_\_\_
2. Age \_\_\_\_\_
3. How long have you been at this institution?
4. What do you understand by Educational advocacy?
5. Describe the education for learners with disabilities in relation to what is stipulated in policy documents? Do you advocate for the education of persons with disabilities?
6. Guided by your Answer in question 6 what specific actions have you put in place in order to improve the education of learners with disabilities?
7. How often are you funded by the cooperate world
8. Explain the ways through which donor funding influences the operations of ZAFOD and the affiliate DPOs towards educational advocacy for learners with Disabilities.
9. Currently, how many funders are supporting your activities?
10. When did each of the funders mentioned above begin funding your office?
11. Which funder has given ZAFOD more resources?
12. When funded, how do you distribute the funds to your affiliate DPOS?
13. What principles govern your distribution of resources to DPOS and people with disabilities?.
14. How does donor funding constrain the operations of the organizations towards educational advocacy for persons with disabilities.
15. How has donor funding positively influenced your organization to effectively achieve their goals to advocate for learners with disabilities.
16. Describe the extent to which ZAFOD and DPO achieved their goals in educational advocacy for learners with disabilities.
17. What difficulties do you face in the quest to advocate for learners with disabilities?
18. How does donor funding enable your organization achieve or improve accessibility of human rights for persons with disabilities.
19. State the factors that contribute to effective educational advocacy by ZAFOD and DPOs in relation to donor funding.

## **Appendix ii; Interview Guide for Donors**

Dear Respondent,

You have been chosen to take part in this research on exploring donor funding on educational advocacy for learners with disabilities in Zambia: A Case of ZAFOD. You are requested to participate by providing information needed in the interview. By answering the questions below you will provide the necessary information required in the research. Your open and sincerity will be appreciated. The information collected shall be used for academic purposes only and confidently is guaranteed to respondents.

Kindly sign below

Sign Respondent

Sign Researcher

### **SECTION A: Personal Details.**

1. Sex of the Respondents \_\_\_\_\_
2. Age \_\_\_\_\_
3. Designation \_\_\_\_\_

### **SECTION B: Interview Questions**

4. How long have you been at this institution?
5. What is your position in the institution?
6. For how long have you held that position?
7. What do you understand by Educational advocacy?
8. What is your role as a funding organization towards promoting educational advocacy.
9. How often have you funded ZAFOD?
10. Explain the ways through which donor funding influences on the operations of organizations such as ZAFOD and DPOs towards educational advocacy for learners with Disabilities.
11. How does donor funding constrain the operations of the organizations towards educational advocacy for persons with disabilities.
12. What would you suggest as achievements for ZAFOD/DPOs in educational advocacy through your donor support?
13. How has donor funding enabled ZAFOD advocate for persons with disabilities?
14. What difficulties do you face with the organizations that you provide funds to?
15. How does donor funding enable your organization achieve or improve accessibility of human rights for persons with disabilities.
16. State the factors that contribute to effective educational advocacy by ZAFOD and DPOs in relation to donor funding.

### **Appendix iii: Focused Group Discussion Guide for Zambia federation of Disability Organisations and Disability peoples Organisations**

#### **QUESTIONS**

1. Your role in education advocacy is quite mammoth; kindly explain your role as an organization in advocacy for the education of learners with disabilities.
2. How often do you receive donor funding as an organization?
3. When you look back 10 years, do you see a difference in funding as compared to current?
4. What are effects of donor funding on the operations of ZAFOD/DPO?
5. How does donor funding influence your role in disability advocacy in ZAFOD/DPO?
6. Describe your experiences during your operations of advocacy in relation to donor funding.
7. What constraints has donor funding exerted on your operations towards education advocacy for persons with disabilities?
8. Describe the achievements made by ZAFOD as well as DPOs in educational advocacy for learners with disabilities?
9. Explain how donor funding has enabled your organization to advocate for learners with disabilities.
10. Discuss how donor funding has contributed to this achievement.

#### **Appendix iv: Focused Group discussion For Persons With Disabilities.**

A group of Persons with Disabilities will be mobilized and asked to discuss the following questions

#### **QUESTIONS**

1. Share with me your details and the DPO where you come from.
2. For how long have you been members of your DPO?
3. What are your positions in the DPO?
4. What is the highest level of your education?
5. What are you doing for your life now?
6. Do you think that ZAFOD played a role in your education?
7. If there was anything that ZAFOD did, what is it that you recall ZAFOD, did to enhance your education?
8. Does your organization advocate for the education of learners with disabilities?
9. How does donor funding influence educational advocacy for persons with disabilities.
10. What suggestions would you give to ZAFOD to improve educational advocacy for learners with disabilities?
11. Describe constraints that donor funding has exerted on Disability organizations towards educational advocacy for persons with disabilities.
12. Evaluate the importance of donor funding to the operations of ZAFOD and DPOs.
13. How would you access the relationship between Donors and ZAFOD?
14. Do the Funds Reach the intended Purpose?
15. Identify the Achievements made through Advocacy by ZAFOD AND DPOs that you have benefited as a result of donor funding.
16. How have these improved the wellbeing of learners with disabilities?
17. Discuss how donor funding has contributed to the achievements above.
18. Determine how donor funding has enabled ZAFOD to advocate for learners with disabilities
19. What could be the challenges ZAFOD face in trying to champion educational advocacy and organizing DPOs
20. Suggest solutions to the challenges.

## Appendix v: Ethical clearance, Approval form



### THE UNIVERSITY OF ZAMBIA

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#### APPROVAL OF STUDY

18<sup>th</sup> November 2019

**REF NO. HSSREC-2019- MARCH-014**

Mandumbwa Mandumbwa  
Mongu College of Education  
P.O. Box 910294  
**MONGU**

Dear Mr Mandumbwa

**RE: "EXPLORING THE OUTCOMES OF DONOR FUNDING ON EDUCATIONAL  
ADVOCACY FOR PERSONS WITH DISABILITIES IN ZAMBIA: A CASE OF  
ZAFOD"**

Reference is made to your protocol dated 28<sup>th</sup> March 2019. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary	Approval No. HSSREC-2019- MARCH-014
Approval and Expiry Date	Approval Date: 13 <sup>th</sup> November 2019	Expiry Date: 17 <sup>th</sup> November 2020
Protocol Version and Date	Version - Nil.	17 <sup>th</sup> November 2020
Information Sheet, Consent Forms and Dates	• English, Nyanja, Bemba.	17 <sup>th</sup> November 2020
Consent form ID and Date	Version - Nil	17 <sup>th</sup> November 2020
Recruitment Materials	Nil	17 <sup>th</sup> November 2020
Other Study Documents	Questionnaire.	17 <sup>th</sup> November 2020
Number of participants approved for study	600	17 <sup>th</sup> November 2020

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Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

#### **Conditions of Approval**


- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis

(via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,  
**HSSREC IRB**



*Dr. J. Mwanza*

Dip. Clin. Med. Sc., BA., M.Soc., PhD

**CHAIRPERSON**

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies