



UNITED NATIONS  
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NEWSLETTER

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# UN IN FOCUS

DISABILITY SPECIAL EDITION



**Lucy Dende**

Disability Rights Advocate  
& Road Traffic Accident Survivor

# FOREWORD

from the Resident Coordinator



I welcome you to this special edition that focuses on Disability Inclusion. In this issue you will read about the UN Zambia Disability Inclusion Strategy, success stories of Persons with Disabilities and highlights from the International Day of Persons with Disabilities.

In 2020, the UNCT in Zambia implemented for the first time the Disability Inclusion scorecard. In response to the results of the exercise, we have now developed a coherent disability inclusion process across the UN System in Zambia, covering leadership, communication, operations, and programmes.

Through the Strategy, the United Nations system will systematically embed the rights of Persons with Disabilities into its work, both externally, through programming, and internally, and will build trust and confidence among Persons with Disabilities to ensure that they are valued, and their dignity and rights are respected and that, in the workplace, they find an enabling environment in which to fully and effectively participate on an equal basis with others.

Mainstreaming a human rights-based approach to disability, in combination with targeted measures, will make the concerns and experiences of Persons with Disabilities an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that persons with disabilities benefit equally.

Working in collaboration with different Civil Society and public institutions, we have set up a Disability information sharing, reporting and coordination mechanism at district, provincial and country level. This has supplemented the quest of identifying ways of reaching out to those furthest left behind, finding eradicating stigma and discrimination related to Persons with Disabilities with regards to accessibility of services such as social protection programmes, responses to the COVID-19 pandemic, health, education, Gender Equality, food security and Humanitarian actions.

**Thank you and happy reading.**

**Dr. Coumba Mar Gadio**

# INSIDE



**Meet Njavwa Sichone, the Bright Disability Advocate and Teacher**

**UNESCO Partners with government to support learners with disabilities in schools**

**UN ZAMBIA ADOPTS A NON-DISCRIMINATION EMPLOYMENT STATEMENT**

A CHAT WITH **GIFT MULENGA**

# Visionary Make-Up Artist

**'Disability is not inability and  
Persons with Disabilities  
can also contribute to  
development'**



**A**s the current Miss Disability 2021, Gift Mulenga continues to defy all societal standards and constructs in making a positive impact and being an advocate of change in her community. Like other young people, she has chosen to showcase her talent, story and passion through her favorite hobby, make-up artistry.

Born in Chawama, Lusaka, in a family of five girls and one boy, Gift is the 4th born. She was born with one arm and one leg. She has used a prosthetic leg since

she was a year old. One cannot help but admire her confidence and courage that continues to enable her to break the stigma and discrimination to pursue her passion.

As she aligns her brushes, she reassures, 'I'll only take 15 minutes to do make-up and then the face art'. By art, one could simply qualify her as a professional artist due to the intricate realism of her work. As she applied make-up on her sister, her mother looked on from the dining table beaming with pride at her

daughter's confidence and skills. When she completed the look, her mother was as intrigued as I was at how real her work looked.

When asked how and why she ventured into the art of make-up, she looked back to around 2019 when her interest was sparked in college while pursuing her diploma in Secretarial and Office Management. In attempting the skill, she started by drawing and shaping her friend's eyebrows. The friend praised her work. The feedback from her friends fueled her desire to improve her skills and create a business to generate income.

**'Just because of this feedback, I was motivated and given courage. I was like okay; with one hand I am able to do this so let me try more.'**

Speaking on the makeup industry, she notes that there are very few persons with disabilities in the makeup industry, not just in Zambia but worldwide, and fear is partly to blame, perpetuated by stigma, lack of inclusive opportunities, acceptance, and equality.

**'Being born like this is not our fault, nor was it a choice. But by God's grace and want. I might look different, but I am normal. Like everyone else, I have dreams, I have fears, I can achieve.'**

Several Persons with Disabilities in Zambia look down on themselves because of not having a feeling of acceptance in their communities due to lack of inclusive opportunities. As a result, they are unable to speak up about their aspirations.

Even with her talent, Gift narrates her key challenge which is mobility to follow and meet clients, partly due to her use of an artificial leg which poses a challenge for long distances. Since she uses public transportation and sometimes walks to meet her clients, she can only go certain distances due to the prosthetic leg. Additionally, she mentions that most job premises do not suitably accommodate disability needs and will not put effort in making improvements and adjustments.



Gift demonstrating her makeup skills on her sister



**CHILESHE CHEPELA SPECIAL  
EDUCATION SCHOOL**

# A GLIMPSE OF DISABILITY INCLUSION



In an effort to better understand the needs of Persons with Disabilities, the United Nations Information Centre (UNIC) visited Chileshe Chepela Special Education School in Kasama, Northern Province, for an educational outreach activity and to engage with the pupils on various topics such as disability inclusion, rights, the work of the United Nations (UN), and the Sustainable Development Goals (SDGs).

Opened in 1976, Chileshe Chepela is the only Special Education School in Northern Province which caters for several disabilities including physical disabilities, intellectual disabilities, and hearing impairment, among others. The grant-aided school which has over 600 pupils, including those with disabilities, also provides boarding facilities

for pupils that have challenges commuting to and from the school, and pupils whose families have challenges looking after them owing to their disabilities.

During the visit, pupils noted challenges of disability inclusion given the fact that Persons with Disabilities sometimes face stigma and discrimination. Mutale Kayula, a Grade 8 pupil, highlighted that the school had poor and dilapidated infrastructure, inadequate learning materials, with mobility also being a major challenge for many children with physical disabilities as some could not afford to purchase wheelchairs. Kayula noted that in the past the school used to manufacture wheelchairs and that this had been discontinued due to lack of materials.

**“Although we want to learn, our environment is not conducive and favourable for studies. Our school has poor infrastructure, there are no lights in both the classes and the dormitories for us to study at night, and we are easily distracted by many people trespassing in the school premises as there is no fence,”** said Kayula.

Emphasising on the pupils’ plight, School Headteacher Sister Annie Mwimbe said the school also needed more qualified Special Education teachers to meet the pupil-teacher ratio. She also noted that in view of the different disabilities at the school, there was need for enhanced operations in the school.

**“Running a Special Needs School is very challenging, and the needs never end. Furthermore, because of our Intellectually Disabled pupils, the school needs a wall fence to avoid them wandering around,”** said St Annie Mwimbe.

As part of the educational outreach, UNIC Lusaka handed over seven footballs on behalf of the Resident Coordinator from a consignment that FIFA donated to the UN in Zambia during the 2019 UN All Africa Games for the benefit of needy schools during Sports for Development/SDGs outreach.



# The United Nations Disability Inclusion Strategy

Since its establishment, the United Nations (UN) has remained committed to its mandate of maintaining international peace, solving international issues and promoting human rights. It does so by providing support to national priorities of its member states that are fundamental in their economic, social and environmental transformation and in parallel accelerating the Agenda 2030 essential for a global sustainable future.

To ensure that the harmonization of key interests among nations are aligned with the organization’s mandates, the United Nations Sustainable Development Goals (SDGs) were developed in 2015 as a

global call to balance the enhancement of global living standards and improve the environment to ensure that no one is left behind. UN Secretary General António Guterres further emphasized that the mandates outlined in the 2030 agenda should be aligned to the 'Leave No One Behind' principle if member states of the UN are to achieve sustainable development. This principle echoes the commitment of the UN in ensuring that poor, marginalized and vulnerable groups in states are particularly recognized at the forefront in building an inclusive, resilient and sustainable future which is central in the implementation and transformative promise of the 2030 agenda.

As part of the initiation of the 'Leave No One Behind' mandate, the United Nations Disability Strategy was created in 2018 to tackle challenges inhibiting the promotion of rights and advancement of People with Disabilities such as discrimination, inequalities, poor human rights and more, that are obstacles to global sustainable development. The strategy reaffirms that 'the full and complete realization of human rights of all Persons with Disabilities is an inalienable, integral and indivisible part of all human rights.' Thus, in building back better and stronger, equal and meaningful participation of every individual in society should balance with efforts to mainstream empowerment of Persons with Disabilities and their

human rights so that they are embedded into the organization's work and support to countries in the achievement of sustainable development.

Furthermore, the UN recognizes that human rights, peace and security and sustainable development for all can only be enjoyed if Persons with Disabilities in all their diversity are included on an equal basis with others and as both agents of change and beneficiaries of the outcomes of the works and goals of the organization. The UN through the disability strategy further seeks to foster an inclusive culture within the United Nations System by addressing multiple and intersecting forms of discrimination, by taking into consideration all conditions that can create a substantially perceptible life experience for Persons with Disabilities, based on factors such as age, gender identity, religion, race, ethnicity and class, among many.

To accelerate action, the UN will continue to collaborate with partners and ensure that the promotion of the rights of Persons with Disabilities and their participation in sustainable development is actualized. With the effective implementation of the disability strategy, the UN remains committed to its goal of leaving no one behind by ensuring development participation is reached in all corners of society, especially the most vulnerable and marginalized groups.

## COVER PAGE STORY

# Road Traffic Accident Survivor Calls for First Aid Education to Minimize Disability Risk



**L**iving an active life, marked by travel, cultural exchange and the exciting pursuit of one's passions are common aspirations of many young adults. Such were the

dreams of Lucy Dende prior to a road traffic accident that left her a quadriplegic and bringing her career to a sudden halt. This happened when Lucy visited her home

country, Zambia, from her base at the time in the United States of America.

"There was going to be no more travelling, no more doing things by myself.



Everything was now limited. All those things were running through my mind as I lay there," she recalls. Once a physical education teacher for children with disabilities, Lucy now shares her experience first-hand, as she survived the accident that left her paralyzed on all four limbs.

In spite of this paralysis, Lucy narrates the happenings of that fateful day back in 2008, with a smile on her face that matches the kindness in her eyes. She credits her ability to gain assistance at the accident scene to her friend who had some understanding of first aid.

"My friend who had a little bit of training in first aid didn't move me because he didn't know what was broken. He found a flare in the car which he discharged, drawing the attention of local people who came to our aid."

Lucy remembers the ordeal of getting adequate help in the middle of nowhere and recollects the initiative exercised by the locals in the park.

"One of the villagers had to ride a bicycle all the way to Kaputa town to inform the DC that there had been an accident. He also called the local ambulance," she said.

Realizing that she sustained broken bones, Lucy hoped that the eventual arrival of the ambulance meant that she would finally receive the professional help she desperately needed but that turned out not to be the case.

"When the ambulance came, I was relieved that I would finally receive professional help. But unfortunately, they also didn't know how to handle the situation. They lifted me like a sack of potatoes onto the stretcher without finding out what was broken. I knew something was wrong though, because my neck had turned so that I could see my backside!"

Lucy has appealed to the Government of Zambia to improve the healthcare systems to afford better response to accident victims in order to mitigate the effects of accidents to

victims.

She also called for policies that would require reorientation of education systems, requiring comprehensive first aid for all.

"Please look into this, try to put up laws, rules and education for everyone! Not just healthcare providers because the first responders at the scene of an accident are usually the community.

"This can happen to anyone, I believe I wouldn't have been in this situation if I was handled properly and the time it took to take me to a professional doctor was less."

Lucy is daily assisted by her mother and uses a wheelchair, with assistance. She resides with her family.

# UN Zambia Champions Inclusive Communications



Mabvuto Sakala, a youth with hearing impairment shares Sign Language tips with participants of the UNCT Disability Consultative meeting held in Kabwe. Third from right is Alfred Sakwiya, then Acting Permanent Secretary for Central Province. On his right is UNAIDS Zambia Country Community Mobilization and Networking Adviser Dr Kenneth Mwansa.

**U**nited Nations in Zambia Leave no one Behind Results Group Chairperson Nomagugu Ncube has called for a

change in communicating with People with Disabilities (PWDs) if the desired impact is to be seen.

Making a presentation to members of the UN Zambia Communications Group (UNCG) recently, Ms Ncube said that attitude remains a barrier towards making communications inclusive for PWDs as some individuals and organisations regard it as a strain on resources. Ms Ncube noted that the UN Country Team (UNCT) in Zambia envisions and embraces systematic non-discriminatory communication ways which are accessible for all including PWDs. She said that inclusive communication includes provision of Sign Language Interpretation; transcribing written text into Braille or Audio; voice translation, making information in large prints and ensuring all UN digital prints are disability-friendly.

Ms Ncube said that as part of implementation of the UN Disability Inclusion Strategy, the UNCT was undertaking key actions that include adopting and implementing the UN Secretariat's Guidelines on Inclusive Communications to ensure UNCT and the RC internal and external communication are respectful of persons with disabilities and ensuring the involvement of PWDs in media programmes for them to feature and discuss issues about disabilities. Others are to review, monitor and track the extent to which PWDs are reflected in the UN mainstream communications and provision of training

materials to boost accessibility in online communications of the UNCT operations including digital platforms and social media.

Other key actions are implementation of communication and awareness activities among UN staff, supporting regular disability sub-sector forums or other platforms to share experiences and consolidate good practices on advocacy for disability-inclusive communications.

The UNCG will from 2022 implement a Communications and Advocacy Strategy that includes the promotion of the rights of People with Disabilities. The objectives of the strategy are creating awareness on the protection and rights of Persons with Disabilities and advocacy for the equitable participation of Persons with Disabilities in electoral processes through provision of IEC materials and information in suitable formats.

The strategy will also raise awareness on the importance of embracing disability diversity in the workforce and to encourage other organizations in Zambia to also adopt a non discrimination employment statement and to advocate for access to education by children with disabilities.

# United Nations Zambia and Government of Zambia Disability Photo Bank



Persons with Disabilities are amongst the most marginalized groups in Zambia. According to WHO, Zambia has an estimate of 1.7 million Persons with Disabilities (approximately 10 percent of the population). The United Nations Joint Programme for Social Protection (ILO, UNICEF) is providing technical support to the Zambia Agency for Persons with Disabilities with financial support from Ireland, Sweden and UK aid from the British people aimed at behaviour change awareness to

reduce stigma towards Persons with Disabilities as well as advocate on how they can claim their rights in order to fully realize their potential in society. To this end, UN Zambia supported the GRZ in developing the Disability Photo Bank with over 1,000 high resolution images to be used for the development of different themed disability messaging. These images are across the themes of Education, Health, Rehabilitation, Employment, Sports, Accessibility and Registration.



# DISABILITY GALA

In commemoration of the International Day for Persons with Disabilities, the Ministry of Community Development and Social Services on 29 November 2021 held a gala evening meant to enhance collaboration among stakeholders in the disability sector in Zambia. The high-level engagement, which was graced by the Minister of Community Development and Social Services, included testimonies from Persons with Disabilities as well as the showcasing of advocacy videos on disability developed with support from the United Nations in Zambia through its Joint Programme on Social Protection. Then UN Resident Coordinator a.i., Noala Skinner, who is UNICEF Zambia Representative represented the United Nations family.



ILO Director, George Okutho hands over a photo from the Disability Photo bank to the UN RC ai Noala Skinner.



ILO Director, George Okutho handing over the Disability Photobank to the Ministry of Community Development and Social Services for use in disability behaviour change communications.



A child care giver looks on as Mr. Kennedy Mumba, Director of Social Welfare Department (MCDSS) hands over a disability change communication picture to her Mother, Euphrasia Lupiya at the Disability Gala





## Dr Frankson Musukwa DEFIED ALL ODDS AND MAKING A DIFFERENCE IN DISABILITY SECTOR

**His childhood was not the easiest. He was the only child in the family of 10 with a disability. His father wrote him off while his mother believed in him. He struggled to get an education and excelled. Meet Dr Frankson Musukwa, founder and Director of Jennipher Community Memorial School for the Deaf in Kitwe, Zambia.**

### Q. Please tell us about yourself.

**A.** I was born on 30 March 1987. I am 34 years old. I started school in 1994 at Chilufya Basic School in Mpika, outside the Zambia College of Agriculture. I was born without a disability and lost my hearing at the age of 10 years when I was diagnosed with malaria and also

had mumps. I was sick for one year and moved from one hospital to another. As a result, I was out of school for one year. In Grade 5, I was sent to Musakanya Primary School that had a Deaf Unit. This is where I accepted my condition as there were other deaf children.

When I became deaf, my father rejected me. Out of all of us 10 children, he said he would not spend any money on sending me to school as I would not amount to anyone in future. My mother, however, decided to work in other families' crop fields and sell groundnuts at bus stops in Mpika to earn money for my education. My father also decided that I should work in people's crop fields to support my education.

I joined Munali Secondary School in 2003. It was not easy as I would also beg for money from people to help my mother as she was getting old to do a lot of work.

At the time we mixed with other children who did not have any disabilities. After completing school I joined Zambia Deaf Society and that is where my passion for disability rights started.

### Q. How did you manage to go through your further studies?

**A.** In 2012, through the Open Society Foundation, an international NGO that works on Disability Law, I was sponsored to study for a Master's degree in International Disability Law and Policy in Ireland. I completed in 2013 and returned to Zambia and decided to contribute to upholding disability rights. I established Jennipher Community Memorial School for deaf children. The name Jennifer is in honour of the first child, Jennifer, we enrolled at the school who later died. We provide free education from primary to Grade 12.





Dr Frankson Musukwa, founder and Director of Jennifer Community Memorial School for the Deaf, highlighting the challenges of COVID-19 on the school to a UN Zambia team.

## Q. What motivated you to open this school?

**A.** I would not want any child with a disability to go through what I went through. Children with disabilities need to be supported so that they achieve their dreams. The experience I went through encouraged me to establish a community school to provide free education to children. Education has empowered me. I can live an independent life. I have built my own house. I am supporting other family members and also sponsoring their education. Children with disabilities should be supported so that they can succeed like me.

The school, which has 65 children, provides free education for deaf children and now has six teachers paid through Government payroll and the school. We provide books, shoes as well as school meals.

## Q. What should be done to improve the situation of children with disabilities?

**A.** I believe that education is very important. That is the reason why I established Jennifer Community Memorial School in 2015 to provide free education for children with disabilities. Through education, Persons with Disabilities can be successful like me. I would not want Persons with Disabilities to end up as beggars on the street. We do this in a sustainable way as this school leads to independent living.

From 2015 when the school was established, a private company on the Copperbelt called Marie Roberts used to support the school with teaching materials, meals and teachers' salaries and other needs but could no longer do so after 2020 due to challenges in business. Currently, the school does not have regular sponsors and needs support.

In August 2018, the Indian Government gave Dr Musukwa an award in recognition of his efforts in helping disabled children access free education. Further, during the 2018 independence celebrations, then President of Zambia Edgar Lungu conferred Dr Musukwa with an insignia in honour of his efforts in providing education to children with disabilities.

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**Dr Musukwa gave this interview through Sign Language Interpreter, Ms Chola Kaoma.**

# Impacting the next generation of Farmers: Disability is not Inability



**M**onica Mulongoti a 57-year-old small scale farmer on her farm in Fisenge, Copperbelt. She was born visually impaired. She has ten (10) children, Seven (7) of whom live with her with their families. Monica believes that when one works hard they reap the benefits. She has taught all her children to farm, with others venturing into bee-keeping and others taking up chicken rearing and goat keeping. "My aim was to empower all

my children because I hate poverty", Monica says. Monica has been growing maize most of her life. In 2019 she became a recipient of the Fertiliser Input Support Programme (FISP). The programme helped increase her maize yield and hectareage. The harvested maize is for consumption and economic purposes, with the income invested back and used to support the family. Recently, Monica started fish farming when

she heard of a workshop offering classes on fish farming for persons with disabilities, she decided to attend. At the end of the workshop, she was supplied with one thousand (1,000) fingerlings, which she put in ponds made by her children on the farm. After seeing her success, Monica's goal is to be one of the significant fish suppliers to all the butcheries in Fisenge.

Monica's impairment has never prevented her from participating in group activities. She has held different positions, such as assistant chairperson for Persons with Disabilities Group in Fisenga and Luanshya. Through these groups, she has contributed to the positive outlook in life for persons with disabilities. Monica is impacting the next generation of farmers with knowledge that will help them live off the land. She is doing this through her children and youths in the community.

INSIDE STORY:



International Day of Persons with Disabilities

3 DECEMBER

# UN Staff with a Disability Reaffirms UN Commitment to LEAVING NO ONE BEHIND



Moses Chubili shares some reading materials at the UN stand during the IDPD commemoration in Ndola

The United Nations (UN) promotes the principle of leaving no one behind in its development agenda. The recognition of the need for Persons with Disabilities to be at the frontline of action towards the 2030 agenda has led to their employment as UN staff. Moses Chubili, 31, is one such member of the UN Zambia Team. Despite having a hearing impairment, Chubili enjoys a thriving development career as UNV Partnerships and Coordination Officer for Disability Inclusion under the Resident Coordinator's Office (RCO).

Chubili, whose resume includes the position of Secretary General of the Zambia Deaf Society as well as the position of secondary school special teacher for learners with Disabilities, holds Bachelor's degree in Special Education and Civic Education from the University of Zambia. When speaking on his career history with the UN, he says, "I had taken interest in the position when it was advertised because its description was on disability inclusion, a very good area I specialize in and that I am passionate about."

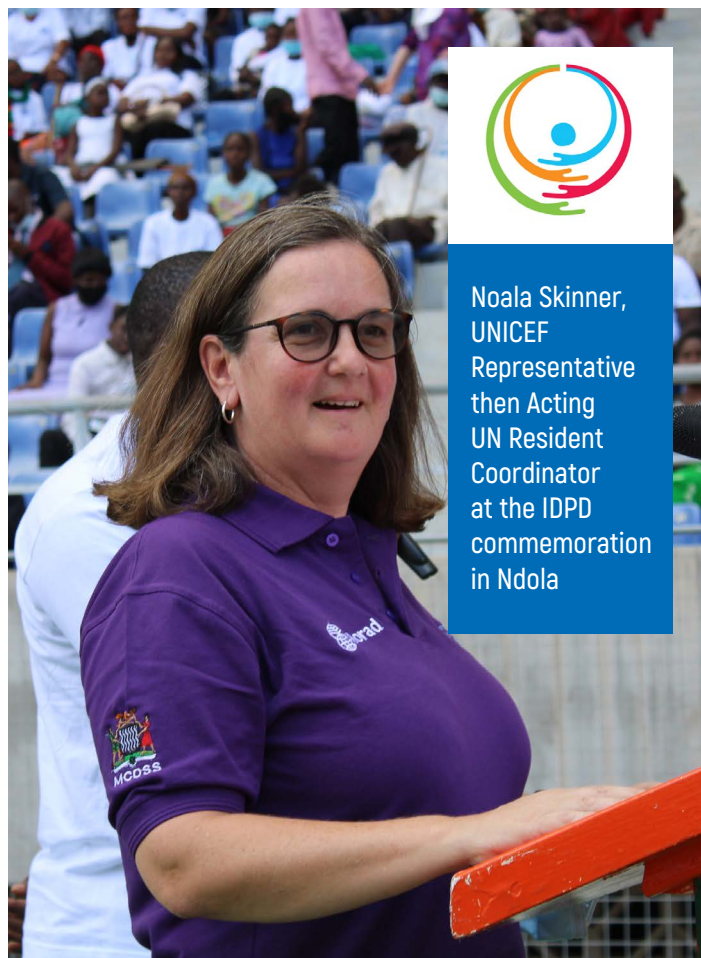


Carol Simpungwe makes remarks during the IDPD commemoration in Ndola

Despite the apparent ease with which Chubili conducts his duties, he expresses the reservations he earlier held over his capabilities in conducting the job adequately. "Naturally, I had some doubts, some fears as to whether I could actually cope. However, I expected to blend in well and it's good that I have blended well with my colleagues. I am learning a lot as well as contributing towards Disability Inclusion throughout the UN operations and programming." Chubili's bustling schedule is evidence of his fulfilling job description. His position entails finding ways of ensuring inclusive development particularly with Persons with Disabilities and monitoring and evaluating those mechanisms to ensure that the intended results are achieved. In further explaining his job, he reveals "My work involves both administrative and outreach functions. Some of my key tasks are supporting overall coordination work in the RCO, in relation to reporting, communication and partnerships building." He further adds " I support the development and implementation of strategies towards disability mainstreaming as well as build partnerships in working towards Disability Inclusion and identify opportunities for funding and programmatic synergies."

The Luapula Disability Project is one example of projects Chubili is directly involved in. He is responsible for dialoguing with key national and

international partners in Lusaka to raise awareness, coordinate, plan and evaluate Disability Inclusion activities. Chubili is excited to, among other feats, play a role in the COVID-19 awareness and response through his participation in the development of awareness and sensitization materials such as videos tailored towards heightened awareness on COVID-19 among Persons with Disabilities. "A typical day in the office is actually very fascinating because I learn a lot while working, especially on how the UN system operates," he said. To ensure an equitable work experience for Moses, the UN meets his special needs.



Noala Skinner,  
UNICEF  
Representative  
then Acting  
UN Resident  
Coordinator  
at the IDPD  
commemoration  
in Ndola

“In the RCO where I work, they provide me with a sign language interpreter during in-person meetings. During larger conferences, we also use Microsoft Teams which has closed captions, so literally, I am not left out,” said Chubili who is also tasked with conducting accessibility audits of UN field offices in Zambia to ensure that the workplace is conducive for all UN staff with disabilities.

refers to Persons with Disabilities, the Development of the UNCT Disability Inclusion strategy, as well as conducted the first-ever UNCT and Organizations of Persons with Disabilities (OPDs) consultative meeting. “These are among other great achievements we have done and are still doing more,” Chibuli added. Chubili commends the UN for its work in Disability Inclusion. “There have been strides towards the recognition, promotion, and protection of Disability inclusion throughout the UN system, the UNCT has also maintained Disability Inclusion as a standing agenda item during their meetings. In addition, all




Musical artist and Albinism Advocate John Chiti entertains participants at the IDPD commemoration

He adds that as part of its dedication to Disability Inclusion in the workplace, the UN has adopted a non-Discrimination employment statement which explicitly

UN agencies have disability focal points. I believe these are great milestones towards leaving No one behind.”

# Meet Njavwa Sichone, the Bright Disability Advocate and Teacher



**N**javwa Sichone is 37 years old. She celebrates her birthday on 3 December which is also International Day for Persons with Disabilities. Njavwa was born with Cerebral Palsy, a disability that causes disorder of movement, muscle structure or posture. She is the founder of Njavwa Disability Foundation or NDF in Chingola district, in Zambia's Copperbelt province. Some of the foundation's focus areas include education, entrepreneurship, physiotherapy and agriculture.

'I always remind the people helping me at home that I use their legs, I use their hands, but the brain is mine'

Njavwa highlights how education as a breakthrough has played a critical role to inspire positive change in the disability community. Like many Persons with

Disabilities who want to make an impact but lack a platform, Njavwa hopes to uplift others living in fear because of the inequalities that continue to infringe their rights. Faith and courage have enabled her to build her inner self. This has prompted her to pursue a degree in Special Education with Civic Education at the University of Zambia (UNZA) through distance learning. She is the only student with a disability in the programme. She has faced some challenges during her education. Although her left side is slightly functional, she experiences pain and has to use a wheelchair as she cannot support herself. She needs support from a caregiver and assistance from family members. She also relies on dictation to do her assignments because she has writing challenges which often delay her in meeting deadlines. Her sister usually assists her in typing her







# UNESCO PARTNERS WITH GOVERNMENT TO SUPPORT LEARNERS WITH DISABILITIES IN SCHOOLS

UNESCO is currently supporting ministries of Education in Eastern and Southern Africa including Zambia to implement the Our Rights, Our Lives, Our Future (O3) Programme which supports delivery of good quality Comprehensive Sexuality Education (CSE) that empowers adolescents and young people, while developing their skills,

knowledge, attitudes, and competencies required for preventing HIV, reducing early and unintended pregnancies, and eliminating gender-based violence. The O3 programme, and its acceleration builds on current efforts by UNESCO to improve sexual and reproductive health, as well as gender equality and education outcomes for adolescents and young people. A key

component of this programme is the roll out of the Revised International Technical Guidance on Sexuality Education (ITGSE), and teacher training to support this.

While the new Revised International Technical Guidance on Sexuality Education (ITGSE) is aimed at all children and young people, these guidelines do not specifically contain any information and guidance about how to provide CSE to children with disabilities. UNESCO recognises that the guidelines need to be complemented with tools that are focused on the needs of teachers working with young persons with special educational needs and disabilities.

The sexual and reproductive health and rights of persons with disabilities is enshrined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Ensuring that young persons with disabilities have access to CSE is one important component of the UNCRPD. However, global evidence demonstrates that children and young people with disabilities continue to face a multitude of barriers in accessing CSE, and sexual and reproductive health services, at multiple levels. They are also more vulnerable to abuse, including sexual abuse, both in school and out of school settings. At the same time, evidence shows that young people with disabilities

are less likely to be in school, and more likely to drop out of school, and therefore opportunities to engage with CSE in the school environment are likely to be more limited.

Recently, UNESCO supported a needs assessment study whose main focus was to assess whether or not young people with disabilities have access to adolescent sexual and reproductive health services, and to explore the inclusivity of these services. Through this study, UNESCO has designed programmes targeting teachers of learners with disabilities from across the country in line with the principle of leaving no one behind.

Additionally, UNESCO supported a young person with a disability from the University Teaching Hospital (UTH) Special School in Lusaka to speak at a recently held regional virtual workshop for learners with disabilities. The young person demonstrated that young people need inclusion in programmes that directly affect them.

In his words, Rodrick Mbalnazi said: "We are normal children growing up like any other child. Therefore we demand attention and support in helping us to access sexual and reproductive health as there should be nothing for us without us."



## UN ZAMBIA ADOPTS A NON-DISCRIMINATION EMPLOYMENT STATEMENT

The United Nations in Zambia has reaffirmed and re-enforced its commitment towards championing Disability Inclusion within the organisation. During the current programming cycle, the UNCT adopted a Non-Discriminatory employment statement which explicitly is inclusive of Persons with Disabilities and will be applied in all UN local vacancies and other recruitment calls.

The Non-Discrimination employment statement envisions a system wide aim to attract, recruit, retain and promote the career development of employees with disabilities. The statement will build on the continuing work of the UN in Zambia towards Disability Inclusion, taking note that the development of the statement on Disability Inclusion is a logical extension of the UN system in Zambia's work towards reduced inequalities, social justice and decent work.

The UNCT is optimistic to work more broadly and comprehensively on disability

mainstreaming across the UN system operations and programming. This is in line with the United Nations Disability Inclusion Guidelines to strategically position disability mainstreaming and inclusion in the context of the UN reform.

## UNCT CONDUCTS ACCESSIBILITY AUDIT OF ITS COMMON PREMISES

The United Nations Country Team (UNCT) in Zambia, through the Leave no one Behind (LNOB) Theme Group and the Disability Inclusion Working Group, conducted its annual accessibility audit of the UN common premises. The premises assessed are the UN Common House, UN annexes, all UN field offices and refugee settlements/camps.

The assessment audit will determine to what extent the UN common premises are accessible towards all Disability types to access the premises, services and communications of the United Nations. Through the audit, the UN in Zambia will systematically embed the rights of Persons with Disabilities into its work, both externally, through programming, and internally, and will build trust and confidence among Persons with Disabilities to ensure that they are valued and their dignity and rights are respected and that the UN provides an enabling environment in which Persons with Disabilities can fully and effectively participate on an equal basis with others.



IOM Zambia Chief of Mission and UN Zambia Leave no one Behind Theme Group Chairperson Nomagugu Ncube speaking at the OPDs meeting in Kabwe as a Sign Language Interpreter supports.

## UN ZAMBIA HOLDS ITS FIRST EVER CONSULTATIVE MEETING WITH OPDS

From 14-15 October 2021, 66 representatives of Organisations of Persons with Disabilities (OPDs) from all 10 provinces of Zambia gathered in Kabwe for consultations under the auspices of the United Nations Country Team (UNCT).

The consultative meeting was centred around the five pillars of the Sustainable Development Goals (SDGs) which are People, Planet, Prosperity, Peace and Partnership.

Participants identified challenges and solutions under each pillar with a view of contributing to the new UN Zambia Sustainable Development Cooperation Framework (UNSDCF) for the period 2023-2027. Programme staff from various UN agencies in Zambia made presentations and facilitated the discussions.

The UNCT recognizes Disability Inclusion as a key aspect of its programming process. The consultative meeting was anchored on empowering persons with disabilities for an inclusive, equitable and sustainable development envisaged in the 2030 Agenda for Sustainable development.

In a speech read on her behalf by International Organization for Migration (IOM) Zambia Chief of Mission and Leave no one Behind Theme Group Chairperson, Nomagugu Ncube, UN Resident Coordinator, Dr Coumba Mar Gadio called for the full and equal participation of Persons with Disabilities in all spheres of society.

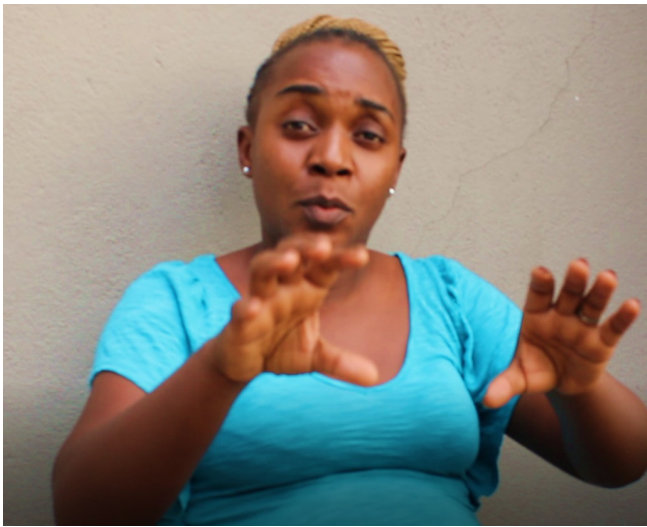
“It is important to ensure the full and equal participation of persons with disabilities in all spheres of society, developmental processes and create enabling environments by, for and with Persons with Disabilities,” she said.

Meanwhile, then Central Province Acting Permanent Secretary Alfred Sakwiya who was Guest of Honour, said that the Zambian Government was committed to enhancing the welfare of all Persons with Disabilities.

“Persons with Disabilities have continued to inspire all on the contributions they are able to make regardless of the challenges they are faced with. In most cases they have done remarkable things which many able-bodied persons have failed or are unable to achieve,” Mr Sakwiya said.

The participation of Persons with Disabilities was aided by Sign Language interpreters and Mobility Assistants that travelled with the participants.

# ABILITY SPOTLIGHT



## Anastarsia Nchimunya Fundulu

I am 34 years old. I live in Senanga, Western province. I am married and have two children.

I lost my hearing as a child after an illness. My parents did not give up on me. They took me to schools for children with disabilities including an integrated school and I was able to complete my primary and secondary school education. I am a Teacher and currently pursuing a Bachelor's Degree in Special Education from the Zambia Institute for Special Education (ZAMISE) and I am in my third year. I hold a Diploma in Primary Education and another Diploma in Special Education.

My message is that everyone should support Persons with Disabilities. Ensure that you create a good environment for Persons with Disabilities because you do not know what tomorrow brings. We Persons with Disabilities never chose to be disabled. Disability should not be a challenge to Persons with Disabilities

alone but to everyone. Being disabled does not mean that you can fail to do anything. For example, when I was in school and college I was the best in sports. I could run and play netball and football. I have three medals from netball. I was also a model and got a beauty and personality award. I succeeded because disability never made me look down upon myself.

I am the only one with a disability in my family but doing well and able to support other members of my family including my parents who are very proud of me. Disability is not inability. You can do anything that an able-bodied person can do. **Never look down on yourself.**



## Mabvuto Sakala

**Age:** 32

**Disability:** Hearing impairment

**District:** Lusaka

**Hobbies:** Photography, film making and editing, basketball and chess.

**Occupation:** Third year student, BSc in Information Communication Technology (ICT)

**Message:** Speaking for the deaf, they can do anything except hear.

# Kennedy Phiri

## An example of Ability



Kennedy Phiri, a 42 year old, a person with a disability, stands by the mantra 'I see hope in every situation' to help him remain focused. This belief has elevated him to be the first person with a disability to hold the position of Ward Councillor in Chipulukusu, Ndola.

Kennedy dropped out of school in grade nine (9) after failing to go the next level. He then decided to concentrate on his football career as he played for a local team called Ndola Lime Hotspurs. He had an opportunity to represent

Zambia in the under 17 National football team in Zimbabwe and Malawi.

However, at the peak of his football career, in 2000, at the age of 21, he was involved in a train accident that resulted in him losing the use of his legs and having to get artificial legs and a wheelchair for mobility. In 2002 Kennedy then aged 23 decided to go back to school at Chipolele Combined School in grade nine (9) with financial help from a sponsor.

Kennedy passed with the highest mark at the Chipolele Combined School, and he proceeded to go to Kabulonga Secondary School in Lusaka. In 2005, he completed secondary school. A year later, Kennedy decided to further his studies by pursuing a Diploma at Lusaka Trades in Hotel Management and Labour Law. He then obtained another Diploma in Human Resource Management at The National Institute of Public Administration (NIPA).

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