

## **INTELLECTUAL DISABILITIES (IDS): A CHALLENGE IN FAMILY FUNCTIONS IN ZIMBABWE**

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### **ABSTRACT**

**T**he study sought to establish the challenges of IDs on family functions in Zimbabwe. A case study design was employed to collect data. Out of a population of one hundred and thirty, the study sample comprised of forty participants who were purposively selected from families with children below the age of eighteen. The interview guide and semi-structured interviews were used to gather data. Major findings were that despite a family's economic, social and cultural background, the severity of the IDs determines challenges of IDs on family functions. It also established that adequate knowledge, resources and support services enhance a family's capacity to manage child disability. Recommendations mainly centered on enhancing a family's capacity to manage their child's disability. Some of the recommendations are that Ministry of Primary and Secondary Education should facilitate massive awareness and sensitisation programmes through school activities, media and posters around the environment. It was also recommended that schools should empower families of their students with IDs by training them how to run livelihood projects. The need for schools to facilitate a network for children with disabilities, their families and service providers was also highlighted.

**KEYWORDS:** Child Disability, Education, Children, Stigma, Stress, Palliative Care, Quality Healthcare