

**Paper prepared for conference: *From Local to Global. CBR – a strategy for achieving inclusive development.* Bonn, May 3-4, 2012**

## **Poverty reduction, livelihood and inclusive work and employment.**

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- Livelihood as important component of CBR (also high relevance from the perspective of persons with disabilities)
- Relevance for poverty reduction
- Which concepts, instruments, and methods for Inclusive Work and Employment exist, especially for the informal sector? Where have they been put into practice? What are the results?
- How can it lead to inclusion of PWD in the mainstream labour market and work force?

<p><b>Introduction</b></p> <p>Exclusion from economic activity is probably the prime reason for discrimination against disabled people in poor countries.</p> <p>Disabled people have lower employment rates and therefore are generally poorer than non-disabled people.</p> <p>Work and employment are a crucial part of a person's identity and self-image.</p> <p>We all have a built-in desire to contribute, to make a difference. It is also the way in which we are valued by our families and society.</p>	Title slide
<p><b>What does Livelihood mean?</b></p> <p>Livelihood does not only mean employment or income. It is the way in which we organise our lives not just to survive but also to flourish – as human beings with desires and aspirations.</p>	Old woman and 4 x 4

<p>We need to remember that before the arrival of colonialism in the 19<sup>th</sup> century, in many parts of the world, especially Africa, there was no money-based economy.</p> <p>A monetarised economy was seen by colonial powers as essential for proper governance. Eg. Hut tax in Southern Rhodesia which could be paid only in cash. This meant people had to sell their labour for cash, which they had never done before.</p> <p>The arrival of a monetarised economy meant a different definition of poverty. Poverty is now defined purely in economic terms.</p> <p>But can we measure poverty only in economic terms?</p> <p>Poverty is not simply lack of income; it is a denial of the fundamental freedom and opportunity to develop as a human being.</p> <p>The elimination of poverty lies in the creation of a just society in which all citizens have equal opportunity to develop their full potential.</p>	
<p><b>What are the essentials for ‘economic empowerment’?</b></p> <ol style="list-style-type: none"> <li>1. Understand the economic and development context</li> <li>2. Access to education</li> <li>3. Access to training and ideas</li> <li>4. Access to capital</li> <li>5. Access to markets</li> <li>6. Access to advice and support</li> </ol>	Six essentials
<p><b>1. Understand the economic and development context</b></p> <p><b>Formal</b> versus <b>informal</b> economies  <b>Rural</b> versus <b>urban</b></p>	Economic and social context

<p><b>Formal economy</b></p> <ul style="list-style-type: none"> <li>• Usually urban</li> <li>• Secondary education highly desirable</li> <li>• Technical skills needed</li> <li>• Does not require capital</li> <li>• Governed by disability legislation where it exists</li> </ul> <p>Highly desirable because:</p> <ul style="list-style-type: none"> <li>• Health insurance</li> <li>• Pension</li> <li>• Legislation</li> <li>• Trade unions</li> <li>• Paid holidays</li> </ul> <p style="text-align: center;">= SECURITY</p>	<p>Hotel worker</p>
<p><b>Informal economy</b></p> <ul style="list-style-type: none"> <li>• Offers most work opportunities for poor people (eg. 93% of the Indian workforce)</li> <li>• Usually the only option in rural areas</li> <li>• Requires different skills from formal</li> <li>• Literacy and numeracy important - secondary education not essential</li> <li>• Requires capital</li> </ul>	<p>Basket maker</p>
<p><b>But:</b></p> <ul style="list-style-type: none"> <li>• No job security</li> <li>• No health and safety rules</li> <li>• No compensation if injured</li> <li>• No sickness benefit</li> </ul>	<p>Vegetable seller</p>
<ul style="list-style-type: none"> <li>• Relentless work</li> <li>• Governments ambivalent</li> <li>• <b>Not</b> regulated by disability legislation</li> </ul>	<p>Woman cooking</p>
<p>In many ways the informal sector perpetuates poverty, or at best it becomes a form of poverty management. It is very hard to break out of cash poverty in this sector. But it does not necessarily mean that someone is poor in the wider sense we have outlined.</p>	<p>Tea stall</p>
<p>Example of Opha in Zimbabwe.</p>	<p>Opha</p>

<p>Opha is a wheelchair user who sells fruit in the market in Bulawayo. Selling fruit does not earn her much but she makes a success of her life by the way she manages it. She belongs to several savings groups, and she manages to support her nephew through school. She is one of the happiest people I have ever met, and is an inspiration to those who know her.</p>	
<p>Nevertheless, the security of the formal economy means that, in a training programme, it is far better to aim for the formal economy if possible. Many CBR programmes aim too low, and are satisfied with a modest or mediocre approach to skills training, which perpetuates the idea that disabled people are not capable of attaining employment in the formal sector.</p> <p>The Leprosy Mission in India is an example of a vocational training programme that aims high. It trains young people affected by leprosy or who are the children of parents with leprosy. Leprosy, because of modern treatment, need no longer be a disabling disease, but it still carries a large amount of stigma.</p> <p>The Leprosy Mission places 90% of its graduates in work, the majority of them in the formal economy.</p>	<p>Training mechanics</p>
<p>Reasons for its success:</p> <ul style="list-style-type: none"> <li>• Training in life skills, not just technical skills. Life skills include time management, job seeking, handling interviews, building relationships, dealing with failure and loneliness, etc.</li> <li>• A strong emphasis on ethics: punctuality, reliability, loyalty and determination are desired by every employer, and a person who has these attributes will be valued above one who has not.</li> <li>• Job placement officers: their job is to form relationships with prospective employers and get them to take on graduates of the VTCs. Once they realise how good they are, they will want more from the same source.</li> </ul>	<p>Large garage</p>
<ul style="list-style-type: none"> <li>• Alumni associations (ie. associations of graduates of the VTCs): these play a very important role in helping graduates to find and keep jobs, and give advice and guidance.</li> </ul>	<p>Alumni association</p>
<p><b>2. Access to Education</b></p> <p><b>Lower educational achievements</b></p> <ul style="list-style-type: none"> <li>• Disabled children are less likely to start and complete school than their peers without disabilities.</li> <li>• The difference between the % of disabled children and the % of non-disabled children attending primary school ranges from 10% in India to 60% in Indonesia.</li> </ul>	<p>Braille hands</p>

<ul style="list-style-type: none"> <li>• In secondary education the difference in attendance ranges from 15% in Cambodia to 58% in Indonesia.</li> </ul>	
<p>So:</p> <ul style="list-style-type: none"> <li>• Education is the foundation of all employment opportunities</li> <li>• All disability programmes must lay emphasis on education</li> </ul>	Deaf school
<ul style="list-style-type: none"> <li>• Support parents to send their disabled children to school</li> </ul>	Mother and children
<p>3. Access to training and ideas</p> <p><b>The basic equation</b></p> <ul style="list-style-type: none"> <li>• Most poor people in developing countries have access only to the informal economy. This includes disabled people.</li> <li>• The informal economy implies mainly self-employment, or a family enterprise.</li> <li>• Self-employment requires self-confidence.</li> <li>• Self-confidence is harder for disabled people because they are faced with negative attitudes which often impact on their own feelings of self-worth.</li> <li>• Self-confidence is also the most necessary qualification in the formal economy.</li> </ul>	
<p>What is empowerment?</p> <ul style="list-style-type: none"> <li>• The growth of self-confidence through physical, intellectual, psycho-sexual, socio-cultural, economic, and spiritual development. (Criteria for partnership with CBR Forum, India)</li> </ul> <p>People are empowered when they have the power to achieve what they want - their purpose.</p>	What is empowerment?
<p>The three essentials</p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Knowledge</li> <li>• Skills</li> </ul>	Attitudes, knowledge, skills
<p><b>Attitudes leading to Self-confidence</b></p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Having aspirations</li> <li>• Social responsibility</li> <li>• Willingness to take risks</li> </ul>	Attitudes leading to Self-confidence

<ul style="list-style-type: none"> <li>• Optimism</li> <li>• Friendliness</li>   <li>• Persistence in the face of set-backs</li> <li>• Creativity</li> <li>• Openness to other views</li> <li>• Critical thinking</li> <li>• High personal standards</li> </ul>	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the economic context</li> <li>• Knowledge of the social context</li> <li>• Understanding of the job market</li> <li>• Understanding of the market for products and services</li> </ul>	Knowledge
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Community skills</li> <li>• Interpersonal skills</li> <li>• Financial skills</li> <li>• Literacy &amp; numeracy</li> <li>• Goal setting</li> <li>• Problem solving</li> <li>• Opportunity seeking</li> <li>• Information seeking</li> <li>• Planning and monitoring</li> <li>• Book keeping</li> <li>• Market analysis</li> <li>• Technical skills</li> </ul>	Skills
<p><b>4. Access to capital</b></p> <p>No capital, no self-employment</p> <ul style="list-style-type: none"> <li>• Micro-finance</li> <li>• Savings</li> </ul>	Access to capital
<p><b>5. Access to markets</b></p> <p>Informal economy</p> <ul style="list-style-type: none"> <li>• Market for goods and services</li> </ul> <p>Formal economy</p> <ul style="list-style-type: none"> <li>• Job market</li> </ul>	Access to markets

Egs. ceiling fan manufacture for export, India	COD India (1), (2) & (3)
Architectural model making, Lebanon	Architectural model making, Lebanon
Mushroom growing, Malawi.	Mushroom growing, Malawi (1) & (2)
<p><b>6. Access to advice and support</b></p> <ul style="list-style-type: none"> <li>• Support means knowing that you are not alone</li> <li>• Self-Help Groups have become the dominant method for community development in India and elsewhere</li> <li>• A SHG is the ultimate blow against sitting at home and waiting for charity.</li> </ul>	Access to advice and support
<p><b>The example of David Luyombo, Uganda</b></p> <p>David Luyombo had polio as a child but his mother was determined he should go to school. With her support he made it through secondary school and then trained as an accountant in Kampala, which was regarded as a good job (in the formal sector) for a person with a mobility impairment. But he was not happy sitting behind a desk. What he wanted to do was work with disabled people in his home rural area and help them develop livelihoods. He reasoned that the best thing to train them in was animal husbandry. Handicrafts earned almost nothing. So he trained as a vet.</p> <p>When he was qualified he started breeding good quality cows, pigs, goats and chickens. Using only a bicycle he found families with a disabled person in his home area and gave them an animal and trained them how to look after it. The condition was that they should give him the first offspring, which he would then give to another family. Over a period of several years he built up a network of some 50 families whose livelihoods had been improved through good animal husbandry.</p> <p>He then realised that it would be more efficient to set up a training centre to teach farming methods to which disabled people and others could come. This has been a huge success and people come from all over Uganda to his courses.</p>	David (1), (2), & (3)

<p><b>David said:</b></p> <p>“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.</p> <p>“Traditionally, disabled people, if they are taught anything at all, are taught handicrafts, which have a very limited market in rural areas. It seemed to me that the only thing that made sense was farming, and in particular livestock.”</p>	<p>Kilimanjaro and David’s quote</p>
<p><b>Lessons to be learned from David</b></p> <ul style="list-style-type: none"> <li>• David identified the most obvious source of income for rural farming families: livestock, not crafts.</li> <li>• He works with families, not with individuals.</li> <li>• He acts as a role model for disabled people.</li> <li>• He has a large vision, but started small.</li> <li>• He works by demonstration.</li> <li>• He has linked disability to other development issues.</li> <li>• He has attracted the notice of people in mainstream development who have never linked their work with disabled people.</li> </ul>	<p>Lessons to be learned from David</p>
<p>Opha in Zimbabwe, the group making ceiling fans in India, the Leprosy Mission vocational training and David all have one thing in common: they realise that livelihood is the most important aspect of life for anybody, including disabled people. They have given it serious thought and have come up with creative and successful solutions.</p>	<p>Mosaic picture.</p>