International Journal of Research Publication and Reviews

Teachers' Perspectives on Implementing Collaboration in Special Education Units in Pemba District

Florence Sememba[1], Kabangila Kasuba[2]

[1]Research Scholar, Kasyongo Primary School, Zambia, semembaflorence@gmail.com
[2]Dr. Research Supervisor, Rockview University, Zambia

ABSTRACT

The study explored the teachers' perspectives on implementing collaboration in special education units in Pemba District. This study was guided by an interpretive paradigm, in keeping with the research paradigm, a qualitative Hermeneutic (Interpretive) phenomenology design was employed. The sample for the study comprised of 12 participants who were 5 teacher, 5 midwives and two head teachers who were purposely selected. The size of the sample was controlled by saturation of information which means the point at which repetition or confirmation of previously collected data occurs, thus there was no specific number of participants. Data was collected using a semi-structured interview guide and focus group discussions guide which was analysed thematically. The findings revealed key barriers to effective collaboration, such as inadequate training, lack of clear communication, resistance to teamwork, limited resources, and unclear roles among stakeholders. Despite these challenges, teachers acknowledged the potential benefits of collaboration in improving learning experiences for children with special needs. The study recommends increased government support, structured training programs, and the development of clear policies to enhance collaboration among all stakeholders in special education. These findings contribute to understanding the practical challenges teachers face and advocate for systemic improvements in special education collaboration.

Keywords: *Special Education, Collaboration, Teachers' Perspectives, Implementation, Pemba District.*

Introduction

Collaboration is a foundational element in the successful implementation of special education. It involves joint efforts among teachers, parents, administrators, and other professionals to address the diverse needs of learners with disabilities. Globally, inclusive education policies advocate for teamwork among educational stakeholders to ensure that learners with special educational needs (SEN) receive comprehensive and coordinated support (UNESCO, 2020). In this regard, teachers are key players, as they are directly responsible for translating educational policies into classroom practices. Their willingness, capacity, and understanding of collaborative approaches significantly affect the success of inclusive and special education programs.

Despite growing recognition of the importance of collaboration in special education, many teachers in developing countries continue to face barriers in its implementation. These barriers include insufficient training, lack of time, poor communication channels, and unclear role definitions among stakeholders (Friend & Cook, 2017). Research indicates that teachers often feel overwhelmed when expected to collaborate without the necessary institutional support or resources. According to Friend and Cook (2017) argued that collaboration is not an automatic process; it requires structured planning, shared goals, and mutual respect among team members. Understanding teachers' perspectives on these challenges is crucial for enhancing collaboration in educational settings.

In Zambia, the Ministry of Education has emphasized inclusive education through various policies and frameworks (Miti & Chataika, 2019). However, the implementation of collaborative practices in special education units, especially in rural areas such as Pemba District, remains under-researched. There is limited data on how teachers perceive collaboration, the strategies they use, and the challenges they face. Exploring their perspectives can provide valuable insights for policymakers, school administrators, and training institutions to support effective collaboration. This study therefore seeks to investigate the experiences and viewpoints of teachers regarding the implementation of collaboration in special education units in Pemba District.

Statement of the Problem

Collaboration among educators, parents, specialists, and administrators is essential for the effective functioning of special education units. Teachers, being at the core of instruction and learner support, play a critical role in implementing collaborative practices aimed at enhancing learning outcomes for children with special educational needs. However, in many contexts, including Pemba District, the extent to which teachers are equipped, supported, and motivated to engage in meaningful collaboration remains uncertain. Despite policy frameworks promoting inclusive education in Zambia, there is limited

empirical evidence on how teachers perceive and implement collaboration within special education settings (Chanda, 2020). Challenges such as lack of professional development, inadequate institutional support, unclear roles, and communication barriers may influence teachers' ability to collaborate effectively with other stakeholders (Banda & Chirwa, 2022). Understanding teachers' perspectives is therefore vital in identifying gaps, strengthening collaborative practices, and ultimately improving the quality of special education services. This study seeks to explore teachers' views, experiences, and the factors influencing their collaborative efforts in special education units within Pemba District.

Theoretical Framework

The study was guided by collaboration Theory, which was proposed by Gray (1989), The theory focuses on the processes and conditions necessary for effective collaboration. It highlights that collaboration requires shared goals, mutual respect, trust, and open communication among stakeholders. In special school units, this theory can guide the examination of strategies by emphasizing the importance of fostering partnerships among teachers, parents, healthcare providers, and community members. Collaboration Theory was selected for the study on the challenges faced in the implementation of collaboration in special education units in Pemba District because it provides a comprehensive framework for understanding how individuals and institutions work together toward common goals. In the context of special education, collaboration is essential among stakeholders such as special education teachers, mainstream teachers, school administrators, parents, and support staff. The theory emphasizes shared responsibilities, mutual respect, and joint decision-making, which are critical in addressing the unique and diverse needs of learners with special education needs. By using Collaboration Theory, the study can assess how well these stakeholders are cooperating and where breakdowns or barriers occur.

Moreover, collaboration theory highlights the importance of communication, trust, and interdependence, all of which are vital elements in the successful implementation of inclusive practices within special units. The theory helps to explore not only structural or systemic challenges but also interpersonal dynamics that can hinder effective collaboration. For instance, misunderstandings, lack of role clarity, or limited professional development may contribute to ineffective teamwork. Through this lens, the study can investigate how these factors manifest in the Pemba District context and how they impact the quality of education provided to learners with special needs.

The application of collaboration theory in this study supports the development of actionable recommendations aimed at strengthening partnerships within special education units. It allows for an in-depth analysis of current practices and the identification of areas that require support or improvement. This theoretical grounding ensures that the research is not only descriptive but also solution-oriented, focusing on how to enhance collaborative efforts in special education settings. Ultimately, the theory provides a strong foundation for understanding the mechanisms of collaboration and for proposing strategies that can improve the implementation of inclusive education in Pemba District (Thomson & Perry, 2006).

Methods and Materials

This study employed a qualitative research design to explore teachers' perspectives on implementing collaboration in special education units in Pemba District. The qualitative approach was chosen because it allowed for an in-depth understanding of the participants' experiences, beliefs, and challenges regarding collaboration (Creswell & Creswell, 2018). The study was guided by an interpretive paradigm, and employed interpretive phenomenology design. Purposive sampling was used to select ten teachers working in special education units across selected schools in the district. Data were collected through semi-structured interviews, which provided the flexibility to probe participants' responses and gather rich, detailed information. The interviews were recorded, transcribed, and analysed thematically to identify recurring patterns and key insights related to collaborative practices.

To ensure trustworthiness, the study employed strategies such as member checking, triangulation, and thick description. Ethical clearance was obtained from relevant authorities, and participants gave informed consent before taking part in the study. Thematic analysis followed Braun and Clarke's (2006) six-step framework, allowing the researcher to code the data systematically and develop themes that reflected teachers' perspectives and the contextual realities influencing collaboration. As Stake (1995) noted that understanding the case requires experiencing the activity of the case as it occurs in its context and in its particular situation. This approach provided a deeper insight into the social and institutional dynamics that affect collaborative efforts in special education units within the Pemba District.

Findings

The research question of this study focused on what are the key challenges hindering effective collaboration among stakeholders in special education units in Pemba District. The study revealed attitudinal challenges and stigma, inadequate communication, resource constraints, lack of specialised training, resistance to collaboration, limited parental involvement and policy implementation gaps as among challenges hindering effective collaboration among stakeholders in special education units in Pemba District.

In conformity with the above findings, participants during interviews said that: *"There's still stigma from other parents, which makes it hard to promote inclusive practices."* (T03)

Additionally, Participant (T06) had this to say: *"Some teachers still think children with disabilities cannot learn like others, so they don't even want to participate in planning with us."*

In contribution the participant (P03) had this to say: *"Even some parents feel ashamed to be involved; they hide their children and avoid working with the school because of fear of being judged."*

One teacher (T04) noted, *"The biggest challenge we face is a lack of clear communication. Sometimes, parents do not understand their role in supporting children with special needs, and there is no proper coordination between teachers and other stakeholders."*

Another teacher (T05) had this to say: *"Sometimes the headteacher makes decisions without consulting us special education teachers, and that affects how we support the learners."*

Similarly, a Head Teacher (HT02) pointed out that: *"There are no regular meetings between teachers and support staff, which makes it difficult to align our efforts. Everyone is doing their part separately, and that affects the effectiveness of collaboration."*

A parent (P03) shared that: *"We are not always informed about what is happening in the school. Sometimes, decisions are made without our input, yet we are the ones who spend the most time with the children at home."*

Contributing to the same subject; during the interviews participant (HT01) lamented that *"We don't have enough special education teachers or learning materials."*

On the same, participant(T01) had this to say: *"Even if we have meetings, there are no materials like braille papers or hearing aids, so we end up just talking without taking action."*

Another parent (P01) had this to say: *"As a parent, I want to support the school, but sometimes I can't even afford transport to attend meetings or buy learning materials."*

In support of the findings above, participant (T04) had this to say: *"We're not trained in handling children with complex needs, so we rely on trial and error."*

This confirmed by participant (T01) during interviews: *"Most of us regular teachers have never been trained in special education, so we don't know how to contribute effectively."*

Also, participant (P03) indicated that: *"We want to help our children, but we don't have the skills to support them properly at home or during meetings with teachers."*

This confirmed by participant (HT02) during interviews: *"Some teachers and parents are resistant to collaboration because they are not used to working as a team. They prefer working independently, and this affects teamwork."*

Similarly, one teacher (T03) said, *"In some cases, there is stigma surrounding special education, which makes it harder to bring all stakeholders together. Some parents feel ashamed or fear being judged by society."*

In contribution the participant (T06) had this to say: *"Some teachers feel it's not their responsibility to deal with special needs learners, so they avoid working with us."*

This confirmed by participant (T03) during interviews: *"Most of the time, parents don't attend meetings or even ask how their child is doing."*

One participant (T02) shared, *"Many parents do not participate actively in school activities. They think that education is only the responsibility of teachers, so they do not attend meetings or follow up on their children's progress."*

Another the participant (T05) had this to say: *"Most parents don't come for meetings, even when we send messages through their children they just don't show up."*

In response, participant (HT01) had this to say: *"Engaging parents is a challenge, especially when they see disability as a curse or shame."*

Contributing on the same, participant (HT3) said: *"Some parents think once a child is taken to school, their job ends there they rarely follow up or engage with teachers."*

Also, the participant (HT02) had this to say: *"We try to involve parents in making decisions, but many of them feel they have nothing to contribute because they are not educated."*

In confirmation, participant (P02) said: *"I feel intimidated when I come to school. The teachers act like I don't know anything."*

A participants (P03) admitted that: *"Sometimes, we want to be involved, but we do not have enough knowledge about how to support our children's education. The school does not provide clear guidance on how we can collaborate."*

Another participants (P01) mentioned financial constraints as a challenge: *"Some parents cannot afford transportation to attend school meetings or special programs. This limits their participation in collaborative efforts."*

In contribution the participant (T02) had this to say: *"The policies are there on paper, but there is no follow-up or support from the ministry to make them work in real situations."*

Contributing on the same, participant (HT01) had this to say: *"There are good policies on paper that emphasize collaboration in special education, but they are not being implemented effectively. Without clear enforcement, collaboration remains a challenge."*

In confirmation, during discussion, participant (HT03) said *"We hear about inclusive education policies, but there is no clear direction on how we should implement them at the school level."*

Participant (T05) pointed out that: *"Some teachers and parents experience emotional stress due to the challenges of handling special needs education. This sometimes makes it difficult to collaborate because people feel frustrated and overwhelmed."*

Contributing on the same participant (T02) from interviews said: *"Working with children with special needs every day without enough support is emotionally draining, you feel helpless sometimes."*

Further the participants were asked on what strategies do teachers and other stakeholders believe could improve collaboration in special education units. Participants identified several strategies that could improve collaboration among stakeholders in special education settings. The responses indicate that enhancing teamwork, improving communication, and increasing stakeholder involvement are key factors in promoting effective collaboration. The findings are based on qualitative responses from participants. The sstakeholder emphasized the need for consistent, open, and structured communication methods to promote better collaboration. This was evident from participant (T05) had this to say: *"We need a proper system of passing information, maybe through WhatsApp groups or regular circulars, so everyone is updated on time."*

In support of this participant (T01) indicated: *"We need regular meetings and updates, not just during PTA."*

The participant (HT03) said: *"There should be scheduled meetings every term where all stakeholders; teachers, parents, health workers-sit and talk openly about the learners' progress."*

Contributing to the same subject; participant (P01) had this to say: *"Creating WhatsApp groups or using text messages can help us stay informed."*

In support of the above findings, participant (T01) said: *"Parents should also be trained so they know how to support learning from home."*

Another participant (T04) indicate that: *"We need regular workshops that include teachers, parents, and health workers so that everyone understands how to support these learners."*

When the same response come parents during interviews, participant (P02) had this say: *"We need workshops that include all of us; parents, teachers, and school heads."*

Also, participant (HT01) had this to say: *"Training should not only be for teachers. Even parents and community leaders need to learn how to be part of the support system."*

Contributing to the same subject; during the interviews participant (T06) lamented that: *"There should be a clear policy on how parents, teachers, and administrators should work together."*

In support participant (T02) indicated that: *"We should create time during the school term for parents to come and observe classroom activities."*

Also, Participant (P01) asserted that, *"Having a program where parents can meet regularly with teachers and health professionals would make a big difference in how we all work together."*

Contributing on the same, participant (HT1) said: *"If there were more parent education programs, they would better understand their child's needs and how to support us as teachers in the classroom."*

Participant (T06) said: *"We need to work hand-in-hand with other professionals, not in isolation."*

One participant (T03) shared their experience: *"I have learned a lot from my colleagues. When we share teaching strategies, we become better at supporting learners with special needs."*

Contributing on the same, participant (HT03) said: *"A multidisciplinary team would help us ensure that all aspects of a child's development, education, health, and emotional support are covered in one plan."*

Another the participant (P03) had this to say: *"Collaboration between different professionals is important; if we could work together as a team, the learning process for children with special needs would be much smoother."*

In response, participant (T01) had this to say: *"People need to change their mindset and stop looking at disability as a burden."*

In support of the findings above, participant (T02) had this to say: *"Many teachers still think that children with disabilities can't achieve much, so we need to change this mindset for better collaboration and support."*

In support of the finding, participant (HT03) had this to say: *"It's important for everyone to believe that children with special needs can succeed. A positive change in attitude will help us all work better together."*

Discussion

The findings of the study revealed several interrelated challenges that hinder effective collaboration among stakeholders in special education units in Pemba District. One of the major challenges identified was attitudinal barriers and stigma towards learners with special educational needs and the professionals who support them. Some teachers and community members were found to harbour negative perceptions about disability, which discouraged inclusive efforts and hampered stakeholder collaboration. These findings align with M'kandawire et al. (2019), who observed that negative societal attitudes contribute to the marginalization of learners with disabilities and limit opportunities for meaningful collaboration. As Billingsley (2019), noted that inclusion cannot be achieved solely by changing structures and resources, but also requires a change in attitudes and beliefs among all education stakeholders.

Another key challenge was inadequate communication among stakeholders. Teachers reported a lack of consistent dialogue with parents, administrators, and health professionals, which led to fragmented support for learners with special needs. This in line with Nkhoma (2023), who noted that the absence of clear communication protocols made it difficult to coordinate interventions and share critical information. This is consistent with the work of Friend and Cook (2017), who emphasized that effective collaboration requires open and ongoing communication based on mutual trust and shared responsibility. Without such mechanisms, stakeholders operate in silos, reducing the impact of their collective efforts.

Resource constraints also emerged as a significant barrier to collaboration. Many special education units in Pemba District were found to lack basic teaching and learning materials, assistive devices, and physical infrastructure necessary to support inclusive education. These resource limitations often led to frustration among teachers and caregivers, making collaboration difficult. According to Cameron & Lartey (2021) revealed that resource inadequacy in developing countries is a persistent challenge that affects the quality and sustainability of inclusive education programs. Teachers in this study echoed similar concerns, noting that the lack of support demotivated them from engaging in collaborative practices that required additional time and effort.

The study also identified lack of specialized training and resistance to collaboration as major hindrances. Several teachers indicated that they had not received formal training in special education or in collaborative methodologies. As a result, they felt ill-equipped to engage with other professionals or to implement individualized education plans (IEPs). Resistance to collaboration was also noted among some school administrators who perceived inclusive practices as additional burdens rather than essential responsibilities. This supports findings by Ainscow et al (2020), who argue that professional development is essential for cultivating a culture of collaboration and inclusion in schools. Without training and institutional support, efforts toward collaboration often face resistance or fail to take root.

Further, the findings highlighted limited parental involvement and policy implementation gaps as significant challenges. Parents were often excluded from decision-making processes and rarely engaged in meaningful discussions about their children's education. Teachers attributed this to both a lack of awareness among parents and weak policy enforcement by education authorities. This echoes the findings of Cameron & Lartey (2021), who noted that while inclusive education policies exist in many African countries, implementation remains weak due to limited stakeholder engagement and poor monitoring systems. As stated by Chisanga (2022), noted that inclusion is as much about creating participatory learning communities as it is about changing practices. Strengthening policy implementation and encouraging parental participation are therefore critical steps toward enhancing collaboration in special education units.

However, the findings of this study emphasize several strategies that teachers and other stakeholders believe could significantly improve collaboration in special education units in Pemba District. One of the most widely supported strategies is strengthening communication channels between key stakeholders, including teachers, parents, and external professionals. Effective communication is consistently identified as a cornerstone of successful collaboration, as it facilitates the exchange of important information regarding student progress and needs. Fuchs and Fuchs (2018) argue that clear communication between teachers, parents, and other professionals helps build trust and ensures that everyone is on the same page when it comes to planning and delivering support to students with special needs. Stakeholders in Pemba District echoed this view, suggesting that regular meetings, newsletters, and digital platforms like WhatsApp could enhance the flow of information and foster a sense of collective responsibility in supporting the child's development.

The study revealed that one of the most effective strategies to enhance collaboration in special education units in Pemba District is the provision of targeted professional development and training. Teachers emphasized the need for regular in-service training focused on inclusive education practices, communication skills, and team-teaching approaches. Professional development equips educators with the knowledge and confidence to engage meaningfully with other stakeholders. This finding aligns with Engelbrecht & Savolainen (2021), who argue that building teacher capacity through training is fundamental to achieving inclusive education. As noted by Fuchs & Fuchs (2020), noted that teachers require both theoretical knowledge and practical strategies to collaborate effectively in inclusive settings.

Another key strategy highlighted was the establishment of clear communication channels and regular stakeholder meetings. Participants reported that when communication between teachers, parents, and school administrators is structured and consistent, collaboration improves. Formal platforms such as individualized education plan (IEP) meetings, case conferences, and school-community forums were seen as valuable in aligning goals and interventions. According to Friend and Cook (2017), collaboration thrives in environments where communication is proactive, transparent, and based on mutual respect. These findings reinforce the idea that collaboration is not incidental but must be purposefully planned and maintained.

The study also identified the need for increased parental and community involvement in the education of learners with special needs. Teachers noted that parents should be empowered through awareness campaigns and training workshops to actively participate in the educational process. This approach promotes shared responsibility and fosters stronger school-community partnerships. According to Hornby & Lafaele (2017) reveal the need for engaging

families in education leads to improved student outcomes and deeper stakeholder collaboration. Kisanji & Saanane (2017), similarly argue that inclusive education is more effective when families are treated as partners rather than passive observers in the educational process.

Additionally, there is need to strengthening policy implementation and administrative support was seen as crucial to improving collaboration in special education units. Teachers advocated for the enforcement of inclusive education policies, allocation of adequate resources, and the appointment of trained personnel to support collaborative practices. Policy frameworks must be translated into actionable steps supported by leadership at all levels. As UNESCO (2020) points out that policies alone do not bring about inclusion what matters is the implementation, monitoring, and support provided at the school level. The study confirms that when administrative structures are aligned with inclusive goals, collaboration among stakeholders becomes more sustainable and effective.

Conclusion

However, teachers' perspectives on implementing collaboration highlight both challenges and opportunities for improvement, emphasizing the need for ongoing dialogue and policy enhancements to strengthen special education in Pemba District. The study revealed attitudinal challenges and stigma, inadequate communication, resource constraints, lack of specialised training, resistance to collaboration, limited parental involvement and policy implementation gaps as among challenges hindering effective collaboration among stakeholders in special education units in Pemba District. Despite these challenges, teachers acknowledged the potential benefits of collaboration in improving learning experiences for children with special needs. The study recommends increased government support, structured training programs, and the development of clear policies to enhance collaboration among all stakeholders in special education

Recommendations of the Study

Based on the study's objectives, the following five recommendations are proposed to improve collaboration and learner outcomes in special schools and units:

i. Schools should establish formal structures for regular meetings and collaborative forums involving all key stakeholders, including special education teachers, general education teachers, parents, school administrators, and health professionals.

ii. There is a need for schools and educational authorities to develop and enforce well-defined policies that clarify roles, responsibilities, and protocols for collaboration among stakeholders.

iii. Parents and caregivers should be empowered through targeted educational programs and support services that help them understand their roles in their children's education.

iv. To support effective collaboration, the government and school management should ensure adequate provision of teaching and learning materials, assistive technologies, and specialized personnel.

Consent for participants

Informed consent was obtained from all participants in the research.

Conflict of Interest

The authors declare no conflict of interest, financial or otherwise.

References

Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2020). Inclusion and equity in education: Making sense of global challenges. Cambridge University Press.

Banda, G., & Chirwa, M. (2022). Challenges in Implementing Collaboration Strategies in Zambian Special Schools. Journal of Educational Development in Africa.

Billingsley, B. (2019). Cultivating and keeping committed special education teachers. Corwin Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Cameron, D., & Lartey, L. (2021). Building collaborative relationships through technology in inclusive education. Journal of Special Education Technology, 36(1), 25-38.

Chanda, M. (2020). The Impact of Collaborative Practices on Special Education in Zambia. Lusaka Educational Review.

Chisanga, L. (2022). Interdisciplinary Teams and Collaboration in Zambian Special Schools. Journal of Special Education and Practice.

Chitiyo, M., & Muwana, F. (2019). Multi-agency collaboration in special education: A case study from Zimbabwe. African Journal of Special Needs Education, 11(1), 23-35.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Engelbrecht, P., & Savolainen, H. (2021). The impact of inclusive education reforms on collaboration in special school units: The South African experience. International Journal of Inclusive Education, 25(3), 302-317.

Epstein, J. L. (2020). School, family, and community partnerships: Preparing educators and improving schools (3rd ed.). Westview Press.

Florian, L. (2018). The Sage handbook of special education. Sage Publications.

Friend, M., & Cook, L. (2013). Interactions: Collaboration skills for school professionals. Pearson.

Fuchs, D., & Fuchs, L. S. (2018). Collaboration in special education: How teams can improve student outcomes. Journal of Educational Psychology, 110(5), 687-703.

Fuchs, D., & Fuchs, L. S. (2020). Interdisciplinary collaboration in special education: A critical review. Special Education Review, 15(2), 102-114.

Hornby, G. (2021). Parental involvement in children's education: A critical review. Educational Review, 73(1), 90-104.

Hornby, G., & Lafaele, R. (2017). Barriers to parental involvement in education: An explanatory model. Educational Review, 59(1), 37-52.

Kafela, M. (2017). Challenges and Strategies in Enhancing Collaboration in Special Education in Zambia. University of Zambia Press.

Kisanji, J., & Saanane, C. (2017). Inclusive education policies and collaboration in special education: The case of Tanzania. Journal of African Educational Research, 14(2), 178- 192.

M'kandawire, P., Kang'ethe, S. M., & Byamugisha, A. (2019). Disability stigma and inclusive education in Africa. African Journal of Disability, 8, 1–9.

Miti, S., & Chataika, T. (2019). Government policies and collaboration in special education: Lessons from Zambia. African Journal of Inclusive Education, 14(1), 98-113.

Mönkemeyer, G., & Swarts, P. (2017). The impact of teacher collaboration on learner outcomes in special schools: A Namibian case study. Namibian Journal of Education and Development, 6(2), 98-110.

Mpofu, E., & Ngidi, S. (2018). Societal attitudes and collaboration in special education: The impact of stigma in South Africa. Journal of African Disability Studies, 5(3), 45-60.

Mugo, K. J., & Karugu, G. K. (2018). Parental involvement and collaboration in special education: Insights from Kenya. Kenyan Journal of Special Needs Education, 10(3), 221-234.

Mulenga, J. (2023). Teacher Attitudes and Collaborative Practices in Special Schools. Zambian Journal of Teacher Education.

Mutasa, J., & Chataika, T. (2020). Professional development and collaboration in special education: Challenges and opportunities in Zimbabwe. Zimbabwean Journal of Inclusive Education, 8(4), 99-113.

Mwansa, L. (2023). Policy Frameworks and Collaboration in Zambian Special Schools. Lusaka Educational Policy Review.

Mwanza, R. (2022). Parental Involvement in Special Education: Enhancing Collaboration in Zambian Schools. Zambian Journal of Child Development.

Nkhoma, B. (2023). Case Studies on Collaborative Practices in Zambian Special Schools. Journal of Special Education and Practice.

Stake, R. E. (1995). The art of case study research. SAGE Publications.

UNESCO. (2018). Education for All Global Monitoring Report: Inclusion and education. UNESCO Publishing.

Zulu, P. (2021). Educators' and Parents' Perspectives on Collaboration in Zambian Special Schools. Journal of Special Education in Africa.