

**ADVOCACY STRATEGIES FOR INCLUSION OF GIRLS WITH DISABILITIES IN
SELECTED INCLUSIVE SCHOOLS IN CHIFUNABULI AND MANSA DISTRICTS:
A CASE OF ZAMBIA AGENCY FOR PERSONS WITH DISABILITIES**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of the
Requirements for the Degree of Master of Education in Special Education.**

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DECLARATION

I, KAMIMA NKHOWANI do hereby declare that this dissertation titled: Advocacy Strategies for Inclusion of Girls with Disabilities in Selected Inclusive Schools in Chifunabuli and Mansa districts: A case of Zambia Agency for Persons with Disabilities (ZAPD) is my own original work and has not been presented for an award of any degree at any other University. All the information that is not mine has been fully acknowledged.

Student: **Signed:** **Date:**

CERTIFICATE OF APPROVAL

This dissertation by KAMIMA NKHOWANI has been approved as partial fulfillment of the requirements for the award of the Degree of Master of Education in Special Education at the University of Zambia.

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Name..... Sign..... Date.....

DEDICATION

This dissertation is dedicated to my parents Mr. Hundson Chijino Nkhowani and Mrs. Mary Mvula Nkhowani though not very educated valued the importance of formal education and made sure I acquired it. It is also dedicated to my beloved wife Exilda Malama Nkhowani and our beloved children: Wezi Gabriel Nkhowani, Natasha Mary Nkhowani, Lusungu Chileshe Nkhowani and Getrude Malama who endured financial hardships and missed my presence as a father when I was out for studies. This is our success.

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ABSTRACT

Girls with Disabilities (GWDs) face triple discrimination in education access (i.e. gender, disability and nature of the disability). Advocacy can play a key role in promoting inclusion of GWDs in schools. However, it is not clear what advocacy strategies are most promising in promoting inclusion of GWDs in schools. To this effect, this study explored advocacy strategies used by Zambia Agency for Persons with Disabilities (ZAPD) to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts. The study objectives were: to explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools; establish participants' views about the outcomes of the advocacy strategies and to establish the constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools. Qualitative research approaches using phenomenological design was used to collect and present data. The data collection instruments were: Focused Group Discussions (FGDs) and interview guide. The sample size was 30 comprising 2 ZAPD personnel, 4 school administrators of 4 Inclusive Education (IE) schools, 4 teachers from 4 IE schools, 12 parents of Children with Disabilities (CWDs) and 8 GWDs. The sample was arrived at using intensity and maximum variation sampling techniques. Data was analysed using thematic analysis. The study established that media advocacy on IE, financial and material support to GWDs and implementation of IE projects were the advocacy strategies ZAPD used to promote inclusion of GWDs in elected Inclusive Schools. The study further established that the outcomes of the advocacy strategies were increased enrolment and retention rates of GWD in selected Inclusive Schools, and change in cultural/belief systems towards disability and the education of GWDs. Furthermore, the study established that inadequate financial resources, negative attitude and cultural belief systems towards disability and the education of GWDs, IE policy implementation challenges and lack of legal framework on IE for GWDs were the constraints to advocacy for inclusion of GWDs in selected Inclusive Schools. The study recommended adequate financial support to ZAPD from government and cooperating partners to promote and implement IE in Schools; Change in policies and legislations to support the inclusion of GWDs in Schools; and continued Media advocacy on disability, gender and education, child protection, research and partnerships IE provision.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAMFED	Campaign for Female Education
CWDs	Children with Disabilities
CRC	Convention on the Rights of a Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organizations
DPO	Disabled People’s Organisations
FAWEZA	Forum for African Women Educationists in Zambia
FGD	Focussed Group Discussion
GWDs	Girls with disabilities
ID	Intellectually Disabled
IE	Inclusive Education
LSENs	Learners with Special Educational Needs
MDGs	Millennium Development Goals
MoGE	Ministry of General Education
NGO	Non-Governmental Organization
PI	Physically Impaired;
SDGs	Sustainable Development Goals
UNZA	University of Zambia
VI	Visually Impaired
ZAPD	Zambia Agency for Persons with Disabilities

OPERATIONAL DEFINITION OF TERMS

Access: Making available means for pupils to participate in learning activities.

Advocacy: A set of organized activities designed to influence the policies and actions of governments, international institutions, private sector, NGOs and CSOs to achieve positive changes for children's lives (Kaplan, 2015).

Disability: A permanent physical, mental, intellectual or sensory impairment that alone, or in combination with social or environmental barriers, hinders the ability of a person to fully or effectively in society on an equal basis with others.

Discrimination: Any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying recognition, enjoyment or exercise on an equal basis with others, of all human rights and fundamental freedoms.

Enrolment Rate: In this study enrolment rate refers to the number of girls with disabilities who are enrolled in inclusive schools as a percentage of the total girls of the official school age population.

Girls with Disabilities: Refers to girls with permanent impairments such as physical, intellectual, visual and hearing impairments that hinder them to participate fully and effectively participate in education access.

Inclusion: The process of increasing access, participation, and achievement for all learners in general education settings, with emphasis on those at risk of marginalization and exclusion.

Inclusive Education: A process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

Inclusive School: Is a school for all. It is a school that responds to educational needs of all children regardless of the socio-economic background, gender, disability and religion (Mandyata, 2017).

Media Advocacy: Strategic use of communication channels (TV, radio and newspapers) to influence public debate, and generate community support for change in community norms and policies.

Media: Communication channels (TV, radio, newspapers etc.) through which information is disseminated to the public or masses.

Person with Disability: A person with a permanent physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder that person to fully and effectively participate in society on an equal basis.

Retention rate: In this study, retention rate refers to the percentage of girls with disabilities who remain in the same school upon enrolment until the completion of a prescribed course

Strategy: A plan of collective action person or an organization undertaken by an individual or organization to accomplish goals within a particular context.

CHAPTER ONE

INTRODUCTION

1.0. Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, delimitation and limitations of the study and theoretical framework.

1.1. Background of the Study

The history of education in Zambia can be traced from the pre-colonial period. Before the coming of Missionary education also known as Western education, traditional education existed. Traditional education specifically focused on teaching indigenous knowledge and transmission of culture to young ones. Traditional education was organized in such a way that boys were taught whatever occupation their fathers engaged in and girls were expected to learn domestic and other chores which their mothers performed (Kelly, 1999). When Western education was introduced in Zambia, from the very beginning, it favoured boys than girls because it was mainly boys and men who were trained as catechists by the Missionaries to help them interpret Bible scriptures (Chita, 2011).

According to Muthoni ((2007), there was low participation of women and girls in colonial education compared with that of males in Africa due to societal attitudes, brief systems and because the missionaries did not see any value of educating women and girls to take up the evangelization roles hence, they favoured boy education. African societies also did not see any value of sending girls to school. The trend of not educating girls continued throughout the missionary, colonial and post-colonial Africa. The trend became worse and continues to be so for GWDs because of the discrimination they face (Muthoni, 2007). For, example, Frobisher (2016) observes that GWDs are the world's most disadvantaged group because they face triple discrimination based on their gender, impairment and nature of the impairment which place them at an intersection of exclusion and marginalisation.

Frobisher's observation are echoed by Leonard Cheshire Disability (2017) which explains that GWDs are among the world's most marginalised groups of society, resulting from social norms and cultural bias based on gender and disability. Their needs have largely been neglected and overlooked in education dialogue and practice resulting in limited educational opportunities. Furthermore, Leonard Cheshire Disability argues that those committed to gender equity overlook the specific situation of and added problems faced by girls and women with disabilities, and those who are committed to disability inclusion and equity fail to apply a gender perspective. Both disability and gender are significant factors for exclusion and are often treated separately.

In addition, Clarke and Sawyer (2014) contend that GWDs have been largely invisible in the discourse of Education for All (EFA) and are mostly unrecorded in national education statistics. According to Clarke and Sawyer (2014), Article six of the Convention on the Rights of Persons with Disabilities (CRPD) states that women and girls with disabilities face multiple discriminations in many sectors of the society. Furthermore, article 24 of the CRPD states that children and adults with disabilities tend to have much less access to education at any level than their non-disabled peers hence the need for inclusive education which is stated in Sustainable Development Goals (SDGs). SDG number 4 focuses on ensuring inclusive and quality education for all and promoting lifelong learning.

Efforts to promote and improve girl education started with the World education campaigns in the early 1990s when education advocates started to bring out challenges that girls faced in education access. For example, in 1990 in Jomtien, Thailand education advocates held an international education campaign commonly known as the Jomtien conference, and agreed to champion girl education. In Zambia, the campaign for girl education took off in 1996 through the work of Non-Governmental Organization (NGOs) such as Forum for African Women Educationists in Zambia (FAWEZA) and Campaign for Female Education (CAMFED) (Nkosha, Luchembe and Chakufyali, 2013). However, little is known whether this campaign included calls for inclusive education to support the education of GWDs.

Realising the inefficiencies in the provision of education to children with disabilities derived from the 1990 World education conference, inclusive education was born in 1994, in Spain, Salamanca at a conference commonly referred to as the Salamanca Framework of action on inclusive education. At the conference, education advocates encouraged participating

governments to stop segregating in the provision of education for children with disabilities and special educational needs. The main goal of inclusive education is the accessibility and the participation of any child, no matter how severe his/her condition is in education. Since then, the debate about inclusive education is a topic of educational interest throughout the world and many countries have signed and ratified many national and international policies and legislation supporting inclusion of CWDs in education (Chitiyo and Muwana, 2018). Inclusion is a human rights issue. It is in 3 of the Sustainable Development Goals (SDGs) namely SDG 4; SDG 8 and SDG 16. SDG 4 is about ensuring inclusive and equity education for all and promoting lifelong learning opportunities for all. SDG 8 talks about promoting inclusive and sustainable economic growth, employment and decent work for all while SDG 16 is about promoting just, peaceful and inclusive societies. United Nations member states, Zambia inclusive have the duty to promote inclusive education for all persons with disabilities (Mpolomoka, 2017). UNESCO (2008) explains that inclusion involves organizing systems of society both public and private, to enable all people to participate fully and effectively in all sector of society. To achieve full inclusion in education, an accessible, barrier-free physical and social environment should be advocated for. Nevertheless, it is not clear how viable inclusion of GWDs in schools in Zambia is especially that they face triple discrimination.

To support inclusion, Zambia has enacted, ratified and domesticated many international and local human rights instruments that advocate for inclusive education. Among the international instruments that the Zambia has ratified and domesticated are the 1990 World Conference on Education for All, the 1993 standard rules on the equalization of opportunities for persons with disabilities, the 1994 Salamanca statement and framework for action on special needs education, the 2006 United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW). Locally, Zambia repealed and enacted the Constitution of Zambia in 2015; the 1996 Education Policy; Disability Act of 2012, the Education Act of 2011, the 2015 Gender policy; the 6th and 7th National Development Plans. All these policies can be said to be advocacy strategies for promoting inclusion of Persons with Disabilities in education and society at large (Beddings, Chalwe and Mtonga, 2013).

For example, CRPD protects women and GWDs' right to education. Article 6 of CRPD recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms. The Article goes to explain that State Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women. In addition, Article 26 of the CRPD also recognises the right of women and girls with disabilities to comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services, and Article 24 of the CRPD recognises the right of persons with disabilities to education and sets out a range of obligations to ensure the inclusion of women and men and boys and girls with disabilities in education, including the provision of reasonable accommodation. In addition, Article 28 of the Convention on the Rights of a Child (CRC) recognises the right of children to a primary education. Furthermore, Article 10 of CEDAW recognises the right of women, including women and girls with disabilities, to have the same opportunities as men in all aspects of education and training throughout the whole education cycle (Clarke and Sawyer, 2014). However, despite all these policies and legislations in place, the provision of inclusive education to GWDS in Zambia still remains a challenge because little has been achieved in including GWDs in schools in Zambia.

The challenges experienced by GWDs in education access can be addressed through targeted advocacy. Disabled People's Organisations (DPOs) play a crucial role in advocating for school inclusion and a real inclusive culture beyond the school environment. Firstly, DPOs can support the identification of CWDs, their families and their needs, and contribute to the elaboration of interventions relevant and tailored to the specificity of a given context. Secondly, they can play a crucial role in representing persons with disabilities' requests, towards local and national authorities. Thirdly, they can give an important contribution is the awareness raising that is increasing school communities' knowledge and awareness on disability and inclusion. DPOs are also a vehicle of empowerment and development of the disabled persons (Amusat, 2010). Amusat argues that in these organizations people with disabilities can find numerous possibilities through advocacy to enhance the education and professional abilities of persons with disabilities. DPOs can provide avenues for bringing out the challenges GWDs face in education access and lobby for the elimination of such obstacles.

In Zambia, one such DPO engaged in advocacy for inclusion of CWDs in education is Zambia Agency for Persons with Disabilities (ZAPD). ZAPD is a quasi-government agency established under the Persons with Disabilities Act no 33 of 1996 which was repealed in 2012. According to the Persons with Disabilities Act No. 6 of 2012 p 14-15, ZAPD has the following functions: to plan, promote and administer services for persons with disabilities; to develop and implement measures to achieve equal opportunities for person with disabilities by ensuring, to the maximum extent possible, that they obtain education and employment, participate fully in sporting, recreation and cultural activities and are afforded full access to community and social services; to facilitate and coordinate habilitation, rehabilitation, training and welfare services for persons with disabilities; to operate schemes and projects for self-employment or regular or sheltered employment for persons with disabilities; to promote research into all aspects of disability; to promote public awareness in all aspects of disability; to cooperate with State institutions and other organisations in the provision of preventive, educational, training, employment, rehabilitation and habilitation services and other welfare services for persons with disabilities; to recommend to any State organ or institution any measures to prevent discrimination against persons with disabilities; and in consultation with relevant State institutions, organisations of persons with disabilities and other civil organisations, to take appropriate measures to eliminate discrimination on the basis of disability, by any person, organisation or private enterprise, among other functions but to mention a few (Human Rights Commission-Zambia, 2012).

Following its function of achieving equal opportunities for Persons with Disabilities in education stated above, ZAPD runs an education support fund for CWDs. The objectives of the education support are to provide supplementary education support to CWDs so that they are not excluded from the general education system on the basis of disability, and to ensure that CWDs access inclusive quality education on an equal basis with others in the communities in which they live (ZAPD, 2017). Currently, ZAPD is implementing an IE project in Chifunabuli and Mansa districts of Luapula Province called Natusambilile Bonse Capamo. Natusambilile Bonse Capamo is a local language “Ichibemba” phrase meaning “let us all learn together.” The project commenced in 2018 to run for a period of three years (ZAPD, 2018). Taking into considerations that GWDs face multiple in education access, it is not known what advocacy strategies ZAPD uses to promote inclusion of GWDs in schools. It is from this background that this study

explored advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts of Luapula Province.

1.2. Statement of the Problem

It is now accepted that children with disabilities should be educated alongside their non-disabled peers. In tandem with this, the Zambian Government has acted, ratified and domesticated a number of national and international policies and legislations in the quest to promote IE. For example, Chitiyo and Muwana (2018) argue that locally, Zambia has enacted the Educating Our Future Education policy of 1996; Education Act of 2011; Disability Act (2012); National gender policy of 2014; Gender equity and equality Bill of 2015 and Disability policy (2015). Internationally, Zambia ratified and domesticated the Salamanca Statement and Framework of action on IE; the Convention on the Rights of Persons with Disabilities (CRPD). Following these policies and legislations, the Ministry of General Education (MoGE) has placed emphasis on the inclusion of CWDs in the education system by developing IE implementation guidelines to guide the provision of IE in schools (MoGE, 2016). Additionally, the government continues to review all legislation relating to Persons with Disabilities and endorses relevant international conventions in order to facilitate efficient and effective service delivery. All these policies and legislations can arguably be said to be advocacy strategies aimed at promoting and improving the education welfare of CWDs. Nevertheless, despite all these policies and legislations, inclusion of GWDs in schools remains challenge. ZAPD has recognised advocacy as a tool for inclusion of GWDs in schools. However, it is not clear what advocacy strategies are most feasible in the inclusion of GWDs in schools. It is this reason that this study has been undertaken to explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Primary Schools in Chifunabuli and Mansa districts.

1.3. Purpose of the Study

The purpose of the study was to explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.

1.4. Research Objectives

- i. To explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.
- ii. To establish participants' views about the outcomes of the advocacy strategies for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.
- iii. To establish constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.

1.5. Research Questions

- i. What advocacy strategies are used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts?
- ii. What are the participants' views about the outcomes of advocacy strategies for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts?
- iii. What are the constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts?

1.6. Significance of Study

It is envisaged that the study would provide insights and useful information to ZAPD and other DPOs such as Zambia Federation for the Disabled (ZAFOD), Cheshire Homes Society of Zambia, and Enlight Abilities as major stakeholders in advocacy work for inclusion of GWDs in schools particularly GWDs who were the focus of this study. The results of the study would help ZAPD and DPOs identify major constraints to advocacy for IE, and come up with good strategies for IE advocacy such as lobbying government and other cooperating partners to overcome barriers to IE advocacy so as to implement and accelerate access to IE by GWDs. The study would also benefit GWDs by bringing out challenges they experience in accessing education so that education stakeholders can come up with solutions to challenges faced by GWDs vis-à-vis access to education and participation. Further, the study would also provide useful information to parents on the importance and need to become advocates for IE of GWDs not only in Chifunabuli and Mansa districts but also in other parts of the country.

1.7. Delimitations

The study was conducted in four Inclusive Schools namely Kombaniya Day Secondary School, Mansa and Muchinka Primary Schools in Mansa district; and Lubwe Girls Primary School in Chifunabuli district of Luapula Province. The participating schools in the two districts were chosen because of an IE project called Natusambilile Bonse Capamo (Let us all learn together) which ZAPD was undertaking in the two districts.

Luapula Province is located in the Northern part of Zambia. On the western external border of Luapula Province is the neighbouring Democratic Republic of Congo (DRC). Its eastern internal boundary is next to Northern Province whilst its southern internal boundary is shared with Copperbelt Province. Mansa district is the Provincial Capital of Luapula Province and is about 757 kilometres from the National Capital City of Lusaka (through the Mkushi-Serenje route). It is about 552 kilometres away from Lusaka through the pedicle route of Democratic Republic of Congo. Chifunabuli district sits just next to Lake Bangweulu in the Luapula province. The map of Zambia below shows the location of Mansa district in Luapula province. Note that Chifunabuli is not indicated on the map as it is a newly created district in Luapula Province which was created after dividing Samfya district into two districts.

Figure 1: Map of Zambia showing the location of Mansa district of Luapula Province



1.8. Limitation of the Study

According to Best and Khan (2009), limitations in research are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of a particular study. One of the limitations for this study was the language barrier when conducting FGDs with the parents of girls with disabilities. Most of the parents if not all used local languages such as Ushi and Ngu'mbo which the researcher had difficulties to understand and solicit for information from parents. The researcher used the teachers in the schools visited to interpret for him. Some parents thought the researcher had come with immediate solutions to their problems and when they noticed that the researcher was merely collecting data for research, some parents left before the discussions ended while others were not willing to give out some information. The limited number of GWDs who participated in the study also posed as challenge to the study because only limited information was collected from them. Furthermore, some learners with disabilities were not able to express themselves during the FGDs. For example, it was difficult to collect data from learners with intellectual disabilities due to the nature of the disability as social interaction remained a challenge. Finally, the breakout of the lethal novel Coronavirus (Covid-19) Worldwide affected the completion of the study as the University of Zambia closed indefinitely in order to prevent the spread of the disease in Zambia.

1.9. Theoretical framework

The study used Saul Alinsky's (1971) grassroots theory of change. Saul Alinsky was an American community activist and organizer. He is popularly known as the founder of modern community organizing. He pioneered a method of helping the poor and working class people to organize themselves in order to improve their communities. According to Alinsky, the only way for communities to build long term change is by organizing people and resources around a common vision. Sharma (2017) postulates that Alinsky's prescription of social change required grassroots organization that taught community people to help themselves by confronting government and corporations to obtain the resources and power to improve their lives. According to Sharma (2017), Alinsky believes that the key to community organization is that, it is not about winning any one issue rather it is about building broad coalitions and training community members to conduct campaigns that let them win on several issues. Therefore, the grassroots

theory of change is about mobilizing a group of people who are passionate about a cause and harnessing the power of their conviction to push for a different outcome. Its proponents argue that change exists when people cooperate and that organizing change requires building the capacity of those affected by the problem to address it and efforts should focus on changing institutions and policies, not on changing individuals.

The application of this theory to advocacy requires efforts being focussed on working with the many and not with the few, and that the advocacy organization is not the leader but helps to facilitate collective efforts to achieve social change. The promising strategies for advocacy according to the grassroots theory of change include media advocacy, awareness building, partnerships, training and capacity building, community and resource mobilization, action research, and policy analysis. By using the grassroots theory of change to advocate for inclusion of GWDs in education, it is possible to shift personal and community views, awareness and understanding of IE. Advocacy for inclusion of GWDs in schools require organizing individuals around IE provision through awareness building, mobilization of resources, training and capacity building, partnerships, and research and policy analysis in IE for GWDs.

1.10. Summary

The above chapter has discussed the background of the study by highlighting various aspects of the education of GWDs, the challenges they face in schools that should be the focus of advocacy. The chapter has also discussed well defined statement of the problem which has highlighted the purpose of the study. In addition, the chapter has presented research objectives and questions which are in line the purpose of the study on advocacy strategies for inclusion of GWDs in selected schools in Chifunabuli and Mansa districts. Furthermore, the chapter has discussed the significance of the study, delimitation and limitation of the study and theoretical framework, and definitions of operational terms used in the study. The following chapter two provides a review of literature.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter presents the review of literature on advocacy strategies for inclusion of GWDs in inclusive schools. The surveyed literature is presented under the following headings: Advocacy strategies used to promote inclusion of girls with disabilities in schools; views of participants about the outcomes of advocacy strategies for inclusion of girls with disabilities in schools and the constraints faced in advocating for inclusion of girls with disabilities in schools.

2.1. Advocacy Strategies for Inclusion of Girls with Disabilities in Schools

Reid (2000) argues that there is no universally accepted definition of advocacy as there are many definitions of the word, depending on the direction one who engages in advocacy would take. For example, advocacy can generally be understood as to influence policy makers to change and enact laws or legislations to suit the needs of those who are oppressed. On the other hand, Kaplan (2015) defines advocacy as a set of organized activities designed to influence the policies and actions of governments, international institutions, the private sector and civil society in order to achieve positive changes for children's lives. Kaplan argues that breaking this definition down, advocacy can further be explained as a deliberate process of influencing those who make decisions, making a case in favour of a cause and getting others to support that cause; seeking to raise awareness among decision-makers and the public at the same time, if possible, so that policy and attitude change reinforce each other and a tool to help us push for developments, reforms and/or implementation of policies; a way of supporting or enhancing programme strategies for solving problems or making changes. In the case of IE, advocacy can mean drawing attention to disability marginalisation in the provision of education and by supporting change makers to bring change in the provision of IE. This can be performed by external influencers, parents of children with disabilities, children with disabilities or a combination respectively. In addition, Jongenelen (2018) argues that IE advocacy exists in order to create awareness as well as to change laws, policies and practices.

Practicing good IE advocacy is, in itself, a way of practising IE as it is not just about telling people what to do, it is also about working with people to establish a common and practically grounded understanding of what IE means. In this way, advocacy should support people in challenging stereotypes and addressing their own barriers to inclusion and providing services to marginalised people. It follows that advocacy is a process of supporting people to be reflective in making the connections between inclusive education concepts and practice in their own lives (Kaplan, 2015).

Macadam, Watts and Greig (2013) explain that advocacy seeks to bring about clear and specific changes in a particular context and/or for particular stakeholders. It is not a process of complaining about an undesired situation, but of raising awareness about how and why the situation is unfair or unacceptable, and pushing for clearly defined changes that would make the situation fair or acceptable. Advocacy is about engaging constructively with those who seek to influence others to make change rather than just to voice concerns, so as to achieve a constructive relationship with those who have the power to bring about our desired change. Advocacy is therefore built on notions of diplomacy and negotiation, and involves dialogue, not just demands. Effective advocacy emphasizes the positivity while pointing out problems and seek constructivism when engaging with decision-makers.

According to Almog-Bar and Schmid (2013), advocacy is evidence-based. Unless there is sound evidence highlighting a perceived unacceptable situation, calls for change in society would not be taken seriously. For instance, if an accusation is raised that teachers are currently receiving an inadequate education to effectively address the diverse needs of learners, and advocate for them to receive better programmes and courses on inclusive education, there is need to produce evidence that show what the existing training is like, and a clear analysis of why teachers lack with the necessary required skills and knowledge. There is also need to provide evidence to show the validity and potential of the alternatives or solutions be being proposed. This might mean, for instance, gathering examples of attainable practices that can be used to back up advocacy messages.

A study by McNamara (2009) identified various types of advocacy namely: self-advocacy, citizen advocacy, group advocacy; representative advocacy, peer advocacy, family advocacy and legal advocacy that organizations and individuals undertake to champion a cause. Furthermore,

McNamara (2009) added that self-advocacy is about speaking up for one-self or others in regards to their rights and entitlements. For example, people with disabilities set up DPOs to promote self-advocacy. Group advocacy evolved from self-advocacy. The group usually have a person who stands beside or stands behind, depending on the group's requirements. Group advocacy is an important form of advocacy that has the potential to move self-advocacy to higher level. The group have the opportunity to speak up on issues collectively as it gives individuals in the group a greater level of confidence to fulfil their full potential. Citizen advocacy involves citizens working in partnership with a person for as long as that individual needs the support. This service should be completely independent from service providers as there tends to be a conflict of interest persisting among many service providers. In other words, the advocate 'stands beside' the person whom they are supporting. It is vital for the advocate to "build up a trustworthy relationship with a person who is at risk of social exclusion and choose one or more ways to understand, respond and represent the person's interests.

Flynn (2016) contends that citizen advocacy involve people without a disability representing or assisting a person with a disability. On the other hand, a peer advocate is a person who has a disability and who supports another person with a disability in a similar situation. A peer advocate is often a person who is also a self-advocate. Furthermore, Flynn (2016) contends that family members can also act as a representative advocate for their children or siblings in order to fight for their rights and entitlements. However, there tends to be a conflict of interest between the advocate and the person whom they are advocating for, as the advocate focuses on the person's 'best interest' rather than the person's needs and wishes. A legal advocate is a person who is familiar with applying the legislation in terms of accessing rights for people with disabilities. Legal advocacy has been in operation in many countries in terms of lawyers acting on behalf of a person with a disability in court.

There are many advocacy strategies advocacy organizations can use to influence public policy. Almog-Bar and Schmid (2013) explain that a strategy is a general long range approach to advocacy. Reid (200) explains that advocacy strategies include public education and influencing public opinion; research for interpreting problems and suggesting preferred solutions; constituent action and public mobilizations; agenda setting and policy design; lobbying; policy implementation, monitoring, and feedback; and election-related activity.

Longpre (2016) conducted a study on advocacy for Special Education in Trinidad and Tobago established three advocacy strategies: transformational, developmental and instrumental advocacy strategies that advocacy organisations used to carry out advocacy. Instrumental advocacy strategy deals with policy. It is a means to influence change to policy in order to achieve a certain goal. For IE, instrumental advocacy strategies may mean developing relationships and support with persons of influence (e.g. formal and informal meetings with politicians, training of education authorities and school administrators), advocating for supportive IE systems, providing research on IE best practices, assisting with policy and legislation development, monitoring policy implementation in IE and advocating for resource allocation IE projects, activities to persuade the decision makers of the importance of inclusive education. Transformational advocacy strategy is an empowerment process to address common problems and promote shared interests. In IE, this means service provision such as IE support in schools, academic intervention in IE, teacher and leadership training in IE, best practices, parental support, building capacity for IE and empowering CWDs. Developmental advocacy strategy is about civil society acting on behalf of citizens to represent and advance their interests. It involves advocacy organizations, traditional authorities and international institutions lobbying for the voiceless in society. For example, mass sensitization on IE through media (television, radio and newspapers), establishing coalitions for IE action, developing pilot programs/model schools for IE, creation of parent support groups, piloting inclusive education in government schools, and providing specialized advisory support to strengthen government capacity in the field of inclusive education based on research and best practices, and building mass support for IE equal education for all. Public awareness and sensitization to social justice issues can transform societal attitudes and beliefs that act as a barrier to change. While these strategies could be used in Zambia to promote inclusive education, it was not clear whether they were used hence this study.

Almog-Bar and Schmid (2013) identified several potential advocacy strategies, ranging from collaborative to antagonistic. They contended that collaborative strategies are agreements that exist between political institutions and civil society and require stakeholders working collaboratively to bring about the desired change. Pilot programs are examples of collaborative advocacy and are utilized to demonstrate successful alternatives or solutions to complex issues. Almog-Bar and Schmid (2013) further contend that organizations often undertake educational

advocacy strategies through provision research to government entities at aimed influencing priorities, policies and decision-making, while administrative advocacy strategies include participating on advisory and planning committees, providing information to government agencies and networking with government personnel. In Zambia, it was not clear whether DPOs used these strategies to advocate for inclusive education, hence the study.

A study conducted by Betzold (2013) established two main advocacy strategies that advocacy organizations can use to influence change. These were insider and outsider advocacy. Insider advocacy strategies include activities that rely on the direct transmission of information to decision-makers to influence policy change for instance, IE reforms. Outsider advocacy strategies include public education, use of mass media, protests and boycotts to bring about system reforms. It also includes persuasion, mobilization of mass support for an issue through education, awareness building and the development of coalitions, which can force the hand of political institutions to adopt the desired reform recommendations and the ability to shift paradigms and strongly held societal beliefs on certain issues (e.g. IE for children with disabilities). A vivid example of outsider advocacy strategies would be what Mohammad (2016) discovered as being undertaken by Socio Economic Empowerment of Persons with Disabilities (SEEPD), a Non-Governmental Organization (NGO) operating in Cameroon. SEEPD used strategies such as piloting IE in schools and equipping schools with suitable technology, training and sensitising teachers in IE methodologies and universal building access (e.g. ramps) to promote inclusive education for CWDs in schools. This created an environment in which CWDs learned alongside other students in schools. The present study was undertaken to ascertain whether the above mentioned strategies was viable for the promotion of inclusive education for GWDs in schools in Zambia.

Phillips (2009) conducted a study on civil society and disability rights in Post-Soviet Ukraine and identified four advocacy strategies for strengthening disability rights movement namely. They included launch of information and image campaigns; moving disability activists into political office and pursuing international partnerships as key strategies in disability advocacy. The author argued that disability activists needed to direct more effort toward informing the public about issues affecting people living with disabilities and improving popular perceptions of disability and the disabled. The gap with the present study is that Phillips' study was general in

nature while the present study explores advocacy strategies in terms for inclusive education for girls with disabilities. Placing more emphasis on IE advocacy for girls with disabilities would have a long term, positive impact on their access to education.

Another study by Christian Blind Mission International (2013) discovered that advocacy strategies for IE children with disabilities in the wider society included research; activism; awareness raising; communications; provision of public education; lobbying; skill building; organizing populations; and analysing social justice issues. Another study by Italian Development Cooperation (2015) established that the paths to strengthen inclusive education are strong embedded in advocacy and DPOs play a crucial role in favouring school inclusion and, more generally, a real inclusive culture beyond the school environment. DPOs are involved in advocacy actions aimed at strengthening inclusive and fully participative policies and practices such public awareness on the rights of children with disabilities; financial and material support to promote independent living and educational provision. While these were good advocacy strategies inclusion, it is not known how effective DPOs in Zambia used them to advocate for inclusive education for GWDs hence the study.

African Disability Alliance (2015) explains that NGOs play a key role in empowering children with disabilities and their families to claim their right to education; to be acknowledged as citizens, as opposed to being regarded as merely consumers. In order to achieve this goal, parents and their children need access to information and support on their legal rights to both the commitments governments have made under international law, as well as national legislation and regulations; what services are available and how to access them; where and how decisions affecting their education are made and how to advocate, lobby and influence local and national political agendas. This is what the present study would like to explore in terms of advocacy strategies suitable for inclusion of girls with disabilities in education.

A study by Custers (2017) on opening up for inclusive education in Cameroon identified capacity building, creation of pilot projects in government schools, providing suitable technology, training teachers and universal building access as some of the strategies that Civil Society Organizations (CSO) and Non-Governmental Organizations (NGO) were using to campaign for inclusive education in Cameroon.

Another study by McNamara (2009) established that advocacy strategies for persons with disabilities embrace four main principles namely empowerment; autonomy; inclusion and citizenship. McNamara argued that persons with disabilities were among the least powerful in society. They are often not given the opportunity to voice their concerns or issues, and in some cases may be incapable of doing so themselves. Advocacy provides disabled people with the support necessary to make their own decisions and choices. It enables them to have more control over their lives. Even the provision of information and education on the options available, and the advantages and disadvantages of them, is hugely empowering for the individual in the sense that it may give them the self-confidence to act on their own. The empowerment that advocacy brings supports to the other three principles of autonomy, inclusion and citizenship. To GWD, the principles of advocacy can be seen in the provision of inclusive education which requires support to it.

Banks and Zuurmond (2015) conducted a study on barriers and enablers to inclusion in education for children with disabilities in Malawi and recommended advocacy for improved budgetary allocation and monitoring of existing laws and policies on inclusive education; proper supervision, planning, monitoring and evaluation of inclusive education at all levels of government, strengthening the capacity of all schools to provide an inclusive education by improving accessibility of school facilities and availability of specialist resources; providing training to all teachers in methods for promoting inclusive teaching and for working with children with different disabilities. The study recommended engaging families with children with disabilities in economically empowering activities to reduce the impact of poverty in order to increase access to education and health services; strengthening child protection mechanisms and ensuring they are disability-inclusive to combat violence and abuse perpetrated against children with disabilities and to increase access to health and rehabilitative services, including provision of assistive devices, to prevent impairments from worsening and improve overall well-being and independence of children with disabilities as strategies for promoting IE. On the other hand, the study in Malawi focussed on general learners. The study did not show how girls with disabilities were included in education. The present study focussed on how girls with disabilities can be included in education using advocacy strategies that are friendly to girl child education.

2.2. Participants' Views about the Outcomes of Advocacy Strategies for Inclusion of Girls with Disabilities in Schools

Outcomes are the actual consequences of advocacy such as issue resolution, feeling heard, and user satisfaction, which can in principle be identified during or at the conclusion of an episode of advocacy. For example, a problem is dealt with by having a law amended, a policy made or a decree issued. This is probably the easiest level of outcomes to achieve. This outcome would take a few campaigns to convince the decision-makers to change the decision-making process in such a way. Citizens are aware of their power, and use this power to influence the decision making process. This is the ultimate outcome of advocacy which usually take more than a generation as it deals with cultural attitudes toward participation and possibility of influencing the decision making process (Almog-Bar and Schmid, 2013).

Macadam et al. (2016) posits that advocacy outcomes are difficult to determine as it is difficult to measure their effectiveness. He further argues that advocacy outcomes include what is expected when strategies are utilised to produce results. This could include products for instance, self-advocacy resources, literature including information and advice, social media; services for instance changes to practice, changes to behaviour, changes to individuals or changes within education, health and social care services.

Bhatti (2015) established that outcomes of advocacy include change in policy and legislation, budgetary commitments, implementation of commitments, new or stronger networks, more effective network activities, shaping the policy agenda, changes in oral and written rhetoric, new items appear in political discussions, coverage of issue in the media and monitoring and evaluating advocacy, influencing policy maker attitudes and behaviour key decision makers change rhetoric in public and in private. Key decision makers change knowledge, attitudes and behaviour, communities acquire new information, communities change attitudes, communities change behaviours (McNamara, 2009). Furthermore, advocacy outcomes include better access to support options, enhanced communication between people who use service and professionals and wider change in social services provision.

A study by Gen and Wright (2013) revealed that advocacy outcomes may be short-term or long term. Short term outcomes create an opening for social change, such as responsive democratic

environment that enables advocacy and change in mind-set (i.e. greater public awareness and support of an issue, and decision-makers' awareness and support). The long-term outcomes affect change in the policy domain through policy adoption and changes to policy implementation. Ultimately, the policy itself is a means to an end, and that end is societal impact whether on people, services and systems, or the political system. In addition, advocacy outcomes results in creation of information to its dissemination. Creation of information sets the policy agenda by drawing public attention to an issue being advocated for. This raises the issue to higher levels of policy makers and increases their political will to act on the issues. Advocacy outcomes attempt to reform policy. To inclusive education, this could be raising awareness, and making reforms to current education policies to suit the needs of children with disabilities.

Almog-Bar and Schmid (2013) argued that the major outcomes of advocacy revolve around access, agenda setting policy formulation and implementation. The 'voices of previously excluded stakeholders are now heard, the powerful decision-makers support a desired policy change and the desired change is translated into new legislation or regulations'. Finally, policy is implemented as proposed. Longpre (2016) established that advocacy outcomes for Special Education were transformational, developmental, instrumental and transactional. Transformational outcomes involved constituent empowerment whereby, marginalized populations develop the capacity to identify and address issues that impact them. Developmental outcomes involved strategies that strengthen civil society and encouraged democracy while instrumental outcomes influenced policy formulation.

African Disability Alliance (2015) discovered that advocacy outcomes for IE involved sensitization of the general public on the importance of education. Outcomes are realised when government convincingly implement inclusive education policies. Outcomes for IE advocacy can be seen through provision of services such as teaching and learning materials. As a result of increased engagement with the government, and improved awareness and knowledge of teachers and other school staff, the enrolment levels of children with disabilities in mainstream schools increase.

A study by Frobisher (2016) revealed that advocacy strategies for mainstreaming and away-streaming of GWDs in education resulted in many tangible intended and unintended improvements to the lives of GWDs such as reduced risk of sexual violence, improved social

relationships, heightened self-esteem and better educational opportunities. Other studies by Pothof (2016) and Mohammad (2016) revealed that the outcomes of advocacy for IE included increased sensitisations through various forms such as the media, authorisation and implementation of pilot schools for IE in ordinary schools and partnerships with various stakeholders such as councils in the implementation of IE projects.

Nkosha, Luchembe and Chakufyali (2013) conducted a study on the impact of girl-child education campaigns and enrolment/retention in Zambian Basic Schools whose results showed positive impacts of girl child education campaigns on enrolment and retention rates in basic schools. They reported that one of the interventions put in place to campaign for girls child education was advocacy and sensitisation. This intervention was aimed at creating policies which promote an enabling environment for the education of girls in Zambia. This study discussed campaign for girl education in Zambia in general and does not mention anything concerning the education of GWDs, taking into considerations that they face triple discrimination in education participation and access.

2.3. Constraints Faced in Advocacy for inclusion of Girls with Disabilities in Schools

Chouinard (2015) explains that disability activists and service providers lack financial resources to carry out sensitization and awareness campaign messages on disability inclusiveness. Advocacy work demands a lot of financial resources to do media sensitizations and to make community visits. This argument has also been echoed by Sawyer and Clarke (2014) who recognised financial resources as critical to advocacy and development of inclusion strategies for persons with disabilities. Sawyer and Clarke argued that dedicated funding to address inclusive education for children with disabilities is required to education advocacy and outcomes for these children. However, they established that many advocacy organisations lacked financial resources to do advocacy activities for inclusive education.

Lack of research specific to special needs population rights, issues, needs and education is another substantial barrier to education reform and advocacy. Without sound, locally based research on the occurrence of special needs, education best practices and effective advocacy strategies, how can a system implement effective change? An organization that undertakes advocacy is most effective when it presents a viable alternative or solution that is based on facts,

data and solid analysis. To support this, a study by Longpre (2016) established that research on GWDs is limited. When inclusive education for children with disabilities is discussed and advised on, the plight of GWDs must receive better attention to ensure they are not overlooked. Therefore, lack of research is a fundamental barrier to advocacy for improving inclusive education.

Sancho (2016) identified division and fragmentation among organizations dedicated to the services of people with special needs as barrier to advocacy. Sancho noted that while a united voice, common vision and shared resources would enhance advocacy activities, relationships between some DPOs are strained and a coalition can lead to advocacy in that it represents the interests of marginalized populations and can influence decision-making and policy direction.

According to Leonard Cheshire Disability (2017), constraints to advocacy for IE for CWDs particularly girls included inadequate legal frameworks, lack of safety and protection from sexual violence, social norms around traditional, distance, inaccessible infrastructure, inappropriate sanitation, especially in the context of menstruation, teachers' expectations which are often gendered, early marriage and lack of positive representation and role models. An IE legal framework is needed to support advocacy work for inclusion of GWDs in education. It becomes a challenge to carry out advocacy in the absence of a defined legal framework which can compel schools and other institutions of learning to implement IE for GWDs.

Kipkosgei (2013) explored a different perspective and revealed that poor physical facilities in schools were factors that influenced IE advocacy. He noted that physical facilities such as school buildings, classrooms and furniture greatly influenced the enrolment of GWDs in school. Many school infrastructures were not user friendly to children with disabilities. Schools with such facilities did not attract GWDs to enrol with them. Therefore, advocacy for inclusive education requires modification of school infrastructure to suit the needs of children with disabilities. Facilities such as classrooms, toilets, walkways and furniture must be modified to encourage GWDs to participate in school.

A study by Muthoni (2007) established that cultural practices and belief systems were a determinant of IE for GWDs. The author explained that culturally, society looks at GWDs as inferior with majority being sceptical about their worth. These cultural beliefs contribute to

negative attitude towards persons with disabilities. They also have negative effect on the families and results in hiding children with disabilities from public to avoid ridicule. This makes advocacy messages difficult to be accepted by parents of children with disabilities. Muthoni's (2007) are supported by Sawyer and Clarke (2014) who discovered that negative attitudes about disability were compounded by negative attitudes about girls and women. GWDs are stereotyped as sick, helpless, childlike and incompetent. This discrimination extends to parents, teachers and the wider community, thereby make advocacy work difficult to be accepted because society has internalised negative perception of disability. Positive community attitudes to disability and gender equality are recognised as central to the success of inclusive education advocacy.

Another study by Frobisher (2016) in Cameroon revealed that advocacy for mainstreaming GWDs in various sectors of society was being challenged by limited educational and extreme levels of discrimination in all realms of public life which included their own families and communities. Equally, Mulunda (2017) noted that IE implementation in Zambia lacked adequate awareness.

2.4. Summary

In this chapter, well-researched literature based on the objectives of the study has been presented. Much of the literature presented discusses either advocacy for special education or the education of girls, advocacy other causes without necessarily mentioning how advocacy for inclusion of GWDs in conducted, knowing that they are the most disadvantaged group. This literature has helped to clarify the knowledge on advocacy strategies for inclusion of GWDs in schools in in Chifunabuli and Mansa districts. It is evident from the reviewed literature that advocacy strategies for inclusion of children with disabilities in schools increased enrolment and retention rates of GWDs in schools, also raised awareness on disability and gender. However, advocacy for inclusion of GWDs in school faces constraints such as lack of financial resources to do advocacy work, backward cultural systems and unsupportive education Acts, policies and legislations. More attention should be accorded to advocacy for inclusion of GWDs in schools.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter discusses the methodology that used to collect and analyse data from the participants. The chapter explains the research design, target population, sample size, sampling techniques, data collection instruments and data analysis methods as well as ethical considerations.

3.1. Research Design

The study employed qualitative research approaches and phenomenological design. Research approach depends on the problem to be researched. The choice of the approach depends on what the research is trying to find out (Cohen, Manion and Morrison, 2001). The study adopted a qualitative research approach for the following reasons: the qualitative approach deals with social phenomena and this research was a social phenomenon.

Mugenda and Mugenda (2003) explain that research design offers a guideline or specification of procedures for collecting and analysing data necessarily to help solve the problem at hand. It is a basic plan to conduct empirical research and includes main ideas such as strategy, sample, and the tools and procedures to be used for collecting and analysing empirical data. The study used phenomenological research design. Phenomenological studies examine human experiences through the descriptions provided by the people involved. These experiences are called lived experiences. Phenomenology design was used to tap into the knowledge and experience of school administrators, teachers and ZAPD personnel, parents of children with disabilities and the children with disabilities to describe advocacy strategies for IE, their outcomes and constraints to inclusion of GWDs in selected Primary Schools Chifunabuli and Mansa districts.

3.2. Target Population

Target population refers to a group of individuals, objects or items from which samples are taken for measurement, for example, a population of students (Kombo and Tromp, 2006). Target population is also defined by white (1993) quoted in Mainza (2017) as universe of units from

which the sample is to be selected. In this study, the target population was ZAPD personnel from ZAPD headquarters in Lusaka and Mansa regional office; school administrators, teachers, parents and learners with disabilities (i.e. girls and boys) from four selected Primary Schools in Chifunabuli and Mansa districts of Luapula Province.

3.2.1. Sample Size

Cohen, Manion and Morrison (2001) explain that a sample population is a representative case from the large population. The sample for this study was thirty (30) and divided as follows: two (2) ZAPD personnel; four (4) school administrators of four (4) IE schools; four (4) teachers teaching in IE school settings; twelve (12) parents of CWDs, eight (8) GWDs. The type of disabilities learners had included: Visual impairments, Physical impairments and Intellectual impairments. All the participants that made the sample to this study were purposively selected by the researcher because of the role they played in IE provision. The GWDs were included because the research was meant to benefit them by devising advocacy strategies aimed at improving their education. The two tables below provide summaries of the participants in terms of gender distribution, and the disability type of the learners.

Table 1: Gender Distribution of the Participants

Gender				Overall total
Male	Number	Female	Number	
Men	9	Women	14	30
Boys	0	Girls	8	
Total	9	Total	19	

According to table1, there were 30 participants who took part in the study. Of these, 9 were males and 19 were females. Therefore, the majority of the participants were females.

Table 2: Pupil Participants by Disability Type

Gender	Disability type			Total
	Visually Impaired	Intellectually Disabled	Physically Disabled	
Girls	4	3	1	8

Table 2: shows 4 pupils were visually impaired, 3 pupils were intellectually disabled and 1 pupil had learning disabilities.

3.3. Sampling Procedure

Non probability purposive sampling using intensity and maximum variation sampling techniques was used to select participants to this study. Purposive sampling is selecting the cases to be included in the sample on the basis of researcher’s judgment of their typicality. In this type of sampling, the research only looks for participants that the researcher thinks has the required information (Orodho, 2005). Intensity sampling is a process of selecting or searching for rich examples of the phenomenon of interest while maximum variation is a sampling technique that involves purposefully selecting a wide range of variation on dimensions of interest to obtain information about the significance of various circumstances. Intensity sampling was used to pick school administrators, teachers and ZAPD personnel who provided the much needed information on the advocacy strategies for inclusion of GWDs in Primary Schools, outcomes of the advocacy strategies and constraints faced in advocacy for inclusion of GWDs in Primary Schools whereas maximum variation sampling technique was used to select parents and GWDs.

3.4. Research Instruments

The study employed two instruments for data collection: Focus Group Discussion (FGDs) and Semi-Structured Interviews. FGDs were used on parents whereas Semi-Structured Interviews were used on School Administrators, ZAPD personnel and Pupils.

3.4.1. Focus Group Discussions

Focus Group Discussions (FDGs) are a form of group interview with the aim of capturing the interaction between the participants based on topics that are supplied by the researcher. The main purpose of FDGs is to evoke a level of participants' attitudes, feelings, beliefs, experiences and reactions otherwise not available when using methods, such as observation or interviewing. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction created in a focus group. FDGs use the social dynamics of the group, with the help of a moderator/facilitator, to stimulate participants to reveal essential information about people's opinions, beliefs, perceptions and attitudes (Orodho, 2005). The study used FDGs on parents to get their views and experiences on advocacy strategies used by ZAPD to promote the inclusion of GWDs in the selected Primary Schools under the study. Parents were invited to attend FDGs and met with the researcher at one IE Primary School in each district where the discussions were held. The discussions took about 45-60 minutes.

3.4.2. Semi-Structured Interviews

According to Kothari (2011), interviews are an interchange of views between two or more people on a topic of mutual interest who see the centrality of human interaction for knowledge production, and emphasize the social situatedness of research data. They are a systematic way of talking and listening to people and another way to collect data from individuals through conversations. Interviews give a higher responding rate in a natural setting and the researcher can probe the respondents to express their views freely and openly. There are three types of interviews: structured, semi-structured and unstructured interviews. In this study semi structured interviews were used to collect data on school administrators, teachers, ZAPD personnel and GWDs. Semi structured interviews allow the interviewer to ask additional detailed questions that explore more deeply into the participants deep inner feelings, that means the interviewer (researcher) does not have to stick to the interview guide only. Furthermore, semi-structured interviews are characterised by topic guides containing major questions that are used in the same way in every interview, although the sequence of the questions might vary as well as the level of probing for information by the interviewer. In addition, semi-structured interviews are suitable when the researcher already has some grasp of what is happening within the sample in relation to

the research topic. In this case, the researcher wanted to find out the advocacy strategies ZAPD used and the constraints the organization faced in promoting inclusion of GWDs in the four Primary Schools by probing further. The participants were also asked to state their views on the outcomes of the advocacy strategies that were being used to promote inclusion of GDWs in schools. School administrators and teachers were interviewed from their respective schools. The interviews allowed the research to probe for more information by asking questions based on the participants' responses to the questions on advocacy for inclusion of GWDs in Primary Schools. ZAPD personnel were interviewed in two different situations. One ZAPD official was interviewed from Mansa where he worked as the IE project coordinator whereas the other ZAPD official was interviewed from the ZAPD headquarters in Lusaka. Girls with disabilities were interviewed from their respective schools. All the participants were asked to participate in the interview voluntarily, and each interview took about 30-45 minutes.

3.5. Trustworthiness of the Study

Trustworthiness is the extent to which the data and data analysis are believable and trustworthy (Anney, 2014). To ensure trustworthiness of the study, three methodological issues were considered. These are triangulation in data collection, expert checking and thick description of research process. Triangulation involved the use of two different research instruments: FGD and Semi-Structured interviews to collect data. Triangulation also involved the use of a wide range of informants such as Parents, teachers, school administrators, ZAPD personnel and GWDs to collect different viewpoints on advocacy strategies and thereafter analysis was made. Triangulation helped to reduce bias and cross-examined the integrity of participants' responses. Expert checking involved the supervisor and the examiners checking the development of the research process by giving guidance to the researcher during seminar presentations of findings. The process of expert checking allowed the researcher to refine the research. The researcher also provided thick description of the research process through detailed data collection, presentation and discussion of findings of advocacy to allow further comparison and investigation.

3.6. Data Collection Procedures

Bloomberg and Volpe (2008) explain that data collection procedures describe and justifies all data collection methods, tools and instruments, including how, when, where and by whom data will be collected with proof of facts. Data was collected between the month of March and April, 2019 in Mansa and Chifunabuli districts. Data from the participants were collected using a voice recorder App installed in a Techno Spark 2 mobile phone. The recorded data was later transcribed into questions and responses in word document. The process of data collection took 21 days to be completed whereas as transcribing of data took 30 days to be completed.

3.7. Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Mugenda and Mugenda, 2003) describe. Data was analysed using thematic analysis. Same questions were asked to participants using the same instrument that included interviews for School Administrators coded as “SA”, Teachers coded as “T”, Pupils coded as “PP” and ZAPD personnel coded as “ZAPD.” Focused Group Discussions for Parents coded as “P”. Their responses were recorded using a voice recorder App installed in the Techno Spark 2 mobile phone, and later transcribed into themes. Themes with similar responses were grouped together and analysis drawn from them. The themes were arrived at following the research questions.

3.8. Ethical Considerations

Ethical considerations in research are those practices that ensure that no harm is made to the respondent, that respondents participate in the study out of their own volition, that the privacy of respondents is respected and that there is no deception involved in bringing the respondents into the study. Furthermore, ethical considerations deal with protection of respondents from embarrassment or harassment (Bryman, 2008). The following principles of ethical considerations were strictly observed: informed consent; confidentiality of information shared; anonymity of research participants and beneficence.

The researcher obtained informed consent from the participants to participate in the study without being forced to do so. The participants willingly participated in the study after the

researcher informed them the purpose of the study. The researcher also obtained ethical clearance from the Research Ethics Committee of the University of Zambia to conduct the study.

The researcher adhered to confidentiality of information shared and anonymity of research participants by assuring participants that no information would be shared with third parties without their consent and that no identity of the participants would be revealed in the report. To this effect, no information has been shared to third parties except the University of Zambia for academic purposes and no identity of participants have been revealed in the report. This has been done to respect and protect the participants.

To avoid causing harm to participants, asking sensitive questions that would trigger emotional feelings of the participants especially that the study was bordering on disability issues was avoided.

3.9. Summary

Chapter three has outlined aspects of research methodology that was followed to conduct this study. The study was qualitative in nature and used a phenomenological design to find out the experiences and views of participants on advocacy strategies for inclusion of GWDs in schools. The collected data was analysed using themes. The next chapter presents the findings of the study in line with the set research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview

This chapter presents the findings of the study. The purpose of the study was to explore advocacy strategies used by ZAPD to promote the inclusion of girls with disabilities in selected Inclusive Schools in Chifunabuli and Mansa districts. The participants were a set of sampled school administrators, teachers, girls with disabilities and parents of children with disabilities in the sampled IE Schools, and personnel from ZAPD. The chapter begins by presenting research question one.

4.1. What Advocacy Strategies are used by ZAPD to promote inclusion of GWDs in Selected Inclusive Schools in Chifunabuli and Mansa Districts?

To establish the advocacy strategies ZAPD used to promote the inclusion of GWDs in selected inclusive schools in Chifunabuli and Mansa districts a question was asked to ZAPD personnel, school administrators, teachers, parents and pupils on what advocacy strategies ZAPD used to promote the inclusion of GWDs in inclusive schools. The study established that there are a number of strategies that ZAPD was using to advocate for inclusion of GWDs in selected Primary Schools, of which inter alia: media advocacy, material and financial support, stakeholder participation/partnerships, piloting IE and modification of school infrastructure.

4.1.1. Media Advocacy

ZAPD used the media such as the radio, TV and newspapers to sensitize and raise awareness on IE for children with disabilities who included GWDs.

On the usage of the media to advocate for IE ZAPD1 said this:

“We are running radio programs with a local radio station (Yangeni radio) which broadcast campaign messages for IE in the local language (Ichibemba). On radio we deliberately talk about girl education programs. We invite parents of children with disabilities on radio to come and talk to fellow parents out there in

the communities on the importance of sending children with disabilities who include girls to school. We are also working with Zambia Daily mail and ZANIS to make sure our advocacy programs are published in the newspaper and broadcasted on television.....”

In addition, ZAPD 2 said this:

“As ZAPD through the support from the European Union we have taken it upon ourselves to implement IE in some schools in Chifunabuli and Mansa. We use the media to try to win the support of the community.”

To support the views of the two ZAPD officials, SA1 said this:

“ZAPD uses a number of strategies in advocacy for IE and one of the strategies is sensitization programs both on radio and community visits.”

Furthermore, SA 2 said this:

“ZAPD is using the radio to broadcast campaign messages on IE here in Mansa. I have also seen some photos of our school showing the modification of the classrooms in the daily mail newspapers.”

On same, PP 9 had this to say in Ichibemba:

“Awe mukwai tulomfwa ba ZAPD eflyo balanda pa mulabasa wa Yangeni ifyakutukoselesha ifwe fwebafyashi ukulatwala abana abalemana ku sukulu. Ichi chinthu ifwe ngafwe bafyashi natuchipokelela bwino sana. Ba agency bakonkanyepo ukula bila iyi imbila pa mulabana.” (we as parents we listen to the campaign messages on IE that is broadcasted on radio Yangeni by ZAPD. We urge ZAPD to continue broadcasting these messages.”

Note: that Ichibemba is a local language spoken by the people of Mansa and Chifunabuli districts.

The revelations above are a clear indication that the media has an important role to play in enhancing the way people with disabilities are perceived in society through dissemination of

information. The media has wide coverage. Almost everyone in the 21st century pays attention to what the media says. The messages relayed by the media have a huge influence on society. The words and images used in the media have direct positive and negative impact on the lives of people with disabilities. The media are a lever of behaviour change in society regarding disability issues. By choosing the media to disseminate campaign messages on IE, ZAPD was trying to instil positive change in society towards inclusion of GWDs in schools. This was been demonstrated by the parents who acknowledged that the messages they received from the radio on IE compelled them to send children with disabilities to school.

4.1.2 Material and Financial Support

Financial resources are critical in the running of any project. Finances are used to buy the much needed materials and equipment in any organization. On financial and material support as an advocacy strategy, ZAPD1 said this:

“As ZAPD through our national office we procure assistive devices such as wheel chairs, lenses and crutches in order to aid children with disabilities. As a project, we also have a program on menstrual hygiene where we buy pads for girls with disabilities in order to keep them to be in school. Not only we pay school fees for these children and buy books and uniform for them.”

ZAPD2 explained this:

“ZAPD offers financial support to pupils with disabilities who include girls. Currently, ZAPD pays school fees for children with disabilities and buys school uniforms for these children. We do this to ensure that children with disabilities who include girls receive quality education and the burdens of the parents are lessened.”

T1 said this:

“With the coming of ZAPD, we have seen great changes in the promotion of IE. ZAPD is offering support to children with disabilities. They are paying schools, buying uniforms and assistive devices for pupils with disabilities.”

PP8 said this:

“ZAPD is helping us a lot. They are paying my school fees. They also helped me to buy glasses. I had challenges seeing without glasses.”

Another pupil, PP6 had this to say:

“ZAPD bought me crutches and they have also been paying my school fees since last year (2018).”

From the findings, ZAPD provided school fees, uniforms and assistive devices to GWDs in selected schools. In the absence of this support many GWDs dropped-out from school. The provision of these services acted as a motivating factor to schools and parents to enrol GWDs with disabilities.

4.1.3. Infrastructure Modification

Infrastructure in many schools is one of the barriers that impede children with disabilities from access education on an equal basis with others. Many infrastructures in schools are not accessible to children with disabilities

On infrastructure modification, ZAPD1 said this:

“ZAPD is constructing sanitary facilities such as accessible toilets (waterborne toilets) for children with disabilities. ZAPD has started modifying school infrastructure to make it accessible to all types of disabilities. By so doing, many girls with disabilities will be retained in school.”

ZAPD2 said this:

“In line with the provisions of the convention on the rights of persons with disabilities which talks about universal design, ZAPD makes sure that school infrastructure is accessible to children with disabilities. We have started modifying school infrastructure in some of the schools implementing IE. When funds will be available, we will modify infrastructure in all the schools we are implementing IE.”

SA 1 said this:

“As you can see at our school, ZAPD is modifying the classrooms by building lumps, and accessible toilets have been built to allow children with disabilities use them without challenges.”

To support, P5 said this in Ichibemba:

“Aweh mukwai natumona namenso yesu ifyo ba Agency balebomba. Nabamba ukukula bwino amasukulu ukutila ati abana besu aba abalemana balesambila bwino. Uwu umulimo epashili pakuleka batwalilile nokubombela pano naba kafundisha ukutila ati abana besu nabo bengakwata ukusambilila bwino.” (We have seen the great works that ZAPD is doing to ensure that our children with disabilities can access education. ZAPD is modifying school infrastructure. ZAPD in collaboration with teachers should continue doing this).

P9 said this:

“Ine ndetotela pa mulimo ba Agency balebomba, baAgency nabamba ukukula bwino ili sukulu ukutila ati abana besu abalemana nabo bakwateko ushiko lyakusambilila pamo nabanabo.” (I appreciate the work that ZAPD is doing at this school. ZAPD has started modifying the school infrastructure to make sure pupils with disabilities access education together with their non-disabled peers).

PP7 had this to say:

“BaAgency baletukulila ifimbusu nama classrooms balewamfya bwino bwino ngefifine mumwene.” (As you can ZAPD is constructing accessible toilets here and modifying classrooms to make them accessible to us).

From the findings, ZAPD was modifying school infrastructure such as classrooms and toilets to make them accessible to learners with disabilities. The modification of school infrastructure worked as a strategy of increasing the enrolment and retention rates of children with disabilities in schools which was not the case before ZAPD started implementing IE.

4.1.4. Stakeholder Participation/Orientation Workshop on IE

On orientation workshops, ZAPD1 said this:

“Before implementing this project, we carried out orientation workshops/training in inclusive education. Teachers from pilot schools were trained on how to teach pupils with disabilities in inclusive classrooms and how to reduce or eradicate discrimination based on disability. In all the workshops civic leaders and traditional leaders were also in attendance.”

P3 said this:

“Fwebafyashi bonse ba ZAPD mukubombela pamo na masukulu balitwitile bonsefye ku meeting. Twakumanine panopene pa sukulu inshiku shibili. Balitufundile ifyakutuma abanabesu ku sukulu. Nafimbifye ifingi balitufundile.”
(ZAPD called all the parents with children with disabilities to a two day meeting where we were sensitized on the importance of IE and many other things concerning children with disabilities).

To support this SA1 said this:

“Before IE came to this school, ZAPD organized a stakeholders meeting. We met at Mansa Lodge with the parents, traditional leaders and teachers where we were in IE implementation strategies. I also attended the launch of the project in Lunga district.”

Furthermore more T2 said this

“I attended a workshop on IE where were trained and sensitized on the rights of children with disabilities, thereafter as a school we organized our on training workshop to train teachers who did not attend the workshop organized by ZAPD.”

ZAPD2 said this:

“ZAPD works with Ministry of General Education, teachers, and the PTA to ensure that article 24 of the CRPD is implemented. ZAPD also works with the Ministry of Health to carry out screening and identification programs. ZAPD also collaborates with Zambia Police to ensure the rights of children with disabilities are protected. For example, we had a case in Lunga district where a girl with a disability was impregnated. We engaged Victim Support Unit to ensure that the culprits faced the law and to make sure the girl returned back to school.”

P7 said this in Ichibemba:

“Ba Agency bena ukubomba balebomba. Balatwita ku ma meeting nokutufunda pafyamasambililo ya bana besu abalemana.” (ZAPD is working. The agency organizes meetings where we are sensitized on the education of our children with disabilities).

Furthermore, T3 said this:

“In trying to sensitize us ZAPD conducts workshops on inclusive education practises. For example, before this project commenced here at our school, we were trained on how to teach children with disabilities. ZAPD invited parents, teachers, doctors, nurses and many other people to this meeting.”

Furthermore, SA2 who said this:

“At this school, some teachers attended a workshop organized by ZAPD were they were trained as TOTs i.e. trainers of trainers. Including me I also attended the workshop.”

From the findings, ZAPD trained teachers IE methodologies. ZAPD also held training workshops with parents, traditional leaders and MoGE officials on best practices in IE. Further, ZAPD collaborated with Ministry of Health and Zambia Police in areas of screening and child protection. Partnership is a good strategy of advocacy for IE. Doing was a clear strategy of promoting inclusion of GWDs in schools.

4.1.5. Implementation of IE Pilot Projects in Schools

ZAPD was running a three years IE pilot project in Chifunabuli and Mansa districts of Luapula province. The objective of the project was to allow children with disabilities access education by providing the necessary requirements such as teaching and learning materials and others.

To support this, ZADP2 said this:

“ZAPD has opened IE classrooms in 10 piloting schools even in the remotest parts of Luapula Province such as Lunga district. Lunga is one of the remotest places in Luapula. We have opened these IE classrooms to make sure we take IE closer to the people so that children with disabilities girls inclusive can access education within their local schools.”

SA 3 said this:

“Our school is one of the three schools that have been chosen to implement IE Mansa district. We have enrolled a number of children with disabilities here. Some are in the mainstream classes while others are in the special unit.”

SA4 said this:

“Before ZAPD came in to promote IE, girls with disabilities were going to schools like St. Mary’s in Kawambwa to access education. Many parents could not manage to send their children to school. Now ZAPD has brought IE at the door steps. This is a very good strategy.”

PP1 also said this:

“We are grateful to ZAPD for opening IE class here at school. Now we have the opportunity to learn.”

PP2 said this

“I am happy that ZADP has introduced IE here at our school. Before this project was introduced here I used to learn from St. Mary’s in Kawambwa which is far from here. Transport was a challenge.”

Furthermore, P10 said this in in Ichibemba:

“Ba ZAPD nabatuletelako masukulu ya bana besu abalemana mupepi. Akale mukwai twalechula sana. Aba abana leya muku sambilila ukutali sana. Baleya ku St. Mary’s ku Kawambwa nakumbi utali. Palicho tatwalekwanisha ukutuma abana kumasukulu. Nomba amasukulu yaisa mupepi.” (In the past our children used to access education in far places such as St. Marys in Kawambwa. Some parents could not manage to take their disabled children to such place. With the coming of this project here our children are able to access education).

From the findings, the introduction of inclusive education by ZAPD in selected schools has led to increased enrolment of children with disabilities in schools. This can justified by the enrolment levels obtained from ZAPD as indicated in the table below.

Table 3: Enrolment figures of GWDs in selected Inclusive Schools

School/ Type of Disability	PI		VI		H I		ID		Total	
	B	G	B	G	B	G	B	G	B	G
Lubwe Girls Primary	0	7	0	2	0	4	0	4	0	17
Muchinka Primary	2	3	6	9	1	1	0	0	9	13
Mansa Primary	1	2	10	14	5	6	1	3	17	25
Kombaniya Day Secondary	7	5	9	8	2	3	0	0	18	16
Overall Total	10	17	25	33	8	14	1	7	44	71

Source: Field work (2019).

Table 3 shows pupil enrolment by gender in the four inclusive education schools. The total number of GWDs in the four IE schools was 71 of which 43 are boys with disabilities. The main types of disabilities in the four schools were physical impairments, visual impairments, hearing impairments and intellectual impairments. As indicated in table above, schools enrolled more

GWDs than boys with disabilities. This is a clear indication that ZAPD placed more emphasis on Girl education.

4.2. What the Participants' Views about the Outcomes of Advocacy Strategies for Inclusion of GWDs in Selected Inclusive Schools in Chifunabuli and Mansa Districts?

Participants were asked to state their views about the outcomes of the advocacy strategies for inclusion of GWDs in inclusive schools. The following responses were given: increased enrolment and retention rates of children with disabilities in schools, empowerment of teachers with skills and knowledge in IE and mind-set change in some teachers and parents brought about by sensitization campaigns.

4.2.1. Increased Enrolment and Retention Rates of GWD in Selected Schools

On increased enrolment and retention rates of GWDs in selected schools, SA3 said this:

“I would say that the outcomes of the strategies are enormous. We have seen change of mind-set from the parents though some still have negative views on disabilities. Parents have been bringing their children with disabilities to here at school and this has increased the enrolment levels of GWDs than before. In fact in the past we had pupils with disabilities here at school until recently after partnering with ZAPD.”

ZAPD1 said this:

“Through our initiatives of community sensitization, material and financial support, enrolment and retention rates of GWDs disabilities have increased in all our pilot schools. When we began this project, there were very few children with disabilities in these schools. In some schools we had to start from nothing as there were no such children but we have seen the enrolment levels of children with disabilities.”

To support this, ZAPD2 said this:

“We have seen increased enrolment levels of girls with disabilities in the schools we are implementing IE. Before our IE project, these schools had few children with disabilities enrolled. This is led to start implementing IE”

T4 said this:

“As you may be aware we are the only school here in the district. After partnering with ZAPD in this project we have seen a number of girls with disabilities coming back to school and the project is helping many parents to try to bring their children to school which was not the case in the past.”

P 7 said this:

“Pafyo balecita ba ZAPD mu masukulu balebombela, abana besu abengi nabakela ku masukulu mukusambilila. Ichi ichinthu nachituletela insansa nganshi few bafyashi babo.” (The implementation of IE by ZAPD has led to the enrolment of many children with disabilities in schools supported by ZAPD. This has brought joy to many parents).

In addition, PP 1 said this

“I am happy to be at school with the support of ZAPD. I once stooped school because of lack of support.”

The study established that enrolment and retention rates of children with disabilities had increased in schools. This is a clear indication that the advocacy strategies have a positive impact on the enrolment and retention rates of children with disabilities in selected Primary Schools.

4.2.2. Empowerment of Teachers with Skills and Knowledge in IE

ZAPD1 said this:

“We have empowered teachers with skills and knowledge in IE as we trained them as trainers of trainers.”

SA1 said this:

“ZAPD has empowered our teachers with knowledge and skills to teach children with disabilities.”

T2 said this:

“I was trained by ZAPD on how to teach in inclusive classrooms by ZAPD at a training workshop held here in Mansa last year (2018).”

From the findings, ZAPD empowered the teachers with skills and knowledge in inclusive education. This was revealed by all the teachers who participated in the study. Success in IE implementation depends on the know how in IE among teachers.

4.2.3. Mind-set Change

On mind-set change, ZAPD2 said this:

“I have observed a change of mind-set from the community. Parents are willing to support the education of girls with disabilities. This could be attributed to the campaign messages on IE that we have been running in the media.”

T1 one said this:

“Sensitisation and awareness programs both on radio and community visits are really helping. There is mind-set change towards the education of children with disabilities in the community. We have seen high enrolment levels and increased access to education for girls with disabilities.”

P11 said this:

“Kwena icinthu baletele kuno baAgency naciwama sana. Abana abengi balemana nakwatilamo ishuko lyakusambilila. Nimbona abana abengi nabamba ukuya ku masukulu pa mulandu wakutilati nomba nabeshiba ubukankala bwakusambilisha abana babo abalemana.” (I have seen that through this project a number of GWDs disabilities have started going to school because parents have learnt the importance of sending their children with disabilities to school).

In support of this PP1 said this:

“ZAPD should continue helping sensitizing parents on the importance of educating children with disabilities. Sensitizations have brought change in the mind-set of many parents.”

The study revealed that through the advocacy campaigns ZAPD initiated, the mind-set of both teachers and parents had changed. Parents accepted children with disabilities by sending them to school and supporting them. Teachers were willing to accept and teach children with disabilities alongside their non-disabled peers.

4.3. What Constraints are faced by ZAPD in Advocating for Inclusion of GWD in Selected Inclusive Schools in Chifunabuli and Mansa Districts?

To establish the constraints faced by ZAPD in advocating for inclusion of GWDs in inclusive schools, participants (ZAPD personnel, school administrators, teachers, parents and pupils) were asked what they perceive as constraints to advocacy for inclusion of GWDs in inclusive schools. All the participants indicated some constraints to advocacy for inclusion of GWDs in schools. The constraints were itemised as follows: lack of financial resources; poverty; long distances to and from school; lack of teaching and learning materials; inaccessible school infrastructure; discrimination, negative attitudes and cultural belief systems towards disability and non-adherence to IE implementation guidelines by schools.

4.3.1. Lack of Financial Resources

On lack of financial resources, ZAPD1 said this:

“One of the constraints to IE advocacy was lack of enough financial resources and erratic funding to the IE project to carry out the activities as outlined in our work plan. Initially EU released an amount of 250000 euros to start the project. This money was meant for capacity building with stakeholders, sensitization and awareness campaigns and infrastructure modifications. However, the money was not enough to cater for all the schools. We have only managed to do physical infrastructure at one school.”

ZAPD2 said this:

“The major challenge we are facing to carry out mandate as outlined in our action plan for the project was funding. To do advocacy and implement IE, we need funds. However, we do not have financial resources as ZAPD. We depend on donor funds and government grants which are not consistent.”

SA2 said this:

“This project requires huge sums of money to be implemented. ZAPD is trying but the funds are not enough for them to carry out their activities. For example, here they promised us to work on the infrastructure but up to now they have not yet done so.”

From the findings, it was revealed that inadequate funding to the implementation of inclusive education was a major challenge to advocacy for inclusion of GWDs in schools. All the participants indicated that the funds were not adequate to buy materials and equipment needed to implement inclusive education. Therefore financial resources are critical in the implementation of IE in schools.

4.3.2. Poverty

On Poverty, ZAPD1 said this:

“The poverty levels in the communities are very high. In fact one of the criteria for picking this province to pilot the project was the high poverty levels and the prevalence of disability. A baseline survey was carried out which revealed that the poverty levels were very high in Luapula Province followed by Western Province. In most cases parents are failing to send girls with disabilities to school because of hunger.”

SA4 said this:

“One challenge to advocacy for IE here are the high poverty levels in the community. The parents cannot afford to send their children to school. The without eating so it is difficult for them to learn.”

T2 said this:

“One constraint to advocacy strategies for IE was the prevailing high poverty levels in the communities. There is high poverty in the communities. The pupils come to school with nothing so they fail to concentrate in school. This is discouraging pupils with disabilities to come to school. There is need to introduce feeding programs in schools for children with disabilities.”

Furthermore, P8 said this:

“Kuno kwesu icintu icilelengsha abafyashi abengi ukushilatwala abana abalema ku sukulu buchushi mu mayanda yesu. Tatwakwata apakuma ukoboko.” (We are failing to take our children with disabilities to school because of the poverty levels).

It can be concluded that poverty constrained advocacy for inclusion of GWDs in that many parents had no resources to support their children despite receiving the campaign messages on IE. Parents spent much on their time searching for economically viable activities that would bring food that listening to campaign messages on IE. Without strategies for poverty reduction in the community, it will be difficult to promote inclusive education for children with disabilities.

4.3.3. Long Distances to School and Lack of Transport

SA1 said this:

“Another constraint to advocacy for inclusive education long distance these children cover to come to school. Their villages are located very far from schools. So mobility becomes a challenge to them. Their parents have to bring them to school giving them an extra burden. We are therefore asking for well-wishers to donate a minibus.”

SA2 this:

“Due to long distances to and from school these children cover, there have been complaints of sexual harassment to these girls by members of the community.

They take advantage of the condition of the girls to sexually harass them. Due to this parents are scared of sending the girls to school.”

P11 who said this:

“Amayanda yesu yaba apatali na masukulu. Limo tulafilwa ukutuma abana kusukulu nefifine baba. Elo nenchitofye ishimbi ishapala kwati ukulima nashimbi ba sir.” (We fail to send these children to school because of distance. Our homes are far from school. Sometimes we are also engaged in other activities such as farming so it becomes difficult to send these children to school).

PP1 said this:

“The distance we cover to and from school is very long. We need to be assisted by building boarding schools.”

According to the findings of the study, long distances learners with disabilities covered defeated advocacy messages. Parents received information on the need to send children with disabilities to school but feared to do so because of long distances to and from schools.

4.3.4. Lack of Teaching and Learning Materials

PP5 said this:

“Ba sir kuno ku special tatwakwata ifyakubomfya mumisambilile yesu. Takwaba ma braille slates, ma stylus, braille paper, ama perking brailers na ci embosser takwata na nafimbifye ififwaika mumisambilile yesu.” (sir here at the unit there are no teaching and learning materials. For example, there are no braille slates, styluses, perking’s brailers, braille paper, embossers and others that we may need to learn effectively).

PP6 said this in Ichibemba:

“Ba sir nacimbi cakuila ati fwebakwata amafya tatwaka ifyakutwafwilishako mumisambilile. Tatwakwata ama walking canes nama ama glasses. Eichotulelomba kuli ba Agency kutushitilako ififine nalanda ba sir.” (We don’t

assistive devices such as walking canes and lenses. We therefore ask ZAPD to help us purchase these assistive devices.

PP7 said this in Ichibemba:

“Ba sir ukulandafye icishinka ifyakutwafwilisha mumisambilile yesu fyalishupa. Mu masukulu tamwaba. Ngefifine mulembona. Ine nshakwata ameso. Mfwaika ukubomfya slate nafimbi-fimbi but pano tapaba.” (To tell the truth there are many things that are needed in our education and they are not there in schools. As you can see me, am visually impaired I need to use braille slates and other teaching and learning but there are not the. I would be happy if braille slates and other materials would be bought).

Furthermore, SA1:

“The provision of teaching and learning materials such as braille paper is a challenge here in Mansa. In most times we run to Mansa College of Education to look for braille paper. This is affecting children with disabilities to access quality education.”

T1 said this:

“The biggest challenge we are facing as a school is lack of teaching and learning materials. We have pupils with disabilities here, the visually impaired and those with learning disabilities but we don't have the materials to use when teaching them.”

With the help of ZAPD, many children with disabilities were enrolled in schools as observed by the study but the schools lack teaching and learning materials to support the education of children with disabilities. Schools did not have the necessary teaching and learning materials to use. For example, at one school the researcher visited, it was revealed that the schools depended on Mansa College of Education for Braille materials to teach children with visual impairments. The schools appealed to ZAPD to provide adequate teaching and learning materials.

4.3.5. Inaccessible School Infrastructure

On inaccessible school infrastructure, ZAPD1 said this:

“There is a challenge with school infrastructure. In most schools, the infrastructure is not accessible to pupils with disabilities. Take for example the visually impaired and the physically challenged. They have challenges accessing the classrooms and the toilets. ZAPD was working on this by modifying school infrastructure so that it is accessible pupils with disabilities. ZAPD is also constructing accessible toilets.”

SA2 said this:

“The school infrastructure is not accessible to pupils with disabilities. As you can see this is an old school which was not even designed to cater for pupils with disabilities. The classrooms and toilets are not user friendly to our pupils with visual and physical impairments. Issues of sanitation are very sensitive to girls. Many girls tend to miss school when these facilities are not there in schools.”

P12 said this:

“Amasukulu ayengi tayapangwa bwino. Kanshi abana abashakwata amenso balangwana namafya sana mummyendele yabo na pakwingila mu ma classes. Eicho tulelomba kuli ba Agency ngefifine bambile ukupanga bwino ama classes bapitilishhe.” (Most school are not well built to suit pupils with disabilities. Pupils with disabilities face challenges in accessing classrooms. We ask ZAPD to continue modifying school infrastructure to make it accessible).

PP4 said this:

“Ba sir ili sukulu talyaba bwino. Limolimo ndafilwa ukwingila mu ma classes pantu ta paba ama steps.” (This school was not properly belt, sometimes I fell to enter the classes because there are no ramps).

ZAPD faced a challenge in implementing inclusive education in the selected Primary School due to the designs of the schools. All the schools visited by the researchers were not built to

accommodate learners with disabilities especially those with visual and physical disabilities. This prompted ZAPD to start modification of school infrastructure in the schools.

4.3.6. Discrimination, Negative Attitudes and Cultural Belief Systems towards Disability

On negative attitudes cultural belief systems towards disability, SA4 said:

“Pupils with disabilities face discrimination from teachers and fellow pupils. Some teachers do not want to teach these children as they say that they are difficult to teach. Teachers are not ready to accept or include learners with disabilities. They feel they are not trained to teach such pupils. Furthermore, fellow pupils are not familiar with their disabilities and don’t understand them well and some pupils do not want to mix with these pupils because myths such as getting the disability.”

SA3 said this:

“The community have negative attitude over disabilities. They don’t think children with disabilities can learn. They also hide their children with disabilities from the public.”

PP2 said this:

“When I put on my lenses my friends laugh at that I look I like a grasshopper.”

PP6 said this:

“Ngandeenda balankonkelesha ififine naba icilema; ukulu kumbi kutali elo kumbi kwipi nokunseka balanseka ati HH ukupilibula ati icilema.” (When am walking some of my peers imitate me and they tease me that am HH, a local nickname given to someone who is physically disabled. Ichilema is local term for the word disabled).

T3 said this:

“ZAPD may want the children to be in school but some parents despite the sensitisations still hide their children with disabilities from the public for fear of be laughed at by members of the public.”

Some parents, teachers and fellow children despite, having access to information on supporting children with disabilities still showed negative attitudes towards children with disabilities. They discriminated against children with disabilities.

4.3.7. Non-adherence to IE Implementation Guidelines by Schools

On non-adherence to IE implementation guidelines, ZAPD2 said this:

“The Ministry of General Education has come up with the 2016 inclusive education guidelines which all schools are supposed to follow to promote inclusive education but schools are not implementing what is written in this document.”

Furthermore, SA1 said this:

“Our school is fully aware of the inclusive education guidelines and we are using them to promote inclusive education here as the school is an inclusive education school. However, many schools are lacking this knowledge of inclusive education more awareness campaigns are needed.”

From the study findings, it was discovered that schools lacked serious in the implementation of inclusive education despite partnering with ZAPD do so.

4.3.8. Limited Research on Inclusion of GWDs in Education

Concerning research on inclusion of GWDs in education, ZAPD2 said this:

“As a country we have not invested much in research for GWDs with disabilities. Most the researches I have seen talk about the education of girls in general and those in special education mainly talk about challenges that children with disabilities face in education access without necessarily considering GWDs.”

ZAPD1 said this

“ZAPD and institution of higher learning has not done much in terms of research to champion the education of GWDs. I am very happy that sir you have come all the way from Lusaka to come and see what we are doing here. Your research will help ZAPD and other stakeholders improve of service delivery to children with disabilities, in particular girls.”

SA1 said this:

“Schools and the community are lacking information on inclusion. So with adequate research publications community will have the information on the education of children with disabilities.”

T4 said this:

“As teachers we need to do more research in the field of girl education especially the education of girls with disabilities.”

According to the findings, advocacy for inclusion of girls with disabilities in schools lack adequate research publications. There is need to invest in research for girl education inclusive schools.

4.4. Summary

This chapter has presented the findings of the study as discovered in the field. There are a number of advocacy strategies that ZAPD was undertaking to promote the inclusion of GWDs in schools. They included media advocacy targeting awareness and sensitization of disability and gender, financial and material support to GWDs and modification of school infrastructure. The outcomes of these advocacy strategies are inclusion and increased participation of GWDs in schools. There were some constraints to advocacy for inclusion of GWDs in schools such as of lack of financial resources to implement advocacy strategies mentioned above and cultural belief towards disability.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Overview

This chapter discusses the findings of the study in line with the objectives of the study which were: to explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts; to establish participants' views about the outcomes of the advocacy strategies for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts and to establish constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.

5.1. Advocacy Strategies used by ZAPD to Promote Inclusion of GWDs in Selected Inclusive Schools in Chifunabuli and Mansa Districts

The first objective of the study was to explore advocacy strategies used by Zambia Agency for Persons with Disabilities (ZAPD) to promote the inclusion of girls with disabilities in inclusive schools in Mansa and Chifunabuli districts. Participants (i.e. ZAPD officials, school administrators, teachers and parents) were asked to reveal the advocacy strategies ZAPD was using to advocate for inclusion of GWDs in inclusive schools in Mansa and Chifunabuli districts. The study revealed that ZAPD engaged in advocacy for IE and used a number of advocacy strategies to influence policies and actions for IE. Among them was media advocacy which included sensitisation and awareness campaigns. ZAPD carried out media sensitizations and awareness campaigns through the radio, TV and newspapers to advocate for IE in Mansa and Chifunabuli districts. The media play a very critical role in advocacy. They are a source of information dissemination. They provide information and influence people's thinking. The media provides a voice to persons with disabilities by bringing out the challenges that they face in interaction with society. This is the reason Falina (2017) posits that the media can build an individual or destroy him or her because what is said in the media has potential to influence the behaviour of listeners. In addition, the media control, shape, and help the public to understand the world around them and act as a driving force for socialization. The absence of information on various aspects of disability will cause the community to fail to fulfil its obligations to issues of

equal rights among disabled persons. Therefore, the media monitor the surrounding environment and community component in relation to the surroundings.

Falina (2017) also posits that cultural globalisation and the breakdown of homogenisation among societies have been influenced by the media. Before the media became international, human change was pretty slow. However, because of the growth of the media in the 1960s, people have changed behaviour to imitate the most powerful influence in the media. This can be seen in the influence of the Western world on third world countries and Eastern Asian countries. Most people in the said regions have changed dressing, language, attitudes and social cultural approaches because of the media. In fact, those that follow the presentation of the media are usually considered modern.

Similarly, the usage of the media by ZAPD in Mansa and Chifunabuli districts on issues of IE advocacy managed to get the attention of the residents on the rights of children with disabilities. This is because ZAPD recognizes the role the media play in ensuring mass communication and building a critical mass of people within society to advocate on disability issues. For instance, in Mansa district, Radio Yangeni, a local radio station does sensitise individuals on the rights of children with disabilities such as the right to education which include girl education in their local language (Ichibemba). This removes the barrier of language and besides, the local radio station does phone in programmes on disability awareness programs. The study discovered that ZAPD was very active in information dissemination on IE through media platforms such as Zambia National Broadcasting Cooperation (ZNBC), Zambia News and Information Services (ZANIS), Zambia Daily Mail and Radio Yangeni. ZAPD has put up radio and television programs aimed at sensitizing parents, teachers, the church, traditional leaders and the general population on the rights of children with disabilities. In all these sensitization campaigns, ZNBC, ZANIS and Yangeni radio are invited to cover the programs so that the public can be informed.

Listening to radio Yangeni, the researcher observed that the presenters were using persuasive language to highlight issues of disability, gender and IE to the public. During these sensitization and awareness campaigns, ZAPD deliberately discussed gender and education in order to support the education of GWDs. This is done in order to influence policy-makers, education officials and other stakeholders to formulate and implement policies and legislations that support IE, and are anchored on girl education. By doing so ZAPD is fulfilling the CRPD article 24 and SDG

number 4 which discuss inclusive education and SDG number 5 which discusses gender equality and empowering all women and girls. Communities are being enlightened in order to have a positive mind-set on the rights of children with disabilities who include GWDs.

The study discovered that media programmes on disability awareness issues led to significant behavioural change in the way the community perceive the education of children with disabilities and how the disabled are perceived by society in general. To exemplify this change, one parent explained that she understand what ZAPD teaches them through various media platforms radios that they should not discriminate against persons living with disabilities. This revelation from one of the parents mentioned above demonstrates the influence and possible impact made by the media in changing the behaviour and attitude of the parents and community on how they needed to treat persons with disabilities. These discussions correspond with Reid (2000) who posited that advocacy strategies include public education to influence public opinion on an issue through the media. Reid (2000) called this kind of advocacy as aimed at lobbying for the voiceless in society through mass sensitization through the use of the media.

Another strategy used to promote the inclusion of GWDs in education was financial and material support to IE pilot schools and children with disabilities. ZADP offered financial and material support to both schools for the administration and implementation IE and to pupils with disabilities by paying school fees and procuring assistive devices. ZAPD procured assistive devices for children with disabilities such as wheel chairs, lenses and crutches in order to aid them. ZAPD pays school fees for children with disabilities and buys school requisites such as school uniforms, shoes and books for pupils with disabilities. This is done in order to allow pupils with disabilities access education without difficulties. As a way of promoting girl education, first priority is given to GWDs.

By offering material and financial assistance, ZAPD is fulfilling the demands of the Convention on the Rights of Children (CRC) and the decrees of the United Nations Special Rapporteur on Education, that reaffirm that free basic education should be provided to all children, including those with disabilities. These efforts being made by ZAPD of paying school fees, providing uniforms and assistive devices to GWDs are in tandem with Kelly (1999)'s observations that one of the greatest barriers to education access for most Zambians was the lack of resources, especially finances. Because some parents did not have money to pay to schools, most children

dropped-out of school. This observation by Kelly corresponds with Kattan and Burnett (2004) who noted that schools recorded low enrolments of pupils because of user fees charges which most parents cannot afford to pay. User fees deter many parents taking girl children to school and contribute to reduced enrolment levels. Hence, the payment of user fees by ZAPD cushions parents' burden of looking for money. This has led to increased enrolment of girls with disabilities in schools.

Girls with disabilities are usually considered the least among children in most families. It has been argued that most parents, especially in the African context feel girl children with disabilities have no value to the family and later on to the community. Parents would rather pay for the able-bodied children than girls with disabilities to go to school. For example, Frobisher (2016) found that GWDs are the world's most disadvantaged group because they face triple discrimination on the basis of their age, gender and impairment which place them at an intersection of exclusion and marginalisation. Similarly, Leonard Cheshire Disability (2017) explains that GWDs are among the world's most marginalised groups of society, resulting from social norms and cultural bias around both gender and disability. Their needs have largely been neglected and overlooked in education dialogue and practice. This greatly limits their educational opportunities.

According to Mwanza (2010), many girls start school with commitment. However, by the seventh grade, they are withdrawn from school as they reach puberty stage. This is as a result of poverty in many communities where parents prefer to sponsor a boy child and marry off the child for economic gain. These attitudes were evident in Mansa and Chifunabuli districts of Luapula Province. Parents cited lack of financial resources due to poverty levels in the communities as one reason of withdrawing or not sending GWDs to school. Most parents did not want to spend resources on children with disabilities who include girls. They felt that doing so was a waste of resources. Hence, GWDs faced discrimination in education access and inclusion. Therefore, the paying of school fees and offering of assistive devices to girls with disabilities by ZAPD changed the attitudes of parents towards the education of GWDs. The fees were used as a powerful tool to motivate parents to provide for their children. For instance, at a named IE school in Mansa district there are girls with disabilities who are in grade 11 with the support of ZAPD. The parents and the teachers confirmed that because of the financial support received from

ZAPD, the GWDs are in school. Those GWDs that are not sponsored by ZAPD dropped-out of school.

The above findings are in agreement with Custers' (2017) study in Cameroon which demonstrated the power of advocacy for IE through material and financial support to families of children with disabilities. The motivation behind the support was to ascertain why parents failed to send their children with disabilities to school. The study demonstrated the power of financial support as an important tool for advocacy. Elbers (2016) also commended this behaviour in a research done in Cameroon that most GWDs in Yaounde were given an opportunity to go to school through material and financial support. When a philanthropic organisation began paying school fees for GWDs, parents became excited. Later on, when they saw the good performance of the GWDs, they realised the need to support their GWDs. Similarly, this study discovered that when ZAPD stepped in to help with material and financial support, many parents realised the need to send GWDs to school and enrolment levels have exponentially increased in schools.

Furthermore, the study established that ZAPD had a program of free distribution of sanitary pad to GWDs. The program was aimed at increasing the participation of GWDs in school because it was established that one of the factors that hindered parents to send GWDs was the issue of menstruation for those girls who had become of age. Parents would prefer to keep them at home because schools were unable to provide privacy during the period girls faced menstruation. This is because GWDs become helpless and sometimes they messy up when menstruating. This usually brings shame to families of GWDs. In view of this, ZAPD was distributing sanitary pads to GWDs and embarked on the construction of waterborne toilets. Cross sections of participants were happy with this development because it supported the retention of GWDs in schools. What ZAPD was doing is in line with Mutunda's (2013) study in Mongu, Western Province, which discovered that one of the factors contributing to keeping girls of school is the issue of menstruation and lack of sanitary facilities that support their education. Mutunda recommended that to make schools attractive to girls, sanitary facilities needed to be improved on.

In addition, the study discovered that ZAPD engaged in infrastructure modification to support the inclusion of GWDs in school. For example, ZAPD had started modifying infrastructure at one of the selected Inclusive Schools in Mansa and that the program would be rolled out to other schools when funds will be available. Modifying school infrastructure attracted many GWDs

especially those with physical disabilities such as the wheelchair bound and those with visual impairments to use school facilities with less challenges. User friendly infrastructure is cardinal in the promotion of inclusive education. Many CWDs fail to attend schools because of the way schools were designed. They were designed not to accommodate learners with disabilities. This work being done by ZAPD corresponds with Mohammad (2016) who established that strategies for IE advocacy included equipping schools with suitable technology and universal access to school buildings necessitated by modifications to such buildings . Mohammad argued that modifications such as building ramps to allow individuals with physical disabilities access the buildings, and providing suitable furniture that suit the individual needs of CWDs needed to be made to school infrastructure. This creates an environment in which children with disabilities can learn alongside their peers without disabilities in schools.

The study also discovered that ZAPD collaborated with various stakeholders to advocate for the implementation of IE to pupils with disabilities. Stakeholders are people and organizations that are directly involved in the provision of IE to children with disabilities. They perform a multi-sectorial approach to education of children with disabilities. Stakeholders bring in various skills and knowledge to educate children with disabilities and work on breaking barriers to inclusion. ZAPD collaborated with Ministry of General Education (MoGE), Ministry of Health (MoH), Zambia Police (Victim Support), Media houses, traditional leaders and parents of children with disabilities. ZAPD trains teachers and other MoGE officials in IE implementation and best practices. ZAPD engaged MoH to carry out massive screening exercises for disabilities in order to identify and devise intervention measures for children with disabilities. ZAPD works with traditional leaders to ensure positive change towards the education of children with disabilities. Furthermore, ZAPD engaged Zambia Police through Victim Support unit in the area of child abuse. As an advocacy strategy, stakeholder participation is a critical component of advocacy for IE. The above findings corresponds with Betzold (2013) who posited that advocacy strategies include public education, mobilization of mass support for an issue through education, awareness building and the development of coalitions to adopt the desired reform recommendations and the ability to shift paradigms and strongly held societal beliefs on children with disabilities. The findings are also in line with Mohammad (2016) who alluded that advocacy strategies for IE include piloting IE in schools, training and sensitising teachers and involving other stakeholders

to create an environment in which children with disabilities can learn alongside other students in schools.

Furthermore, good advocacy for a cause should include the advocacy organization taking a leading role in the advocacy strategy. Doing advocacy encourages other stakeholders to do the same. Therefore, in order to advocate for IE, ZAPD was piloting an IE project in four schools in the two districts of Luapula Province. The project is aimed at increasing the number of children with disabilities in school and ensuring quality education is provided to them. This strategy is supported by Almog-Bar and Schmid (2013) who argued that advocacy strategies should include pilot projects which involve stakeholders working collaboratively to bring about the desired change. In this case, IE pilot programs are examples of collaborative advocacy strategies and are utilized to demonstrate success in IE provision.

5.2. Participants' Views about the Outcomes of Advocacy Strategies for Inclusion of GWDs in Selected Inclusive Schools in Chifunabuli and Mansa Districts

The second objective of the study sought to establish the outcomes of the advocacy strategies for inclusion of GWDs in selected inclusive schools in Mansa and Chifunabuli districts. Several questions pertaining to the objective were asked to participants their on their views about the outcomes of the advocacy strategies for inclusion of GWDs in selected inclusive schools in Mansa and Chifunabuli districts and various responses were given by the participants. The responses included increased enrolment and retention rates of GWDs in schools, empowerment of teachers with skills and knowledge in IE methodologies, implementation of IE policies in schools, increased awareness on gender, disability and IE, community participation in the provision of IE.

The study discovered that advocacy outcomes for IE are seen in increased enrolment, and retention rates of GWDs in schools. Participants indicated that following material and financial support that ZAPD offered to schools and children with disabilities, there have been increased enrolment rates of children with disabilities in pilot schools. Participants revealed that before ZAPD partnered with MoGE to advocate for IE in the two districts, schools had few or no GWDs. Some parents would send their GWDs to special school far from their homes but with the introduction of IE in the local schools, the enrolment rates have increased. This demonstrates

that with better advocacy, IE schools have the capacity to increase enrolment levels of children with disabilities. This exposition is in line with Nkosha, Luchembe and Chakufyali (2013) who noticed that advocacy for the girl child education had positive impacts on enrolment and retention rates of girls in schools. A lot of girls returned to school because of the advocacy campaign that included offering education support to them. These findings are further supported by the findings of Frobisher (2016) and Mohammad (2016) who discovered that advocacy for mainstreaming GWDs resulted in many tangible intended and unintended improvements to the lives of GWDs such as better educational opportunities and increased sensitization on inclusion of GWDs in different programs.

Besides all the presentations above, outcomes for IE advocacy involved increased awareness and sensitisation of the general public on matters of disability, inclusive education and gender. The program reached the general public through various media platforms (e.g. radio and newspapers). Through its sensitization, ZAPD encouraged parents to send children with disabilities who included girls to school, thereby creating a 'demand' for inclusive education. This study revealed that through sensitization and awareness campaigns, positive results towards IE for GWDs have been achieved. Parents have the information on IE and are able to enrol their children with disabilities in school with difficulties. Schools are also willing to accept children with disabilities and integrate them in ordinary classes. McNamara (2009) supported these findings and explained that outcomes of advocacy may lead to increased awareness of an issue, new or stronger networks, more effective network activities, coverage of the issue in the media and monitoring. This implies that when people become aware of the issue they work towards finding a common solution to the problem. Sensitization and awareness of IE brings out the challenges that the implementation of IE may face.

The study discovered that another outcome of advocacy for IE was empowerment of teachers with skills and knowledge in IE. This is critical if IE was to be a reality. Implementation of IE is anchored on the knowledge and experience of the teachers. From the time Zambia began preaching the implementation of IE, the greatest hindrance has been the inadequacy of teachers to undertake the inclusion of learners with disabilities. For example, when IE began in Zambia, the government instituted a team to train teachers on how to handle learners with disabilities (Ndhlovu, 2008). This is in line with UNESCO (2008) which acknowledges that for IE to be a

reality in Africa, teachers require a robust training process to be able to understand issues on disabilities. In this context, the study revealed that to enrich the knowledge and skills of the teachers, ZAPD trained teachers, MoGE officials and parents in IE best practices. These individuals were trained to become trainers of trainers in the field of IE. These trainings helped teachers and parents to have an insight on IE education provision. One of the challenges of promoting and implementing IE in schools was lack of knowledge and skills by teachers to teach children with disabilities. Teachers do not have the skills and knowledge to teach in inclusive education set ups. Therefore, the trainings ZAPD offered to teachers, parents and other stakeholders empowered them to teach children with disabilities. ZAPD periodically offered IE training workshops to various stakeholders.

As a way of empowerment, ZAPD provided disability specific services, mobility aids and communication devices, awareness-raising and training on rights and advocacy. This has resulted in GWDs to fully participate in and have access to education. This is in line with the findings of African Disability Alliance (2015) which argued that advocacy outcomes for IE involve sensitization of the general public on the importance of IE and they are realised when government convincingly implement IE policies. Furthermore, the findings are in line with McNamara's (2009) findings who argued that advocacy outcomes involve change in policy and legislation, empowerment, budgetary commitments, implementation of commitments, new or stronger networks, and coverage of issue in the media.

In addition, the study established that through media advocacy on IE that included sensitization and awareness campaigns, there has been mind-set change among several stakeholders on IE provision. The campaign messages on IE have led parents to realize the importance of sending GWDs to school. In the past, parents could not send GWDs to school because they lacked information on the education of GWDs. Now that ZAPD stepped in to provide information and support both parents and education authorities have positive perception on the education GWDs. These findings correspond with the findings of Gen and Wright (2013) who established that advocacy outcomes included change in mind-set which came with greater public awareness and support of an issue, and decision-makers' awareness and support. They established that advocacy outcomes resulted in creation of information to its dissemination. Creation of information sets the policy agenda by drawing public attention to an issue being advocated for. This raises the

issue to higher levels of policy makers and increases their political will to act on the issues. However, as observed by the study, although there was mind-set change on IE, more needs to be done as some communities still regarded the education of CWDs such as girls as a waste of resources and time.

Furthermore, the study established that another outcome of the advocacy strategy for inclusion of GWDs was the implementation of inclusive education in 4 pilot schools in Mansa and Chifunabuli districts. ZAPD has partnered with MoGE. This move is aimed at demonstrating to government through MoGE that IE can be achieved through advocacy for policy change and policy implementation. Through this pilot project, the study revealed that IE was feasible and viable. A discussion with the participants indicated that with necessary resources and commitment from stakeholders, IE can be implemented in all the schools. To support this, Potthof (2016) demonstrated that the IE pilot project which was being implemented in Cameroon by Social Economic Empowerment for Persons with Disabilities (SEEPD) was a tactic to show the government of Cameroon that inclusive education was possible and feasible in its own settings. Potthof (2016) argued that the idea was not to take intentionally government schools but instead used schools for the Cameroon Baptist Convention as pilot schools, to show to the government education authorities that inclusive education was possible and feasible in their own structures. Hence, pilot schools for IE can also be seen as a strategy to lobby and advocate for inclusive education at a higher level by showing results and creating awareness.

5.3. Constraints in Advocacy for Inclusion of GWDs in Selected Inclusive Schools

The third objective sought to establish the constraints faced in advocacy for inclusion of GWD in selected inclusive schools in Chifunabuli and Mansa districts. The participants were asked to state what they perceived to be constraints to advocacy for inclusion of GWDs in inclusive schools. Varying responses were sought from participants.

The study revealed that advocacy for inclusion of GWDs in education faced a number of constraints. Among them were lack of financial resources, discrimination, negative attitude and cultural beliefs towards disability, limited research on the relationship between gender, disability and education access, lack of legal framework on IE and IE implementation challenges.

Financial resources are critical in the development and implementation of advocacy strategies for equity and inclusion, improved educational access and outcomes for GWDs. Financial resources open the way to IE. Financial resources can be used to modify buildings, develop teaching and learning materials for children with disabilities. The study revealed that financial resources for IE advocacy were not sufficient enough to allow ZAPD implement the targeted activities. Supporting these findings, participants indicated that ZAPD is a quasi-government institution that depended on government funding to do its work. However, financial resources for IE provision remain a challenge for many governments and DPOs as funding from the government was never enough. ZAPD depended much on cooperating partners to fund its advocacy activities. However, funds from cooperating partners sometimes delayed to be released. This affected the implementation of the IE projects in the two districts. For example, ZAPD partnered with the European Union to pilot IE in some selected districts in Luapula Province.

ZAPD received a grant of two hundred and fifty thousand (250000) Euros to do advocacy work, modify school infrastructure, and carry out training workshops with parents, teachers and traditional leaders among others. This money was not enough to cater for all the planned activities ZAPD undertook. For instance, ZAPD only managed to do physical infrastructure modification at one school. These findings are in line with the findings of Longpre (2016) who identified lack of funding as a key barrier to advocacy for special education. The author argued that at the most basic level, advocacy campaign requires financial resources. Without finances to do advocacy, all activities are hampered. She further argued that due to dependency on donor funding, organizations may forgo advocacy activities, which may be seen as adversarial towards their main funding source. Lack of funding is therefore, a reality impacting negatively on advocacy for inclusion of GWDs in inclusive schools in Mansa and Chifunabuli districts. Longpre's (2016) findings were also supported by Kipkosgei (2013) who concluded that lack of financial support for special needs advocacy and education was one of the main factors influencing enrolment of learners with disabilities in inclusive education in primary schools. Kipkosgei contended that funding for inclusive education programs were very minimal.

Lack of financial resources is greatly influenced by the high poverty levels in the community. The study discovered high poverty levels in the community which greatly hindered parents from taking GWDs to school. Teachers and parents indicated that ZAPD was trying to reach out to

communities to sensitize them on the importance of education to GWDs but parents were failing because they lacked finances and school requirements such as uniforms and exercise books due to poverty levels. Many households had no food. This resulted in GWDs either going to school without eating or not going to school at all. This is supported by Mwanza (2015) who established that high poverty levels in the communities affected the campaign for girl education in Zambia. According to Mwanza (2015), out of the total estimated population of above 13 million people in 2010, over 42% were classified as extreme poor and the majority of these lived in rural areas and unplanned settlements in urban areas. This situation results in parents not sending their GWDs to school.

The study also established that another constraint ZAPD was facing to promote inclusion of GWDs in schools was the way the schools were designed. In all the four schools where IE was being implemented, the infrastructure was not user friendly to GWDs. For example, those with physical disabilities could not easily access classrooms and other school facilities such as toilets. When these GWDs are enrolled to school and find that the infrastructure is unfriendly to them, some end up dropping from school again. To counter the effects of poor school infrastructure, ZAPD embarked on infrastructure modification. However, the program of infrastructure modification was being affected by inadequate financial resources which saw ZAPD only modifying school infrastructure at one school only. As long as the infrastructure remains unfriendly to GWDs, advocacy campaigns for their inclusion in schools will remain a challenge. These findings are in agreement with the findings of Kipkosgei (2013) who noted that physical facilities such as school buildings, classrooms and furniture can greatly influenced the enrolment of GWDs in school. Kipkosgei (2013) argued that many school infrastructures were not user friendly to CWDs and that such schools may not attract GWDs to enrol with them. Therefore, good advocacy for IE requires modification of school infrastructure to suit the needs of children with disabilities. Facilities such as classrooms, toilets, walkways and furniture must be modified to encourage GWDs to participate in school.

The study also discovered that communities where ZAPD implemented IE projects were greatly influenced by cultural beliefs based on discrimination and stigma towards persons with disabilities. Therefore, advocacy for disability inclusion in many African countries including Zambia faces resistance because of the way African societies conceptualise disability. In many

societies, disability is associated with discrimination, negative attitude and cultural beliefs. The study discovered that parents and communities have deep rooted beliefs on disabilities. Cultural attitudes towards GWDs which include stigma and fear, affected advocacy for inclusion as some parents were not willing to accept advocacy messages. ZAPD engaged in advocacy in order to promote IE but some parents despite the sensitisations still hide their children with disabilities from the public due to cultural and traditional beliefs.

Equally the study discovered that some teachers were not ready to accept learners with disabilities. They felt they were not trained to teach such pupils. In addition, many parents do not value the education of GWDs. They are discriminated in education based on their gender and disability. Parents see the education of GWDs as secondary to that of boys. This discrimination is perpetuated by cultural belief systems that have always been negative on disability and gender issues such as GWDs are sick, hopeless and cannot learn. This is in line with the findings of Muthoni (2007) who revealed that negative attitude towards disability by both parents and community had adversely affected enrolment of GWDs in schools. Muthoni found that communities in Kenya associated disability to witchcraft, curses and taboos. This led to some parents to hide children with disabilities from the public.

Similarly, Muthoni's findings have been echoed by Chouinard (2015) who noted that cultural barriers and negative attitudes by the community toward disability was a hindrance to the participation of children with disabilities in education. In view of this presentation on the value of families to the education of learners with disabilities, a renowned researcher on families argued that the influence of any family on the education of a child with disabilities would always remain crucial, (Hornby 1990). Along with many other scholars, Hornby (1990) argues that if the parents of a child are influenced by any beliefs or attitudes that work against the education of that particular learner, it would be utterly difficult to find this learner at school. Parents are always the first units to show interests in investing in the education of their own children. Later, the state supplements parents' efforts to educate their own children. To support the above findings, Frobisher (2016) revealed that advocacy for mainstreaming GWDs in various sectors of society were being challenged by limited educational and economic opportunities and extreme levels of discrimination in all realms of public life which included their own families and communities.

Effective provision of services to persons with disabilities requires massive investment in research. Research play a key role in bringing out challenges which persons with disabilities face. The study revealed that there was less research on IE advocacy especially in rural areas. ZAPD personnel indicated that research publications on the education GWDs were limited especially in rural areas. It was difficult for DPOs and cooperating partners to assist GWDs attain education because research into their problems is not widely publicised. Therefore, there was need to invest in research that will assist to bring the challenges GWDs were facing in accessing education.

To implement the IE project in Chifunabuli and Mansa districts, ZAPD carried out research which established that children with disabilities faced a number of challenges in education access. To this effect, research in IE for GWDs was very important if advocacy for IE was to succeed because research would bring out challenges that can be alleviated through advocacy. Therefore, an organization that undertakes advocacy is most effective when it presents a viable alternative or solution that is based on facts, data and solid analysis. To support this, Sancho (2016) explained that lack of research specific to special needs population rights, issues, needs and education is a substantial barrier to education reform and advocacy. He argued that without sound, locally based research on the occurrence of special needs, education best practices and effective advocacy strategies it was difficult to implement effective change in IE.

The study also discovered that there was no seriousness in the implementation of IE guidelines established by the MoGE in 2016. School administrators and teachers indicated that they were aware of the IE guidelines and the MoGE policy on the education of Learners with Special Education Needs (LSEs), but many schools were not following the guidelines. This was attributed to lack of sensitization and availability of the guidelines in schools. Many schools were not aware of the contents of the IE education guidelines and schools did not have copies of the same guidelines. This affected advocacy for IE in schools. In addition, the country has no legal framework to guide the provision of IE to LSEs. The lack of legal framework in the area of IE in general and for GWDs in particular affected advocacy organizations to carry out massive sensitization and awareness campaigns because their advocacy work was not backed by a legal framework for IE. General education is mandated by law and is enshrined in the Zambian constitution. However, IE education is not clearly framed by law. The lack of a legal framework

has resulted in stakeholders such as the MoGE not taking issues of IE seriously. This also leads to parents to withdraw their GWDs from school whenever they wished to do so, citing challenges such as lack of financial resources due to poverty as discovered by the study. These revelations are in line with the findings of Muthoni (2007) who established that although implementation guidelines on the education of GWDs were in place, schools lacked awareness on the guidelines and did not implement them. Non implementation of the guidelines on inclusion could be attributed to the findings of Leonard Cheshire Disability (2017) which found that lack or inadequate legal frameworks on the education of GWDs posed a challenge to advocacy for inclusion. These findings are further supported by Chirwa (2011) who argued that Zambia does not have a legal framework specifically designed to foster the inclusion of CWDs in regular school system.

5.4. Summary

This chapter has discussed the findings of the study in line with the objectives which were: to explore advocacy strategies used by ZAPD to promote the inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts; to establish participants' views about the outcomes of the advocacy strategies for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts and to establish the constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts. The discussions have also been related to the findings of other scholars on similar studies in and outside Zambia. The study discovered that the main advocacy strategies used by ZAPD to promote the inclusion GWDs in schools were media advocacy (awareness building and sensitizations, financial and material support to GWDs and IE schools and modification of school infrastructure among other advocacy strategies. According to the findings of the study, the outcomes of the advocacy strategies ZAPD used to promote the inclusion of girls with disabilities in schools were: increased enrolment and retention rates of GWDs in schools. The established advocacy for inclusion of GWDs in schools faced constraints ranging from inadequate or lack of financial resources to negative attitudes towards disabilities and cultural/traditional beliefs on disability in general.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0. Overview

This chapter summarizes results of the study on advocacy strategies used by ZAPD to promote inclusion of GWDs in selected inclusive schools in Chifunabuli and Mansa districts of Luapula Province. The chapter also draws some conclusions from the reported results and thereafter provides recommendations for future appropriate actions towards advocacy for inclusion of GWDs in inclusive schools in Chifunabuli and Mansa districts and beyond. The conclusion has been arrived at in line with the set objectives which were to: to explore advocacy strategies used by ZAPD to promote inclusion of GWDs in selected Inclusive Schools, to establish participants' views about the outcomes of the advocacy strategies for inclusion of GWDs in selected Inclusive Schools and to establish constraints faced by ZAPD in advocating for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts.

6.1. Summary

According to the first objective which sought to establish advocacy strategies used by ZAPD to promote the inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa, the study discovered that ZAPD carried out media advocacy (awareness and sensitization), offered financial and material support to GWDs and IE schools, and implemented an IE pilot project. To achieve the objectives of the IE project, ZAPD collaborated with a number of stakeholders such as the media, MoGE, MoH, traditional and civic leaders, the church, Zambia Police and the community in general to ensure the implementation of article 24 of the CRPD. What ZAPD does in Chifunabuli and Mansa districts as an advocacy organization is in line with the grassroots theory of change which guided this study. The grassroots theory of change explains that advocacy strategies should embrace awareness building through media, mobilization of resources, training and capacity building, partnerships, research and policy analysis.

The aim of objective number two was to establish the participants' views about the outcomes of the advocacy strategies ZAPD used to promote the inclusion of girls with disabilities in selected Inclusive Schools in Chifunabuli and Mansa districts. The study discovered that the outcomes of

the advocacy strategies ZAPD used to advocate for inclusion of GWDs in education were: increased enrolment and retention rates of GWDs in Inclusive Schools; empowerment of teachers with skills and knowledge, increased awareness on IE that has led mind-set change by both teachers and parents and implementation of inclusive education in schools.

Objective number three aimed at examining the constraints faced by ZAPD in advocacy for inclusion of GWDs in selected Inclusive Schools in Chifunabuli and Mansa districts. The study discovered a number of constraints to advocacy for inclusion of GWDs in selected Inclusive Schools. They included lack of financial resources to carry out advocacy activities, negative attitudes towards disabilities and cultural/traditional beliefs on disability in general, poverty and lack of adequate research on GWDs. The study revealed that inadequate funding to the ZAPD inclusive education pilot project by cooperating partners (European Union) negatively affected the implementation of the project. Furthermore negative attitude towards disability by parents and the community in general adversely affected advocacy for inclusion of GWDs in education. The community associate disability to witchcraft, curses and taboos. The study revealed that the community had negative attitude towards disability which resulted in parents shielding off and hiding their CWDs (girls inclusive) from the public. Another factor that affected advocacy for inclusion of GWDs in education in was lack of research and a legal framework to support the implementation of IE in schools.

6.2. Conclusion

The main conclusion of the study is that advocacy for IE produced benefits for GWDs in Chifunabuli and Mansa districts. Using advocacy, communities and teachers changed their perception positively towards CWDs. This was demonstrated in this study through the advocacy strategies for inclusion of GWDs in Inclusive Schools undertaken by ZAPD in Chifunabuli and Mansa districts where parents and teachers changed their behaviour towards the CWDs (GWDs in particular). Through advocacy messages spearheaded by ZAPD in the media, parents and communities were able to see the value of educating their children with disabilities. Communities were taught how to positively live with persons with disabilities. In addition, advocacy strategies such as financial and material support, infrastructure modification led to increased enrolment and retention rates of GWDs in Inclusive Schools increased. However, advocacy for IE of GWDs faced constraints such as lack of finances, negative attitudes and

cultural beliefs on disabilities, lack of research and legal framework on the implementation of IE for GWDs. These factors contributed to limited inclusion of GWDs in Inclusive Schools in Chifunabuli and Mansa districts.

To promote IE for GWDs, it is crucial not to only address the constraints mentioned above but also gender. To this effect, future projects to promote IE should recognize that addressing deeply rooted beliefs regarding disability and gender requires a sustained effort over a long time period.

6.3. Recommendations

Based on the findings of the current study, the following recommendations have been made:

6.3.1. Recommendations to the Government/Ministry of General Education

- i. There is need for financial support to ZAPD to undertake advocacy for inclusion of GWDs in Primary Schools.
- ii. There is need for change of policies/legislations to support gender and inclusion of GWDs in Primary Schools.
- iii. There is need for the formulation of legal framework on the provision of IE to GWDs

6.3.2. Recommendations to Zambia Agency for Persons with Disabilities

- i. There is need for continued sensitization and awareness campaigns on disability, gender and education
- ii. There is need for introduction of empowerment programs (social cash transfer) for parents of children with disabilities.
- iii. There is need for collaboration and partnerships in the provision of IE to GWDs.
- iv. There is need for continued research in the area of advocacy, gender, disability and education provision to GWDs

6.3.3. Recommendations to schools

- i. Schools to develop school based gender and IE policies
- ii. Schools to introduce school feeding programs for children with disabilities
- iii. Schools to strictly follow the 2016 MoGE IE guidelines

6.4. Recommendation for Further Research

- i. The same study to be carried out in other provinces.
- ii. A study on advocacy for partnerships in IE provision to be carried out.
- iii. A study on advocacy for child protection in IE setting to carried out.

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APPENDICES

Appendix 1: Consent Letter

Dear participant,

My name is KAMIMA NKHOWANI. I am a postgraduate student from the University of Zambia pursuing a degree of Masters in Special Education. I am carrying out a research on Advocacy Strategies for Inclusion of Girls with Disabilities in selected Inclusive Schools in Chifunabuli and Mansa districts. You have been chosen as a source of information for my research. I will be very grateful if you could take some of your precious time to assist me in this study by participating in the scheduled interviews. I would appreciate if you answer the questions honestly. Be at ease during this interview. Please take note that there are no wrong or right answers. Your views are significant for the study. Be assured that the information collected through this interview will be kept confidential. The duration of the interview/discussion will be approximately 30-60 minutes. The interview/discussion session will be recorded. Participation in this study is completely voluntarily and you are at liberty to withdraw at any stage. If you have any questions regarding this study or you would like to request additional information, please ask before or after the interview.

Participant's signature: **Date:**

Appendix: 2. Semi-Structured Interview Guide for ZAPD Personnel

Provide verbal responses to these questions.

PART A: Demographic Information

1. Gender
2. State your position at ZAPD?
3. What are the functions of ZAPD?

PART B: Advocacy for Inclusion of GWDs in Schools

4. ZAPD is currently implementing IE in Chifunabuli and Mansa districts, what is ZAPD's inclusive education?
5. What you are doing can best be described as partnership in IE provision, can you mention your role in this partnership with MoGE
6. Mention other stakeholders apart from MoGE you are working with to promote IE in schools?
7. Can you mention the role of these stakeholders in the implementation IE in schools?
8. According to the disability act of 2012, ZAPD is not a service provider. What made ZAPD to pilot inclusive education instead of allowing disabled people's organisations to do so?
9. Describe the strategies you are using to promote inclusion of GWDs in the schools you are implementing IE, taking into consideration that GWDs face triple discrimination in education access?
10. State the outcomes of the strategies you are using to promote inclusion of GWDs in schools?
11. Mention the constraints you are facing in promoting inclusion of GWDs in schools?
12. How can the constraints mentioned above be overcome?

Appendix: 3. Semi-Interview Guide for School Administrators

Provide verbal responses to these questions.

PART A: Demographic information

1. Name and type of the school: i.e. GRZ; Community or Grant aided
2. Location of the school: i.e. Rural or Urban/Peri-urban
3. Type of the school: IE Primary School; IE Secondary School; Ordinary School

PART B: Advocacy for inclusion of GWDs in schools

4. Do you have learners with disabilities at your school?
5. Mention the types of disabilities the learners have
6. Who are the majority? Boys or Girls
7. Explain the causes of this gender disparity in enrolment levels?
8. How were these disabled pupils enrolled to this school? Brought by parents or organizations?
9. Your school has partnered with ZAPD to implement IE, strategies does ZAPD use to promote inclusion of GWDs in school, taking into consideration GWDs face triple discrimination in education access?
10. What would say are the outcomes of the strategies ZAPD is using to promote inclusion of GWDs school?
11. Mention the constraints ZAPD is facing in implementing IE for GWDs in school
12. Explain how the mentioned constraints can be overcome.

Appendix: 4. Semi-Structured Interview Guide for Classroom Teachers

Provide verbal responses to these questions.

PART A: Demographic Information

1. Gender:
2. For how long have you been in the teaching service?
3. What are professional qualifications?
4. Do you have any training in inclusive education/special education?

PART B: advocacy for inclusion of GWDs in schools

5. Do you have learners with disabilities in your class?
6. Mention the type of disabilities the learners have?
7. Who are the majority? Boys or Girls
8. Explain what causes the gender disparity in enrolment levels as noted in Q7.
9. What do you understand by the term advocacy?
10. Your school has partnered with ZAPD to promote IE, mention the strategies ZAPD uses to promote IE.
11. Do the strategies you have mentioned here favour the inclusion of GWDs in schools? If yes, how do they favour the inclusion of GWDs in schools? Please explain?
12. In your own views, what the outcomes of strategies in relation inclusion of GWDs in schools?
13. Mention the constraints faced by ZAPD to promote the inclusion of GWDs in schools?
14. State the measures that can be put in place by to overcome the constraints you have mentioned here.

Appendix: 5. Semi-Interviews with GWDs

Provide verbal responses to these questions.

PART A: Demographic information

1. Age
2. Gender
3. Grade

PART B: Advocacy for advocacy for inclusion GWDs in schools

4. How supportive in your family toward your education?
5. How do you describe your learning here? Interesting or not interesting
6. Mention the challenges that you face in your learning at this school
7. Do you receive any support from any organization towards your education? If yes, name the organization
8. Mention the type of support that you receive?
9. Your school has partnered with ZAPD to implement IE, What strategies does ZAPD use to make sure more GWDs are brought to school?
10. Mention the outcomes of the strategies you have mentioned here.
11. What do you think are main constraints ZAPD is facing in carrying implementing inclusive education at this school?
12. How can these constraints be overcome?

Appendix: 6. Focused Group Discussions with Parents

Provide verbal responses to these questions.

PART A: Demographic information

1. Gender
2. Age
3. Occupation

PART B: Advocacy for inclusion of GWDs in schools

4. What is your perception of having a child (especially) a GWDs?
5. How do your family/community members perceive disabilities?
6. Are you are aware that education is a basic human right to everybody including CWD?
7. Is your child in school? If yes, in what grade is he/she?
8. Does your child receive any support from any organization toward his or her education?
If yes mention the organization.
9. Mention the type of support does your child receive?
10. I have seen that ZAPD is implementing IE education your area using local schools, what strategies does ZAPD use to promote inclusive education for GWDs? Please mention them?
11. What would you say are the outcomes of the advocacy strategies ZAPD uses to promote inclusion of GWDs in schools?
12. What would you say are the constraints ZAPD is facing in promoting the inclusion of GWDs in education?
13. How would you like ZAPD to improve on the constraints you have mentioned here in order to promote the inclusion of GWDs in schools?