

**COUNTRY REPORT FOR GROUP
TRAINING COURSE ON
INTELLECTUAL DISABILITY**

JFY 2002
COURSE No.: J-02-00640

ZAMBIA

THE GOVERNMENT OF JAPAN
JAPAN INTERNATIONAL CO-OPERATION AGENCY

SUBMITTED BY: SARAH SAYIFWANDA

INTELLECTUAL DISABILITIES (JFY 2002)

COUNTRY REPORT

GENERAL INFORMATION

The name of my country is Zambia. It was under British Protectorate until 1964 / 10 /24 when Zambia became Independent. Zambia is a large country covering 752,614 square kilometers, most of which is fairly sparsely populated. The 2000 population census is estimated at 10million giving an average population density of less than 11 per square kilometers. The wide dispersal of people, the legacy of almost a century of investments and developments, and cultural perspectives have to a multidimensional duality that affects almost every aspect of life in Zambia. This duality will also provide evidence on other dimensions, such as division between the poor and the better off, between rural and urban areas, between provinces along the line of rail and those in other parts of the country.

The context of growing up in Zambia today is provided by a complex network of factory, many of which impact more severely on the rural communities. Out of the Zambian population 61% of the people are living in rural areas and only 39% live in urban areas. The most pervasive problem in Zambia today is the extent and depth of poverty. In the country as a whole 80% of the people are living in absolute poverty, that is, the average monthly incomes are insufficient for the purchase of the most essential basic good item. But since 1991 most of the industries were privatised we have seen a change in population. Most people left Copperbelt to go to Lusaka to look for employment.

LIFE EXPECTANCY

Life expectancy in Zambia has dropped from 70 years in 1970s to 35 – 40 years of late. This is mainly due to the fact that the country is experiencing poverty. The nutrition status is quite low as most of the people can not afford to buy enough of balance diet foodstuffs and hence they have become vulnerable to diseases. The other contributing factor to low life expectance is the prevalence of HIV / AIDS scourge. This has affected most of the people in Zambia. The low immunity brought about by HIV / AIDS makes people

become prone to different diseases and hence reducing the life span of most of the people.

INFANT MORTALITY RATE

Infant mortality rate has equally increased in Zambia due to the fact that the poverty levels of most people are quite high. Most children suffer from malnutrition and other related diseases due to poverty. The prevalence of HIV/AIDS has contributed also to the high rate of infant mortality. This is due to the transmission of the virus from mother to child. The low immunity due to the virus makes the children become susceptible to a lot of diseases. This means that a lot of children die before the age of 5.

Most parents cannot afford to take their children to the hospitals due to lack of finances and they can also not afford to buy mosquito nets that can protect them from the menace of mosquitoes that cause malaria, and most children die because none treatment of malaria.

MATERNAL MORTALITY RATE

Maternal mortality is equally at a high rate. The poverty levels are quite high in the country and as such most pregnant mothers are unable to eat the nutrition foodstuffs during pregnancy. Most pregnant women do not engage themselves in gainful employments and as such some die during this time because of not eating the right kind of foodstuffs to help the growing baby in the womb and also the mother herself.

The prevalence of HIV/AIDS is also another factor worth noting. Due to HIV/AIDS, the immunity of most pregnant mothers become low and as such they equally become prone to diseases and once these mothers are not given careful attention, many deaths are experience.

LITERACY RATE

Literacy rate is also quite high in the country. Three quarters of the children in both urban and rural areas are unable to get places in schools. In certain cases due to

poverty most children are unable to continue with school because they fail to meet some of the school requirements due to financial constraints.

Distance from schools to where the people live is also another factor. Most children cannot manage to walk long distances to get to school. Due to HIV/AIDS most of children who's parents die from this disease can not continue with school due to lack of support financially. All the above mentioned contribute to most of the country's illiteracy. Some small girls fail out of school because of pregnancies.

EDUCATION (Compulsory)

The government in 1996 produced a policy document on education for all. This policy document made education compulsory from Grade 1 to Grade 9. To comprehend this, the government turned most of the primary schools in basic schools. The sole aim of the change was to allow the basic schools to offer education form Grade 1 to Grade 9. The government has introduced a training programme for teachers for one year in certain colleges. This is to allow-teachers train for one year and later goes on teaching practice for another year.

UNEMPLOYMENT RATE

The rate of unemployment in the country is quite high. The few industries in the country and a few other jobs cannot absorb the 10.2 million people. Most people are unemployed.

2. SITUATION OF PEOPLE WITH INTELLECTUAL DISABILITIES

Intellectual disability is the inability of a person to perform given tasks commensurate to the age group. Usually these people are physically normal but cognitive in terms of performance with regard to given tasks is below par despite someone taking time to teach them. These people easily forget the rules governing given tasks within a few minutes.

Most of these people are considered not useful with in the communities where they live. Some are showed by their parents and entire community.

University Teaching Hospital and University of Zambia are too places where children with intellectual disabilities are assessed. At hearing and speech centre a powerful team of doctors and other personnel of different disciplines assess these children in different areas. Different tests are performed to ascertain the degrees and levels of intellectual disability.

EARLY INTERVENTION

After the diagnosis and findings of the intellectual disability, the children are put on special programmes that will assist in addressing the disability. This early intervention helps the children to learn certain skills as early as possible.

Some children are placed in Special Schools where there are specially trained teacher who teach these children with disabilities. University Teaching Hospital Special School and Chainama Special School, other education to children with intellectual disabilities. These children are taught activities for daily living e.g. teaching them how to clean themselves, wash, dress and undress themselves etc. These people are also taught number work and creative activities. These children are also classified in different levels of level 1, 2 and so on.

For this reason, various steps are being taken in the country to help the intellectual disabled children. Foe example the provision for nursery schools where these children are being taught at an early state from 0 – 6 years, where pre-education takes place in readiness for the formal education in schools and special units. Not only these but there's a provision for day care centres in the country, where children are taken to learn some skills like activities for daily living they are kept for sometime. In order of the programme to succeed there is a provision for community sensitisation so that they accept the intellectual disabled in the society afterwards the parents are trained how to handle the intellectual disable children.

After they have attained a certain level, since they can't do very well academically, they are recommended for vocational training.

EDUCATION

The education of the special education was started by the voluntary organisation pioneers (missionaries) in Zambia in 1905 but nothing was done for the Ids up 1974. These missionaries aim for was to offer pastoral care to the disabled and give them literacy and numerous skills for evangelism purpose. In 1977, the Zambian government took over full responsibility to provide education for all. This is when the Ids were considered. The following curriculum was developed for them

- Pre-school. This is where children are introduced to formal education at the age of 0-6 years.
- Level: Normally, in main streams, children are put into grades, but the Ids they are put according to the level of their disabilities, hence, having lower sections which runs from level 1 – 3, middle sections there is level 4 – 5 and upper section there is level 6 – 7. This provision is found in special units and special schools. Thereafter the Ids are sent to tertiary schools where they train in some skills like handcraft, telephone operators etc and tertiary education is done in some selected districts in the country. Which includes vocation training under this, the Ids are brought in shelter workshops where they are taught practical skills and are rehabilitated.

VOCATIONAL TRAINING

In the vocational training institutes, in 1989 the Ministry of Science, Technology and Vocational Training (MSTVT) and the Finish 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 output of two hundred and fifty-three (253) graduates and one hundred and sixty-three (163) students 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 -	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.

Duration

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

Programmes offered include Home Management, Tailoring, Hand Weaving, and 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.

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

EMPLOYMENT

Once these people with intellectual disabilities have completed their training, they are either employed by the government or private firms. Others through some Non-Governmental Organisations and the government access some funds or financial assistance and start up some small-scale business to sustain themselves.

Job opportunities in Zambia are largely in the formal sector of the economy. This sector comprises of farming on commercial and on small-scale 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, Motel 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 bodies.

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-bodies in respect of 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 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 OPPORTNITIES

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

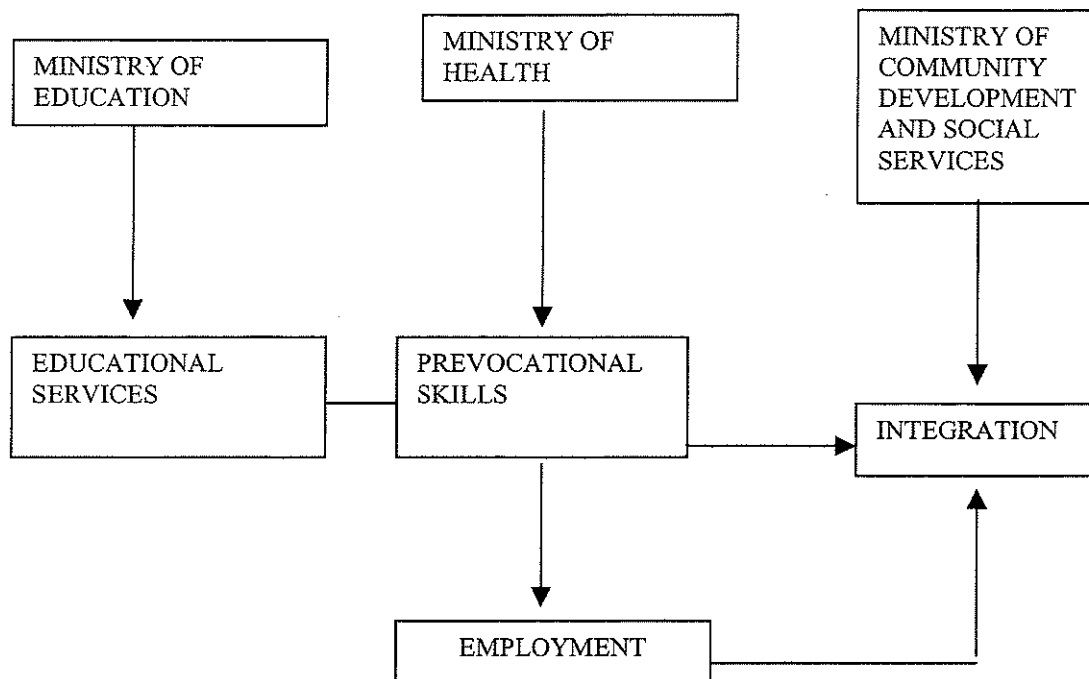
** Employed Graduates

FINANCIAL ASSISTANCE

The Intellectual disable people are assisted in so many ways, could it be material and money. This assistance comes from -\ various sectors namely: -

- Zambian Society (business houses)
- Non-Governmental Organisation
- Government Organisation
- Churches
- International Organisation

FLOW CHART OF SERVICE DELIVERY SYSTEM



The above-mentioned Ministries deal with people with intellectual disabilities, i.e. in Accordance with the Government policy and Educational Act of GRZ, (1996).

LAW CONCERNED WITH INTELLECTUAL DIABILITIES

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 of Act of 1996 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. This is a policy, which provide education for all, irrespective of their mental or physical status.

And in Zambia, the government has introduced integration system in mainstream umbrella could it be the deaf, blind, able bodies pupils e.g. (Munali Secondary School). This encourages the disabled children to interact with others freely, and discourages dissemination.

COMMUNITY BASED REHABILITATION PROGRAMMES (The system and responsible organisation)

Zambia is one country, which recognises the importance of observance of Human Rights. One such right is not to discriminate some people because of their state or race or tribe. Everyone is equal. The people that are intellectually disabled enjoy the same laws as the people that are normal.

Community-Based Intervention or Rehabilitation Programmes are programmes aimed at bringing back what has been lost. Intellectually disabled people miss out in terms of learning because of the nature of their disabilities. Action on Disability and Development is one Organisation working with people that have intellectual disabilities. The trained Physiotherapists and Specialists teachers visit clinics to attend to people with intellectual disabilities. The starting point is assessment before one is put on a programme of C.B.I, one has to be assessed to assert what he/she is able to do and not able to do. After assessment a programme is designed to rehabilitate the person. This is done in form of exercises and skills training in activities for daily living.

GOVERNMENT AGENCIES CONCERNED WITH INTELLECTUAL DISABILITIES

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

- Ministry of Education
- Ministry of Community Development and Social Services

- Ministry of Health
- Ministry of Labour and Social Security
- 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 ground ADD provides physiotherapy services and learning materials. It also targets children with multiple disabilities especially the ones with physical impairments.

NON-GOVERNMENTAL ORGANISATION

They are about four (4).

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

- 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 do not do so due to its operational problems. ZACALD P.O. Box 33372, Lusaka.
- Finish 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 16X, Lusaka.
- 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 do perform the service of providing vocational course to intellectual disabled.

- CISEA – Copperbelt Integrated Supported Employment Association. Offers pre-vocational skills and supported employment to intellectual disabled on community bases. C/O Ndola Central Hospital Day Care, Postal Agency, Ndola.

INTERNATIONAL ORGANISATIONS CONCERNED WITH INTELLECTUAL DISABILITIES AND THEIR ACTIVITIES

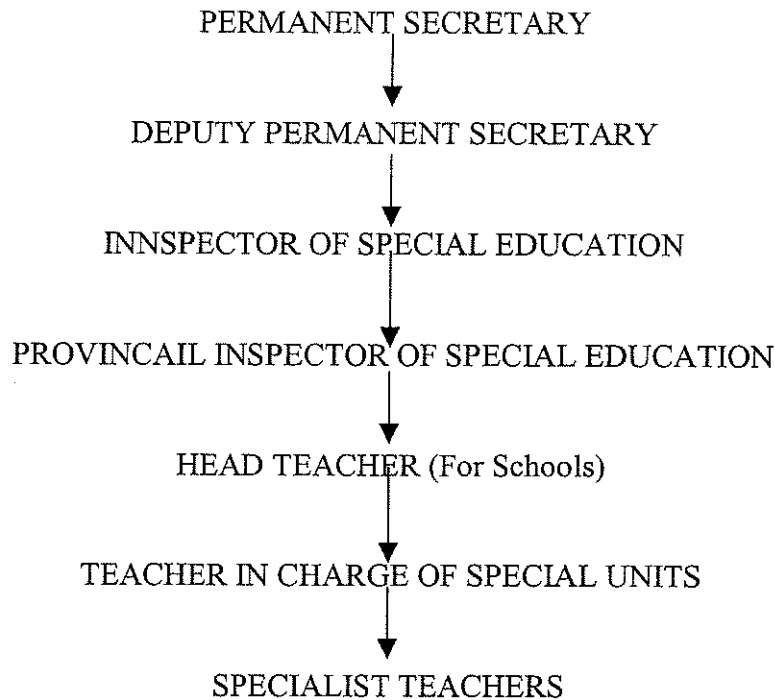
The following are the prominent ones.

- **JICA**- helps in the training of lecturers and teachers in Japan as well as funding some projects.
- **FINNIDA** – provides support for teacher trainers at ZAMISE it also provides inclusive education in Western and North-western Provinces. They provide identification, placement and provision of educational materials to schools.
- **DANIDA** – provides inclusive education on the Copperbelt in Kalulushi District on pilot project basis.
- **IRISH AID** – also provides inclusive in Northern Province but pay particular attention to persons with intellectual disabilities being the group, which has been high, marginalized.
- **NORAD**- provides funds for expansion of units and technical assistance. It also provides funds to ZACALD as a major funder.

FUNCTIONS OF MY ORGANISATIONS

The functions of my organisation are policy formulation, funding and provision of services like teaching, training etc.

ORGANISATION CHART



MY RESPONSIBILITIES AS A TEACHER IN CHARGE ARE AS FOLLOWS

- Implement education policies in the Unit setting.
- Plan the curriculum of the unit, 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 Unit.
- Organise and control the activities of the Unit.
- Holding case conferences with pupils, teachers and caregivers.
- 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 disabilities in order to reinforce learning
- Control and account for the Unit resources.

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

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