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JICA

TRAINING AND DIALOGUE PROGRAMS

**INTELLECTUAL DISABILITY IN COMMUNITY
ACTIVITIES 2011
INCEPTION REPORT**

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1. GENERAL INFORMATION

1. **NAME OF COUNTRY:** Zambia
2. **AREA** (sq. km): 752,614 which is 2.5 percent of area of Africa.
3. **LIFE EXPECTANCY**

Zambia's overall life expectancy at birth was 52 years in 1980. It dropped to 47 years in 1990; an indication of high infant mortality around the period, largely due to AIDS and high Poverty resulting from poorly performing economy. It increased to 50 years in 2000 and may increase further if the AIDS situation does not worsen. However, female have higher life expectancy at birth than both sexes between 1980 and 2000 (Adopted UNFPA Zambia 2004:44).

4. INFANT MORTALITY RATE

Mortality refers to death. The understanding of mortality is important for planning purposes. Demographers often use rates to measure mortality. The commonly used rates are infant and under-five mortality rates. Infant mortality rates refers to number of deaths among children below 1 year per thousand live births in a year.

- 1980 it was 99
- 1990 it increased to 123
- 2000 it dropped to 100

5. MATERNAL MORTALITY RATE

There is a very close link between AIDS and death rate. The HIV/AIDS pandemic has had a dramatic impact on Zambia's population. This been the case it has affected mothers who die during maternal delivery. Although this report has not captured the latest data.

6. LITERACY RATE

Literacy refers to the ability to read and write in any language, only those people aged at least five years are considered. Information unfolds that a great deal about the state of Zambian education. It is divided along two lines: gender and area of residence. Men have a higher level of literacy than women and this is across all age groups white urban residents are at least 20 percent more likely to be literate than their rural counterparts. However the government policy is to bridge these gaps but needs to address issues of the economy and gender roles in order to achieve gender equality.

- Zambia's adult population 1st is at 67.2% percent literate.
- Most literate segment of the population is 15 – 14 age group = 70%.
- 5 – 14 age group is the lowest – 52%.

7. POPULATION : About 9,885,591 in 2000

The population densities and distribution.

The population density (i.e. the number of people resident within a standard unit area) has risen from 5.4 in 1969 to 13.1 persons per square kilometer in 2000. This makes Zambia one of the least densely populated countries in the world. There are only 11 countries

with population densities lower than that of Zambia. These are western Sahara Niger , Mongolia, Iceland. The Federal State of Micronesia, Botswana, Namibia, Canada, French Guinea, Guyana and Suriname (adopted: UNFPA – 2004;9).

Population broken done by:

Province

▪ Central	11
▪ Copperbelt	18
▪ Eastern	13
▪ Luapula	8
▪ Lusaka	14
▪ Northern	12
▪ North Western	5
▪ Southern	12
▪ Western	7

Within Zambia, there are regional variations in population densities. These ranges from as low as two persons per square kilometer among the density populated urban areas.

The Copperbelt Province has the highest population followed by Lusaka. Nearly one in every five Zamians lives on the Copperbelt Province. Luapula, North Western and Western Provinces have population sizes of below 1 million with North Western having the smallest population size of just half a million..

(b) Age (10 years)

On average there are more children than adults although the statistics does not reflect in this report.

(c) Income Level (Rich, Middle, poor, poorest)

Zambia’s income comes from domestic revenue such as tax (PAYE, Company Tax, Customs and Excise Duty) and Non – Tax Revenues (licenses, Fines etc). Additionally, it receives grants and borrowing from internal and external organization.

Tourism, Agricultural and Mining Industry equally contributes to Zambia’s income. Otherwise the Donors plays a major role to raise the income of the country to sustain its progammes effectively. (CSPR 2007:66). The country is rated amongst the poor countries.

8. EDUCATION SYSTEM (Number of Schools and Students in each district)

The Education System is currently 7:2:3 meaning basic, upper basic and high school levels. This applies to all learners except the PWID who under goes from level one to three.

They are quite a lot of ordinary schools in the country while special units and residential schools 131 and 9 respectively in all nine provinces while Central, Lusaka and Western do not have residential schools at all. However 122 are units, 28 have boarding facilities and receive GRZ grant (Kalabula 207:21).

9. **HEALTH SYSTEM** (Number of Hospitals in Each District)

Zambia has 72 districts and nine provinces. Each provincial headquarters has a General Hospital while the districts have rural health centres to provide quality health facilities to its citizens.

The biggest hospital is University Teaching Hospital situated in the capital city for all the Referral cases.

10. **MAJOR INDUSTRY** (Number of people working for each industry)

- The major industries are mining, manufacturing, electricity, construction, trade and community services industries which accounts for less than 10% each of the workers.
- Apart from Agriculture and trade, all sectors recorded a decline when compared with the situation in 1990. Agricultural activity has highly increased. The majority of people are self employed.

The type of employment by industry, Zambia 2000

▪ Agriculture	4%
▪ Mining	96%
▪ Manufacturing	46%
▪ Electricity	84%
▪ Construction	62%
▪ Trade	22%
▪ Transport	82%
▪ Finance	60%
▪ Community	80%

Generally due to closure of major industries remunerated /paid employment has become more scarce in Zambia than it was before the 1990s. The phenomenon of self employment has gained prominence.

2000

▪ Self employed	40%
▪ Employer	3%
▪ Unpaid family workers	43%

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11. EMPLOYMENT RATE

Only 28.4 percent of Zambians are part of the working population. There are more males (55.3%) who are working than female (44.7%). Zambia is heavily reliant on agriculture. The census result indicates that over 70 percent of those employed, worked in Agricultural sector.

2. INTELLECTUAL DISABILITIES

2.1. Laws concerned with persons with Intellectual Disabilities

Besides the policy statements in the Education Reform Document (1977), Focus on Learning (1992) and Educating Our Future (1996) there is no Legal Frame Work and Legislation existing to protect the disabled children and their parents. Cap. 234 which embodied the Education Act 1966, which believed to be under review, is completely silent on this aspect of education.

Cap. 551, which was the Handicapped Act, was also silent on the subject, even though the education of the handicapped children had been in their jurisdiction from early 1930s upto the time the Ministry of Education took over the responsibility of educating these children under the handicapped category in 1971 (Kalabula 2007:8).

2.2. Financial Assistance for Persons with Intellectual Disabilities

According to Civil Society for Poverty Reduction (2007:40), “Government intervention has had minimal commitment to addressing disability.” This being the case, the children under review in Zambia in terms of financing they are regarded as an issue of charity.

This has become a total challenge both to the families and stakeholders more especially when the structural adjustment programme (SAP) to the extent that it reduced public expenditure on the social sectors, this on its own drastically affected the services that were targeting people living with disabilities (CSPR 2007:40).

However, the government is committed to mobilize financial, material, human and technical resources for implementation of programmes and measures to create equal opportunities for persons with disabilities.

2.3. Services including CBR available for persons with Intellectual Disabilities.

The estimate done to two million persons with disabilities in Zambia have been exposed to equal opportunities in all sectors with the view of accessing to quality medical services, rehabilitation services, support services, social security and insurance, educational services, employment, recreation, culture and sports services through the NGO’S Zambia Agency for Persons with Disabilities (ZAPD), All ministries, Parliament, Cabinet office, and Churches.

2.4. **Number of services and those beneficiaries in each District (Province).**

The target population is every Zambian citizen and non who identified and placed in relevant schools whilst there are found in the country. Parents and other stakeholders benefits once these children are empowered with vocational skills as they will contribute to national development and the world at large.

3. **Outline of Your organization**

3.1 **Introduction and Background**

We are unfolding the education for children with learning difficulties at St. Mulumba Special School in Choma.

The school has multiple disabilities with initial target of children with learning disabilities in the Diocese and Southern Province. Since inception the school has enrolled more than 210 children, the majority being the children with learning disabilities (intellectually disabled).

The institution is under the Roman Catholic Mission, which has influenced the funding of the construction of the infrastructure through the Irish Government, the Norwegian Government and other sources to meet the need of the rural child.

The agreement with the Zambian Government was to provide staff, furniture, food and running cost but over the years this has become less and less. The grants are very erratic and at many times they do not even come making it difficult to keep the children feed and without donations it would be totally impossible to manage this education for children with learning disabilities.

The school has produced Thirty-one children with learning disabilities who have done courses in Leather work, weaving, gardening and Home-Economics at Livingstone Trades Institute. Amongst these children one of them is being used at school to offer pre-vocational skills to the children with learning disabilities at St. Mulumba which is great achievement in the department of children with learning difficulties and the school at large.

The school has scored a number of success in the field of sports when Moonga Malilwe, Nkombo Muyuni and Olita Hamweene took part in special Olympics held in Minnesota (U.S.A.) representing Zambia where they won Silver and Gold medals.

The above children are also under the department under review. Policy has not stigmatized the children with learning difficulties in the management of education for the children with learning disabilities as outlined in the two National Education Policy Educational Reforms 1977 and Educating Our Future 1996.

The two documents has acknowledged the importance of educating the Zambian Society both in rural and urban areas, that the handicapped people, if properly trained are capable of looking after themselves and contribute positively to society.

The educational needs of the Handicapped society cannot be separated from medical, social and occupation needs. For this reason, special education must be organized as a collaborative responsibility for coordination, administration, professional development and planning of education system. It is for this reason that we are going to look at the effects of policy on the management of education for children with learning difficulties in Special School. A case of St. Mulumba Special School of Choma.

The children with learning difficulties have been singled out as they are more intellectually challenged compared to the other two disabilities, the visually and hearing impaired. Due to the nature of their disability most of the external environmental factors do not regard their education to be cardinal in the society.

The children with learning disabilities are characterized with mental retardation which affects the intellectual development of a learner resulting in having some learning difficulties

This is so because they are able to attain independent living and eliminate dependence syndrome.

3.1.2. Vision

Provide education for development of life skills, academic achievement, community awareness and participation.

3.1.3. Strategy

- Through identification, assessment and placements of the PWID to enable them attain independent living by equipping them with life skills through vocational training
- Community participation at all levels.

3.2. Major programs, covered areas, covered population, number of beneficiaries

3.2.1. Major programs.

- The organization focuses at providing quality education to people with intellectual disabilities, Hearing impairments and visually impaired.
- It aims at providing prevocational skills to the intellectually disabled learners who are not accommodated formally on basic composite examinations at Grade 7 level and the Grade Nine examinations at Grade 9 to deter mine their progression to High school.

3.2.2. Covered Areas

The catchment area is the entire national as long as the parents are ready to bring and collect these learners when school open and close.

3.2.3. Covered population

The target population is all the learners living with disabilities except the physically and severely impaired children due to lack of facilities and inadequate human resources.

3.2.4. Number of Beneficiaries

The empowerment of education and life skills to the PWID, hearing impaired and visually impaired alleviates the burden of individual families, communities, NGO's and the government at hand to continue meeting the needs of these people.

3.3. Your Position and Duty

The presenter is currently the head of department for the learners with intellectual disabilities.

The main duties is to plan, monitor, teaching and implementing the interventions suitable to meet the learners need in this department.

Additionally is to assess and sensitise the community and other stakeholders on the services needed to improve the status of the people with intellectual disabilities.

Furthermore, is to advocate for the rights of PWID so that they are catered for in our inclusive society whenever the government is put up policies for other citizens these must be equally be included unlike seclusion.

4. COMMUNITY DEVELOPMENT PROGRAM which include Intellectual Disability issues as one of the activities. (If you know any).

- Bauleni Rehabilitation Centre in Lusaka which trains learners with Intellectual Disabilities.
- ZAMISE – Lusaka although the program has been phased out for the 16th learners.
- Chipembi Farm College in Central Provinces in Chisamba area.

5. SITUATION OF PERSONS WITH INTELLECTUAL DISABILITIES

5.1. Diagnosis (Professional responsible for diagnosis)

Apart from the Apgar Scale test done immediately after birth. The Ministry of Education envisaged the professionals from Ministry of Health, Ministry of Community Development and social services; Co-operating partners and Non-governmental Organisations at National Provincial, and district levels who collaborates their expertise and resources to provide the needed services for persons with intellectual disabilities.

5.2. Education (Special Education and or Integrated Education).

Before independence in 1964. Special Education was provided by Voluntary Missionary Agencies, which mainly concentrated on children with Visual and Hearing Impairments and Physical Disabilities.

Although the 1977 Education Reform document contained policies on special education, it was not given a legal backing by the Education Act of 1966. Since then, however, a lot of developments in Special Education have taken place even without legislation. Both 1992 Focus on Learning and 1996 Educating Our Future policy documents reaffirmed the provision of special educational needs.

The 1996 states that

“Every individual has an equal right to educational opportunity and to participation in the education system, regardless of personal circumstances or capacity”.

In the past, it was provided in secluded special schools, integrated special units and Day Care Centers. The MOE, through BESSIP, in conjunction with line ministries and co-operating partners is now implementing the inclusive education system where children with SEN are sharing the same teaching and learning facilities.

5.3. Vocational Training and Job Opportunities

In the past the government through its cooperating partners from Finland used to train the PWID at Livingstone Trades and Kabwe Trades. This was a donor project for FAMR (Finish Association for Mentally Retarded).

It trained the students in light crafts, (Leather work, weaving) gardening and Home Economics.

However, the graduates faces challenges to be employed in formal sector due to biasness of the entry qualifications that Grade 12 with credits or better in English and Mathematics.

Their caliber is equally stigmatise by the community.

5.4. Support Organisations

- a. The Governmental Agencies provides services and financial and material support to meet their needs.

Monitoring and evaluation of the program to facilitate provision of quality educational services at all levels.

- b. Number of NGOS concerned with persons with intellectual disabilities.

Donors, the Church, Rotaries Clubs, Lions, individuals, business houses and other stakeholders support through donations and services to meet the individual and organizational needs.

6. **BASED ON THE INFORMATION ABOVE**, what are the issues to solve to conduct effective supports for persons with Intellectual Disabilities?

- All though the Zambia government 1996 Education Policy document states that,

“Every individual has an equal right to educational opportunity and to participation in the education system, regardless of personal circumstances or capacity”.

This on its own cannot suffice not until education is domesticated as a right for the people of Zambia.

Secondly the inclusive policy has limitations as it does not favour the persons with Intellectual Disabilities to enter Tertiary Programs due to biasness of examinations.

- Therefore there is need to address the community on the importance of providing vocations for PWID.
- Create favourable job opportunities for PWID to eliminate dependence syndrome.
- Create Awareness Centres and Assessment centres for early identifications and placements.
- Train PWID with vocational skills within their respective communities.