

# **CHILDHOPE-ZAMBIA**



## **Report on the Coordination and Sensitisation Meetings on Inclusive Education**

*“Working towards Access, Quality and Inclusive education in Zambia”  
November 2011*

Submitted to  
**Sightsavers Zambia Office December 2011**

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<b>Acronyms</b>	
CH-Z	CHILDHOPE-Zambia
CHW	Community Health Worker
CSEN	Children with Special Education Needs
DACA	District AIDS Coordinator
DCDO	District Community Development Officer
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DMO	District Medical Office
D.O	Double Orphan
DRCC	District Resource Centre Coordinator
EC	European Commission
ECCD	Early Childhood Care and Development
ESO –ODL	Education Standards Officer- Open and Distance Learning
ESO- Special	Education Standards Officer Special education
EU	European Union
HIV and TB	Humane Immune Virus and Tuberculosis
IE	Inclusive Education
LV	Low Vision
MoE	Ministry of Education
OVC	Orphans and Vulnerable Children
PC	Physically Challenged
PCSC	Parents
PI	Physically Impaired
S.O	Single Orphan
SSI	SIGHTSAVERS INTERNATIONAL
VI	Visually Impaired
UN	United Nations
UNESCO	United Nations Education and Scientific Commission
ZAFOD	Zambia Association for Disability Organisations
ZIEP	Zambia Inclusive Education Project
ZOCS	Zambia Open Community Schools

## 1. Background and Definition of Inclusive Education

The education of children with disabilities is also essential for poverty alleviation and human development. People with disabilities constitute an estimated 20% of the world's poorest.<sup>1</sup> Exclusion from education is a significant factor in the high levels of poverty often experienced by people with disabilities and their families. Denying children with disabilities access to a quality education greatly

### **Definition**

*There is no single agreed definition of the term 'disability'. We believe that it is not just an individual child's impairment which 'disables' him or her. The way in which society responds to a child's impairments is 'disabling', creating discrimination and barriers to participation (including participation in education). Understanding disability in this way has been described as the 'social model'. It differs from the 'medical model' by placing the responsibility for change on society, not on the individuals who have impairment.*

constrains their opportunities to gain independence and skills, often leaving them isolated and unable to contribute to their own self-fulfilment or their communities' drive for development. The economic argument for educating children with disabilities is very strong: 'Children with disabilities who are excluded from education are virtually certain to be long-term, life-long poor. They almost inevitably become an economic burden on society and on their families. Education makes a difference in everyone's life, but it makes a much greater relative difference

in the lives of children with disabilities. The incremental benefits of educating a child with disabilities far outweigh the incremental costs.

### 9.1. What is Inclusive Education?

Inclusive education is a process of increasing the participation of all learners in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of pupils in their locality. It has the following characteristics:

Inclusive education



<sup>1</sup> Factsheet on people with disabilities <http://www.un.org/disabilities/default.asp?id=18>

- Acknowledges that all children can learn
- Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc.
- Enables education structures, systems and methodologies to meet the needs of all children
- Is part of a wider strategy to promote an inclusive society
- Is a dynamic process that is constantly evolving

#### **Definition**

**Inclusive education** is different from special education, which takes a variety of forms including special schools, small units, and the integration of individual children with specialised support. Inclusive education has grown out of the social model of disability. It recognises that all children are different, and that the school and the education system need to change in order to meet the individual needs of all learners – with and without impairments. Inclusion does not, however, mean assimilation – or making everyone the same. A key ingredient is flexibility – acknowledging that children learn at different rates, and that teachers need skills to support their learning in a flexible way. In the majority of cases, children simply need good, clear and accessible teaching. This includes the use of different methods to respond to children's different needs, capacities and rates of development. **(Save the Children)**

### **10. Introduction to Sensitisation meetings - *The Meetings –How exciting and educative!!!***

This report synthesises the key highlights, discussions and results of the Sensitisation Meetings on “Zambia Inclusive Education Programme (ZIEP)”, organised by the Ministry of Education, and CHILDHOPE- Zambia in conjunction with SIGHTSAVERS ZAMBIA with funding from the EUROPEAN COMMISSION.

*The meetings were designed to bring out the following outcomes:*

1. *Participants oriented to the broader understanding of the Philosophy and rationale of Inclusive Education.*
2. *Participants acquainted with the three year 2011-2013 Zambia Inclusive Education Programme and specifically the outcomes under Basic Education (GRZ & SSI/ EC) ;*
3. *Participants understand their roles and responsibilities in the ZIEP project.*
4. *Enhanced partner capacity to develop comprehensive networks for 2011 to 2013.*

#### **Meeting Expectations**

*The participants were asked to list their workshop expectations. The following were some of these:*

- ☞ *Learning more about Inclusive Education*
- ☞ *Learning what to do with children and how to play with children at the centre*
- ☞ *Share with participants ideas, experiences and skills on inclusive education and disability*

#### **Meeting Ground Rules**

*The participants were asked to list their meeting ground rules. The following were some of these:*

- ☞ *Speak through the chair*
- ☞ *Time management to be done*
- ☞ *No unnecessary movements*
- ☞ *Respect others' ideas and views*
- ☞ *Phones to be put on vibration*
- ☞ *Pocket your status in order to ensure a level playing field.*

## Coordination and Sensitisation Meeting Methodology

*The Participatory Training approach method was employed. This included Group discussions, practical group work, brainstorming, creations, role-play and participatory games. Supporting communities to produce their own experiences of participation and learning, the facilitation was enriched by:*

- ♣ *Using existing knowledge;*
- ♣ *Building on experiences;*
- ♣ *Collecting information;*
- ♣ *Working together;*
- ♣ *Listening to different voices; and*
- ♣ *Creating conversations.*

*These approaches were used to encourage reflection, learning and the sharing of knowledge among participants.*

The participatory methods and activities demonstrated in these meetings helped participants think more deeply about their own situations. It is hoped that on their return to their places of work and stay, they will have the confidence to become action researchers and reflective practitioners. The overall approach of the ZIEP action-learning program and of the meetings can be summarised as follows:

### Activity 1: WHAT?

These sessions were about identifying **barriers**. The tool used in these sessions were **mind maps**

- ***What are the barriers to Inclusive education and learning?***
- ***What knowledge levels on Inclusive education and disability already exists?***
- ***What type of additional information do participants need?***
- ***How will you collect it?***

Working in small groups, participants were asked to map out the barriers they faced in the communities, which adversely affected the proper implementation of Inclusive living in the homes, and at community schools and ECCD centres. Some of the issues raised as mind maps were:

- ♣ *Poverty levels of the communities*
- ♣ *General ignorance on the importance of inclusion of children with disabilities and their Rights*
- ♣ *Lack of infrastructure to accommodate children with disabilities*
- ♣ *Low literacy levels in the communities (among mothers)*
- ♣ *Lack of learning and teaching materials for people with disability in general and for children with Visual Impairment in particular*
- ♣ *Community always think that children with disability are a burden to them and their education is very expensive*
- ♣ *Mostly communities have a phenomenon that children who differently-abled do not learn from an early stage of life*
- ♣ *Lack of community structures that can help the promotion of Inclusive education at all levels*
- ♣ *Weakening extended family systems that can no longer provide extended care*
- ♣ *Cultural barriers on the roles of each of the family members especially on issues of Gender and equity and Child Rights and disability*

## Activity 2: How?

These sessions were about formulating **strategies** for addressing the barriers. The tool used in these sessions was the **Discussions and interviews**

- ♣ *How are the barriers identified been addressed?*
- ♣ *What strategies have already been used?*
- ♣ *What other strategies might be useful?*
- ♣ *How can those be introduced?*

In group discussions and interviews, active participation by almost everyone contributed greatly to achieving the intended outcomes. The facilitator motivated the participants into thinking aloud and become confident speakers as well as active listeners. This was very evident in almost all sessions.

*The strategies that emerged from the sessions included:*

- ♣ *Orientation of Community School Teachers to Inclusive education and technicalities of identifying, assessing and handling children with disability*
- ♣ *Need to improve school infrastructure to accommodate CSEN*
- ♣ *Sensitization of local communities on the underlying principle and magnitude of Inclusive Education and the Rights of people with disability, through PTAs, Church meetings, Social Clubs, Electronic Media (Local Radio Stations like Sky FM, Radio Mazabuka, Chikuni Radio etc) using the disabled as ambassadors.*
- ♣ *Encouragement of Parental involvement in all the programs that concern children with disabilities*
- ♣ *Sensitizing pupils on the need to accommodate friends who are disabled in schools.*
- ♣ *Strengthening the District Coordination committees by providing the teams with at least but not limited to the following:*
  1. *Desktop Computer for data computation*
  2. *Internet services for communication*
  3. *Motorbike for mobility*
  4. *Braille printing equipment for production of Braille Learning materials*
  5. *Coordination monthly petty cash for running around*

To implement these strategies the participants were equipped with enough information about **Inclusive Education** on different topics and situations. Some of the cardinal points to note were among other things;

- *The roles of key partners in the ZIEP project,*
- *What Zambia Inclusive Education Project stands for,*
- *The Philosophy and rationale of Inclusive education and its relationship with Early Childhood development,*
- *Types and Causes of Disabilities at Pre-Natal, Neo-Natal and Post –natal stages,*
- *Identification and assessment of children with disabilities,*
- *Strategies for Awareness rising on Inclusive education and*
- *The importance of community mobilization for rehabilitation of children with disabilities.*

## District coordinating Teams

SN	NAME	STATION	POSITION	PHONE #
<b>Mazabuka District</b>				
1	Hanguwa Tim	DEBS Office	DEBS	0977824823
2	Mubita Preston	Mazabuka Dist Hospital	DMO Eye Specialist	0964007184
3	Bonaventure Chipimo	CHILDHOPE Mazabuka	Dist Coordinator	0977808604
4	Chris Ntalasha	Community Development	A/ Comm Dev. Officer	0967718136
5	Kennedy Kauka	Mazabuka dist Hospital	Snr Physiotherapist	0977768524
6	Sikabanga Siatwiinda	DEBS Office	DESO	0977891198
7	Mufwinda Peter	DEBS Office	ESO- ODL	0977527081
8		Special Community Sch	School Coordinator	
<b>Monze District</b>				
1	Chilema Peggy	DEBS Office	DEBS	0965232206
2	Mizinga Elvis	DEBS Office	ESO Special	0979147093
3	Mkandawire Mdaniso	DMO	Eye Specialist	
4	Sarenje Oris	DEBS	District Planning Officer	
5	Chipo Namwako	Monze Town Basic	Physically Challenged Teacher	
<b>Choma District</b>				
1	Mbilikita Jennifer	DEBS Office	ESO Special	0977820523
2	Rita Hatontola Duunka	Choma Dist Hospital	Eye Specialist	0977312242
3	Hanyanga John	St Mulumba Special Sch	Head Teacher	0977410833
4	Mubita I Rita	DEBS Office	DRCC	0977809566
5	Nakasamu Victor	Community Dev	DCDO	0955839839
6	Lesa Christabel Chanda	Dastra	Teacher	0977224828
<b>Kalomo District</b>				
1	Mbilikita Jennifer	DEBS Office	ESO Special	0977820523
2	Hamilamba S K	DEBS Office	DRCC	
3	Chanda Chisunka	Kalomo Dist Hospital	Physiotherapist	0967466021
4	Joseph Mambwe Sakala	Kalomo DMO	Planner	0977835932
5	Mutashala Joseph	Community Dev. Office	DCDO	0966130765
6	Mwanza Alick	Kalomo High School	Teacher	0978367652
7	Alisinda J C K	Kalomo High School	Head Teacher	0955797531

## Children Identified with Low Vision and Blindness

#	District	Girls	Boys	Total	Type of Disability			
					Low Vision	Blind	Deaf/ Dumb	Physically Challenged
1	<b>Mazabuka</b>	4	10	14	11	3	1	1
2	<b>Monze</b>	-	-	-	-	-	-	-
3	<b>Choma</b>	-	-	-	-	-	-	-
4	<b>Kalomo</b>			55	50	5		
	<b>Total</b>			<b>69</b>	<b>61</b>	<b>8</b>		

## List of Names for children identified in Mazabuka District

#	Name of Child	Sex	Age	Address	Status			Type of Disability
					S.O	D.O	V	
1	Munkombwe Royness	F	12	Kabobola			✓	Low Vision
2	Katowa Hillary	M	14	Kabobola		✓		Low Vision
3	Ngandu Romani	M	17	Hillside			✓	Low Vision
4	Daliso Banda	M	13	Apollo				Low Vision / Albino
5	Hamani Jane	F	15	Kaleya Station	✓			Low Vision/ Physically Challenged

6	Innocent Makala	M	16	Kaleya Station		✓	Low Vision
7	Eniya Mkandawire	F	16	Show Grounds		✓	Low vision
8	Socka Nasilele	F	12	Nkabika			Low Vision
9	Mapenzi H	M	6	Nkalama		✓	Low Vision
10	Omanti H	M	15	Munenga		✓	Blind
11	Benford	M	14			✓	Low Vision
12	Nchimunya	M	28				Low Vision
13	Chabota Muteba	M	9	Kabobola			Deaf/ Dumb/ Blind
14	Gift	M	16			✓	Blind

### Teaching and Learning Materials required for Low Vision and Blind children in the four districts

#	Name of Item
1	STYLUS
2	PERKING BRAILLE MACHINES
3	WHITE CANE
4	TALKING WATCHES
5	HAND-FRAMES/ POCKET-FRAMES
6	BRAILLE PAPER
7	TRACERS
8	SOUND BALLS
9	PLAYING CARDS
10	JIGSAW PUZZLES
11	MUSIC INSTRUMENTS (GUITAR, DRUMS, ETC)
12	COMPUTERS (TALKING)
13	DOLPHINS
14	SUN GLASSES (DARK ONES)
15	POLY PAPER
16	BRAILLE WATCHES
17	BRAILLE MAPS
18	FOLDERS (PAPER AND HARDBOARD)
19	MATTRESSES
20	MATHEMATICS TERRIER NUMBERS
21	DOTTED PLASTIC EGG TRAY
22	MAGNIFYING GLASSES



ESO Special for Monze (L) and DESO (R) for Mazabuka during sensitisation meetings



Time	Activity	Presenter(s)	Session C/person
<b>Day one</b>	<b>Sensitisation Meeting</b>		
<b>0830</b>	Courtesy Call at DEBS office		
	Introductions & workshop objectives	MoE (ESO Special)	MoE
	ZIEP Programme 2011-2013 (Highlights)	Chim Mvula ESO Special	
<b>1030 – 1100</b>	<b>Tea/Coffee Break</b>		
	Philosophy and Rationale of Inclusive Education	Mambo Hamilton Bonaventure Chipimo	
	Early Childhood and Inclusion	Chim Mvula ESO Special	
	What Gets in the Way of an Inclusive Approach to Early Childhood Programming?	Mambo Hamilton Bonaventure Chipimo	
	Discussion	Mambo Hamilton Bonaventure Chipimo	
<b>1300 – 1400</b>	<b>Lunch</b>		
1400 – 1530	What Are We Working Toward? Way forward	ALL.	MoE
<b>1530-1545</b>	<b>Tea/Coffee Break</b>		
1545– 1630	Plenary Presentations and discussion	Chim Mvula ESO Special	
<b>Day two</b>	<b>Coordination Meeting</b>		
Time	Activity	Presenter(s)	Session C/person
0900-1000	ZIEP Programme 2011-2013 (Highlights)	Chim Mvula ESO Special	MoE
<b>1000-1030</b>	<b>Tea/Coffee Break</b>		
1030-1200	Sharing of Experiences	Hamilton Mambo Bonaventure Chipimo	MoE

#### Itinerary for Districts

#	Name of District	Time of Visitation	Period
1	Mazabuka	29 <sup>th</sup> to 30 <sup>th</sup> November 2011	2 days
2	Monze	1 <sup>st</sup> to 2 <sup>nd</sup> December 2011	2 days
3	Choma	5 <sup>th</sup> to 6 <sup>th</sup> December 2011	2 days
4	Kalomo	7 <sup>th</sup> to 8 <sup>th</sup> December 2011	2 days



Coordination Meeting DEBS office Mazabuka

## Official Opening

These meetings were officially graced by the District Education Board Secretaries (DEBS) in all the



*DEBS Monze at Official Opening*

four districts namely Mazabuka, Monze, Choma and Kalomo. In their speeches, they urged all stake holders to do their best in the ZIEP program. These dedicated gallant soldiers of education stressed the desired outcome of identifying, assessing and including the learners with special needs into regular schools and to enhance partnership with line ministries to make lives of Children with Special Education (CSEN) a lot easier and bearable. The DEBS further urged the Education Standards Officer Special Education (ESO-Special), and all Teachers that will be chosen for the project to spearhead the program

and encourage parents/guardians to bring their children to school so that they too can be educated and empowered with various skills. They welcomed everyone and encouraged all to take the ZIEP program seriously

### First session

#### ZIEP Programme 2011-2013 (Highlights) - Mr. Chim Mvula/ ESO-Special

*Presentation of the Key Issue: What is ZIEP?*

#### A. The context

*The overall objective of this Zambia Inclusive Education Programme action is to contribute to Zambia's realisation of "Education for All" Millennium Development Goal by 2015 targeting the blind and low vision children. The purpose of this action is to increase accessibility of quality education for blind and low vision children through strengthening of the capacity of the service providers to provide inclusive education as well as advocating for a system change in the provision of education in order to accommodate the needs of children with special needs:*

*The action will respond to the following education outcomes;*

- a) **Access** - *The action will ensure blind and low vision children have access to quality education. There are many barriers to education for blind and low vision children such as environmental, social economic and institutional barriers. However, this action will address issues of enrolment for blind and low vision children in the community schools within their local context. In addition, the action will address the issues of retention and transition from one level to another thereby ensuring that children complete a basic education.*
- b) **Equity** - *The action will ensure that blind and low vision children once mainstreamed into community schools have equal opportunities to learn. This will be done through avoiding segregating and stigmatizing blind and low vision children. Parents, teachers and the community will be sensitized on the importance of treating all children with equality regardless of their disability.*
- c) **Participation** - *Once blind and low vision children are mainstreamed into the community schools, the action will ensure children enrolled are participating in the wider education programs such as sports and other school activities. The action will ensure the full participation of parents of children with disabilities, teachers and the communities in planning activities and discussions that pertain to the welfare of the children.*
- d) **Sustainability** - *The action will promote sustainability of the program by working with the Ministry of Education through the District Education Offices and integrating the inclusive schooling of blind and low vision children within the existing government structures and systems.*

## Who is in ZIEP?

### Role and participation in the action of the various actors and stakeholders

**1 Sightsavers Zambia Country Office** will be responsible for the overall management of the programme. It will provide the technical expertise, and play a major role in advocacy and management of the contract with the EC. Sightsavers will provide coordination of the project which will include planning and monitoring, administration of the funding, compilation of financial and programme reports.

**2. Ministry of Education** through the Teacher Education and Standards Directorate, will work to implement a national data base for monitoring education outcomes for blind and low vision children; whilst at District Education office will work closely with the special needs unit to ensure quality services in the districts.

**3. CHILDSHOPE ZAMBIA** – will be the implementing partner for Southern Province. CHILDSHOPE using its experience in implementing ECCDE programmes in Southern province; will sensitise communities, mobilise them for action and deliver inclusive education programmes at community schools in six districts in Southern province. CHILDSHOPE will report to Sightsavers Zambia Office

**4. Zambia Federation of Disability Organisations (ZAFOD)** will be engaged to help sensitise parents of children with disabilities in all districts of the programme. ZAFOD officials will serve as role models to encourage community acceptance to allow their blind and low vision children to be enrolled in school. ZAFOD will coordinate its work with CHILDSHOPE and ZOCS and report to Sightsavers.

### 5. Zambia Open Community Schools

Zambia Open Community Schools (ZOCS) will be responsible for contacts to community schools in the various districts; will collaborate with CHILDSHOPE for in-service teacher training, and will support the training of PCSCs. ZOCS will also help in coordinating Copper belt work and reporting.

## What does ZIEP promote?

The action will further strengthen the educational outcomes through the following ways:

### Policy, governance, and leadership

As earlier stated, Zambia is signatory to several international commitments that have been put in place in order to ensure the rights of marginalized groups are taken into account, such as people with disabilities in this case blind and low vision children. Sightsavers with its partners will work with the policy makers at the national level and other key stakeholders to put inclusion policies into

practice by allocating specific budgets for the education of blind and low vision children. The action will support coordination, participation and accountability of all key stakeholders.

### **Education information management systems**



The action will work with the Ministry of Education to strengthen capacities for collecting and analysing data relating to blind and low vision children at the community, district and national level. Through strengthening of data collection, the action will have evidence based information to enable planning and review the program of inclusive education in the targeted districts. The information management system will ensure the production, analysis and use of the information on overall performance of children with disabilities. This will

promote the standardisation of data collection and management at district and national level.

### **Education curricula, materials and equipment**

The action will seek to strengthen capacity to provide appropriate equipment and materials for the blind and low vision children and their teachers in community schools. The action will also ensure that blind and low vision children are equipped with the required materials and equipment such as Braille, Braille paper, low vision devices etc.

### **Education Financing**

Through its advocacy strategy, the action will work with its partners to influence the government of Zambia's to increase its expenditure on education for children with special education needs in order to support the inclusion of children in mainstream community schools. The action will also work to ensure that budgets allocations within the various ministries (Health, Education and Community Development) are coordinated and allocated in support to the excluded groups including the blind and low vision children.

### **Education Human Resource**

The action will support the development of a well performing education workforce that will work to support blind and low vision children and achieve the best outcomes possible for the children. The action will support the government of Zambia through the special education needs department to ensure training centres develop and equip teachers with special skills for inclusive learning of blind and low vision children. Classroom teachers who have blind and low vision children in their classrooms will also continually be oriented during the school holidays to have the basic skills of supporting blind and low vision children in their classrooms.

## Second Session

### Philosophy and Rationale of Inclusive Education – Mr. Hamilton Mambo/ Mrs. Bonaventure Chipimo

*Presentation of the Key Issue: Disability and Education*

*The facilitator presented in turn:*

- ✓ *The intervention context as it can be seen in the majority of countries*
- ✓ *The educational responses being proposed to meet the challenge of schooling children with disabilities*
- ✓ *The concepts and definitions of inclusive education*



#### **The context**

- ✓ **115 million** children in the world are deprived of education
- ✓ **40 million** of those have disabilities
- ✓ **Less than 10%** of children with disabilities are receiving schooling (UNESCO estimate)

#### **Why?**

- ✓ Difficult environment (physical, social, economic and political)
- ✓ Extreme poverty
- ✓ Cultural beliefs and prejudices with regard to people with disabilities

#### **Education – Key Messages**

- ✓ Education is a human right and a means of achieving other rights (civil, political and economic)
- ✓ Education is the principal motor of human development, both economic and social, which benefits both the individual and society as a whole

#### **International Declarations**

- ✓ 1948: Universal Declaration of Human Rights (art. 26)
- ✓ 1960: UNESCO Convention Against Discrimination in Education
- ✓ 1979: UN Convention on the elimination of all forms of discrimination against women (art.10)
- ✓ 1989: UN Convention on the Rights of the Child (art. 23, 28, 29)
- ✓ 1990: Worldwide Declaration on Education for All, Jomtien
- ✓ 1993: UN Standard Rules
- ✓ 1994: World Conference on Education for children with special needs, Salamanca
- ✓ 2000: Worldwide Declaration on Education for All, Dakar
- ✓ 2000: Millennium Goal 2: Universal Primary Education by 2015
- ✓ **2006:** UN Convention on the Rights of People with Disabilities

## Inclusive Education – Definitions

- ✓ A **process** which meets the diverse needs of all learners by increasing their participation and by the reduction of exclusion in and through education
- ✓ A **dynamic approach** to respond positively to the diversity of pupils and to see individual differences not as problems, but as opportunities for enriching the learning process

## Inclusive Education (IE) – Key Messages

- ✓ IE is a process which is part of **Education for All** (the principle of which is that all children should have the possibility of learning; that of IE is that all children should have the possibility of learning together).
- ✓ IE wants to **change the system** (“All children have the right to education and not our education systems have the right to a certain type of child” – B. Lindqvist, UN reporter, 1994).

## The key obstacles

- ✓ Discriminatory values and attitudes
- ✓ A lack of understanding
- ✓ A lack of skills
- ✓ Limited resources
- ✓ Inappropriate organisation

## The groups and levels of intervention

- ✓ **Children with disabilities**, who should be offered an equal right to education
- ✓ **Parents**, who should be helped to meet the educational wishes and needs of their children with disabilities
- ✓ **Communities**, who must appreciate the potential of people with disabilities
- ✓ **Governments**, which must be lobbied to develop and apply inclusive education policies, notably through the teaching profession
- ✓ **Schools**



<b>Third Session</b> <b>Early Childhood and Inclusion- Mr. Chim Mvula/ ESO-Special</b>
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*Presentation of the Key Issue: Inclusive Early Childhood Programming*

*The facilitator presented in turn:*

- ✓ *The intervention context of Early Childhood as it can be seen in the majority of countries*
- ✓ *The principles for Inclusive early childhood programming*
- ✓ *The concepts and definitions of inclusive education*

### **Definition**

Internationally and regionally, early childhood is defined as the period of a child's life from conception to age eight years. Development in these early years is both highly robust and highly vulnerable (Shonkoff and Phillips, 2010). Investment in these early years is a powerful economic strategy, with returns over the life course many times the size of the original expenditure (Hertzman, 2010). Learning begins at birth. The period from birth to the entry to primary education is a critical formative stage for the growth and development of children. The learning outcomes - knowledge, skills and values – of primary education are stronger when appropriate learning and development occur in the years preceding regular schooling. This results in fewer dropouts, more completion and higher achievement of learning competencies. There is also evidence that early learning improves the child's chances of enjoying good health, finding work later in life, being socially skilled, and not committing crimes.

### **The Context**

- ✓ There is an understanding of the importance of early interventions as a foundation for later development.
- ✓ There is recognition of the importance of developing linkages and of cooperating closely with the family.
- ✓ Within both inclusive and early childhood programming there is recognition of the need to focus on the child's social development, as it is linked in an integral way with children's learning.
- ✓ There is an emphasis on active learning.
- ✓ There is recognition of the importance of individual differences and planning for the needs of individual children, within the context of the group.

### **Principles for Inclusive Early Childhood Programming**

- ✓ Begin with parents/families/caregivers
- ✓ Build partnerships
- ✓ Focus on the child's early interactions with people in the environment.
- ✓ Recognise that there is no one single delivery system option
- ✓ Staff the programme appropriately.
- ✓ Provide appropriate training.

## Fourth Session

### What Gets in the Way of an Inclusive Approach to Early Childhood Programming? – Mr. Hamilton Mambo/ Mrs. Bonaventure Chioimo

*Presentation of the Key Issue: Barriers to inclusive education*

#### The Context

While it is true that people developing inclusive programmes for young children can, in essence,



follow the principles that provide the basis of any good early childhood programme, which is easier said than done. The field of special education brings with it a history and a set of attitudes and procedures that make it difficult for both parents and professionals to accept the premise that the basic requirement for young children with special needs is a quality early childhood approach. There are some beliefs and practices, as well as logistics and practicalities that hinder our ability to implement inclusive Early Childhood

programmes. What follows is a description of some of the specific challenges that have to be overcome.

#### Beliefs and Practices

- ✓ The practice of waiting for children to catch up before they can move forward in the system
- ✓ The false notion that some children cannot learn
- ✓ The desire within Majority World countries to copy what has been developed in resource-rich countries
- ✓ A belief that only those with specialized training can provide appropriate experiences for children with special needs

*As noted by Bruder (1997b), "Some disciplines that provide related services have evolved from a medical orientation (e.g., therapies), and staff from these disciplines may be uncomfortable in early education classroom settings (i.e. ECCD and Primary school). These professionals may be used to providing hands-on, direct services to a child in an isolated room rather than integrating the interventions into the child's educational setting. They may have never provided services to a child within a group situation, and as a result they may not feel competent or confident in doing so." (1) By and large, the evidence seems to support the view that those who are successful in working with children with special needs are to a large extent using strategies that help all children succeed.*

#### Logistics and Practicalities

- ✓ The lack of resources allocated to the development of inclusive programmes
- ✓ The increased pressure in many countries to make preschools into primary schools, and the related pressure to begin formal education at a younger age

*By formalising the experiences of children prior to entry into primary school, there is a limit on the child-centred kinds of activities that make it possible for children with differing abilities to participate in a group setting.*

*What tends to happen, however, is that the education budget is viewed as a finite percentage of the national budget. In that instance, funds for children with special needs (when they are made available) may well be diverted from the general education budget. This leaves even less funding for basic primary education. In addition, as noted earlier, the school system itself may well be creating children with special needs.*



## Session Five

### What Are We Working Toward? Way forward? – Mr. Hamilton Mambo/ Mrs. Bonaventure Chipimo

*Presentation of the Key Issue: Greater Awareness Rising*

#### The Context

*Awareness is a part of the answer. Experience indicates that in order to develop sustainable inclusive programmes it is necessary to raise awareness. There is a need for advocacy on behalf of children with special needs. The general public must be made aware that all children have the right of access to the supports that promote healthy growth and development, regardless of where children start in terms of their knowledge, skills, and abilities*

It is important to recognise that while awareness comes from knowledge and information, it also involves attitudes. Attitudes determine how information is interpreted. The reality is that arguments in support of special education are often political and emotional rather than rational.

#### More Appropriate Screening and Assessment Techniques for Determining Children's Needs

- **Developmental screening**
- **Assessment**

*A good assessment might address the following areas:*

- ✓ *Caregiver/child interaction. What is natural within the family?*
- ✓ *The child's motivation. What makes the child want to do something? What are the rewards for that child?*
- ✓ *Problem-solving. How does the child figure things out? How does she/he get attention?*
- ✓ *Adaptations. How does the child manage his/her disability?*
- ✓ *Responses across environments and people. How does the child react in different settings and with different people?*
- ✓ *Social competence. How does the child interact with peers?*

#### Conclusion

For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behaviour and attitudinal change which is not a quick or easy process. There are a number of ways to accomplish such change, among them is to organize training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit *all* children by improving overall quality of teaching. The epoch on community sensitisation should be reached by investing more resources to communities where these children live.

## Appendix A: List of Participants for Sensitisation and Coordination

Kalomo District Sensitisation Meeting				
SN	NAME	STATION	POSITION	PHONE #
1	Mukwiza Bridget	Kalomo Basic	Ass/ DRCC	0977620612
2	Munsaka Collins	Goodhope Basic	SIC	0977631852
3	Matantilo George	Simakakata	Head	0977406173
4	Simaaya Collen	Nalubumba	D/Head	0976007156
5	Malumo Malumo	Choonga Basic	Head	0955924849
6	Haambokoma Beatrice	Kalomo Central	Head	0977890234
7	Muchanga Lady	Kalomo Basic	Head	0977670806
8	Kaluwe Joseph	DATF	Chairperson	0977468209
9	Mrs Katukula Getrude	Greenacres	S/Teacher	0978544929
10	Banda J. F.	Kalomo High	Teacher	0977543435
11	Mwanza A.	Kalomo High	Special .Educ. Teacher	0978367652
12	Alisinda J.C.K.	Kalomo High	Head	0965848215
13	Hamilemba S.K.	DEB- Office	DEBS	
14	Mbilikita Jennifer	DEB- Office	ESO- Special	
15	Mutashala Joseph	Community Dev.	DCDO	0966130765
16	Mbanachele Rhoda	Bwacha Basic	Head	0977895220
17	Chanda Chisunka	Kalomo Dist. Hospital	Physiotherapist	0977466021
18	Sakala Ernest	DATF/NAC	DACA	
19	Sakala M. Joseph	Kalomo DMO	A/planner	0977835932
20	Sibongani Jonsen	K.D.T.R.Centre	Office orderly	
Mazabuka District Sensitisation Meeting				
SN	NAME	STATION	POSITION	PHONE #
1	Chris Ntalasha	Community Development	A/ Comm Dev. Officer	0967718136
2	Zulu Tomius	Nanga Special school	Head teacher	0977820602
3	Mabuku Malumbe	Mazabuka Special school	Class teacher	0979536877
4	Charles Chaaba	Dindi ECCD centre	Chairperson	0976327944
5	Kennedy Kauka	Mazabuka dist Hospital	Snr Physiotherapist	0977768524
6	Ndaliiba Steward	Chikankata Basic School	Act. Head Teacher	0977575789
7	Ndeleki Gift	Chikankata Basic School	Class Teacher	0977633346
8	Hambuli India	Simwaba ECCD Centre	Chairperson	0978719889
9	Mukoma Petronella	Mubuyu ECCD centre	Class Teacher	0977232017
10	Munkombwe Susan	Mubuyu community School	Head Teacher	0977383277
11	Sikabanga Siatwiinda	DEBS Office	DESO	0977891198
12	Mufwinda Peter	DEBS Office	ESO- ODL	0977527081
13	Akushanga Lungowe	Simwaba basic School	Head Teacher	0977228284
14	Choongo Margaret	MOH	CHW	0966914937
15	Choonya Jethro	Malala Basic School	Head Teacher	0979206267
16	Nchimunya Mwiinga	Malala community	ECCD Caregiver	0978125771
17	Moomba Roy	Mamulonga Basic School	Head Teacher	0977828199
Monze District Sensitisation Meeting				
SN	NAME	STATION	POSITION	PHONE #
1	Alfred Mazuba	Choongo Special School	Village Headman	0976845203
2	Mwembe Eglinah	Choongo Special School	HEAD teacher	0977372701
3	Solomon Mazuba	Choongo Special School	Class Teacher (Deaf & Dumb)	
4	Clara Sibalwa	Broadview School	Class Teacher	0977518564
5	Nchobezyi Cletus	Broadview School	Head Teacher	0979679146
6	Mwiinga Ignitius	Manyaana Community Sch	Class Teacher	0964580044
7	Chipuya Washington	Manyaana Community Sch	ECCD Caregiver	0968457149
8	Chikubabe Phoster	Monze town School	Head Teacher	0976748165
9	Malambo Macha	Monze town School	Class Teacher	0977782185
10	Donard Musika	St Vincent de Paul	Class Teacher	0979919419

11	Sr Lontia Siakalambwa	St Vincent de Paul	Head Teacher	0977410126
12	Mambo Mweemba	Manungu Basic School	Head Teacher	0977410666
13	Mukwakwa Ronald	Manungu Basic School	Class Teacher	0968664150
14	Mukambala K Esther	Monze Basic School	Head Teacher	0966599936
15	Hangulu Shadreck	Monze Basic School	Class Teacher	09771` 14181
16	Khumalo Fredrick M	Lwengu School	Class Teacher	0977897238
17	Chilema Peggy	DEBS Office	DEBS	0965232206
18	Mizinga Elvis	DEBS Office	ESO Special	0979147093
19	Kaumba Edith	DEBS Office		0977348652

**Choma District Sensitisation Meeting**

SN	NAME	STATION	POSITION	PHONE #
1	Iness Luchen Akabondo	Mwapona Community Sch		0977891814
2	Mary Mwape Mulenga D	St Patricks Basic School		0977333148
3	Priscilla Muyowwe Mwaandu	Adastra		0977861584
4	Hanyanga John	St Mulumba Special School	Head Teacher	0977410833
5	Rita Hatontola Duunka	Choma General Hospital	Eye specialist	0977312242
6	Patience Namakau Buumba	Choma General Hospital		0966375703
7	Lesa Christabel Chanda	Adastra		0977224828
8	Amanda Hachigabalala H	St Patricks Basic School		0977312480
9	Kingsley Londe	Shampande Basic School		0977618473
10	Cecilia Nakazwe Banda	Airport Community School		0967240880
11	Maaka Derick	Salvation Army Comm. Sch		0979974946
12	Mashamba Beatrice	Mwapona Community Sch		0977497370
13	Nakasamu Victor	District Admin Office		0955839839
14	Sikanyiti Saint M	DEBS Office		0979628010
15	Siachiwena Albert	Shampande Basic School		0977820609
16	Sydney L Muleya	Airport community School		0977661405
17	Mubita I Rita	DEBS Office	DRCC	0977809566
18	Mubanga N M	DEBS Office		0977456893
19	Mbilikita Jennifer S	DEBS Office	ESO Special	0977820523



