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People with disabilities: Pathways to decent work - Report of a tripartite workshop, Lusaka, Zambia, 9-10 May 2006

Abstract
In recent decades, the exclusion of many people with disabilities from society has been recognized as a human rights issue, resulting from social barriers rather than the individual's inability to participate. This transition from a social welfare perspective to a rights-based approach has brought about a focus on improving access to education and skills training, reflected in legislation all over the world.

Regionally, the Declaration on Employment and Poverty in Africa1, 2004, commits African Union (AU) members to ensure equal opportunities for disabled persons by implementing the African Decade of Disabled Persons and, to that end, developing policies and national programmes that favour full participation of persons with disabilities and their families in social, political and economic development. The Plan of Action for the implementation of the commitments made in this Declaration prioritizes the targeting and empowering of vulnerable groups such as persons with disabilities, through education, skills training entrepreneurship, among other recommended actions.

The move away from a social welfare or charity approach is reflected in ILO's Convention concerning Vocational Rehabilitation and Employment of Disabled Persons (No. 159) of 1983, now ratified by 78 countries. Convention No. 159 requires States to develop a national policy concerning vocational rehabilitation and employment of persons with disabilities based on the principles of equality of opportunity and equal treatment, and to promote community involvement and mainstreaming where possible. Zambia ratified ILO Convention No. 159 in 1989 and has made progress in developing rights-based legislation concerning disabled persons with the adoption of the Person with Disabilities Act of 1996.

In addition, impetus for a rights-based approach and full inclusion of disabled persons in society has gained momentum worldwide with the decision by the United Nations (UN) General Assembly to develop a Convention to Protect and Promote the Rights and Dignity of Persons with Disabilities, a process which is currently underway.2 Representatives of Zambia have also taken part in the negotiations of this Convention.

Given the emerging trend towards a rights-based approach to disability issues in Zambia, and the support provided to this by the AU Declaration in the broader context of Africa, it is timely to examine legal provisions concerning the training and employment of disabled persons and their implementation, and to identify steps which may be needed to improve opportunities for disabled persons seeking to acquire marketable skills, find a decent job or set up a viable business.

A workshop, 'People with disabilities: Pathways to decent work', held on 9-10 May 2006 in Lusaka, Zambia, provided an opportunity to commence such a review. The workshop is linked to two ILO projects in Zambia. One of these projects, Promoting the employability and employment of people with disabilities through effective legislation, funded by the Government of Ireland, seeks to promote training and employment opportunities for disabled people by supporting selected national governments to enhance the effectiveness of existing laws and policies or to develop new laws reflecting a rights-based approach.

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The second project, Strategies for skills acquisition and work for persons with disabilities in Southern Africa, funded by the Government of Flanders, aims to enhance skills acquisition by disabled persons by identifying effective strategies to provide vocational skills and real work opportunities to youth and adults with disabilities by governments, Non-Governmental Organizations (NGOs), Disabled Persons' Organizations (DPOs) and Community-Based Rehabilitation (CBR) programmes. An exploratory survey on skills acquisition by people with disabilities commissioned by the ILO was conducted by Zambia Federation of the Disabled (ZAFOD) as part of this project. The survey findings were discussed during the workshop.

Keywords
Zambia, disabilities, disabled, access, work, education, skills, training, inclusion

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International
Labour
Office

People with Disabilities: Pathways to Decent Work

REPORT OF A TRIPARTITE WORKSHOP

Lusaka, Zambia, 9-10 May 2006

Organized by the ILO Skills and Employability Department

Funded by the Government of Flanders and the Government of Ireland

FLANDERS
FITS YOU

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

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LIST OF ABBREVIATIONS

ADD	Action on Disability and Development
AU	African Union
CBR	Community-Based Rehabilitation
DIF	Disability Initiatives Foundation
DPOs	Disabled Persons' Organizations
FFTUZ	Federation of Free Trade Unions in Zambia
FNDP	Fifth National Development Plan
KEPA	Finnish Service Centre for Development Cooperation
MCDSS	Ministry of Community Development and Social Services
MDGs	Millennium Development Goals
MHAZ	Mental Health Association of Zambia
MLSS	Ministry of Labour and Social Security
MSTVT	Ministry of Science, Technology and Vocational Training
NGOs	Non-Governmental Organizations
NVRC	National Vocational Rehabilitation Centre
PHOS	Flemish Platform for Disability and Development Cooperation
PRSP	Poverty Reduction Strategy Paper
PWAS	Public Welfare Assistance Scheme
SMMEs	Small, medium and micro-enterprises
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
UNDP	United Nations Development Programme
UNZA	University of Zambia
UNZAHAS	University of Zambia Handicapped Students Association
ZACALD	Zambia National Association of Children and Adults with Learning Disabilities
ZAEPD	Zambia Association on Employment of Persons with Disabilities
ZAFOD	Zambia Federation of the Disabled
ZANFOB	Zambia National Federation of the Blind
ZAPCD	Zambia Association of Parents for Children with Disabilities
ZAPD	Zambia Agency for Persons with Disabilities
ZCSMBA	Zambia Chamber of Small and Medium Business Associations
ZCTU	Zambia Congress of Trade Unions
ZFE	Zambia Federation of Employers
ZNAD	Zambia National Association of the Deaf
ZNADWO	Zambia National Association of Disabled Women
ZNAHI	Zambia National Association of the Hearing Impaired
ZNAPH	Zambia National Association for the Physically Handicapped
ZNAPS	Zambia National Association of the Partially Sighted

1. Introduction

In recent decades, the exclusion of many people with disabilities from society has been recognized as a human rights issue, resulting from social barriers rather than the individual's inability to participate. This transition from a social welfare perspective to a rights-based approach has brought about a focus on improving access to education and skills training, reflected in legislation all over the world.

Regionally, the Declaration on Employment and Poverty in Africa[1], 2004, commits African Union (AU) members to ensure equal opportunities for disabled persons by implementing the African Decade of Disabled Persons and, to that end, developing policies and national programmes that favour full participation of persons with disabilities and their families in social, political and economic development. The Plan of Action for the implementation of the commitments made in this Declaration prioritizes the targeting and empowering of vulnerable groups such as persons with disabilities, through education, skills training entrepreneurship, among other recommended actions.

The move away from a social welfare or charity approach is reflected in ILO's Convention concerning Vocational Rehabilitation and Employment of Disabled Persons (No. 159) of 1983, now ratified by 78 countries. Convention No. 159 requires States to develop a national policy concerning vocational rehabilitation and employment of persons with disabilities based on the principles of equality of opportunity and equal treatment, and to promote community involvement and mainstreaming where possible. Zambia ratified ILO Convention No. 159 in 1989 and has made progress in developing rights-based legislation concerning disabled persons with the adoption of the Person with Disabilities Act of 1996.

In addition, impetus for a rights-based approach and full inclusion of disabled persons in society has gained momentum worldwide with the decision by the United Nations (UN) General Assembly to develop a Convention to Protect and Promote the Rights and Dignity of Persons with Disabilities, a process which is currently underway.[2] Representatives of Zambia have also taken part in the negotiations of this Convention.

Given the emerging trend towards a rights-based approach to disability issues in Zambia, and the support provided to this by the AU Declaration in the broader context of Africa, it is timely to examine legal provisions concerning the training and employment of disabled persons and their implementation, and to identify steps which may be needed to improve opportunities for disabled persons seeking to acquire marketable skills, find a decent job or set up a viable business.

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[1] Declaration on Employment and Poverty in Africa, adopted at the African Union 3rd Extraordinary Session on Employment and Poverty Alleviation, Ouagadougou, Sept. 2004.

[2] The UN Convention on the Rights of Persons with Disabilities was adopted by the UN General Assembly in Dec. 2006.

A workshop, ‘People with disabilities: Pathways to decent work’, held on 9-10 May 2006 in Lusaka, Zambia, provided an opportunity to commence such a review. The workshop is linked to two ILO projects in Zambia. One of these projects, *Promoting the employability and employment of people with disabilities through effective legislation*, funded by the Government of Ireland, seeks to promote training and employment opportunities for disabled people by supporting selected national governments to enhance the effectiveness of existing laws and policies or to develop new laws reflecting a rights-based approach.

The second project, *Strategies for skills acquisition and work for persons with disabilities in Southern Africa*, funded by the Government of Flanders, aims to enhance skills acquisition by disabled persons by identifying effective strategies to provide vocational skills and real work opportunities to youth and adults with disabilities by governments, Non-Governmental Organizations (NGOs), Disabled Persons’ Organizations (DPOs) and Community-Based Rehabilitation (CBR) programmes. An exploratory survey on skills acquisition by people with disabilities commissioned by the ILO was conducted by Zambia Federation of the Disabled (ZAFOD) as part of this project. The survey findings were discussed during the workshop.

2. Overview

During the workshop, participants reviewed legislation and implementation mechanisms in place concerning the employment and training of disabled people, and identified steps required to improve the quality and impact of these laws, policies and programmes as well as the quality and relevance of skills training for persons with disabilities in Zambia. Participants examined examples of effective strategies and methods for skills acquisition for productive work, and proposed policy recommendations for enhanced mainstream vocational training. Ways to improve and increase skills development opportunities for persons with disabilities were considered and follow-up action to be taken by key stakeholders was identified.

2.1 Themes

Two main themes shaped the focus of the workshop: *"Enabling disabled persons to find decent work – What is required?" and "Skills acquisition for persons with disabilities in Southern Africa"*.

Formal presentations were combined with panel discussions and working group sessions, with the aim of encouraging a high level of participation.

Thematic presentations

The following thematic presentations were given during the workshop:

- Training and employing people with disabilities - The legal and policy framework in Zambia.
- Recent developments and views of disabled persons concerning the training and employment of people with disabilities - The legal and policy framework in Zambia.
- Pointing the way forward - International trends in legislation for persons with disabilities.
- Skills training for people with disabilities.
- Assessing effective strategies for skills acquisition and work for persons with disabilities in Southern Africa – The case of Zambia.
- Vocational special needs education and training – Building on experience in Finland.
- Inclusion of disabled persons in mainstream training.

In addition to the formal presentations, three disabled persons spoke of their experience in skills training and work.

Working groups

During the workshop, working groups comprising representatives of Government, employers' and workers' organizations, DPOs, legal experts and other stakeholders, discussed the following questions:

- Improving the impact of laws and policies concerning the training and employment of people with disabilities: What needs to be done? Who should be involved? What are the first steps?
- Access to marketable skills by persons with disabilities: What policy approach should be adopted? What strategies are required? Who should be involved? What are the first steps?

Panel discussions

Panel discussions involved short presentations on the two main themes, made by representatives of Government, employers' and workers' organizations, DPOs, cross-sectoral NGOs and training providers. Plenary discussions followed the short presentations. The panel discussions were:

- Implementing the laws and policies – What needs to be done?
- Strategies for skills development in Zambia – What is the way forward?

2.2 Participants

The workshop was attended by 60 participants including Government, representatives from employers' and workers' organizations, DPOs, parliamentarians, training and employment service providers, legal experts and other NGOs. There was an equal gender balance, with 30 women and 30 men attending. People with disabilities were represented by 21 persons with physical, visual or hearing impairments and by representatives from organizations advocating for the rights of persons with mental health issues and organizations of and/or for parents of children with intellectual disabilities.

2.3 Resource persons

The workshop was organized and conducted by ILO resource persons:

- Ms Barbara Murray, Senior Disability Specialist, Skills and Employability Department, ILO Geneva
- Ms Pia Korpinen, Associate Expert, Skills and Employability Department, ILO Geneva
- Ms Heather Labanya, Programme Assistant, Skills and Employability Department, ILO Geneva
- Ms Elizabeth Simonda, ILO/Irish Aid National Programme Coordinator, ILO Lusaka
- Ms Monty Tembo, ILO Lusaka

2.4 Resource materials

The following documents were provided to participants:

- ILO: *Employment of people with disabilities: A human rights approach (East and Southern Africa), Report of a Tripartite Technical Consultation, Addis Ababa, 23-25 September 2005,* ILO/Development Cooperation Ireland (Geneva, 2006).

- ILO: Draft: *Promoting the employability and employment of people with disabilities through effective legislation (East and Southern Africa), Zambia Country Profile,* ILO/Irish Aid (Geneva, April 2006).
- ILO: *Skills acquisition for people with disabilities: Key issues - Zambia,* Background Document for National Workshop, "People with disabilities – Pathways to decent work", Lusaka, Zambia, 9-10 May 2006 (Geneva, May 2006).

3. Official opening

Opening speeches at the start of the workshop were made by:

- Mr Gerry Finnegan, ILO Director and Representative for Zambia, Malawi and Mozambique
- Mr Paul Katema, Deputy Minister of Labour and Social Security (MLSS)
- Honourable Ronald Banda, Deputy Minister of Community Development and Social Services (MCDSS)
- His Excellency Bill Nolan, Ambassador of the Government of Ireland
- Ms Barbara Phiri, Representative of the Zambia Federation of the Disabled (ZAFOD)
- Ms Francesca Muyenga, Executive Director of the Zambia National Association of Disabled Women (ZNADWO)

Welcoming the high table and participants to the workshop**, Mr Gerry Finnegan, ILO Director and Representative for Zambia, Malawi and Mozambique,** said that the ILO's commitment to promoting opportunities for persons with disabilities in training and employment dates back eighty years to the early days of the Organization, a specialized agency of the United Nations, set up in 1919, before the UN came into being. He pointed out that it differs from other UN agencies in that it is a tripartite organization, involving governments, as well as our social partners – employers' and workers' organizations. The involvement of the social partners ensures that issues affecting people at every level of society are brought to attention – particularly in relation to the world of work.

The principles of equal opportunity, equal treatment and non-discrimination underlie all ILO activities, which involve:

- rights at work and the adoption of international labour standards – international treaties which are binding on the States which ratify them;
- knowledge development - building knowledge on good practice in skill development, employment, enterprise development and social security;
- advocacy – conferences, seminars, workshops like this one, training programmes and policy advice; and
- technical cooperation projects.

The ILO is convinced that poverty anywhere is a threat to prosperity everywhere. Without the inclusion of disabled women and men in initiatives to reduce poverty, inequality will continue and Zambian society will not prosper as it could. The Zambia Poverty Reduction Strategy Paper (PRSP) identifies people with disabilities as being among the disadvantaged and the poor in this country. This emphasis is being carried forward into the draft Fifth National Development Plan (FNDP), currently under preparation. This is a common pattern and is widespread in developing countries in Africa, and all around the world.

The AU Declaration on Employment and Poverty in Africa adopted in Ouagadougou, September 2004, commits AU members to ensure equal opportunities for disabled persons by implementing the African Decade of Disabled Persons. This requires the development of policies and national programmes that favour full participation of persons with disabilities and their families in social, political and economic development. The Plan of Action for the implementation of the commitments made in this Declaration prioritizes the targeting and empowering of vulnerable groups such as persons with disabilities, through education and skills training entrepreneurship, among other recommended actions.

Empowerment of persons with disabilities is central to enabling men and women with every type of disability to take their place in the wider society. Consulting DPOs, as well as the social and service providers, in planning the implementation of laws and policies is a key requirement of ILO Convention No. 159 concerning Vocational Rehabilitation and Employment of Disabled Persons, and is reflected in the ILO's approach to technical cooperation activities, including those in Zambia. The ILO supports and promotes the slogan of the international disability movement, ***'Nothing about us, without us'.***

Empowerment brings with it new opportunities. As DPOs grow stronger, they can take their place as activists, along with the social partners and civil society groups, influencing the shape of laws, policies, programmes and services in their countries. The right to take part at this level brings with it new responsibilities. As influential lobby groups in society, DPOs need to ensure that they live up to these responsibilities, and collaborate together to ensure that they speak with a strong and unified voice on policy and service issues before coming to the negotiating table or undertaking new projects.

As people with disabilities have been taking their place in society around the world in recent decades, it has become clear that they can contribute; once they have improved access to education, skills training and find jobs which are suited to their skills, interests and abilities. This is reflected in the case studies of individual women and men in Zambia, carried out recently as part of an ILO project. Most of the individuals featured in these case studies have got to where they are today, against the odds, with the support of their families, others in their communities or by chance association with NGOs. For every successful case study, there must be at least one hundred persons who have not received support and assistance, who remain invisible in our society. Just imagine what it would be like, if all disabled people had the opportunities reflected in these stories!

The Government of Zambia has recently adopted its National Employment and Labour Market Policy, and with the Policy, special reference is made to improving employment prospects for people with disabilities. The ILO is working with the Ministry of Labour and Social Security (MLSS) to implement the Policy and make it a reality. It should also be remembered that the ILO works closely with MLSS to try and make workplaces safer – and in the process reduce the risks of work-related injuries and disabilities. After all, some disabilities can be prevented.

In concluding, Mr Finnegan expressed the hope that the workshop would contribute to making all of these things possible.

Honourable Ronald Banda, Deputy Minister, Disability Affairs, Community Development and Social Services (MCDSS), expressed gratitude to the ILO for its work in empowering people with disabilities with skills as a way to help tackle poverty.

His Excellency Bill Nolan, Ambassador of the Government of Ireland, informed participants that Zambia was one of the priority countries in the Irish Aid development programme in Africa. People with disabilities, in Zambia and elsewhere, often face barriers in their search for decent work, which can be traced to the provisions of laws and policies, and to their limited access to education, training opportunities and the labour market, resulting from deep-rooted discrimination. As a consequence, many of them are excluded from active participation in their communities and the wider society, and are concentrated among the poorest groups in society. Women with disabilities face particular difficulties. They represent huge potential which can only be tapped if these barriers are dismantled.

The Millennium Development Goals (MDGs), especially that of reducing poverty, will not be met if poverty reduction strategies, programmes and initiatives do not explicitly address the needs of disabled persons, who make up at least ten per cent of the world population. The Zambian PRSP has identified disabled people as among the poorest in the country, and highlights the need to explicitly target them in development programmes.

Even though many disabled persons find themselves on the margins of society, an increasing trend towards a rights-based approach to disability issues and full inclusion of disabled persons in society is in evidence in many countries, including in Zambia. This trend has gained momentum worldwide with the decision by the UN General Assembly to develop a Convention on the Rights of Persons with Disabilities which may be adopted as early as August of this year. Once this Convention is in place, ratifying States will be required to review their laws, policies, programmes and services so as to bring these into line with the rights-based approach. Monitoring will take place nationally and internationally to ensure that the rights-based provisions of the new Convention are being observed. So, in many ways, we are at a watershed in world history as far as disability is concerned.

In most countries – the introduction of a new law or policy is one step; the effective implementation of laws and policies is another, and regretfully, many countries around the world have excellent laws on their statute books which do not make a difference to disabled people because the implementation process has been neglected.

Through its Partnership Programme with the ILO, Irish Aid supports the ILO in its work with countries like Zambia to move their laws and policies away from a charity or purely welfare-based approach to one which recognizes that disabled people are citizens who have, or should have, the same civil rights as non-disabled persons; and to improve the effectiveness of their training and employment laws

so that disabled men and women have better opportunities. Ambassador Nolan concluded his remarks by saying that this workshop was part of a process of engaging the Government, social partners and DPOs in a constructive dialogue to identify measures which will move this agenda forward.

Ms Barbara Phiri, representative of Zambia Federation of the Disabled (ZAFOD), highlighted ZAFOD's contribution to the disability movement in Zambia with the objective of improving the welfare of people with disabilities In Zambia. In terms of advocacy, ZAFOD had been actively involved in the formulation of the Persons with Disabilities Act No. 33 of 1996; the formulation process of the Fifth National Development Plan (FNDP); the Electoral Review Process; as well as the Republican Constitution.

Ms Phiri noted that people with disabilities in Zambia still face many obstacles in Zambia. For example, public transport is inaccessible, disabled people are denied employment on the basis of disability, the media generally ignores people with disabilities, and when the media do pay attention, disabled people are commonly portrayed as *"different", "tragic"* or in need of help. People with disabilities are rarely shown as part of the community or able to speak for themselves.

Being a signatory to many international treaties and conventions affording rights to all persons in society, Ms Phiri emphasized that Zambia is duty-bound to undertake measures to improve opportunities for disabled people. Many disabled people need support (for example, assistive hearing, visual, motor and other devices) to facilitate their full participation in society from all sectors of society, but support is often too slow to materialize.

The need for people with disabilities to be active in both policy formulation and implementation, as well as the need for barriers to participation to be critically considered, were relayed. In her closing, Ms Phiri emphasized that accessibility must be improved and that the needs of people with disabilities should be identified and included in development projects from the start.

Ms Francesca Muyenga, Executive Director of the Zambia National Association of Disabled Women (ZNADWO), stated that employment opportunities for women with disabilities are often scarce, and that as a result, women with disabilities remain the poorest of the poor. In order to alleviate this vulnerable group from this hazardous position, attitudes and beliefs which impact negatively on women with disabilities need to be re-examined. Ms Muyenga emphasized the importance of ensuring that programmes for women with disabilities are run by the women with disabilities themselves. This was important, she said, in order to empower women with disabilities to decide their own destiny. In addition, this is also imperative to show commitment to empowering women with disabilities.

Women with disabilities in Zambia face several challenges including lack of rehabilitation and accommodation services for women who acquire disabilities in adulthood and reluctance of many employers to employ women with disabilities despite meeting the job requirements.

Without empowering women with disabilities to be able to acquire and maintain income-generating opportunities, the future of their families becomes bleak. With families to support, no income-generation opportunities, and no provision of free health services, many children also become vulnerable to disabling diseases. Ms Muyenga ended by stressing that attention should be given to education, work, social security and protection from inhumane or degrading treatment.

Mr Paul Katema, Deputy Minister of Labour and Social Security (MLSS), noted that the majority of people with disabilities are not only unemployed, but unemployable because of lack of education and skills development opportunities. Therefore, the importance of examining effective skills development strategies for disabled persons in Zambia should be emphasized.

Since many people with disabilities lack access to employable skills and thereby employment, Mr Katema commented that disabled people have to rely on support from the Government, DPOs, communities and family. However, he noted that high poverty levels in Zambia make it increasingly harder for these actors to support people with disabilities. In addition, Zambia's social security system follows a social insurance model, which only applies to formally-employed persons. Therefore, since all these elements are intrinsically linked to access to employment, it is imperative that training and employment opportunities are made available to people with disabilities.

With these remarks Mr Katema officially opened the workshop.

Presentation of Computer Equipment to the Zambia Agency for Persons with Disabilities (ZAPD)

At the end of the opening session, Ambassador Nolan and Mr Finnegan presented ZAPD with computer equipment to facilitate its work under the ILO/Irish Aid Partnership Programme. This work includes the coordination of Programme activities in Zambia, including enhancing employment and training opportunities for people with disabilities through effective legislation and entrepreneurship development for women with disabilities in Zambia.

4. Thematic presentations

4.1 Enabling disabled persons to find decent work – What is required?

Barbara Murray, Senior Disability Specialist, Skills and Employability Department, ILO Geneva

Introducing the workshop, Barbara Murray said that certain conditions need to be met if people with disabilities are to be enabled to obtain decent work – that is, productive work in which rights are protected, which generates an adequate income, with adequate social protection. The legal and policy framework must set the environment for this, reflecting the social model of disability in which the barriers to participation are recognized to lie primarily in barriers in the social and physical environment. People with disabilities must have access to training in skills which are relevant to labour market opportunities locally, regionally or nationally. They should be able to choose courses which are in line with their own interests and aptitudes. Employment services must assist in ensuring that disabled job-seekers find jobs which are matched to their skills, interests and abilities. If required, technical aids should be made available and adaptations made to the workplace. And finally, employers must be willing to give individuals with disabilities the opportunity to demonstrate their capacity to work, through recruitment, offering work experience, on-the job training placements or other means.

Ms Murray gave an overview of the two ILO technical cooperation projects which address these themes, and which provide the framework for the workshop. The first of these projects, *Promoting the employability and employment of persons with disabilities through effective legislation*, funded by the Government of Ireland, focuses on the ways of improving the implementation of laws concerning the training and employment of persons with disabilities. The second project, *Strategies for skills acquisition for people with disabilities in Southern Africa*, funded by the Government of Flanders, focuses on identifying effective skills development strategies which have enabled disabled persons to get decent work. Over the two days of the workshop, the findings of these two projects would form the backdrop to thematic presentations, working group sessions and panel discussions.

4.1.1 Training and employing people with disabilities: The legal and policy framework in Zambia

Heather Labanya, Programme Assistant, Skills and Employability Department, ILO Geneva

1. Legislative framework

International

In 1989, Zambia ratified the ILO Convention concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983 (No. 159). Convention No. 159 requires States to develop a national policy concerning vocational

rehabilitation and employment of persons with disabilities based on the principles of equality of opportunity and equal treatment, and to promote community involvement and mainstreaming where possible, as well as to consult disabled persons in these processes.

Constitution

Zambia's Constitution, 1991, amended in 1996, specifically mentions disability in Article 112(f): *"the State shall endeavour to provide to persons with disabilities, the aged and other disadvantaged persons such social benefits and amenities as are suitable to their needs and are just and equitable"*.

Although Article 23, the anti-discrimination clause, does not explicitly mention disability as one of the prohibited grounds (which include race and sex), when it is read alongside Article 11, it can be interpreted to provide protection to people with disabilities against discrimination. Article 11 states: *"every person in Zambia has been and shall continue to be entitled to the fundamental rights and freedoms of the individual"*.

Persons with Disabilities Act, 1996

Discrimination on the grounds of disability is prohibited by the Persons with Disabilities Act, 1996. Under the Act, disability is defined as *"any restriction resulting from an impairment or inability to perform any activity in the manner or within the range considered normal for a human being, and would or would not entail the use of supportive or therapeutic devices and auxiliary aids, interpreters, white cane, reading assistants, hearing aids, guide dogs or any other trained animals trained for that purpose"*.

The Act contains a clause on *"reasonable accommodation"* which is described as *"not providing different services or conditions required for the disability"*. Therefore, failure to provide reasonable accommodation constitutes discrimination (Article 19).

Specific measures prohibiting discrimination in the workplace are included under Article 20 of the Act. For example, discrimination in the advertising of employment, discrimination in the recruitment, training and promotion of staff, and discrimination in the terms and conditions of employment, including the provision of benefits, are all prohibited.

Article 21 of the Act prohibits discrimination by learning institutions in the acceptance or admission of students. Article 23 requires Parliament to make available funds for training institutions admitting people with disabilities, in order for these institutions to make necessary adjustments to accommodate them.

The Act provides that employers hiring at least three persons with disabilities are also entitled to a tax rebate (Article 24).

In addition, ZAPD is established under the Act to promote, coordinate and provide services for disabled persons and advise the Minister on disability issues.

Technical Education, Vocational and Entrepreneurship Training (TEVET) Act, 1998

In the second half of the 1990, Zambia's vocational training system underwent a major reform. It was during this reform when Zambia adopted a Policy on Vocational Training (1996), followed by a Strategy Paper (1997) and then legislation concerning the same (1998).

The vocational training system established in the 1960s focused mainly on the formal economy. This system underwent reform since it was commonly perceived that it was not able to respond to the skills needs of the current labour market and the wider society. Therefore, the reform sought to create a demand-driven training system that was responsive to labour market needs. Unlike the former system, the new system under the TEVET Act pays greater attention to entrepreneurship development and the informal economy.

In order to regulate and coordinate the TEVET system, the Act established the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). The Act no longer required public training institutions to be administered by the Ministry, but by autonomous Management Boards. Although the Management Boards manage their own affairs, they are subject to national standards set by TEVETA and are in charge of developing their curriculum in an effort to enable them to better respond to local labour market needs.

As a result of the enactment of the TEVET Act, the Government has shifted from its role from being direct service provider to financer and regulator. In addition, every training institution is required to be registered with TEVETA.

2(a) Implementation: Institutional framework

Ministry of Community Development and Social Services (MCDSS)

The overall responsibility for disability issues rests with the MCDSS. The Ministry is responsible for alleviating the suffering of poor and disadvantaged groups, including people with disabilities, through facilitation and provision of survival community development skills and direct social support.

The Ministry provides a segregated vocational training programme for people with disabilities through the National Vocational Rehabilitation Centre (NVRC) in Ndola.

The Public Welfare Assistance Scheme (PWAS) introduced in 1995 administered by the Ministry, provides support to several vulnerable groups, including people with disabilities. The main elements of the scheme are social support (for example, food and clothing); an education cost scheme (for example, to assisting poor children with school-related expenses); and a health care cost scheme (for example, exemptions of fees).

PWAS targets the poorest 2 per cent of the population, but is reported not to fulfil this mandate. The PWAS has been criticized for being *"increasingly inadequate"*, considering the limited funding and growing number of applicants. According to

the Zambia PRSP, 1999, only 29 per cent of those who sought to benefit from PWAS received assistance.

Zambia Agency for Persons with Disabilities (ZAPD)

ZAPD was established by the Persons with Disabilities Act, 1996, and is attached to the MCDSS. ZAPD has responsibility to plan, promote, coordinate and provide services for disabled persons and advise the Minister on disability issues. ZAPD's mandate includes: services provision for people with disabilities, including training services; welfare and rehabilitation; keeping statistical records of incidence and cause of disability; and promoting research on rehabilitation programmes for people with disabilities.

In addition, ZAPD's role is to coordinate the implementation of the National Policy on Disability and to administer the National Trust Fund for the Disabled, which is also established by the Schedule of the Persons with Disabilities Act, 1996 (paragraph 9).

The National Trust Fund managed by ZAPD, provides loans to people with disabilities for income-generation projects.

The Agency's members include eight representatives of DPOs, as well as a member of the Zambia Chamber of Commerce and Industry.

Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)

TEVETA was created by the TEVET Act of 1998 *"to regulate, monitor and co-ordinate technical education, vocational and entrepreneurship training in consultation with industry, employers, workers and other stakeholders."*

TEVETA is responsible for the implementation of the TEVET Policy. It should be noted that equal numbers of employers' and workers' representatives make up two-thirds of the members of TEVETA. A woman representative involved in technical education, vocational and entrepreneurship training also sits on the Authority (Article 6, TEVET Act).

2(b) Implementation: Policy

National Policy on Disability, 2002

Zambia's National Policy on Disability seeks to integrate people with disabilities in mainstream society. The specific objectives of the Policy are to:

- promote awareness of disability issues;
- facilitate the provision of rehabilitation and other services to people with disabilities;
- promote equal rights and opportunities and to eliminate all forms of discrimination against people with disabilities; and
- create an enabling environment for the full participation of people with disabilities.

Strategies to achieve these objectives include:

- the integration of people with disabilities into the vocational training system;
- the development of programmes for the equalization and integration into mainstream society;
- the provision of devices to promote the inclusion of disabled persons in the workplace and in the education system;
- the provision of micro-credit facilities for self-employment;
- the promotion of the participation of people with disabilities in decision-making on issues relating to their welfare;
- the development of mandatory standards of physical accessibility;
- gender mainstreaming in the provision of services to people with disabilities;
- advocacy programmes on human rights and disability issues; and
- promoting research on disability issues.

The Policy requires the Government to *"continue to review all legislation relating to persons with disabilities"* and establish disability focal points *"in all relevant institutions"*. In providing services for people with disabilities, ZAPD is required to work with *"all stakeholders"*. The Policy includes a brief implementation strategy that prescribes the development of a strategic plan of action. The action plan is required to address gender and HIV/AIDS issues, but no timeframe for its development has been specified.

Zambia Poverty Reduction Strategy Paper (PRSP)

The Zambia PRSP deals with a variety of poverty-related issues affecting disadvantaged and poor people, including people with disabilities. Decentralization of decision-making is one of the PRSP objectives, therefore the development of a decentralization policy and its implementation are identified *as a matter of top priority* to ensure that citizens, particularly women, disabled persons, and other disadvantaged groups, actively participate in society. In addition, disability issues are also identified as a cross-cutting issue in the TEVET system under the PRSP.

Education policy

The right to education *"for each individual"* irrespective of *"personal circumstances or capacity"* is embodied under the National Policy on Education of 1996. Concerning special needs education, the Policy contains a section which states that:

> *"The Ministry of Education will ensure equality of educational opportunity for children with special needs. The Ministry is committed to providing education of particularly good quality to pupils with special education needs. The Ministry will improve and strengthen the supervision and management of special education across the country."*

The Education Policy seeks to ensure that children with disabilities are included in the mainstream education system, with the exception of children with significant

impairments who would continue to be catered to in segregated special schools. The Ministry also exempts children with special needs from the *"direct costs"* of education and provides scholarships at the tertiary level. The Policy requires an *"adequate number"* of special education teachers to be trained.

Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy

The TEVET Policy seeks to: *"improve the technical education and vocational training and link it to the requirements of the employment sector*", and in particular to: balance the supply of skilled labour with the demands of the economy; improve productivity and income generation; and minimize inequalities. In addition to the general public, the Policy specifies the following target groups: school leavers; employees in the formal sector; entrepreneurs (both in the formal and informal economy); the unemployed; women; and retrenched workers. People with disabilities are not specifically mentioned as a target group, however the Policy states that the *"special needs of people with disabilities will be taken into consideration"*.

4.1.2 Recent developments regarding the laws and policies concerning the employment of persons with disabilities

Chola Kafwabulula, Lawyer, Disability Initiatives Foundation (DIF)

Disabled persons used to be regarded as children, *"bad goods"*, and other negative things, which was not acceptable. People with disabilities were likened in many ways to a species, having bad seed and thereby requiring sterilization. Today, there is a shift in the way people with disabilities are viewed. Now, people with disabilities are viewed as citizens worthy of equal rights in society. Where employment laws used to be silent on disability issues, they have now slowly begun to take disability issues into account. However, there is still more to be done, for example, the minimum wage provisions, industrial labour laws and alternative dispute resolutions include very little pertaining to the employment of people with disabilities.

Guidelines in Acts of Parliament on the employment of people with disabilities are useful but usually such guidance is more readily emphasized in policies in Zambia. If guidance is given in legislation and policy as opposed to simply in policy, the rights of people with disabilities receive much greater protection. The problem is that policy is sometimes made on the basis of the goodwill of the Government of the day and can be discarded more easily than legislation. Governments often outlive policy, for example, Dr Kenneth Kaunda's Government had goodwill to improve opportunities for people with disabilities but when his Government was out of office, policies were changed and many services stopped.

The Persons with Disabilities Act (No. 33), 1996, embodies several provisions concerning persons with disabilities but if one looks carefully, the Act has several flaws. For example, Section 24 of the Act states that an employer who employs a certain number of people with disabilities is entitled to get a tax rebate. The problem is that many employers take advantage of the rebate by simply

employing someone without a significant degree of impairment. Since the Act does not have a clause requiring employers to employ people with significant impairments, many disabled persons with significant disabilities may not be protected from this indirect discrimination. This section of the Act could work better if there was a clause stipulating that employers employing people with significant degrees of impairment receive a higher tax rebate. Proper consultation during the drafting may have avoided this loophole in the 1996 Act.

In addition, since the Ministry of Finance determines the amount of tax rebate, there is no way of knowing how much rebate is being given and on what basis an employer is given less or more.

In addition, another clause prohibits discrimination of any kind to education, but education institutions indirectly discriminate against disabled students since their buildings are not accessible and information is not available in accessible format (for example, without ramps, elevators, or materials in Braille). These institutions need to install proper and workable mechanisms to accommodate people with disabilities among their students.

4.1.3 Pointing the way forward: International trends in legislation for persons with disabilities

Ms. Barbara Murray, Senior Disability Specialist, Skills and Employability Department, ILO Geneva

Starting from a recognition of the diversity of persons with disabilities, Ms Murray gave a brief overview of trends in how disability is understood, going on to describe recent developments in policy and laws concerning the training and employment of disabled persons. She highlighted the key elements of modern disability-related legislation and the questions that need to be addressed, if this legislation is to make a difference in practice.

Diversity of disabled persons

In developing policies and laws, decision-makers need to bear in mind that people with disabilities are by no means a homogenous group. The barriers to full participation vary depending on whether people have a physical, sensory, or intellectual disability, or a mental health difficulty. Their situation will also vary depending on whether they have had a disability from birth, childhood, teenage, or adult years, as this generally affects their access to education, skills development, and employment opportunities, as well as to the social, political, and cultural life of society. Women with disabilities tend to face greater disadvantages and barriers than disabled men, and this also should be reflected in policy and legal provisions.

Trends in definitions of disability

Definitions of disability have evolved from a moral approach, in which disability is regarded as a result of wrongdoing or sin, through a medical approach, in which the focus is on the disabled person’s impairment, to a social and rights-based approach, in which the spotlight is placed on the obstacles to full participation in society arising from physical and societal barriers. While each of these approaches

may coexist in any society, there has been a definite shift towards social and rights-based approaches in policies and laws around the world.

Associated with the moral approach, people with disabilities face the problems of shame and guilt, and may be kept at home or hidden away as a result. Solutions to these problems are frequently sought by making merit by doing good deeds, through charitable donations or other means. Insofar as services are made available to disabled persons under this approach, they are generally in the form of care by family or in religious organizations.

When disability is considered primarily a medical matter, the focus is on the disabled persons' impairment and their inability to function like non-disabled persons. Solutions in this case involve individual rehabilitation to enable a person to live life as normally as possible – in other words, to change the way in which the person functions. The associated policy approach involves care, service provision in separate institutions. This has at times been described as a custodial approach or a way of "protecting" society.

In the social/rights-based definition, people with disabilities are seen as being prevented from participating fully in society because of barriers in laws and policies; inaccessible buildings (schools, training centres, workplaces); inaccessible public transport; poor information; and mistaken ideas and assumptions about what disabled people can do and achieve. Solutions to these problems are sought through the removal of these barriers, with a view to changing society and making it more inclusive. The predominant policy approach in this understanding of disability is centred around community-based care and services, and it fosters integration and inclusion.

Trends in legislation

Different types of legislation are associated with each of these approaches. Where a moral approach prevails, legislative provisions that may benefit persons with disabilities are generally in the form of charity law, and they provide for relief in the case of destitution, usually involving care in institutions or asylums. Associated with the medical model of disability, legislation may deal with some or all of social security and social protection, health and medical rehabilitation, employment quotas, and employee compensation. Such laws focus on providing compensation for impairment, and frequently envisage service provision in segregated settings, rather than in services available to the general population. Legislation associated with the social and rights-based approaches to disability includes anti-discrimination law, employment equity law, and laws concerning job-retention and return to work. The focus here is on integration and inclusion, and the prohibition of discrimination on the basis of disability.

In summary, the changes that have taken place in recent decades represent a shift from *"Rehabilitation of disabled persons"* involving charity, adjustment to the norm, and exclusion, to *"Rehabilitation of society"* with an emphasis on rights, acceptance of differences, inclusion, participation, and citizenship.

National laws

At the national level, legal frameworks to promote employment opportunities for persons with disabilities include: quota obligations, employment equity/non-discrimination and job retention laws, and related regulation.

Quota obligations

Quota obligations comprise legislation or regulations that require employers to reserve a certain proportion of jobs for people with recognized disabilities – generally referred to as *quota legislation*. If employers do not fulfil this obligation, many countries require them to pay a contribution into a central fund to be used to promote the accessibility of workplaces or for vocational rehabilitation purposes. Countries with this type of legislation include many European countries, such as France, Germany, and Italy, and several Asian countries, such as China, Japan, and Thailand. Most quota laws make no provision for training of people with disabilities, with the exception of the quota law in France. Originally introduced to promote employment for people disabled due to industrial accidents, and in particular to promote employment for disabled war veterans after the First and Second World Wars, quotas have frequently been described as a form of compensation to individuals, based on the assumption that they were lower prospect workers, with lower productivity than expected by employers. The enforcement mechanisms in place have been criticized that they give the impression that people with disabilities could not be employed on merit, or that not to meet the quota obligation was a criminal offence. More recently, taking into account the need to improve the effectiveness of quotas in promoting employment for disabled persons, some countries (for example, France) have introduced reforms that focus on the removal of barriers in the workplace, and offer a wider range of options for employers, including the option of providing for on-the-job training like apprenticeships.

Employment equity/Anti-discrimination

Other countries have introduced *anti-discrimination or employment equity laws* that make it unlawful for employers to discriminate on the basis of disability in recruitment, promotion, dismissal, and other aspects of employment. Countries with this type of legislation include: Australia, Canada, Namibia, New Zealand, the Scandinavian countries, South Africa, the United Kingdom, and the United States. Following the adoption of the European Union Directive on Equal Treatment in Employment and Occupation (2000/78/EC) which outlaws discrimination on basis of disability, among other criteria, the 25 EU member States will be obliged to introduce such laws at the national level by 2006 at the latest. An action plan to give effect to the legal provisions is also required. These laws recognize that disability is a human rights issue.

A key legal concept in anti-discrimination legislation is *reasonable accommodation*. This involves adaptation of the job, including adjustment and modification of machinery, equipment and/or modification of job content, working time and work organization, and adaptation of the work environment to provide access to the place of work, to facilitate the employment of individuals with disabilities.

Frequently, such laws require the development of affirmative action plans, to tackle the disadvantages targeted by introducing special positive measures aimed at effective equality of opportunity and treatment between disabled workers and other workers. Such measures are not regarded as discrimination against non-disabled workers.

Another useful policy tool is to also include provision for *contract compliance* – a provision which makes legal compliance a precondition of government tenders. Companies providing goods or services to the public authorities must be in conformity with the law regarding the employment of disabled persons. This provision was first used in the U.S. Rehabilitation Act of 1973, which required that a contractor to government and public agencies should maintain non-discriminatory hiring and employment practices and take affirmative action to ensure equal employment opportunity for persons with disabilities.

Job retention

Job retention laws oblige employers to retain workers who acquire a disability and be involved in their rehabilitation. They also require employers to adapt the jobs to enable the persons to continue, or find new jobs for them if this is not possible. Under these laws, workers are encouraged to go back to work and to retrain, if necessary. Such laws also make provisions for the return to work of disabled workers who withdrew from the active labour market after acquiring their disability.

Consultation

In developing and revising laws, consultations are important, because laws that reflect views of multiple stakeholders are likely to be more effective than laws that only reflect the view of the Government. It is also important to consult with stakeholders when planning for the implementation of laws. During consultations, the Government benefits from the widespread expertise both within the country and from international organizations. In planning consultations on disability-specific legislation, it is very important that the Government involve DPOs, as well as employers' and workers' representatives and relevant service providers.

Consultation may be organized through existing bodies set up to facilitate social dialogue. As an alternative, it may be decided to set up a task force representing the key stakeholders to work on the task of developing the law or policy. Such a task force should involve the social partners, as well as DPOs and relevant Government Ministries. In some countries, the ministries responsible for developing or revising the law or policy may initiate direct contact with the social partners and the DPOs, to ensure that their views are made known. Another option is for national level meetings to be organized, involving the key stakeholders, at which the drafts can be discussed.

In preparation for the consultation, it is useful to prepare a public position paper, to serve as the basis for discussion. This can be discussed at public meetings, held at every level in the society – centrally, regionally and locally, ensuring that people at village level also have the opportunity to express their views. Radio chat

shows and other media can be a good means of informing the population at large of the proposed law or policy and the issues which these seek to address.

Implementation

It is not enough to have laws on the books. Policy measures are required to make sure these laws are implemented. Financial incentives (including grants, tax rebates and social insurance subsidies) are often put in place, but these do not always have the desired effect on employers who are at times reluctant to hire disabled workers. Many governments now also arrange for advisory services to support employers in making accommodations and introducing technical aids. Job and work analysis services can assist employers in adapting job duties so that people with disabilities can apply to and perform them. Job placement and employment services are also important although they frequently do not cater to jobseekers with disabilities.

Enforcement mechanisms

Enforcement is essential to effective implementation. This may be foreseen through the Labour Inspectorate; through an administrative monitoring system, such as a National Disability Council or an Equality Commission which caters to the population at large; or through the judicial system, either in the criminal courts, civil courts (dealing with a variety of cases) or labour law courts (dealing specifically with labour-related topics). Some countries have established an Ombudsman institution to promote good State practices towards citizens, and to investigate complaints from individuals.

4.2 Skills acquisition for persons with disabilities in Southern Africa

Introduction

Pia Korpinen, Associate Expert, Skills and Employability Department, ILO Geneva

Introducing the session, Ms Korpinen outlined the ILO project, *Strategies for skills acquisition and work for persons with disabilities in Southern Africa*, funded by the Government of Flanders, which aimed at enhancing skills acquisition of disabled persons by identifying effective strategies to provide vocational skills and real work opportunities to youth and adults with disabilities through governments, NGOs, DPOs and CBR programmes. The ILO commissioned an exploratory survey on people with disabilities and skills acquisition in Malawi, South Africa, Swaziland and Zambia. In Zambia, the survey was conducted by ZAFOD, with support from the Flemish Platform for Disability and Development Cooperation (PHOS). A report of the survey findings and case studies featuring individuals with disabilities who benefited from the programmes identified is being prepared. A summary presentation of the preliminary findings from the exploratory survey will be given during this session.

4.2.1 Skills training for people with disabilities

Mr Lango Sinkamba, Chairperson, Disability Initiatives Foundation (DIF)

Introduction

A basic prerequisite for development is that a given society has the capacity to use its own resources. Yet the majority of people with disabilities find themselves in a state of underdevelopment due to past and present discrimination in accessing resources in society.

Human development is one of the key elements that can break the cycle of poverty and underdevelopment. The development of human resources is central to the success of employment policy recommendations.

Vocational rehabilitation

Vocational rehabilitation is an essential component which should be included in the National Policy of the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). Vocational rehabilitation includes vocational guidance, vocational training and selective placement. Its focus should be the transformation of mainstream vocational training services to provide more accessible and inclusive training for people with disabilities. This should include making all necessary support services available.

Strategies that promote equitable vocational training and/or pre-employment on-the-job training for people with disabilities in all sectors of the economy could include:

(i) Skills development

The focus on skills development of people with disabilities should be the deepening of each individual's specialized capabilities so that they are able to access income through formal sector jobs, through small, medium and micro-enterprises (SMMEs) or community projects. The aim should be to promote continuous learning and adaptation to the constantly changing environment.

People with disabilities need to be targeted for leadership. This may require adjustments to the built environment and the acquisition of specialized equipment and technology for training and assessment. Rehabilitation workers can play an important role in facilitating the accommodation of disabled people in leadership within the open labour market.

(ii) Inclusive training

Pre-employment training strategies and programmes should promote efforts to make mainstream vocational training, institutions and programmes accessible to people with disabilities wherever possible. This should be achieved through the provision of necessary support services.

The widespread practice of sending persons with disabilities in search of training opportunities to welfare agencies and charitable organizations for what is often substandard training should be discouraged.

iii) Positive action

Disabled employees should be given the right to take part in upgrading courses, training programmes on new technologies, and paid training or educational leave on an equitable basis.

People with disabilities should be provided with market-related pre-employment training opportunities as a rule, rather than as an exception.

Mechanisms

A number of ILO Conventions and their accompanying recommendations provide clear guidelines and options for the training of persons with disabilities. These include:

- Convention No. 142, Human Resources Development Convention, 1975.
- Recommendation No. 150, Human Resources Development Recommendation, 1975.
- Convention No. 159, Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983.
- Recommendation No. 168, Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983.

4.2.2 Assessing effective strategies for skills acquisition and work for persons with disabilities in Southern Africa – The case of Zambia

Paradious Sakala, Zambia Federation of the Disabled (ZAFOD)

The Disability Movement at a glance

In 1952, the Northern Rhodesia Society for the Blind was established by non-disabled volunteers. Nine years later, in 1961, it became the Northern Rhodesia Blind People's League Society for the Blind. During the same year the Government enacted the Blind Persons' Ordinance of 1961 under which the Northern Rhodesia Council for the Blind was established, replacing the Northern Rhodesia Society for the Blind. Three years later, just before Zambia gained independence in 1964, the late Jack Shamwana, led fellow non-disabled colleagues to form the Northern Rhodesia Council for the Physically Handicapped.

After independence, in 1965, Government repealed the Blind Persons' Ordinance of 1961 and fused the two Councils for the Blind and the Physically Handicapped to create one entity known as Zambia Council established under the Blind Persons' Ordinance of 1965. Three years later, in 1968 the Blind Persons' Ordinance of 1965 was repealed and replaced by the Handicapped Persons Act CAP 551 of the Laws of Zambia. This Act established the Zambia Council for the Handicapped, which was to provide services to all persons with disabilities.

At the start of the 1980s, the League of the Blind split into several organizations of persons with disabilities according to disability categories and aspirations; some of the notable ones being: Zambia National Federation of the Blind (ZANFOB), Zambia National Association for the Physically Handicapped (ZNAPH), Zambia National Association of Disabled Women (ZNADWO), Zambia National Association of the Hearing Impaired (ZNAHI), Zambia National Association of the Deaf (ZNAD), Zambia National Association of the Partially Sighted (ZNAPS), Zambia National Association of Children and Adults with Learning Disabilities (ZACALD) and Mental Health Association of Zambia (MHAZ).

From 1980 to 1990, during the UN Decade for Persons with Disabilities, over twenty ILO technical cooperation projects, funded by the United Nations Development Programme (UNDP) and multilateral donor agencies, were implemented in Africa. The projects were aimed at providing skills to persons with disabilities.

Statistics

Zambia has a total population of 10,307,333 (as at 2003); of which there are 282,684 persons with disabilities. It is estimated that 53 per cent of those are male, while 47 per cent are female. Of all the disability groups in Zambia, the vast majority have physical disabilities. It is estimated that 35.2 per cent of the Zambian population with disabilities have a physical impairment; 27.4 per cent have a visual impairment; 11.2 per cent have a hearing impairment; 7.4 per cent have a mental health impairment; 5.7 per cent are deaf; 4.9 per cent have intellectual disabilities; 4.8 per cent are blind; and 3.3 per cent have had a mental health condition.

The project: "Strategies for skills acquisition and work for people with disabilities in Southern Africa – Zambia"

Purpose

The purpose of the survey was to assess the impact of both disability-specific and mainstream training strategies being used in Zambia. In addition to a report on the findings from the survey, 24 case studies were developed.

Stakeholders

The international stakeholders of the project were the Government of Flanders, who provided financial support, and the ILO, who availed technical assistance. Local stakeholders of the project included: Government, employers' and workers' organizations, and DPOs.

The DPOs that participated in the survey are: the Zambia National Association of the Deaf (ZNAD); Zambia National Association of the Hearing Impaired (ZNAHI); Zambia National Association of the Partially Sighted (ZNAPS); Zambia National Association of Disabled Women (ZNADWO); Zambia National Association of the Physically Handicapped (ZNAPH); Zambia Association of Children and Adults with Learning Disabilities (ZACALD); Zambia National

Federation of the Blind (ZANFOB); Zambia Association on Employment of Persons with Disabilities (ZAEPD); Zambia Association of Parents for Children with Disabilities (ZAPCD) and Action on Disability and Development (ADD).

Research sample size and areas covered

The areas covered by the research were: Lusaka Province (Lusaka), Eastern Province (Chipata) and Copperbelt Province (Ndola). The research sample totalled 280 persons with disabilities aged between 18 to 55 years old.

Of the 280 people interviewed, 60 per cent had received formal training and over two-thirds of these respondents were employed; 75 per cent of the respondents were male; and 61 per cent female.

Recommendations:

Recommendations arising from the survey include the following:

- persons with disabilities should be appointed to educational boards;
- training is needed in practical skills required to produce locally-needed goods and services, rather than training in formal trade;
- opportunities for disabled people to train in basic business principles and techniques, management skills, bookkeeping, costing and marketing should be availed;
- access is needed to favourable policy and administrative environment, including favourable registration, and license and taxing requirements for people with disabilities;
- improving access to business advisory services, feasibility studies and technical assistance for disabled people;
- increases in the number of disabled trainees accepted into trades training institutes of TEVETA;
- increases in the number of special education and training courses offered by TEVETA; and
- allocation of a fixed percentage of proposed training levy to finance the training of disabled persons.

"When you empower a man, you empower a household, when you empower a woman you empower a nation, when you empower a disabled person, you empower everyone." - John K. Miyato, ZAFOD Chairperson.

4.2.3 Skills training and work: Individual stories

The ILO project, *"Strategies for skills acquisition and work for persons with disabilities in Southern Africa"*, sought to identify existing effective methodologies of skills training for people with disabilities. A survey was conducted which is outlined above. Case studies comprising stories of how a selected group of women and men with disabilities interviewed during data collection acquired their skills and employment. Most of the individuals featured in the case studies have faced several challenges in their quest to acquire

employable skills and decent work. Often it is only with the support of their families, others in their communities, or by chance association with NGOs, interviewees have been able to acquire skills that has led to employment. Two of the persons featured in the case studies, as well as one of the workshop participants, were invited to the workshop to speak of their experience in training and employment. The three individual stories are summarized below.

Individual Story 1 - Clementina Lubonde

Ms Lubonde acquired a visual impairment at the age of three years in 1978 after contracting chicken pox. She first attended a special primary school for children who were blind (St. Mary's School for Blind Children), but did her secondary schooling in a regular open school (Kawambwa Girls Secondary School) which had a special resource room to cater for needs of children with disabilities.

In 1992, the year she completed her secondary schooling, Ms Lubonde's parents passed away, so she moved to live with an uncle. While living with her uncle's family, she remained without work or further training for a number of years until she started a course to qualify as a telephone operator. However, because her uncle had many children, he soon became unable to pay for her fees, so she stopped her course and remained at home. Later, a church member assisted her in enrolling in a course at the National Vocational and Rehabilitation Centre (NRVC). The course was for one year; after which she graduated with a certificate in telephone operations.

Following this training, Ms Lubonde found a job in Petauke Hospital as a telephone operator through the Cabinet office. Although she could do the job well, she found the job difficult because she had to travel a long distance between her house in Lusaka and her job in Petauke. This continued to be a problem until the Ministry of Health compelled her employers to assist her in finding a solution. However, soon after this, she was retrenched in 1998. It later emerged that there was a mistake and she was reemployed in 2004 at Chipata General Hospital. Since moving to Chipata General Hospital, she has been the victim of a lot of discriminatory practices by her employers. For example, ear checkups are routine for telephone operators, but she is not considered; neither is she considered when further training opportunities arise. Ms Lubonde emphasized that *"Government should compel employers to consider people with disabilities for further training"*.

Individual Story 2 - Pilvat Phiri

Mr Phiri, a father of four (one boy and three girls), acquired a disability when he was three years old, after an illness unknown to the family at the time. Since he was never treated differently by his family, he did not realize that he had a disability until he was five years old, when he went to school. It was a little difficult at first, but he soon accepted it and integrated well, having several friends.

Mr Phiri completed his primary education at Chipongwe Primary School in Chilanga, Lusaka, and then studied at Chongwe Secondary School for his junior secondary school level. Although he passed his junior examinations and qualified

for grade 10, he did not complete his schooling beyond grade 9. This was because there was no one to sponsor him. Since his brother had not completed grade 10 and the family was facing financial limitations, his father decided to stop funding him beyond grade 10 in case he did the same as his elder brother.

Later he was able to put some money together to pay for a course at the Makeni Ecumenical Centre, however, because the travelling was expensive and there were no boarding facilities, he could not complete the course. Soon after, a friend who was a carpenter in Chilanga offered to teach him carpentry. He seized the opportunity. One year later, he opened a workshop in Chipata near his parents' village.

After some time, another friend advised him to look for a job in town. He found an opportunity in a carpentry workshop, was shown around and asked to come back the next day. Unfortunately, he did not make it to the meeting because he was also advised to meet with the personnel officer at Zambia Agency for Persons with Disabilities (ZAPD).

Mr Phiri informed the ZAPD officer that he had completed a course in carpentry and electronics, to which the officer suggested that carpentry might be too heavy for him. The officer offered to look for alternative, lighter, employment options for him and wrote to the Ministry of Education in Chipata to request on-the-job training for him in telephone operations, under the understanding that he would return to work for ZAPD following the training. However, at the end of his training, the Ministry saw his potential and offered him a job as a Telephone Extension Officer in 1988. He has been working for the Ministry for 18 years now.

In closing, Mr Phiri emphasized the following:

- People with disabilities must accept themselves. They must mix with non-disabled persons and not practice self-discrimination.
- Access to information for people with disabilities must be availed.
- People with disabilities need more training and job opportunities; increased participation of disabled people in research.
- Disabled people in Zambia deserve the Government's attention just as much as non-disabled people in Zambia do when needs are put forward.
- Participation of disabled people at all levels is key – good representation in Parliament is essential.
- All learning institutions must be disability-friendly, barrier free.

Individual Story 3 - Chola Kafwabulula

Born after independence, Mr Kafwabulula acquired a physical disability at four years of age following damage to a nerve as a result of an injection. Mr Kafwabulula completed his schooling at Munali secondary school. It was during his days at Munali that he met many people with disabilities, where his interest in disability issues arose.

Reminiscent, he said: *"In those days, there was not much donor funding around. I miss the old days because those disability advocates had a genuine interest in developing the disability field, not because there was money offered"*.

He then went to University of Zambia (UNZA) to study economics and demographics. Although UNZA had a students' union, there was no representation for students with disabilities. Therefore, Mr Kafwabulula and others started the UNZA Handicapped Students Association (UNZAHAS) with a view to ensuring representation of the views and interests of students with disabilities at UNZA. UNZAHAS approached KEPA (the Finnish Service Centre for Development Cooperation), and was able to obtain support grants (for example, transport) for students with disabilities to facilitate their participation at university. At about this time, Mr Kafabulula, Mr Felix Chansa and Dr Simulunga began meetings which started the organization known today as DISACARE. Soon after his graduation, Mr Kafwabulula joined the Bank of Zambia; along with 12 other graduates; he qualified as a trainee manager for two years. After successfully sitting the required exams under the scheme, he became a confirmed officer (Deputy Manager) in the bank.

Years following this appointment, the next step in his career involved going back to university to study law. When he first applied to the School of Law, his application was rejected. Determined to pursue his studies, he wrote a 14-page application letter to the Dean and went to deliver it personally. Since the Dean's secretary refused to allow him to see the Dean, he returned to UNZA the next day, determined to sit in the car park to hand the application to the Dean upon his arrival to work. The plan worked - one week later he received confirmation that his application was successful.

After completing his legal studies, he went on to complete the legal practice course necessary for practising lawyers in Zambia at ZIALE. During his second year of studies, he joined the law firm he currently works for.

In closing, he said that although there is a lot of discrimination against people with disabilities in employment and training, people with disabilities must be and do what is right with what is entrusted in their realm of responsibility - turning up on time to work, for example. It is important to do the right thing and be responsible.

"People with disabilities must accept that they have disabilities – even if you are president, people will still say "the disabled president" or "the person with a disability". It does not pay to distance yourself from the disability movement – accept your disability, fight for your rights and be responsible with them."

4.2.4 Vocational special needs education and training – Building on experience in Finland

Pia Korpinen, Associate Expert, Skills and Employability Department, ILO Geneva

In Finland, special needs education and training is provided for students who need special support to assist them with their studies. For example, a special needs

student may be a student with a disability; a student who is a late developer; or a student with an emotional disorder. Special needs education and training are available for pupils in basic education and for students attending vocational training.

The majority of students (95.5 per cent) in Finland who complete the basic education continue their studies, either in additional voluntary basic education (2.5 per cent), upper secondary schools (54.4 per cent) or in initial vocational training (38.5 per cent). Of those who continue at the secondary level, around 12 per cent are entitled to special needs education. The criteria for who is entitled to vocational special needs education and training are defined in the Act on Vocational Education (1998).

The aims of vocational special needs education and training are the same as for any other certified training (tutkintotavotteinen): to obtain a vocational qualification; to gain employment; and to support the development of the students to become good and well-balanced individuals and members of society. Special needs education and training is available for both adolescents and adults.

Students with disabilities study mainly in mainstream vocational training centres. Vocational special education centres are available for students with the most severe disabilities. The special education centres also function as development and resource centres, developing and distributing information and materials on specific questions regarding disability and training.

Students in the special needs training programme are entitled to get the support services they need in order to fully participate in the training. The supports can, for example, consist of a special needs assistant, an interpreter, special computer software and/or different visual or mobility aids. Students in special needs education also have the possibility to attend studies where on-the-job training is the primary environment for their studies. Furthermore, additional welfare services are available to meet the needs of students in the special needs training programme. All training centres get a subsidy for each student they train. To provide for the costs of special needs education, for each special needs education student the subsidy is 50 per cent higher than for the other students.

An Individual Education Plan is drawn up for each special needs student. The plan is a tool for supporting the studies and it sets the objectives of the studies, defines the individual support measures, and sets out the follow-up process during the studies. The objectives of the studies may be adjusted according to the abilities of each student. If objectives are adjusted, a note on that will be included in the final certificate. The Individual Education Plan is drawn up by the teacher and student together and it may also include input from parents, basic education teachers, study counsellors, representatives of social services or other persons who are familiar with and important to the student. Each education provider is responsible for organizing special education and training and services for students in special education and training.

Preparatory and rehabilitative education is available for students with disabilities who need practice in basic skills. There are two different forms of this training. One is preparing the student for upper secondary vocational education and

training, and the other is a programme intended for severely-disabled students which aims at preparing and rehabilitating for work and independent living.

An important objective of vocational training is finding employment. All students receive training in looking for jobs, and on-the-job learning is a compulsory part of the studies. The period of on-the-job learning makes up a minimum one-sixth of the studies.

Special needs employment counsellors are available for students to assist them in job-seeking after they have completed their qualification.

4.2.5 Inclusion of disabled persons in mainstream training

Frederick Chitondo, Training Consultant

In the past, many training institutions in Zambia were segregated, but with time, Zambia is coming to accept the philosophy of inclusion. The philosophy of inclusion is such that if I went to Evelyn Hon College, there would not be a programme for people with disabilities, but the recreational facilities that everyone else enjoys will be available to me, also. All facilities, including the classrooms, would not have obstacles hampering my participation in the course programme. Inclusion today means that support assistance such as sign language interpretation, for example, for people with hearing impairments, would be provided to enable active engagement of disabled persons.

People need skills to get jobs, whether disabled or not. Disabled people have the capacity and interest in learning skills and jobs that non-disabled people have, therefore, we should advocate for inclusion and not exclusion to mainstream employment and training. Disabled people have to compete for jobs and to prepare themselves for these jobs analysing the tasks and obtaining the right skills at the right institutions.

People with disabilities should sit on standards and advisory boards of training committees in different industries to facilitate access of people with disabilities to training - and not just any training, but required and desired training alike.

Society must remove the idea that there are skills for people with disabilities. ***Disability does not mean inability***.

5. Drawing the strings together: Making a difference for people with disabilities through laws and policies and programmes in Zambia

During the workshop, in working group sessions and panel discussions, participants debated steps that needed to be taken to improve training and employment opportunities for people with disabilities in Zambia.

Each working group involved participants from Government, DPOs, an employers' or a workers' organization, and NGOs, so that a cross-section of views was represented.

At the panel discussions, presentations were made by representatives from the Ministry of Community Development and Social Services (MCDSS), the Ministry of Labour and Social Security (MLSS), the Ministry of Science, Technology and Vocational Training (MSTVT), the Zambia Federation of Employers (ZFE), the Zambia Congress of Trade Unions (ZCTU), Zambia Agency for Persons with Disabilities (ZAPD), Zambia Federation of the Disabled (ZAFOD) and Zambia National Association of Disabled Women (ZNADWO) and the Disability Initiatives Foundation (DIF**).**

Discussions focused on the following questions were:

- What actions need to be taken in order to improve the impact of laws and policies concerning the training and employment of people with disabilities?
- What policy approaches should be adopted in order to enhance the access to marketable skills for persons with disabilities, and what strategies are required to achieve it?

The recommendations arising from these debates were presented at the final session of the workshop. These are summarized below.

Who should be involved in improving opportunities?

Participants were asked to identify the different actors who need to be involved in the process of improving training and employment opportunities for persons with disabilities in Zambia.

All groups agreed that a wide variety of stakeholders should be involved in the process of developing the policies and strategies to ensure the access of training in marketable skills for people with disabilities. The involvement of the following stakeholders was considered essential:

- Government Ministries
- Organizations of persons with disabilities and of women with disabilities
- Trade unions
- The Federation of Employers (ZFE)
- The media

- Training institutions
- NGOs
- International organizations such as the ILO.

General recommendations

Government

- Infrastructural barriers should be removed and all infrastructures should be made accessible to persons with disabilities.
- Attention should be paid to the educational gaps of many disabled people.
- Steps should be taken to promote the representation of persons with disabilities in Parliament – for example, by introducing a law, enabling the Republican President to appoint disabled Members of Parliament, or by making legal provision to have a certain percentage of disabled persons as Members of Parliament.
- Provisions should be made for the extra costs of living disabled people face – for example, by requiring disabled persons to pay less tax than non-disabled persons.
- Cultural attitudes and prejudices concerning disability need to be addressed.

Disability Movement

- Disabled people should advocate with one voice.
- Perceptions of disabled people concerning their contribution to society need to become more positive.
- Disabled persons should develop a positive attitude towards employment and the skills they are interested in acquiring.

Implementing the laws and policies – What needs to be done?

Government

- All laws and policies should be effectively reviewed so that they are more relevant to the interests of disabled people and take all pertinent issues into account, making specific reference to disability issues, so as to ensure the inclusion of disabled people.
- In particular, legislation on employment and training including the Employment Act should be reviewed to improve the access of disabled people to training and employment.
- The law should compel employers not to discriminate against disabled persons in employment.
- Incentives and quotas need to be considered, as measures to increase training and employment opportunities of people with disabilities in the country, by encouraging the private sector to employ people with disabilities.
- Consultation on matters concerning people with disabilities should be a key element in reviewing legislation and policies to ensure that they address the interests of people with disabilities.

- Laws and policies should be publicized so that all stakeholders become aware of them.
- Laws and policies in place should be effectively implemented.
- The Government should employ disabled people.
- Employers should be made aware of the tax rebate Government offers to employers employing disabled persons.
- Resources should be mobilized to facilitate the inclusion of people with disabilities in the training institutions and in the open labour market.

Disability Movement

- Disabled persons should lobby the Government, through DPOs, to review laws and policies so as to make them more inclusive.
- Disabled persons should work together with Government and other stakeholders to formulate and implement laws and policies that facilitate inclusion.
- Persons with disabilities should get involved in politics, and DPOs should lobby for 30 per cent representation of disabled people in Parliament to ensure sufficient attention is paid to disability issues.

General awareness raising

- The public, including people with disabilities, need to be made aware of laws and policies in place affording rights to people with disabilities.
- Stakeholders need to be sensitized about the rights of disabled people to employment and training.
- Information should be disseminated to disabled people in accessible formats (for example, Sign Language and Braille).

Social partners

- Employers need to be sensitized to the fact that people with disabilities are an important human resource and that they can be a viable part of the workforce.
- Employers must understand that disabled people are not better off on the welfare system - that they need to make a livelihood and have important economic and social contributions to make in society.
- Employers need to be informed about the incentives encouraging them to employ disabled people.
- Employers play an important role in advising job placement officers about labour market needs.
- Trade unions should support people with disabilities to play an active and meaningful role in the labour movement.

Strategies for skills development in Zambia –
What is the way forward?

- Opening up opportunities for people with disabilities to have access to as wide a range of skills as non-disabled people should be recognized as central to their economic and social development, enabling them to compete for the few jobs available.

- There should be a policy focus on the introduction of marketable skills, and access to training in these skills should be monitored and evaluated, involving TEVETA and ZAPD, among other stakeholders.
- Research should be conducted to determine which skills are marketable in the economy.
- Employers should be consulted on what skills they require for the jobs they are offering.
- The National Skills Development Plan should identify the current demand and future growth areas as well as priority sectors in developing the national skills development strategies.
- Trainers should be sensitized on support options in training of people with different disabilities.
- Training centres should be accessible to all people with disabilities, with all infrastructural barriers being removed, and information being provided in accessible formats (such as Braille and large print).
- Training institutions should design application forms that indicate a person's ability and disability.
- Special training on the curriculum should be introduced (for example, Sign language and Braille).
- A percentage of places in colleges should be reserved for persons with disabilities.
- Specific budgets should be allocated for disability issues.
- Bursaries should be offered to disabled students or trainees.

Commitments made by the Government, social partners and training agencies

The final panel discussion comprised representatives from the National Rehabilitation Vocational Centre (NRVC), MLSS, MCDSS, MSTVT, ZFE, ZCTU, The Federation of Free Trade Unions in Zambia (FFTUZ) and ZAFOD. Panellists considered the recommendations arising from the working groups and panel discussions, and felt that these would be a valuable contribution to the development of a National Disability Action Plan. Several of the panellists made reference to specific commitments in this area made by their Ministries or organizations:

NRVC, also on behalf of the MCDSS

- In light of the emerging human rights approach to disability, NRVC is looking to move away from being a special centre to including non-disabled people among its beneficiaries (reverse integration). At present, 5 per cent of the Centre's students do not have disabilities.
- The NRVC will seek to promote the inclusion of persons with disabilities in mainstream training and to introduce reverse integration in special centres as an approach.

MLSS

- Recognizing that the Employment Act is silent on matters pertaining to disability, the Ministry will consider amending the Act to incorporate disability issues.
- As the Ministry implements its National Employment Policy, it should play particular attention to persons with disabilities.
- The Ministry should ensure that the draft Social Security Bill in preparation is disability friendly.

Ministry of Science, Technology and Vocational Training (MSTVT)

- The TEVET Policy aims to increase accessibility of the vocational training system to people with disabilities. To this end, for example, TEVET should adapt training materials to ensure they are accessible to people with visual and hearing impairments.
- The Ministry is currently reviewing the TEVET Policy of 1996 and is considering the provision of training for the formal as well as informal sectors. It will endeavour to ensure the review of the TEVET Policy will take disability concerns into account. The Ministry is open to suggestions on how it can improve its policies and programmes to better cater to persons with disabilities. There are several issues to consider during the review; therefore it is important that DPOs have a clear view about priority interventions that lead to the creation of opportunities to gain marketable skills.

Ministry for Lands

- The Government will continue to work to improve skills levels for persons with disabilities in rural areas.

Small Enterprise Development Board (SEDB)

- SEDB has had no specific policies or programmes targeting people with disabilities nor targeted interventions to include disabled persons in their mainstream programmes, but may consider targeted interventions in their services to cater to people with disabilities.

Zambia Federation of Employers (ZFE)

- If disabled people want to start businesses, ZFE will assist them through DPOs, providing business information as required.
- ZFE is working with TEVETA through the Zambia Chamber of Small and Medium Business Associations (ZCSMBA) and other partners to provide marketable skills to entrepreneurs with and without disabilities.
- Upon request, ZFE can carry out research on behalf of disabled persons or ask the ZCSMBA to assist in this process.
- Linkages between training and technical providers are being developed to create understanding of the labour market needs.

ZCTU

- ZCTU has a policy on gender and youth, but not focusing on disabled workers. It will consider taking action to follow up with disabled people who have left employment or acquired a disability while in employment.
- ZCTU will develop a Plan of Action concerning disability for discussion at a National Planning Committee to be set up.

Closing remarks

In closing the workshop, Mr. Gerry Finnegan remarked on the active participation by all delegates and commented on the quality and relevance of the recommendations made by the working groups for improving the participation of women and men with disabilities in the Zambian economy and society.

Congratulating the participants, he assured them of the commitment of the ILO Lusaka Office to work with the Government and social partners to support the inclusion of a disability perspective in development and human rights initiatives in Zambia.

Annex 1: List of Participants

ILO Tripartite National Workshop
People with Disabilities: Pathways to Decent Work
9–10 May 2006, Lusaka, Zambia

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Annex 2: Programme

ILO Tripartite National Workshop
People with Disabilities: Pathways to Decent Work
9–10 May 2006
Holiday Inn, Lusaka, Zambia

Tuesday, 9 May

8:00-9:30 Registration

9:30-10:00 Opening Session
Moderator. *Barbara Murray, ILO*

Speakers:
Gerry Finnegan, Director, ILO Lusaka
Honourable Paul Katema, Deputy Minister of Labour and Social Security (MLSS)
Honourable Ronald Banda, Deputy Minister of Community Development and Social Services (MCDSS)
H.E. Bill Nolan, Ambassador of the Government of Ireland
Barbara Phiri, Zambia Federation of the Disabled (ZAFOD)
Francesca Muyenga, Zambia National Association of Disabled Women (ZNADWO)

10:00-10:30 Coffee/Tea Break

10:30-10:45 Introduction
Enabling disabled persons to find decent work – What is required? *Barbara Murray, ILO*

10:45-11:45 Training and employing people with disabilities: The legal and policy framework in Zambia.
Chairperson – Barbara Murray, ILO

- Overview. *Heather Labanya, ILO*

- Recent developments regarding the laws and policies concerning the employment of persons with disabilities. *Chola Kafwabulula, Disability Initiatives Foundation (DIF)*

Discussion

11:45-13:00 Working Group 1:
Improving the impact of laws and policies concerning the training and employment of people with disabilities: What needs to be done? Who should be involved? What are the first steps?

Introduction to Working Group Session. *Barbara Murray, ILO*

Working Group session

13:00-14:00 Lunch

14:00-15:30 Implementing the laws and policies – What needs to be done?

Feedback from Working Groups

Panel Discussion – MCDSS, MLSS, ZFE, ZCTU, ZAPD and DIF representatives

Open discussion

15:30-16:00 Coffee/Tea Break

16:00-17:15 Pointing the way forward: International trends in legislation for persons with disabilities. *Barbara Murray, ILO*

Discussion

17:30 Reception

Wednesday, 10 May

9:00-9:15 Review of Day 1. *Participants; Moderator*

9:15-9:30 Introduction to Day 2. *Barbara Murray, ILO*

9:30-10:30 Skills acquisition for persons with disabilities in Southern Africa

Introduction. *Pia Korpinen, ILO*

Skills training for people with disabilities - *Lango Sinkamba, Disability Initiatives Foundation (DIF)*

Project findings – Zambia. *Paradious Sakala, ZAFOD*

Individual experiences: Three disabled people tell how they acquired their skills and got decent work.
Clementina Lubonde; Pilvet Phiri and Chola Kafwabulula

10:30-11:00 Coffee/Tea break

11:00-11:30 Effective skills training – Examples of good practices: Building on experiences from Zambia and elsewhere.
Frederick Chintondo, Training Consultant; Pia Korpinen, ILO

11:30–12:45 Working Group 2: Developing National Action Plans
Access to marketable skills by persons with disabilities: What policy approach should be adopted? What strategies are required? Who should be involved? What are the first steps?

Introduction to Working Group Session. *Barbara Murray*

Working Group session

12:45–14:00 Lunch

14:00-15:30	Strategies for skills development in Zambia – What is the way forward? Feedback from Working Groups Panel Discussion – MCDSS, MSTVT, ZFE, FFTUZ, ZAFOD and ZNADWO representatives. *Moderator. Barbara Murray, ILO Geneva*
15:30-16:00	Coffee/Tea Break
16:00-17:30	Drawing the strings together: Making a difference for people with disabilities through laws and policies and programmes in Zambia Moderator. *Barbara Murray, ILO* Final Panel Discussion - Proposed National Action Plan MLSS, MCDSS, MSTVT, ZFE, ZCTU, FFTUZ, ZAFOD and ZNADWO representatives.
18:30	Concluding remarks and closing