

8. Zambia

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**INFORMATION ON GROUP TRAINING IN COURSE IN
INTELLECTUAL DISABILITIES**

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COUNTRY REPORT ZAMBIA

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COUNTRY REPORT

NAME OF TRAINING COURSE: The Information on Group Training Course in Intellectual Disabilities.

NAME OF NOMINEE: NCHENGWA WEXON MWENYA.

NAME OF COUNTRY: Zambia

Zambia lies on the plateau of Central Africa. With the exception of the valleys of the Zambezi, the Luapula, the Kafue, and the Luangwa rivers, and the Luano Valley. Elevation vary from 3,000 to 5,000 feet above sea level, but in the North-east the plateau rises to occasional altitudes of over 6,000 feet.

Although Zambia lies within the tropics and fairly Centrally in the African land mass, it's elevation relieves it from extremely high temperatures and humidity (source)

Zambia has nine provinces and fifty seven districts. The country has an area of 753,000 square kilometer. The census of population was carried out towards the end of 2000 and the correct population is therefore not yet officially known. Prior to this exercise, the population was estimated at 12,000,000 people of these urban population accounts for 7 million people while the rural population is 5 million. This represents over 60% of urban and 40% of rural population respectively.

Zambia has an area of 2,905,875 sq miles (752,618 sq km) (Source British Council Library)

Zambia is a land locked country hence its neighbours are Democratic Republic of Congo, Tanzania, in the (North) Malawi in the (East), Mozambique, Zimbabwe and in the (South) and Angola in the (West).

Life expectancy is about 45 for female and 49 male persons.

INFANT MORTALITY RATE

Many children die before the age of five. This is due to lack of insufficient health care and so killer diseases like measles, polio, malaria and diarrhea abound. The other factor is the low per capita income i.e. wages in Zambia are very low and unemployment levels are high. This results in families not having enough to eat. (Children, expectant mothers and nursing mothers). The rural-urban drift means that most families have to buy food. Infant mortality has been made worse by the HIV/Aids related illness which leave many children infected and sometimes without parents to provide for them thus reducing the chances of survival. The HIV problem has not spared the rural population nor has the lack of insufficient food.

MATERNAL MORTALITY RATE

The rate of death among mothers is very high. This is due to insufficient health services sexually transmitted diseases, malaria hypertension and anaemia. Zambia women work for long hours with out rest and their workload compared to their male counter parts is rather high.

LITERACY RATE

The country has a high literacy rate despite the growing population against little investment in the education section. The introduction of the basic education, which is compulsory for all children from grade one to nine, has highly improved the literacy rate. Although these children cannot all find places in the senior secondary schools, colleges and universities due to limited places thus basic education has served its purpose well (reduced illiteracy levels).

EDUCATION (Compulsory)

A major policy objectives of the government is to promote equality in access to participation in and successful completion of education at all levels, irrespective of gender, social class, or disability.

However, despite the wonderful policy put in place, only a small percentage of the Intellectual Disabled persons are catered for in Special Education Schools, Dar Care Centres, CBR on the Copperbelt and in Units which are attached to Schools in small poorly constructed structures.

In this aspect there are several reasons for this situation. One is lack of sufficient educational provision for the profoundly impaired persons. Another is that system for identifying and contacting of children with Intellectual Disabilities are not well developed. Furthermore, family attitudes are not favourable despite community sensitisation. From a false sense of shame or embarrassment, many parents, do not divulge information on their intellectual disabled children, with the result that their children's problems remain unknown and unattended to.

The effectiveness of Special Education in meeting needs of the Intellectual disabled children depends to a large extent on the efficiency and management of the education system. At present the Management and Supervision of Special Education in Zambia is over-centralised and understaffed. Currently, there are only one inspector in this area and is based in Lusaka. There are no Special Education Inspectors or education officers in any other part of the country. This makes it virtually impossible to monitor and supervise the programmes in special schools and units. It also hampers the generation of good information on needs and how they are being met thereby undermining planning for this area.

UNEMPLOYMENT OPPORTUNITIES

These are low due to poor performance of the economy prior to the privatisation of the mines, the main provider of jobs after government.

The private shareholders in the mining industry were reluctant to provide capital for new machinery and so production fell along with employment. Later the mines were privatised along with many other companies. This meant that some workers were either retired or retrenched. Besides, Government decided to reduce the civil service to make it more efficient.

Naturally, these actions by Government and the private sectors created unemployment because they could not immediately take on new staff.

The loss of jobs created shock among many workers and added to the death toll due to depression. The overdependence on public sector for employment has therefore been changed and the retirees have found alternative jobs in the informal sectors as traders, small scale manufacturers and farmers. The new comers of the mines has injected more capital in the mining industry and there now new job opportunities on the mines.

II. SITUATION OF PEOPLE WITH INTELLECTUAL DISABILITIES

In Zambia identification survey is done by the Ministry of Education, Ministry of Health and some Non-Governmental Organisations, such as Zambia Association for Children and Adults with Learning Disabilities (ZACALD) and Community Based Rehabilitation programmes especially the Ndola Catholic Diocese on the Copperbelt.

The Ministry of Health in most cases does together with other cooperating partners the diagnosis work.

EARLY INTERVENTION

The Ministry of Education upholds the principle that every individuals has an equal right to educational opportunity. This means that every individual, regardless of personal circumstance or capacity has a right of access to and participation in the education system. Ensuring full equality of access, participation and benefit for all pupils necessitates intervention at all levels to support children at risk.

In order to uphold the principle of education for all, the Ministry of Education, the pre-school owners, Non-Governmental Organisations carry out early intervention in order to assess, place and give quality education to children.

However, there is no proper structure which is well established in conducting early intervention programmes it be at national, province or district levels.

1. VOCATIONAL TRAINING

1.1 In 1989 the Ministry of Science, Technology and Vocational Training (MSTVT) and the Finnish Association on Mental Retardation (FAMR) agreed to establish a vocational training system for persons with intellectual disabilities in Zambia to the extent that by the end of 1999 thirteen (13) Special Vocational Training Units were established eleven (11) within the Ministry of Science, Technology and Vocational Training one (1) in the United Church of Zambia (UCZ - Chipembi Farm College) and one (1) in the Ministry of Community Development and Social Services (MCDSS) with an out put of two hundred and fifty-three (253) graduates and one hundred and sixty-three (163) student enrolment. These are:

Livingstone Trades Training Institute	-	Southern Province
Lusaka Trades Training Institute	-	Lusaka Province
Kabwe Trades Training Institute	-	Central Province
Lukashya Trades Training Institute	-	Northern Province
Solwezi Trades Training Institute	-	North-Western Province
Mongu Trades Training Institute	-	Western Province
Mansa Trades Training Institute	-	Luapula Province
Ukwimi Trades Training Institute	-	Eastern Province
Luanshya Trades Training Institute	-	Copperbelt Province
Northern Technical College	-	Copperbelt Province
Zambia Institute of Business Studies and Industrial Practice (ZIBSIP)	-	Copperbelt Province
*National Vocational Rehabilitation Centre (NVRC)	-	Copperbelt Province
**Chipembi Farm College	-	Central Province

*Under the Ministry of Community Development and Social Services (MCDSS)

**Under the United Church of Zambia (UCZ)

2.0 DURATION

2.1 The initial Project life was five years (1989 – 1994) but was extended for another four years (1995 - 1998) and three years (1999 – 2001) respectively.

3.0 Programmes offered include Home Management, Tailoring, Hand Weaving, Mixed Farming. Others which were offered in the initial stages were Pottery and Basketry. These were phased out after five (5) years due to difficulties in marketing graduates. Those who graduated in these courses have been retrained in other fields like Mixed Farming and Home Management which have proved to be more popular than others. Below are statistical figures showing graduates by institution and student enrolment by institution and skill.

GRADUATES BY INSTITUTION

GRADUATES BY INSTITUTION: 1994 – 1999						
Institution	1994	1996	1997	1998	1999	Total
Lusaka TTI	11	-	-	5	23	39
Kabwe TTI	-	25	6	26	14	71
Ukwimi TTI	-	-	-	-	19	19
Livingstone TTI	-	9	-	17	-	26
Luanshya TTI	-	-	-	9	9	18
Lukashya TTI	-	-	-	10	9	19
Mansa TTI	-	-	-	20	-	20
Solwezi TTI	-	-	-	20	-	20
Mongu TTI	-	-	-	10	11	21
*Chipembi Farm College	7	-	7	8	-	22
**National Voc. Rehab. Centre	-	-	-	18	-	18
Total	18	34	13	143	85	253

JOB OPPORTUNITIES FOR INTELLECTUALLY DISABLED

Job opportunities in Zambia are largely in the informal sector of the economy. This sector comprises of farming on commercial and on a small scale call peasant farming. Hospitality industry has also started thriving especially in urban areas and provincial capitals of Zambia. Textile industry in which case we are referring to Hand Weaving has now been appreciated especially with the growth of Guest Houses, Motels and Hotels which have a desire to show African designs and prints. These and others have been major areas where graduates have found employment competing favourably with their counterparts the able bodied.

Families have shown keen interest and appreciation of the skills and their sons and daughters have acquired overtime. They have established small businesses in which their sons, daughters and others have integrated very well. Their incomes vary, but there are definite signs of improvements in their quality of life and social status. Again, a number of graduates would in future like to work with their family members because there is security of employment and most probably less exploitation and discrimination. There is also a sense of belonging to a well-knit family ties.

Self-employment has challenged most able-bodied in respect of what persons with intellectual disabilities are capable of doing. We have cases of graduates being the bread earners supporting their families, and in some cases "employer" of some of their immediate and extended families.

Associations which were formed after 1997 International Seminar on Supported Employment have one thing in common. They are parent based of graduates from various training programmes and institutions. They would like to initiate small businesses in which parents, graduates and other community members would like to participate.

PROJECTED REGISTRATION OF GRADUATES AND JOB OPPORTUNITIES DECEMBER 2000

PROVINCE	GRADUATES	REGISTRATION			EMPLOYMENT			SUCCESS RATE %	
		Sept	Dec	Total	Sept	Dec	Total	*Reg	**Empl
Lusaka	62	50	12	62	20	24	44	93	62
Central	32	22	10	32	22	10	32	66	100
Copperbelt	87	73	14	87	37	20	57	65	66
Total	181	145	36	181	79	54	133	95	73

**Registered Graduates*

*** Employed Graduates*

Special Education (ZAMISE) and the Ministry of Education are trying to reinforce this programme at a slow pace but are facing many challenges in its implementation.

FINANCIAL ASSISTANCE

Persons with intellectual disabilities do, besides receives assistance of a financial nature from members of the Zambian society, service organisation and church groups.

SERVICE DELIVERY

Service delivery system to the intellectually disabled is currently being carried out by the government, non-governmental organisation and private organisation. The larger Government stakeholders in the delivery service to the intellectual disabled are;

- The Ministry of Education
- The Ministry of Science, Technology and Vocational Training
- The Ministry of Community Development and Social Welfare.

Besides the above stated service delivery provides, there are also Non-Governmental Organisation (NGOs) that participate in providing the services to intellectual disabled. These organisations include Zambia Association for Children and Adults with Learning Disabilities (ZACALD) though currently it is not performing to the expectation of the needy children. Finnish Association on Mental Retardation (FAMR) is one of them which has really done a lot in vocational training and supported employment service delivery. Community Based Rehabilitation project carried out by Catholic Diocese on the Copperbelt and CISEA.

Indeed, the delivery being carried out by the three (3) Ministries and the four (4) (NGOs) are supported by the Handicapped Act of person Act of 1968, Chapter 551 of the Laws of Zambia. However, this act is too out dated hence does not match with the present needs of the intellectual disabled persons.

The major aim of this Act is to enable this service delivery provide rehabilitation, vocational training and general welfare services for the people with intellectual disabilities.

LAWS CONCERNED WITH INTELLECTUAL DISABILITIES

The laws of the country help to implement certain systems in the country. In Zambia there are no current laws regarding the intellectual disabled or handicapped persons. In any case the Education Act of 1966 works. However the education policies of 1976, 1992 and 1996 takes care of the interests of the intellectual disabled persons. Thus undermines the Special Education's proper service delivery system.

COMMUNITY BASED REHABILITATION PROGRAMMES (System, Organisation Responsibles)

The Community Based Rehabilitation system in Zambia is not properly implemented hence lack proper and well developed programmes. The current Community Based Rehabilitation programmes in the country is Copperbelt Community Rehabilitation Project.

(a) COPPERBELT COMMUNITY BASED REHABILITATION PROJECT

The programme is conducted by a church organisation known as Ndola Catholic Diocese. The project started in Ndola in Chipulukusu Compound. The project moderators were Yett and Serf from Netherlands and I was the Local Supervisor. The project later on spread to Luanshya and now it has spread to most of the towns on the Copperbelt.

The activities in this project include providing knowledge and skills training in Carpentry, Home Management and Crafts to Intellectual Disabled persons. The personnel involved in this programme include Special Education teachers and Vocational Skill Instructors.

GOVERNMENT AGENCIES

The following is a list of government departments concerned with persons with intellectual disabilities;-

- i. Ministry of Education
- ii. Ministry of Community Development and Social Services
- iii. Ministry of Health
- iv. Ministry of Labour and Social Security
- v. Ministry of Science, Technology and Vocational Training (TEVETA)

In addition, there are at the moment two Non-Governmental Organisations concerned with the development of persons with intellectual disabilities namely the Zambia Association of Children and Adults with Learning Disabilities (ZACALD) and Action on Disabilities Development (ADD).

The first (ZACALD) fights for better education and training opportunities for children and adults who have learning disabilities. The second group ADD provides physiotherapy services and learning materials. It also targets children with multiple disabilities especially the ones with physical impairments.

NON-GOVERNMENTAL ORGANISATION

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The Non-Governmental Organisation (NGOs) concerned with the service deliver for the intellectual disabilities are;

- (a) **Zambia Association for Children and Adults with Learning Disabilities (ZACALD)** used to provide educational and learning materials to schools, centres and units for intellectual disabled but now it does not do so due to its operational problems. ZACALD P O Box 33372 Lusaka.
- (b) **Finnish Association on Mental Retardation (FAMR)** on mental retardation provides vocational training courses and Employment to intellectual disabled upon completion of their various courses being offered by TEVETA. Private Bag RW 16 X Lusaka.
- (c) **Catholic Diocese of Ndola.** Runs Community Based Rehabilitation programmes for intellectual disabled through out the Copperbelt towns. The programmes should now spread also to rural areas. The Sisters of Sacred Heart also does perform the service of providing vocational course to intellectual disabled.
- (d) **CISEA – Copperbelt Integrated Supported Employment Association.** Offers pre-vocational skills and supported employment to intellectual disabled on community based. C/O Ndola Central Hospital Day Centre Postal Agency Ndola.

INTERNATIONAL ORGANISATIONS CONCERNED WITH INTELLECTUAL DISABILITIES

The following are the prominent ones;

JICA - helps in the training of lecturers in Japan.

FINIDA - provides support for teacher trainers at ZAMISE it also provides inclusive education in Western and Northwestern Provinces They provide identification, placement, provision of educational materials to schools.

DANIDA – provides inclusive education on the Copperbelt in Kalulushi District on pilot project basis.

IRISH AID – also provides includes in Northern Province but paying particular attention to persons with intellectual disabilities being the group which has been highly marginalized.

NORAD – provided funds for expansion of units and technical assistance. It also provides funds to ZACALD as a major funder.

OUTLINE OF MY ORGANISATION – NDOLA DAY CENTRE, CENTRE FOR CHILDREN WITH INTELLECTUAL DISABILITIES.

Education in Zambia is intended to serve individuals, social and economic well being and to enhance the quality of life for all. This aim will be guided by the principles of equality, equity, partnership and accountability, hence the school must outline its functions.

In the same vain, the functions of my organisation are as follows;

- (a) Give an education and learning environment which facilitates the cultivation of each pupils full educational potential.
- (b) Promote positive social behaviour and skills for coping with negative pressures.
- (c) Provide outreach services for children whose impairments prevent normal attendance at the centre.

ORGANISATION CHARGE IS AS FOLLOWS;

The District Education Officer – The Education Officer – The Inspectors – The Head Masters - The Administrative Secretary – The Clerical Officers. At Day Centre the organisation is as follows; The Head Master – The Deputy Head Master – The Clinical Officer – The Psychologist – The Senior Teachers – Teachers and Care Givers.

MY RESPONSIBILITIES AT NDOLA DAY CENTRE AS A SCHOOL MANAGER ARE AS FOLLOWS;

- Implement education policies in the school setting.
- Plan the curriculum for the school which is suitable for the needs of the pupils.
- Give feedbacks of the operation of the centre to my employers.
- Organise and control the activities of the school.
- Promote teachers and discipline the members of staff.
- Hold case conferences with pupils, teachers and care givers.
- Work in liasion with hospital authorities e.g.clinical officers, psychologist, social workers etc
- Hold case conference with teachers and parents
- Holding sessions with the PTA of the school.
- Contacting NGOs and service clubs to come to our aid.
- Teaching the intellectual disabled in order to reinforce learning
- Control and account for the school resources.

However, there could be more responsibilities which one needs to shoulder depending on the circumstances attached to them.

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Wexon Mwenya Nchengwa

The fields related to intellectual disabilities interested in studying during the “individual training”

EARLY INTERVENTION – areas interested in

(a) Assessment/Diagnosis

- Programme designing
- Professional Colaboration
- Designing/EP
- Parental Involvement
- Community Participation

(b) Education

- Curriculum
- Syllabus
- Teaching/Learning materials
- Assessment/Examination
- Progression
- Extra Curriculum Activities
- Special Education Management
- Teacher Qualification/Training

(c) Employment

- Training offered
- Assessment offered for suitability
- Forms of Employment
- Salaries
- Suitable Age/Employment Age
- Law towards Employment
- Attitude of Employees
- Promotion Aspect.
- Pension Aspect.

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