Sight Savers International – ZCO

In partnership with

EENETZambia/Canon Collins Trust/EENET Global & Ministry of Education

Study Topic:
Implementing Inclusive Education on Copperbelt in Zambia (Mufulira & Ndola).

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1.0   Introduction

"You never change things by fighting the existing reality. To change something, create a new model that makes the existing one obsolete." Anonymous

In this report we explain how Enabling Education Network Zambia, in partnership with EENET global / Sight Savers International (SSI), Canon Collins Trust and Ministry of Education partnered to develop a new model of implementing inclusive education in Zambia. The report seeks to highlight on experiences shared during a Collaborative Action Research (CAR). The aims of this action research were two fold, firstly to build EENET Zambia's internal capacity and secondly to help SSI Zambia linked schools analyse, reflect, document and share their experiences on inclusive education development process. In light of this, this action research report is segmented into three major parts namely, building up of EENETZambia, workshop on IE and follow up activities. It should be mentioned here that, the Collaborative Action Research was informed by evidence from the situational analysis Commissioned by SSI-ZCO, on inclusive education (2008) and rich experience from EENET.

Considering that IE is an on-going journey with no definite ending, this report should be taken as a beginning step towards IE implementation on the Copperbelt province. It is hoped that the report will form part of the reference materials for partners to effectively implement IE on the Copperbelt province and beyond.

2.0   Background

In order to advance an inclusive education agenda worldwide, Enabling Education Network (EENET) was formed more than a decade ago. With increasing demand on inclusive education among stakeholders, it has become inevitable to decentralise the operations of EENET. This would enable EENET become effective and efficient in sharing inclusive education information. The whole process of decentralising the operations of EENET is called "regionalisation". Among its regional and national networks is EENET Zambia.

EENET – the Enabling Education Network – is an international network of over 2,500 individuals and organisations in more than 150 countries, who share ideas and experiences relating to the development of inclusive education. The network has been in existence for more than a decade now. Various regional and national inclusive education networks also exist. These build on EENET's aims, and focus on exchanging information in ways that are most relevant to their own regional/national context. EENET Zambia is one such independent network – affiliated to EENET and operating under a Memorandum of Understanding – that has been set up to achieve inclusive education information sharing in Zambia.

As part of SSI-Zambia's on going programme on Comprehensive Eye Care service, inclusive education and community based rehabilitation programmes have been initiated across Zambia. In this context, SSI-Zambia engaged EENETZambia to provide technical capacity to its linked schools on the Copperbelt province, to implement inclusive education (IE).

3.0 Research Objectives

In conducting this collaborative action research, the study aimed to achieve the following objectives:

 (i). To unpack the barriers that prevent pioneering practitioners in predominantly oral cultures from communicating their experience widely and accessibly beyond their own communities;

(ii). To build the research capacity of inclusive education practitioners through the development of analytical and writing skills;

(iii). To contribute to the development and evaluation of inclusive education programmes by promoting reflective practitioner methodology;

(iv). To purchase office equipment and furniture for EENET Zambia;

(v). To establish a bank of rich data on inclusive education to guide policy and practice for SSI-ZCO?

4.0 Research Questions

In conducting this study, the following research questions were addressed:

 (i). How can stakeholders within a given community analyze and report their efforts to improve access to, and quality of, educational opportunities?

(ii). How can these educational practices be communicated in ways that are both authentic and yet relevant beyond community and national boundaries?

(iii). How can practices and experiences be communicated effectively to a range of audiences and stakeholder groups, including children, parents, teachers and policy-makers?

(iv). How can EENET Zambia build its capacity to spearhead the development of inclusive education in Zambia?

(v). How can EENET Zambia encourage conversation on inclusive education among stakeholders as means for supporting SSI-ZCO's initiatives?

(vi).   How can EENET Zambia establish a bank of rich resources on inclusive education to guide policy and practice for SSI and its stakeholders?

5.0   Methodology

This section explores the conceptual research framework used during the IE development process. The whole process is informed by EENET's experience in the use of Action Research as a tool on inclusive education development process as well as Simui (2007)'s proposed conceptual framework on understanding and implementing inclusive education as shown below.

Meanings
- Inclusive education

Benefits
- Inclusive education

Progress review
- Next step

Sources of information

(i).   Primary beneficiaries
(ii).   Stakeholders (local & International)
(iii). Document review

Expectations
- Among stakeholders

Implementation Process

Challenges   faced

Strategies
- To overcome challenges
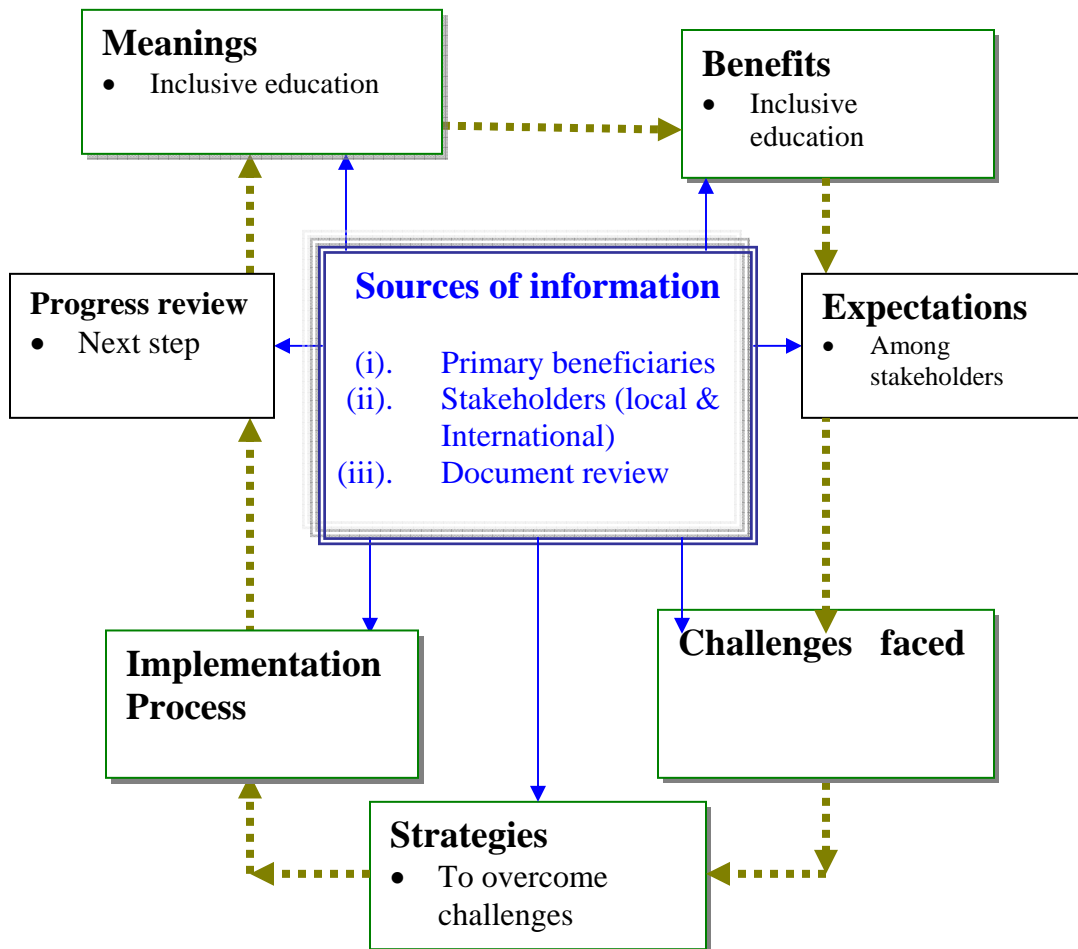
Figure: A reflective cycle **(Adapted from Simui 2007)**
The doted line shows a reflective path that the researchers and participants adopted throughout the research process. It starts with establishing the meanings of an inclusive education, then benefits to be derived, expectations held among stakeholders, challenges faced and strategies to overcome challenges, implementation process and finally progress review. The figure also highlights the need to consult sources at every stage in the process of developing an inclusive education.

Action research, it is argued, leads to improvements in the quality of education because stakeholders themselves take responsibility for deciding what changes are needed. Their own interpretations and judgements are used as a basis for monitoring, evaluating and deciding what the next stage of the investigation will

be. Thus action research addresses the crucial issue of 'ownership' over the process of change in education.

In designing our own study we were keen to develop a way of working that might be characterised as 'collaborative inquiry' (Reason and Rowan, 1980; Reason, 1988). The aim was to explore the use of participatory methods, emphasising, in particular, the value of group processes. This methodology is influenced by experiences of using collaborative inquiry methods in English schools (eg. Ainscow et al, 1994; Ainscow, 1999) and approaches developed for use in countries of the South, such as 'participatory rural appraisal' (PRA), as developed by Chambers (1992) and refined by Stubbs (1995) for use in educational contexts.

The precise tools used were developed collaboratively within the local context by the research team during the research. Tools associated with PRA were a major resource. These were collaboratively and creatively adapted to educational settings.

They were accessible to disabled and non-disabled people, i.e. teachers, parents and children for their own inquiry. Underpinning the use of tools was a strong ethical principle of respect for all the stakeholders and an approach that aimed at catalyse people's ability to analyse their own experience, rather than to extract information for use by outsiders. Confrontational tools, such as interviewing, and extractive tools, such as questionnaires, were not appropriate, so we did not use them. More empowering tools are those that the stakeholders can use directly themselves after being introduced to them.

The approach to analysis was developed within the local context and through collaboration. Analysis was seen as an on-going process, rather than as an activity only taking place at the end. However there was a generous allocation of time towards the end for more in-depth analysis. A key issue was to acknowledge the different perspectives of research facilitators, practitioners and other stakeholders involved in the research. Care was taken to respect different levels of analysis and contrasting interpretations by the various stakeholders, rather than to filter all analysis through the research facilitator's perceptions.

6.0   Collaborative Action Research Process

In conducting this study, we started by strengthening up EENET Zambia, by way of recruiting an intern and purchasing equipment such as computer, printer, digital camera and video camera as well as office furniture to support the actual planning and implementation process. Once the EENET's capacity was established, we then identified a team of facilitators to spearhead the implementation process on the Copperbelt province. This comprised of SSI-ZCO

members of staff, EENETZambia members and MoE district officials. Whereas the EENETZambia members were perceived as outsiders to the action research process, who would bring in a 'fresh look and critical eye' perspective, it was also necessary to engage insiders, whose involvement made it easy for the study be appreciated by participants.

The next phase was for the team of facilitators to conduct a workshop on the copperbelt province. As a pilot project, it was agreed that a few schools be targeted in Mufulira and Ndola district, where a situation analysis inclusive education had earlier been conducted by SSI-ZCO in 2008. With this in mind, two schools were identified in Mufulira namely Kansunsa and Mano Basic Schools, while in Ndola one school was selected namely Ndola Lion School. Participants were then drawn from these three schools as follows parents, pupils, teachers and school headteachers.   Other important participants included district education officers for Mufulira and Ndola, district social welfare officers, Zambia Agency for Persons with Disabilities representatives and SSI-Zambia Eye Care coordinators. It should be highlighted here that, the two district education officers not only were they chosen to represent Ministry of Education's interest by also were active inclusive education coordinators under SSI Zambia.

Once the participants were identified and invited, to attend a capacity building workshop on inclusive education, presentations were prepared and other workshop related logistics were also attended to. The workshop then took off at Mano Basic School, which was chosen for its centrality to most of the participants as well as its being a resource hub for inclusive education on the Copperbelt province.

6.1   Workshop Proceedings

The workshop took place in Mufulira from 23rd to 24th July, 2009. The thrust of this activity focuses on how SSI-Zambia IE linked school could be empowered to analysis, reflection and document the barriers to inclusive education as means to improving their own practices.

The workshop aimed at building capacity of local participants on inclusive education implementation. At the beginning of the workshop, majority of participants understood inclusive education as having children with special education in regular school. As such, before exploring the 'how' aspects of inclusive education, there was need to debate on what really inclusive education was all about. We began the process of understanding inclusive education with local facilitators, from Ministry of Education, sharing their experiences on Inclusive Schooling Programme (INSPRO) in Mufulira and Ndola districts.

6.1.1 Situational analysis on IE in Zambia

Ministry of Education (MoE) was represented by District Education Standards officers for Mufulira and Ndola. They two were asked to give presentations on MoE's experience with respect to inclusive education in Zambia.

The two MoE representatives, acting also as IE district coordinators' under SSI Zambia IE project, highlighted on current issues prevailing in schools in Mufulira and Ndola districts. Some of the issues shared included: definition of inclusive education, successes and challenges of INSPRO and important lessons for SSI-Zambia to carry forward.

It was established that INSPRO defined inclusive schooling to mean the same as inclusive education. In addition, inclusive schooling meant having children with special education needs in regular school settings. Furthermore, most of the architects of INSPRO considered inclusive education to be a subset of special education. Other issues of interest included the challenges of resources and negative attitudes, which were identified as major barriers to inclusive schooling in Zambia.

INSPRO project was initiated in Kalulushi district on the Copperbelt province in 1997 with the support of the government of Denmark. Later, the pilot project was extended to other provinces across Zambia.

6.1.2 Critical Reflection

At the end of the first two presentations, participants were invited to make their comments. Some participants argued that, whereas, there had been a lot of sensitization on the education of children with special education needs in the communities, there are still challenges on the implementation and sustainability process of INSPRO. So far, it is very hard for MoE to showcase any achievements because the whole exercise was taken as a 'project' yet inclusive education is an on-going process.

Most of the challenges INSPRO linked schools face, to progressively implement and sustain the inclusive schooling process, stem from the way it was designed, limited to disability issues instead of including all the marginalised groupings of children. Considering that the education of persons with disabilities have been negatively conceived throughout history, locating inclusive education within special education only perpetuates negative attitudes and ultimately negates all the efforts made to achieve IE.
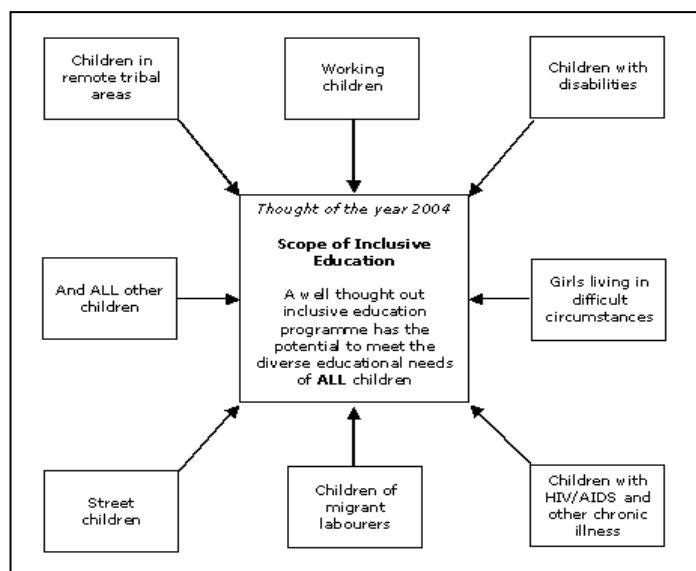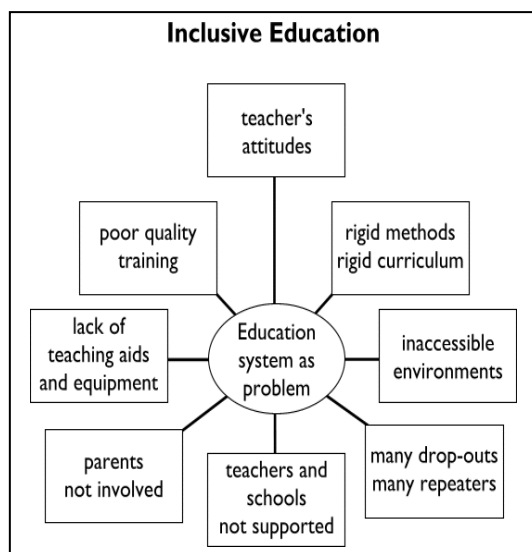
Other identified weak links in INSPRO initiative included conception of IE as a project without tested methodology and sustainability strategies, definition of inclusive education as being limited to special education needs, weak monitoring and evaluation mechanism in place to document evidence of inclusive education

in schools, low active community involvement in the INSPRO project and low appreciation of local resources to support the whole process.

Having reflected on the merits and demerits of INSPRO in Zambia, we then defined inclusive education as a continuous process of increasing access, participation and achievement for all learners in regular setting, with emphasis on those at risk of marginalisation and exclusion. Emphasis was placed on IE as a continuous process and not a state, all children, barriers to access, participation and achievement. An effort was further made to differentiate IE to inclusive schooling, integration and special education. It was noted that inclusive education is an umbrella concept where inclusive schooling and special education are embedded. This then has implications when it comes to implementation process of inclusive education, it should not be limited to children with special education needs but general membership. Under inclusive education every child matters equally and no child should be left behind, as proposed by the UK and United States education policies respectively.

We then used the diagrams below to explore the scope of IE and its associated barriers to access, participation and achievements faced by marginalised children.

Inclusive Education

teacher's attitudes

poor quality training

rigid methods rigid curriculum

lack of teaching aids and equipment

Education system as problem

inaccessible environments

parents not involved

teachers and schools not supported

many drop-outs many repeaters

Children in remote tribal areas

Working children

Children with disabilities

Thought of the year 2004

Scope of Inclusive Education

A well thought out inclusive education programme has the potential to meet the diverse educational needs of **ALL** children

And ALL other children

Girls living in difficult circumstances

Street children

Children of migrant labourers

Children with HIV/AIDS and other chronic illness

Considering the broadness of education, inclusive schooling (IS) was then linked to Community Based Rehabilitation (CBR) to form inclusive education (IE).

Since inclusive education enhances access, participation and achievement, the learner should therefore be able to live in an accessible community that will systematically allow him/her attend accessible schooling. The accessibility will allow the child participate fully, equitably and equally to achieve what the schooling process should change in the child.

Inclusive Education = Inclusive Community + Inclusive Schooling or equated as follows: IE=IC+IS. In order to achieve this equation, the principles of access, participation and achievement must always be borne in mind and explicitly demonstrated.

6.1.4 Plenary Session: Successes, Challenges and Strategies

Once participants had appreciated the meaning of inclusive education, they were segmented in groups to discuss successes, challenges and strategies that could be used to overcome the identified challenges in the quest for IE. Groups consisted of pupils, teachers, parents, coordinators and head-teachers.

Group 1: Pupils

Successes
- The schools have ordered reading books and this has given us a chance to learn how to read. The schools also give us exercise books.

- The school surroundings have also improved in terms of general cleanliness and the walls have been painted.

Challenges
- Learning in a mainstream is challenging because teachers concentrate on those without disabilities and the visually impaired pupils feel left out. Most of the time they refuse to write for us, it's our fellow pupils that help us.

- One of the major challenges that we face is the non availability of Braille materials and facilities. The few books that we have in Braille are outdated.

- Those of us that are visually impaired feel left out when it comes to extra curricula activities such as sports.

- In the lower section we have a problem of teachers not coming to teach us. Sometimes we have to go and call them from the staff room, some teachers don't even mark our books on time, others shout at us during lessons so we learn in fear.

- We don't have enough time to study at home because our parents give us a lot of house chores. We have to walk a long distance to school which starts at 07:00 hrs. This means that we have to wake up at 05:00hrs, so we do not even eat our breakfast.

- Most of the toilets in the schools are blocked and for us borders (residential school) we usually have no water during the weekends.

Strategies
- The schools should buy more Braille materials like books that are up to date and a Braille machine.

- There is also need for seriousness from the teachers, in terms of the amount of time they spend in the classroom.

- There is also need for more sports facilities and activities.

- There should be more tuck shops in the schools because most of the disabled pupils do not manage to buy anything during break time. So we are forced to go outside the school premises and sometimes we are tempted to go home.

Group 2: Teachers

Successes
- Workshops have helped to sensitise all the stakeholders on inclusive education, as a result there is an improvement in the enrollment of disabled children.

- Interaction between teachers and administration has increased and this has also improved communication between the teachers and the administration.

- At least we have some of the learning materials. As a result the pass rate has improved.

Challenges
- Teaching materials are not available.

- Lack of infrastructure.

- Lack of qualified special education teachers.

- Lack of consultation with teachers who are in contact with the learners.

- No coordination between the teachers and text book publishers.

- No motivation, that is, there is no support from the administration.

- Lack of exposure to the outside world.

Strategies
- There is need for improved coordination between teachers and administration.

- The environment and infrastructure should cater for the needs of the disabled pupils.

- There is need to train more stakeholders, i:e pupils, parents, teachers, community and coordinators.

- There is need to buy more learning and teaching materials.

Group 3: IE Coordinators

Successes
- The inclusive learning program has been established.

- Some parents have accepted and welcomed the program.

- More teachers are being trained.

- There is interaction between the disabled and able bodied pupils.

Challenges
- Society has a negative attitude towards persons with disabilities. The perception is that people with disabilities, are not supposed to participate in the development process. There is stigma and discrimination.

- Lack of trained teachers and teaching aids for learners with special needs.

- Persons with disabilities and parents are not involved in the planning and implementation of programs and policies.

- Schools are not user friendly to children with disabilities/special needs.

- Lack of adequate funds.

- Lack of political will.

Strategies
- Develop strong policy framework and programs.

- Promoting inclusion among different types of people.

- Adequate sensitization of all stakeholders.

- Establish therapy and rehabilitation centres.

- Parents should have the responsibility to love and care for the children with special needs.

- Training educators to provide lessons that are responsive to individual learners' needs.

Group 4: Head Teachers

Successes
- Stigma has reduced over time as people have come to accept that disabled learners can easily learn and mix with those without disabilities.

- There is coordination between teachers and the administration.

- Having some trained and experienced members of staff to handle the disabled learners.

Challenges
- There are very few qualified teachers to handle the disabled children, especially the visually impaired.

- Lack of teaching aids, such as Braille for the visually impaired pupils.

- Stigma; society has a negative attitude towards disabled children and this makes them psychologically defeated.

- Lack of a suitable curriculum for the disabled learners.

Strategies
- There is need to encourage teachers to go for special education training, so that they acquire the necessary skills needed to handle the disabled learners.

- Lobby for sponsorship for teacher education from the government and the donor community.

- Involve parents through the PTA and the local business community to fund raise for teaching aids and materials.

- Embark on a vigorous sensitization programme in the schools and communities, to reduce on stigma.

6.1.5 How to implement IE

This part of the report highlights critical area that stakeholders need to continue engaging in during the process of implementing IE. During the workshop, participants were introduced to the theoretical aspects of the 'how' to implement IE. The next steps forward is to put into practice the shared knowledge and skills on Collaborative Action Research approach.

After establishing the definition and general assessment on IE among participants in terms of successes, challenges and strategies, the group were then introduced to Collaborative Action Research (CAR) as a tool for implementing IE, as adapted from the Manchester Inclusive Standards (MIS).

The CAR tool aims at achieving the following:

- Developing a self-evaluation framework;
- Providing a common agreement on the definition of inclusion;
- Enhancing school practice around involving pupils in the development of the school;
- Encouraging the school to be more ruthlessly focused on outcomes for pupils;
- Supporting staff development; and
- Celebrating inclusive practice in the school.

Considering that *"Inclusion is a journey",* schools are required to evaluate their baseline on which subsequent progress made would be measured.

Developing IE standard evolves on three key aspirations namely, presence, participation and achievement, as reflected in the definition of inclusive education.

6.1.5.1   The Aspirations

The central framework used within CAR tool is a series of tested aspirations. These are *presence, participation and achievement* in the form of absolute statements against which current realities and progress can be measured, focusing in particular on the progress of those at risk of marginalisation, exclusion and underachievement.

- o <u>Presence</u>,
  - Where learners are educated
  - Admissions
  - Attendance

- Punctuality
- Exclusions
- Withdrawal from learning

o <u>Participation</u>
- The quality of learners educational experiences
- Learners own views, "pupil voice" should form an essential part of any judgement made about the quality of their participation

o <u>Achievement</u>
- Achievement is concerned with learner outcomes across the whole curriculum, both inside and outside the classroom
- Greater academic progress
- Feeling safer
- Becoming healthier
- Developing better emotional and social skills
- Becoming innovative and creative
- Becoming more effective and constructive citizens

The Aspirations are:

Presence	Participation	Achievement
1. pupils from all sections of the community are on roll at the school	8. Pupils from mainstream and specialised settings learn alongside each other	17. Pupils achieve their learning targets
2. Pupils are made to feel welcome on admission	9. Pupils are actively engaged in lesson activities	18. pupils behave in ways which support learning
3. Pupils attend school every day	10. Pupils enjoy lessons	19. pupils are independent learners
4. Pupils work alongside their peers unless they are involved in activities which significantly boost their learning outcomes	11. Pupils feel challenged in their learning	20. pupils maintain fluency in their home language
5. Pupils with impairments have full access to the environment and curriculum	12. pupils feel safe	21. Pupils manage emotions effectively
6. Pupils from specialised settings	13. Pupils enjoy social aspect of school life	22. Pupils are socially skilled

attend mainstream school		
7. No pupils are permanently excluded from school	14. Pupils views are taken into account	23. Pupils are physically active
	15. Pupils feel that their parents/caregivers have an interest in their education	24. Pupils are creative
	16. Pupils have positive experiences of learning with their parents/caregivers	25. Pupils are effective citizens

To successfully implement the three (3) critical areas of aspirations identified above, three (3) stages with their respective steps, which fit in with the school year, are as follows:

6.1.5.2 Stage 1: Analysis

This involves processes of collecting and engaging with both statistical and qualitative (the views of pupils and other stakeholders) evidence in order to determine areas of priority for inclusive school development:

1.1 Available statistics/data over three years are analysed in relation to the Aspirations.

1.2 The views of pupils in relation to the Aspirations are collected.

1.3 The views of stakeholders in relation to the Aspirations are collected.

1.4 Staff engage with the evidence and consider the implications.

1.5 Key staff, determine suitably challenging targets with regard to presence, participation and achievement.

6.1.5.3 Stage 2: Development

At this stage those within the school work together to move practice forward in relation to the targets that have been set:

2.1 The school implements well thought out strategies for achieving each target.

2.2 The whole staff work together to achieve the outcomes.

2.3 The leadership team show a commitment to this process of review and development.

2.4 The outcomes for pupils are achieved in relation to the suitably

challenging targets.

2.5 The school works effectively with partners.

<table>
<tr><td>6.1.5.4</td><td>Stage 3: Sustainability</td></tr>
</table>

This requires strategic moves to ensure that the progress that has been made is built on in order to continue the process of strengthening the school's capacity for responding to learner diversity:

3.1 Arrangements are in place to continue engaging with the views of pupils and stakeholders.

3.2 There is a commitment amongst staff at all levels and a plan to further inclusive development.

<table>
<tr><td>6.1.5.5</td><td>Assessment of the IE programme</td></tr>
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Assessment of the progress being made during the implementation process of IE is vital. This should be participatory in nature, to encourage ownership of the process and achieved results among all the stakeholders.

Some of the critical questions which should inform assessment process are as follows:

1. What is assessment?
   - (i) Examining.
   - (ii) Evaluating.
   - (iii) Testing.
2. Why do we assess?
   - (i) To measure performance,
   - (ii) Review work and methodologies,
   - (iii) To self examine,
   - (iv) To re-plan,
   - (v) To report,
   - (vi) To monitor progress.
3. What do you assess?
   - (i) Access – barriers.
   - (ii) Participation – full and equal participation of all.
   - (iii) Achievement – fulfilling goals and potential.
4. Whom do you assess?
   - (i) Pupil-focussed assessment (access, participation and achievement).
   - (ii) Parents participation.
   - (iii) Teachers.
   - (iv) School managers
5. When do you assess?
   - (i) on-going.

(ii)   end of lesson, daily, weekly, monthly, termly, annually.

It should be mentioned that assessment should be targeted at the three levels of aspirations highlighted above namely presence, participation and achievement, within the three stages and their respective steps as shown above. In addition, the assessment process requires a committed team of assessors at school and district level.

6.1.5.6   Assessing the progress a school makes

Just like the Manchester Inclusion Standard, this tool does not assess how inclusive a school is; it does not assess a school's baseline. Rather it starts from the assumption that all schools are on a "journey" to becoming more inclusive and it assesses the progress a school makes on that journey to becoming more inclusive. For example, assessment is made on how well a school understands the evidence from stakeholders, how staff attitudes and school practice are challenged as a result of engaging with this evidence and how much outcomes for pupils improve as a result.

6.1.5.7   Developing a timeline

Stage	School progress	Assessment progress	Time scale
Stage 1: Analysis	1.1 Available statistics/data over three years are analyzed in relation to the Aspirations. 1.2 The views of pupils in relation to the aspirations are collected. 1.3 The views of stakeholders in relation to the Aspirations are collected. 1.4 Staff engage with the evidence and consider the implications. 1.5 Key staff, determine suitably challenging targets with regard to presence, participation & achievement.	• Portfolio • Focused groups of pupils and staff	14 weeks
Stage 2: Development	At this stage those within the school work together to move practice forward in relation to the targets that have been set: 2.1 The school implements well	• Portfolio • Focused groups of pupils and staff	16 weeks

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	thought out strategies for achieving each target. 2.2 The whole staff work together to achieve the outcomes. 2.3 The leadership team show a commitment to this process of review and development. 2.4 The outcomes for pupils are achieved in relation to the suitably challenging targets. 2.5 The school works effectively with partners.		
Stage 3: Sustainability	This requires strategic moves to ensure that the progress that has been made is built on in order to continue the process of strengthening the school's capacity for responding to learner diversity: 3.1 Arrangements are in place to continue engaging with the views of pupils & stakeholders. 3.2 There is a commitment amongst staff at all levels and a plan to further inclusive development.		6 weeks

6.2   Outcomes

There are two sets of outcomes drawn from this research process namely, for SSI-Zambia as well as EENETZambia.

6.2.1   Outcomes for SSI-Zambia

(i)   Common language developed on inclusive education among Teachers, Parents and Children on inclusive education in Zambia;

(ii)   Teachers, Parents and Children among others equipped with skills to analyse and reflect on their practices;

(iii)   Barriers to quality inclusive education identified;

(iv)   Teachers' skills in documentation and sharing developed on inclusive education process using Collaborative Action Research;

(i)   Office equipment and furniture purchase for EENET Zambia;

(ii)   EENET Zambia's capacity to operate as an effective inclusive education sharing network built;

(iii)   Improved collegiality between EENET Zambia and SSI-ZCO;

6.3   Action Plan

objective	Activity	Expected Output	Time frame	Responsible	Projected cost
1). To dev and produce IE implementation guide	Dev and produce IE implementation guide	IE implementation guide produced	2 months	EENETZambia	
2). To transcribe IE implementation guide into 50 Braille booklets	Transcribe IE implementation guide into Braille	IE implementation guide transcribed into Braille	2 months	SSI-ZCO EENETZambia	
3). To organise 10 IE committees in 10 schools	Organise IE committees	IE school committees formed	1 months	SSI-ZCO	
4). To generate user-friendly tools for implementation process	Generate user-friendly tools	IE generation tools produced	2 months	EENETZambia	
5). To create a database for documenting actions and outcomes	Create a database for documenting actions and outcomes	A database documenting actions and outcomes developed	1 month	EENETZambia	
6). To document actions undertaken and outcomes realised	Document actions undertaken and outcomes realised	Documentation process embarked on	On-going	EENETZambia	
7). To disseminate the IE process and outcomes achieved to stakeholders	Disseminate the IE process and outcomes achieved to stakeholders	A dissemination workshop on IE collaborative action research conducted	1 day	SSI-ZCO	
8). To mobilise financial resources necessary to support the IE implementation	Mobilise financial resources	Financial resources mobilised to sustain the implementation process	2 months	SSI-ZCO/ EENETZambia	

process					
9). To generate a progress Report	Writing a progress report	Progress report written	I month	EENETZambia	

6.4   Follow-up Phase Research Time Frame

Activities	Months						
	1	2	3	4	5	6	7
[1] Dev and produce IE implementation guide			███				
[2] Transcribe IE implementation guide into Braille				███			
[3] Organise IE committees				███			
[4] Generate user-friendly tools			███	███			
[5] Database creation			███				
[6] Document actions undertaken and outcomes realised	███	███	███	███	███	███	███
[7] Disseminate the IE process and outcomes achieved to stakeholdes						███	
[8] Mobilise financial resources - Proposal writing - Potential partner identification - Negotiation	███	███	███				
[9] Progress report							███

7.0   Conclusion

This initial part of Collaborative Action Research (CAR) was very successful, having had all the key stakeholders participate and appreciate the initiative. The workshop managed to stimulate interest among participants, as seen in their heated debates on the definition of IE, successes, challenges and strategies that they proposed to effectively implement IE on the Copperbelt province.

The implementation of inclusive education using collaborative action research approach in Zambia should be taken as pioneering innovation that requires the support of all stakeholders. Having considered the challenges that Inclusive Schooling Programme (INSPRO), a Ministry of Education initiative and inspiring experiences from others worldwide, it has become clear that CAR approach, would be the most effective and sustainable strategy to take.

Considering that IE is an on-going process, this report should only be taken as a catalyst to stimulate the implementation among stakeholders. There is urgent need to engage all stakeholders in the implementation process. SSI-Zambia could still continue partnering with EENETZambia to serve as a critical friend in the IE process.

We hope SSI-Zambia and its linked schools will continue to move this process forward. On the other hand, effective school leadership will be critical to the success of this process. There is need to take the whole community approach at school level, unlike the case has been in the past, where specialist teachers were working in isolation with little support if any from other teachers in the mainstream. The whole IE implementation process, if well carried out, has potential to improve schools, and turn them into welcoming and effective schools for all learners, consequently contributing to the attainment of the Education for All by 2015 in Zambia.

8.0   Appendices

8.1   Appendix 1: Initial Phase Research Time Frame

Activities	Months						
	1	2	3	4	5	6	7
[1] Consultations with SSI	■						
[2] Desk Appraisal		■					
[3] Instrument Development		■					
[4] Data generation			■				
[5] Data processing & Analysis			■				
[6] Report writing				■	■		
[7] Preliminary report				■	■		
[8] Stakeholder						■	■

presentation							
[9] Final report							

8.2   Appendix 2: List of Participants

Name	Status	District/school
1. Kennedy Kasuba	Pupil	
2. Nicholas Mwansa	Pupil	
3. Hope kapinga	Nurse RRH	
4. Mercy C.M. Kabwe	CBR	Ndola
5. Mulenga Mulenga	Pupil	
6. Emmanuel Muyepa	Pupil	
7. Mapili Charles	D/Head kansunswa	Mufulira
8. Geoffrey Kapembwa	Parent	
9. James Muzwiti	Teacher	Mufulira
10. Nyendwa Mirriam	Teacher	Mufulira
11. Chanda Micheal	Parent	
12. Chinyama Petronella	Parent	
13. Nowanga Silukena	Teacher	
14. Chigwedere Elizabeth	Teacher	
15. Mwale Dominic -	Eye Care Coordinator - SSI	Mufulira
16. Nguni Biggles	DEBS Office – Mufulira	Mufulira
17. Christine Siwale	DEBS Office - Ndola	Ndola
18. Fabian Mambwe	ZAPD	
19. Goerge Chisala	Head teacher Lions school	Ndola

20. Godfrey Mwanakayaya	Head teacher Mano Basic	Mufulira
21. Norah Kapoma Tembo	RRH	Mufulira
22. Francis Simui	Lecturer – University of Zambia	Lusaka
23. Charity Hamwaala Namitwe	Lecturer – David Livingstone College of Education	Lusaka
24. Fred Waliuya Wamundila	Programme Manager – Zambia Federation for Persons with Disabilities.	Lusaka
25. Namoonga Manje	EENETZambia Intern	Lusaka

8.3 Appendix 3: Workshop Schedule

23rd - 24th July, 2009.

Day 1

Time	Activity	Responsible
08:00	Arrival and Registration	All
08:30	Workshop Objectives & Introductions	Mr. Simui Francis
08:45	Opening Remarks	Mr. Nguni – DESO (Mufulira)
09:00	Situational Analysis of INSPRO in Ndola • Why INSPRO • Where INSPRO has been implemented • How INSPRO was implemented • Success of INSPRO • Challenges of INSPRO	Mrs. Siwale – DESO (Ndola)
09:30	Situational Analysis of INSPRO in Mufulira • Why INSPRO • Where INSPRO has been implemented • How INSPRO was implemented • Success of INSPRO • Challenges of INSPRO	Mr. Nguni – DESO (Mufulira)
10:00	Reflecting on the Progress achieved so far on INSPRO • Practice at school level • Identify missing links • Suggest solutions	Mr. Waliuya Wamundila (Group discussion)
10:30	Introduction to IE/differentiated from INSPRO • Why IE • Where IE comes from • What IE is • How IE	Mr. Simui Francis
10:50	**Health Break**	**All**
11:30	Linking Community Based Rehabilitation to IE	Mr. Waliuya Wamundila
12:00	Introduction to Collaborative Action Research as tool for implementing IE	Mr. Simui Francis
12:30	Developing IE standard • Aspirations o Presence, o Participation o Achievement • Stages in IE standards o Analysis o Development o Sustainability	Mr. Simui Francis
13:00	**Lunch**	**All**
14:00	Key factors for success • School improvement • Prioritising • Involvement • Leadership	Mrs. Hamwala Namitwe Charity
14:30	Preparing to use the IE standard	Mrs. Hamwala Namitwe Charity

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Time	Activity	Responsible
	• Reviewing the materials • Setting up a lead team • Informing all members of the school community • Working with an assessor • Setting up partnership	
15:00	Moving through the three-stages process *Stage* 1: Analysis *Stage2*: Development *Stage3*: Sustainability	Mr. Simui Francis
16:00	Assessing the progress a school makes • Developing a timeline	Mr. Waliuya Wamundila
17:00	Close of day 1	All

Day 2

Time	Activity	Responsible
08:30	Arrival and Registration	All
09:00	Recap	All
09:10	The Best fit criteria *Level 1*:- Achieved *Level 2*:- Achieved with credit *Level 3*:- Achieved with distinction	Mr. Simui Francis
10:00	Achieving the award • The role of the assessor • Presenting evidence	Mrs. Hamwala Namitwe Charity
10:45	**Health Break**	**All**
11:00	The toolkit • When to use the tool kit • How to use the toolkit • What to use the toolkit	Mr. Simui Francis
12:00	The value of networking on IE • Leaning from EENET • How we can improve IE practice using network	Mrs. Hamwala Namitwe Charity
12:30	The value of documentation in IE	Mr. Waliuya Wamundila
13:00	**Lunch**	**All**
14:00	Sustainability of IE programme	Mr. Waliuya Wamundila
15:00	Focused group discussions	Mr. Waliuya Wamundila
15:30	Evaluation	All
16:00	Close of the workshop & departure	All