



## Zambia

Dr. Geoffrey Lungwangwa  
**Minister of Education**



*Professor Geoffrey Lungwangwa who assumed the portfolio of Minister of Education in October, 2006, is a Phd holder in Education which he obtained from the college of Education at the University of Illinois-Urbana Champaign in the United States of America. Prior to joining politics in 2006, he was an academic staff at the University of Zambia, where he served as a lecturer, Head of Department, Assistant Dean of School of Education, Director of Research and Post Graduate studies and Deputy Vice Chacellor. He left the University as an Associate Professor of Education Policy Analysis.*

### **Inclusive Education: The Way of the Future**

#### **1.0. Situation analysis**

The priorities for the Ministry of Education in Zambia are to improve access and equity for vulnerable children including those with special educational needs (SEN). The Ministry's emphasis is to provide education of particularly good quality for Children with Special Educational Needs as is outlined in the Ministry of Education Policy – Educating our Future. At present there are 175.329 learners with various special needs in the education system. This represents 7,8 % of all learners in the country. Comparing this figure with that of 2002, which stood at 23000, representing 1,1 % of school population then, there is an increase in access to education among learners with special needs. There has been a remarkable improvement in terms of access for Learners with Special Educational Needs (LSEN). This improvement could be attributed to various strategies and policies such as free basic education, Inclusive Schooling Programme (INSPRO) and back to school policy for girls.

#### **2.0. Strategic priorities**

The following strategic priorities have been established in order to enhance education opportunities for learners with special education needs.

##### **Access and Participation**

There has been increased enrolment for learners with Special needs and other vulnerable children through the provision of additional resources such as infrastructure, trained human resource, specialized educational materials, home-based education and improved instructional methodologies.

##### **Improving Quality and Learning Achievement**

The Ministry has been developing reviewing and producing specialized educational materials for learners with special needs. In addition the Ministry has been procuring specialized equipment and other assistive devices for these learners.



### **Curriculum Development**

The Ministry has Special Needs / Inclusive Education curriculum in two institutions of Higher teaching namely Zambia Institute of Special Education (ZAMISE) and the University of Zambia where special education teachers are trained. Recently the Ministry has also introduced syllabuses on Special Needs / Inclusive Education in 8 Basic Education Colleges and 2 High Education colleges for mainstream teachers. The Ministry has been providing in-service teacher training in the field of Special /Inclusive Education at both Diploma and Degree levels. Training ordinary teachers is usually conducted in district and zonal resource centers.

### **Equity and Equality**

The Ministry is ensuring the educational system secures equitable access to basic education, paying special attention to the peculiar needs and requirements of girls-child, OVC, Children with Special Educational Needs (CSEN) and those that are affected by, and infected with HIV/AIDS.

### **Policy Development**

The Ministry of Education Policy document “Educating Our Future” has a Chapter on Special Education which has a concept of Inclusive Education. The chapter emphasizes on access, management, collaboration and quality. However, the Ministry is currently developing a comprehensive policy, on Special Needs/Inclusive Education.

### **International Cooperation**

Zambia has enjoyed cooperation with regional and global organizations in Special Needs / Inclusive Education. At both regional and global levels, there has been exchange of information through visits and conferences. There has also been Bilateral Cooperation in the implementation of Special Needs / Inclusive Education, notably, the Danish International Development Agency, Finnish International Development Agency and Irish Aid. In order to improve international cooperation, member countries should show commitment to declarations / conventions by signing and ratifying them. In addition, there is need to strengthen implementation, monitoring, evaluation and reporting of Special Needs / Inclusive Education programmes at both regional and global level.