

## 9. Zambia

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INTELLECTUAL DISABILITIES  
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COUNTRY REPORT: ZAMBIA



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## I. GENERAL INFORMATION

### COUNTRY REPORT

#### 1. THE NAME OF THE COUNTRY: ZAMBIA.

Zambia is in the Southern-Central Africa. It is a landlocked country. Zambia shares borders with Congo DR and Tanzania in the north, Malawi, and Mozambique in the east, Zimbabwe and Botswana in the south, Namibia in the south-west and Angola in the west.

2. Zambia is divided into nine provinces and fifty-seven districts. Zambia as a landlocked country covers an area of about 753,000 square kilometres.

The population density is 13.4% per square kilometre (C.S.O, 1990, Zambia social-indicators )

Zambian population comprises both urban and rural. There are more people in urban than rural areas. There are more peri-urban areas in Zambia; where people usually prefer engaging themselves in more than two activities. That is rendering services to the community and doing agricultural activities in order to supplement their livelihood.

3. The population of Zambia is at now estimated to be 12.5 million people.

The urban population is 7.5 million while the rural is 5million. This represent 62% of urban population and 38%for rural population.

4.8% represents child-population from the total country's population (C.S.O Zambia, 1998).

12. 4. Due to economic hardships and other related life and environmental vices, the present life expectancy in Zambia is 43.4 for female and 41.9 for male (C.S.O, 1995, Zambia.

#### 5. **Infant mortality rate.**

Many children in Zambia die before five years. This is due to lack of enough immunisation against killer diseases such as measles, polio, cholera, diarrhoea and malaria.

The other contributing factor for high infant mortality rate in Zambia is due to poor and not enough food for the children, pregnant women and nursing mothers. (C.D.C. G.8 Civics 1997)

The growth in poverty has increased disease burdens, especially with the increase of AIDS related illnesses, the infant mortality has risen to 1134 per 1000 births from 80 per 1000 births from 1980 and 1992 and under five mortality rates have gone up to 202 per 1000 from 150 per 1000. With the rising of H.I.V infection rate these figures are expected to go up. (UNICEF/GRZ, )

6. **Maternal mortality rate.**

Maternal mortality rates are very high and rising. The national estimate of 940 per 100,000 live births masks a wide variation. (UNICEF, 1999).

For example in Western province of Zambia, studies indicate the rates higher than 800 per 100,000. This is too high compared to 1990, the rate was 140 per 100,000.

The wide variation increase is due to heavy workloads, inadequate diet and rest. Also limited access to health services, though the principal maternal mortality are anaemia, sexually transmitted diseases, hypertension, malaria and complication of pregnancy and delivery (C.S.O, Zambia, 1990 and UNICEF, 1999).

7. **Literacy rate**

Despite low educational facilities Zambia has a high literacy rate from 1996 to 1998 literacy rate has been 79%. (C.S.O 1999 Zambia). It is hoped that the rate will soon go high from 79% to 86% by the year 2005, such results are expected because of the introduction of basic education which is compulsory education from grade one to nine

It is a must that a child should go to school from grade one to nine, since the government is building more basic schools around the country.

8. The number of pupils entering secondary and tertiary education is still low. This is because secondary schools colleges and university are very few to cater for the children who leave basic schools.

9. There is a very high rate of unemployment in Zambia, though the majority of the people are self-employed. They conduct small unprogressive business in enclosed and open markets. Others have small scale industries, where they make items and sell using local materials.

Due to privatisation many people lost employment, especially those who used to work in the mines. The new owners of the mines required a smaller-efficient work force, hence majority were retrenched.

In addition to this, the government also embarked on reducing the civil service, through retrenching and voluntary termination of service. This has increased the number of people who are unemployed. The unemployment rate is estimated to range between 57-80. However, most of the retrenched found themselves in informal sector.

## II. SITUATION OF PEOPLE WITH INTELLECTUAL DISABILITIES.

### I. Situation and diagnosis of I.D.

Client with intellectual disabilities are usually found and diagnosed by the following sections of the community. These are either education and health institutions which usually for under government ministries.

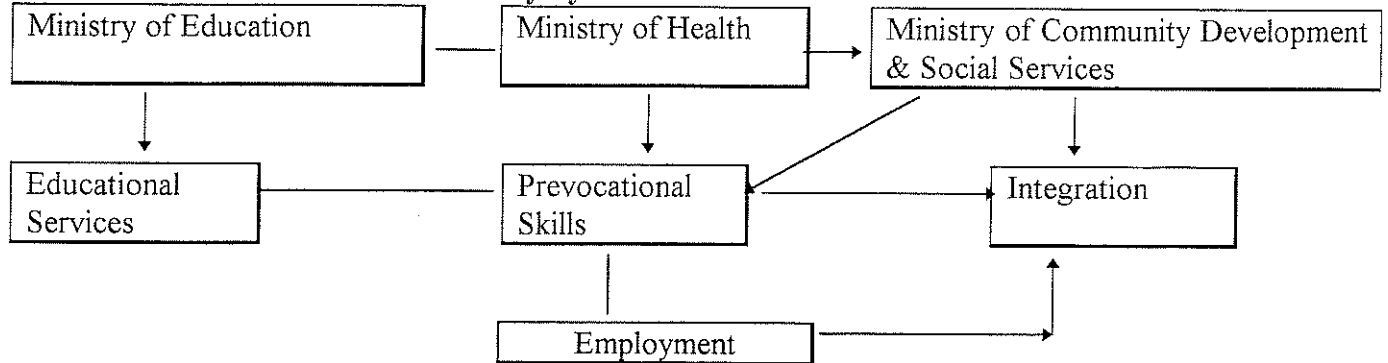
1. Through ministry of Health the children are diagnosed in under five clinics. Under ministry of Education they are found and diagnosed in pre-schools or nursery and primary schools.
2. **Early Intervention**  
Early intervention is done in special schools, medical institutions and selected pre-schools (Inclusive: ZAMISE).
3. **Education**  
The clients are included through the government policy and Education Act/Education for all.
4. **Vocational Training**  
There are few institutions where the people with intellectual disabilities are trained in pre-vocational skills. These belong to the government agencies under Ministry of Science and Technology. These institutions are:  
Lusaka Trades Training Institute  
Kabwe Trades Training Institute  
Livingstone Trades Training Institute  
Lukanshya Trades Training Institute  
Ndola rehabilitation Centre  
Chipembi Farm College.
5. **Employment**  
The people with intellectual disabilities usually find employment after their training through the officers from trades training institute, who have to help them see jobs either in the government sector or private local industries.
6. **Financial Assistance**  
In Zambia, these people usually receive help from the government and donors. The government helps them financially mainly by paying salaries to the lecturers who give them pre-vocational skills.

And from donors, they receive financial help by receiving learning materials and other items they use in their learning.

7. **Others**

Not often they receive financial help from well-wishers and other local groups of people like Lions club and Rotary clubs.

2. **Flow chart of Service Delivery System.**



3. According to the government policy and Educational Act of GRZ, (1996) these people are catered in terms of education. There is no segregation. They have to learn all types of subjects, provided they are modified to suit their abilities, mostly through Individual Educational Programmes.

4. Community-Based Rehabilitation Programmes (System, organisation responsible)  
The integration of people with intellectual disabilities is done in the mainstream through the ministry of Community Development and Social Welfare, in conjunction with ministries of Education, Science and Technology.

5. Government Agencies concerned with I.D.  
The following are the government agencies which are concerned with people with intellectual disabilities.

- ⇒ Ministry of Education
- ⇒ Ministry of Community Development and Social Welfare
- ⇒ Ministry of Health
- ⇒ Ministry of Labour and Social Services
- ⇒ Ministry of Science and Technology.

6. Non governmental organisation

There are at present two well known NGO's concerned with people with I.D. These are;

ZACALD - (Zambia Association of Children and Adults with Learning Disabilities).

P.O. Box 33372

Lusaka, ZAMBIA.

This is a parental pressure group. It fights for better educational services for children and Adults with Learning Disabilities.

A.D.D. (Action on Disability development)

Box 320081, Lusaka, ZAMBIA

This provides physiotherapy services, learning materials and other needs for children with multiple disabilities, particularly those with physical impairments as primary disabilities.

Activities of international organisation

7. **NORAD** (

This provides funds for expansion of limits and special schools and also provided technical assistance.

**FINNIDA**

This provided support for teacher trainers in Special Education at ZAMISE and also gave out teaching and learning materials.

**JICA**

It helps in sponsoring lecturers to train in Japan for Special Education - particularly in the area of intellectual disabilities.

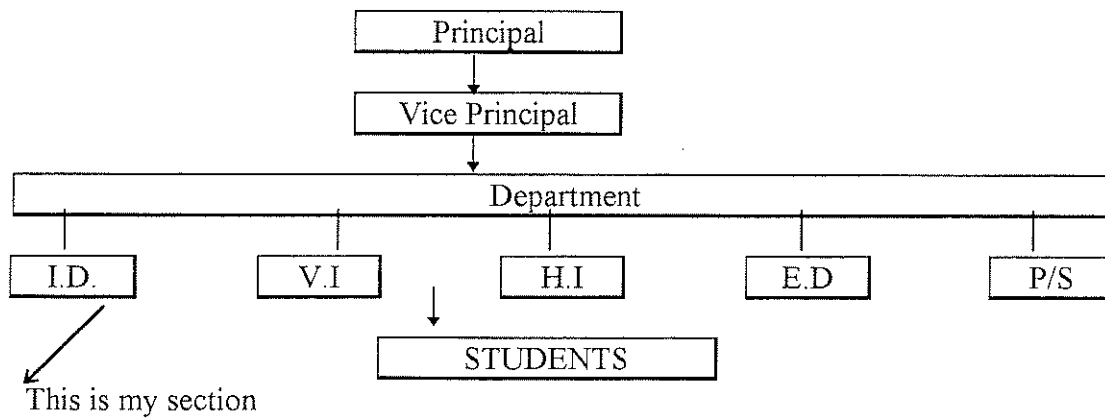
My organisation - is a Government Institution:

It is an Inservice Teacher Training College. It is called Zambia Institute of Special Education.

III. 1. **MY ORGANISATION (GOVERNMENT AGENCY)**

The Institute trains in-service teachers in special education. It carters course for teachers of the intellectual disabilities, teachers of the hearing impaired teachers of visually impaired Early Childhood education and practical subjects (H.E. & Arts).

Organisation charge (Zambia Institute of Special Education)



**NOTE:**

- I.D. = Intellectual Disability Department
- V.I. = Visually Impaired Department
- H.I. = Hearing Impaired Department
- Ed. = Education Department
- P/S = Practical Subjects Department

**3. RESPONSIBILITIES**

I am a Senior Lecturer, responsible to train in-service teachers who will have to teach children with intellectual disabilities in schools and units throughout the country.

I also supervise the teacher once they go out for their practicals (T.P) or school attachment before they graduate.



## REFERENCE

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SAFOD, (1999) *Southern Africa Federation of the Disabled*.