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Skills Development through Community Based Rehabilitation (CBR)

A good practice guide

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Skills and
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The ILO has prepared this guide to good practice in skills development through community-based rehabilitation (CBR) as a contribution to defining how CBR can best be used as a strategy for poverty reduction among disabled people. The guide is a contribution to the review of the past 25 years of CBR experience undertaken by the World Health Organization (WHO) in collaboration with the ILO, UNESCO and many international Non-Governmental Organizations (NGOs) and Disabled Persons' Organizations (DPOs), which aims to increase the effectiveness of CBR programmes. It was developed on the basis of field visits carried out in selected countries of Africa, Asia and the Middle East in the framework of a project funded by the Government of Finland. These field visits were followed by a survey of selected community-based agencies providing training services, carried out electronically.

The guide describes the key steps required in the planning and implementation of community approaches to developing the skills development and access to work for disabled people. Case studies identified in field visits undertaken on behalf of the ILO in Africa (Malawi, South Africa and Uganda and Zimbabwe), the Middle East (Lebanon and Jordan), and Asia (India, Cambodia and the Philippines) illustrate how CBR programmes can contribute to the economic well-being of disabled people living in different economic, political and cultural contexts through community-based skills training programmes.

Acknowledgements are due to Peter Coleridge, who carried out extensive field work under the project and prepared an early draft; to Tony Powers, who gathered further information through an on-line survey and composed the final draft; to Bob Ransom, who coordinated the project at first; to Debra Perry, Peter Coleridge, Laura Brewer and Karl-Oskar Olming, who provided valuable comments on the final draft; and to Barbara Murray who oversaw the process of developing the guidelines.

It is hoped that the guide will contribute to the implementation of international standards relating to disability – in particular the ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), No. 159, 1983 and the UN Convention on the Rights of Persons with Disability, adopted in December 2006. It should also support the achievement of the Millennium Development Goals, particularly that on poverty reduction.

Christine Evans-Klock
Director
Skills and Employability Department

ADD	Action on Disability and Development
APPT	Alleviating Poverty through Peer Training
CBR	Community-based Rehabilitation
DPO	Disabled Persons' Organization
DPSA	Disabled People of South Africa
EDP	Entrepreneurial Development Programme (MODE, SA)
GDP	Gross Domestic Product
HLID	Holy Land Institute for the Deaf (Jordan)
IGA	Income generating activity
ILO	International Labour Organization
LPHU	Lebanese Physically Handicapped Union (Lebanon)
MDG	Millennium Development Goals
MFI	Micro-finance institution
MODE	Medunsa Organization for Disabled Entrepreneurs (SA)
MoH	Ministry of Health
NCDPZ	National Council of Disabled People of Zimbabwe
NGO	Non-Governmental Organization
NUDIPU	National Union of Disabled People of Uganda
PRSP	Poverty Reduction Strategy Papers
SA	South Africa
SAFOD	Southern Africa Federation of the Disabled
SARS	South Africa Revenue Service
SETA	Sector Education Training Authorities (SA)
SIYB	Start and Improve Your Business
TREE	Training for Economic Empowerment
UNESCO	United Nations Educational, Scientific and Cultural Organization
USDC	Ugandan Society for Disabled Children
WHO	World Health Organization

1. Introduction

Preview

In this chapter, the focus is on:

BACKGROUND

Community-based Rehabilitation (CBR)
CBR and the ILO
Purpose of the guide
What is in the guide

CONCEPTS

Disability, poverty and development
Work
Decent work
Livelihoods
Economic empowerment

CONTEXTS

Formal and informal economies
Urban and rural areas
Gender issues

1.1 Background

Community-based rehabilitation (CBR)

Community-based rehabilitation (CBR) is a multi-sectoral approach to meeting the health, education, vocational skills and livelihood needs of children, youth and adults with disabilities, primarily in developing countries.

CBR is defined in a joint statement by ILO, UNESCO and WHO (1994 and 2004) as *‘a strategy within general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities. CBR is implemented through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health education, vocational, social and other services.’*

Pioneered by the WHO some 25 years ago, CBR initiatives have been implemented in over 80 countries. The CBR approach is now official disability policy in a number of countries.

“CBR is a strategy within general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities.”

ILO, UNESCO, WHO 2004

Although CBR is a fully comprehensive approach covering all aspects of a disabled person’s life and involving many different actors and agencies, there is no single model of CBR, and, as a result, defining what is and what is not a CBR programme remains problematic. CBR is an approach, rather than a prescriptive programme. In its purest sense it implies a ‘well-structured, smoothly functioning, coherent community that is capable of assessing its own needs, deciding its own priorities, identifying its own resources, and achieving its own goals by community management. In the real world this is seldom the case (Alldred et al. 1999). Not all programmes which are called CBR take a comprehensive approach and some programmes which do not call themselves CBR have developed highly effective, holistic, community-based strategies.

1. Introduction

This guide does not therefore confine itself to good practice identified only in officially titled “CBR programmes”. In line with the ILO, UNESCO and WHO joint statement on CBR, it highlights successful programmes “implemented through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health education, vocational, social and other services” – whether they are called CBR or not.

CBR and the ILO

While the vocational rehabilitation, training and employment of disabled people are recognized as important by many CBR practitioners, there is often uncertainty about how the whole subject should be approached. Practitioners’ lack of expertise or the belief that such activities are not relevant to their target group (for example, to young people or children) results in some CBR programmes not even attempting such activities. For disabled people and their families, however, earning a living is at the top of their priorities.

The ILO has long supported CBR programmes as a means of social and economic integration of disabled people in rural and urban communities in developing countries. Since 1980, over 25 ILO technical cooperation projects have been implemented in cooperation with governments in countries in Africa, the Arab States and the Asia-Pacific Region. The focus of these projects has been the development of strategies to promote training, employment and income generation for disabled people. The projects strengthen the capacity of CBR programmes to provide vocational skills development and work opportunities for youth and adults with disabilities, with a special focus on women with disabilities.

The Millennium Development Goals cannot be reached unless all poor people are included. Since the majority of disabled people live in poverty, strategies must be clearly mapped out to enable them not just to survive but to develop.

Following an International Consultation on CBR in 2003¹, the ILO undertook a technical cooperation project to review CBR experience in promoting vocational training and work opportunities for disabled persons, with support from the Government of Finland. This project aimed to identify effective strategies used in developing countries to develop the skills of disabled youth and to improve their access to work and income. This Guide was developed as part of that project.

Purpose of the guide

- To provide an overview of effective development strategies and practices for vocational and other skills for disabled people.
- To provide tips for policy makers, CBR practitioners and other training personnel on planning and implementing programmes to develop skills and to support access to work.
- To illustrate through examples of good practice, the basic principles of enabling disabled people to acquire skills and find greater self-fulfilment through decent work.

What is in the guide

The rest of **this chapter** provides information about important concepts associated with CBR programmes and about contextual factors that need to be considered by CBR practitioners.

Chapter 2, Skills and work basics, explores the various types of skills that need to be included in training programmes for disabled people and how these skills are effectively applied in the workplace.

Chapter 3, CBR and skills development, outlines practical strategies for developing skills for employment and for operating a small business. It includes a number of case studies illustrating good practice.

Chapter 4, CBR and livelihoods, gives tips on how to build relationships with employers and employer organizations that can result in successful job placements, on-the-job training, work trials or other forms of collaboration.

1. Introduction

Chapter 5, Building support in the community, provides guidance on how to improve the effectiveness of CBR programmes by building partnerships with mainstream agencies, NGOs and service organizations. Supporting self-help groups of disabled people is also explored.

Chapter 6 summarizes the guide's key messages for CBR practitioners.

Case studies illustrating good practice are included throughout.

1.2 Concepts

Disability, poverty and development

It is impossible to separate the poverty of disabled people from the general picture of poverty in developing countries. Disabled people tend to be grouped in the poorest sections of society, and poverty reduction policies will therefore have a significant influence on the well-being of disabled people. They face the same difficulties in breaking out of poverty as others, but have the added disadvantages of low access to essential services, education, training, employment and credit schemes, which in many cases are combined with low self esteem and low expectations arising from their marginalized position. Organizations that work with disabled people therefore need to be proactive in the development and implementation of national poverty reduction strategies, such as Poverty Reduction Strategy Papers (PRSPs), which now form the basis for many developing countries to meet the Millennium Development Goals (MDGs) and the framework for channelling international development support.

“The primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity.”

ILO Director-General, Juan Somavia

Skills development and access to work must be viewed within this context, and not treated as discrete activities benefiting a few individuals. Skills development of individuals can only be a palliative measure if the root causes of poverty are not addressed. In addition, there is no point in

training people (whether disabled or non-disabled) in high levels of skill if there is no demand for these skills in the local economy. Conversely, training people only in low-level skills will ensure that the economy does not develop and the cycle of poverty is perpetuated. A balance must be struck between what is realistic and the need to raise standards above bare survival.

Work

Work is one of the main ways we relate to others. It is both an individual responsibility and a social activity, frequently involving collaboration in a team. Work is at the centre of people's lives, determining the stability and well-being of families and communities (ILO 2006a). The concept of 'work' does not mean only a paid job, self-employment and running a business, but any form of economic activity that increases the ability of an individual and their family not just to survive but to develop. It includes unpaid tasks related to helping in the home. For people with disabilities, like non-disabled people, work is not just an economic issue: it provides a means to prove one's worth and ability, gain self-confidence and self-esteem, and participate in the life of the community. It is the key to social integration.

Decent work

Of particular importance for the ILO is the concept of decent work, that is, work which dignifies rather than demeans. Decent work involves opportunities for work that are productive; deliver a fair income; provide security in the workplace and social protection for families; offer opportunities for personal development and social integration; allow freedom for people to express their concerns and to participate in the decisions that affect their lives; and afford equality of opportunity and treatment for all women and men.

Decent work should be at the heart of global, national and local strategies for economic and social progress. It is central to efforts to reduce poverty, and a means for achieving equitable, inclusive and sustainable development.²

Livelihoods

Because 'work' and 'employment' tend to conjure up notions of a job with a wage or salary, or self-employment or a business with an income, it is more helpful in situations where these terms do not apply to use the term 'livelihoods' instead. 'The world of work' applies to paid jobs, self-employment, and running a micro, small or medium enterprise, but it is less applicable to situations in which someone engages in a range of survival strategies involving different activities. This is especially the case in rural areas. For example, a family livelihood strategy might involve raising a pig, growing and selling vegetables, taking in washing and doing day labour in the rice paddies.

Economic empowerment

What is the purpose of work? To earn income or to be more fulfilled as a human being? When we speak of 'economic empowerment', what do we mean? What are the factors that enable a person to succeed in business and be empowered by the process? Clearly there is much more to be identified by such an enquiry than the acquisition of technical skills alone. We need to identify the factors which empower disabled people, and which enable them to live more productive lives, with greater self-esteem and respect from their community.

People with disabilities frequently experience a spiral of factors which drive them into low expectations, low self-esteem, and low achievement and which also affect the provision of services. Having few assets, they frequently do not qualify for loans from financial institutions to invest in enterprises. For many, the only option is to seek a loan from money-lenders at exorbitant interest rates, thereby compounding their poverty. Even when there are loans available, such as those offered by some self-help schemes or by credit schemes such as the Grameen Bank, disabled people are sometimes reluctant to borrow for fear of being driven into debt. This again feeds into the low expectations of families that their disabled family members cannot be economically productive, so they do not invest in their education, which along with negative attitudes internalized by people with disabilities themselves and a culture of charity perpetuates the confining spiral.

Breaking this vicious circle can start with a change in attitudes and aspirations by disabled persons. The fact that they are in work is in itself an achievement. An important question, however, is 'What kind of work?' People with disabilities have as much need to have fulfilling jobs and creative careers as anybody else. Because they tend to come from poor sections of society, the aspirations of disabled people in poor countries are often conditioned by rather low expectations. But they can have ambitions which go far beyond what is on immediate offer. It is important to publicize examples of good practice in which disabled people have been able to break out of the dead-end of low expectations, low aspirations, and low achievement, to serve as role models for others.

Case Study 1: Aiming high

Joshua Malinga and Alex Phiri, disabled men from Zimbabwe, are both prominent figures nationally and internationally within the disability movement. But they both came from humble rural origins, and spent much of their youth in an institution which offered them a future as shoemakers. They rejected this and aimed considerably higher. Joshua became Mayor of Bulawayo and Alex is the Director of SAFOD (Southern Africa Federation of Disabled People). Similarly Venus Illagen, a wheelchair user from the Philippines, became the chairperson of Disabled Persons International by aiming high, and Sylvana Lakis is the founder and director of a very successful Disabled Persons' Organization (DPO) in Lebanon (Lebanese Physically Handicapped Union).

Other people with disabilities have made their mark in the public and private sectors. Prominent among these are President Franklin D. Roosevelt, President of the United States from 1932 to 1945, who provided an inspiring example of how disabled persons can rise to the highest level of influence in their country; Professor Steven Hawking, Theoretical Physicist, has made a significant contribution to scientific knowledge, showing in the process how assistive devices make it possible to take part fully; Ms Marlee Matlin, the first deaf person to become a successful Academy Award-winning actress; and Mr Emmanuel Osofu Yeboah, Ghanaian athlete and disability advocate. There are many more.

1.3 Contexts

Formal and informal economies

Formal economy

The formal economy comprises public and private sector jobs that are covered by employment legislation, including employment security, minimum wage laws, occupational safety and health and other provisions. Legislation to promote the employment of persons with disabilities - including quota and anti-discrimination – apply to jobs in the formal economy. Workers have the option of joining trade unions to represent their interests. Employers frequently form representative associations which deal with policy issues such as corporate social responsibility, including the promotion of employment opportunities for disabled persons.

Many people aspire to formal sector jobs, but disabled persons frequently loose out in the competition for such jobs, against other highly qualified job applicants, particularly in developing countries.

A global job crisis has limited opportunities in the formal economy. This is linked to the fact that much economic growth does not involve a growth in jobs, and those jobs that are created are frequently of low quality, and associated with poverty. It is also linked to changing patterns of work associated with new production strategies that have emerged in the global economy (ILO 2006a). In many countries of Africa, the formal economy does not employ more than 10 per cent of the labour force, while in Asia, between 47 and 84 per cent of workers are classed as ‘working poor’ earning US\$2 per day or less (ILO 2007). In Latin America, approximately a quarter of the workforce are estimated to work in the formal economy.

Informal economy

Dating back to the 1970s, the concept of the informal economy is usually associated with the income-generating activities of people not engaged in the “formal” sector of the economy – those employed by commercial companies or government services. Those who work in the informal economy use the resources available to them – such as knowledge, skills, savings

and contacts – to scrape together an income for themselves and their families. They include wage workers, self-employed, contributing family members and those moving from one situation to another (ILO 2007).

Definitions of the informal economy are imprecise, generally referring to certain characteristics of informal enterprises, such as their small scale of operations, their tendency to be labour-intensive, their unregistered and unregulated operation, the highly competitive markets in which they operate (due to low barriers to entry in terms of capital and skills). More recent studies of the informal sector have pointed out that the demarcation between formal and informal sector operations has become more blurred. Even in industrialized nations, the nature of production and employment in the global economy is leading to increased use of informal employment arrangements in formal enterprises, making use of workers under employment arrangements that are not governed by labour contracts) (Haan unpublished).




Recent ILO research on this topic have suggested that it might be more appropriate to speak of the “informal economy” distinguished more by the nature of specific employment relationships rather than by types of enterprises, as ‘informal sector’ might imply. The research speaks of “a continuum from informal to formal ends of the economy, rather than two distinct sectors” (Lim 2002). This has been endorsed by ILO resolutions and conclusions on decent work and the informal economy (ILO 2007).

The informal economy is regarded with ambivalence by governments. On the one hand, it does not contribute to government tax revenue and can sometimes include illegal or shadowy activities. As a result, governments sometimes take active measures to obstruct or generally make life difficult for small, informal businesses - for instance, clearance of the stalls of petty traders, and in some cases, arrest of the traders themselves has been reported in several countries of Africa - including Ethiopia, Kenya and in Zimbabwe. On the other hand, it provides jobs for many millions of people, and contributes a substantial percentage of the gross domestic product (GDP). In 1998, for example, this amounted to 37 per cent of non-agricultural GDP in Indonesia and to 25 per cent in Kenya (Lim 2002). In Latin America, the informal economy is estimated to contribute

1. Introduction

to 40 per cent of the region's GDP and to have accounted for 70 per cent of the jobs created over the past 15 years (Tokman 2004).

Informal economy: Tips for CBR programme practitioners

-  Recognize the importance of the informal economy as a source of work and economic empowerment for disabled people.
 -  Ensure as much as possible that the principles of “decent work” are embedded into community-based initiatives so that disabled people can achieve dignity of work in the informal economy.
 -  Call for government policies and programmes to better address the needs of workers and businesses in the informal economy by eliminating the negative aspects of informality, while preserving its significant job creation and income-generation potential.
-

Urban and rural areas

Rural and urban contexts offer very different opportunities for work and employment. Most jobs in the formal economy are in urban areas, and most work in rural areas is linked to agriculture. The opportunities for employment either in the formal or informal economies are very much greater in urban areas than in rural areas, a factor which leads to rural-urban drift and the growth of shanty-towns. This especially applies to disabled people, who may migrate to the town or city to seek services and work.



The majority of people who are materially poor live in rural areas. But rural areas are just as diverse as any other locus of development, and generalization is dangerous. One of the former homelands in South Africa, where people live in very low-grade housing settlements with little or no access to agricultural land, will present different opportunities to Uganda, where rural families tend to have fertile land which they can farm.

In rural areas where the economy is based on small-scale farming, there are practically no jobs or formal employment as there are in the urban environment. ‘Livelihoods’ is a more useful concept in this case than ‘jobs’ or ‘employment’. People often have survival strategies involving a

variety of sources of income. Those who have land may grow a diversity of crops for both cash and home consumption. Those who do not have land may work as casual labourers, and/or engage in some form of production or service like weaving or running a small shop.

The proximity of the village to the nearest large town will also determine opportunities for work. In many Indian villages in the hinterland of a city such as Kolkata, cottage industries feeding an urban demand for hand-made goods provide supplementary cash for women in particular. But globalization and cheap imports, especially of garments from industrialized countries like China, and changes to tariff and quota systems,³ make such cottage industries increasingly hard to sustain.

Tips for CBR programme practitioners working in rural areas

-  Identify skills and income generating activities which will sustain and enhance the quality of life in a subsistence environment, enabling people to remain in the rural area rather than move to a town or city to seek work.
-  Find opportunities for disabled people to make a contribution to family and village-level livelihoods rather than think in terms of a clearly identified and self-sufficient job.

Urban areas by contrast often offer an enormous variety of opportunities for work, in both the formal and informal economies. These will be highlighted in Chapter 3.

Gender issues

Women with disabilities are more likely than non-disabled women to be disadvantaged in a range of areas. They are more likely to be poor, to be excluded from education, to be unemployed, to lack access to health and other public services and to face violence, including sexual violence. Women's work is de-valued compared to that of men, as it is largely seen as 'domestic' work that is merely for survival rather than contributing to the national economy. As a result, women, particularly disabled women, are often neglected in skills training and economic empowerment

initiatives (Sim 1999). Enabling disabled women to acquire skills, whether domestic, technical or professional, is not only a human right; it is an essential tool for women and disabled women to break out of the cycle of poverty and disadvantage. Other essential tools are education and employment/income (ibid). In the process of improving their living standards, it is also important for the women to have access to credit if they are self-employed or wish to develop a business.

Some strategies for ensuring that women with disabilities are able to equitably access skills development initiatives are outlined in Chapter 3.

1.4 Chapter 1 – Summary of key points

- *CBR is a multi-sectoral approach to meeting the health, education, vocational skills and livelihood needs of children, youth and adults, primarily in developing countries. It is a strategy within general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities.*
- *It is impossible to separate the poverty of disabled people from the general picture of poverty in developing countries. Organizations that work with disabled people need to be proactive in the development and implementation of national poverty reduction strategies.*
- *The informal economy is a common source of work and economic empowerment for disabled people.*
- *There is a need to ensure as much as possible that the principles of “decent work” are imbedded into community-based initiatives so that disabled people can achieve dignity of work in the informal economy.*
- *CBR programme practitioners working in rural areas should identify skills and income-generating activities which will sustain and enhance the quality of life in a subsistence environment and find opportunities for disabled people to make a contribution to family and village-level livelihoods, rather than think in terms of a clearly identified and self-sufficient job, which may entail migrating to an urban area.*
- *The circumstances and needs of disabled women and girls need to be given specific attention by CBR programme designers and practitioners.*

2. Skills and work basics

Preview

In this chapter, the focus is on:

TYPES OF SKILLS

Foundation skills

Core skills for work

Technical skills

Entrepreneurial and business management skills

APPLYING SKILLS IN WORK

Linking skills, knowledge and attitudes

Skills and the context of work

2.1 Types of skills

To have a productive and satisfying working life, all people – whether disabled or not – need to acquire and use a range of skills. While we often associate the word “skill” with a person’s ability to perform specific, physical or mental tasks, this is only part of the story. As important as such skills are, there are other, broader skill elements which need attention. If a training programme neglects these broader skill needs it is unlikely to succeed in enabling its graduates to find sustainable work and employment.

Throughout their lives, disabled people can miss out on education and training opportunities that other people take for granted. Often they are subject to discrimination in their communities and are assumed to have little potential to earn a living and to make an economic contribution to their families. As a result, they can be denied access to basic education through which they can build their literacy and numeracy skills; they often lack role models in the workforce who can inspire and teach them; and they can miss out on work experience opportunities where they might test their abilities and build their confidence. Those who design and implement training programmes for disabled people therefore need to consider how best to compensate for such missed learning opportunities.

In designing and implementing training programmes, it is also important not to make assumptions about what are or are not “suitable jobs” for disabled people. Such stereotypes and preconceptions create even more barriers for disabled people to overcome. Each disabled person is an individual with unique talents, capabilities, needs and wants. Training programmes must acknowledge this diversity and allow disabled people to develop the skills they need to realize their full potential – just like any other person.

Skills can be grouped and categorized in many different ways – there is no universal standard and people use a variety of terms, sometimes in overlapping or contradictory ways. To avoid confusion, the key types of skills are listed here under the following four headings:

2. Skills and work basics

- Foundation skills
- Core skills for work
- Technical skills
- Entrepreneurial and business management skills.

Foundation skills

The ability to read, understand, and use written material and basic numerical information is an important basic skill for our daily lives, as is the ability to understand social rights and obligations. Low literacy and numeracy skills adversely affect individuals' capacity to develop other skills, find decent jobs, improve their standard of living and fully participate in society. What is more, globalization, technological advancement and the emergence of what has been called the knowledge economy are creating a demand for workers who can "flexibly acquire, adapt, apply and transfer their knowledge to different contexts and under varying technological conditions, as well as respond independently and creatively" (Brewer unpublished). Without basic literacy and numeracy skills these higher order skills for the knowledge economy cannot be developed.

Yet access to basic education is denied to many people and particularly to disabled people. Because primary education in many poor countries imposes costs on families, disabled children can be seen as a low priority for schooling. Parents trying to educate several children may decide that sending a disabled child to school is not important. They may feel that the child will never grow into a productive adult so there is no point in spending money on his or her education. In addition, schools may declare themselves unwilling to take disabled children on the grounds that they are not equipped or qualified to teach them.

"Literacy for all is crucial to our efforts to create a world free of poverty and discrimination. No country can expect to seize the opportunities associated with globalization and technological progress without equipping their people with basic capabilities."

United Nations Development Programme⁴

Education is the bedrock of skills development for disabled people, as it is for everyone else, and every effort must be made to ensure that disabled children go to school, whatever that may mean in their particular circumstances. In the case of children with mobility impairments, transport and access to mainstream schools are the key factors. In children with communication impairments, including blindness and deafness, it may be necessary to set up community-based support mechanisms if they do not already exist.

Case Study 2: Samson Daka

Samson Daka, a trained sign-language teacher in Zambia, became deaf at a young age and dropped out of school.

“When I became disabled I was thought to be useless by the family. My only usefulness was found in taking care and feeding cattle in the bush. I did this chore for three good long years. One day a headmaster of Mtenguleni School visited my grandfather at our village and saw me playing, at the hour when my friends were away at school. He asked my grandfather if I was going to the school to be found in the village. So my grandfather told the headmaster that I couldn’t learn since I was deaf. It is on this day that the headmaster saved me by telling my grandfather about a school for the deaf at Magwero. So I went back to school when I was 14 years.”

Core skills for work

Sometimes called “generic skills”, “enabling skills”, “employability skills” or even “key skills”, core skills for work have been defined as “*the skills, knowledge and competencies that enhance a worker’s ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle*” (Brewer unpublished). Considerable international attention is now being given to the development of these skills in all workers. The specific requirements of disabled people in this important skills area also need to be considered.⁵

2. Skills and work basics

Core skills for work include:

- **communication skills** – listening and understanding, asking questions, using literacy and numeracy in work settings, persuading, negotiating, sharing information, being assertive and empathizing.
- **team skills** – working with people of different ages, gender, race, religion, ethnicity, culture and types of disabilities, working as both an individual and as part of a team, knowing how to define one’s role in a team, identifying the strengths of other team members, coaching, mentoring and giving feedback.
- **problem solving and decision making skills** – identifying and solving problems both independently and in teams, and developing practical solutions.
- **initiative and enterprise skills** – adapting to new situations, being innovative and creative, identifying opportunities not obvious to others, and translating ideas into action.
- **planning and organizing skills** – managing time and priorities, being resourceful, establishing goals, planning the use of resources, evaluating alternatives, predicting risk, collecting and organizing information, understanding basic business systems and their relationships.
- **self-management skills** – having a personal vision and goals, evaluating and monitoring own performance, articulating own ideas and vision, taking responsibility, being on time, being efficient, and being self confident.
- **learning skills** – managing own learning, being willing to learn on the job and off the job, using various methods to learn (for example, mentors, peers, and courses), and applying learning.

Of these core skills for work, two are particularly important for disabled people in developing countries – learning skills and communication skills.

Learning skills

People learn in different ways and skill development programmes need to understand that no single approach works for every person or for every situation. Identifying what you know, what you do not know, and what you can do about it are key learning skills.

Learning skills enable people to:

- take more responsibility for their own learning;
- spend their time effectively and stay on task;
- select the best approach(es) for each task;
- provide the knowledge and skills needed to begin, follow through, and complete tasks;
- access a variety of content and reference materials;
- gain the confidence to know when and who to ask for help. (Brewer unpublished).

Attitude and motivation are crucial factors in acquiring learning skills. Unhelpful attitudes – such as a learner’s belief that they cannot succeed in a learning task – need to be overcome. Different learning methods need to be tested so that the best learning style for individuals can be identified. Building motivation to learn throughout one’s life is equally important. Companies value workers who take responsibility for their learning and are willing and able to learn new skills in line with business needs. Ways of assessing motivation should be built into training programmes, with a view to building the motivation of disabled persons. Motivation can be gauged, for example, by examining an individual’s past history, willingness to participate. Motivation can be built through the use of written contracts and agreements concerning participation in training programmes, ensuring small achievements, structuring of success by setting realistic goals and providing positive reinforcement.

Communication skills

Oral and written communication skills are the means for sharing knowledge, interests, attitudes, opinions, feelings, and ideas in order to influence and ultimately lead others. (Van Linden and Fertman 1998)

Communication skills are necessary to fully participate in the workplace, families, relationships and society as a whole. They are truly a “life skill” as they enable people to demonstrate empathy and sensitivity to others, form friendships, express themselves, listen to others and resolve conflicts. In the workplace, they enable people to work in teams, to take

and to give instructions, to serve customers, to express their needs and to learn. Sometimes disabled people can be deprived of opportunities to develop the communication skills necessary to succeed in the workplace and CBR programme designers need to consider how best to develop them.

Technical skills

Technical skills are those which equip someone to undertake a particular task. Examples are carpentry, tailoring, weaving, metal work, lathe operation, basket making, tin-smithing, shoe making and so forth. More advanced technical skills such as veterinary work, engineering, physiotherapy, and high-level computer skills are normally referred to as professional skills.

Technical skills can be specific to a particular enterprise or job (for example, operating a machine or carrying out a process unique to a workplace) or can be transferable to number of different work contexts, jobs or industries (for example, using basic hand tools or a computer). The development of transferable technical skills (and other transferable skills) creates more flexible and adaptable workers. Flexibility and adaptability are attributes that are becoming increasingly important as technology advances, workforces become more mobile, and jobs for life become a thing of the past.

The concept of *competency* is particularly relevant here as it is a term used to denote performing a task to a set standard. It embraces the knowledge and skills required to do a particular job, and is what employers are looking for in the people they recruit. For this reason it is often associated with formal qualifications in technical skill areas. Competency-based training programmes need to include:

- **competency standards** - a specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment; and

- **competency-based assessment** - strategies for the gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.⁶

Entrepreneurial and business management skills

Entrepreneurial and business management skills are those required to succeed in a small business. They include book keeping, risk assessment, market analysis, planning, goal setting, problem solving, how to obtain information and other related skills. These skills can require basic numeracy and literacy, but may be acquired by people with no education at all if the training is appropriate and if the training materials are designed for people with low literacy. The extent to which they might be coupled with technical skills varies. For example, managing a small shop requires entrepreneurial skills but technical skills might not be so important. Running a business as a tailor requires both highly developed technical and entrepreneurial skills.

2.2 Applying skills in work

Linking skills, knowledge and attitudes

The development of skills does not, in itself, guarantee success in work. Skills are only part of the picture.

Job knowledge is needed in any work setting – from a highly-sophisticated technical job in a multi-national enterprise to a simple, agricultural livelihood in the informal economy (see Chapter 1). By “job knowledge”, we mean the key information needed by an individual in a specific job setting (rather than the technical knowledge that is embodied in skills). It includes knowledge about:

- **people** (for example, roles and responsibilities in the workplace; how individuals combine in teams; sources of advice and information; information about customers);
- **workplace** (for example, physical layout; staff facilities);

2. Skills and work basics

- **materials** (for example, where things are; how materials are stored and handled);
- **systems** (for example, processes and procedures to perform various tasks; general workplace policies; safety practices);
- **tools** (for example, tools and machines available);
- **standards** (for example, expectations regarding quality, speed and efficiency of work done).

Skills, attitudes and job knowledge are closely interlinked. Despite the prominence of skills in the title of this guide, it is as much concerned with the development of attitudes and knowledge as with skills. Work preparation for disabled people sometimes focuses too much on developing technical skills and not enough on developing the job knowledge and attitudes needed to actually perform in the job.

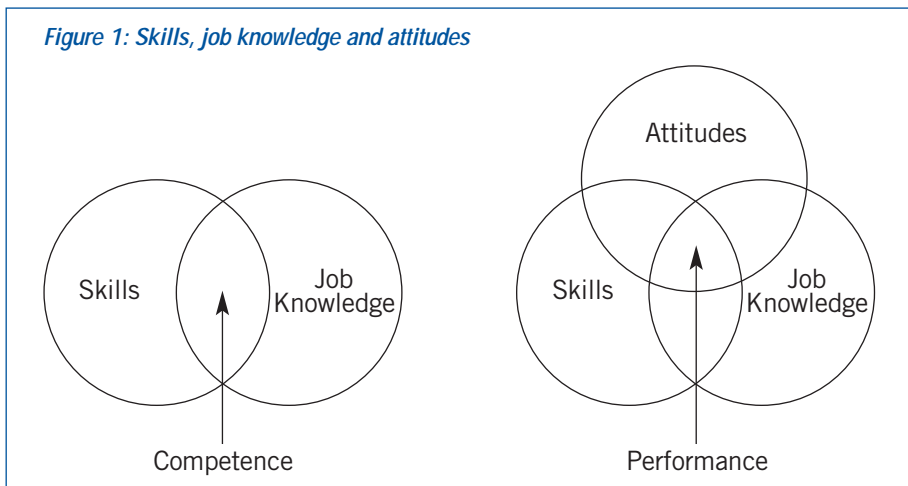


Figure 1 above shows how skills, job knowledge and attitudes interlink (Clark 1991). Where job knowledge and skills combine, individuals can be said to be competent – they are *capable* of performing a job or task. Job *performance*, however, requires a third area – attitudes. Because successful work performance is the key to sustainable employment, training programmes need to consider how best to address attitudes as well as knowledge and skills.

Addressing attitudinal issues is particularly important for many disabled people as the disadvantages they face frequently result in a lack of confidence. Many disabled people suffer discrimination within their families and communities, who assume that they cannot compete in economic activities with non-disabled people. If this assumption is accepted and internalized by the disabled person, it becomes a self-fulfilling prophecy.

Learning a technical skill such as carpentry, bicycle repairing, weaving or animal rearing will demonstrate that indeed disabled people are as capable as non-disabled people of succeeding in such trades, and the acquisition of these skills can be in itself a powerful way of boosting confidence. However, at a very early stage of their engagement with disabled people, programme designers and trainers will probably need to include specific strategies to encourage disabled people to develop appropriate attitudes to learning and work.

Examples of important work-related attitudes include:

- self-confidence
- determination
- having aspirations
- social responsibility
- optimism
- friendliness
- persistence in the face of set-backs
- creativity
- openness to other views
- critical thinking
- high personal standards.

All of these attitudes are important and most do not need further comment, but two may be picked out for special emphasis – having aspirations, and creativity.

Having aspirations

Aspirations are what drive individuals. Aspiring to be more than they are is what gives them a direction and a pathway in life. What can disabled people aspire to be? They may have had their self-confidence undermined by the attitudes of those around them, and may also face low expectations, especially from parents who conclude that because their child is disabled he or she will not be able to achieve very much. Low expectations resulting in low achievement resulting in further low expectations are the vicious circle that needs to be broken.

Enabling disabled people to develop aspirations must be an essential aim in the education and training process. Two main strategies can be suggested to achieve this: the use of **role models**, and setting **high standards**.

Disabled people who are succeeding in life and work can become role models, showing disabled trainees what they can aspire to. Role models can be an inspiration at all levels of economic activity, from high fliers in the corporate sector to farmers pursuing improved livestock production with a few animals in remote rural areas.

The reality for many disabled children is that overprotection by parents is more of a problem than neglect. Disabled children need to be challenged to reach high standards. Disabled adults need to be clear what levels of competence are expected of them, as determined by standards set in the trade or profession in which they are being trained. Both in the formal and informal economies, disabled people must compete on the same terms and to the same standards as non-disabled people.

Case Study 3: David Luyombo - Uganda

When David Luyombo was disabled by polio at the age of three, his father lost interest in him, and gave him up as hopeless. As a disabled child he thought he had no future. But his mother insisted that David attend primary school. The school was four miles away, and he had to walk. (He walks with some difficulty using a crutch.) After completing primary school, David attended a boarding secondary school in Kampala (chosen because he would not have to walk to school) and then went to a tutorial college where he got a diploma in book keeping and secretarial work.

This vocational choice had been made for him by his teachers, who assumed he would only be able to cope with a sedentary job. David had other aspirations: to work for the development of disabled people in his home rural area in Masaka. He did not see working as an accounts clerk in Kampala as a way to achieve that aim.

So David trained as a veterinary technician on a distance learning course at Makerere University, sponsored by a local NGO. He qualified in 1990 and moved back to his home in Masaka to become a veterinarian.

David began by raising cows, goats, pigs, chickens and turkeys and providing these animals to families with a disabled member on condition that they gave him the first offspring, which could then be given to another family. As a qualified vet, David provides training for families and disabled people in better animal husbandry to ensure they can look after the animals.

David has recently established a training centre with accommodation, where people can come for animal husbandry training courses lasting several days. This Centre includes a model farm with Friesian cows, cross-bred goats and pigs, good quality turkeys and chickens.

David says: *“I wanted to say no to my own experience of limited opportunities, stereotyping and discrimination. I wanted to prove that real development with disabled people in rural areas in Uganda is possible. Traditionally, disabled people, if they are taught anything at all, are taught handicrafts, which are very difficult to sell in rural areas. It seemed to me that the only thing that made sense was farming, and in particular livestock.”*

David's story provides a striking example of how a disabled child can develop from considering himself or herself worthless, to becoming an important force for the development of the wider community, providing assistance and inspiration to others.

Creativity

Creativity is a quality that is highly valued by businesses, particularly those that are driven by innovation in their processes or in the nature of their products and services. In living their day-to-day lives, many disabled people develop transferable problem-solving skills that demonstrate significant creativity and ingenuity. These are potentially invaluable to employers and disabled people should be encouraged to apply their creative talents in the workplace.

Case Study 4: The Ho Chi Minh City Tax Department - Viet Nam

Nguyen Khac Phuc, head of the HCMC Tax department, said that his disabled staff members were the pride of his branch. «They work ten times harder than we expected,» Phuc said. «They've helped us save billions of Vietnamese dong by developing effective management software for us.»

At the end of 2005, outstanding taxes for HCMC branch were 61 billion VND (approximately \$38,200USD). The department had not met its targets and they did not have much time if they had to collect the money manually. “I did think about IT software but the prices were too high” said Mr Phuc. Nevertheless, thanks to newly-employed disabled staff, tax collection software has been installed, improving efficiency of collection and reducing debts.

Mr Ngo Thanh Vu, the head of the unit where the 16 disabled staff members work, states that the software applications developed by the disabled staff are not only fast and convenient but also identify businesses which have not paid taxes or changed address to avoid paying taxes. The software can accurately count the number of business households, debtor households, identify the time frame of debts and who manages the debts. The most important result is that it makes it possible to reduce manual inputting of data to cut down on time required to check, verify and resolve tax avoidance.

Many other agencies are now offering hundreds of millions of Vietnam dong to purchase the software. All the software has now been provided to the General Tax Department to distribute to Tax Departments throughout Viet Nam.

This case study illustrates the business case for employing disabled persons (see also Chapter 4).

Skills and the context of work

Different economic and development contexts offer different opportunities for the pursuit of livelihoods and require different types of skill. Clearly a job in a bank in the city requires a very different set of skills from those needed to cultivate a smallholding in a remote rural area. Yet these different skill requirements are often not well recognized by programme developers and those who implement them.

Important context issues to consider include:

- **Formal or informal economy?**

Discussion of the formal economy generally involves a focus on jobs governed by legislation, where salaries meet the minimum wage levels stipulated by law and where written contracts and benefits such as pensions and paid holidays are available. Where the formal economy presents real opportunities for employment for disabled people, skills training needs to focus on how to make the best of these opportunities. This includes assessing current and anticipated employer needs and providing training that meets industries' competency standards.

In developing countries, much of the informal economy workforce is engaged in agriculture and the informal economy also employs a significant proportion of the non-agricultural labour force. Appropriate training can improve the work and incomes of those earning their livelihoods in it. Those who work in the informal economy, including significant numbers of disabled people, often have a low level of education and have received little or no training. They have usually acquired their skills on their own or through on-the-job training, such as through informal apprenticeships. They typically need both technical skills, to improve the quality and efficiency of their production, and entrepreneurial and business management skills to perceive and take advantage of business opportunities (Haan unpublished). Training strategies and content for people in the informal economy are explored in more detail in Chapter 3 when training programme design is examined.

- **Large or small enterprises?**

Jobs in large enterprises are often more specialized than those in small enterprises which tend to value flexibility and adaptability in the performance of tasks. Some larger firms, including multi-national enterprises, are sensitive to the need to be seen as “good corporate citizens” and may have adopted policies to employ and train disabled people (although some small firms may also do this). Smaller firms, on the other hand, may have more of a personalized atmosphere and may thus be well suited to accommodating disabled workers.

Larger enterprises also potentially offer not just a job, but a career. CBR practitioners should encourage programme participants to think beyond developing entry-level skills and to consider the longer term opportunities that particular businesses might offer. In countries which have labour laws setting quotas for the employment of disabled people, they may be employed just for the sake of complying with the law and be confined to lower level jobs. Rather than reinforce such attitudes, CBR practitioners need to proactively challenge them both by seeking out a broader range of entry-level positions and by discussing career advancement options and strategies with employers.

The organization of work trials and on-the-job training placements can be an excellent way of promoting the employment of disabled people and of extending the range of work opportunities offered in enterprises, large and small.

- **Industry type**

All industries offer work opportunities which disabled people can take up. Some will emphasize the need for specific skill sets – for example, manual skills, communication and inter-personal skills, or clerical and administrative skills. Programme designers and trainers should consider the widest possible range of work opportunities available in the local labour market and structure programmes accordingly, taking into account the aspirations and interests of programme participants.

What jobs can people with disabilities do?

People with disabilities are working in almost every occupation imaginable. People with disabilities are as diverse in their interests, aspirations and skills as non-disabled people. Many countries have common stereotypes about what kinds of jobs are appropriate for disabled people, however, as can be seen below, these are myths (Perry 2003).

- Shaker Hdib – maintenance officer at Regency Palace five star hotel, Jordan – deaf
- Deepak – computer teacher, India – mobility impairment
- Mr So – security guard, Hong Kong – psychiatric disability
- Fei Ziyu – scorpion raising and peer trainer, China – physical impairment
- Loveness Wyson – grocery and general store owner/manager, Malawi - blind
- Randolph Scholtz – insurance salesman, South Africa – epilepsy
- Joshua Malinga – former mayor of Bulawayo, Zimbabwe – wheelchair user
- Lam Pan – farmer, basket weaver, Cambodia – mobility impairment
- Dang Hoai Phuc – founder, Vice-Director, software developer and trainer, Sao Mai Computer Training Centre, Viet Nam – blind
- Medida Venkata Rao – animal rearing, agricultural products salesman, India – intellectual disability
- Tony Da'ud – film restorer, Lebanon – mobility impairment
- Ahlam Khreisat – hearing aid manufacturer, Jordan – deaf
- Venus Illagan – former chairperson of Disabled Persons International – wheelchair user
- Ni Wati – animal husbandry, handicrafts, Indonesia – mobility impairment
- Sukata Ali – fisherman, CBR worker, Treasurer of branch of Union of the Blind, Malawi - blind
- Opha – market stall holder, Zimbabwe – wheelchair user
- Mpho Motshabi – shoe designer, maker and exporter, South Africa – mobility impairment
- Nguyen Thi Huong – receptionist at Melia five star hotel, Viet Nam – mobility impairment
- Hirak Jyoti Rakshit – screen and press printer, India – cerebral palsy
- Chea Saveun – soybean milk making and selling, Cambodia – visual impairment

- **Production systems**

In both the formal and informal economies, some workplaces may have systems in place that pay workers based on performance or productivity. “Piecework”, for example, describes types of employment in which a worker is paid a fixed rate for each unit produced or action performed. Training for work undertaken in this context may need to emphasize skills that can contribute to the efficient and speedy completion of tasks. To minimize the risk of exploitation, it should also include training on occupational health and safety and workers’ legal rights.

- **Experience of business and its workers in accommodating disabled people**

Businesses differ in their experience of employing disabled people. Some will need more support and advice than others. Programme designers and trainers should consider how best to provide this support and advice. Also they need to consider how best to prepare disabled people themselves for “settling in” periods in which the business, its staff and the new workers learn about each other.

These topics are further discussed in Chapter 4.

2.3 Chapter 2 – Summary of key points

- *Training programmes for disabled people need to develop a range of skills – literacy and numeracy, core skills for work, technical skills and entrepreneurial and business management skills. All skills are important for disabled people to succeed.*
- *Low literacy and numeracy skills adversely affect individuals' capacity to develop other skills, find decent jobs, improve their standard of living and fully participate in society. Education is the bedrock of skills development for disabled people, as it is for everyone else, and every effort must be made to ensure that disabled children go to school.*
- *Core skills for work include communication skills, team skills, problem solving and decision making skills, initiative and enterprise skills, planning and organizing skills, self-management skills and learning skills.*
- *Technical skills are those which equip someone to undertake a particular task. Training should be delivered and assessed based on competency standards, a specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment.*
- *Entrepreneurial and business management skills are those required to succeed in a small business. They include book keeping, risk assessment, market analysis, planning, goal setting, problem solving, how to obtain information, among other skills.*
- *Because successful work performance is the key to sustainable employment, training programmes need to consider how best to address attitudes (sometimes referred to as the affective skills or traits) as well as knowledge and skills.*
- *The context of work needs to be considered in the design and implementation of CBR programmes. Factors include whether opportunities are in the formal or informal economy, size of business, industry type, production systems and the experience of business and its workers in accommodating disabled people.*
- *Programmes designed to assist disabled people to find work need to go beyond the filling of perceived skills deficits and to consider what general abilities and personal attributes the individual offers.*

3. CBR and skills development

Preview

In this chapter, the focus is on:

TRAINING AND SKILLS DEVELOPMENT FOR PEOPLE WITH DISABILITIES – GOOD PRACTICE OVERVIEW

Aims

Characteristics

Activities

ASSISTING PEOPLE WITH DISABILITIES TO DEVELOP SKILLS

How to develop core skills for work

How to develop entrepreneurial and business management skills

What to do when literacy and/or numeracy levels are low?

How to develop technical skills

WOMEN AND SKILLS DEVELOPMENT

3.1 Training and skills development for people with disabilities – Good practice overview

So what makes a good skills training programme? The characteristics that an effective skills training programme is likely to have are listed here. These can be grouped under aims, characteristics and activities.

Aims

- Work for integration of people with disabilities in mainstream service providers, mainstream employers, mainstream economy wherever possible.
- Be relevant to the local economic and development context.
- Emphasize basic and lifelong education.

Characteristics

- Be based on a thorough and realistic understanding of the local economy and the skills it requires.
- Involve relevant stakeholders in programme design, management and implementation. Stakeholders might include potential employers, training providers, government agencies and NGOs. The involvement of disabled persons' representatives should also be sought.
- Be focused on dignified work which enhances self-esteem and produces a viable income.
- Be holistic - embrace all aspects of a disabled person's life.
- Emphasize quality and avoid any assumption that disabled people should be permitted to meet lower standards than non-disabled people.
- Offer skills training appropriate for the local economy.

Activities

- Emphasize entrepreneurial and core work skills, as well as technical skills.
- Network and form links with mainstream development programmes and services.
- Use role models of successful people with disabilities, successful entrepreneurs to inspire and raise expectations of what people with disabilities can achieve.

The remainder of this chapter looks at specific interventions that CBR workers might take to help people with disabilities develop skills, attitudes and knowledge for work.

3.2 Assisting people with disabilities to develop skills

Skills, attitudes and knowledge are acquired in many different ways. They can be learnt by formal instruction or through example, demonstration and experience. Attitudes are best learnt through exposure to good examples and role models and through positive experiences. Knowledge is imparted both formally in schools and in training courses, and informally through interaction in families and communities.

As discussed in Chapter 2, a range of skills is required in order to gain employment, set up an income generation project or start a business. The following sections describe some strategies and tips for assisting people with disabilities to achieve these key skills: core skills for work, entrepreneurial skills, literacy and numeracy and technical skills.

How to develop core skills for work

The core skills for work mentioned in Chapter 2 - communication skills, team skills, problem solving and decision making skills, initiative and enterprise skills, planning and organizing skills, self-management skills and learning skills - are not learnt in a one-off training course. These are

skills that are developed and improved throughout a person's life. Formal training courses can help to teach these skills and to highlight their importance. They can also be acquired in the community, family or society through other activities unrelated to work. However, the workplace, whether formal or informal, is the best place to learn and improve core skills for work.

All workers need to develop these skills when they commence working life. Some people start with quite well developed skills, while others have never been given the opportunity to develop these kinds of qualities. Research in the formal economy has shown that new workers use a range of strategies to develop their core skills for work and 'fit in' to the workplace (Smith and Comyn 2003):

- asking lots of questions;
- finding a helpful staff member to assist and 'mentor' them;
- socializing with other staff;
- developing working relationships with managers;
- trying hard, arriving early and demonstrating enthusiasm for work

These kinds of strategies can also be applied in the informal workplace such as a home-based business or small income generation project. People with disabilities starting an income generation activity can search out people in the community who are already involved in that business and ask them about it. Family and community members may be able to act as mentors to support them in the early stages. CBR workers can help to facilitate this process by introducing people with disabilities to experienced entrepreneurs, potential mentors and by sharing their own knowledge and core skills for work.

Strategies to develop core skills for work in formal workplaces are outlined below.

- **Work trials and work experience placements** provide an opportunity for a jobseeker with a disability to spend a fixed trial period working in a real job. There does not need to be a commitment from the employer to hire the person at the end of the trial period, but this often happens.

3. CBR and skills development

- Work experience is often provided for young people and students, but can be appropriate for people of any age. Work experience allows a person with a disability to join a workplace for a short period of time (one or two weeks) to learn about that work, and to learn core skills.
- Work trials and work experience are most effective when they are structured around the achievement of particular outcomes. Ideally, the employer and the person with a disability should decide on some key skills to be learned and key tasks to be completed during the work period. The CBR worker can facilitate this process and monitor the person on the job.
- **Mentoring.** A ‘mentor’ is a more experienced employee, or community member whose role is to provide support and assistance to disabled employees. The role of the mentor is to teach and assist the new employee, both in specific technical skills required on the job and in core skills for work, workplace culture, appropriate behaviours and so forth. Mentors can also help provide advice about future career or entrepreneurial opportunities for the person with a disability.
- **Job coaching.** A job coach is a trained staff member of a service provider or company who works alongside the disabled worker or workers to assist them to learn both technical and core skills on-the-job. The job coach will sometimes learn the job at the same time as the trainee or trainees, working with them for a fixed period of time. They can also help disabled workers to build their skill to achieve the appropriate quality and performance required for the job, and with issues such as fitting into the workplace, getting to work on time and getting along with colleagues. The time the disabled trainee spends with a job coach is usually gradually reduced according to the trainee’s needs.

Case Study 5: Developing core skills for work

Medida was accepted by a community-based rural project team in India when he was 23 years old. He has a mild intellectual disability, but had been rejected as a child by his family and the community because of his difficult behaviour. The team found him hyperactive and unable to engage in constructive activities. He used unacceptable language and was physically abusive to his siblings. At the same time, the team described him as quick in acquiring skills, capable of good concentration and responsive to social reward. He showed real potential, and the team wanted to work with him to develop it.

Medida took part in training to learn how to take care of cows. By taking advantage of the community development fund started by the project, Medida's father bought a buffalo. It became Medida's responsibility to look after it. Being occupied in something productive and assuming responsibility seemed to result in positive changes. At the same time, the team worked with Medida by using reinforcing and other behaviour change techniques while encouraging family members to include him in household decisions. Community members also were involved.

Social workers counselled Medida about socializing outside his family. He volunteered to join a newly set up youth group in the village. At first, the group refused Medida entry because of lingering negative attitudes. The team talked with the youth group, which agreed to give Medida a chance. The youth group involved Medida in its main task, monitoring village sanitation. He learned about the importance of sanitation for good health and was further assisted by a village support group that helped with the monitoring.

The village children, who used to fear or tease Medida, gradually accepted him. During festival celebrations, the village leaders recognized his achievements. Now, Medida no longer stays at home alone. He often helps his father earn money by selling agricultural products (Perry 2003).

Case Study 6: New Life Psychiatric Rehabilitation Association, Hong Kong SAR

The New Life Psychiatric Rehabilitation Association provides a wide range of vocational rehabilitation services, including a range of options for people to train while working. These are provided in 'sheltered workshops' catering to disabled persons only; and through supported employment in social enterprises and in mainstream workplaces. The aim of the training is to build up the employability skills of people recovering from mental illness in order to enable them to enter or return to mainstream work environments.

New Life runs several social enterprises including convenience stores, fruit and vegetable stalls, restaurants, a coffee shop and a light refreshment kiosk, healthy living speciality shops, a souvenir shop, eco-tourism, a cleaning service and a property management service. These businesses, which employ both disabled and non-disabled persons, operate within the mainstream economy, and provide a supported environment for people to learn while working. Job coaches work alongside the disabled trainees to teach them necessary technical and employability skills. Some of the trainees progress to being employed in the social enterprises when they complete their training.

Job coaches provide a wide range of support and training to assist trainees to build their work habits. The employability skills training elements focus on five objectives:

- developing good work habits through demands for regular attendance, punctuality and work concentration;
- building a good work attitude that is reflected in self-motivation, responsibility, problem solving, overcoming difficulties, work quality, discipline and flexibility;
- enhancing social skills such as building relationships with co-workers, communication skills with supervisors, improving personal hygiene and image, seeking assistance when necessary, expressing emotions and developing cooperation and team spirit;
- teaching work skills in cleaning, using tools and equipment, following regulations, handling enquiries, following safety practices and so forth; and
- managing stress.

Working closely with non-disabled colleagues and customers helps trainees to develop their interpersonal skills, communication skills and build their confidence.

For more details about New Life Psychiatric Rehabilitation Association see <http://www.nlpra.org.hk>; Perry 2003.

How to develop entrepreneurial and business management skills

Entrepreneurial skills can be acquired through specialized training courses, but also through experience. Mutually supportive networks of entrepreneurs, self-help groups and other community support mechanisms can be powerful ways in which to develop entrepreneurial skills. Starting a small business or income generation activity can often be a good choice for people with disabilities who face many barriers gaining employment in the job market. A home-based business, for example, overcomes transport problems. Support will be required, though, in securing loans to establish or develop a business.

Many entrepreneurial and business management skills are relevant to both the formal and informal economies. CBR programme designers, however, might choose to emphasize the development of certain skills depending on the nature of the local economy.

For the informal economy, ILO research has identified a range of training strategies that can help both to prepare people for work and to support further development once they are engaged in it. These include:

- **pre-vocational training activities and self-employment orientation** to prepare people for self- and other types of employment;
- **pre-employment training** for a wide range of common activities in the informal economy to facilitate the initial entry of the training graduates into a job followed by further on-the-job training;
- **on-the-job training** for a period long enough to master a complete set of skills required for a particular occupation (including informal apprenticeship training);
- **continuous skills-upgrading** for the informally employed to gradually improve their employment situation;
- **training in entrepreneurial skills** including business awareness and attitudes;
- **training in business skills** to improve productivity and incomes for those who are planning to set up their own (formal) business, or those already in business;

3. CBR and skills development

- **introductory training for income-generating activities** – including short training activities and such activities as technology/product design demonstration sessions, guest speakers, exposure visits to peers, traders and relevant institutions, counselling, and marketing assistance;
- **ultra-short specially designed training activities** in core skills for work, literacy and numeracy skills and possibly technical skills for specific (available) jobs, such as gardening and truck driving;

As has been mentioned earlier, in terms of training content, there is a need to focus on a broader range of skills than the purely technical. Training should cover “assessing self-employment opportunities, finding information on technologies and equipment (including suppliers), accessing and managing credit, negotiating with traders and government officials, building up relations with customers, forming and running self-help groups and producers’ associations (including conflict resolution), and lobbying and advocacy” (Smith and Comyn 2003).

For those working in contexts where the establishment of formal businesses is more the norm, it may be necessary for entrepreneurs to access more formalized business training and support services. In establishing a formal, legal business, then entrepreneurs need to understand the legal requirements and of regulatory systems governing businesses. A good understanding of the local economy is necessary in order to compete with the other businesses; a reason for low productivity of many informal entrepreneurs is their limited understanding of the local economy, its opportunities and potential.

There are a number of existing small business training programmes in different countries. The ILO has different levels of business management training tools, including versions specially geared to people with low levels of literacy, using pictures and games. Examples are given in the following boxes. For more information on these tools, please refer to the web sites listed overleaf or contact your local ILO office.

Know About Business: The ILO's *Know About Business* programme is specifically designed for youth in vocational training institutes, informing them about the world of business and opportunities to create their own businesses in the future. Providing young people with insights into entrepreneurship and enterprise, it aims to help them realistically consider the options of starting a small business or of self-employment.

Start and Improve your Business (SIYB): The ILO's Start and Improve Your Business (SIYB) programme is a management-training programme with a focus on starting and improving small businesses as a strategy for creating more and better employment in developing economies and economies in transition. It includes modules on generating business ideas, and starting a business, as well as improvement and expansion. SIYB is currently running in more than 90 countries.

Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise. The ILO's GET Ahead for Women in Enterprise is a training tool that specifically targets poor women who wish to start a business. It can be used to train prospective women entrepreneurs in business skills and obtaining support through groups, networks and institutions (see also section 3.3).

Training for Economic Empowerment (TREE): TREE is a methodology for promoting income generation and local economic development for the poor, the underemployed, the unemployed and the otherwise disadvantaged. TREE combines four key elements:

- mobilizing and empowering partner organizations at national and local levels,
- providing skills training based on the needs of the local economy,
- developing an integrated plan of post training support services, and
- promoting decent work and equal opportunity.

3. CBR and skills development

Many other countries also have entrepreneurship and small business training programmes. See Case Study 8 for a description of one such programme.

For more information:

- On the Know About Business programme (SIYB), visit the internet site <http://www.ilo.org/seed> and click on “Small Enterprise Development” and then “Youth Entrepreneurship”.
- On the Start and Improve Your Business programme, visit the internet site: <http://www.ilo.org/seed> and click on ‘Business Development Services’.
- On the Gender and Entrepreneurship Together training tool, contact ILO Publications (pubvente@ilo.org or www.ilo.org/publns).
- For more information about TREE, contact the ILO Skills and Employability Department, www.ilo.org/employment/skills, empskills@ilo.org

Case study 7: Supporting the development of entrepreneurial and business management skills

Alleviating Poverty Through Peer Training (APPT), Cambodia

As is the case in many other developing countries, disabled people in rural Cambodia face multiple barriers to developing vocational skills. Local training centres are scarce and many disabled people have limited or no access to transport or do not have the necessary basic education to succeed in the formal vocational training sector. Building on a successful methodology called “Success Case Replication”, ILO initiated a simple, but effective strategy to harness existing local businesses to train and mentor disabled people in the technical and management skills required to run similar enterprises – the Alleviating Poverty Through Peer Training (APPT) project, which commenced in 2002.

Services for disabled people

In essence, APPT involves the following interventions:

- **Identification of successful micro-businesses**, farmers or artisans whose business models might be successfully replicated by a disabled person. Typically, village leaders, business colleagues and prospective trainees are consulted to learn about local successes.

- A **business and market analysis** is then carried out by field workers to determine the profitability of the enterprises and whether the market can sustain a similar business operated by a disabled person. This includes an assessment of the costs of production, the income generated and the potential for market growth. Such analysis needs to be carried out regularly, to ensure that the market opportunity still exists.
- Field workers then determine the **willingness** of successful entrepreneurs to train others. Perhaps surprisingly, many are unafraid of potential competition - in some cases, such as basket weavers, new trainees can expand the trainer's market capacity and customer base.
- Field workers **negotiate a training fee** payable to the entrepreneur. Depending on the profitability of the business, this ranges from zero to around 800,000 riel (\$US200), although a fee that high is uncommon. If the trainee comes from another village, the trainer may also provide food and board, if compensated. Resources are needed for these costs.
- The field workers then **match people** with disabilities to trainers based on mutual interest, geographic proximity and other factors. They assess the trainee's capacity for developing the technical skills needed to start and manage a small business. Sometimes, the trainer may become directly involved by conducting a short assessment or offering a trial training period.

Approach to skills development

Trainers must agree to teach the business and technical aspects of the skill or business in question and to share "trade secrets". When trainer and trainee, along with the field worker agree to the length of training and the associated fee, the trainer and field worker develop a simple written agreement.

Field workers provide support to the trainer and the trainee during the training period, intervene if problems or special needs arise and determine if the trainee is acquiring the skills needed for a successful business start-up.

Field workers generally monitor and provide support for one year after the launch of an income-generating activity. Many trainers make themselves available for continued support and assistance. For example, one woman takes her former trainee's knitted items to a local market to sell to vendors.

The project offers grants and loans to trainees unable to secure credit through other channels. Grants cover minimal funding needs while loans, offered for 12 months at 5 per cent interest, usually assist those who need 200,000 riel (US\$50) or more. A business plan is required before grants and loans can be paid.

3. CBR and skills development

The selection and training of Field Workers is an important element of the project. They need to be dynamic, outgoing and not afraid to ask questions about money and business. They also need to know the communities in which they work. Being able to evaluate the potential profitability of businesses is similarly important. They need to have access to reliable transportation, as mobility is an important factor contributing to the success of the approach.

Results

Under the APPT project from October 2002 to January 2007, 511 people with disabilities (including 290 women) were trained and 423 (including 248 women) have started businesses in a broad range of businesses including food production, joss stick making, hair-dressing, tinsmithing, broom making, rope making, weaving, handicrafts, carving and repairing trades. Another 74 disabled people enhanced their existing businesses by participating in the project. Around 70 per cent of participants had a disability that affected their mobility while 15 per cent had a visual disability.

Disabled people who graduate from the project themselves frequently train other disabled people. For example, a pig farming enterprise trained a woman with a disability who has, in turn, trained 12 others in the required techniques and skills.

Summary of good practices

- A strategy that effectively addresses the particular skills needs of disabled people in rural locations.
- Learning by doing is an approach that suits people with certain types of disabilities.
- Replicates the skills and practices of businesses known to be succeeding in markets.
- Allows for disabled people who succeed through the programme to in turn share their skills and knowledge with other disabled people.
- Mutually beneficial business relationships can be formed between trainers and past trainees.
- The project continues to provide follow up support to past trainees for up to a year.

Case study 8: MODE Enterprise Development

The Medunsa Organization for Disabled Entrepreneurs (MODE), based in Soweto, South Africa runs entrepreneurial training courses for disabled people who demonstrate the will and the aptitude to become successful entrepreneurs. MODE recognizes the important but often ignored fact that one of the main causes of failure in traditional vocational training centres is training people in skills which are surplus to local demand.

In order to qualify for the MODE enterprise development, training applicants are tested in literacy, numeracy, business knowledge, and business insight. They also have to commit themselves to starting a business on completion of the ten week course. Only 55 per cent of applicants pass this test. Attendance on the course has to be backed by sponsorship (obtained by MODE). The course is designed to build on existing knowledge among the participants, and to share this knowledge between them.

Key components and hallmarks of the course are target setting, identification of support networks, critical thinking, openness to other views, recognition that people have different ideas of what constitutes success, problem solving, and creativity. Participants also identify their personal entrepreneurial characteristics under the headings of *Opportunity seeking*, *Goal setting*, *Persistence*, *Information seeking*, *Commitment to work contract*, *Planning and monitoring*, *Demand for quality and efficiency*, *Persuasion and networking*, *Risk taking* and *Self confidence*. This is preliminary to formulating a business plan and the mechanics of running a business.

Surveys have shown an outstanding survival rate for businesses established by MODE graduates. The majority of businesses started after MODE training generate about R1500 (\$245) a month, which is twice the disability benefit in South Africa. Some grow to earn R3000 (\$490), with the potential for further expansion.

Mpho Motshabi, a graduate of the MODE course, started with one shoe repair business and then expanded to two. He also started making sandals. His shoe repair business had to close after a year because passing trade dropped when the taxi route it was on changed. But he kept the sandal making going and realized that there was demand for fashionable 'ethnic' sandals made from animal skins (for example, zebra) with the fur still on. He now makes 40-60 pairs a day, exports to Botswana, Namibia and Swaziland, employs six people, and cannot keep up with demand. His turnover is R40-50,000 a month (over \$2,000).

Summary of good practices

The success of the MODE training can be ascribed to the following factors (among others):

- commitment by trainees to setting up a business. (If they do not, they have to refund the R1500 grant for the course);
- aptitude screening;
- the course focuses on life skills as well as business skills;
- incremental learning building on existing knowledge and skills;
- close examination of his/her business idea by each trainee throughout the course;
- thorough research by MODE among disabled persons to understand their levels of skill and education;
- the opportunity for greatly enhanced self-respect among disabled people.

What to do when literacy and/or numeracy levels are low?

Because children with disabilities are often excluded from education, adults with disabilities often have low literacy and numeracy skills. This can be a significant barrier to accessing decent work and decent training opportunities; however, it does not have to mean people are completely excluded from income generation opportunities. There are a number of ways that people with disabilities with low literacy and numeracy can be trained effectively and gain productive work. Many people with low literacy are working and earning incomes to support their families.

- **Practical, hands-on training**, rather than Centre based or ‘book-learning’ may be more appropriate for people who have low literacy. Training should be conducted via demonstration and example, rather than theoretical learning.
- **Work experience/ job trials** - These kinds of ‘work exposure programmes can be very appropriate ways of learning relevant job skills for people with low literacy and numeracy.
- **Be realistic about which jobs are appropriate** - there are many jobs, particularly in the informal economy that do not require high literacy or numeracy skills.
- **Encourage the person to develop literacy and numeracy skills for the future** - These skills are important life skills and people with disabilities have a right to be literate and numerate. However, it is possible for people to learn skills and gain work before, or at the same time as, they are learning literacy.

Case Study 9: Vocational training for people with low literacy

Ayelu Basha Bedasa, a young woman with a weaving business in Addis Ababa, Ethiopia, did not go to school after she became disabled in early childhood. While working as a maidservant, a chance meeting with some community-based rehabilitation workers changed her life. *‘I was included in a one-year vocational training programme which aims to help people with disabilities to start income generating activities. I felt that, of all the types of vocational training available to me then, weaving would be the easiest. What other training could I take? I was illiterate at the time.’* Ayelu’s business has expanded, enabling her to support her parents and six younger brothers and sisters as well as contributing financially to other relatives. She is putting herself through night school and has reached third grade (ILO 2003).

For more information:

- ILO. 2003. *Doing business in Addis Ababa. Case studies of women entrepreneurs with disabilities in Ethiopia.* (Geneva).

How to develop technical skills

Technical skills, also known as vocational skills, can be learnt in formal training courses, from a family member or through being apprenticed to a person in the community who already has the skill. In addition to some **core principles** that need to be observed, there are a range of different **models and strategies** that CBR programmes around the world have used to provide vocational skills training to people with disabilities. This section outlines these.

Technical training - Core principles

Recent research by the ILO in Southern Africa examined a range of different forms of training provision for people with disabilities in order to identify good practices (Haan unpublished). This research highlighted a number of good practices in the design of technical training which are also relevant to the training of disabled people. The principles should be observed regardless of whether the technical training is for employment, or self-employment.

- **Training should be demand-led**, that is, the training courses provided should match the skill and labour needs of employers in the local area. Employers can also provide information about what equipment is most appropriate, what kind of methodologies they use, and so forth. Training should be as similar to the real workplace as possible. This will require training providers to do regular analysis of the skills needs in the local community, including the skills required by small and micro-businesses and entrepreneurs.
- **Training courses should be short** as it is often difficult for people to attend training for more than a few months at a time. Vocations that require longer term training should be broken down into smaller sets of skills that can be delivered in a series of short courses.
- **Selection of trainers is important.** Trainers should:

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- be well *skilled* in the vocations they are teaching;
 - have *recent industry experience* (that is, should have recent work experience in the industry for which they are training). Consider using local, skilled people as trainers on contract basis during their slow production times;
 - have *good teaching skills*. Offer skilled trades-people training in teaching in order to upgrade their teaching skills.
- Trainers should also ideally have prior **experience of training people with disabilities** and have **received training on effective methodologies for teaching people with disabilities**. At a minimum, trainers should be prepared with disability awareness training to enable them to effectively include trainees with different types of disability in their classes and be supported by people who understand disability such as CBR workers. CBR workers can help to provide advice about communicating and working with people with disabilities, and help to solve any problems that might arise between the trainer and trainee.
 - **Timing of training should be flexible** to the needs of trainees. Many people will find it difficult to attend training if it is scheduled from morning to evening, particularly girls and women and those with other income generation, home or family responsibilities. Consider the agricultural cycle in rural areas - it will be very difficult to provide training during harvest time as even many trainers will be required in the fields.
 - Try to deliver the **training as close as possible to the students**. Many training centres provide 'mobile' training, bringing their teachers and equipment to the village rather than making trainees travel to the centre. Outreach training methods – using, for example, radio and other media as a means of instruction – should also be considered.
 - Try to **keep the cost of training low**, to ensure sustainability of programmes and access by people with disabilities and other poor people. Some ways to do this are by offering popular courses on a fee for service basis to those who can afford to pay, increasing flexibility of opening hours to maximize numbers of students, using contracted staff, outsourcing certain services, flexible or on-the-job delivery of training that requires expensive equipment.

- Technical skills training should **prepare people for the range of work**, including entrepreneurship. Effective technical training should include entrepreneurship and management training as well as core skills for work.
- ‘It takes a village to teach a child’, and it also takes a village to train a good worker. Involve the community in training programmes. Research shows that communities can be instrumental in helping with:
 - selecting the training participants;
 - donating a training venue;
 - raising funding for training activities. Even poor communities can mobilize surprising amounts of funding for activities they value;
 - organizing peer training;
 - providing support and assistance for trainees;
 - monitoring of training delivery (for example, checking on attendance of trainer and trainees); and
 - conducting follow-up activities.
- Pay attention to **gender issues**. See the section on Gender and Training at the end of this chapter for more information about how to ensure disabled women and girls have equal access to appropriate technical training opportunities.

Technical training – Strategies and models

These include:

- referring disabled persons to mainstream government, private and NGO vocational training centres or programmes;
- establishing vocational courses which cater especially for people with intellectual and multiple impairments;
- running integrated vocational courses for both disabled and non-disabled people;
- arranging apprenticeships for disabled persons;
- using local people with skills to give ad hoc short-term training to individuals or groups in the field;

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- setting up an industrial enterprise with both training and production elements;
- training disabled people as CBR and development workers;

Each of these strategies will now be examined, pointing out their advantages and disadvantages, providing tips for programme designers and trainers and presenting case studies of the strategies in action.

A. Referrals to mainstream government, private and NGO vocational training institutes

Use of mainstream service providers should always be considered in the delivery of technical training programmes for disabled people.

There are many factors that impact on the success of people with disabilities in vocational training - some facilitate and others hinder progress (TMDTPD et al. 2007).

Factors that facilitate

- Staff and management willingness to train persons with disabilities.
- Ensuring people with disabilities have access to information about training opportunities.
- Good accessibility - both physical facilities and access to training materials, information, and so forth.
- Subsidies/scholarships for disabled people.
- Training centres providing literacy courses or preparatory courses
- Training facilities are easy for people with disabilities to reach; for example - provided directly in the community, 'mobile' training where a centrally based training centre visits the community to provide training, on-the-job training.
- Provision of sign language interpreters, assistive technology, and so forth, at the training centre.
- Positive, self-motivated attitude by the trainee with a disability.
- Support and encouragement of family.

Factors that hinder

- Low awareness/discrimination of training providers.
- Lack of information about training providers.
- Poor accessibility of training- physical and information.
- Lack of funding/lack of ability to pay.
- Lack of basic education, particularly literacy of the trainee with a disability.
- Poor transport, poor roads, training centres a long distance from the community.
- Lack of sign language interpreters or other assistive technology (software for the blind, and so forth).
- Stereotypical ideas about what jobs people with disabilities can do. Low expectations of staff of the abilities and capacities of people with disabilities.



Vocational training centres, either government run or managed by NGOs or private providers, can provide quality, certified technical training. Integrating people with disabilities into these centres can be an effective skills development strategy, once appropriate preparations are made.

Advantages and disadvantages

Formal, vocational training in mainstream centres has advantages and disadvantages for people with disabilities. No model is suitable for all people with disabilities. The person should make a decision based on his or her abilities, desires and ambitions.

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Advantages	Disadvantages
<ul style="list-style-type: none">• Learning with other non-disabled people can help to build confidence and skills necessary for the workplace. Studying in a class situation can provide support and encouragement.• Training is usually accredited leading to a certificate on completion which many employers value.• Mainstream vocational training centres need to be challenged to accommodate the needs of disabled people (in terms of access, facilities, and so forth) if equitable participation is to be achieved. Raising their awareness of these needs may contribute to awareness raising more generally in the community.	<ul style="list-style-type: none">• Training in formal centres, particularly government managed centres, is often not well connected to the local labour market. Centres tend to offer a narrow range of courses, and skills taught may not be the ones that local employers need.• Staff are often not experienced in training people with disabilities and may not be able to effectively teach them, particularly people with more serious communication and/or intellectual disabilities.• Accessibility for people with disabilities at mainstream centres is often lacking - for example, modified training equipment, ramps and accessible toilets in training facilities, software for the visually impaired, training materials in Braille or tape recorded form.



In selecting a training centre, select one that:

- provides job search assistance and referrals to employers;
- has good connections with local employers, understands their labour needs and is responsive to changes in the local market and economy;
- has experience providing training for people with disabilities, and is willing to provide any additional support or assistive devices required;

- has a positive, willing attitude about including people with disabilities in their training courses;
 - has obtained good employment outcomes for students;
 - is accessible, both in terms of physical environment and access to information;
 - incorporates employability skills such as communication, team work and time management in their courses;
 - incorporates entrepreneurial skill development in their courses.
-

For more information:

ILO. 2006. *Proceedings of the Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training. Bangkok, 14-16 February 2006.* (Bangkok).

<http://www.ilo.org/public/english/region/asro/bangkok/ability/publ/ilo-publications.htm>

B. Establish vocational courses specifically for disabled people within your own programme, especially for people with intellectual and multiple impairments.

Many community-based programmes and CBR initiatives are now recognizing the importance of skills training and income generation for their disabled clients and establishing technical training courses. This approach can be particularly successful if there are few other training providers, or if the training provided at existing centres is inappropriate or low quality.

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Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• Designing a vocational training programme which caters specifically to disabled people means you can tailor it to meet their specific needs, and the needs of the local labour and employment market.• Studying with disabled peers can provide a good, supportive learning environment for disabled people, particularly those who do not have a good educational background, or who have more severe intellectual or communication disabilities.• CBR workers can support and assist trainees, and ensure the appropriate equipment and tools are provided, as happens in most vocational training centres.	<ul style="list-style-type: none">• People with disabilities studying in 'disabled only' vocational courses miss out on interactions with non-disabled peers, and developing communication and other core skills for work. This can make the transition to the workplace more difficult.• Training provided by community programmes is usually not accredited and may not be valued by employers.• Training programmes within CBR programmes tend to be only able to offer a limited number of vocations/skills sets.



Ensure that there are appropriately skilled, experienced people to develop a training programme that can prepare disabled clients adequately for work in the local labour market.



Do not try to do it alone. Build networks of supporters. Form partnerships with other training providers, NGOs or government agencies that have the experience, knowledge and facilities to help you. Learn from their experience (see also Chapter 5).

Case study 10: Animators for Rural Multipurpose Development Society (ARMDS)

Animators for Rural Multipurpose Development Society (ARMDS) is a small NGO that operates with limited funds, near Villupuram, India, focusing on the needs of socially disadvantaged people including those at the bottom of India's highly stratified social system, the *dalits* (previously referred to as "untouchables"). ARMDS engages in a broad range of rural development activities including vocational training for disadvantaged youth, self-help group formation, a women's rights programme, and awareness raising through street theatre and a puppet show. Since 1996, it has also run services specifically targeting disabled people including a CBR programme and a sponsorship programme.

Services for disabled people

Initially focused on disabled children, mostly affected by polio, ARMDS has developed a CBR programme with the support of a Dutch NGO (SKN), which includes family involvement, preliminary rehabilitation training, referrals for aids and appliances, and ensuring that these children went to school. In 2000, the programme was widened to include all disabilities, at which point the CBR Forum in Bangalore (with funds from another NGO, Misereor) entered into a funding partnership. Key strategies to assist disabled people are the formation of self help groups for savings and disability advocacy, awareness raising through street theatre and other cultural activities and the provision of skills training to enable people to aim or employment outside the village.

Approach to skills development

With funding from a Spanish NGO (Manos Unidas), ARMDS opened its community-based skills training centre, serving both disabled and non-disabled people, in 2004. Courses are offered in computer applications (over six months), tailoring including stitching, cutting and embroidery (six months) and typing (six months for typing in Tamil and 12 for typing in Tamil and English). The course curricula are developed in collaboration with other technical training institutions. The courses are all government approved and lead to recognized certificates. Teachers are all appropriately qualified, with Technical Training Certificates or higher qualifications.

Trainees are required to pay a nominal fee, but disabled trainees receive a range of support services including free bus passes and tricycles for those who need mobility support. Scholarships are also available. The active involvement and support of parents is also used to motivate potential trainees.

Courses are reviewed every six months by ARMDS' Board of Directors and any necessary changes made. Local employers are also consulted through a formal committee structure to ensure the relevance of the course offerings to the labour market. Work familiarization visits are organized, job support is offered and graduates are provided follow up interviews every three months to monitor their progress. Low interest loans are provided to those who are starting jobs and interest free loans are available to those starting their own businesses.

Results

Since the training programmes began, 83 disabled people have received training, with equal number of males and females attending. The vast majority of the trainees (77) had physical disabilities, while the remainder had hearing and visual disabilities ARMDS enjoys good results with approximately 40 per cent of graduates getting jobs, 15 per cent starting their own businesses, 5 per cent starting work in the family enterprise or farm, and 2 per cent advancing to further education and training.

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Continuing challenges

Transport barriers remain a problem. Many potential rural participants are unable to be trained because of the lack of transport. Also, free bus passes are not available to all that need them. As ARMDS' President, Mr Susainathan says:

"If this situation is rectified either through arranging a pick up van or establishing training centres at the easy accessibility of the disabled students, more disabled students would benefit and shine out in the society."

Summary of good practices

Effective use of self help groups to promote benefits of training and to identify trainees.

Organization of work familiarization visits for trainees.

Strong links with industry to ensure relevance of training courses.

Community-based training, but linked with formal training institutions to ensure quality curriculum.

Integrated training with disabled and non-disabled people learning together.

Good follow-up job placement support. Assistance to establish a small business after training through advice and access to capital.

C. Run integrated vocational courses within the CBR programme for both disabled and non-disabled people

A number of CBR and community programmes have successfully developed vocational training courses for both disabled and non-disabled people. Rural areas in particular often lack quality vocational training, and it may be appropriate to establish new training courses within your programme. The programme may be able to recruit local skilled trades people, artisans or professionals to provide vocational training courses in industries that are relevant to the local area.

Training services can be funded through a range of sources. It may be possible to charge trainees to participate, the service may be eligible to receive government grants for disabled trainees, or apply to international donors for funding. The community may also be willing to support some costs of providing training, such as a building or transport for trainees.

Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• Expanding beyond people with disabilities broadens the potential clientele for training. The financial base for training services can be broadened by charging trainees who are able to pay.• Learning with other non-disabled people can help to build confidence and skills necessary for the workplace.	<ul style="list-style-type: none">• Training provided by community programmes is usually not accredited and may not be valued by employers.• Training programmes within CBR programmes tend to be only able to offer a limited number of vocations/skills sets.



There may be many other disadvantaged people in your area who would also benefit from skills training. Including non-disabled people can expand your market for trainees, while providing opportunities for disabled people to integrate with their non-disabled community peers, thus building employability skills and networks of contacts and supporters.

Case Study 11: Chetenalaya - Integrated vocational courses for disabled and non-disabled people.

Chetenalaya is a church-based NGO in India which undertakes community development in six slums in the Delhi area, India. Its aim is the personal and economic empowerment of vulnerable people in these slums, particularly women and disabled persons, through skills development and the formation of self-help groups.

Vocational skills training is offered in 25 small, community-based workshops in six slum areas. Six-month courses are conducted in tailoring, beauty care, computing, and typing, which conform to the requirements of the National Institute of Open Schooling (NIOS). Training is also offered in scooter repair, electronic repair, chair caning, and moulded clay picture making (for the production of Hindu religious icons). Those who complete these courses are awarded a Chetenalaya certificate, as there are no NIOS requirements for these skills.

For example, in the Jahangir Puri slum, where the programme operates at a community level, the staff's meticulous record keeping made it easy to discuss programme outcomes. All training courses were thoroughly documented, and its staff had facts and figures at their fingertips. The computer training programme charges Rs300 per month, a fee that not all students are able to pay; disabled people, who form about 6 per cent of the students, pay half. The instructor is paid by results – that is, by the number of students who complete the course successfully. Over a 7 year period, 1747 students had graduated from this course, of whom 200 were disabled. Of the 46 graduates from this course since December 2004, 23 had found positions in private, government, and NGO offices as computer trainers, computer operators, and cashiers. Their salaries ranged from Rs1650 (\$36.6) to Rs7500 (\$166.6), with a mean of about Rs3000 (\$66.6). The remaining 23 were either self-employed or still looking for work.

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D. Set up “apprenticeship” style training programmes

Informal training by experienced crafts and trades people is a very long-standing and widespread means of developing skills. Particularly in the informal economy, it is very common for people to learn a job, trade or craft, by working with an experienced person and learning from them.

This kind of practical, hands-on training is particularly useful for people with disabilities, who face many barriers in accessing formal, centre-based training. However, it is important to monitor the quality of this training to ensure that apprentices are in fact learning useful skills and are not simply ‘cheap labour’ for employers.

Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• On-the-job apprenticeship training is very practical, teaching people with disabilities the exact skills they need to do the job.• Practical, on-the-job training is particularly effective for people with intellectual disabilities and those with poor educational backgrounds.• Learning with local employers helps people with disabilities to integrate within their own communities, and build networks of support.• ‘Seeing is believing’. Seeing people with disabilities training and working improves the awareness of community members and other employers of the capacities of people with disabilities.	<ul style="list-style-type: none">• Employers/Apprentice Masters may not be able to teach a wide range of skills, they may only teach the skills required for their particular workplace.• Employers/Masters do not always have good teaching skills, particularly to teach people with disabilities.• Employers/Masters sometimes exploit trainees by using them for production only and not teaching them skills.• Workplaces, particularly in small businesses, do not always meet labour and safety standards.• Employers/Masters may not be able, or willing to teach business management skills which would enable them to start their own business, potentially in competition with the Master.

-  Prepare the employer/trainer before they take on an apprentice by briefing them, providing teacher training, and in disability awareness.
 -  Workplace visits by a third party (for example, an NGO or CBR worker) are helpful in monitoring the conditions of the training as well as the progress and results.
-

For more information:

See also Case Study 7.

E. Use local people with skills to give ad hoc short-term training to individuals or groups in the field

For many income generation options, it is not necessary for people to receive formal, accredited training. They need skills, but they do not necessarily need to attend a formal training course to get them. All communities will include skilled trades and crafts people who may be very willing to provide technical training for people with disabilities.

Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• This kind of short-term training is very flexible for both trainers and trainees.• Using local community members helps to link people with disabilities with their community and with potential mentors and employers.• Training provided is very relevant and appropriate to the local labour market.	<ul style="list-style-type: none">• Highly skilled tradespeople or craftspeople are not always good trainers.• These trainers may not have good disability awareness, they are likely to have the same attitudes about disability as the general community.

3. CBR and skills development



Try to support participating tradespeople with training in teaching methodology.



Prepare trainers with disability awareness training or briefing.

Case study 12: Shreyas, Sulthan Bathery, India

Established in 1979, Shreyas is a large Catholic NGO with an extensive programme in rural development. Since 2004, Shreyas has also delivered a CBR programme that includes the following intervention strategies:

- awareness campaigns and sensitization programmes
- obtaining disability certificates, identity cards, pension, bus passes and assistive devices
- counselling
- formation and integration of self help groups for disabled people
- capacity building programmes for the CBR workers
- promoting income generation programmes
- participatory planning and evaluation
- special and non-formal education for disabled people
- promotion of cultural talents of disabled people
- integration of disabled children in local schools.

Approach to skills development

Shreyas offers skills training in both their own training facilities and in mainstream facilities. Two courses per year are offered in fabric painting, tailoring, embroidery, fabric netting and handicrafts. One course is offered each year in electrical repairs at a government industrial training centre some 200 kilometres away. Courses take between one and six months to complete, after which a certificate is awarded.

Most training is delivered on a daily basis, with trainees returning home each evening, rather than as a residential programme. Local trainers with specialist skills are engaged for some of the training. For example, a woman with skills in painting on silk, who also has a serious heart condition and comes from a very poor background, was hired to train disabled people in painting silk saris. Similarly, disabled women have been trained to make ballpoint pens out of bamboo. The training was provided by a local business making bamboo products, which also buys the pens.

Since commencing its CBR programme, Shreyas has provided skills training to people with a range of disabilities including physical (35), visual (2), hearing (6), mental health (3) and intellectual (7). Around two-thirds of the trainees have been women. Courses are reviewed on an annual basis to ensure that they are meeting the needs of the individuals and the market. Disabled people are selected for courses based on their aspirations, aptitude and interests (for example, people who have taught themselves electrical repairs or learnt from family or friends). Participants are not charged a fee for the training, and do not receive a training allowance.

After the training, a variety of technical, material and financial support services are provided as well as expert advice on employment and informal business set up. For those starting income generating activities, financial assistance is facilitated by Shreyas through self help groups and a community bank.

Results

Shreyas reports that 57 per cent of its course graduates have secured jobs, with a further 26 per cent starting their own business and 12 per cent starting work with the family business or farm. Only 5 per cent of their graduates remain unemployed.

Continuing challenges

As with many organizations involved in the delivery of skills training programmes to disabled people in rural areas, transport is a significant barrier. Negative community and family attitudes towards disabled people in the workforce is also a major barrier. Shreyas' efforts to address these negative attitudes are captured in the following quote from its web site:

“Disability work is not merely about looking into the education and medical rehabilitation needs of persons with disability, but it should also work to overcome the social discrimination against disabled persons, give them the confidence and enable them to live in the society as citizens with equal rights. The work with PWDs is therefore to empower them in all their activities.”

Summary of good practices

- Extensive post-training support.
- The focus on participant interests, aspirations and aptitudes.
- Use of local trainers with specialist skills.
- Integrating people with disabilities into mainstream training institutions.
- Complementary work undertaken in disability awareness and sensitization campaigns.
- Providing credit and business start-up guidance.

3. CBR and skills development

For more information:

See also Case Study 7.




F. Set up an industrial enterprise with both training and production elements.

Many communities do not offer good opportunities for training or gaining employment. Rural communities are often based around family run informal businesses and agriculture that provide few opportunities for training or employment. Even in urban areas it can be very difficult for disabled people to access apprenticeships or jobs with mainstream employers.

Community programmes are often well placed to support the establishment of ‘social’ enterprises that can provide training and job opportunities for the disadvantaged. An enterprise that supplies a necessary product or service to the community can provide very practical and relevant training for disabled people, and pay them while they develop their skills.

Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• Training provided in the same location as production is very hands-on and practical. Trainees learning in the workplace can develop core skills for work at the same time as the technical skills necessary.• Enterprises that train and hire large number of people with disabilities are more likely to provide required job accommodations, equipment, and training and on-the-job support.• This strategy can be a means of partially funding training initiatives.• ‘Earning while learning’ is very attractive to disabled people and their families.	<ul style="list-style-type: none">• Quality of training can suffer because of the pressures of production. This can lead to poor quality as the products have been made by trainees who lack skill.• Employees at an enterprise specifically for people with disabilities miss out on opportunities to integrate into the non-disabled workplace and community.• Customers can be resistant to accepting products and service made by disabled people.• Employees with disabilities working in segregated enterprises can get ‘stuck’ in this environment and miss opportunities for career advancement and ongoing skills development opportunities.

-  Undertake a thorough market survey to determine what kind of products and surveys are needed in the community. For more information on how to do a market survey see the ILO's Training for Economic Empowerment (TREE) methodology: (www.ilo.org/employment/skills).
-  If it is planned to sell a commercial product or service, it must be competitive. A sustainable, profitable enterprise will not be created by relying on customers to buy the product out of charity. Enterprises staffed by people with disabilities must produce quality goods and services just as any other enterprise does.
-  The enterprise should have a long-term plan for trainees. Is it the intention to hire only trainees? If so, it be ensured that the enterprise keeps growing? Or, is there an intention to train people who can move on to other employment? If so, it needs to be ensured that other opportunities are available in that industry and that the training provided at the enterprise is relevant to those other employers.

Case Study 13: Industrial Enterprise - Digital Data Divide, Cambodia

Digital Divide Data (DDD) in Phnom Penh, Cambodia was started in 2001 with the central aim of creating a stepping stone to well-paid employment for marginalized people, including disabled people, orphans, and women who have been victims of trafficking. It is a company with a social intent that is contracted by organizations mainly in the United States (academic archives, library archives and company indexes) to digitalize their data. It had a turnover in 2006 of \$300,000, when it first broke even. The director estimates that there is \$120 million worth of potential business from the United States alone.

DDD currently employs 120 people in Phnom Penh, 23 in Batambang, and 40 in Vientiane (Laos). Employees work a six hour shift either mornings or afternoons, and the company provides on the job training. For the half of the day they are not working for DDD, they are encouraged to continue their education to get better qualified. To further this aim DDD provides health care, eye care and scholarships. Employees are paid in the range \$65-\$75 per month, which is below market levels in the Information Technology field; this is to encourage them to move onto other employment as soon as they feel ready. But they can earn performance related bonuses on top of this. Quite a number have moved to jobs as IT instructors, translators, administrators in Cambodia at salaries of \$120-\$300 per month.

DDD at present covers its operational costs, but its social costs (health care, eye care, scholarships) are still covered from donations.

Case Study 14: Industrial Enterprise - Centre for Overall Development, Kerala

The Centre for Overall Development (COD) is a church-based NGO which works in general community development in Kerala, South India. Its programme includes environmental awareness in schools, women's self-help groups, and, since 2004, CBR.

Services for disabled people

Given that economic empowerment is the first priority of disabled people, COD has turned its attention to quality production projects to create income at the village level. In one village it has established a small factory to produce electric ceiling fans, which it makes to a high standard at the rate of 2,000 a month, with a guaranteed export market. The unit employs both men and women, about half of whom are disabled.

The project arose out of intensive consultation with disabled people, their families, social workers, and community leaders to identify ways of building the capacity of people with disabilities so that they can participate more fully in community and especially economic life. The idea was put forward that production units assembling electrical household appliances would be viable.

The District Industries Centre (DIC) in Calicut was then consulted and an enthusiastic officer conducted a study on the feasibility of producing electric ceiling fans, by both disabled and non-disabled people, men and women. The estimated cost was Rs4,000,000 (\$88,000). The quest for a bank to lend such a sum was initially negative. But intensive lobbying eventually persuaded the Federal Bank Perambra to do so, under an arrangement in which the DIC would provide a loan of 15 per cent of the total. The sum has to be repaid in two years at 12 per cent interest.

The DIC also found an entrepreneur who was persuaded to take on the marketing of the product. His condition was that the production meets European standards. The workers themselves are employed through four production units, established as partnership firms for discrete production phases (i.e. spray painting and powder coating, roller dye casting and machining, fan blade manufacture, roter dye casting and machinery). Management and control of the plant rests with the workers, although COD initially appointed a manager to oversee the start-up phase.

Approach to skills development

COD runs an annual ceiling fan assembly course for disabled people. Between 15 and 20 people are trained each year in non-accredited courses developed specifically to meet the needs of the enterprise and delivered by both their own staff and by outside trainers. The training lasts between three days and one month.

Self help groups are involved in identifying potential trainees who are then given aptitude tests to help with the assessment of their suitability. Government and donor funds pay for the training, but trainees pay a nominal fee of Rs500 (\$11) to offset initial costs. Participants are paid Rs500 (\$11) a month as a stipend during the training period; this then changed to a salary of Rs1000 (\$22) if the enterprise produces 2,000 fans a month, and Rs2,000 (\$44) if production increases to 3,000.

At the outset the project addressed the need for a productive enterprise with the same serious intent that would be required in the corporate sector. The initiators did not settle for a symbolic gesture towards the training and employment of disabled people. They believed that if production is the key to economic empowerment, then it has to be approached with the same conviction as any commercial venture.

The four production units employ the graduates and COD was instrumental in their establishment, assisting them to gain financing, to source materials and to market the products.

Results

Since 2004, 37 disabled people have been trained and all have been employed in the enterprise. The majority of these people have physical disabilities (25) while eight have visual disabilities, three have hearing disabilities and one has a mental health disability.

Continuing challenges

COD would like to expand its very successful programme and has considered new ventures such as a milk processing plant and a refrigerator assembly plant. As was the case with the ceiling fan venture, however, local financial institutions remain very reluctant to provide funds for businesses that include a substantial number of disabled workers.

Summary of good practices

- Outstanding example of establishing a new business enterprise that offers work to disabled people.
- Venture empowers disabled people to manage the business.
- Integration of disabled and non-disabled workers.
- Relationship with entrepreneur who has marketing skills.
- Training relevant to realities of production.
- Pay incentives and rewards for increased production.

G. Training disabled people as CBR and development workers

Disabled people can be excellent development workers and can bring first-hand experience of disability and exclusion to CBR work, as staff or as community volunteers. Working in development also provides an opportunity for people in more remote and rural areas where other job opportunities are often limited. Increasingly, attention has been drawn to the need for disabled people and their families to be involved in the planning and delivery of CBR and other development programmes. However, there is still room for many more people with disabilities to be trained to work in these fields.

There are a number of ways that people with disabilities can be trained as development workers:

- Encourage people with disabilities to access professional CBR courses, such as the CBR programme offered via distance learning from Bangalore University. See Case Study 14 for more information.
- Provide opportunities within your organization for people with disabilities to learn and be hired. For example:
 - people with disabilities can ‘shadow’ community workers and other staff to learn on-the-job;
 - recruit people with disabilities as CBR volunteers;
 - establish internship programmes within the organization for young people with disabilities to work on specific tasks or short projects, with support from other staff;
 - establish work experience programmes for students with disabilities to spend one to two weeks working in the organization;
 - establish a volunteering programme in collaboration with DPOS and other NGOs and community groups whereby DPO members can volunteer with different agencies. This can provide a broad exposure to the range of jobs in the development sector, help develop a range of core skills for work and build the networks of disabled people, as well as providing an extra pair of hands for cash-strapped community organizations.

- Encourage people with disabilities to apply for jobs in your organization by circulating job advertisements to DPOs, training centres and schools for people with disabilities. Make it clear you want to hire people with disabilities by adding a line ‘Disabled people are particularly encouraged to apply for this position’.

Advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• People with disabilities have unique personal experiences of disability and exclusion. They can bring these experiences to community work.• Disabled CBR and community workers provide wonderful role models for other community members, both disabled and non-disabled.• Seeing is believing - other employers are more likely to believe in the capacities of disabled people if they can meet and talk with disabled employees.	<ul style="list-style-type: none">• Providing training and work experience opportunities within your organization can take a lot of time and effort for staff.• People with disabilities have a very specific experience of their disability and how it has affected their life. However this doesn't mean they understand all disabilities and all experiences of exclusion. Support disabled workers with training and information as you would any other staff member.



‘Nothing about us without us’

The motto “Nothing about us without us” encapsulates a key principle – the active involvement of disabled people in the planning of strategies and policies that affect their lives. CBR programmes also need to reflect this principle.

Case Study 15: Training people with disabilities as CBR workers

Mobility India is a large organization with a main office, referral, and training centre is housed in remarkably accessible buildings. Not only are all three floors fully accessible by ramps, but all signs on doors and offices are in Braille, and all corridors have textured tiles arranged to assist blind people. All corridors have a higher and lower rail along the wall. This building houses facilities for training CBR workers, a large orthopaedic workshop making prostheses, orthoses, and a range of other aids and appliances, a workshop producing Jaipur feet adapted to accommodate disabled women workers, disability research facilities, and therapy rooms.

Mobility has developed its own design of low-cost, light-weight, durable, cosmetically acceptable prostheses and orthoses using polypropylene. These are not given free, but 80 per cent of patients pay only 10 per cent of the cost. Mobility trains orthotic technicians from a wide variety of countries including Eastern Europe, placing disabled people and women as first priority in selection of candidates. It promotes the training of disabled women as orthopaedic technicians because in India and neighbouring countries women prefer to be treated by a woman, whereas men have no objection to being treated by a woman. Trainees from Bangalore have been absorbed into Mobility's staff, or have set up their own workshops which they run as a business.

Mobility runs a CBR programme in three slums of Bangalore. Its motto is that disabled children should go to school and disabled adults should earn a living. Disabled people are included among the CBR workers (*'community workers'*) in the programme.

Case Study 16: CBR distance learning

Bangalore University in India runs a distance learning course in CBR at three different levels: post graduate, diploma, and certificate. The three certificate courses cover: Portage, Inclusive Education, Planning and Managing NGOs. The course is conducted in collaboration with the Institute of Child Health, London University, and is recognized by the Rehabilitation Council of India (the body that must approve any professional qualifications in this field).

The aim is to encourage rehabilitation as a career of its own outside NGOs. Practitioners should be able to set up their own 'business' in rehabilitation to serve communities without an NGO. Different CBR programmes in the field act as demonstrations and as examination centres. Disabled people are encouraged to apply and graduates will be able to apply for jobs with NGOs, with government, or set up their own centre.

The course aims to increase the employment opportunities open to educated disabled and other people at the local community level, and is therefore a good example of skills development leading to employment. The option of becoming a development worker of some kind is one clear way of remaining in the village while at the same time having a stimulating and challenging job.

3.3 Women and skills development

In general, women tend to face greater barriers and difficulties in accessing skills development opportunities, and thus decent work opportunities than men. For women and girls with disabilities this is particularly true. For example, women and girls with disabilities usually face greater educational disadvantage than their male peers; socio-cultural attitudes towards women can compound the disadvantages imposed by disability resulting in, for example, greater mobility difficulties; and family and community expectations of women and girls can be lower resulting in additional problems with confidence and self-esteem. In addition to this, skills development programmes for women tend to reinforce traditional gender roles, providing training in 'women's industries' (for example, sewing and handicrafts) which unfortunately also tend to attract lower wages and poorer working conditions; and business development programmes often do not take account of the issues faced by women in business.

3. CBR and skills development

In developing equitable training opportunities for women with disabilities, the following points should be borne in mind (Haan unpublished).

- Provide literacy and numeracy training as girls and women with disabilities are more likely to have missed basic educational opportunities.
- Training for women and girls should encompass a broad range of skills, including not only vocational and business training, but also core skills for work and an emphasis on building confidence. Women and girls with disabilities are often more sheltered and excluded than their male peers and may need additional efforts to overcome fear and lack of confidence. Role models can play an important role in building the confidence, communication, social and core skills of disabled women.
- In many countries, going into business is a male role. Women will thus need more intensive entrepreneurship development and business management training than men, and identifying female role models will be particularly important. The ILO GET Ahead training package is relevant in this.
- Try to avoid stereotypical ideas about what kinds of occupations are appropriate for women. Although it is important that training provide skills that are relevant for the local economy, that does not mean it has to always follow gendered occupation lines. It can be highly effective to encourage women into non-traditional trades and occupations. For example, the national training organization of the Philippines, supported by an ILO project, encouraged women to do welding courses. These young women then went on to win all the prizes in national skills competitions, and within a short period were preferred by employers to male welders (Haan unpublished, p. 57).
- Ensure that training facilities and timing are accessible for women. Women may need child-care facilities close to the training location, or separate spaces for certain training or activities. Training times and locations can be even more important for girls and women who are less likely than their disabled male peers to be allowed to travel alone. Some training centres have found that providing appropriate accommodation (either at the Centre or with local families) has increased their success in providing training for women.

- When they complete training, women may also need more, or different, support to find a job or start an enterprise. Employers, credit providers and even business training services are often less accessible to women. CBR workers may be able to help facilitate individual women's access to these services or even change discriminatory practices of these providers.

The ILO Gender and Entrepreneurship Together (GET Ahead) training package is designed for poor women engaged in or wishing to start a small-scale business. It differs from conventional business materials as it highlights entrepreneurial skills from a gender perspective. GET Ahead aims to strengthen the basic business and management skills of trainees. It shows women how to develop entrepreneurial skills and to obtain support through groups, networks and institutions dealing with enterprise development. It provides practical information about income-generation and enterprise activities. It aims to enable low-income women entrepreneurs and their families to shift from marginal income generation to profitable business development. The package takes account of strategic gender-based issues affecting the rights of women to have equal access to property, financial and business support, and business opportunities.

Case study 17: The Association of Women with Disabilities, Kolkata, India

The Association of Women with Disabilities (AWD) was founded in India in 2002 by Ms Kahu Das, a disabled woman who became aware of the marginalized situation of disabled women in India, particularly those living in rural areas, through her development work. The aim of AWD is to help empower women with disabilities as individuals, to realize and be confident in their own potential and to express their needs and rights within the family, community and society.

Services for disabled people

Through a rights-based approach, AWD provides a range of community-based services including:

- rehabilitation services including screening and assessment, aids, appliances and assistive devices, medical and corrective surgery assistance; and home-based therapy;
- training women and girls in disability advocacy and to champion equal rights and opportunities;
- education and skills training;
- support to income generating activities.

Approach to skills development

Skills training facilities are very limited in the rural area in which AWD operates. Some training is provided in local businesses in fields such as tailoring, electrical and electronic repair and cycle maintenance, but these opportunities have so far proved difficult to access – transport is unavailable for people with mobility restrictions and the training facilities themselves are similarly inaccessible. Even if training were available in these fields, community attitudes still support gender stereotyping and the identification of many jobs as being “men’s work”. Negative community and family attitudes towards disabled women and girls creates even more barriers to these jobs.

While continuing to promote the need for “disabled-friendly, rural-based skill training centres”, AWD currently focuses on engaging disabled women and girls in traditional, local, income generating activities to help them earn a livelihood. This is often family-based work and AWD organizes unaccredited, small-scale training programmes in skills such as silk embroidery (3 months’ training), wire brush making (2 weeks), and small handicraft production (such as a 1 week course in paper bag making).

AWD remains alert to new market opportunities that might benefit disabled women and girls. For example, a demand for jams, jellies and varieties of pickles has led AWD to train participants in the production of these items. Similarly, AWD is considering training disabled women and girls to run a plant nursery in response to local demand.

The training is delivered mainly in a “block” in a residential facility rather than through day attendance (as the transport system is not accessible). During the training, all costs associated with the programme are covered by AWD (for example, accommodation, travel, food, training materials). A small training allowance is paid to each participant. The training is funded by international donors which support AWD’s activities as an NGO. The trainees themselves do not pay a fee. Where possible, training curriculum is developed through consultation with formal, city-based training institutions.

Results

Of the 44 disabled women and girls who have been trained in AWD’s first 4 years, 25 had hearing disabilities, 15 had physical disabilities and four had visual disabilities. Of these, 17 have started work in family businesses and ten have commenced their own businesses.

Continuing challenges

Funding and operational constraints prevent AWD from providing the level of support needed to maximize income generation from participant activities. Marketing of products is a particular problem – there is potential to increase earnings through better marketing, but AWD resources are insufficient for the task. While those involved in production should ideally take over these roles, this is hindered in many cases by mobility issues.

The negative attitudes of family and community members can sometimes discourage participants from applying the skills they learn through AWD. Social and religious standards often reinforce the position that women and girls – and particularly disabled women and girls – should not leave the family home to work.

There is a need for action at a broader, societal level to improve the situation of disabled women and girls. As Kahu Das said:

“Short-term, limited and time bound support by NGOs cannot bring long term change to the situation. NGOs can facilitate the process and build up some model cases. But ultimately the state and the community need to be equipped to support disabled people as part of community development.”

Summary of good practices

Provides specific attention to the needs of disabled women in rural areas.

Focuses on training people to meet local skills needs in which opportunities exist to derive income.

Continual review of training in response to new market opportunities.

Residential training to overcome transport barriers.

Involvement of training institutions in curriculum development.

3.4 Chapter 3 – Summary of key points

- *The workplace, whether formal or informal, is the best place to learn and improve core skills for work.*
- *Strategies to develop core skills for work include job coaching, mentoring and work trials and work experience placements.*
- *Many entrepreneurial and business management skills are relevant to both the formal and informal economies. CBR programme designers, however, might choose to emphasize the development of certain skills depending on the nature of the local economy.*
- *Entrepreneurial and business management training should cover assessing self-employment opportunities, finding information on technologies and equipment (including suppliers), accessing and managing credit, negotiating with traders and government officials, building up relations with customers, forming and running self-help groups and producers' associations and lobbying and advocacy.*
- *Low literacy and numeracy skills can be a significant barrier to accessing decent work, but this does not mean that these people are excluded from income generation opportunities. Strategies for people with poor literacy and/or numeracy should include: practical, hands-on training; work experience and job trials; being realistic about which jobs are appropriate and encouraging people to develop literacy and numeracy skills for the future.*
- *Technical skills development strategies should include: referrals to mainstream government, private and NGO vocational training institutes; establishing disability-only vocational courses, especially for people with intellectual and multiple impairments; running integrated vocational courses both disabled and non-disabled people; using local people with skills to give ad hoc short-term training to individuals or groups in the field; setting up an industrial enterprise with both training and production elements; and training disabled people as CBR and development workers.*
- *Disabled women and girls can face additional barriers in finding and sustaining decent work and CBR programmes should be designed in a way that helps to overcome these barriers.*

4. CBR and livelihoods

Preview

In this chapter, the focus is on:

SUPPORTING DISABLED PEOPLE TO GET JOBS

Job matching

Networking with employment services

DEVELOPING RELATIONSHIPS WITH EMPLOYERS

Planning contacts with employers

Preparing to visit an employer

Visiting employers

Following up with employers

Building relationships with employers' organizations

NETWORKING WITH WORKERS' ORGANIZATIONS

SUPPORTING DISABLED PEOPLE TO SET UP A BUSINESS

Accessing capital

Marketing

4.1 Supporting disabled people to get jobs

This section deals with key questions CBR workers may have about assisting persons with disabilities to link with potential employers and get jobs suited to their skills, interests and abilities.

Job matching

In assisting disabled people to find work, it is important to take account of the skills, aptitudes and interests of the individual job seekers and the specific requirements of available jobs or work as well as environment in which these are to be carried out. CBR workers should avoid making rigid assumptions about the types of jobs a disabled persons can or cannot do. Many disabled persons can do a wide range of work, and in many cases, the disability is not an obstacle to the persons carrying out the work efficiently and effectively.

Questions to be asked in this context are:

- what skills does the individual have?;
- what situations does the individual most enjoy? (for example, indoors, outdoors, working with others or alone, variable or stable);
- what social skills and personal attributes does the individual bring to the work environment?;
- in what environments would these be considered an asset? For example, a customer service director would value a friendly, outgoing applicant, while a quiet person might be better off doing clerical work;
- what types of work and work environments should be avoided?;
- in what situations has the individual succeeded?

In some cases, the CBR programme may seek to find jobs for disabled persons directly. In others, it may be possible to link with the mainstream or dedicated employment services to identify available jobs and arrange placements for the disabled job-seekers.

Networking with employment services

CBR programme managers and staff are faced with a strategic decision of whether to deal directly with employers or to use intermediaries to assist the process. Employment services – including both dedicated disability employment services (including some run by NGOs – see section later in this chapter) and “mainstream” employment services – can be an excellent choice as a partner. Starting from the assumption that any job vacancy is potentially one that a disabled person could fill, then it naturally follows that information is needed about all available local vacancies.

Networking with mainstream and dedicated employment services:

- increases the **pool of potential jobs** that disabled job-seekers might fill;
- enlists the **support of job placement professionals** in identifying suitable jobs for disabled job-seekers and placing them;
- creates opportunities for **joint employment promotion** campaigns that can benefit both the CBR programme and the employment service;
- provides the employment service with **more expertise in disability employment** and an increased pool of job candidates;



Run disability awareness sessions for employment service staff.

The staff of mainstream employment services may have had limited or no exposure to disability issues and may therefore need to be trained.

Case study 18: Lebanese Physically Handicapped Union (LPHU)

Sylvana Lakis is the founder and director of the Lebanese Physically Handicapped Union (LPHU) which sees employment as its chief responsibility on behalf of disabled people and has for some years sought creative and practical ways to get disabled people into work. Its approach has been focused on three elements:

- doing research to find out where disabled people are employed and in what circumstances;
- building relationships with potential employers; and
- arranging training of disabled people to fit skills demanded by employers.

LPHU has established employment advice centres for disabled people, starting outside Beirut in the Beqaa Valley, with the intention to expand them to all parts of Lebanon. These centres function as reference points for both employers and disabled job seekers. Their task is to get in touch with employers in their area of operation, find out what skills they are looking for, and then set up ways in which disabled people can acquire the necessary skills. LPHU has also started a website for disabled job seekers, which similarly aims to match job seekers with job opportunities. Sylvana herself, and the other staff of the employment advice centres, develop contacts with employers in a range of industries in order to help disabled people find jobs.

Tony Da'ud, a client of the LPHU employment advice centre says: *'I am happy with what I am doing and I believe in who I am. LPHU has been very important to me: Sylvana has contacts all over the place, and it was through these contacts that she found me this job renovating films. She's a remarkable person and I love being part of LPHU.'*

For more information:

See Heron and Murray. 2003. *Assisting disabled persons in finding employment. A practical guide.* (Geneva, ILO).

4.2 Developing relationships with employers

Finding jobs in either the formal or informal economies is often a result of 'who you know' rather than 'what you know'. Many jobs are never formally advertised, rather, networks of friends, relatives and personal relationships are used to fill vacant positions. In the informal economy where many

4. CBR and livelihoods

enterprises are very small and managed by the family, this is particularly true (ILO 2007).

What this means for CBR programmes is that in order to assist disabled community members, CBR workers need to be well informed about the local labour and employment market, and to build networks with employers and employer organizations. Some tested strategies are described below.

Good links with employers are crucial to running an effective programme to place disabled people in employment. Even if we provide excellent training and support services, they will mean nothing if good links are not made with employers. Good links with employers lead to:

- **better designed training programmes based** on industry-accepted standards;
- **better information** about available jobs;
- **opportunities to better inform more employers** about disability employment and to overcome prejudice and stereotyping;
- **partnerships** where employers will themselves promote the employment of disabled people;
- more opportunities for **work experience, on-the-job training, mentoring and coaching**;
- **business-to-business opportunities** for enterprises operated or staffed by disabled people.

However, building employer networks is not a straightforward process. While some employers might respond favourably to approaches from CBR programme staff based on a sense of community obligation, altruism or charity, many more will not. Many businesses are wholly focused on productivity, profits and survival in an intensely competitive world. They see disability employment as an issue championed by those out of touch with the realities of business. In countries where disability employment quotas are in force, many employers do the bare minimum required to meet their legal obligations, while others have become interested in hiring disabled workers since they have come to recognize that disabled people have valuable potential as workers.

How should negative assumptions be countered? CBR managers and staff must in the first instance face an important strategic decision – should they interact directly with employers or should they use instead an intermediary, perhaps one with existing links with employers? The decision is a difficult one as there are distinct advantages and disadvantages in choosing either option. CBR workers may lack the knowledge of the labour market and of businesses that, say, a local employment service might have. However, CBR workers are likely to have a far better understanding of the needs of the disabled jobseeker and of strategies that might support the individual to be a success in work. Cooperation may be the best solution, but this may require a concerted effort to raise awareness of disability employment issues in partner organizations.

Regardless of whether CBR workers approach employers independently or through an intermediary, to truly open up employment opportunities for disabled people, there is a need to engage with businesses by thinking like them and speaking the language of business. In short, the business case for employing disabled people needs to be established and promoted.

In recent years there has been much work done in defining the business case for disability employment (Zadek and Scott-Parker 2001). Some of the key business case arguments are:

- disabled people are **as productive and as reliable** as any other employees – this has been consistently proven through research;
- in living their day-to-day lives, many disabled people develop **transferable problem solving skills** that are invaluable in the workforce. They can contribute to innovation;
- disabled people in work tend to have **better attendance** records, **stay with employers longer** and have **fewer accidents** at work;
- most do not require adjustments at work, and where these are required, they generally cost little;
- **staff morale and team development are enhanced** when businesses are seen to be good employers of disabled people;
- organizations accessible to customers with disabilities will be more **accessible and appealing to all consumers**;

- perhaps most telling of all: Company surveys consistently conclude that **those that have successfully employed disabled people are keen to employ more**;
- in addition, people with disabilities, their families and friends are potential customers whose requirements can best be served by companies that are familiar with the requirements of disabled persons.



Run an “Employer Awareness Seminar”

A good way of informing employers about the benefits of employing disabled people is to run an awareness seminar. Depending on the target audience, such seminars could be in the form of a business breakfast, a business reception function or a more formal “round table” meeting.

Good practices to follow include:

- having a local “employer champion” as a keynote speaker – someone who has direct experience in the employment of disabled people and can credibly articulate the “business case”;
 - including a panel of employers who have hired and their employees with disabilities to discuss the benefits and challenges and how they were overcome;
 - providing an opportunity for employers to meet some disabled persons informally, perhaps at a lunch or coffee break time;
 - having programme staff network informally with employers before and after the formal seminar presentations. They should seek to make appointments with these employers at the workplace;
 - having high quality promotional material available for distribution -videos can also be shown; and
 - having potential disabled workers present at the seminar to meet with employers and demonstrate their skills.
-

Planning contacts with employers

In planning contacts with employers, CBR programme staff or the intermediaries they use should know the local labour market. Information should be gathered on:

- what workers do enterprises need?
- which enterprises have vacancies?
- what types of workers are required?
- how many?
- when they are needed?

This information can be obtained from secondary sources, for example:

- personal contacts and networks;
- employment placement services (see next section);
- surveys conducted by other agencies;
- the media;
- chambers of commerce;
- employers' organizations;
- local government;
- previous direct contact with enterprises.



It is not possible to make direct, personal contact with all enterprises, so be selective. Good planning will help determine which enterprises to select. Remember that it is not only large enterprises that have job opportunities – small and medium enterprises should also be considered.

Preparing to visit an employer

In making initial contact with potential employers, it is important to speak with the right person: the one who makes decisions about hiring workers. If in doubt, ask.

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- Agree on a specific date and time to meet.
- Indicate briefly what you want to talk about and do.
- Indicate that you are aware of time constraints and that expect the meeting would take no more than 30 minutes.
- If there is time, send an email or letter confirming the appointment.
- Decide who will visit the enterprise. The involvement of a senior member of the organization running the programme – even the director – might be desirable as this shows how much the employer is valued.
- Work out what message you wish to convey to the employer.

Visiting employers

When visiting employers, it is important to be punctual and business-like.

- Introduce yourself and present your card.
- Indicate the purpose of your visit.
- Do not talk all the time – ask questions and listen to answers (remember, you are trying to understand and meet the employer’s needs).
- Be aware of time constraints and manage the available time well.
- Ensure your message, however brief, is conveyed clearly.
- Even if the employer does not respond immediately to your message, “keep the door open” – indicate that your services are always available, you can provide more information, and you wish to cooperate.
- Leave relevant information with the employer.
- Express your thanks for the meeting.

Following up with employers

It is important to follow up with employers after the initial visit, offering further services to help both the enterprise and disabled people. Additional assistance can be provided to remove obstacles and solve problems to ensure that people with disabilities get jobs and retain them.

Follow up will differ depending on the result of the initial contact. Action can include:

- offering to provide further information (for example, on financial incentives, quota laws);
- offering to undertake a job or work analysis exercise;
- requesting a work trial to show how people with disabilities could be integrated into the enterprise;
- finding suitable disabled workers for the employer to interview;
- offering post-placement services to ensure success;
- contacting community groups for assistance with transport, guidance and other services.

Building relationships with employers' organizations

To explore fully the range of job opportunities that different industries might offer disabled people, it can be useful to establish contact with local industry associations. These organizations are often formed to advance the common interests of different industry sectors (for example, manufacturers, tourism operators and retailers) and may be in a good position to clarify industry needs and opportunities and to open doors to specific industry members. Some employer organizations are proactive in promoting employment opportunities for job-seekers with disabilities. The potential role of these organizations is illustrated by the example of the Employers' Federation of Ceylon.

Case study 19: EFC Employers' Network on Disability

The Employers' Federation of (EFC) Ceylon established its Employers' Network on Disability in 2000 after EFC officers travelled to Great Britain to learn more about the employment potential of disabled people. The Network now has an official constitution, an impressive list of international and local companies as members and a Code of Practice to guide Sri Lanka employers in how to include disabled workers in their workplaces.

It started by sponsoring two employer awareness seminars; surveying the EFC members to determine their record for hiring disabled workers; and creating a database of job seekers with disabilities. Through its newsletter, the Network promoted examples of good practice among its members to encourage others to hire workers with disabilities. As the Network continued to develop, it took a more proactive role in promoting opportunities for disabled person, by screening job seekers and assisting them to prepare for interviews. It has also organized job-fairs attended by leading employers, leading to recruitment of many of the disabled participants. It collaborates in these activities with the Ministries of Social Welfare and Labour, the ILO, an NGO, Motivation Trust, and with the United States Agency for International Development. The Network members not only hire disabled persons but also provide training and other supports to disabled persons and employers. For example, Sri Lanka Airlines developed a CD-ROM to teach employers participating in job fairs basic sign language so they can communicate with Deaf job seekers. ID Lanka Limited offers English-language training courses for disabled job seekers, especially those who want to enter information technology and financial fields. A local private school provides IT classes to disabled persons at no cost, on Saturdays, when its IT labs and teachers are available.

Source: Perry (ed.) 2007.

4.3 Networking with workers' organizations

Workers' organizations can be important allies to CBR programmes, when it comes to promoting employment. They can disseminate information on disability and employment in a variety of ways, through their newsletter and websites, as well as through seminars and training courses. In the same way, they can raise awareness of the capacity and rights of workers with disabilities. They can promote support for the recruitment, retention and return to work of disabled workers, for example by making employers aware of their obligations under national legislation, and by encouraging their non-disabled members to be supportive. They can work to ensure

that the rights and requirements of persons with disabilities are taken into account in national consultation and negotiation processes. They can encourage disabled workers to become trade union members so that their rights can be better protected. They may also be actively involved in providing training and employment services for persons with disabilities, as illustrated in Case Study 20.

Case study 20: Viet Nam Trade Union Federation (VGCL)

In Viet Nam, trade unions within the VGCL operate two vocational training and job consultation centres for people with disabilities. The Trade Union Federation of the Hai Duong Province provides training to between 30 to 70 people with different disabilities every year. The trainees, who are mainly the children of farmers, attend a six-month training course, on completion of which some open their own businesses and others are assisted in finding jobs in garment, embroidery and knitting companies in the province.

The Trade Union Federation of the Ben Tre Province operates a vocational training school for people with disabilities, providing training mainly electronics, embroidery, tailoring, handicraft and office work. To date the school has had 150 trainees with many getting job afterwards

VGCL has actively encourages members and workers in general to buy and use the goods and services provided by people with disabilities, so as to generate job opportunities and improve their income.

4.4 Supporting disabled people to set up a business

For many disabled persons in developing countries, self-employment or small enterprise will be the most likely means of earning a livelihood. The three essential elements of any self-employment strategy are: **skills**, **marketing**, and **capital**. If any of these is missing the strategy will not work: all three are equally important.

Skills development has already been addressed earlier in the guide. Below are some tips about developing the other two elements of the self-employment stool: marketing and access to capital.

Accessing capital

Starting a business requires a certain amount of capital - to rent a space, to buy the initial stock for a shop, to buy materials for production, to buy tools and equipment for a trade, to market the new product or service, etc. Accessing enough capital to get started in business can be difficult, particularly for people with disabilities. However, there are ways to access capital, even for disadvantaged people in poor communities.

Some of the main ways people access capital to start a business are outlined below.

- **Borrowing from family and friends.**
- **Borrowing from banks or credit unions.** Such mainstream sources of capital are sometimes an option, but disabled people often do not have the necessary assets required by these institutions as collateral.
- **Setting up or joining a savings and loans group, and minimising the need for capital** (See Case Studies 21 and 25, and also Chapter 5 for more information). For many disabled people, particularly those from poor communities, it is better to start small and then grow as the profits from the business grow.

Borrowing from a microfinance scheme. (See Case Studies 22 and 24). Many developing countries have well established microfinance banks or projects that will lend very small amounts of money to individuals or groups to start their own income generation activities or small businesses. The most famous of these is the Grameen Bank in Bangladesh (see <http://www.grameen-info.org/>). Rather than rely exclusively on the savings of the group, the Grameen Bank model brings in sources of money that are external to the community to provide loans to savings groups.

Case study 21: A savings and loans group of disabled people, Andhra Pradesh

The Anuraag Human Services CBR programme covering rural and urban areas in and around Hyderabad, India provides vocational training for young people with mental disabilities is done in collaboration with the Village Industries Board (Andhra Pradesh) and the Handicrafts Development Corporation. The skills taught include: tailoring, embroidery, soft toys, candle making, phenoyel mixing, screen printing, and making stationery materials such as paper bags, cardboard boxes and writing pads. They have lobbied individual firms in the corporate sector to buy their products with some success.

The CBR programme is based largely on the concept of forming self-help groups both to save and to lobby for their rights. These groups include people of all disabilities, all ages, both sexes and all castes. Groups are encouraged to save to enable members to start their own businesses.

One of these groups is located in **Thurangi Villag**. The group has 12 members with the following profile: nine men, three women, ten polio affected, one mentally disabled, and one hearing impaired. The group includes people from both lower castes ('backward classes') and 'dalits'⁷ ('scheduled caste').

Members of the group each put Rs50 (\$1.10) per month into the savings fund. This creates a monthly collective saving of Rs600 (\$13.30) which is banked. Since they started in June 2003 they have saved Rs20,000 (\$444). This figure includes interest paid back on loans to members. Interest is charged at 2 per cent per month. Repayment is normally within a six month period.

Examples of loans taken out:

- A loan of Rs1000 (\$22.2) for fodder for three months for three cows. The owner, a polio affected man who completed 10th grade at school, sells the milk door to door. He is able to support himself from the milk from these cows.
- A woman with hearing loss took a loan of Rs1000 (\$22.2) for materials to make jossticks. She supports her mother through her income from this craft. She makes about Rs250 (\$5.50) a week. Sales are somewhat seasonal, highest at festivals. She completed school to 12th grade but has been unable to find any other form of employment or training.
- Another woman affected by polio took a loan of Rs1000 (\$22.20) for embroidery materials. She reached 12th grade education. She earns about Rs300 (\$6.60) per week from this craft, and supports her mother who is old. Her father has died. She learnt embroidery through a government training programme.

The interest paid by the borrower to the self-help group is income to the group, and so is also a form of savings which benefits all the members. Over a period of a few years a group can amass a capital sum running into hundreds of thousands of rupees.

Operating a group loan scheme of this sort depends heavily on trust between the members, and excellent record keeping is essential to build and maintain that trust.

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Microfinance institutions such as the Grameen Bank in Bangladesh have been active in promoting savings and credit schemes for poor people, particularly women in rural areas (See Case Study 22). As a result, savings and credit programmes for poor people have been introduced by many community development agencies in their target areas. People with disabilities have frequently not benefited from these such schemes, given their extreme poverty and inability to save, which led to the assumption that they are a high-risk group, not credit worthy (Thomas 1999). CBR programmes can play a role in advocating the inclusion of people with disabilities as beneficiaries of microfinance scheme, as was successfully achieved by the Tigray Disabled Veterans' Association (TDVA) in Ethiopia (see Case Study 24).

Case study 22: Grameen Bank

Grameen Bank was founded in 1976 by Muhammad Yunus as a means of delivering credit to the rural poor in Bangladesh. Poor villagers were given access to loans and peer support groups who undertook to help each other should they fall into difficulty. Loans were repaid over a year in affordable weekly instalments and members also deposited small amounts into personal and group-owned savings accounts. By 2000, there were more than 2 million members, most of them women.

An example of a beneficiary is described in The Times newspaper in the United Kingdom:

"Persuaded to join Grameen Bank, Mrs Begum took out a 4,500 taka loan to buy a cow, which allowed her to make extra money selling milk. She borrowed a further 6,000 takas for a second cow before the local bank manager encouraged her to apply for a mobile phone to rent out on a call-by-call basis. Known simply as the Village Phone Lady, she cornered the local market, earning up to 26,000 takas a month. With their savings, Mrs Begum and her husband went on to set up five shops and a restaurant, from which they earn 13,000 takas a month..

From a virtual pariah status, Mrs Begum and her family elevated their social standing within their community. They live in a brick house, own two colour TVs, a fridge and a cassette player and send their three children to school."(O'Connor 2006)

Since 2000, Grameen has expanded its range of support products and has developed more flexible procedures designed to support members, particularly in times of trouble, such as floods. By 2004, membership had reached 4 million.

In 2006, the Grameen Bank and its founder, Muhammad Yunus, were jointly awarded the Nobel Peace Prize "for their efforts to create economic and social development from below".

Case study 23: Ensuring a realistic budget for a start-up business

The Business Outreach Entrepreneurial Life-Skills Programme, based in Knysna, Western Cape, South Africa, focuses on building confidence among people with disabilities with a wide variety of skill backgrounds who would like to start their own business.

The Programme applies a methodology that was designed to accommodate people with limited education and skills. The course takes a building block approach, starting at the beginning and building one step on another in order to develop a practical, realistic business plan.

There are two important elements in this process:

Simplicity and structure of the business skills. The business concepts are from real businesses which the participant applies to their own level of understanding, aspirations and challenges. The course structure answers the questions: Where do I start? How do I start? How do I find a customer? How do I find the right selling price? How do I manage my money to be sustainable and grow?

The MFE (Motivational Facilitative Educational) Methodology involves the participant from the beginning, asking questions that he/she should ask of themselves and encouraging their participation, by rewarding and building on their responses. This methodology was designed to accommodate people with limited education and skills, but later found to work for graduate students and even executive level (for example, from company retrenchment programmes). It stimulates creativity and promotes a cross-pollination of ideas (which is what business is all about) and helps the participant apply the business concepts/skills to his/her own reality

This methodology also recognizes that taking the first step into business can make people apprehensive. It airs these psychological issues and allows the participant to work through his/her blocks and fear factor.

Based also on the reality that it is very difficult for first time entrepreneurs in poor communities to get micro-finance, the training helps the participant to put a list together of what he/she thinks they need (rather than want) to start a business and then apply some simple budgeting skills to re-prioritize and reduce the start-up capital. This also increases their chance of success and reduces the risk – they can then do it, with what they have, starting small and being customer focused.

Bulalane Ncwube is deaf and learnt carpentry skills at a special school. He also went through a business skills course. He then worked for a furniture company but it closed down. He met a Business Outreach Facilitator, Edward, who took him through the Business Outreach Entrepreneurial Life-Skills Course. As a result, Bulelane saw that there were many chairs that needed fixing, so instead of waiting for the client to come to him, he started to fix these chairs and sold them. This started him on his road to business. He is now an upholsterer and has been in business for four years, sustaining his business with good money and management skills.

Case study 24: Microfinance for disabled people – Ethiopia

Most microfinance programmes do not target people with disabilities, assuming they are a bad risk or that they are better served by rehabilitation programmes and charities.

Gasha Microfinance Institution in Ethiopia has been providing financial service to the people with disabilities since 1998. By 2006, Gasha has provided services to 151 disabled people, including 99 who have taken out loans. Like the Grameen Bank (see Case Study 18), Gasha operates by establishing groups of participants who co-guarantee each other's individual loans. Gasha offers four loan products: group loans, individual/special loans, consumption loans and cooperatives loan, charging a 13 per cent interest rate on all its loan products and a 5 per cent service charge. The loans to disabled persons were guaranteed at the outset by the Ethiopian Federation of Disabled Persons.

The Dedebit Credit and Saving Institution in Tigray region of Ethiopia was at first reluctant to offer credit to persons with disabilities, regarding them as a high risk group. The TDVA successfully countered this view through the results of an assessment carried out of the experience of disabled persons in using credit and savings services, particularly those taking loans using group collateral. The main finding that the repayment rate of TDVA members was in the region of 90 per cent enabled the TDVA to negotiate an agreement with Dedebit to lend to disabled persons individually without collateral. A 20 per cent guarantee fund was provided to Dedebit as a guarantee.

Marketing

Marketing is everything a business does to find out who its customers are and what they need and want. It is how to satisfy them and make a profit by:

- providing the products or services they need;
- setting prices that they are willing to pay;
- getting the products or services to them;
- informing and attracting them to buy the products or services.

The essential marketing knowledge and skills needed to run a small business can be categorized under four headings.

- **Product – What products and services to provide**

Customers buy goods and services to satisfy different needs and wants. A successful business finds out what customers need and then provides the products or services to satisfy those needs. When the needs change, market research can be used to change products to satisfy your customers.

- **Price – What prices to charge**

In marketing, price means setting a price that your customers are willing to pay and making sure the price is attractive and still gives a high enough profit.

- **Place – How to reach your customers**

Place refers to the location of a business and what it does to get its products and services to its customers. Most retailers and service operators need to be where their customers are while manufacturers need to have a good way of distributing their products to their customers.

- **Promotion – How to attract customers to buy**

Promotion means informing and attracting the market to buy your products or services through such means as advertising, sales promotion, publicity and the use of skills as a salesperson. The ILO's Improve Your Exhibiting Skills training package is of relevance in this.

The ILO Improve Your Exhibiting Skills (IYES) guide prepares facilitators to conduct trade fair training workshops for women entrepreneurs. The guide has five interlinked components covering promotion, preparation, participation, evaluation and follow up. The aim is to assist women entrepreneurs to make the best use of trade fairs to improve their market access, business growth and self-empowerment. By providing practical guidance on marketing, communications and promotional activities, the guide seeks to enhance women's access to better quality market opportunities.

For more information:

Borgenvall and Palmer. 1997. *Improve your business basics: Practical management for small businesses - Marketing*. (Harare, ILO).

4.5 Chapter 4 – Summary of key points

- *In assisting disabled persons in finding employment, it is important to match the individual's skills, interests and aptitudes with available jobs, and to avoid stereotypes of what a disabled persons can and cannot do.*
- *Linkages should be developed with employment services to promote opportunities for job placement.*
- *Developing partnerships with employers and employers' organizations will assist CBR programmes to be better informed of the skills requirements of enterprises and to arrange for work experience and on-the-job training opportunities.*
- *In supporting disabled people to set up a business, the CBR programme should develop a relationship with micro-finance institutions and savings and credit groups to ensure that disabled entrepreneurs have access to the capital required to develop their businesses.*
- *CBR programmes can also assist entrepreneurs with disabilities with marketing of products.*

5. Building support in the community

Preview

In this chapter, the focus is on:

IMPORTANCE OF COMMUNITY SUPPORT

BUILDING SUPPORT NETWORKS FOR DISABLED PEOPLE

What are self-help organizations?

Skills and attitudes learnt through self-help groups

Strategies for forming self-help groups

BUILDING SUPPORT NETWORKS FOR COMMUNITY PROGRAMMES

Networking with service organizations

Networking with government services

Networking with NGOs

5.1 Importance of community support

Community support is important for the skills development and employment of disabled people. Because they are frequently excluded from participation in their communities, people with disabilities often do not have the networks that others have to assist them to find employment, to access mentors and role models and to build their job knowledge, confidence and employability skills.

Building local support networks is important for disabled people, for service providers and for CBR programmes. Even in small communities, there are often many service providers and individuals who can contribute to skills development for disabled people. Training providers can assist with the development of technical skills (see Chapter 3). Employers can provide skills development opportunities and work experience and can act as mentors, and local employment services can provide professional expertise in job placement and can provide access to a larger pool of potential employers (see Chapter 4).

In addition, other groups in the community can provide assistance and support to disabled people. Community leaders can act as role models and other community organizations can assist with allied, but necessary services such as health care or the provision of assistive devices. Disabled people themselves can form support groups and self-help groups which can help build skills and confidence. This chapter includes information on what kind of assistance these other groups can provide for disabled people, and tips for how best to develop partnerships with these different groups. The chapter also focuses on how self-help groups can make an important contribution to skills development for disabled people and how these groups can be developed.

5.2 Building support networks for disabled people

What are self-help organizations?

Fostering self-help organizations of people with disabilities is a key strategy of many community programmes. Self-help groups can be a very effective way to empower people with disabilities, build their skills and

5. Building support in the community

confidence and promote integration into the mainstream community, including employment and income generation (see Case Study 19).

'A self-help organization of disabled persons is an organization run by self-motivated disabled persons to enable disabled peers in their community to become similarly self-motivated, and self-reliant. Thus, a self-help organization of disabled persons may be characterized by self-determination and control by disabled persons, self-advocacy and mutual support mechanisms, aimed at strengthening the participation of people with disabilities in community life' (UNESCAP 1991).

In many countries, self-help groups also engage in group savings to help build capital for group members, particularly for income generation activities.

In India, where self-help groups functioning as savings and loan banks are the preferred way out of indebtedness, the group does not rely on outside funds. The basic premise is that the capital generated comes from the group members themselves. External money may be added later, but not before the group has reached a certain target. A self-help group is typically composed of up to 20 people, usually women. The group sets its own rules, but there is a strong commonality of practice across groups. Each week or each month every member pays a sum agreed by the group into a common 'pot', say 100 rupees. The total sum is then available as a loan, not a grant, to members in turn. The loan must normally be repaid over a 12 month period at a rate of 2 per cent a month, or 24 per cent per annum. The interest paid by the borrower to the self-help group is income to the group, and so is also a form of savings which benefits all the members. The capital sum increases as loans are repaid. Over a period of a few years a group can amass a capital sum running into hundreds of thousands of rupees.

Case Study 25: Use of loans from self-help groups, Chetanalaya, Delhi.

In the Chetanalaya community development programme working in slum areas of Delhi, disabled people are integrated into the mainstream self-help groups and do not form self-help groups of their own. The proportion is about 6 per cent disabled members. Chetanalaya has a total of 578 self-help groups in all six areas of its programme.

Chetanalaya records illustrate what is bought with loans from its self-help groups. These include house improvement, payment of debts, utility bills, education, travelling, marriage, business, vehicle repairs, medical expenses, funeral expenses, buying a rickshaw, festival expenses, opening a petty shop, opening a bank account (minimum deposit Rs1500), gas cylinders, books for school and buying a TV.

The scale and amount of capital generated through the self-help group system has made substantial differences to the lives of many poor people. Chetanalaya works in six slum areas of Delhi. The following figures are from one area, Jahanagir Puri, an area of migrant workers where average amount saved by each group group over one year is Rs50,686.

Number of self-help groups formed	43
Total number of members	639
Average group size	15
Total savings over one year	Rs2,179,350 (\$48,430)
Total of loans given	Rs2,116,850 (\$47,041)
Total of interest earned	Rs1,657,200 (\$36,826)
Balance outstanding on loans still being paid off	Rs1,553,450 (\$34,521)

Unlike the Grameen Bank model of group guaranteed loans on which community development in Bangladesh is largely based (see Case Study 21), the Indian self-help group model does not rely on outside funds. The basic premise is that the capital generated comes from the group members themselves. External money may be added later, but not before the group has reached a certain target. Thus when they have saved Rs20,000 they are eligible for government funds of Rs25,000, Rs10,000 of which is a loan and Rs15,000 a grant.

In Africa and some countries in Asia, a 'merry-go-round' system is widely used, especially by women in poor communities. In its simplest form it consists of a group of 10-15 women who come together as a savings

5. Building support in the community

group. They each put an agreed sum every month or week into a common pot. The group members then take it in turns to 'scoop the pot', which they can use for significant expenses such as buying a school uniform for a child, putting a new roof on their hut, buying materials for an income generating project or increasing the stock of goods for sale in a small business.

Skills and attitudes learnt through self-help groups

The central role of self-help groups in CBR programmes in India and other countries means that an immense amount of learning is going on through practical experience in personal empowerment, community mobilization, advocacy and lobbying, disability rights, and development issues.

Self-help groups generally do not make technical skills development their main focus. However, some important technical skills can be learned through self-help groups. For example, chairing meetings, taking minutes, managing finances for group activities, and speaking in public are skills that are transferable to many workplaces. In addition, important skills such as budgeting and simple accounting can be learned through participation in group savings schemes organized through self-help groups.

Many skills can be developed in self help groups. Members can develop key employability skills such as communication skills, cooperation and team work, as well as building their job knowledge through talking with other members of the group about their jobs and income generation activities.

Perhaps most importantly, self-help groups help to build the self-confidence of people with disabilities, through mutual support and encouragement, and through exposure to disabled role models.

Strategies for forming self-help groups

CBR programmes may use a variety of methods to establish self-help groups, but some general principles can be laid out.⁸

- The most important starting point is to see self-help groups of disabled people as the nucleus of the programme, and also its owners. If they are regarded as simply an optional extra which are not central to the programme, they will not succeed. The whole point of a self-help group is that the members are in charge of their own development and set their own agenda. This enables learning through doing, and is a vital part of skills development. The role of CBR workers is to facilitate, not direct. So at the beginning disabled people can be encouraged to meet together with no specific agenda. Invite them to explore the possibility of forming a group and facilitate this process. Over a series of meetings groups will begin to define their purpose and goal. Groups need facilitation at every stage. With this support, leadership and shared responsibility among members will evolve.
- In the early stages of the development of groups it is important that they see their own problems and those of disabled people generally in a social and development context, and in the wider context of poverty, deprivation and exclusion. A focus only on disability will severely limit their horizons. If discussions on poverty related issues are already going on in the community, disabled peoples' groups need to actively engage in these discussions. If they are not already going on, disabled groups need to initiate them.
- They also need to decide whether they want to form a group composed of both disabled and non-disabled people, and how disabled children and people with communication difficulties should be represented.

If disabled people have never been involved in groups before they may lack confidence and be hesitant to get involved in planning, fearing that they do not have the knowledge or ability. But with time, patience and encouragement they will begin to discover their ability to understand, plan and implement activities which they recognize as relevant to change their situation, including skills development and employment/income generation activities.

For more information:

- For step-by-step guidance on how to develop self-help groups of people with disabilities, see UNESCAP 1991.

5. Building support in the community

- For information on management of such organizations see UNESCAP 1997
<http://www.unescap.org/esid/psis/disability/decade/publications/z15006mg/z1500601.htm>

Case study 26: Samuha Samartha, Karnataka, India

Samuha is a development organization working in rural and urban slums in the state of Karnataka in Southern India. Samuha focuses on the needs of vulnerable people including disabled persons.. Since 1989, Samuha has run a CBR programme called Samartha, which means “potential” in Sanskrit.

- therapeutic services (physiotherapy, occupational therapy, referrals, teaching parents);
- aids and appliances, including an orthopaedic workshop and hearing aid repair;
- vocational training in tailoring, computer skills and handicrafts;
- disability awareness campaigns (including workshops and cultural events);
- facilitation of self help groups at the village level;
- organizing these groups into district and state peak bodies to represent disability issues (DPOs);
- school integration support.

Approach to skills development

Skills training courses take participants six to twelve months to complete. Funding is sourced from the government and from local and international NGOs. The tailoring course is residential but day courses are offered in the other vocational streams.

Samuha Samartha’s self help groups are actively involved in identifying potential trainees as are the district-level DPO, other development NGOs and the education department. Participants are charged a fee, but sponsorship can be organized for those who need it. The programme also organizes accommodation, personal accident insurance and support to assist with transport, food, post-course job search and business start-up. Trainers are drawn from various sources including local crafts people, other training institutions and Samuha’s own staff. All have experience in CBR and development work.

Mobilizing people to support community development and disability awareness is an important part of the training. As well as technical skills, courses include skills in leadership, communication, community development, literacy and numeracy and interpersonal skills.

On a broader level, Samuha is also very involved in the training of people as development workers. It is the study and examination centre for the distance learning CBR courses run at Bangalore University and sees the job opportunities created by this course as a very important step forward in enabling educated village people to stay in their villages and engage in challenging and fulfilling work, assisting disabled people.

Samuha Samarthya also collaborates with other organizations to find employment and income generation opportunities. It networks with NGOs, universities, government departments and other CBR programmes.

Results

A total of 190 disabled people have been trained so far. This includes 108 women, 170 people with physical disabilities, 11 with a visual disability, five with a hearing disability, one with a mental health disability and three with other disabilities. Of these, 39 per cent have got jobs, 32 per cent have started a business, 16 per cent have started working in the family business or farm, 0.5 per cent have gone on to further training, and 12 per cent have remained unemployed.

Continuing challenges

Limited English language proficiency can present difficulties for trainees in some vocational streams, particularly the computer course.

Cultural norms discourage women graduates from moving from their home villages to take up opportunities in the city.

Summary of good practices

- Building community awareness of disability issues through self-help group formation and creating district and state level peak organizations.
- Training participants in vocational skills and encouraging them to themselves contribute to development work and the situation of disabled people.
- Building local capacity in CBR programmes by collaborating with a university to run courses aimed at enabling educated village people to stay in their villages and engage in challenging and fulfilling work, assisting disabled people.
- Supporting and networking with other organizations servicing the needs of disabled people in the region.

5.3 Building support networks for community programmes

Networking with service organizations

Service clubs and organizations such as Rotary, religious groups or local clubs can play a significant role in helping people with disabilities to develop skills and gain employment or self-employment.

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What kind of support can they provide?

- **Mentoring:** Members of service organizations have a wide range of skills and experience that they are often willing to share with disadvantaged members of the community.
- **Work experience:** It may be possible to establish a work experience programme with group members. Service organizations are likely to include a wide range of business people and professionals who may be able to provide a variety of work experience placements for disabled people. (See Chapter 2 for more information about work experience programmes.)
- **Job seeking skills:** Members of the group may be willing to provide their knowledge and experience in job-seeking skills. They may be willing to provide interview practice, or to provide feedback and comment on resumes and job applications.
- **Support for entrepreneurs:** It is likely that a number of members of these groups are, or have experience of, running small businesses. They may be willing to share their experiences, mentor young entrepreneurs, provide comment and assistance for business plans, assist with advice about markets or suppliers, and so forth.

Before approaching a service organization, it is important to find out what kind of projects and initiatives the organization has been involved with before. This will give an idea of their priorities and interests. It may be necessary to tailor the partnership with them depending on these interests. For example, if the group is particularly interested in youth, then maybe develop a partnership that provides mentors and work experience opportunities for disabled people under 30 years.



Find a champion

Try to find a champion from inside the group. Maybe CBR workers know someone in the group, or maybe they can identify someone in the group with a particular interest in disability or in skills development. Try to meet this person individually and 'sell' the initiative to them. They can then act as a champion to promote the partnership to the rest of the group.

Networking with government services

Partnerships between government services and CBR programmes can be mutually beneficial. The government provides many services that are helpful to people with disabilities, and the CBR programme can provide information and advice on how to best ensure these services are accessible for people with disabilities.


What kind of support can government provide?


- **Products and services:** Government is often the largest provider of products and services, particularly for disadvantaged groups. While the record of many of these services in including people with disabilities is often poor, this is usually not because of a lack of desire to include them, but rather a lack of knowledge of how to include them. Other than employment and training services, the government provides a range of relevant products and services that may be helpful for people with disabilities. The main services are outlined below.
 - Poverty reduction, rural and community development initiatives. In most developing countries government, often in partnership with donors and NGOs, run a range of programmes and initiatives aimed at reducing poverty and promoting rural development. These initiatives are aimed at ‘the poor’ without specifically targeting disabled people. However, many poverty reduction programmes can offer a range of services that are relevant for disabled people, such as health care cards for discount health treatment, income support subsidies, access to credit, subsidized education and training programmes.
 - Health and assistive devices - local hospitals and health clinics may provide discounted or free services and devices for poor people with disabilities.
 - Small-business development services - the local Ministry of Development, Labour or Industry often provide entrepreneur training and support.
 - Savings and credit schemes - government banks may be available for people with disabilities, or there may be a special credit scheme for the poor.


5. Building support in the community

- Transport services - it may be possible for poor people with disabilities to get a transport pass or discount for government transport services.
- Agricultural and veterinary services - animal raising is a popular income generation activity for disabled people in rural areas. There may be a subsidized or free agricultural and veterinary service provided by the government that can provide training, information and assistance for people with disabilities.
- **Work experience and job opportunities:** Government is a significant employer in most communities. Local government departments or services may be able to provide work experience, volunteer opportunities, apprenticeships and jobs.

CBR workers should be familiar with the services the government provides in the area, and who is responsible. Information on this can be obtained by speaking with other NGOs or local leaders about this to get an understanding of which Ministry or Department is responsible for which services.

 Be prepared to provide information about the situation of people with disabilities in the community and why they need access to government services, particularly those that are not 'disability specific'.

 Be prepared to advocate for mainstreaming of people with disabilities into these government programmes and services, and into government employment.

 Demonstrate by example. If the aim is to establish a work experience or recruitment strategy with government, then it is best to start small, demonstrate success and then expand. Establish a small scale trial, or pilot scheme with one sympathetic government agency, and then use this as a case study to promote the scheme to other agencies and services.

Networking with NGOs

Partnerships with other NGOs can be mutually beneficial. Many NGOs would be willing to include people with disabilities, if they had the opportunity and the necessary support. What kind of opportunities can they provide?

- **Products and services:** NGOs may be involved in providing particular products and/or services that people with disabilities require. For example, they may provide free eye tests and supply of glasses, or wheelchairs, or health checks.

Many local NGOs are involved with training provision or income generation projects for poor and disadvantaged people. They may be very willing to take on disabled clients, particularly if your CBR Programme can provide them with support and assistance.

Some NGOs work exclusively with disabled persons and are important providers of training opportunities, job placement, assistive devices and follow-up support.

- **NGOs are employers too!** NGOs can provide quality work and employment opportunities for people with disabilities. They may be able to provide work experience placements, apprenticeships, jobs or volunteer opportunities for people with disabilities. Staff members of NGOs may also be willing to act as mentors or role models for people with disabilities.

As a first step, CBR workers should be informed of the mandate, mission and activities of the NGOs operational in the locality, the beneficiaries they serve and the geographic area covered. This will make it possible to establish whether a partnership is feasible and what form this might take.



The CBR programme can help by providing information, advice and support about disability issues to NGOs and how they can include people with disabilities into their programmes, and their staff.

5.4 Chapter 5 – Summary of key points

- *Building local support networks is important for disabled people, for service providers and for CBR programmes.*
- *Self-help groups can be a very effective way to empower people with disabilities, build their skills and confidence and promote integration into the mainstream community, including employment and income generation.*
- *Even if we provide excellent training and support services, they will mean nothing if good links are not made with employers.*
- *Service clubs and organizations such as Rotary, religious groups or local clubs can play a significant role in helping people with disabilities to develop skills and gain employment or self-employment.*
- *Governments provide a range of relevant products and services that may be helpful for people with disabilities.*
- *As well as providing particular products and/or services that people with disabilities require. NGOs can provide quality work and employment opportunities for people with disabilities.*

6. Conclusion

Preview

In this chapter, the focus is on the guide's key messages:

CBR AS AN ESSENTIAL STRATEGY

Reducing poverty

Countering work stereotypes for disabled people

Supporting access to jobs, self employment or livelihoods

Going beyond technical skills training

Considering a range of training approaches

Establishing extensive networks

CBR – an essential strategy

Community-based approaches to developing the skills of disabled people and preparing them for jobs or self-employment are an essential strategy in reducing poverty and addressing social inequality. The intent of this guide is to inform and inspire policy makers, service providers and disabled people themselves to develop creative solutions to overcome barriers to training and employment. The case studies illustrate the range of creative approaches that can be taken in different economic, social and cultural contexts.

To summarize the guide's key messages:

CBR can reduce poverty

Disabled people tend to be grouped in the poorest sections of society and, while they face the same difficulties in breaking out of poverty as others, they have the added disadvantages of low access to essential services, education, training, employment and credit schemes. In many cases they also have low self esteem and low expectations arising from their marginalized position in society.

CBR and other community-based initiatives are a means of integrating disabled people with their families, communities, and societies as people with the same rights as all other citizens. They allow disabled people to gain skills, to provide for themselves and their families and enjoy a higher standard of living.

CBR should counter work stereotypes for disabled people

Because they tend to come from poor sections of society, the aspirations of disabled people in poor countries tend to be conditioned by rather low expectations. What is more, some employers and even some CBR practitioners can reinforce these low expectations by considering only a limited range of jobs as being “suitable” for disabled people.

Every disabled person is an individual with their own skills, talents, capabilities and interests. CBR programmes need to enable participants to achieve their work potential as fully as possible. They also need to challenge mistaken assumptions about the work capacity of disabled persons and to work to expand the range of jobs offered by employers.

CBR should support access to jobs, self employment or livelihoods

Clearly identified, conventional, paid jobs will not be available in many locations. In some cases, CBR programme practitioners should consider ways of augmenting subsistence lifestyles so that disabled people can contribute to family and village-level livelihoods.

CBR programmes need to go beyond technical skills training

Training programmes for disabled people need to develop a range of skills – literacy and numeracy, core skills for work, technical skills and entrepreneurial and business management skills. Education is the bedrock of skills development for disabled people, as it is for everyone else – CBR programmes need to reinforce the message that all disabled children should go to school.

CBR programmes need to consider a range of training approaches

The workplace, whether formal or informal, is the best place to learn and improve core skills for work. Knowledge of local employers' skill needs is critical.

Training strategies might include referrals to mainstream government, private and NGO vocational training institutes; establishing disability-only vocational courses or running integrated vocational courses for both disabled and non-disabled people; using local people with skills to give ad hoc short-term training to individuals or groups in the field; setting up an industrial enterprise with both training and production elements; and training disabled people as CBR and development workers.

Providing support to programme participants and employers is essential if job placements are to be successful. On the job training, work experience and mentoring can be very effective support strategies.

CBR programmes need to establish extensive networks

The more partnerships, alliances and networks a CBR programme can establish and use, the greater the chance of achieving results. Employers, employment services, government agencies, trade unions, NGOs and self help groups can all be used effectively to support the training, employment and economic independence of disabled people.

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Endnotes

- 1 The Ministry of Foreign Affairs of Finland supported the organization by the WHO of an International Consultation on CBR, which took place 25-28 May 2003 in Helsinki. The Consultation, which brought together government representatives, CBR practitioners, Non-Governmental Organizations (NGOs), Disabled Persons' Organizations (DPOs), UN agency representatives and other stakeholders in CBR from countries around the world, reviewed the CBR experience and identified the essential elements that seem to contribute to successful CBR programmes. The International Consultation highlighted the importance of the skills acquisition and livelihood component of the CBR approach.
- 2 www.ilo.org/public/english/decent.htm
- 3 For example, the Multi Fibre Arrangement (MFA) governed the world trade in textiles and garments from 1974 through 2004, imposing quotas on the amount developing countries could export to developed countries. Its expiry on 1 January 2005 meant that some developing countries (for example, China) enjoyed significant growth in textile and garment exports at the expense of others.
- 4 http://portal.unesco.org/education/en/ev.php-URL_ID=41459&URL_DO=DO_TOPIC&URL_SECTION=201.html
- 5 The different terms used to describe such skills vary – for instance, in the United Kingdom they are called core skills, key skills or common skills; in New Zealand, essential skills; in Canada and Australia, employability skills; in the USA, basic skills, necessary skills or workplace know-how; and in Singapore they are called critical enabling skills.
- 6 www.dest.gov.au/sectors/training_skills
- 7 'Dalits' is the term now in use for those below the caste system, who used to be called 'untouchables'.
- 8 The principles suggested here are derived in particular from the work of Balakrishna Venkatesh, a blind activist and development worker who pioneered the formation of self-help groups of disabled people in the 1980s and who set up ADD India (Action on Disability and Development). He continues to animate such groups through the Timbuktu Collective, an NGO working on rural development in South India.