

STS Zambia Newsletter: March 2026



Inclusive Education in Kabwe

Otrichia is a Grade 6 learner in Kabwe, Zambia. She experiences challenges with fine motor skills, which makes it difficult for her to write at the same pace as her classmates. This often caused her to struggle with completing written tasks on time. Despite this, she can read, write, and do mathematics. Through the RISE teacher

trainings conducted for all public Early Childhood and primary school teachers in Kabwe, Otrichia's teachers gained the skills and confidence to identify her specific learning needs and developed an Individualized Education Plan (IEP) tailored to support her. The IEP includes strategies such as providing extra time for written work and adjusting classroom tasks so she can participate fully without feeling rushed or discouraged. As a result of the RISE training activities, both the school and the teachers have become more responsive to diverse learning needs. With clear support structures now in place, Otrichia is thriving in class. She receives the time, understanding, and accommodations she needs to succeed, ensuring her learning difficulties do not limit her potential.



Mental Health Clinic Capacity Building



Acting on a recommendation from the RISE Project National Steering Committee, RISE engaged trainers from Nkrumah University to deliver targeted capacity

building sessions for staff Kabwe Central Hospital Mental Health Clinic Staff. The training was delivered by trainers from Nkrumah University following a needs assessment conducted by RISE, which identified knowledge and skills gaps in conducting child-friendly cognitive assessments and appropriately pairing assistive devices.

The three-day workshop featured practical sessions focused on assessing children with suspected or previously confirmed neurodevelopmental challenges. Participants acknowledged having limited understanding of child-centered assessments and unfamiliarity with the ideal tools prior to the training. They expressed that the newly acquired skills and tools would help bridge the gap between special and inclusive education by ensuring children are appropriately placed. One participant also noted that these tools would enable holistic assessments, leading to accurate diagnoses and appropriate interventions.

RISE Provincial Implementation Committee



On 26 November 2025, the Provincial Implementation Committee in Kabwe convened to review progress under the RISE project and reflect on achievements made in improving services for children with disabilities. Committee members noted significant progress resulting from the procurement of assistive devices and medical equipment, infrastructure improvements, and strong partnerships between School-to-School Zambia, the Ministry of Education, Ministry of Health, Ministry of Community Development and Social Services, OPDs, and other stakeholders.

The participants commended the visible transformation across ENT, Eye, Physiotherapy, and Mental Health clinics at Kabwe Central Hospital noting improved diagnosis, treatment, and client experience for children with disabilities.

Together, partners are building a system that better supports access to improved services for children with disabilities.

RISE National Steering Committee



The National Steering Committee for the RISE Project held its third quarterly meeting in December 2025, bringing together key government ministries and partner organisations to review quarter 3 achievements, discuss implementation progress, review activities for quarter 4 and share recommendations.

This collaborative effort ensures effective implementation and coordination as well as strong national-level oversight and strategic guidance to drive the success and

impact of the RISE Project in Zambia.



RISE Child Safeguarding Training

The Realising Inclusive and Safe Education (RISE) Project successfully conducted training on Inclusive Child Safeguarding in Schools, strengthening the capacity of Head Teachers, School Inclusive Education Coordinators, and Guidance & Counselling Teachers to prevent, identify, report, and respond to child safeguarding concerns, with a strong focus on children with disabilities.

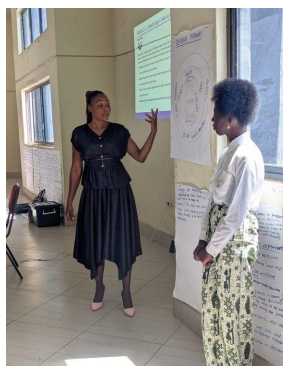
Implemented in collaboration with the Ministry of Education, Zambia Police Service, and the Ministry of Community Development and Social Services, the training was aligned with the National Child Safeguarding Policy and the MoE Child Safeguarding Guidelines.

Using participatory, practice-oriented approaches, the training equipped school leaders and guidance teachers with practical tools to build safe, inclusive, and accountable learning environments.

A two-day Training of Trainers (ToT) involving Provincial and District Education Offices, OPDs, ZPS, and MCDSS strengthened coordinated, multi-sectoral

safeguarding systems. Trained facilitators then passed on the training to schools across Kabwe District, supporting consistent safeguarding implementation under the RISE Project.

RISE is advancing disability-inclusive child safeguarding and ensuring that every learner is protected, heard, and supported.



RISE Baseline Evaluation Dissemination Meeting

In 2025, STS Zambia under the RISE project conducted a baseline evaluation to establish a clear starting point for measuring progress across the project's outcomes. Following the completion of a comprehensive analysis of the evaluation results, RISE convened a baseline evaluation dissemination meeting that brought together key partners and stakeholders. The meeting provided a platform to share findings, validate insights, and align on priorities for implementation.

Power FM Kabwe participated in the dissemination and documented the proceedings, as outlined in the report that follows:

GOVERNMENT REAFFIRMS COMMITMENT TO INCLUSIVE EDUCATION IN CENTRAL PROVINCE

By Herman Machacha

The government has reaffirmed its commitment to ensuring that all children, including those with special needs, have access to quality and inclusive education in

Central Province.

Central Province Provincial Education Officer, Maambe Hamududu, says the era of keeping children with disabilities hidden at home is over, as inclusive education continues to gain momentum across the province.

Mrs. Hamududu was speaking in Kabwe during the dissemination meeting of the baseline evaluation results for the Realising Inclusive and Safe Education—RISE—project.

She noted that the meeting brought together officials from the Ministry of Education, the Ministry of Health, and cooperating partners from Lusaka and Central Province to review progress and identify existing gaps.

The Provincial Education Officer acknowledged that while strides are being made, some learners with special needs continue to face challenges, and teachers require more support and training to effectively implement inclusive education practices. She highlighted ongoing efforts at the Mutinta, Hichilema Autism Centre in Kabwe, which provide specialised services to learners with disabilities. Mrs. Hamududu added that a dedicated bus has been provided to transport these learners to and from school, ensuring safe and consistent access to education.

Mrs. Hamududu thanked the RISE project and its partners for selecting Central Province and said the government is looking forward to the midline evaluation to measure progress and improve service delivery.

She has since called on the media to widely publicise information on inclusive education, so that communities are fully aware of the services available for children with special needs.





Scottish Government



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EDUCATION



Chance for
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