



# **Promoting training and employment opportunities for people with Intellectual Disabilities in Zambia, A Sani Foundation Initiative**

**THE 6TH CBR AFRICA CONFERENCE, INTERCONTINENTAL  
HOTEL, ZAMBIA - MAY, 2018**

# Introduction

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- Sani Foundation was registered in 2014 as a Company Limited by Guarantee (Companies Act) and in 2015 as a Disabled Persons Organisation (Disability Act)
- We are located and operate within Lusaka, Zambia
- We run a WBL program for young people (14-35) with Intellectual Disabilities.
- **Aim:** To increase employability of trainees through Job Coaching
- **Goal:** To give economic and social independence to PID
- **Mission statement:** We exists to facilitate the inclusion of persons with intellectual disabilities by developing innovative and scalable inclusion models and advocating the benefits of an inclusive society.

# Background and context

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- People with intellectual disabilities (ID) are amongst the most marginalised groups globally.
- They experience social exclusion on a much greater scale than persons with other disabilities
- School enrolment rates for children with physical impairments generally faring better than those with intellectual or sensory impairments. (WHO)
- Those most excluded from the labour market are often those with mental health difficulties or IDs. (WHO)
- The current employment services for persons with IDs are largely through “sheltered workshops” - segregated facilities established for people considered unable or unlikely to obtain or retain a job in the open labour market because of their perceived learning limitations.

# Legal Reforms

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2010 - Zambia ratified the UNCRPD which emphasises:

2012 - Zambia enacted the Persons with Disability Act which:

“the right...to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.”

👉 Further promotes the rights of persons with disabilities

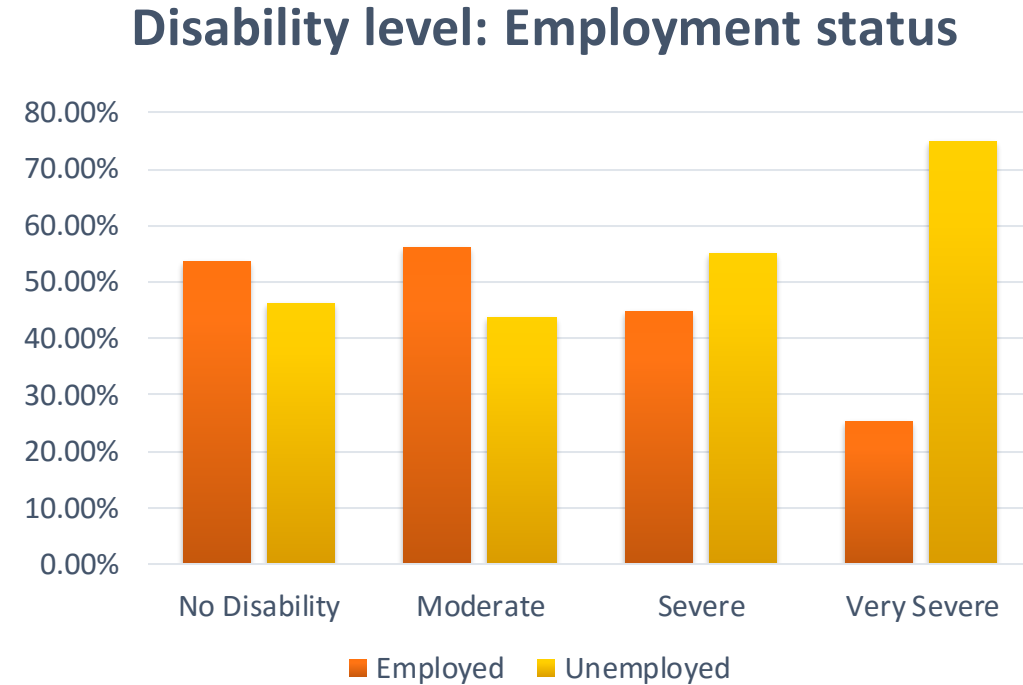
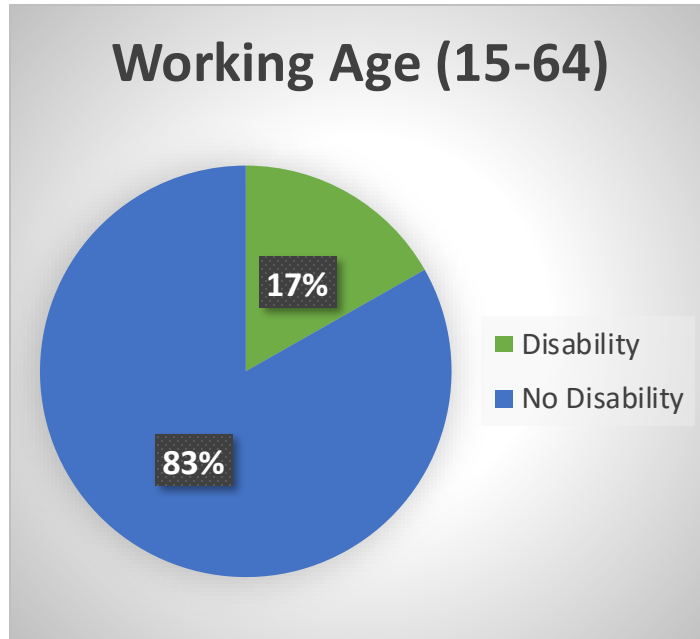
✌️ Commits to safeguarding the rights of persons with disabilities including the right to inclusive education and open labour market work

# Problem Statement

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- The international policy direction is to expand support for children with IDs in mainstream settings
- Mainstream schools are largely unresponsive to the specific learning needs of children with IDs.
- ID is still neglected due to lack of research and advocacy on how to adequately support people with intellectual disabilities in the African context.
- Stigma and low expectations also dissuade parents from sending their children to school
- Zambian education and training systems currently in place do not provide sufficient opportunities for young people with intellectual disabilities and other vulnerable groups to gain access to the training and work experience they need to progress

# Employment in numbers



## Economic losses related to exclusion (in million US\$)

Σ Min. Total economic loss related to disability \$468

Σ Max. Total economic loss related to disability \$528

# Objectives of study

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- **Goal:** Increased participation of persons with intellectual disabilities in the Zambian workforce
- **Objectives 1:** Pilot and document a model of providing relevant and holistic education to children with intellectual disabilities that acknowledge Zambian realities.
- **Objective 2:** Establish institutional systems and structures necessary to successfully transition persons with intellectual disabilities into paid work
- **Objective 3:** Develop evidence of best-practice in education services for children with disabilities

# Relevance of Study

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for all

**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**8** DECENT WORK AND  
ECONOMIC GROWTH



**10** REDUCED  
INEQUALITIES



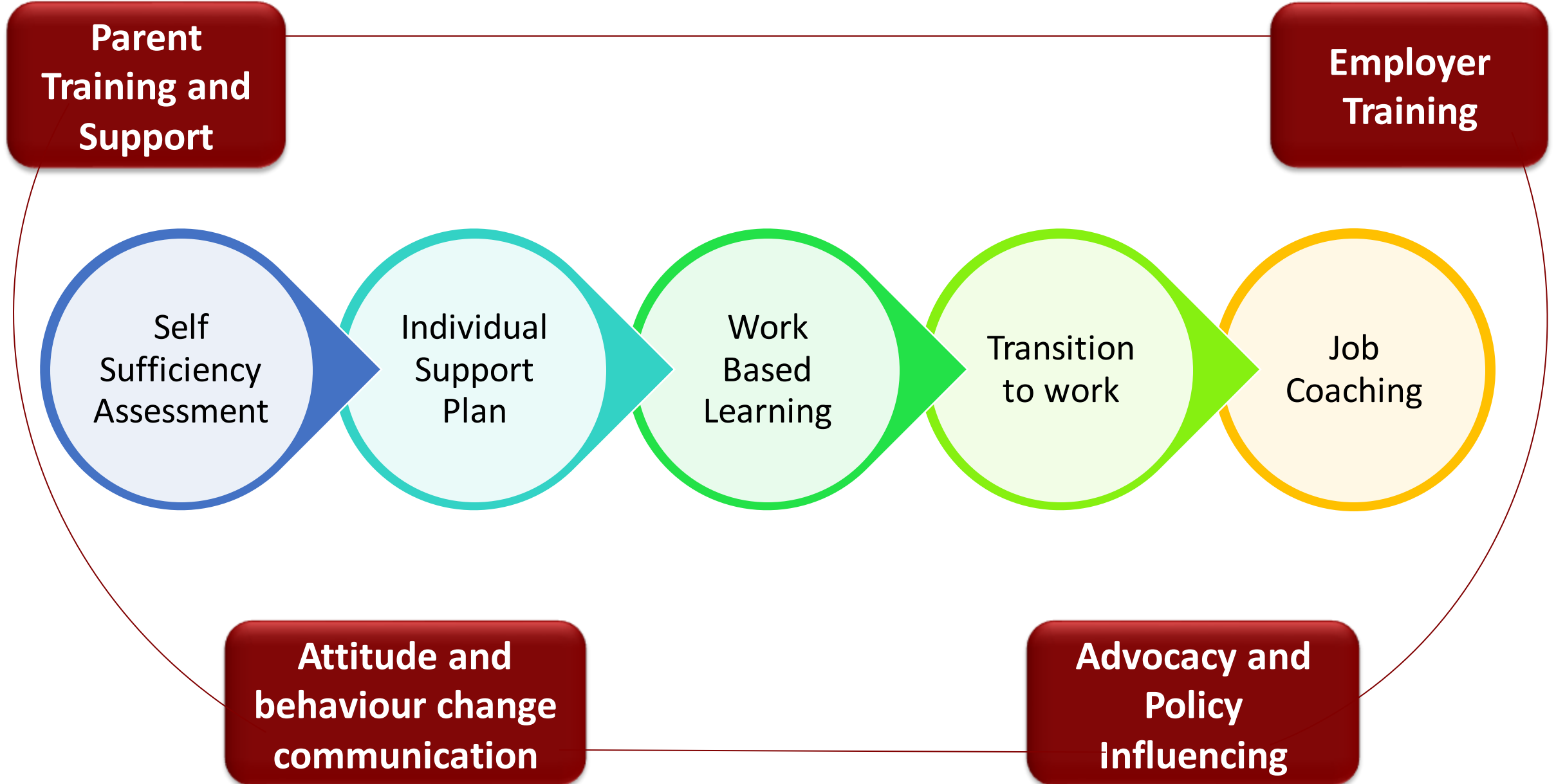


# Our Approach

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- **Work-based learning:** an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills in order develop their employability skills
- **Individualised learning:** Focuses on giving every child the support they require; whatever their needs, abilities, background or circumstances
- This ties in closely with the global emerging emphasis on personalised learning.
- **Personalised learning** is central to raising education standards and increases a child's chances of success
- Our model favours Supported Employment rather than sheltered work
- **Supported Employment includes:** Open job market employment; Fair wages and benefits; Inclusiveness regardless of severity of disability; Individualized and on-going support; Choices and career development

# The Sani Model



# Work-based learning

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## What is WBL



Learning  
**ABOUT**  
work

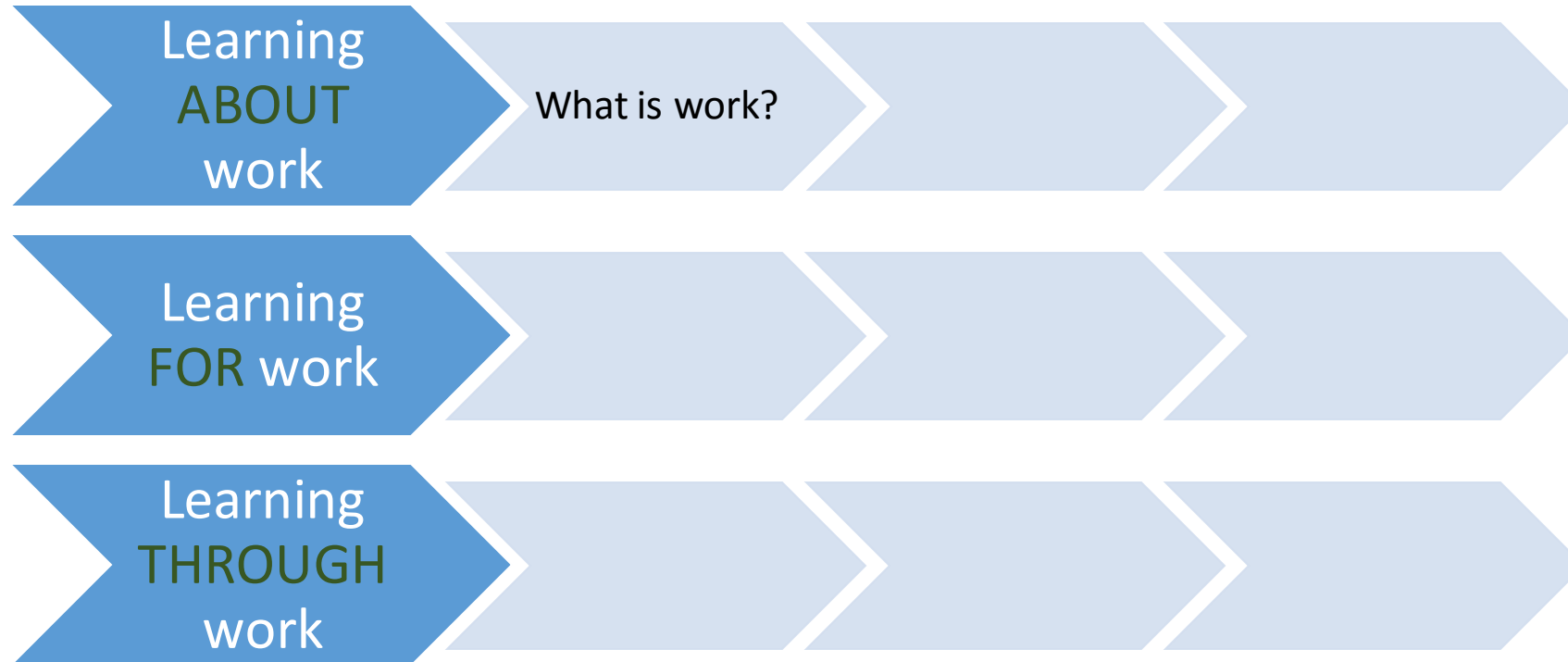
Learning  
**FOR** work

Learning  
**THROUGH**  
work

# Work-based learning

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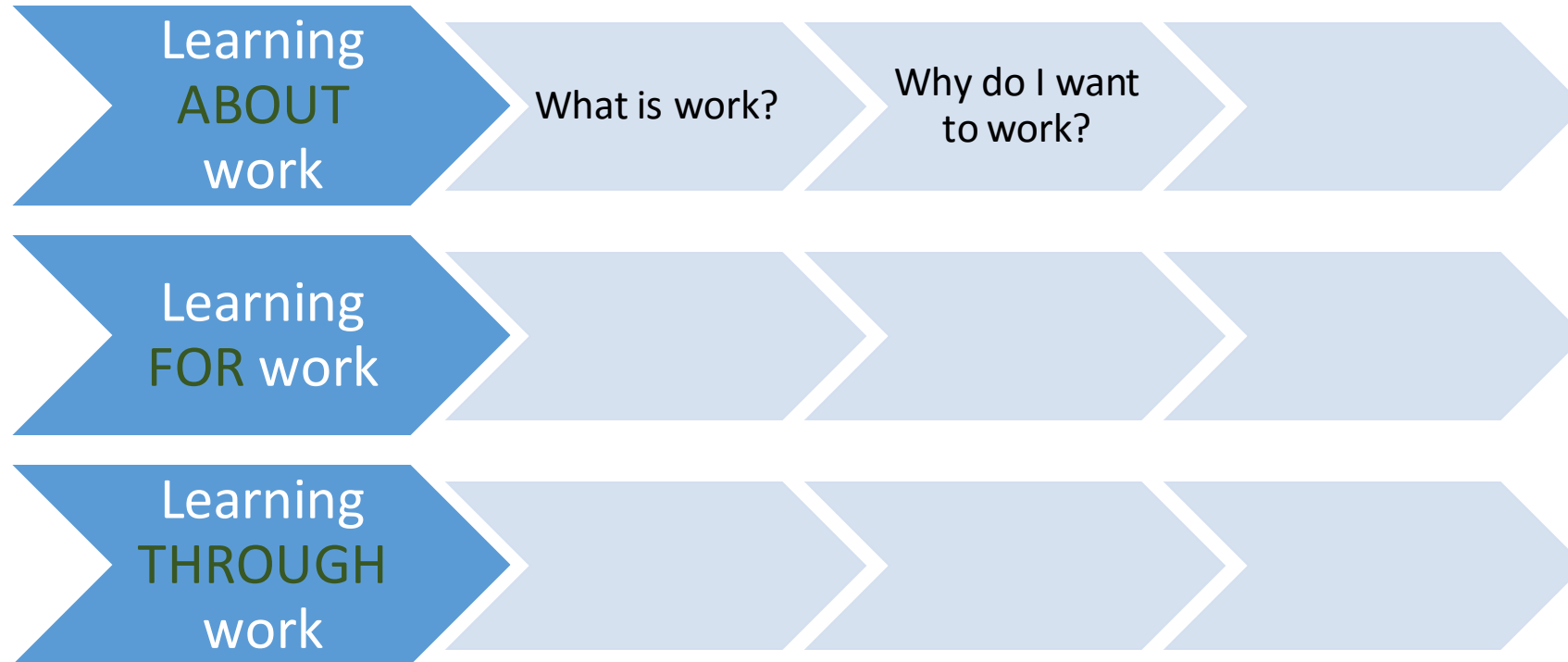
## What is WBL



# Work-based learning

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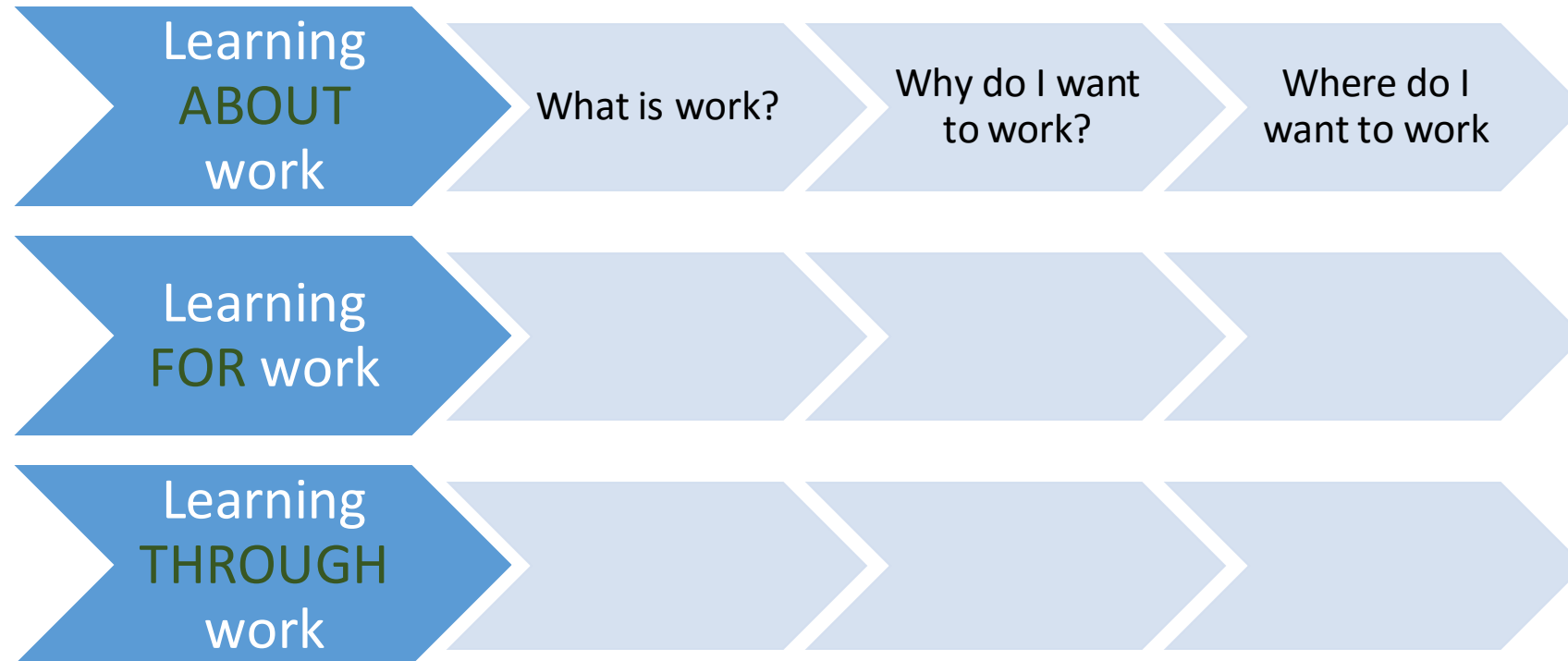
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# Work-based learning

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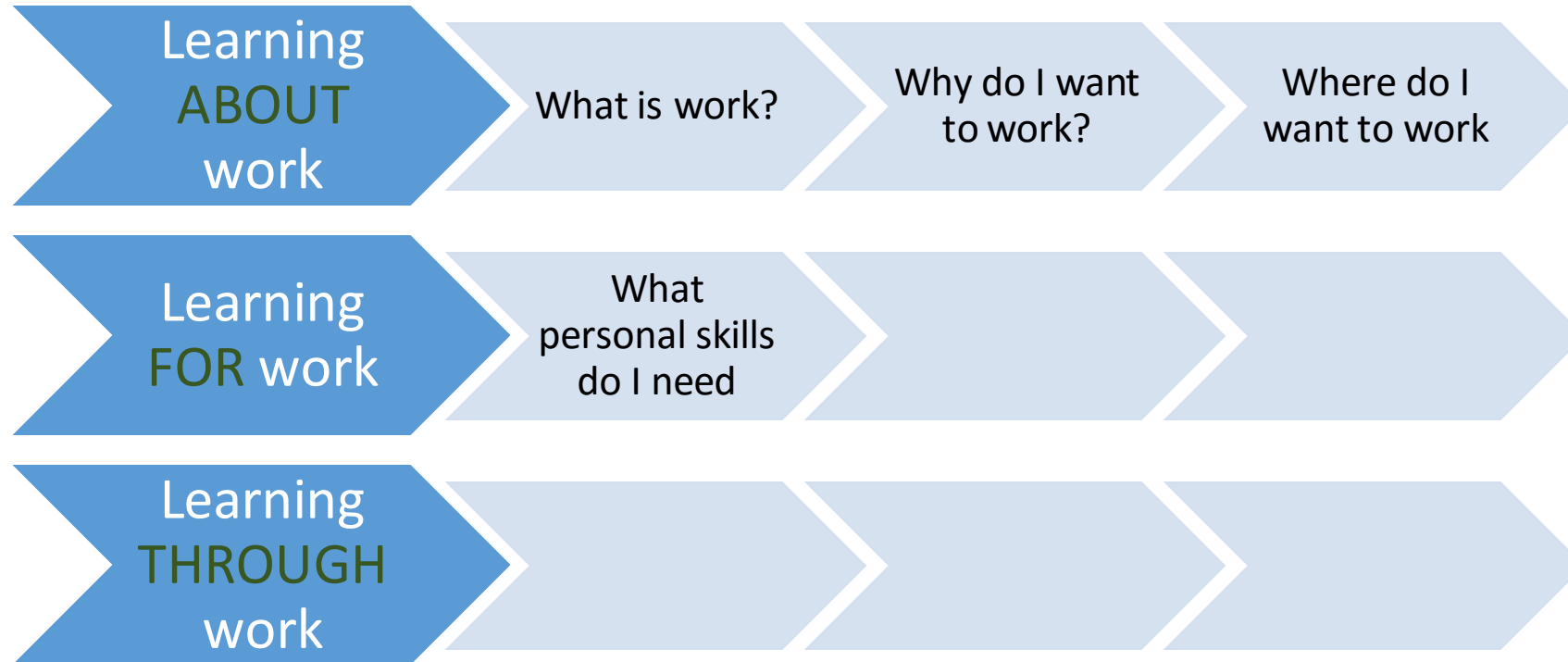
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# Work-based learning

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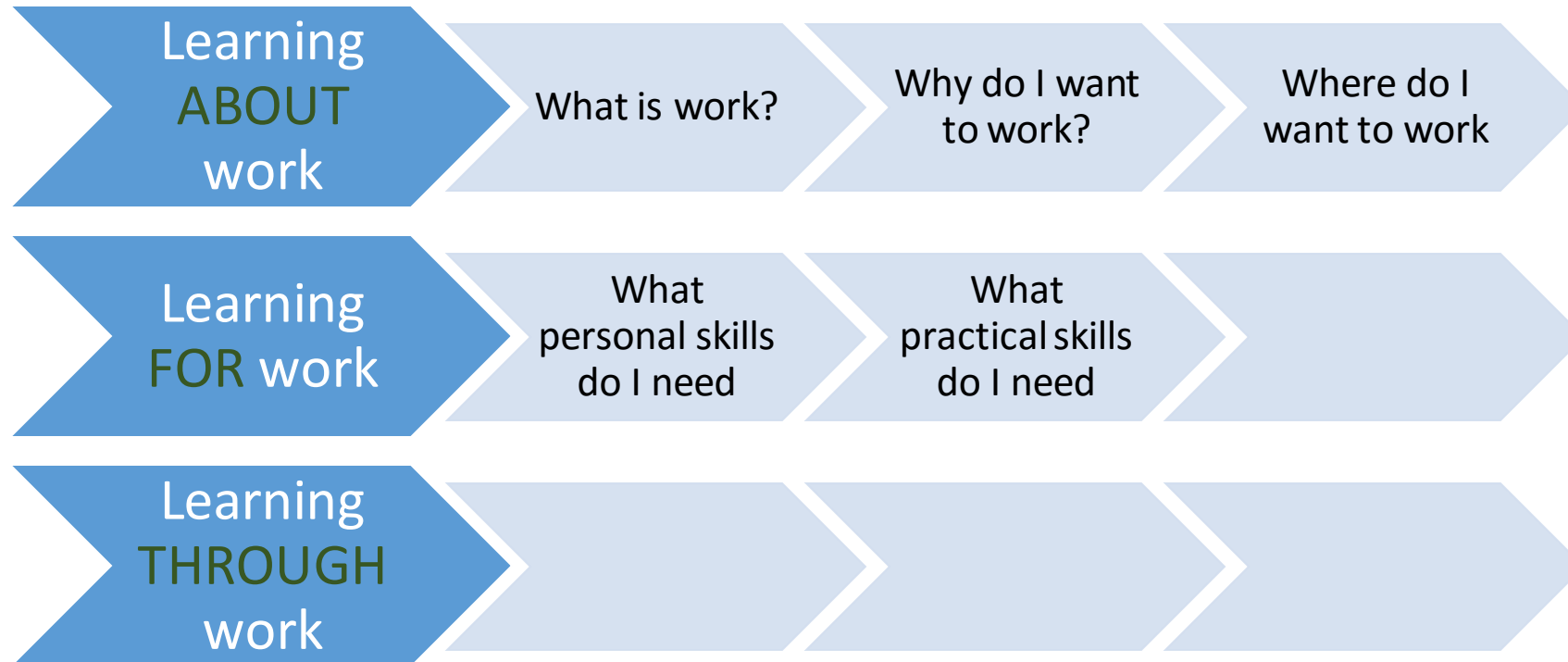
## What is WBL



# Work-based learning

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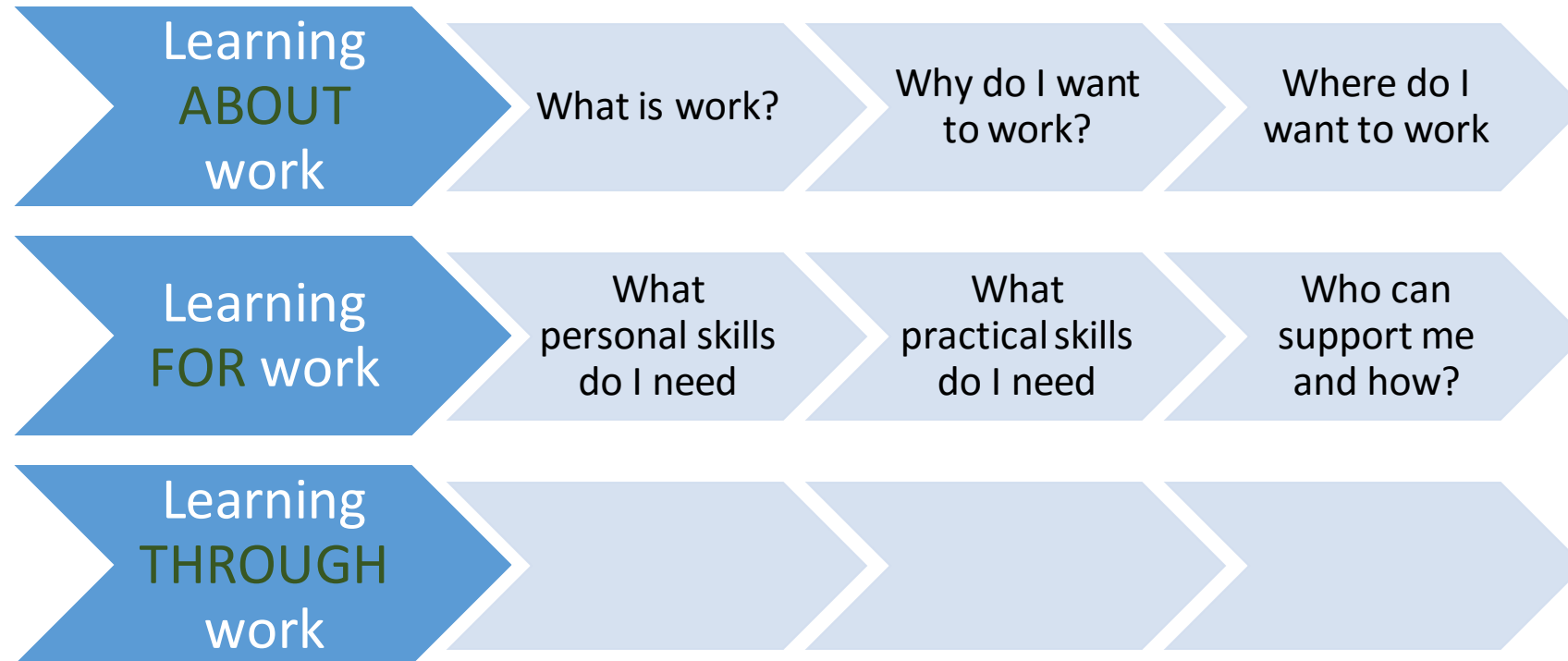




# Work-based learning

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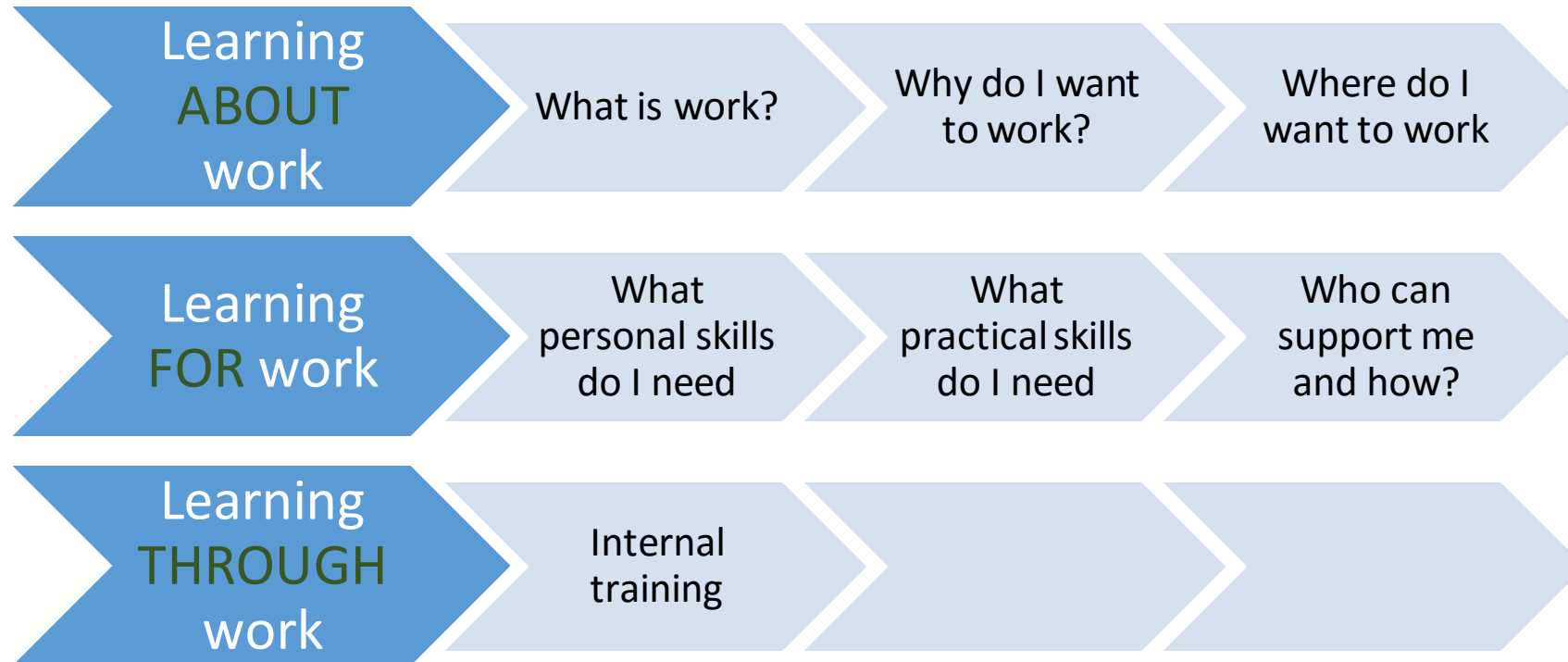
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# Work-based learning

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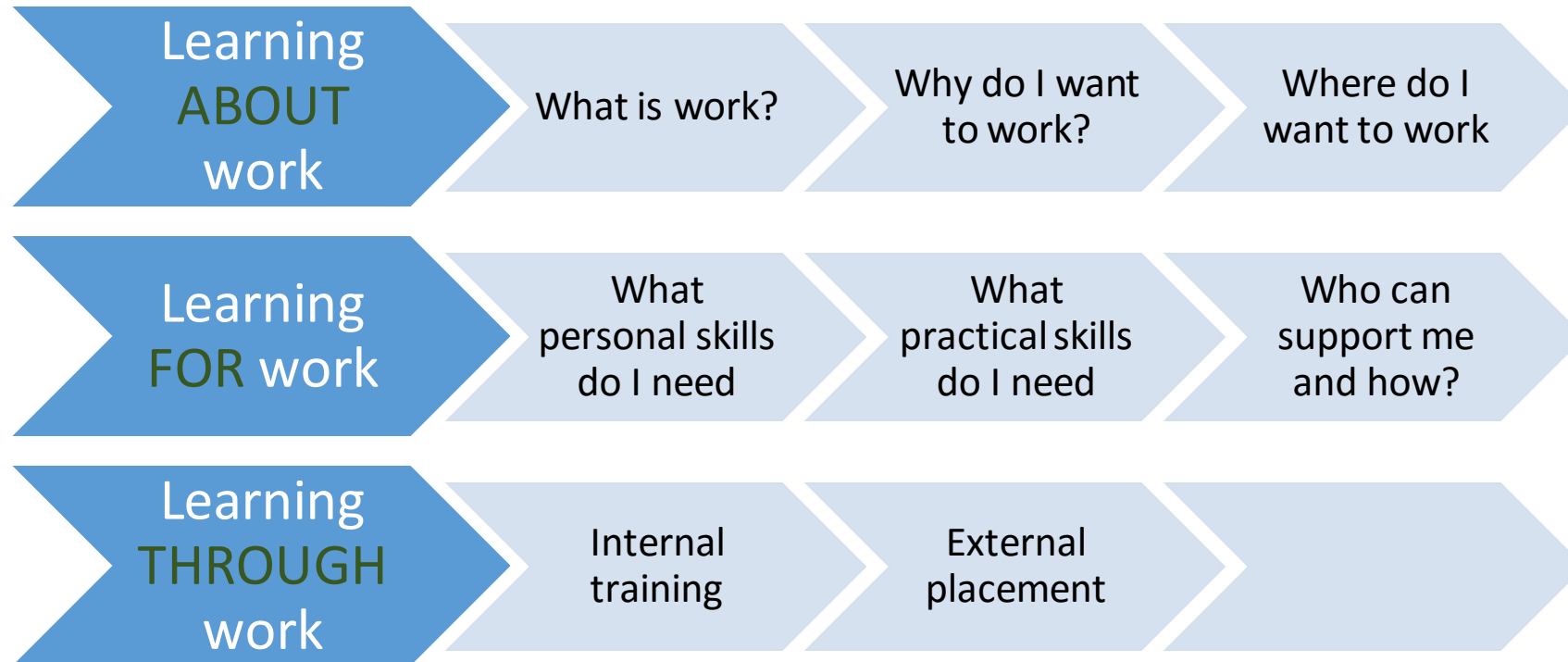
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# Work-based learning

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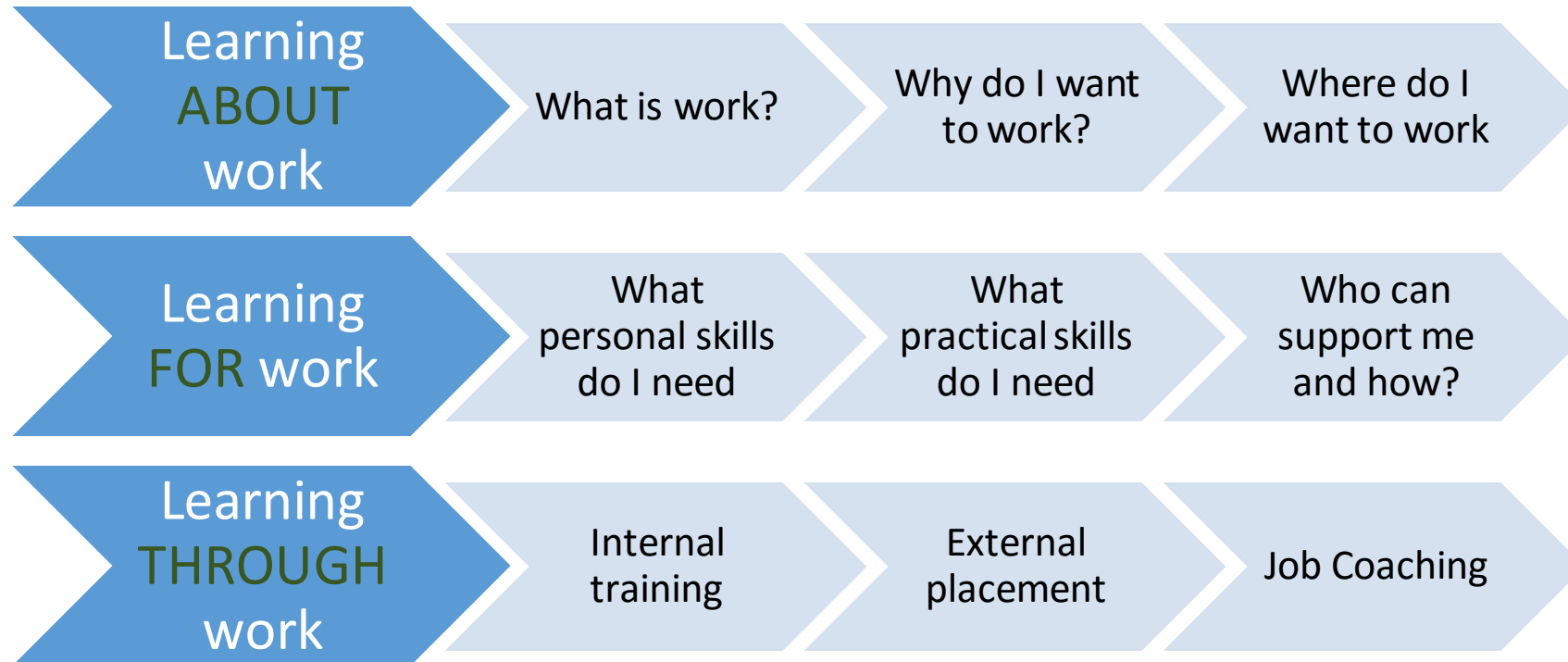
## What is WBL



# Work-based learning

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## What is WBL



# Work-based learning Skills

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What training do we offer?

Kitchen



Garden



Crafting



DICE Juice Bar



# Benefits of Work-Based Learning

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- allows to teach general education concept in real life setting
- corresponds to majority of Sani Foundation trainees learning style
- more than just occupational or vocational skills training
- training offers a wide range of job-skills and competences which are oriented to the Zambian open labour market
- provide social skills training: interactions with others, communication (verbal/non-verbal), participation in teamwork, offers chances for self-awareness in active learning processes
- It is a smooth, on going learning process to become an active part of our society

# Results

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- Pilot: Currently training 21 (8 female, 13 male) young people with IDs in vocational, social, communication and behaviour skills
- Set up Parent Support Group and provision of rights based training
- Transitioned 8 (3 Female, 5 male) young people with IDs into the open labour market
- Established partnerships with DPOs, CSOs, Line Ministries, GRZ Agencies & Private Sector
- Set up an Inclusive Education Committee (MOGE)
- Set up the Zambia Disability Platform to promote collaboration and collective impact within the disability rights movement



# Our Successes



*Pictured Above:*

Doris Chipela, 23yrs old – Global Developmental Delay  
Working at Orange Tree Restaurant in her role as a  
Kitchen Assistant



*Pictured Below:*

Levy Mulenga, 23yrs old – Global Developmental Delay  
Working at Trotover Stable in his role as a Horse  
Groom



# Our Successes



*Pictured Above:*

Leticia Kowa, 34yrs old – Intellectual Disability  
Working in the Dice Juice Bar, a Sani run social  
business

*Pictured Below:*

Putu Chishimba, 27yrs old – Down Syndrome  
Working at La Bottega Restaurant in his role as a  
Kitchen Assistant



# Our Challenges

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- Sustainable funding to support growth and impact scale up
- Resources to effectively document our WBL model for learning and sharing purposes
- Getting wider stakeholder participation in the development of the WBL curriculum to ensure it is relevant to different contexts
- Getting committed involvement of parents in the development of their child
- Finding and maintaining staff with skills and understanding of WBL/ age-appropriate education

# **Lessons learnt: Work-based learning**

- WBL strengthens social-inclusion of persons with IDs
- WBL is a successful strategy to support the trainees development to gain independence.
- Our model is the first of its kind in Zambia; implemented in manner that addresses the needs of both jobseekers and employers
- Giving a strong role to employers in the design and implementation of the WBL programme is essential to develop a relevant and adaptable programme.
- Our WBL model has the potential not only to empower a larger number of young people with intellectual but can also be adapted to support people with other types of disabilities as well other vulnerable populations
- Our model can be replicated and scaled up by nation governments in order to empower people with disabilities at a large scale as it takes into account the African context and realities

# WBL Way Forward

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- To put our best practice and lessons-learned into an accredited WBL curriculum and create a systematic approach that can be duplicated.
- To identify cooperating and implementing partners to pilot the rollout and scale up of WBL across Zambia and beyond
- The person-centred nature of the developed WBL programme allows for adaptability and scale up to respond to the needs of other vulnerable groups of young people currently excluded from the open labour market.
- Conduct research and evaluations to ensure that adaptability measures and key success factors are identified as well as buy-in from relevant stakeholders is obtained at an early stage.
- To raise the awareness of the importance of work-based learning programs among Government stakeholders, training institutions and private sector companies.
- To thoroughly demonstrate how the proposed intervention strengthens or improves and/or complements existing systems and the national WBL Framework.

# WBL Way Forward

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- To set up a job centre for people with other disabilities and other vulnerable groups in general to provide employability skills training and transition to work services
- To develop and launch disability recruitment and job coaching services to employers including support on how to make their workplace policies and practices disability inclusive.
- To rollout disability equality training to persons with disabilities, parents, employers and Government stakeholders in order to change attitudes and practices towards the greater inclusion of people with disabilities.
- To scale up the implementation of WBL nationally then regionally to create inclusive employment opportunities and decent jobs for a wide spectrum of vulnerable youth who are currently excluded.
- Companies, training institutions, and training staff are key players in delivering impact. These entities and individuals stand to benefit through increased labour skills, improved training outcomes, diversity and profit opportunity





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